



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

**BSc Economics
BSc Economics and Politics
BSc Economics and Mathematics**

**Programme Handbook
2019/20**

This Handbook is available online or in alternative formats.
Please contact the Undergraduate Office if required.

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WELCOME

On behalf of the Department and the Undergraduate team we would like to welcome you to the Department of Economics at the University of Bath and your undergraduate degree in Economics.

Ahead of you lies an exciting and also challenging journey of learning – not only about economics – and personal development. A large fraction of your learning and development will be a formal part of the degree, but there are many further opportunities which the University offers. You will also be able to learn from your fellow students who all bring in their different backgrounds and past experiences. The academic as well as administrative staff are there to facilitate your learning and development, but in the end it is up to you to make the most of it and take up the many opportunities offered to you.

In order to provide you with an overview of the opportunities available to you, as well as the formal rules guiding your learning and development, we have put this student handbook together. The student handbook should serve as a source of information throughout your degree and answer many of the questions you have; it is therefore important that you read and understand its contents.

We wish you a successful and enjoyable time here in Bath.



Dr Matteo De Tina

Director of Studies BSc Economics



Dr Maria Sarigiannidou

Director of Studies BSc Economics and Politics, BSC Economics and Mathematics

ABOUT THIS HANDBOOK

This Handbook is intended for all students commencing the BSc Economics, BSc Economics and Politics and BSc Economics and Mathematics programmes in the academic year 2019/20.

Please note that the contents of this Handbook are accurate at 23rd 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/corporate-information/new-framework-for-assessment/) 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 Matteo de Tina (M.De.Tina@bath.ac.uk) or Maria Sarigiannidou (M.Sarigiannidou@bath.ac.uk) for advice.

YOUR PROGRAMME

PART 1: ABOUT THE DEPARTMENT

DEPARTMENT HISTORY

The Economics department at Bath began as the Political Economy Group (PEG) of the School of Humanities and Social Sciences (HSS) when the University was founded in 1966. In the beginning PEG had 4 economists and 1 political scientist. When the political scientists left in 1995 there were 11 economists in what then became the Economics Group. There were 12 when that group formed the Department of Economics and International Development in 1997 and 20 when that department morphed into the Department of Economics in 2009. By 2015 there were 34 full time lecturing staff, plus 8 teaching fellows and full time researchers.

The rapid growth in the last 15 years reflects the Department's growing research reputation, its graduates' enviable employability, and its consequent ability to recruit large numbers of well qualified students both home and overseas. A major factor in securing a high employability rating has been our pioneering year-long work placement that students can opt to take in the third year of their undergraduate degree. The total number of students in the department in 2000 was about 430. In 2001 the undergraduate courses were given the highest possible rating of 24 out of 24 by the national Quality Assurance Agency in its Economics Subject Review. By 2010 the Department's student body numbered around 660, 10% of whom were postgraduates, and in 2014/15 this had risen to 750, about 15% of whom were postgraduates.

Provided the Department continues to remain competitive by 2020, it could have up to 1000 students and over 40 full time academic staff. The Department is currently ranked 9th in the country by the independent 2018 Complete University Guide, and is the highest rated economics department in the South-West. For graduate employment prospects, it is first in the Guardian University Guide and second in the Complete University Guide. This provides a good basis for further expansion in size and reputation over the remainder of the decade. The Department has a very large undergraduate degree in Economics and smaller specialist joint honours degrees in Economics and Politics and the recently introduced Economics and Mathematics. It also has a large taught postgraduate course in Economics, Economics and Finance, and Applied Economics.

The research reputation of the Department has grown steadily across the 50 years of the Department's existence. In the first half of that period it was best known for its research in Public Economics, especially the economics of taxation, under the direction of the first two heads of department, Cedric Sandford and David Collard. John Cullis and Philip Jones, working within the Public Choice tradition, provided the second major foundation for our reputation in public economics, and from 1990 to 2002 when he left to become Head of Tax Policy at the OECD, Chris Heady provided the third foundation stone with his work in optimal taxation, and tax issues in developing and transition economies.

A second area where the Department has long had an international reputation is development economics, and the third, since the 1990s is environmental economics, first led by Anil Markandya, and more recently by Michael Finus.

