



**Faculty of Humanities & Social Sciences
Department of Economics**

**MSc Economics
MSc Economics & Finance
MRes Economics**

**Programme Handbook
2019/20**

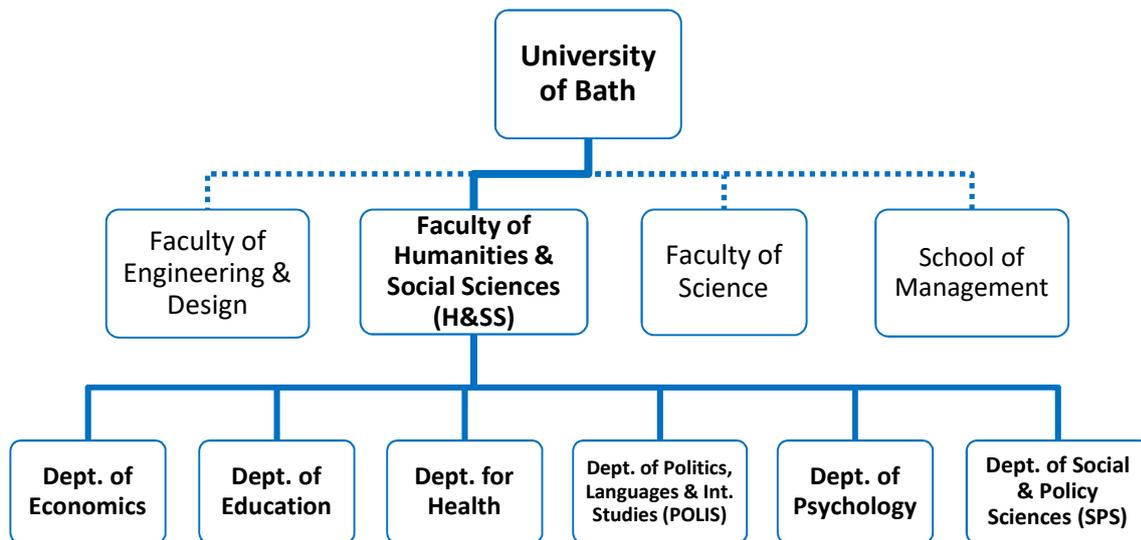
This Handbook is available online or in alternative formats.
Please contact Julia Warburton or Sandra Swaby
(economics-pg@bath.ac.uk) if required.

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WELCOME

Welcome to the University of Bath. Your programme is delivered by the **Department of Economics** within the **Faculty of Humanities & Social Sciences (HSS)**. The Faculty is one of three Faculties and one School in the University (see below) and comprises six academic **Departments**. [Economics](#), [Education](#), [Health](#), [Politics, Languages & International Politics](#), [Psychology](#) and [Social & Policy Sciences](#).



Faculty H&SS Taught Programmes administration

Undergraduate and Postgraduate Taught (Masters) programmes are delivered by academic staff in departments, with administrative support provided by our Taught Programmes Team. Our Taught Programmes Team consist of expert Managers, Officers, Administrators and Administrative Assistants, located in Hub Offices across our Faculty buildings – 3 East, 1 West North, 1 West and 10 West.

Our Taught Programmes Team is responsible for all aspects of administrative support for all taught programmes in the Faculty, ensuring that services are efficient, effective and adapt to changing circumstances. We provide students with support and advice from registration to graduation, and support academic teaching staff in our departments.

Our duties include:

- managing administrative processes of the Faculty's taught programmes
- acting as a central point of contact for staff and students seeking advice
- offering programme-related operational support for academic teaching staff in departments

It is important that you get to know the administrators who look after your particular programme, as they can often provide invaluable guidance on various aspects of the programme. If your administrator is unavailable then please speak to any other of our other administrators listed on our wiki page [here](#), all of whom will be very happy to help you. If you have any problems then please contact one of the Programmes Officers or Managers. Emails are managed via shared mailboxes to deal with enquiries from students and academic staff and these are regularly monitored by designated members of the team.

ABOUT THIS HANDBOOK

This Handbook is intended for all students commencing in Year 1 of the MSc in Economics, MSc Economics and Finance and the MRes Economics in the academic year 2019/20.

Please note that the contents of this Handbook are accurate at September 2019 but that information may sometimes be subject to change after this Handbook has been issued. Your Director of Studies or Unit Convenor will inform you of any changes that will affect your programme or a particular unit. For further information about unit and programme changes, see the **Unit and programme changes** section in this Handbook.

While this Handbook signposts information about **regulations for students**, it does not have regulatory status itself, and the Regulations available online (Regulations for Students: www.bath.ac.uk/publications/regulations-for-students and Assessment Regulations: www.bath.ac.uk/registry/nfa) are the most up-to-date and take precedence over the contents of this Handbook.

If in doubt about what applies to you, or if your circumstances change (for example if you are returning from a suspension of study, or transferring to a different programme) please contact your Director of Studies – Dr Andreea Halunga for the MSc Economics and MSc Economics or Finance or Dr Kei Tsutsui for the MRes Economics for advice.

YOUR PROGRAMME

The Masters Programmes are delivered by the Department of Economics within the [Faculty of Humanities & Social Sciences \(HSS\)](#). The Department is located in 3 East (see the campus map at <http://www.bath.ac.uk/travel-advice/location-maps/> The administrators for your course are located in the 3 East 3.17.

Information regarding the department, including a list of academic staff, their individual research interests, departmental research activities, events (including seminars to which you may be able to attend) and news items can be found by linking from <http://www.bath.ac.uk/hss/>.

KEY CONTACTS/STAFF LIST

Key contacts include your Director of Studies (a member of academic staff who has overall responsibility for the programme), Programme Tutor (a member of academic staff who is responsible for monitoring student progress) and your administrator (from the Graduate School), specifically:

Name	Role	Room	Ext. No.	Email
Academic Staff				
Dr Andreas Schaefer	Director of Learning and Teaching Responsible for learning and teaching aspects across all programmes	3 East 4.20	5828	a.schaefer@bath.ac.uk
Dr Andreea Halunga	Director of Studies for MSc Economics, MSc Economics & Finance Responsible for academic aspects of the specific programmes	3 East 4.29	5593	a.g.halunga@bath.ac.uk
Dr Kei Tsutsui	Director of Studies and Programme Tutor for MRes Economics Responsible for student progress and general academic enquiries (direct questions about specific units to the unit convenor in the first instance)	3 East 4.7	6402	k.tsutsui@bath.ac.uk
Dr Imran Shah	Programme Tutor for all MSc programmes Responsible for student progress and general academic enquiries (direct questions about specific units to the unit convenor in the first instance)	3 East 4.27	5848	i.h.shah@bath.ac.uk
Dr Haibao Wen	Dissertation Unit Convenor Responsible for administration of the dissertation	3 East 4.27	4937	h.wen@bath.ac.uk
Programme Administrators: Office Hours Mon-Fri 10.00am – 12.00pm and 2.00pm-4.00pm				
Rob Kent	Programme Administrator	3 East 3.17	3860	economics-pg@bath.ac.uk
Sandra Swaby	Administrative Assistant	3 East 3.17	3643	economics-pg@bath.ac.uk

DEPARTMENTAL INFORMATION

Internal messages are usually sent by **email** and you should make a point of checking your University email account every day. You can also access your account via the internet by typing <https://mail.bath.ac.uk> or clicking on "Webmail" on the University's internal home

page. **You must ensure that your email inbox does not become full otherwise emails cannot be sent to you and you therefore run the risk of missing important information.**

The best way to **contact staff** is by email. If you want to send hard copy message to a member of staff, you can hand this to the administrator who will place it in the appropriate 'pigeon-hole' (mail box).

Should you have any **queries or problems** (that you have not been able to resolve using the various sources of information in this handbook and elsewhere) we strongly recommend you talk to us. Any issues relating to your work then please contact either the lecturer concerned or your Director of Studies or Programme Tutor (most academic staff are available at specific times of the week).

Administrators are available in office hours: Monday – Friday 10am -12pm and 2pm-4pm in 3 East 3.17.

You can collect your **post** from your pigeon-hole located in 3 East. Any mail addressed to you - care of the University or the Department, internal mail, or messages from members of staff - will be placed there, and you can also leave messages for other students. You should check your pigeon-hole as soon as you arrive at the University and at least once a week thereafter. The Department cannot accept responsibility for mail not collected by students.

Any post should be addressed as follows:

Name

Your programme (MSc in Economics/ MSc Economics & Finance, Department of Economics)

University of Bath

Claverton Down

Bath BA2 7AY

The Faculty (one of three Faculties and one School in the University – see below and <http://www.bath.ac.uk/departments>) comprises six departments:

EXPECTATIONS

It is a University Regulation that you attend regularly. If you are not able to do so, or will be absent for longer than three days due to ill health, then you must contact your Director of Studies to discuss your situation and an appropriate course of action.

Further information

See Regulation 3: www.bath.ac.uk/publications/regulations-for-students

ATTENDANCE OF UNITS

In our postgraduate taught units, we seek to create an interactive rather than a didactic teaching environment, with students actively contributing to the educational experience of the group as a whole. In many cases, as part of this collective educational experience, we have students working in groups, and then making presentations to the class as a whole. Sometimes these presentations might be formal. This rich learning environment, be it in lectures or in group activities, obviously relies on students attending and participating in all activities.

In deciding to take a unit, we would expect you to attend all lectures and participate in any group-work activities (unless mitigating circumstances dictate otherwise). Non-attendance would not only reduce your own learning experience but could potentially reduce that of

others in the group. In order to reinforce this principle, in some units, students who have not attended timetabled group activities (even if non-assessed) may have some unit marks deducted.

WE EXPECT YOU TO BE PRESENT FOR 12 MONTHS AND YOU SHOULD NOT PLAN EXTENDED HOLIDAYS, WORK EXPERIENCE, INTERNSHIPS ETC. UNTIL YOU SUBMIT YOUR DISSERTATION IN SEPTEMBER 2020.

We hope that you will appreciate the importance of this issue, in that students are partners in a collective learning experience.

PROGRAMME AIMS AND LEARNING OUTCOMES

The MSc programmes in Economics comprise a number of Aims and Learning Outcomes which are listed below. Key information (including this Handbook, various forms and other links) can be found on the Moodle page at <http://moodle.bath.ac.uk/course/view.php?id=2516> Details of programmes and individual units can be found in the Programme & Unit Catalogue at <http://www.bath.ac.uk/catalogues/2019-2020/es/es-proglist-ug.html>

MSC ECONOMICS

MSc Economics, with a large theoretical and quantitative content, is effectively a professional qualification so that a contribution in this area is very relevant and appropriate in an institution that emphasises its links to the 'real' world. The taught programme offers an advanced qualification useful to professional economists in business, the government and international organisations. Seven of the units are compulsory ensuring that all economics masters students must cover the core of modern economic analysis and quantitative methods. The optional units reflect the main areas of research specialisation at the University of Bath.

Study is on a one year full-time basis. Students complete ten units and a dissertation (see below). Individual units can be followed by suitably qualified students from other parts of the university e.g. School of Management.

Economics is a well-defined linear subject and the programme aims are comparable with the structure of MSc Economics programmes taught at major UK universities. The major strengths of the programme (with respect to student recruitment) include: the good reputation of the university generally and its location; the high level of personal attention as this is not 'mass' MSc.

The MRes Economics programme complements the existing economics masters programmes, providing a sound preparation for subsequent research careers or entry onto PhD programmes.

EDUCATIONAL AIMS OF THE PROGRAMME:

MSc Economics (and associated stopping off points) will provide students with:

- an advanced training in the analysis of economic problems and policy of use in private and public sector employment - It is anticipated that most students will want to complete the MSc: "An MSc in economics has effectively become a professional qualification" (Machin and Oswald, 2000:F347, Economic Journal);
- a knowledge of modern economic theory that is especially relevant to major applied economic areas
- a knowledge of quantitative methods beyond the undergraduate level so that they will have mathematical, statistical and econometric skills to enable them to carry out quantitative analyses of economic problems;

- a research training in economics and its application enabling them to continue on to doctoral work should they so choose;
- a critical appreciation of existing applications of economic theory in policy choices and conflicts;
- a specialist knowledge in two of the topic areas represented in the department.

INTENDED LEARNING OUTCOMES (inc. teaching, learning and assessment methods specifying those applicable for interim awards where appropriate):

Students gaining an award on MSc Economics will meet the following objectives:

- identify, and engage critically with, appropriate and representative literature in the field of graduate level economics
- understand current contributions to economic theory and apply them to their own dissertation
- demonstrate clarity of thought and quality of argument in economic theory and application
- design and systematically undertake economic dissertation research

In addition to the above:

- Students successfully completing the dissertation should be able to demonstrate the ability to:
 - select and justify the focus, scope and methodology of an economic research study
 - to critically review, employ, and engage with the appropriate literature on the study area
 - where relevant to collect, quantitatively analyse and interpret data appropriately
 - draw appropriate conclusions from the research study, being aware of its strengths and limitations.

The teaching method will be mainly lectures but will also include: student-led seminars; workshops; quantitative exercises, electronic communications.

Knowledge and Understanding:	<p>The two programmes enable students to demonstrate:</p> <ul style="list-style-type: none"> • a systematic and thorough understanding of modern economic theory • an understanding that enables students to evaluate critically current and apply economics research • a practical understanding of how data are collected and quantitatively analysed • a comprehensive understanding of techniques applicable to the postgraduate economics and economic research • a critical awareness of current economic debates in chosen applied areas of study • some originality in the application of this knowledge
Intellectual Skills:	<p>The two programmes enable students to:</p> <ul style="list-style-type: none"> • deal with complex academic arguments both systematically and creatively • evaluate economic research and a variety of types of information and evidence • synthesise information from a number of sources • select relevant information and data sources • demonstrate self-direction and some originality in tackling and solving economic problems • use chains of reasoning in an economic model to derive hypotheses capable of falsification.
Professional Practical Skills:	<p>The two programmes enable students to:</p> <ul style="list-style-type: none"> • be professional economists • evaluate and contribute to economic debates • act autonomously in planning and implementing economic tasks

Transferable/Key Skills:	<p>The two programmes enable students to:</p> <ul style="list-style-type: none"> • communicate their conclusions clearly to specialist and non-specialist audiences • establish a critical facility • utilise problem-solving skills in a variety of theoretical models • collect statistically and econometrically analyse data using standard packages • continue to advance their knowledge and understanding in economics
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MSC ECONOMICS AND FINANCE

Aims

MSc in Economics & Finance (and associated stopping off points) provide students with:

- an advanced training in the analysis of financial economic problems and policy of use in financial institutions, companies and public organisations;
- a knowledge of modern economic and finance theory that is especially relevant to key applied financial economic areas;
- a knowledge of financial quantitative methods beyond the undergraduate level that will provide mathematical, statistical and econometric skills to enable students to carry out quantitative analyses of financial economic problems;
- a research training in economics and finance enabling students to continue to doctoral work;
- a research training to enable students to undertake research in a commercial context.