In 2005 the Department's three major research groups - Public Economics, Environmental Economics and International Development reflected its strengths. Its current five research groups reflect both its growing reputation and resources, but also the fact that now, as always its staff research in a wide range of areas across the subject. The current groups are:

- Econometrics
- Economic Theory
- Labour, Education and Health Economics

- Macroeconomics and Finance
- Public and Environmental Economics

The centrality of these research areas to the discipline of economics reflects our interests and the ambition of the Department for its role in the subject, both nationally and internationally.

WHO IS WHO

During the course of your studies you will come in contact with a wide variety of people who have different roles, many academic staff will have several roles at once. Here we want to give you an indication of the main people you are likely to come in contact with and what their roles are, as well as pointing out who to turn to in case you encounter difficulties of any sort.

- **Head of Department**

The Head of Department has ultimate responsibility for all academic and non-academic matters within the Department of Economics. The Head of Department chairs exams boards where degrees are awarded.

- **Directors of Studies**

The Directors of Studies are responsible for the academic aspects of the degree. They will oversee the academic integrity of the programme, generally coordinate the contents of individual units and ensure appropriate units are available to students. The Directors of Studies also oversee the admissions to the degree and investigate any alleged assessment offences as well as being involved in any complaints raised by students.

The Directors of Studies should be contacted in the case of mitigating circumstances, requests for extensions to deadlines, appeals and complaints.

BSc Economics	
Director of Studies	Matteo de Tina
BSc Economics and Politics	
Director of Studies	Maria Sarigiannidou
BSc Economics and Mathematics	
Director of Studies	Maria Sarigiannidou
Study Abroad Programmes	
Director of Studies	Catherine Winnett

- **Year tutors**

When Year tutors are assigned to a programme they are responsible for the day to day management of a year (or some years) within a programme of study. The main role of Year Tutors is to provide help and support the Director of Studies for specific tasks. For example: individual mitigating circumstances, extensions, attendance monitoring for Tier-4 VISA students.

- **Personal tutors**

You will be assigned a personal tutor who is a member of academic staff. Personal tutors are the main point of contact for students seeking advice on unit choices, personal problems, and personal development. In many cases personal tutors will not be able to offer advice directly, but point students towards appropriate services offered by the university.

- **Unit convenors**

Unit convenors are responsible for the unit they are teaching. They determine the contents

of their unit, including seminars, the type and content of assessment, as well as being responsible for marking any assessed work.

If you have any questions on the contents of a unit or its assessment, students should contact the unit convenor. In some instances, the unit convenor may delegate parts of these duties to teaching assistants

- **Teaching assistants**

Teaching assistants are normally responsible for conducting seminars under the instruction of the unit convenor. You should contact teaching assistants for any questions regarding the seminars and in instances where unit convenors have indicated that questions on the lectures should also be directed towards them.

- **Undergraduate office**

The Undergraduate office in 3E 4.19 is your main contact point during your studies. They are normally open 10am-12pm and 2pm-4pm on weekdays. You will hand in and collect any assignments, mitigating circumstances forms, and requests for extensions to the Undergraduate office. They are also generally your first point of call for information on any administrative aspects of your degree.

- **Student Experience Officer**

The Student Experience Officer is available to support you if you have any questions on your personal development, need advice on a specific non-academic matter, or want to discuss support for a social activity you are planning for all students within the department or a specific year group.

ACADEMIC AND SUPPORT STAFF

Most academic staff are located in 3 East. The location of the office of each member of staff can be found online at <http://www.bath.ac.uk/contact> and a list of staff from the departmental website <http://www.bath.ac.uk/economics/staff/>. On Level 4 of 3 East, next to the Undergraduate office 3E 4.19, you also find a photo board with the names of all academic staff and their office numbers.