Learning Objectives

The following objectives relate to both the PG Certificate and PG Diploma*:	
<ul style="list-style-type: none"> • identify, and engage critically with, appropriate and representative literature in the field of modern economics and finance; • understand and apply current contributions to economic and finance theory; • demonstrate clarity of thought and quality of argument in economic and finance theory and application; • understand techniques necessary to undertake research at the postgraduate level, and be able to use state of the art econometric techniques to interpret financial economic data. 	
For the MSc (dissertation) stage (as well as the above):	
<ul style="list-style-type: none"> • design and systematically undertake an independent research project in economics and finance. <p>Teaching is mainly through lectures but will also include: student-led seminars; workshops; quantitative exercises, electronic communications.</p>	
➤ Knowledge and understanding:	<p>Semester 1 – to enable students to demonstrate:</p> <ul style="list-style-type: none"> • a systematic and thorough understanding of modern microeconomics and finance; • a capacity to evaluate and apply this to specific microeconomic problems; • critical awareness of current economic debates in chosen applied microeconomic areas of study; <p>Semesters 1 and 2 – (in addition to the above) to enable students to demonstrate:</p> <ul style="list-style-type: none"> • a systematic and thorough understanding of modern macroeconomics and finance; • a capacity to evaluate and apply this to specific macroeconomic problems; • critical awareness of current economic debates in chosen applied macroeconomic areas of study;

	For the MSc (dissertation) stage (as well as the above): some originality in the application of this knowledge in the form of a substantial dissertation.
➤ Intellectual Skills:	The programme enables students to: <ul style="list-style-type: none"> • evaluate complex academic arguments systematically and creatively; • undertake research at a professional level, demonstrating self-direction and some originality in formulating and answering research questions..
➤ Professional Practical Skills:	The programme enables students to acquire: professional training in economics and finance to equip them for careers in financial institutions, commercial companies and public sector organisations
➤ Transferable/Key Skills	The programme enables students to: <ul style="list-style-type: none"> • communicate their conclusions clearly to specialist and non-specialist audiences; • establish a critical facility in developing research questions; • enhance problem-solving skills through firmer grasp of analytical and technical methodology; • continue to advance their knowledge and understanding in economics and finance; • obtain research skills training relevant to a commercial workplace.

MRES ECONOMICS

Aims

MRes Economics is to develop fully trained and competent researchers, able to understand and use research techniques appropriate to economic studies. The programme has a substantial theoretical and quantitative core, which provides an essential basis for any working researcher, whether they are doing a PhD or otherwise engaged in research. The training aims to enable students to think through how they can use their existing knowledge and skills in different contexts and apply them to a variety of problems; and, progressively, to identify their own needs for training.

One of the units in each semester is designated for research training. Other compulsory units ensure that all economics masters students must cover the core of modern economic analysis and quantitative methods. The optional units reflect the main areas of research specialisation at the University of Bath.

Study can be on a one year full-time or on a part-time basis. Students complete nine units and a dissertation (see PROGRAMME DESCRIPTION below).

Learning Objectives

Students gaining an award on MRes Economics will meet the following objectives:

- identify, and engage critically with, appropriate and representative literature in the field of graduate level economics
 - understand current contributions to economic theory and apply them to their own dissertation
 - demonstrate clarity of thought and quality of argument in economic theory and application
- In addition to the above:
- Students successfully completing the Short Research Apprenticeship Project (SRAP) should be able to demonstrate the ability to:
 - identify own original research question
 - to critically review, employ, and engage with the appropriate literature on the study area

- Students successfully completing the the Large Research Apprenticeship Project (LRAP) and the dissertation should be able to demonstrate the ability to:
 - select and justify the focus, scope and methodology of an economic research study
 - where relevant to collect, quantitatively analyse and interpret data appropriately
 - draw appropriate conclusions from the research study, being aware of its strengths and limitations.

Students will be supervised through SRAP, LRAP and the dissertation. SRAP provides the opportunity to undertake a research enquiry on a modest scale; LRAP gives a more substantial opportunity. The MRes involves a dissertation which meets aim of LRAP on a still more substantial scale.

The teaching method will be mainly lectures but will also include: student-led seminars; workshops; quantitative exercises, electronic communications.

<ul style="list-style-type: none"> ➤ Knowledge and understanding: 	<p>The programme enables students to:</p> <ul style="list-style-type: none"> • have a systematic and thorough understanding of modern economic theory that is especially relevant to major applied economic areas, and be able to apply this to their own research; • have an understanding of, and a critical engagement with, appropriate and representative literature in the field of graduate level economics; • have a knowledge of quantitative methods beyond the undergraduate level in order to have appropriate mathematical, statistical and econometric skills to carry out quantitative analyses of economic problems; • a specific knowledge and ability to use major econometric package programs; • have an advanced training in the analysis of economic problems and policy of use in private and public sector employment; • have a critical appreciation of existing applications of economic theory in policy choices and conflicts.
<ul style="list-style-type: none"> ➤ Intellectual Skills: 	<p>The programme enables students to:</p> <ul style="list-style-type: none"> • deal with complex academic economic arguments both systematically and creatively; • evaluate economic research and a variety of types of information and evidence; • synthesise information from a number of sources; • demonstrate self-direction and some originality in tackling and solving economic problems; • use chains of reasoning in an economic model to derive hypotheses capable of falsification.
<ul style="list-style-type: none"> ➤ Professional Practical Skills: 	<p>The programme enables students to acquire:</p> <ul style="list-style-type: none"> • to have developed the required knowledge and skills to pursue independent research either as a PhD student or otherwise, or be professional economists; • to be able to evaluate and contribute to economic debates; • to be able to act autonomously in planning and implementing economic tasks.
<ul style="list-style-type: none"> ➤ Transferable/Key Skills: 	<p>The programme enables students to:</p> <ul style="list-style-type: none"> • to be able to utilise problem-solving skills in a variety of theoretical economic models; • develop skills in collecting and analysing data (both statistically and econometrically) using standard packages; • develop the skills to enable the continuation of advancement in their knowledge and understanding in economics.

PROGRAMME DESCRIPTION: STRUCTURE OF THE PROGRAMME

Please note that the content of the programme description below is correct at the time of production of this Handbook and that programmes and units may be subject to reasonable change (see **Unit and Programme Changes** below).

Current versions of unit and programme descriptions are available via the online Unit and Programme Catalogues: www.bath.ac.uk/catalogues

MSC ECONOMICS

Programme Description for MSc Economics

Programme code	THES-AFM03 MSc Economics (Full-time)
Programme title	MASTERS in ECONOMICS
Award type	Masters
Award title	MSc in Economics., with the following intermediate qualifications: THES-AFC01 PG Cert Economics (Full-time) THES-AFL03 PG Dip Economics (Full-time)
Mode of Attendance	FULL TIME
Length	12 months (F/T)
State any designated alternative programme(s)	PG Certificate in Economics (Designated Alternative Programme (DAP) for PGDip and MSc) - <i>Comprising 30TSC in total but to include a minimum of 6 credits from ES50100 (Econometric Theory) and 6 credits from either ES50102 (Microeconomic Theory) or ES50101 (Macroeconomic Theory).</i> PG Diploma in Economics (Designated Alternative Programme (DAP) for MSc) <i>Comprising 60 TSC.</i>
Approving body and date of approval	2018/19

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	SRU status	Taught, or Dissertation/ project credits
4	1	Semester 1	ES50073	Research methods in economics	Compulsory Unit	6			T
4	1	Semester 1	ES50100	Econometric theory	Compulsory Unit	6	Yes		T
4	1	Semester 1	ES50101	Macroeconomic theory	Compulsory Unit	6	Yes		T
4	1	Semester 1	ES50102	Microeconomic theory	Compulsory Unit	6	Yes		T
Optional Units: Select 1 unit from the following list									
4	1	Semester 1	ES50074	Financial economics	Optional Units:	6			T
4	1	Semester 1	ZZ00001	Director of Studies approved unit	Optional Units:	6			T
Semester 2									
4	1	Semester 2	ES50094	Advanced economic theory	Compulsory Unit	6			T
4	1	Semester 2	ES50103	Quantitative methods for economics	Compulsory Unit	6			T

4	1	Semester 2	ES50061	Financial econometrics	Compulsory Unit	6				T
Optional Units: Select 2 units from the following list										
4	1	Semester 2	ES50053	Growth theory	Optional Units:	6				T
4	1	Semester 2	ES50059	Environmental & resource economics	Optional Units:	6				T
4	1	Semester 2	ES50076	Economics of financial institutions	Optional Units:	6				T
4	1	Semester 2	ES50077	Incentives & performance	Optional Units:	6				T
4	1	Semester 2	ES50078	International monetary policy & institutions	Optional Units:	6				T
4	1	Semester 2	ES50090	Financial risk management	Optional Units:	6				T
4	1	Semester 2	ZZ00001	Director of Studies approved unit	Optional Units:	6				T
Dissertation Stage										
4	2	Dissertation	ES50064	Economics: Masters dissertation	Compulsory Unit	30				P

MSC ECONOMICS & FINANCE

Programme Description for MSc Economics & Finance

Programme code		THES-AFM05 MSc Economics & Finance (Full-time)								
Programme title		MASTERS in ECONOMICS & FINANCE (MEF)								
Award type		Masters								
Award title		MSc in Econ. & Fin., with the following intermediate qualifications: THES-AFC05 PG Cert Economics & Finance (Full-time) THES-AFL05 PG Dip Economics & Finance (Full-time)								
Mode of Attendance		FULL TIME								
Length		12 months (F/T)								
State any designated alternative programme(s)		PG Certificate in Economics & Finance (Designated Alternative Programme (DAP) for PGDip and MSc) - Students may be eligible for this award on successful completion of 30 taught stage credits from the MSc programme including ES50060 (Econometrics for economics & finance) and EITHER ES50104 (Macroeconomics) or ES50105 (Microeconomics). PG Diploma in Economics & Finance DAP for MSc comprising 60 taught stage credits.								
Approving body and date of approval		2018/9								
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	SRU status	Taught, or Dissertation/ project credits	
4	1	Semester 1	ES50060	Econometrics for economics & finance	Compulsory Unit	6	Yes		T	
4	1	Semester 1	ES50074	Financial economics	Compulsory Unit	6	Yes		T	
4	1	Semester 1	ES50104	Macroeconomics	Compulsory Unit	6	Yes		T	

4	1	Semester 1	ES50105	Microeconomics	Compulsory Unit	6	Yes		T
Optional Units: Please select one unit from this list									
4	1	Semester 1	ES50106	Financial investment management	Optional Unit	6			T
4	1	Semester 1	MA50196	Financial derivatives	Optional Unit	6			T
4	1	Semester 1	MN50374	Introduction to quantitative finance	Optional Unit	6			T
4	1	Semester 1	ZZ00001	Director of Studies approved unit	Optional Unit	6			T
Semester 2									
4	1	Semester 2	ES50061	Financial econometrics	Compulsory Unit	6			T
4	1	Semester 2	MN50557	Corporate finance	Compulsory Unit	6			T
Optional Units: Select 3 units from this list:									
4	1	Semester 2	ES50076	Economics of financial institutions	Optional Unit	6			T
4	1	Semester 2	ES50077	Incentives & performance	Optional Unit	6			T
4	1	Semester 2	ES50078	International monetary policy & institutions	Optional Unit	6			T
4	1	Semester 2	ES50090	Financial risk management	Optional Unit	6			T
4	1	Semester 2	ES50094	Advanced economic theory	Optional Unit	6			T
4	1	Semester 2	ES50107	Computational economics	Optional Unit	6			T
4	1	Semester 2	MN50321	International finance	Optional Unit	6			T
4	1	Semester 2	MN50429	Financial engineering	Optional Unit	6			T
4	1	Semester 2	ZZ00001	Director of Studies approved unit	Optional Unit	6			T
Dissertation									
4	2	Dissertation	ES50064	Economics: Masters dissertation	Compulsory Unit	30			P

MRES ECONOMICS

Programme Description for MRes Economics

Programme code	THXX-AFM20 MRes Economics (Full-time) THXX-AFM28 MRes Economics (Full-time - leading to PhD) THXX-APM20 MRes Economics (Part-time)
Programme title	MASTER of RESEARCH in ECONOMICS
Award type	Masters
Award title	MSc in Econ. & Fin., with the following intermediate qualifications: THES-AFC05 PG Cert Economics & Finance (Full-time) THES-AFL05 PG Dip Economics & Finance (Full-time)
Mode of Attendance	FULL TIME / PART TIME

Length	12 months (F/T) or 27 months (P/T)
State any designated alternative programme(s)	PG Certificate in Research (Economics) (Designated Alternative Programme (DAP) for PGDip and MRes) - Comprising 30TSC in total but to include the minimum of 6 credit from ES50100 (Econometric Theory), 6 credits from XX50133 (Short Research Apprenticeship Project) and 6 credits from either ES50102 (Microeconomic Theory) or ES50101 (Macroeconomic Theory). PG Diploma in Research (Economics) (Designated Alternative Programme (DAP) for MRes) Comprising 60 TSC.
Approving body and date of approval	2018/9

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	SRU status	Taught, or Dissertation/project credits
Semester 2									
4	1	Semester 1	ES50073	Research methods in economics	Compulsory Unit	6	Yes		T
4	1	Semester 1	ES50100	Econometric theory	Compulsory Unit	6	Yes		T
4	1	Semester 1	ES50101	Macroeconomic theory	Compulsory Unit	6	Yes		T
4	1	Semester 1	ES50102	Microeconomic theory	Compulsory Unit	6	Yes		T
4	1	Semester 1	XX50133	Short research apprenticeship project (MRes)	Compulsory Unit	6	Yes		T
Units to be Audited: Select a minimum of 0 and a maximum of 1 units from this list:									
4	1	Semester 1	ES50074	Financial economics	XX1052 Audited Unit	6			T
Semester 2									
4	1	Semester 2	ES50094	Advanced economic theory	Compulsory Unit	6			T
4	1	Semester 2	ES50103	Quantitative methods for economics	Compulsory Unit	6			T
4	1	Semester 2	XX50137	Long research apprenticeship project (MRes)	Compulsory Unit	12	Yes		T
Optional Units: Select 1 unit from this list:									
4	1	Semester 2	ES50053	Growth theory	XX1053 Optional Unit	6			T
4	1	Semester 2	ES50061	Financial econometrics	XX1053 Optional Unit	6			T
4	1	Semester 2	ES50078	International monetary policy & institutions	XX1053 Optional Unit	6			T
4	1	Semester 2	ZZ00001	Director of Studies approved unit	XX1053 Optional Unit				
Units to be Audited: Select a minimum of 0 and a maximum of 1 units from this list:									
4	1	Semester 2	ES50053	Growth theory	XX1101 Audited Unit	6			T
4	1	Semester 2	ES50059	Environmental & resource economics	XX1101 Audited Unit	6			T
4	1	Semester 2	ES50061	Financial econometrics	XX1101 Audited Unit	6			T
Dissertation									
4	1	Dissertation	ES50064	Economics: Masters dissertation	Compulsory Unit	30			P

Assessment weightings and decision references		
Stage	Weighting within programme	NFAAR-PGT decisions reference See NFAAR-PGT information at: https://www.bath.ac.uk/publications/nfaar-pgt-and-appendices/attachments/nfaar-pgt.pdf
Stage 1	60 / 90 credits	All assessment: Appendix 11 / 12 / 13 Programme progression requirement (PPR): min 40%
Stage 2	30 / 90 credits	All assessment: Appendix 11

Further information

Section in this handbook on **Assessment**.

Definitions of assessment terms: www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-02.pdf

UNIT AND PROGRAMME CATALOGUES

This is where you will find details about all individual units for the current academic year:
www.bath.ac.uk/catalogues

The Catalogues also provide links to the University's assessment regulations, showing how these are applied to programmes of study.

TIMETABLES

Programme and unit timetable information can be found online at: www.bath.ac.uk/timetable

You can also use MyTimetable to create a customised programme timetable that can be downloaded into an electronic calendar: www.bath.ac.uk/timetable/MyTimetable

Please check your university email account regularly for any updates to your timetable.

OPTION CHOICES

Information about how and when to choose your option units can be found at:

www.bath.ac.uk/catalogues/information/students/online-unit-selection

You will receive an email notification at the relevant point in the year when online unit selection is available. If you want to discuss your option choices, please contact your Director of Studies.

SUBMISSION DEADLINES

You will be expected to hand in all assessed coursework by a specified date and time. This is to ensure equity amongst students and also to enable staff to mark efficiently. The

submission deadlines for each unit are found on the relevant unit page on Moodle and on the unit outline, please see Annex 2 Coursework Guidelines.

MARKING CRITERIA

You may also find Coursework Guidelines, Dissertation Guidelines and Marking relevant unit page on Moodle along with information on how to find Coversheets (for attachment to hardcopy submissions) and instructions as to how many copies must be submitted. The submission deadlines for each unit are found on the relevant unit page on Moodle and on the unit outline, please see Annex 2 Coursework Guidelines.

RESEARCH ETHICS

In carrying out your research work, you may face ethical dilemmas arising out of competing obligations and conflicts of interest. Research in the social sciences and other disciplines can be intrusive in people's lives, or have an impact on the services they receive. All students are required to abide by the University's Code of Ethics, which can be found at: <http://www.bath.ac.uk/about/values/ethics/>

Ethical problems are not always immediately obvious when a research project is planned. The proposal should be considered very carefully from all angles before being implemented and you should discuss possible ethical implications with your supervisor at an early stage. All MSc dissertation research that involves human participants or human data and all MRes research of any form is subject to formal ethical review and approval must be obtained before work can be started. In such cases, you will be required to submit an ethics form to the Department's Research Ethics Officer, Prof. Shasi Nandeibam (s.nandeibam@bath.ac.uk), prior to the collection of any research data. If you have any questions regarding ethics approval for data collection you should speak to the Research Ethics Officer.

FURTHER STUDY

More information regarding MPhil and PhD opportunities in the Department of Economics can be found [here](#).

UNIT AND PROGRAMME CHANGES

We continually look for ways to develop and improve our programmes. For example:

- it might be desirable to make some updates to the content of the curriculum to reflect the latest developments in a particular field of study
- a review of the assessments across a programme (including feedback received) might identify that changes to an assessment would better support student learning.

Students who would be affected by proposed changes are consulted about them, either via their Staff/Student Liaison Committee or directly, depending on the nature of the change.

In addition, it is sometimes necessary to make changes due to unforeseen or unavoidable circumstances. For example:

- the accrediting body for a programme may require changes to be made to it
- it may not be possible to run a particular unit because a member of teaching staff with specialist expertise leaves the University and we are unable to find a suitable replacement
- it may not be viable to run a particular optional unit in a given year because very few students select it.

In such cases, the University will always try to ensure that any impact on students is minimised and that students are informed of the changes at the earliest opportunity.

All programme and unit changes are managed through a formal process set out by the University. The aim of this is to ensure that changes are academically appropriate and properly supported, take place in a timely manner, and safeguard the interests of students.

HOW YOUR PROGRAMME IS REVIEWED AND MONITORED

The University has in place a number of ways to ensure that programmes remain up-to-date, issues are dealt with and improvements made.

All programmes and units are monitored annually, looking at evidence for what is working well and identifying any actions that need to be taken. Taking account of student feedback, including feedback given through unit evaluation and other student surveys, is a key part of unit and programme monitoring.

Departments also conduct periodic reviews of their programmes. These provide an opportunity for in-depth review and development, involving input from students and from an adviser(s) external to the University.

STUDY AND SUPPORT: GETTING THE MOST OUT OF YOUR STUDIES

ACCESSING UNIVERSITY EMAIL

You will need to use your University username and password to access your University email account. You are able to access your email by going to <http://outlook.office.com/>

Your username also forms your email address (username@bath.ac.uk).

The University will often communicate with you about a range of important matters requiring action from you, including registration, unit enrolment, assessment, degree ceremonies, and matters such as tuition fees, via your University email account. It is a University requirement (Regulation 1.3) that you access your University email account regularly, even if you are out on placement or study abroad.

You therefore have a responsibility to ensure that your University email account can receive incoming mail and that you read your email regularly.

Once you graduate or withdraw from your course, you will receive an email stating exactly when your account will be closed. The email will give at least 30 days' notice.

Further information

Email guidance: www.bath.ac.uk/guides/accessing-your-university-email-and-calendar
Regulation 1.3: www.bath.ac.uk/publications/regulations-for-students

YOUR STUDENT RECORD: SAMIS

SAMIS is the University's student records database. It provides an online portal where you can view details about your registration, update your contact details, and do other things such as viewing exam information, viewing your confirmed assessment results, and (where applicable) choosing optional units.

Further information

<https://samis.bath.ac.uk>

MOODLE

Moodle is the Virtual Learning Environment (VLE) used at the University of Bath. It is used by academic Departments to support learning and teaching at programme and unit level. It provides a platform for the delivery of resources and online activities, and can also support student interaction and collaboration.

Further information

Please check the main Moodle page for PGT Economics regularly.
<https://moodle.bath.ac.uk/course/view.php?id=2516>

PERSONAL TUTORING

When you join the University, you will be assigned a Personal Tutor who will help you to get the best out of your university experience. Your Personal Tutor will:

- support you in your academic progress and personal development
- discuss with you programme choices, placement opportunities and future career plans
- provide you with a reference for your placement or career
- guide you to sources of expert help with any personal/welfare issues.

Your Personal Tutor should arrange to meet with you on at least three occasions in your first semester and at least once per semester thereafter. This enables you both to get to know each other, such that you can raise any issues with your tutor and your tutor can support you fully through your programme. It is important that you attend scheduled meetings with your Personal Tutor and let them know in advance if you cannot attend. Many of these meetings may be in small groups but you can also request a one-to-one meeting.

If you should have reason to wish to change your Personal Tutor, please contact your Director of Studies to discuss the matter.

LANGUAGE AND ACADEMIC SKILLS SUPPORT AND DEVELOPMENT

To help you get the best out of your studies and your future employability, we offer all our students a comprehensive range of year-round skills and personal development opportunities designed to complement your academic programme.

These opportunities have been designed to give you choice and flexibility to help you get the support and development you need at the time you most need it.

You can choose from classes, tutorials, drop-in sessions, workshops and online resources, to develop a range of skills, including how to:

- create well-written, clearly structured essays, reports and dissertations
- think critically in order to enhance your writing
- manage information sources and literature effectively
- give polished and effective academic presentations
- manage and analyse numbers, data and statistics
- enhance your use of mathematical tools
- use IT tools and resources effectively
- enhance your existing language proficiency, or learn a new language.

There are many opportunities available to you through our Careers Service and Students' Union to help you develop your skills and prepare for the workplace. For example:

- writing an effective job application and CV
- succeeding at interview or assessment centre
- leading and managing projects
- chairing meetings
- running a club or society.

Further information

Find out more about the skills support and development opportunities available here:

<http://go.bath.ac.uk/skills>

RECOGNITION FOR EXTRA-CURRICULAR ACTIVITIES: THE BATH AWARD

The Bath Award is open to all undergraduate and postgraduate students. It recognises the experiences, skills and strengths you have gained through participation in extra-curricular activities, volunteering, work experience, part-time work, global opportunities and more. The Award enables you to reflect on your personal development as a student and future

employee. Completing the Award will enhance your employability, increase self-awareness of your skills and enable you to articulate these effectively to future employers.

Further information

thesubath.com/bathaward

THE LIBRARY

The Library is open 24 hours a day, all year round, and provides print and electronic materials and information services to support study and research across the University. It houses over 500 PCs, wireless networking throughout, and provides areas for both quiet individual study and group work. Alongside 360,000 printed books, it offers over 26,000 electronic journals, 516,000 electronic books, 100 databases for information, literature and data searching, the University's exam papers database, and digital versions of the University's academic publications. The Library's electronic services, resources and support materials are all available directly from the Library's web pages (<https://library.bath.ac.uk/home>). The Library's copy and print service provides access to black and white and colour photocopying, laser printing and scanning.

Information specialists, our Subject, School and Faculty Librarians are responsible for services to individual Departments and the School. You will find their contact details, and subject specific guidance on the dedicated web pages they have created. These pages include a large range of recommended resources and support materials and are listed under 'Resources for your Subject' on the Library homepage (<https://library.bath.ac.uk/home>).

Our Subject, School and Faculty Librarians provide individual help to students and staff, as well as teaching information skills in Department and School programmes and through general University skills provision. All new students receive library introduction sessions during the induction period.

Further information

This Department's library resources page is: <https://library.bath.ac.uk/economics/home>
For information on all library services and resources: www.bath.ac.uk/library

COMPUTING SERVICES AND FACILITIES

Using your University username and password, you will be able connect to University computers, University email, the internet, file storage and printing services. You will also be able to get access to a range of free software, including Office 365 and antivirus. You can work from any location using our UniDesk and UniApps service, which gives you access to your files as if you were on campus.

If you would like to know more about these services, and how to access them, please visit: <http://www.bath.ac.uk/campaigns/setting-up-your-it-as-a-student/>

IT Support is available from the IT Service Desk on Level 2 of the Library or online at: <https://www.bath.ac.uk/guides/getting-it-support-and-advice/>

If you require learning assistance, Computing Services can support you with your computing needs. The Assistive Technology Team is available to provide advice and support. Additional resources are available, which include the Assistive Technology room, specialist software and computer hardware - including laptops for loan. Find out more at <https://www.bath.ac.uk/professional-services/assistive-technology/>

The IT shop in the Library stocks popular products such as academic software, DVDs, network cables and headsets. You can order many further IT products through the shop. Prices are often lower than in high street shops.

The Audio-Visual Unit also provides a range of equipment and facilities that can be used in support of learning. Find out more at <https://www.bath.ac.uk/professional-services/audio-visual/>

Further information

Computing Services: www.bath.ac.uk/professional-services/computing-services

Information for new users: <http://go.bath.ac.uk/it-new-students>

Information for users requiring learning assistance: www.bath.ac.uk/professional-services/assistive-technology

IT shop: www.bath.ac.uk/locations/it-shop

Computing Services Twitter feed: [@UniofBathIT](https://twitter.com/UniofBathIT)

RECORDING OF LECTURES

'Lecture capture' technology is widely used on campus to record lectures. Lecturers on your units will inform you if lectures will be recorded and the recordings made available for you to view again online. Where provided, lecture recordings are made available as an additional resource for personal study and revision purposes, and you can pause and rewind recordings when you re-watch them. The University cannot guarantee recordings (for example in the event of a technical fault) and recordings are not made available indefinitely.

As set out in Ordinance 22.4, students are not permitted to copy or redistribute lecture recordings, or to make their own recordings of lectures. However, the University may permit students with a disability to record lectures where this is a reasonable adjustment under the provisions of the Equality Act, in order to give these students equal access to educational opportunities. In such circumstances the lecturer will be informed that the lecture is being recorded and the student may use the recording for their own personal study purposes only. Students with a disability should contact the Disability Service for further advice.

Further information

Ordinance 22: www.bath.ac.uk/corporate-information/ordinances

Disability Service: www.bath.ac.uk/groups/disability-service

STUDENT REPRESENTATION

Feeding back your views to the University

The University is committed to reviewing and continually improving its practice. The University aims to engage students as active partners in their education (Education Strategy 2016/21). Three key ways in which we seek feedback are through:

- a) Staff / Student Liaison Committees (SSLCs)
- b) Surveys and evaluations
- c) the Students' Union.

We also use focus groups, Departmental working parties, 'Lets' Talk' events, in-class opportunities and various kinds of feedback sessions.

You can get actively involved in determining how your educational and student experiences are organised by becoming active in the Students' Union, by letting your Department know that you are interested in contributing, and by working in partnership with staff in your academic department and across other services at the University to co-creation solutions to improve the learning and teaching, and wider student experience.

On top of the informal mechanisms like talking with your Unit Convenor and your Director of Studies, every Department has a formal system so that all students can comment routinely, in confidence and anonymously on the learning experience they have received. Such comments help us to check that:

- you have a clear idea of the aims and requirements of each unit you study
- our teaching is effective and stimulating
- the advice and feedback we provide on your work is helpful
- our resources are suitable.

You will be asked to complete a short online unit evaluation for units you have studied. You will also be asked to complete surveys from time to time on your experience of the programme as a whole. Please complete each evaluation fully, thoughtfully, and candidly. In particular, please tell us not only your opinion but also the *reasons* behind your opinion.

When we receive responses to evaluations, we analyse them – especially the positive suggestions for change and concerns that are voiced. 'We' doesn't just mean the University but students and their elected representatives too! Evaluation and survey data are always encouraged to be looked at in partnership between students and staff, so that solutions to the issues raised can be co-created together. Student feedback and the resulting actions are taken into consideration in annual monitoring of units and programmes. Survey results are discussed at committees where student representatives have the opportunity to input into any action plans developed in response to the issues raised.

Your feedback is important to both the University and the Students' Union. Please keep telling us what is going well and what needs to get better. Try not to store issues up for a future SSLC meeting or the Unit Evaluations. Talking early to your Unit Convenor and Director of Studies will mean that any potential issues can be solved sooner thus enhancing your own experience on a particular Unit. We will communicate how feedback on units and programmes, and the wider student experience, has been acted upon.