Key Academic staff

Dr Peter Postl	Head of Department Email: p.postl@bath.ac.uk , Phone: 01225 383226, Room: 3E 4.24
Dr Andreas Schaefer	Director of Learning and Teaching Email: as3516@bath.ac.uk , Phone: 01225 385828, Room 3 East 4.20
Dr Matteo De Tina	Director of Studies for BSc Economics Programmes Email: m.de.tina@bath.ac.uk , Phone: 01225 386866, Room: 3E 4.5
Dr Maria Sarigiannidou	Director of Studies for Joint Honours Programmes Email: m.sarigiannidou@bath.ac.uk , Phone: 01225 384207, Room: 3E 4.27
Dr Catherine Winnett	Director of Studies for Study Year Abroad Programmes Email: c.p.winnett@bath.ac.uk , Phone: 01225 386869, Room: 3E 4.38

During the teaching weeks and up to the start of the examination period students can normally expect to be able to see unit convenors or their teaching assistants to ask questions about the contents of the unit they are taking. Each unit convenor will operate office hours that are advertised on the unit

outlines and on Moodle. Some unit convenors will be happy to answer questions by e-mail while others may not respond at all to e-mails by students. Students are requested to respect these arrangements and if the unit convenor does not mention his preferred arrangement at the start of the semester, ask them. Unit convenors might not always be available to answer e-mails due to other commitments such as administrative duties and research, please bear this in mind and do plan ahead.

When requesting a meeting with a unit convenor, it is expected that students have attempted to solve any problems by themselves prior to the meeting, i.e. they have attended the lectures, have consulted the required and suggested readings and have consulted other literature (books, articles) that are available to them. Please note that it is not the role of the unit convenor to give students private lectures for any lectures or seminars they have missed.

In general there will be no access to academic staff over the Christmas vacation and only limited access over the Easter break and the examination period.

Administrative Staff

Rachel Pender-Cudlip	Programmes Administrator E-mail: economics-ug-admin@bath.ac.uk , Phone: 01225 383035, Room 3E 4.19
Thea Piper	Programmes Administrator E-mail: economics-ug-admin@bath.ac.uk , Phone: 01225 383311, Room 3E 4.19
Martin Gore	Placements Manager E-mail: m.gore@bath.ac.uk , Phone: 01225 384945, Room 1W 3.06
Emma Watson	Placements Officer Email: e.j.v.watson@bath.ac.uk , Phone: 01225 386892 Room 1WN3.26
Annika Theilgaard	Student Experience Manager E-mail: a.c.theilgaard@bath.ac.uk , Phone: 01225 386851, Room 1W 3.26

The Placements Office and Student Experience Manager operate their own appointments, please contact them directly.

NOTICEBOARDS AND PIGEON HOLES

The department has a noticeboard with useful information on (for example, student representation) next to the undergraduate office in 3E 4.19. There are also pigeon holes, sorted alphabetically for post sent to the department, but please note that this should normally be addressed to your residence. Submission boxes for coursework, labelled with the unit code are also found next to the undergraduate office as is a drop box for any messages or forms addressed to the undergraduate office outside of their opening hours.

PART 2: 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: <http://www.bath.ac.uk/catalogues/>

DEGREE STRUCTURE

Your degree lasts three years if you have chosen not to do a placement or study year abroad and four years if you have chosen to do a placement and/or study year abroad. Study year is available for BSc in Economics, BSc in Economics and Politics and BSc in Economics and Maths with the possibility of a full year on study year abroad or a combination of a semester on study year abroad and the remainder of the year on placement. Students in their second year will be kept informed about any developments.

At the University of Bath your degree consists of a number of units, which are the smallest elements in your degree. Each unit will be worth either 3, 6, or 12 credits. There are currently no units worth 3 credits that form part of your degree. 6 credit units are taught over 1 semester and require about 100 hours of work, which normally consists of 25-30 hours of lectures and seminars with the remainder spent on the preparation of assignments and self-study. For 12 credit units these hours are doubled; most 12 credit units are taught over 2 semesters, but some are taught within a single semester. Some units have prerequisites, i.e. units that you must have taken if you want to choose this unit; information on such prerequisites is available from the unit catalogue at www.bath.ac.uk/catalogues/. If you have not taken the pre-requisites listed you cannot choose the unit, even if it is listed in the catalogue.

Some programmes have *Designated Essential Units (DEUs)* that must be passed in order to progress to the next stage of the programme and to achieve the normal award for the programme at the end. Your programme does **not** have any of these units.

Below you will find an outline of the aims and learning outcomes for each programme as well as the compulsory and optional units currently available.