Student representatives

As a student of the University you are automatically a member of the Students' Union (although you have a right to opt out - see section below on **Students' Union membership**). Officers of the Students' Union represent students' interests on University decision-making bodies. In addition, numerous elected student representatives play important roles on various Departmental, Faculty/School and University committees. All student representatives are elected through online elections facilitated by the Students' Union.

There are many opportunities for elected student representatives. If you are elected to serve on Departmental, Faculty/School or University committees you will be expected to represent the views of your fellow students and provide feedback following meetings.

Student representation on Committees

Departmental level:	Each Department has at least one Departmental Staff / Student Liaison Committee (SSLC). These comprise several elected student members, known as Academic Reps, and an equal or smaller number of staff members. Academic Reps are elected at the beginning of every year through online elections. Their role involves collecting the views of the
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	<p>students on their programme and attending SSLCs where they represent these views to their Department.</p> <p>The SU and the Centre for Learning & Teaching receive minutes of SSLC meetings in order to gain an overview of key themes explored, good practice identified and actions taken. This information helps to inform student engagement activity and summary reports prepared by The SU for the University.</p> <p>There is also provision for student membership of the Department Learning, Teaching and Quality Committee: normally one undergraduate and one postgraduate (taught) representative.</p> <p>Academic Reps attend SU Academic Council meetings. These take place regularly during semester time in order to:</p> <ul style="list-style-type: none"> • keep SU Officers and fellow Academic Reps informed of academic developments throughout the University • discuss common problems and interests affecting Departments • gather student opinions and views to be used by the University and The SU • update Academic Reps on key issues. <p>Do contact your student Academic Reps at any time to inform them of good practice or areas for enhancement in your units and programme. This is normally the person who represents your year or degree scheme on the Departmental SSLC.</p>
Faculty/ School level:	<p>Student representatives are also elected as Faculty Reps to sit on a number of Faculty/School level committees such as the Faculty/School Board of Studies and the Faculty/School Learning, Teaching and Quality Committee. Faculty Reps are also members of the Students' Union Academic Exec Committee.</p>
University level:	<p>University committees with student representation include the Council/Senate/Students' Union, the University Learning, Teaching and Quality Committee, the Programmes and Partnerships Approval Committee, and Senate.</p>

If you are interested in opportunities to represent student views, please contact The SU: academicreps@bath.ac.uk

The Students' Union, with support from the University, runs a full training programme for student representatives which includes initial training at the beginning of the academic year and ongoing support and development opportunities.

If you need to raise a concern, remember there are various routes open to you. You can discuss issues directly with a lecturer, your Personal Tutor, or the Director of Studies. Individual problems are often more readily resolved in this way. The Students' Union Advice and Support Service, described below, also provides students with information and confidential advice.

Further information

Your SSLC: <https://moodle.bath.ac.uk/course/view.php?id=2530>

Students' Union Academic Representation including contact details for Academic Reps: thesubath.com/academicreps

Election of Academic Reps: thesubath.com/elections

Student Engagement: shape your University: <https://www.bath.ac.uk/campaigns/student-engagement-shape-your-university/>

Outline election procedures are included in QA48 Student Engagement with Quality Assurance and Enhancement, Annex B: Staff/Student Liaison Committees: <https://www.bath.ac.uk/publications/qa48-student-engagement-with-quality-assurance-and-enhancement/attachments/qa48-student-engagement-with-qa-and-enhancement.pdf>

STUDENTS' UNION MEMBERSHIP

All students registered with the University are automatically given membership of the Students' Union; however you have the right not to be a member. For further information on opting out of this membership, please go to the Code of Practice for the Students' Union: www.bath.ac.uk/university-secretary/guidance-policies/codeofpracticebusu.html

STUDENT SUPPORT

Most students find there are occasions when it can help to talk to someone about a personal problem or issue. In many cases your Personal Tutor, Director of Studies, or a Wellbeing Adviser (see the **Wellbeing Service** section below) will be able to help. However, sometimes more specialist help is needed. The University has a range of professional support services that you can approach directly. Your two main contact points are Student Services at the Roper Centre in 4 West and the Advice and Support Service in the Students' Union.

Student Services

Student Services can provide advice and support on a range of issues including:

- counselling and mental health
- disability issues
- money and funding
- wellbeing and welfare.

You can make an individual appointment or just pop in to our daily drop-in sessions.

Student Services can also provide letters confirming student status for a variety of purposes, which can be requested by logging on to SAMIS: www.bath.ac.uk/services/register-as-a-student-of-the-university-and-update-your-details

The Roper Student Services Centre in 4 West is open from 9.30am to 4.30pm throughout the year (tel: 01225 383838). Services are also available from the Virgil Building in Bath city centre.

For the full range of Student Services, see: <http://go.bath.ac.uk/student-services> or email: studentservices@bath.ac.uk

The Students' Union Advice and Support Service

The Students' Union Advice and Support Service provides information and advice for students on a range of topics affecting their education and wellbeing. This includes academic issues such as Individual Mitigating Circumstances (see the section in this Handbook on **Assessment**), changing course or assessment offences. They also provide Housing Advice on topics such as contract checks, landlord issues and council tax.

In addition, The SU Advice & Support team is one of the four departments at University of Bath that students can report Harassment, Discrimination or Bullying incidents to as part of the [#NeverOK Report & Support](#) campaign.

The Students' Union Advice and Support Service is open Monday to Friday 9.00am to 5.00pm in term time (from 10.00am on Fridays) and 10.00am to 4.00pm during vacations (tel: 01225 386906, email: suadvice@bath.ac.uk)

The Advice and Support Service also supports the SU Diversity and Support groups – details of which can be found at: thesubath.com/diversity-support

For the full range of services see: thesubath.com/advice

Further information

A guide to the wide variety of support and information available to students can be found at: www.bath.ac.uk/students and the Students' Union website: thesubath.com

Wellbeing Service

The University's professionally qualified Wellbeing Advisers provide a welfare and wellbeing service to all our students. You can talk to a Wellbeing Adviser about anything and we are also available evenings and weekends.

We hold daily drop-in sessions on campus, including weekends and University vacations. Drop-in sessions are also held at the Virgil Building in Bath city centre and we run activities over Christmas and Easter for students who remain in Bath.

Further information

<http://go.bath.ac.uk/wellbeing-service>

ADVICE FOR INTERNATIONAL STUDENTS

The Student Immigration Service provides immigration advice and support for all international students, including a Tier 4 extension service if you need to extend your visa. The Service offers workshops, a daily drop-in service, advice via email, phone and web-based platforms, or individual appointments can be made through the Helpdesk in The Roper Student Services Centre, 4 West.

Further information

www.bath.ac.uk/topics/visas

Student Services organise University-wide induction and welcome events in September. Events are also organised for incoming exchange students at the start of each semester.

Further information

www.bath.ac.uk/campaigns/studying-at-bath-as-an-erasmus-exchange-or-visiting-student

For students who join outside of the standard semester dates, induction and welcome events are organised by the relevant Department.

DEALING WITH A PROBLEM INVOLVING THE UNIVERSITY

We want to ensure that, if you have a problem concerning the University, it is resolved as quickly as possible. As described above, there are student representatives on all formal decision-making committees – at Departmental, Faculty/School and University level. Student representatives help to anticipate potential problems and, when problems occur, to raise

them so that they can be dealt with promptly. As a result we can often resolve problems *before* they get to the stage where a formal complaint might be necessary.

The Students' Union offers advice for students on a range of issues through its Advice and Support Service. Its advice is independent of the University. See the section above on **Student Support**.

Complaints

If you do need to make a complaint, there are procedures in place to deal with it, outlined in the University's Student Complaints Procedure (see below).

These procedures are designed to ensure that your complaint will be dealt with in good faith and that you will not be penalised for complaining. When we receive a complaint, we will first seek to deal with it through informal discussion. If this fails to resolve the issue at hand, you can raise the complaint formally.

There are separate procedures for requesting a review of progression or award classification decisions. See the section in this Handbook on **Procedures for Academic Appeals**.

Further information

Student Complaints: www.bath.ac.uk/guides/student-complaints-procedure

Bullying, harassment and victimisation

We believe that all our students and employees are entitled to be treated with dignity and respect and to be free from discrimination, victimisation, bullying, or any form of harassment. This is set out in the University's policy, Dignity and Respect for Students and Staff of the University of Bath: Policy and Procedure for Dealing with Complaints (below).

This policy and procedure applies to all staff, students and third parties (e.g. contractors to the University). University of Bath launched an online Report and Support tool, where all staff, students, and visitors can report discrimination, misconduct, harassment or assault by using this tool. You can report anonymously or get support from an adviser.

Further information

Dignity and Respect Policy:

www.bath.ac.uk/equalities/policiesandpractices/dignityandrespectpolicy.pdf

Report and Support tool:

<https://www.bath.ac.uk/campaigns/report-and-support/>

ADVICE FOR STUDENTS WITH DISABILITIES, LONG-TERM ILLNESS, AND SPECIFIC LEARNING DIFFICULTIES

If you have a disability and/or specific learning difficulty (such as dyslexia), we strongly advise you to speak to the Disability Service team, your Personal Tutor or Director of Studies as soon as possible and preferably before your programme begins. Referral to the Disability Service will enable us to assess your needs and make arrangements to support you.

Any personal information you give when disclosing your disability will be treated in confidence and made available *only* to relevant members of staff and only *with your permission*. If you don't disclose your disability it may be difficult for the University to provide suitable support to help you during your studies. Disclosure will not disadvantage you in any way.

The Disability Service provides advice, guidance, information and support for a range of needs including:

- Autism Spectrum Disorders/Asperger's Syndrome
- dyslexia and other specific learning difficulties
- mental health
- mobility impairments
- sensory impairments
- health conditions such as epilepsy, HIV, diabetes or chronic fatigue.

A screening process is available if you think you may have a specific learning difficulty/dyslexia.

Disability Advisers are also responsible for making applications for alternative arrangements for exams and assessments. Therefore, if you think that, because of a disability, you need alternative exam arrangements (such as extra time or the use of a computer) please discuss this with a Disability Adviser without delay.

Further information

<http://go.bath.ac.uk/disability-service>

PREGNANCY AND MATERNITY

The University is committed to being as flexible as possible in supporting students who become pregnant, decide to terminate a pregnancy or have a very young child. You are not under any obligation to inform the University of these circumstances, but doing so will enable us to put in place arrangements that will assist you in undertaking your programme of study.

You can seek advice, guidance and support via your Director of Studies, Personal Tutor and the University's Student Services.

Further information

www.bath.ac.uk/guides/getting-advice-if-you-are-pregnant-while-studying-or-have-a-young-child

CARE-LEAVERS, ESTRANGED STUDENTS, REFUGEES AND YOUNG ADULT CARERS

The University is committed to supporting students from a wide range of backgrounds and circumstances including those who are care leavers, from a Foyer or are estranged from their family. We are aware of the challenges students may face when starting university and we want you to get the best out of your programme and university experience. We are able to offer you advice and guidance about settling in, academic studies, funding, accommodation, wellbeing and careers. The service we provide is confidential and entirely optional in relation to the level of support you feel that you may need.

We also offer eligible undergraduate students a non-repayable bursary of £1,000 per academic year plus £1,000 to help with start-up costs and a further £1,000 on graduation – a maximum of £7,000 over a 5-year programme including placement.

Further information

www.bath.ac.uk/guides/additional-support-and-funding-for-care-leavers-foyer-residents-and-estranged-students/

EQUALITY, DIVERSITY AND INCLUSION

The University of Bath is fully committed to fostering an inclusive and supportive working and learning environment, where difference is celebrated and seen as a strength and where all members of the University community (including students, staff, visitors and third parties)

have mutual respect for each other. Instances of bullying, harassment and discrimination hinder the development of such an environment and negatively impact on the individual's self-worth and wellbeing, as well as on our wider community. At University of Bath, we value, promote and celebrate inclusion, challenging discrimination and putting equality, diversity and belonging at the heart of everything we do.

Further information

There is a range of information and resources available at <https://www.bath.ac.uk/professional-services/equality-diversity-and-inclusion/> or email: equalsdiv@bath.ac.uk

Protected Groups

There are nine protected characteristics identified in the Equality Act 2010: <https://www.bath.ac.uk/guides/protected-groups/>

Resources

Equality and Diversity Policies, Practices and resources can be found on this page: <https://www.bath.ac.uk/corporate-information/equality-and-diversity-policies-practices-and-resources/>

CAREERS SERVICE

The University Careers Service can support you through the career planning process, whatever your career aspirations. In addition to providing support with developing your employability, and guidance on how to make informed career decisions, members of the Careers team will provide help with perfecting your CV, practising aptitude tests, and improving your interview skills. Being in regular contact with several hundred major employers, the Careers Service is also a fantastic source for internship and graduate job vacancies for Bath students, as well as the organiser of several major careers fairs each year.

Further information

The Careers Service is open throughout the year, including the vacations. Check the web site for opening times: www.bath.ac.uk/students/careers
The web site includes the *Myfuture* vacancies portal.

Contact careers@bath.ac.uk or 01225 386009 or follow the Careers Service on Twitter @CareersatBath or Facebook (search for BathUniCareers).

ASSESSMENT

FEEDBACK TO STUDENTS ON ASSESSMENT

During your programme, you will receive feedback on assessed work. Feedback on assessments may take different forms, depending on your subject and the type of assessment. You will be informed of the timing and nature of the feedback you will receive on each assessment, including whether the piece of work itself will be returned to you. For formal written examinations, you may receive general feedback relevant to all who sat the exam rather than individual feedback. You can discuss feedback you receive on

assessments alongside your performance and progress in your studies at meetings with your Personal Tutor.

The Department is committed to providing students with useful feedback, which is designed to help students to develop their understanding and to improve their subsequent performance.

Feedback on your work may vary in a number of ways and needs to be fit for purpose. In fact, different tasks test different skills, such as time management, problem-solving, the ability to analyse and evaluate, critical thinking and working as a team. The particular kinds of feedback that are offered within any given course or programme unit will vary, depending on what and how students are expected to learn and the resources available.

Feedback can fulfil a range of purposes:

- to correct,
- to encourage and praise,
- to diagnose,
- to explain why or how,
- to troubleshoot,
- to debate,
- to suggest alternatives,
- to edit,
- to clarify,
- to advise on where and how to improve.

Feedback can come from many sources:

- from lecturers,
- from supervisors,
- from tutors and demonstrators;
- from fellow-students;
- from professional practitioners;
- from students' own personal reflections;
- from the audience for a seminar or poster presentation.