BSc Economics Programmes

Programme Title	BSc (hons) Economics	BSc (hons) Economics with Combined Placement and Study Year Abroad	BSc (hons) Economics with Study Year Abroad	BSc (hons) Economics with Year Long Work Placement
Programme Code	UHES-AFB03	UHES-ACB03	UHES-AAB03	UHES-AKB03
Award title	Bachelor of Science in Economics			
Mode of Attendance	Full-Time	Full-Time with Combined Placement	Full-Time with Study Year Abroad	Full-Time with Thick Sandwich Placement
Length	3 years	4 years		
State any designated alternative programme(s)	N/A	BSc (hons) Economics UHES-AFB03		

Synopsis and academic coherence of programme

The programme will be taught over three years, with the option of an additional year on placement and/or study abroad (Year 3 of 4).

The programme has been designed around a number of themes which combine to meet the aims and learning outcomes of the programme. These themes are intended to be consistent with the subject specific skills of the Benchmark Statement in Economics and focus on developing students' analytical, conceptual and quantitative skills. The following precepts underpin the curriculum structure of the programme: Firstly, students should develop a secure base in microeconomic and macroeconomic theory and analysis, compulsory in each semester. Secondly, students should develop appropriate numeracy skills in mathematics, statistics and information technology, provided in the first year and then integrated into economic analysis and econometrics from the second year. Thirdly, students should develop an awareness of the institutional, UK and global context within which economic decisions and debates and policy formulation takes place. Fourthly, students will be offered optional units in finance in order to prepare them for placements and graduate employment in the financial sector. Students will have the opportunity to study a language throughout the degree or to select particular options of interest and relevance to them through Director of Studies Approved Unit choices.

The programme is designed to prepare students for a wide range of careers in the private and public sectors. Some graduates wish to pursue careers as professional economists, but a firm disciplinary base in Economics also provides the basis for career paths, for example, in finance, accountancy, business and management consultancy. Students benefit from the Department's many and well-established links with the financial sector, industry, government and international organisations which it has developed through its placement scheme and research activity.

Educational aims of the programme

In support of the University's overall mission, we place strong emphasis on teaching and researching economics for the "real world". Our primary aim is to develop in our students an understanding of the role of economics in the analysis of contemporary problems and policy.

The aims of the programme are to give students opportunities to:

- establish a coherent understanding of the concepts and models of economics;
- develop an analytical and empirical understanding of the relevance of economics to contemporary problems and policies;
- analyse and evaluate economic problems, so that they can reach considered and appropriate conclusions, and can competently communicate the reasoning behind these conclusions;

- attain their full academic potential, within an environment which is constructively critical and where current research of staff members informs their teaching.

Intended learning outcomes

Knowledge & Understanding:

- students will have a secure understanding and knowledge base in economics;
- students will have gained a unified, coherent and broadly based training in economics, enabling them to work as economists in the private or public sectors, or to proceed to postgraduate programmes or to professional training in economics, accountancy, or finance.

Intellectual Skills:

- possess a sound understanding of economic theories and concepts and their contestability, and be able to appraise such models using quantitative and qualitative information;
- have developed an enquiring and critical mind, the ability to find, assimilate and evaluate new information, and to think clearly and logically about a range of contemporary problems and economic policy decisions;

Professional Practical Skills:

- understand the relevance and applicability of economic analysis and modelling to improve the efficiency of private sector and civil society decision making;

Transferable/ Key Skills:

- be able to use information technology effectively for processing qualitative and quantitative information, and for the presentation and communication of this information;
- be able to demonstrate good written and oral communication skills, both individually and in group environments;
- be able to plan and organise their time effectively to ensure that schedules are observed and all tasks are therefore completed within the prescribed time frame;
- have developed personal and generic skills which they can utilise throughout their future careers.

Units offered 2019/20

Please note that units may be subject to reasonable change (see **Unit and Programme Changes** below).