Feedback can take many different forms, including:

- pre-assignment guidance;
- handwritten notes in the margins of an essay or report;
- ratings on a pro forma;
- verbal or emailed comments;
- a practice session in marking and commenting on a sample assignment;
- 'drop-in' advice;
- a supervision meeting;
- a debriefing by a professional practitioner;
- whole-class or 'generic' feedback on how an exam question had been tackled.
- comments received on assignments,
- results of multiple choice tests,
- discussions taking place in lectures, seminars and tutorials
- posted solutions to exercises.

The Department strongly encourages students to seek feedback and use it to further their learning. Feedback is formative and forward-looking; it is intended to help students develop and confirm their strengths and address their weaknesses. To this end, the feedback process reflects the joint efforts of the teacher and the students. We will continue to promote face-to-face discussion and formative feedback in seminars and classes, and expect students to prepare beforehand and actively engage in the classes to get maximum benefit.

Key aspects of our feedback policy can be summarised in the following points:

1. The department uses anonymous marking for all coursework and in class tests. This means that for all assessments, the only form of identification will be the students' 5-digit candidate number. Candidate numbers will be visible on 'Samis on the web' from week 3 of semester 1. The department highly recommends students look up and memorize their candidate number. However, please be aware that the 5digit candidate number changes each year. Please ensure that your candidate number is clearly written on any exam papers or other assessments. Do not confuse your candidate number (5 digits, on Samis) with your student number (9 digits, on your Library Card)
2. Students will receive coursework back from tutors (or from the Undergraduate Office) within three semester weeks. In cases where the coursework precedes the final examination, efforts will be made to ensure that students receive feedback well before their examination so that they are able to prepare better.
3. For coursework, marks will reflect performance across a range of criteria indicated on the back of the cover sheet, accompanied by general comments indicating (a) what was done well, (b) what could have been done better, and (c) additional information specific to the piece of coursework.
4. For class tests and examinations, staff will post generic feedback on examination and coursework performance in the assessment block of the unit Moodle site and/or on their personal web pages.
5. Important communication from teachers to students regarding the taught units will be uploaded to the Econ Zone Postgraduates Moodle page:
<https://moodle.bath.ac.uk/course/view.php?id=56531>
Among other useful information, this page will include Response to Unit Evaluations, which are written by the teachers in response to the unit evaluations completed at the end of each semester by the students. Through the Response to Unit Evaluations, the unit convenor provides general feedback on the points raised by students and sets out options for implementing any necessary actions arising from the comments on the unit evaluations

ACADEMIC INTEGRITY: REFERENCING AND PLAGIARISM

Plagiarism is the use of any published or unpublished work without proper acknowledgement in your references. Plagiarism occurs when a student 'borrows' or copies information, data, or results from an unacknowledged source, without quotation marks or any indication that the presenter is not the original author or researcher.

Another form of plagiarism (and hence cheating) is auto-plagiarism or self-plagiarism. This occurs when a student submits work (whether a whole piece or part of a piece) without acknowledging that they have used this material for a previous assessment.

If you use someone else's work – say, by summarising it or quoting from it – you must reference the original author. This applies to all types of material: not only text, but also diagrams, maps, tables, charts, and so on. Be sure to use quotation marks when quoting from any source (whether original or secondary). Fully reference not only quotations, but also paraphrases and summaries. Such references should then be included in a bibliography or reference list at the end of the piece of work. Note that the need for referencing also applies to web-based material; appropriate references according to the type of work or image should always be given.

There are several acceptable styles for referencing material, within two general systems: Name/date (e.g. Harvard) and Numeric. **Ask your Director of Studies or Personal Tutor for further information and advice on the referencing style used on your programme.**

Guidance on referencing and plagiarism is available through skills training run by the University and the Students' Union, as well as online resources. Information guides and style sheets are available from the Library, and your Subject Librarian will be able to help with any questions.

Further information

For a range of skills and development opportunities see: <http://go.bath.ac.uk/skills>
Library referencing resources, including style sheets:
www.bath.ac.uk/library/infoskills/referencing-plagiarism
Students' Union Skills Training: thesubath.com/skills-training

ACADEMIC INTEGRITY: TRAINING AND TEST

As a student registered on a University of Bath award, you are required to undertake the academic integrity training and pass the associated test.

The academic integrity training aims to provide all students with a basic knowledge and understanding of good academic practice. This includes an understanding of plagiarism and other assessment offences, and skills necessary to reference your work appropriately.

The training and test are accessed from Moodle by clicking on the link entitled '**Academic Integrity Initiative**': <http://moodle.bath.ac.uk>

If you have any access problems, then please contact pg-economics@bath.ac.uk in the first instance.

When you have completed the training tutorial and are confident that you have understood it, you should undertake the test.

To pass the test you will need to achieve a mark of 85%. You can take the test as many times as necessary until you pass.

If you do not pass the test, you will need to re-visit the training and/or look at the other guidance available to you or as required by your Director of Studies, and then take the test again.

You will not be able to progress beyond the next progression point in your studies, irrespective of your programme marks, until you pass this test. Ultimately this means that, if you have not passed the test, you will not be able to receive your award. Your Director of Studies will be able to confirm when the next progression point occurs for your stage of your programme.

Further information

Academic and information skills:

www.bath.ac.uk/library/infoskills

www.bath.ac.uk/professional-services/academic-skills-programme-asp

Regulation 3.7: www.bath.ac.uk/publications/regulations-for-students

Plagiarism detection and personal data

When you hand in a piece of assessed coursework, you will be expected to make a declaration that the work is your own and, where you have re-used your own work and/or used other sources of information, that you have referenced the material appropriately.

The University uses a plagiarism detection service. This service checks electronic, text-based submissions against a large database of material from other sources and, for each submission, produces an 'originality report'. It makes no judgement on the intention behind the inclusion of unoriginal work; it simply highlights its presence and links to the original source.

This service complies with the European General Data Protection Regulation (Regulation (EU) 2016/679) (GDPR). When you register with the University, you give it permission to process your personal data for a variety of legitimate purposes. This includes allowing the University to disclose such data to third parties for purposes relating to your studies. The University, at its sole discretion, may submit the work of any student to a plagiarism detection service (in accordance with Regulation 15.3e – see below) and may make, or authorise third parties to make, copies of any such work for the purposes of:

- i) assessment of the work
- ii) comparison with databases of earlier work or previously available works to confirm the work is original
- iii) addition to databases of works used to ensure that future works submitted at this institution and others do not contain content from the work submitted.

The University will not make any more copies of your work than are necessary, and will only retain these for so long as remains necessary, for these purposes.

Please note that, if at any time the University submits any of your work to a plagiarism detection service, the service will be provided with, and will retain, certain personal data relating to you – for example, your name, email address, programme details and the work submitted. Such data may be transferred by a plagiarism detection service to countries worldwide (some of which may not be governed by EU data legislation) in order for the work to be checked and an originality report generated in accordance with the proper workings of the plagiarism detection service. Personal data is retained indefinitely by the plagiarism detection service upon submission of work. You may ask for your personal data to be removed by contacting the University's Data Protection Officer.

Further information

The University's procedures on Examination and Assessment Offences (QA53) are described at: www.bath.ac.uk/quality/documents/QA53.pdf

Regulation 15, Assessment of undergraduate and taught postgraduate programmes:

www.bath.ac.uk/publications/regulations-for-students

University's Data Protection Officer: dataprotection-queries@lists.bath.ac.uk

ACADEMIC INTEGRITY: PENALTIES

Any student who is found to have used unfair means in an examination or assessment procedure will be penalised. 'Unfair means' here include:

- cheating - for example, unauthorised use of notes or course material in an examination
- fabrication - for example, reporting on experiments that were never performed
- falsification - for example, misrepresentation of the results of experimentation
- plagiarism, including self-plagiarism (see above)
- unfair collaboration or collusion - representation of work produced in collaboration with another person or persons as the work of a single candidate.

The University's Quality Assurance Code of Practice, QA53 Examination and Assessment Offences, sets out the consequences of committing an offence and the penalties that might be applied.

Penalties for unfair practice will be determined by the Department or by the Faculty/School Board of Studies in line with the procedures set out in QA53. They may include failure of the assessment unit or part of a degree, with no provision for reassessment or retrieval of that failure. Proven cases of plagiarism or cheating can also lead to an Inquiry Hearing or disciplinary proceedings. Claims of inadvertence or ignorance will not be accepted as a basis for mitigation of a penalty.

If you are accused of an offence, the Students' Union's welfare services are available to support you. You have the right to appeal against the outcome of the investigation.

Further information

Examination and assessment offences: www.bath.ac.uk/quality/documents/QA53.pdf

Appealing a decision about an assessment offence:

www.bath.ac.uk/guides/appeal-against-a-decision-about-an-assessment-offence

Students' Union advice and support: thesubath.com/advice

WORD COUNTS

Written coursework tasks will normally have a word range or limit. This is in order to give an indication of the depth and detail of work required, and to ensure that students' submitted work is comparable. You will be required to declare the word count for your work when submitting it for assessment.

If you do not observe the given word range or limit for the coursework task, for example if you exceed the word limit, then a penalty will be applied. The penalty that would apply should be stated in writing when the assignment task is distributed. You should take note of what is included when calculating the total word count (e.g. whether or not contents pages, appendices, footnotes, bibliographies and other elements that are not part of the main text are included).

You should check with your Director of Studies if you have questions about word counts and penalties.

LATE SUBMISSION OF COURSEWORK

You will be expected to hand in all assessed coursework and dissertations/projects by a specified date and time. This is to ensure fairness to all students.

If there are valid circumstances preventing you from meeting a deadline, your Director of Studies may grant you an extension to the specified submission date. Forms to request an extension are available from your Department. You will need to provide a description of the circumstances which you feel support your request. Your Director of Studies may ask you to produce supporting evidence.

Please note that:

- if you submit a piece of work after the submission date, and no extension has been granted, the maximum mark possible will be the pass mark
- if you submit work more than five working days after the submission date, you will normally receive a mark of 0 (zero), unless you have been granted an extension.

It is not usually possible to mark coursework anonymously if it is submitted after the deadline.

It is important that you speak to your Director of Studies as soon as possible if you become concerned about your submission deadlines.

See also the section in this Handbook on **Submission deadlines**.

INDIVIDUAL MITIGATING CIRCUMSTANCES

Individual Mitigating Circumstances (IMCs) are the conditions which temporarily prevent you from undertaking assessment or significantly impair your performance in assessment. As such, the measure of their severity is not about impact on you, but the impact on your affected assessment.

Full information and guidance on Individual Mitigating Circumstances and Assessment (including definitions of IMCs, in the document “What are Individual Mitigating Circumstances?”) is available at: www.bath.ac.uk/registry/imc/imc-students.html

It is strongly advised that you become familiar with the available guidance so that you understand the process and timescales should such circumstances arise.

You should make yourself familiar with these definitions, in addition to any IMC guidance offered by your Department, and support and guidance offered through the Disability Service (www.bath.ac.uk/groups/disability-service) or the Students' Union Advice and Support Centre (thesubath.com/advice).

Your Department/School will be able to advise you on how to submit an IMC claim, and your Director of Studies can help you to understand the potential implications of your IMC claim on your overall progress and/or award, in light of your academic achievement to date and the assessment regulations for your programme.

Your IMC claim must be submitted no more than three days after the affected assessment. The IMC form is available at: www.bath.ac.uk/registry/imc/imc-students.html

You will also need to submit evidence of how your circumstances affected the relevant assessment(s), for example, a medical certificate in the case of illness or injury.

If you know of a potential IMC that may affect your assessment before you begin an examination period or before a submission date, it is important that you speak to your Director of Studies as soon as possible. After speaking to your Director of Studies, if you do intend to submit a formal IMC claim for the assessment(s) you feel were affected, you will still need to complete the form and follow procedures.

ASSESSMENT PROCESSES

Assessment and marking processes at the University are designed to ensure that assessment of your work is fair and consistent, and that academic standards are appropriate and comparable between the University and other higher education institutions. This is achieved in a number of ways.

Marking: Assessments you will complete during your programme are marked according to:

- *marking criteria (or assessment criteria)* - these are the knowledge, understanding and skills which it has been identified that students should demonstrate in the assessment and which are taken into account during marking. They are based on the learning outcomes being assessed
- *marking schemes* - these are detailed descriptions of how specific numbers of marks should be assigned against individual components of an answer within the assessment task
- *grade descriptors* - these are descriptions of the levels of achievement required in order to get a result within a given band of marks (e.g. 70% or more).

Anonymous marking: The University has adopted a principle of anonymous marking in order to protect students and staff from bias, and the perception of bias, in the marking process. It applies to all examinations and, where practical, other assessment. It is not possible to mark all coursework anonymously as in some types of assessment the student can be easily identified by the marker (e.g. presentations, group work, laboratory work) or it might not be practical, or in the student interest, to do so. You will be informed when your coursework is to be marked anonymously.

Moderation: Both the setting and the marking of assessments are independently checked through a process known as moderation to ensure that questions test the learning outcomes and are set at the right standard, and that marking is consistent and fair. Moderation is conducted by internal examiners and also by your External Examiner (see below).

Boards of Examiners:

Assessment decision-making at the University is the responsibility of Boards of Examiners established at three levels: assessment outcomes go first to *Boards of Examiners for Units*, then *Boards of Examiners for Programmes*, then finally to *Boards of Studies*. Boards of Studies confirm decisions relating to student progression from one stage of the programme to the next and the final award. **The assessment marks you are given initially by markers are therefore provisional up until the point when they have been confirmed by the Board of Studies for your programme.** An official release date is set when your confirmed results will be made available to you via SAMIS (the University's student records system). An academic appeal can only be made in relation to a confirmed result (see the section in this Handbook on **Procedures for Academic Appeals**).

All marks for a unit are reviewed at a meeting of a Board of Examiners for Units which will verify that the assessment process has been conducted appropriately and that the marks are an accurate reflection of the standards achieved. On rare occasions a Board of Examiners may decide to recommend a change to the provisional marks assigned initially, based on evidence that there was a problem with the assessment (for instance, disruption during an examination, or an exam paper that was too easy or difficult) which means that the marks assigned initially do not accurately reflect the standards achieved by the candidates. This adjustment is known as scaling and under these circumstances the marks of all affected students will be changed.

EXAMINATIONS – INFORMATION AND GUIDANCE

Rules and procedures for examinations are set out in the University's Regulation 15 and Rule 2. The dates of the University's formal assessment periods are found on the academic year charts: www.bath.ac.uk/publications/academic-year-charts
You will have access to your personal examination timetable via SAMIS approximately seven weeks before the assessment period begins.

If you have learning or support needs and think you may require alternative examination arrangements please seek advice from the Disability Service and inform your Director of Studies as early as possible.