YEAR 1: All BSc Economics Programmes						
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits
1	1	Semester 1	ES10001	Introductory microeconomics	Compulsory Units	6
			ES10005	Core skills for economists: mathematics 1		6
			ES10007	The modern world economy		6
			ES10091	Core skills for economists: introduction to probability and statistics		6
			MN10248	Introduction to accounting		6
			MN10354	An introduction to law		6

Semester 2	SP10204	Introduction to international development	Optional Units: select 1 unit from this list	6
	ZZ00001	Director of Studies approved unit		
	ES10002	Introductory macroeconomics	Compulsory Units	6
	ES10004	Core skills for economics: statistics and data analysis		6
	ES10006	Core skills for economists: mathematics 2		6
	ES10008	Economic policy in the UK		6
	MN10500	Corporate finance for managers	Optional Units: select 1 unit from this list	6
	SP10203	Development economics: microeconomic perspective		6
	ZZ00001	Director of Studies approved unit		

YEAR 2: All BSc Economics Programmes

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits
2	2	All Year	ES20069	Introduction to econometrics	Compulsory Unit	12
			ES20070	Money and finance	Optional Unit: select between 0 and 1 unit from this list	12
		Semester 1	ES20011	Intermediate microeconomics 1	Compulsory Units	6
			ES20013	Intermediate macroeconomics 1		6
			ES20068	Public economics	Optional Units: select a minimum of 1 and a maximum of 2 units from this list	6
			MN20501	Intermediate accounting		6
			SP20277	Development economics: macroeconomic perspective		6
			ZZ00001	Director of Studies approved unit		
		Semester 2	ES20012	Intermediate microeconomics 2	Compulsory Units	6
			ES20014	Intermediate macroeconomics 2		6
			ES20019	Public finance - economics of taxation	Optional Units: select a minimum of 1 and a maximum of 2 units from this list	6
			ES20022	Economic thought & policy		6
			ES20097	Games and experiments		6
			MN20503	Intermediate corporate finance for managers		6
			ZZ00001	Director of Studies approved unit		6

YEAR 3: Economics (Year Long Work Placement programme UHES-AKB03)

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits
2	3	All Year	ES20024	Placement	Compulsory Unit	60

YEAR 3: Economics (Combined Placement and Study Year Abroad programme UHES-ACB03)

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits
2	3	All Year	ES20111	Study abroad and placement	Compulsory Unit	60

YEAR 3: Economics (Study Year Abroad programme UHES-AAB03)

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits
2	3	All Year	ES20110	Study year abroad	Compulsory Unit	60

FINAL YEAR:
Year 3 (Full time Economics) OR
Year 4 (Placement/Stud Year Abroad Economics programmes)

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits
3	3/4	All Year	ES30029	Final year research project	Optional Unit: select a minimum of 0 and a maximum of 1 unit from this list	12
		Semester 1	ES30026	Advanced macroeconomics	Compulsory Unit	6
			ES30027	Econometrics 1		6
			ES30031	Environmental economics 1		6
			ES30033	International trade		6
			ES30035	Analytical development economics	Optional Units: select a minimum of 3 and a maximum of 4 units from this list	6
			ES30037	Experimental, behavioural and neuro economics		6
			ES30038	Public choice		6
			ES30083	Health economics		6
			ES30089	Economics of banking		6
			ES30092	Game theory		6
		Semester 2	ES30025	Advanced microeconomics	Compulsory Unit	6
			ES30028	Econometrics 2		6
			ES30032	Environmental economics 2		6
			ES30034	International monetary economics	Optional Units: select a minimum of 3 and a maximum of 4 units from this list	6
			ES30040	Economics of incentives		6
			ES30044	Industrial organisation		6
			ES30046	Growth theory		6
			ES30093	Political economy		6

		ES30096	Economics of financial markets		6
		ES30098	Economics of innovation and entrepreneurship		6
		ES30099	Monetary economics		6
		MN30470	Investment and trading		6
		MN30549	Advanced accounting		6
		SP30278	Development finance		6

Assessment weightings and decision references

3 Year Programme BSc (hons) Economics (UHES-AFB03)		
Stage	Weighting within programme	NFAAR-UG decisions reference See NFAAR-UG information at: https://www.bath.ac.uk/publications/nfaar-ug-and-appendices/attachments/nfaar-ug.pdf
Stage 1	0%	Main assessment: Appendix 11 Supplementary assessment: Appendix 12
Stage 2	32%	Main assessment: Appendix 11 Supplementary assessment: Appendix 12
Stage 3	68%	Main assessment: Appendix 27 Supplementary assessment: Appendix 28