Further information

www.bath.ac.uk/student-records/examinations/examinations-information

Regulation 15: www.bath.ac.uk/publications/regulations-for-students

Rule 2: www.bath.ac.uk/rules/exam

Disability Service: www.bath.ac.uk/groups/disability-service

EXTERNAL EXAMINERS

An External Examiner is someone from another University or a professional organisation who is suitably qualified and experienced in the relevant field of study. At least one External Examiner is appointed for each taught programme or group of programmes. The role of External Examiner is an important one in assuring that assessment processes are fair and academic standards are appropriate, and supporting the development of your programme. External Examiners review draft examination papers and samples of assessed work, and attend Boards of Examiners. They are members of relevant Boards of Examiners.

Once a year, the External Examiners will provide a written report on each taught programme. University staff, including the Head of Department and Director of Studies will look at these reports and a response will be made to the External Examiner's comments. Staff/Student Liaison Committees (SSLCs) also discuss External Examiner reports as part of annual monitoring activity.

You can read the latest External Examiner report for your programme, and the University's response to it. See: <https://www.bath.ac.uk/publications/external-examiner-annual-reports/>

The External Examiner for your programme is:

Professor Nigar Hashimzade
Professor of Economics
Durham University

It is not appropriate for students to make direct contact with External Examiners. If you are dissatisfied with the process or outcome of an assessment, and are considering whether to raise this either informally or formally, the sections of this Handbook on **Procedures for Academic Appeals** and **Dealing with a problem involving the University: Complaints** give some more information about the University's procedures for student complaints and academic appeals. The section on **Student representation** sets out how students can engage with the quality management process through which the University considers and responds to External Examiners' comments and suggestions.

ASSESSMENT REGULATIONS

The University's **New Framework for Assessment: Assessment Regulations: Phases 2 & 3 for postgraduate taught programmes ('NFAAR-PGT')** specifies the rules governing

students' progression from one stage of their programme to the next as well as for the award of degrees. The rules cover all areas of assessment, including supplementary assessment and the extent to which failure may be condoned. If you began the first stage of your programme in or after the 2011/12 academic year, NFAAR-PGT applies to you. (If you began before then, please ask your Director of Studies for guidance on assessment).

If at any time you are in doubt about how NFAAR-PGT provisions apply to your work, please consult your Director of Studies.

This section highlights areas of the University's assessment framework for the type of programme you are undertaking. It explains the regulations that govern your assessment and outlines how the University makes decisions concerning your progression through your programme and award. Complete information is available in the NFAAR-PGT document.

Important information

This section may contain terms unfamiliar to you. In addition to the explanations we give below you can find full definitions at:

www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-02.pdf

For full details of the NFAAR-PGT, visit: <https://www.bath.ac.uk/publications/nfaar-pgt-and-appendices/attachments/nfaar-pgt.pdf>

For information relating to your programme, visit: www.bath.ac.uk/catalogues

Your programme and how you are assessed

Within your programme of study, there are *compulsory units*, (i.e. those units in a programme which must be taken by every student registered on the programme), and *optional units* (i.e. those units you may choose from a range of options).

The **Programme Description: Structure of the programme** section in this Handbook shows the structure of your programme. In the table, compulsory and optional units are labelled 'C' and 'O' respectively.

Please note that you can also access this information via links in your programme's description in the Programme and Unit Catalogues available at: www.bath.ac.uk/catalogues

At the end of the table, there is a link to the relevant appendix of the NFAAR-PGT which states exactly how the assessment rules operate.

The following points will help you to understand how the assessment rules relate to your specific programme, such as pass marks, averaging of marks and dealing with any failures:

Firstly, there are several references below to the persistent generic rules on the extent of any failures of units permitted overall. You can find full details of these rules at: <https://www.bath.ac.uk/publications/nfaar-pgt-and-appendices/attachments/nfaar-pgt-appendix-11.pdf>. The rules are that you can only (1) fail and retrieve units, or (2) marginally fail units and have them condoned, **within set limits**. Breaking these rules results in failure of the programme.

- Your programme has Designated Essential Units (DEUs) which you must pass to gain the award you seek; even marginal failure in these units cannot be condoned.
- No more than 18 credits at the taught stage may be retrieved after failure.
- Marginal failures (a mark of 35-39) in no more than 20% of the taught stage can be condoned (DEUs and Dissertations cannot be condoned)

- Your programme is divided into stages, but does NOT have Stage Required Units (SRUs) that must be passed before being permitted to progress to the next stage. This means that, if you are required to undertake supplementary assessment, it will only have to be completed before the end of the programme. You must also never break one of the persistent generic rules.
- Your programme has units that constitute the Taught Stage(s) Credits in a separate phase before the period in which you will do the Dissertation/Project type unit(s), as indicated in the table showing the structure of your programme.
- Should you fail to qualify for the award of the degree of Master, you may be considered for the award of a related Postgraduate Diploma or Postgraduate Certificate (subject to your having met the requirements for one of those awards).

The normal pass mark for a unit is 40%. In some units, you might need to achieve a threshold mark in one or more component assessments in order to pass the unit overall. Particular rules apply to failure of units of the 'Taught type', or in the 'taught' stages. They are as follows:

- If you fail any DEUs, you will have to undertake supplementary assessment – unless you have failed so many DEUs that you fail outright or the attempted retrieval would break the rule on how much failure can be retrieved.
- If you fail any non-DEU units badly (i.e. achieve less than 35%), you will have to undertake supplementary assessment – unless you have failed so many units that you fail outright or the attempted retrieval would break the rule on how much failure can be retrieved.
- If you fail only non-DEU units marginally (i.e. achieve 35%-39%), you might be able to progress without supplementary assessment. Whether you do progress will depend on the total credit value of the failed units.

Dissertation/Project units have their own special rule on failure: only cases of marginal failure (i.e. 35%-39%) will be given permission for attempted retrieval through supplementary assessment, and any resubmission that is permitted for marginal failure must be made within a specified period. Ultimately, you must pass a Dissertation/Project unit (or have an average of at least 40% for them if there are more than one) for satisfactory completion of the requirements for Dissertation/Project elements.

Your unit results are combined as follows to make overall assessment/award decisions:

- The Taught Stage(s) Average (TSA) will be calculated by taking the credit-weighted average of marks for all units required to contribute to the taught stage(s), or by taking the credit-weighted average of marks for all units defined as of 'Taught type' required to contribute to the programme.
- The Dissertation/Project Average (DPA) will be calculated by taking the credit-weighted average of marks for the unit(s) required to contribute to the Dissertation/Project stage(s), or by taking the credit-weighted average of marks for the unit(s) defined as of 'Dissertation/Project type' required to contribute to the programme.
- The Overall Programme Average (OPA) will be calculated by taking the credit-weighted average of marks for all units required to contribute to the programme.

A Board of Examiners will decide at appropriate points whether you are continuing to meet the requirements for the programme (including not breaking persistent generic rules whereby you can only fail and retrieve, or marginally fail and have condoned, units within set limits), and/or whether you have met all the requirements for your target award or any alternative that might be available. The outcomes will depend on both your performance in individual units and your overall performance. Generally, if you pass each of your units, you will progress and, in due course, be recommended for an award.

If you fail units beyond certain credit values, or you fail some too badly, you might break one of the persistent generic rules whereby you can only fail and retrieve, or marginally fail and have condoned, units within set limits, and this will result in failure of the programme - without any opportunity for supplementary assessment. (Further information on supplementary assessment is provided below.)

The criteria for making awards with distinction or with merit are described in the relevant NFAAR-PGT rules (paras. 78-80).

Supplementary assessment

'Supplementary assessment' is the term normally used for an opportunity given to a student to retrieve failure before starting the next stage of a programme, or by the end of the programme if it is a single-stage programme or the failed units are not Stage Required Units (SRUs). It generally involves re-doing coursework or re-sitting an examination. Students undertaking supplementary assessments are likely to have to do so at the University in the summer re-sit examinations.

For the 2019-20 academic year, this period will be 12 August to 21 August 2020.

Each unit's method of supplementary assessment is shown in the online Unit Catalogue.

At supplementary assessment, students will normally have the opportunity to gain credit for units then successfully passed and to have the mark gained reported to them for feedback purposes, but a maximum mark of 40% will be awarded and used in the Overall Stage Average, the Overall Programme Average, the Taught Stage(s) Average, and any award calculation.

In units where the original assessment is a written examination, supplementary assessment may sometimes take the form of reworking an examination paper, known as 'mandatory extra work', rather than re-sitting the examination. In such cases the pass mark is 70% and a mark below 60% is considered a bad fail.

If you pass all your supplementary assessments, you will be able to progress onto the next stage of your programme and/or, as appropriate, be considered for an award. If you do not pass them all, the outcome will depend on your overall performance including consideration of the rules about passing particular types of units and the persistent generic rules (as set out above).

PROCEDURES FOR ACADEMIC APPEALS

Students wishing to submit a request for an academic appeal should refer to Regulation 17 (Conduct of Student Academic Appeals and Reviews):

www.bath.ac.uk/publications/regulations-for-students

You are also strongly advised to read the online guidance provided by the Academic Registry: www.bath.ac.uk/guides/appealing-against-an-academic-decision/

Independent advice about academic appeals is offered by the Students' Union Advice and Support Centre: www.thesubath.com/advice

Regulation 17.16 outlines how you may appeal against formal Board of Studies decisions in respect of one or more of the following:

- i) the student's suitability to progress from one stage of the programme of study to the next
- ii) the student's suitability to remain on the programme of study
- iii) the marks/grades, degrees, certificates or diplomas, and the classifications/grades awarded to the student.

The regulation also sets out the grounds on which an appeal can be based (Regulation 17.16). Please note that:

- dissatisfaction with a mark or set of marks, or any other aspect of the properly exercised academic judgement of the examiners, will not of itself be acceptable as a valid ground for an academic appeal (Regulation 17.1)
- students who have concerns about assessment outcomes that have not yet been approved by a Board of Studies should seek advice in the first instance from their Director of Studies. This may include matters such as suspecting errors in the totalling or transcription of marks/grades, or wishing to seek clarification about the marking process (Regulation 17.2).

All academic appeals must be submitted within the timescales set out in Regulation 17. You must provide the required information and evidence, including a completed AA1 form. The form and further academic appeals guidance are available at:

www.bath.ac.uk/guides/appealing-against-an-academic-decision/

Student Complaints are dealt with under separate procedures. For more information, see:

www.bath.ac.uk/guides/student-complaints-procedure

If you are uncertain as to whether your concerns are a potential academic appeal or a student complaint, please refer to the guidance at:

www.bath.ac.uk/students/support/complaints

GENERAL INFORMATION

THE ACADEMIC YEAR 2019-20

Semester 1

Event	Dates
New student arrivals	Saturday 21 September 2019 - Sunday 22 September 2019
Welcome Week	Monday 23 September 2019 - Sunday 29 September 2019
Semester 1	Monday 30 September 2019 - Friday 13 December 2019
Semester 1 vacation	Monday 16 December 2019 - Friday 3 January 2020
Semester 1	Monday 6 January 2020 - Friday 24 January 2020

Semester 2

Event	Dates
Semester 2	Monday 3 February 2020 - Friday 3 April 2020
Semester 2 vacation	Monday 6 April 2020 - Friday 17 April 2020
Semester 2	Monday 20 April 2020 - Friday 29 May 2020

UNIVERSITY REGULATIONS FOR STUDENTS

All registered students of the University are subject to the University's Regulations for Students. The Regulations contain rules and other important information about being a student at the University of Bath, including regulations governing the payment of fees due to the University, student discipline, fitness to study and those governing attendance, conduct and progress in studies. They also form part of the formal contract between you and the University. You will find references to the requirements of the Regulations for Students throughout this Handbook. You are advised to download a copy of the Regulations and read them carefully as they contain a lot of important information.

Important information

The full Regulations for Students can be found at:

www.bath.ac.uk/publications/regulations-for-students

REGISTRATION STATUS

Note that only registered students may use the University's facilities, such as email, Moodle and the Library. You will be asked to register online at the start of your programme of study and then to re-register at the start of every academic year thereafter until you have completed your programme. It is a requirement that you register when asked to do so. Tuition fees for each academic year are payable at registration in full or in instalments. <https://www.bath.ac.uk/guides/registering-with-the-university/>

Regulation 1.1 explains the requirement to register. Regulations 2.4 and 2.10 explain the consequences of non-payment of tuition fees:

www.bath.ac.uk/publications/regulations-for-students

ATTENDANCE MONITORING

Guidance and requirements on attendance, including the University's Attendance Monitoring and Engagement Policy for Tier 4 students, are available at:

www.bath.ac.uk/guides/attendance-monitoring-for-tier-4-students

This page also sets out information on when and how to request an authorised absence.

CHANGE IN YOUR CIRCUMSTANCES

It is important to ensure that the University holds your correct, up-to-date, personal and academic details within SAMIS, the University's student records database. If you change your address – either your semester-time or home address – please update your details online at: <https://samis.bath.ac.uk>

If you change your name, you will need to provide valid proof of the change. Please speak to your Department or Faculty/School administration, or Student Services in the Roper Centre, for advice on how to do this.

If you are considering suspending your studies, transferring from one programme to another, or withdrawing from your programme, please discuss your situation with your Director of Studies. They will be able to advise you on an appropriate course of action.

It is a University Regulation (3.1) that you attend regularly. If circumstances are such that you are not able to do so, then please contact your Director of Studies to discuss your situation and agree an appropriate course of action.

Your Personal Tutor will also be able to provide support and guidance on matters relating to your programme.

The financial implications of withdrawing from the University or suspending your studies can be significant.

You will find general information at: www.bath.ac.uk/students/finance/changes-to-your-study/withdrawing-or-suspending-from-your-course

The Student Money Advice Team in Student Services and the Student Finance Office will be able to advise you on the implications for fees in your situation and on how to suspend any student funding you are receiving.

If you are an international student holding a Tier 4 visa, you should consult the advisers in the Student Immigration Service about the implications of suspending or withdrawing from your programme: www.bath.ac.uk/topics/visas

You will need to register any change of academic circumstance, including a change of optional units, with the University. Please speak to your Department or Faculty/School administration who will advise you on how to do this.

HEALTH AND SAFETY

The University's Health and Safety Policy Statement is available at: www.bath.ac.uk/corporate-information/health-and-safety-policy

The Policy Statement is also displayed throughout the campus. Staff within the University Health, Safety and Environment Service (Wessex House 3.12) provide professional advice on health and safety matters and monitor the health and safety performance of the University.

Further information

Email: uhse@bath.ac.uk

Current University guidance on fieldwork, work placements and overseas travel:

www.bath.ac.uk/corporate-information/fieldwork-safety-standard

<https://www.bath.ac.uk/publications/placements-and-study-abroad-programmes-safety-standard/>

www.bath.ac.uk/guides/overseas-travel-safety-guidance

DATA PROTECTION

The University's Data Protection Policy and Guidelines on Data Protection may be accessed via the data protection website: www.bath.ac.uk/data-protection

ANNEX 1: ASSESSMENT AND PROGRESSION REGULATIONS

All Masters programmes are assessed under the New Framework for Assessment: Assessment Regulation (NFAAR), details of which can be found in 'The New Framework for Assessment: Assessment Regulations.' The key aspects are summarised below. Please also see the links provided below for full NFAAR guidance related to each award.