4 Year Programmes BSc (hons) Economics with Year Long Work Placement (UHES-AKB03) BSc (hons) Economics with Combined Placement and Study Year Abroad (UHES-ACB03) BSc (hons) Economics with Study Year Abroad (UHES-AAB03)		
Stage	Weighting within programme	NFAAR-UG decisions reference See NFAAR-UG information at: https://www.bath.ac.uk/publications/nfaar-ug-and-appendices/attachments/nfaar-ug.pdf
Stage 1	0%	Main assessment: Appendix 11 Supplementary assessment: Appendix 12
Stage 2	32%	Main assessment: Appendix 11 Supplementary assessment: Appendix 12
Stage 3	0%	Main assessment: Appendix 11 Supplementary assessment: Appendix 12
Stage 4	68%	Main assessment: Appendix 27 Supplementary assessment: Appendix 28

Further information

Section in this Handbook on **Assessment**.

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

BSc Economics and Politics Programmes

Programme Title	BSc (hons) Economics and Politics	BSc (hons) Economics and Politics with Combined Placement and Study Year Abroad	BSc (hons) Economics and Politics with Study Year Abroad	BSc (hons) Economics and Politics with Year Long Work Placement
Course code	UHES-AFB01	UHES-ACB01	UHES-AAB01	UHES-AKB01
Award title	Bachelor of Science in Economics and Politics			
Mode of Attendance	Full-Time	Full-Time with Combined Placement	Full-Time with Study Year Abroad	Full-Time with Thick Sandwich Placement
Length	3 years		4 years	
State any designated alternative programme(s)	BSc (hons) Politics with Economics		BSc (hons) Economics and Politics BSc (hons) Politics with Economics	

Synopsis and academic coherence of programme

The programme will be taught over three years, with the option of an additional year on placement and/or study abroad (Year 3 of 4).

The programme has been designed around a number of themes which combine to meet the aims and learning outcomes of the programme. These themes are intended to be consistent with the subject specific skills of the Benchmark Statement in Economics, Politics and International Relations and focus on developing students' analytical, conceptual and quantitative skills. The following precepts underpin the curriculum structure of the programme: Firstly, students should develop a secure base in microeconomic and macroeconomic theory and analysis, compulsory up to the intermediate level (second year) and in political theory and analysis. Secondly, students should develop appropriate numeracy skills in mathematics, statistics and information technology, provided in the first year and then integrated into economic analysis from the second year. Thirdly, students should develop an awareness of the institutional, UK and global context within which economic and political decisions and debates and policy formulation takes place.

The programme is designed to prepare students for a wide range of careers in the public and private sectors. Students benefit from the Department's many and well-established links with the financial sector, commercial, government and international organisations which it has developed through its placement scheme and research activity.

Educational aims of the programme

In support of the University's overall mission, we place strong emphasis on teaching and researching economics and politics for the "real world".

The aims of the programme in Economics and Politics are to:

- establish a firm disciplinary base in both economics and politics;
- provide an understanding of economics which is more conceptual and descriptive, within the broader perspective of the relationship between economic and political ideas and institutions;
- develop a broad understanding of political ideas, institutions and relationships and a critical appreciation of debates relating to key political concepts and processes;
- enable students to attain their full academic potential, within an environment which is constructively critical and where current research of staff members informs their teaching.

Intended learning outcomes

Knowledge & Understanding:

- students will have a secure knowledge base in economics and politics; they will have acquired an awareness of the institutional and global contexts within which economic debates and decisions take place;
- students will have gained an appreciation of the interface between economics and political science, that will enable them to pursue a wide variety of further training or careers which draw on these disciplines.

Intellectual Skills:

- possess a sound understanding of economic and political theories and concepts and their contestability;
- have developed an enquiring and critical mind, the ability to find, assimilate and evaluate new information, and to think clearly and logically about a range of contemporary problems and policy decisions;

Professional Practical Skills:

- understand the relevance and applicability of economic and political analysis and modelling to improve the efficiency of private sector and civil society decision making;

Transferable/ Key Skills:

- be able to use information technology effectively for processing qualitative and quantitative information, and for the presentation and communication of this information;
- be able to demonstrate good written and oral communication skills, both individually and in group environments;
- be able to plan and organise their time effectively to ensure that schedules are observed and all tasks are therefore completed within the prescribed time frame;
- have developed personal and generic skills which they can utilise throughout their future careers.

Units offered 2019/20

Please note that units may be subject to reasonable change (see **Unit and Programme Changes** below).

YEAR 1: All Economics and Politics programmes						
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits
1	1	Semester 1	ES10001	Introductory microeconomics	Compulsory Units	6
			ES10005	Core skills for economists: mathematics 1		6
			ES10091	Core skills for economists: introduction to probability and statistics		6
			PL10967	Introduction to politics: theory and analysis		12
		Semester 2	ES10002	Introductory macroeconomics	Compulsory Units	6
			ES10004	Core skills for economists: statistics and data analysis		6
			PL10966	Introduction to international relations		12
			ES10006	Core skills for economists: mathematics 2		6

			ES10008	Economic policy in the UK	Optional Units: Select 1 unit from this list	6
			PL10417	Introduction to British politics		6
			SP10203	Development economics: microeconomic perspective		6
			SP10205	Introduction to politics of development		6
			ZZ00001	Director of Studies approved unit		

YEAR 2: All Economics and Politics programmes

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits
2	2	All Year	ES20069	Introduction to econometrics	Optional Units: select a minimum of 0 and a maximum of 1 units from this list	12
			ES20070	Money and finance		12
		Semester 1	ES20011	Intermediate microeconomics 1	Compulsory Units	6
			ES20013	Intermediate macroeconomics 1		6
			ES20023	Economics of politics		6
			ES20068	Public economics		6
			PL20414	American politics		6
			PL20721	International organisation		6
			PL20726	European integration	Optional Units: select a minimum of 6 and a maximum of 12 credits from this list	6
			PL20889	Contemporary politics of the Middle East		6
			PL20904	Political violence and terrorism in the UK		6
			PL20970	Political theory		12
			SP20277	Development economics: macroeconomic perspective		6
			ZZ00001	Director of Studies approved unit		
		Semester 2	ES20022	Economic thought & policy	Compulsory Units	6
			PL20968	International comparative politics		6
			ES20012	Intermediate microeconomics 2	Optional Units: select a minimum of 2 and a maximum of 3 units from this list	6
			ES20014	Intermediate macroeconomics 2		6
			ES20019	Public finance - economics of taxation		6
			ES20097	Games and experiments		6
			PL20416	Totalitarian politics		6
			PL20720	Foreign policy-making and its analysis		6
			PL20724	European Union politics		6
			PL21015	Parliamentary studies		6
			SP20208	International politics of development		6
			ZZ00001	Director of Studies approved unit		

YEAR 3: Economics and Politics (Year Long Work Placement programme UHES-AKB01)

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits
2	3	All Year	ES20024	Placement	Compulsory Unit	60

YEAR 3: Economics and Politics (Combined Placement and Study Year Abroad programme UHES-ACB01)

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits
2	3	All Year	ES20111	Study abroad and placement	Compulsory Unit	60

YEAR 3: Economics and Politics (Study Year Abroad programme UHES-AAB01)

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits
2	3	All Year	ES20110	Study year abroad	Compulsory Unit	60

FINAL YEAR:

Year 3 (Full time Economics and Politics) OR Year 4 (Placement/StudY Year Abroad Economics and Politics programmes)

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits
3	3/4	All Year	ES20069	Introduction to econometrics	Optional Units: select a minimum of 0 and a maximum of 2 units from this list	12
			ES30029	Final year research project		12
		Semester 1	ES30026	Advanced macroeconomics	Optional Units: select a minimum of 3 and a maximum of 5 units from this list	6
			ES30027	Econometrics 1		6
			ES30031	Environmental economics 1		6
			ES30033	International trade		6
			ES30035	Analytical development economics		6
			ES30037	Experimental, behavioural and neuro economics		6
			ES30038	Public choice		6
			ES30083	Health economics		6
			ES30089	Economics of banking		6
			ES30092	Game theory		6