Masters Degree (for full details please see: <http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-11.pdf>)

Awards

Masters degree - a student must achieve:

- at least **90 credits**, at least 75 of these credits being gained at M level;
- both an overall programme average (OPA) of at least 40.00% and a dissertation/project average (DPA) of at least 40.00%.

Masters degree with Merit - a student must achieve:

- (i) an overall programme average (OPA) of at least 60.00%, (ii) a dissertation/project average (DPA) of at least 60.00%, and (iii) a taught stage(s) average (TSA) of at least 50.00%.

Masters degree with Distinction - a student must achieve:

- (i) an overall programme average (OPA) of at least 70.00%, (ii) a dissertation/project average (DPA) of at least 70.00%, and (iii) a taught stage(s) average (TSA) of at least 60.00%.

Condoning

Designated Essential Units (DEU) cannot be condoned.

Marks of 35%-39% in non-DEU taught stage credits (TSC) can be condoned.

Maximum of 12 taught stage credits (TSC) (20% of the award)).

Dissertation/project credits (DPC) cannot be condoned.

Retrieval (Supplementary Assessment)

Taught-stage credits (TSC) – maximum of 18 credits for taught units (TSC) may be retrieved after failure by supplementary assessment.

Dissertation/project credits (DPC) - can only be retrieved if the fail mark is in the range 35%-39%.

A student will be permitted **one attempt only** to retrieve a failed unit. Unit marks will be capped at 40% on retrieval.

Postgraduate Diploma (for full details please see:

<http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-12.pdf>)

Awards

PG Diploma - a student must achieve:

- at least **60 credits**, at least 48 of these credits being gained at M level;
- overall programme average (OPA) of at least 40.00%.

PG Diploma with Merit - a student must achieve:

- overall programme average (OPA) of at least 60.00%.

PG Diploma with Distinction - a student must achieve:

- overall programme average (OPA) of at least 70.00%.

Condoning

Designated Essential Units (DEU) cannot be condoned.

Marks of 35%-39% in non-DEU taught stage credits (TSC) can be condoned.

Maximum of 12 credits (20% of the award) can be condoned.

Retrieval (Supplementary Assessment)

Maximum of 18 credits for taught units (TSC) may be retrieved after failure by supplementary assessment. A student will be permitted **one attempt only** to retrieve a failed unit. Unit marks will be capped at 40% on retrieval.

Postgraduate Certificate (for full details please see:

<http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-13.pdf>)

Awards

Although normally comprising semester 1 units, units can be selected from either semester unless specific units are required under the specific programme regulations. Important: This needs to be clarified with each DoS.

PG Certificate a student must achieve:

at least **30 credits** with at least 24 of these credits being gained at M level;
overall programme average (OPA) of at least 40.00%.

PG Certificate with Merit

overall programme average (OPA) of at least 60.00%.

PG Certificate with Distinction

overall programme average (OPA) of at least 70.00%.

Condoning

Designated Essential Units (DEU) cannot be condoned.

Marks of 35%-39% in non-DEU taught stage credits (TSC) can be condoned.

Maximum of 6 credits (20% of the award) can be condoned.

Retrieval (Supplementary Assessment)

Maximum of 12 credits for taught units (TSC) may be retrieved after failure by supplementary assessment. A student will be permitted **one attempt only** to retrieve a failed unit. Unit marks will be capped at 40% on retrieval.

ANNEX 2: COURSEWORK GUIDELINES

Developing Your Essay

There are many sources of guidance on how to develop your coursework/essay/dissertation. A particular good site is Writing Skills hosted by the Student Support & Resources at <http://www.bath.ac.uk/students/support/academic/writing/>). Specifically:

The Academic skills Centre offers sessional and pre-sessional courses and courses to improve your writing, including: <http://www.bath.ac.uk/asc/>

- academic writing for non-native undergraduates, taught postgraduates, doctoral students, and professionals; and
- effective writing for native speakers of English.

Individual tuition on improving academic writing is available from:

- The University's Writing Centre offers support for students on all aspects of writing - <http://www.bath.ac.uk/asc/writing-centre/index.html>
- The Students' Union offer courses on effective writing through the **sorted programme**
- The **Postgraduate Skills programme** provides courses – many tailored to specific faculties – on academic reading, writing and publication for postgraduate researchers

Departmental guidance can also be found on the programme **Moodle page**.

Printing and Submission of Coursework

Use size 12 font and 1.5 or double line spacing, double sided. Leave left and right margins of at least 35 mm to enable examiners to write-in comments.

One **hard copy** and one **electronic copy** of all coursework must be submitted by the deadline.

The **hard copy** is submitted with a SAMIS generated cover sheet attached, please sign the coversheet and staple to the top left hand corner. Coursework **must not** be submitted in any form of folder. (SAMIS generated cover sheet is not required for Dissertation submission).

Please do not print off a copy for a friend or ask another student to do this for you as each SAMIS generated cover sheet is unique to the student, all students registered on a unit should be able to generate a cover sheet for that unit via their SAMIS page.

After the deadline Administrator will scan the coversheet and an email will automatically be generated and sent to you confirming receipt of the work. You are advised to retain this email. **Please ensure that your email inbox is not full.** There may be a minor delay (a day or so) between coursework submission deadlines and sending receipts, but be assured that coursework submitted on time will be recorded as such.

It remains the responsibility of the student to ensure that they keep electronic copies of all assessed work for the duration of the programme. Failure to provide an electronic copy of your work when requested may result in the unit being failed.

The deadline for all coursework submission is 12 noon on the designated day.

Coursework should be submitted by the **deadline** stipulated by the Unit Convenor (which can be found on the relevant unit page on Moodle and on the unit outline) unless your Director of Studies has agreed an extension. Please note that extensions can only be approved by the Director of Studies. Coursework submitted after the due date (or the date agreed with Director of Studies) may be penalised if no extension has been agreed (see 'Late Submission of Coursework').

Once the coursework has been marked and moderated, you will receive feedback, please see paragraph on **Feedback to students on assessment**

Submission Deadlines

You will be expected to hand in all assessed coursework by a specified date and time. This is to ensure equity amongst students and also to enable staff to mark efficiently. The submission deadlines dates for each unit are found on the relevant unit page on Moodle and on the unit outline, please see Annex 2 Coursework Guidelines, but you submit an electronic copy to the Department of Economics Postgraduate Coursework Submission page on Moodle.

ANNEX 3: DISSERTATION GUIDELINES

Introduction

The dissertation accounts for one third of the MSc and MRes degree; this equates to approximately 500 hours work (for a 30-credit unit). The importance of the dissertation therefore cannot be over-emphasised: given that it is worth one third of the programme, the dissertation entails the total amount of work undertaken in one of the taught semesters (contact time and private study). Students must therefore expect to be physically present in Bath and fully occupied on their dissertation over the whole summer.

The dissertation will be written during the dissertation period in the summer, i.e. after completion of your semester 2 exams, but you are expected to do some work prior to the commencement of the exam period to get yourself set up such that work can commence immediately after your exams.

At the beginning of the second semester of your degree you will receive a list of potential dissertation topics published by supervisors. You will be required to choose three topics in order of preference from this list by the deadline published. Based on your choice you will be allocated a supervisor and topic. Please note that all dissertation topics are anonymised and in choosing a topic you should focus on the topic itself, together with the style of the dissertation, and not try to select a specific supervisor. It may be the case that the proposer of a topic is different from the supervisor for that topic.

Alternatively, you can suggest your own topic, but this must be discussed and approved by a potential supervisor. If you would like to choose your own topic, you will need to prepare some ideas and then contact an academic within the department that has expertise in this field to discuss your ideas. Those academics available for supervision are listed on the dissertation topic choice form. If this person agrees that your topic is suitable, please ask him/her to sign the dissertation choice form and hand it in (in this case you will not be required to choose three topics from the list provided). You would normally then be allocated the person who agreed the topic as your supervisor.

Finding a Dissertation Topic

A well designed dissertation should comprise a clear, original, interesting and answerable research question or problem which:

- Is focused and clear;
- Is answerable;
- Addresses one main question, not many;
- Is related to a topic which has sufficient existing material, i.e. a literature;
- Is interesting and challenging;
- Draws from, and relates to, issues raised in the taught component of the degree programme;
- Is original in the evidence brought to bear on a particular debate.

An original contribution can be achieved in a number of ways, for example:

- Using your own knowledge and judgment to argue a case in an original way. Note that if you do not clearly distinguish between your own arguments and those of the sources you are using, you not only risk plagiarism but your argument will be structurally incoherent;
- Linking theory to particular contexts or problems in an innovative way ;
- Exploring the (artificial) borders between two literatures;
- Critiquing assumptions in a mainstream approach using a particular context to support your argument;
- Combining two conceptual approaches in a novel way and using them to analyse a particular case or cases.

There are different types of dissertations that students can embark upon and in choosing your dissertation topic you should take into account the style that suits you most, in addition to the topic itself.

Experimental dissertation: This dissertation type would require students to obtain their very own primary data, either through a questionnaire or experiments (in a computer laboratory usually). You then use these data to investigate the validity of a theory or develop your own theory based on the obtained results. Students will be expected to use some econometric techniques, but the requirements are usually less demanding than for empirical dissertations. This dissertation is particularly suited to students interested in behavioral economics and its applications in economic policy.

Empirical dissertation: Such a dissertation will typically involve the testing of a theory using data collected from existing databases. Writing an empirical dissertation will require the ability to find data, handle large datasets, define variables that correspond to theoretical concepts, apply advanced econometric methods to obtain results, compare these with the literature and explain those using theories.

Theoretical dissertation: A theoretical dissertation would typically develop further existing models by removing assumptions, changing assumptions, or adding further elements that have previously been ignored. You might also apply an existing theory in a new context, e.g. through redefining variables used, or combine two thus far distinct theoretical approaches. This dissertation style is suited to students with excellent mathematical skills who enjoy working with models and exploring their limitations but also applicability outside their original context.

Obviously not every dissertation will fall neatly into one of the above categories but may well be a combination of two (or more) of the types described here. The most suitable type(s) will be indicated for each topic proposed to aid your decision-making and, if proposing your own topic, you should also think about the style you prefer most. There is no advantage in choosing one dissertation style over another, either in the difficulty of the work or in the mark you are likely to get. Thus, you should base your choice solely on your interests as well as academic strengths.

For MSc students

You have to make your choice on the appropriate form, which is available on Moodle, and hand this form in as you would hand in your coursework.

The deadline for the submission of a dissertation topic will be posted on the PGT Economics moodle page: <http://moodle.bath.ac.uk/course/view.php?id=2516>

If you do not hand in your dissertation topic by this deadline, the Director of Studies will allocate you to a dissertation topic.

Students can expect to be informed about their allocated supervisor **by the end of March/early April**

. Please note that the Department makes every effort possible to find a supervisor for your most preferred topic, but it is not always possible to do so, given that the Department's and each individual's supervisory capacities are limited. Please note that the Department is unable to reconsider and reallocate you to another supervisor; the decision on your supervisor is final and cannot be changed.

For MRes students

You do not have to submit any form of a dissertation topic. Your topic must be approved by your supervisor.

Getting Started on Your Dissertation

Once you have been allocated a potential dissertation topic, you need to find a literature that is accessible to you, as a starting point for your dissertation. In many areas the literature can be very demanding, in terms of the quantitative knowledge required in theoretical models or the advanced econometric techniques used in empirical investigations. Unless you feel confident that you fully understand such sources you should avoid approaches with these

requirements. In addition you will have to evaluate whether sufficient data are available to you in your chosen approach if you plan any empirical investigations.

Once you have identified a suitable approach to your dissertation topic, you should compose a brief outline of your proposed work. This outline should include:

- The proposed title of your dissertation;
- A brief outline of the problem you want to address;
- Any suggestions on how you want to answer the problem, e.g. an outline of the dataset you envisage using, which theories you will be applying to your problem or how you wish to conduct experiments;
- A short list of key references you were able to identify.

You will only be able to change the topic of your dissertation with the approval of the dissertation supervisor allocated to you.

Once you have completed your outline, send it to your supervisor by email and arrange an initial meeting.

You should meet your supervisor for a first meeting by the end of April.

This initial meeting should discuss your outline and agree any changes that are required for your dissertation. This will allow you to start work on your dissertation straight away after your exams, having the right framework to pursue. You are not expected to work on your dissertation during the exam period.

Dissertation Supervision

Students should consult their dissertation supervisors regularly. It is the responsibility of the student to agree a programme of work, which should include dates of appropriate consultation with supervisors.

Dissertations are a test of the student's ability to independently pursue a topic in some depth. Supervision must therefore be viewed as purely guidance. Generally, supervisors will discuss the following matters with the student:

- choice of topic, including its feasibility and disciplinary content;
- sources of information;
- outline of the dissertation;
- general substance and structure of argument;
- timetable for completion,;
- writing style.

Supervisors will also review plans and outlines, and may read elements of the draft dissertation.

It is the student's responsibility to make contact with his/her supervisor, to develop a research plan and a timetable for the research and the writing up. Students are recommended to arrange regular meetings prior to beginning any major work, in order to ascertain the feasibility and suitability of the work they intend to conduct.

Supervisors will make themselves available and normally warn students ahead of time if they will be away so that arrangements for adequate supervision can be made in advance.

Where a meeting involves the discussion of written work for the dissertation, students should ensure that this work is submitted at least three working days prior to the meeting to enable supervisors to read it properly.

During the early stages of supervision, the supervisor and the student should have agreed the following:

- an outline for the dissertation, including clarification of the research question;
- relevant literature and chapter outlines;

- final research plans, including preparation of timetables and (where appropriate) research instruments.

The supervisors (typically in the final three weeks before submission) may review a maximum of one chapter of the draft dissertation or 25% of the total dissertation, whichever is less. Supervisors will not read drafts in the final week before the submission date.

Supervisors are not normally expected to provide more than a total of five hours direct supervision for a single dissertation, it is thus important to use the time with your supervisor wisely.

Where drafts comprise plagiarised material, supervisors may return the work 'unread' since they cannot constructively comment on material that is not the student's own work.

Supervisors are not responsible for the quality of the dissertation. In other words, the supervisor cannot 'approve' the work (and should not be asked to do so) and will not be regarded as having given any warranty or even suggestion that the work is of a particular standard. Just as it is the student's own responsibility to ensure that sufficient time is left for typing of the dissertation, it is up to the student to ensure that they make the most effective use of their supervisor.

Printing and Submission of Your Dissertation

This part summarizes the technical requirements regarding the submission of your dissertation; further advice will be provided by the student's dissertation supervisor.

- The dissertation should be double-spaced on A4 paper with at least 35mm left-hand margin to permit binding (and reasonable space top, bottom and right-hand side to allow for trimming). Printing should be on one side of the page only.
- Use size 12 font.
- the University of Bath's Print Unit offers the service of binding dissertations and you can find the Print Unit in 8 West Reception 1.35 for this service.
- Your dissertation must be no longer than 15,000 words. These limits include all text, figures and tables but exclude the bibliography and appendices. Appendices are permitted when supplementary material is required, e.g. sample questionnaires, sample interviews or supplementary results. Penalties are applicable for exceeding the word limit. There are no minimum words for the dissertations. If your dissertation is purely theoretical and it contains your own mathematical derivations, proofs etc, then 7000 words it would be okay. However, if your dissertation is applied and there is no clear originality, then 7000 words is not enough given that your dissertation should be about 12,000-15,000.
- Dissertations must contain a title page, stating your name, date, and title of the dissertation, followed by the standard dissertation cover sheet, available from Moodle. The dissertation should include a table of contents and a bibliography, but not an index. Tables should be placed in the text, except for supplementary results, which may be placed in an appendix.

The bibliography must follow the conventions of the Harvard System on the use of quotations and footnotes – see advice at

<http://www.bath.ac.uk/library/infoskills/referencing-plagiarism/harvard-bath-style.html>

- Footnotes should be kept to a minimum and placed at the bottom of each page.
- No acknowledgement should be made of members of academic staff for their assistance.

- As is the case with all coursework, plagiarism (presenting the work of others without due acknowledgement) can result in your work being given a mark of zero, with no option to resubmit. You are required to give references to all sources used. If examiners find that you have presented sections from books, articles or papers of other authors, without appropriate referencing, you will pay a considerable penalty - almost certainly, no degree. If quotations are made they must be explicitly referenced (i.e. including page numbers).
- TWO bound copies of the completed dissertation should be handed in, in person, to the MSc office by the deadline. You will have to sign for the submission of the copies. In addition, an electronic copy must be submitted via Moodle in Microsoft Word format or PDF by the deadline.

The deadline for submission will be posted on the Dissertation moodle page:

<https://moodle.bath.ac.uk/course/view.php?id=55308>

Additional information on writing your dissertation

Searching for Literature

- Construct a bibliography as you go
- Write down sources as you find them (including page numbers) so you can go back to them
- Plan a system from the start, e.g. index cards, computer based notes
- Use the range of online and library materials – see the numerous library handouts
- Talk to the librarian, lecturers and researchers working on your topic
- ‘Snowball’ from recent articles and reports

The Structure of a Dissertation

The structure of a typical dissertation comprises the following (review your ES50073 notes for more detail about what each section should contain):

- Cover sheet with your name, dissertation title, degree you are registered on and date
- A standard dissertation cover sheet, available from Moodle
- Table of contents
- List of all tables, figures, illustrations
- Acknowledgements (suppliers of data including interviewees, respondents, technical support but NOT academic staff)
- Abstract
- Introduction: set out the question or questions to be addressed and why it is an interesting/important one to research; clarify key terms you use in your dissertation; state the limitations of the thesis (i.e. areas not covered); clearly state the original contribution to knowledge you have made in your dissertation.
- Literature review: this will provide you with an overview of what research has so far been able to establish on questions similar to those you attempt to answer in your dissertation.
- Main findings: What are your main findings, are they significant and how do they relate to previous research you identified in the literature review? You should also address the reasons for any differences between your findings and those of previous research. In the case of survey dissertations, this part will normally be merged with the literature review.
- Conclusions:
 1. What is (are) the answer(s) to the research question(s) set-out in the Introduction?
 2. What have we really learned that we couldn't have known before, now that we've seen the findings and their significance?

This is a good place to bring out any normative or prescriptive implications for public policy which arise from your findings. Again, argue them – don't just assert. Conclusions in research dissertations are not the place for journalistic comment! Nor should they provide a mere summary of successive chapters of the dissertation.

- Appendices (if necessary): Any lengthy statistical tables that have only been summarised in the main text, detailed information on how data have been manipulated, etc.

- List of References

When deciding on the details of the structure of your dissertation, please bear these aspects in mind:

- The structure should carry your focus right through the dissertation and allow the structure of your argument to be recognisable with a quick flick through the work
- Do not undermine the coherence of your own argument by confusing it with what your sources are saying – keep your own voice clear throughout
- Use structure as a tool, not a constraint. The structure should facilitate the logical development of your argument
- Use about 3-6 chapters. Talk to your supervisor about your arrangement of chapters
- Divide chapters into sections
- Use subsections if they will help the reader
- Show some reflection on your methodology
- Use linking paragraphs between chapters and sections
- Go out with a bang (not a whimper!) – many dissertations fade out at the end. Think particularly about how you will finish. Have you developed an approach that can be used in other contexts? Does your argument lead us to rethink an existing approach or policy? Can more general observations be made in the light of the dissertation as a case study? Should more research be carried out?

Common Pitfalls

No clear research question: The process of question/problem selection is vital. This is the most common problem with dissertation writing. You need to have a focus on a clear research question or problem. A question with a fairly small scope is best; this can be built on and explored. If your question is too 'large' then you may get overwhelmed by it.

Lack of focus: This is often caused by not having a clear research question. In addition, you need to link chapters and sections explicitly to show continuity of investigation. Develop your argument clearly and logically and try and carry your question right through the dissertation.

Lack of theory: A good dissertation should – to some extent at least – explore and develop the theoretical implications of the findings. It should be analytical, not merely descriptive.

Too theoretical: It is very difficult to produce a completely theoretical piece of work which is both good enough and original. It is better to find originality in linking or comparing contexts, or in exploring the application of a piece of theory in a new context (policy, development programme, people group, country).

Getting bogged down in the literature: Remember you will be marked for your succinct, clear and relevant presentation of the literature, not for research that never gets handed in or is only in your head.

The "opus magnum" syndrome: Sometimes students get bogged down, put disproportionate effort into researching and exploring a topic and end up not finishing on time, or rushing at the end and producing a poorly presented piece of work. This dissertation is not your life's work.

Not starting to write early enough: You can avoid this by having a clear plan of work and sticking to it. You should progress through different phases of work roughly in line with your timetable.

Weak structure: You need to plan what you are going to write. You can even plan right down to paragraph level in an outline, and visualise how your argument will develop through the paragraphs and sections/chapters. Often when writers fail to find their own voice, there is a lack of a coherent structure.

Insufficient available material: as you narrow down your research problem, make sure that there is enough material that is fairly easily available for you to use. Be willing to reframe your topic if there is not enough literature or there is no one suitable to supervise you.

Insufficient supervision: make sure you use your supervisor efficiently. Be proactive, negotiate with your supervisor regarding what you expect; prepare questions and an informal agenda

for each meeting; stay in communication; give your supervisor time to read; and think about your work before you meet.

Not leaving enough time for final brushing up and printing at the end: Remember that proofreading and printing can take several days. Make sure that you include this time in your work plan.

Computer problems: Backup your material regularly and keep it in multiple locations.
Maintain a balanced life: Recreation, exercise, fun. Work with your strengths; do not be over ambitious about how many hours a day you will be able to work.

ANNEX 4: MARKING GUIDELINES, MODERATION AND PENALTIES

Marking Of Coursework and Exams (Not Dissertations, SRAP or LRAP)

For example, not all columns of the table necessarily apply to all forms of assessment or all subject areas, also that the weights attached to criteria in each column will vary between assessments. It is also important to note that any piece of work will obviously be marked with regard to its relevance to the unit/subject in question. In the case of dissertations, specific additional criteria may be indicated on the Dissertation Marksheet. Advice should be sought from your unit lecturer regarding any specific unit requirements.

70% and above

- Evidence of the ability to structure an essay/presentation to introduce, select, analyse, order, synthesise and argue from evidence, to generalise maturely, to present logical conclusions.
- Evidence of ability to answer all parts of a question and achieve a sensible balance between them.
- Evidence of a sophisticated grasp of key ideas/concepts and of wide, independent and relevant reading.
- Evidence of sustained interest in the topic and an ability to engage the reader/interlocutor.
- Evidence of originality and/or exceptional critical insight.
- Evidence of good use of examples to illustrate points and to justify arguments.
- Clear, accurate, appropriate and stylish use of language.
- Bibliographical and other references should be presented in a form appropriate to the exercise.

60% and above

- Evidence of the ability to structure an essay/presentation, to select, analyse and order, with some attempt to synthesise and conclude.
- Evidence of ability to answer all parts of a question.
- Evidence of the ability to identify and understand key ideas/concepts.
- Evidence of appropriate reading and interest in the topic.
- Evidence of appropriate use of examples to illustrate points and to justify arguments.
- Clear, accurate and appropriate use of language.
- Bibliographical and other references should be presented in a form appropriate to the exercise.

50% and above

- Evidence of the ability to describe a subject in an organised way, with some attempt at analysis, and to demonstrate knowledge of the subject, with limited explanation or discussion of the material presented: may indicate a narrative or cataloguing approach.
- Some evidence of ability to identify key ideas.
- Limited evidence of relevant reading and interest in the topic.
- Some evidence of ability to select appropriate examples to illustrate points and to justify arguments.
- Clear use of language and limited biographical and other references.

40% and above

- Evidence of the ability to write/talk descriptively about a subject, but with little or no attempt to generalise or to discuss.
- The student should clearly be able to communicate identifiable facts and concepts.
- Little evidence of relevant reading and interest in the topic.
- Very limited evidence of ability to select appropriate examples to discuss points.
- Unreliable use of language and poor bibliographical and other references.

39% and under

- Little or no evidence of the ability to communicate identifiable facts and concepts.
- Irrelevant answer and muddled understanding.

Moderation

All assessed work will be marked by the Lecturer and a sample of work will be moderated by the internal moderator and then a sample will be sent to the External Examiner.

The sample for moderation is as follows (NB, the same sample will be seen by the External Examiner):

For Postgraduate units:

- all fails;
- a sample of borderline classifications (39/40, 59/60, 69/70);
- a further representative sample of work from each classification (Pass, Merit, Distinction).

Note: we do not operate a percentage system. However, as a guideline, we might expect a minimum of the following number of marked scripts/coursework (excluding fails) to be selected according to the number of students enrolled on a unit:

10 students: 5

20 students: 7

30 students: 8

40 students: 10

50 students: 12

80 students: 14

100 students: 15

200 students: 15

Indicative Marking Guidelines for Coursework, Exams and Dissertations

	Marking range	(1) Knowledge and understanding of relevant ideas and methods	(2) Ability to apply relevant ideas and methods to specific problems or issues	(3) Originality, including ability to reflect critically on relevant knowledge and methods, and to develop clear and original arguments.	(4) Clarity of expression, presentation of material and overall structure (including referencing)
Distinction	80% or more. Outstanding performance that fulfills and exceeds designated learning outcomes	Knowledge and understanding of material beyond that stipulated in the unit	Near perfect application of relevant ideas and methods. Incisive analysis of empirical material, leading to strong and accurate conclusions.	Original and insightful. Potentially publishable as a working paper. Worthy of sharing with a wider readership.	Potentially publishable as a working paper.
	70-79% Excellent performance relative to designated learning outcomes	Unusually high level of knowledge and understanding of material stipulated in the unit.	Relevant ideas and methods applied clearly and correctly, with appropriate inferences drawn.	A high degree of analytical and critical ability, originality and insight.	Fully meets formal criteria.
Merit	60-69% Very good performance relative to designated learning outcomes	Good understanding of relevant knowledge, with evidence of relevant wider reading	Clear understanding of relevant ideas and methods, with mostly correct application. Good use of empirical material to illustrate points and to justify arguments. No significant weaknesses in competence in the subject	Strongly argued, with critical thought, independent analysis, argument, and/or application of theory.	Has met the criteria well. Generally shows good writing ability .
Pass	50-59% Good performance relative to designated learning outcomes	Identifies key issues and demonstrates some understanding of relevant concepts, with some evidence of relevant reading.	Competent application of relevant ideas and methods to empirical material. Provides examples to illustrate points and justify arguments. Conclusions arrived at through analysis, rather than just a statement of a position. Case studies have a clear purpose and message.	Well argued. Some critical thought. Logical organisation to the answer, Clear evidence of some “value-added” through application to empirical data, critique and/or logical exercise of independent judgement. .	Has met the formal criteria. Reveals an ability to set out an argument or answer clearly and logically.
	40-49% Satisfactory performance in designated learning outcomes	Some knowledge of the material provided and identifies relevant issues, but without evidence of wider reading. May reveal some gaps in knowledge and understanding.	Knowledge of relevant ideas and methods, but weaknesses in their use. Evidence used is relevant. Addresses the question set or proposed. Some ability to argue logically and to organise an answer.	Evidence of basic analytical ability or appreciation of the subject.	The candidate has met basic criteria but there are weaknesses. Generally shows adequate writing ability, and appropriate standards of English.
Fail	30-39% Fail – no credits awarded.	Only partial knowledge and understanding of key concepts and ideas. Shows poor comprehension of the basic facts and principles. Prone to inaccuracy and tendency to irrelevance.	Failure to identify and use appropriate ideas and methods. Arguments lack adequate illustration or empirical support, or empirical material is purely decorative. Failure to address the question clearly enough.	Little original thought.	Weak presentational skills, inadequate or improper referencing. Fails to meet formal criteria in one or more ways.
	<30% Fail - no credits awarded	There may be some relevant knowledge, but it is muddled and demonstrates a poor understanding of the subject.	The answer may be totally or largely irrelevant to the question. Empirical material incorrect or incorrectly used.	No evidence of original thought.	Fails to meet formal criteria in numerous ways

Marking of Dissertations

All dissertations are blind-double-marked, i.e. two people mark independently and then consult together with a view to agreeing a final mark. Where a mark cannot be agreed then a third member of staff will be consulted.

The Indicative Marking Guidelines (see above) are used for guidance, along with any additional programme-specific criteria, as illustrated in the Postgraduate Dissertation Mark Sheet (overleaf).

Marking of Short Research Apprenticeship Project (SRAP) and Long Research Apprenticeship Project (LRAP)

Please see the unit descriptions, which are available from the Moodle pages for the SRAP and the LRAP.

Penalties

The final marks awarded can be adjusted to reflect a variety of circumstances. These include late submission of coursework (after the deadline), plagiarism (or other assessment offence) and exceeding the stipulated maximum number of words for an essay or dissertation (if the department operates a penalty system). Marks may also be adjusted (upwards as well as downwards) at the discretion of the Board of Examiners for Units.