Semester 2	PL30101	Russian national option R4: Gorbachev & Perestroika	6
	PL30107	Culture & national identity	6
	PL30468	Transitions to democracy	6
	PL30732	The politics of ethnicity, religion, and nationalism	6
	PL30741	US global politics	6
	PL30864	Europe in global politics	6
	PL30881	Contemporary security challenges in Asia	6
	PL30895	Meltdowns, conflicts and resistance: capitalism in flux and shifts in economic governance	6
	PL30897	Peace processes in the Middle East and Europe	6
	SP30210	Conflict, security and international development	6
	ES30025	Advanced microeconomics	6
	ES30028	Econometrics 2	6
	ES30032	Environmental economics 2	6
	ES30034	International monetary economics	6
	ES30040	Economics of incentives	6
	ES30044	Industrial organisation	6
	ES30046	Growth theory	6
	ES30093	Political economy	6
	ES30096	Economics of financial markets	6
	ES30098	Economics of innovation and entrepreneurship	6
	ES30099	Monetary economics	6
	MN30470	Investment and trading	6
	PL30102	Russian national option R5: Politics in post-communist Russia	6
	PL30108	Politically committed European culture	6
	PL30744	Anti-Politics and Direct Action	6
	PL30745	Culture and religion in international relations	6
	PL30756	The politics of Latin America	6
	PL30875	Comparative elections and voting	6
	PL30879	Modern silk roads: international trade in a global economy	6
	PL30880	The rise of the extreme right: from the margins to the mainstream	6
	PL30882	The disunited kingdom: devolution and the end of British politics?	6
	PL30898	Politics in China	6
	PL30902	Contemporary critical thinkers: theory and praxes	6
	PL30903	Politics and religion in contemporary Europe	6
	SP30278	Development finance	6

Assessment weightings and decision references

3 Year Programme BSc (hons) Economics and Politics (UHES-AFB01)		
Stage	Weighting within programme	NFAAR-UG decisions reference See NFAAR-UG information at: https://www.bath.ac.uk/publications/nfaar-ug-and-appendices/attachments/nfaar-ug.pdf
Stage 1	0%	Main assessment: Appendix 11 Supplementary assessment: Appendix 12
Stage 2	32%	Main assessment: Appendix 11 Supplementary assessment: Appendix 12
Stage 3	68%	Main assessment: Appendix 27 Supplementary assessment: Appendix 28

4 Year Programmes BSc (hons) Economics and Politics with Year Long Work Placement (UHES-AKB01) BSc (hons) Economics and Politics with Combined Placement and Study Year Abroad (UHES-ACB01) BSc (hons) Economics and Politics with Study Year Abroad (UHES-AAB01)		
Stage	Weighting within programme	NFAAR-UG decisions reference See NFAAR-UG information at: https://www.bath.ac.uk/publications/nfaar-ug-and-appendices/attachments/nfaar-ug.pdf
Stage 1	0%	Main assessment: Appendix 11 Supplementary assessment: Appendix 12
Stage 2	32%	Main assessment: Appendix 11 Supplementary assessment: Appendix 12
Stage 3	0%	Main assessment: Appendix 11 Supplementary assessment: Appendix 12
Stage 4	68%	Main assessment: Appendix 27 Supplementary assessment: Appendix 28

Further information

Section in this Handbook on **Assessment**.

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

BSc Economics and Mathematics Programmes

Programme Title	BSc (hons) Economics and Mathematics	BSc (hons) Economics and Mathematics with Combined Placement and Study Year Abroad	BSc (hons) Economics and Mathematics with Study Year Abroad	BSc (hons) Economics and Mathematics with Year Long Work Placement	
Course code	UHES-AFB04	UHES-ACB04	UHES-AAB04	UHES-AKB04	
Award title	Bachelor of Science in Economics and Mathematics				
Mode of Attendance	Full-Time	Full-Time with Combined Placement	Full-Time with Study Year Abroad	Full-Time with Thick Sandwich Placement	
Length	3 years	4 years			
State any designated alternative programme(s)	BSc (hons) Economics	BSc (hons) Economics with Study Abroad and Placement BSc (hons) Economics and Mathematics	BSc (hons) Economics with Study Year abroad BSc (hons) Economics and Mathematics	BSc (hons) Economics BSc (hons) Economics and Mathematics	

Synopsis and academic coherence of programme

Economics and Mathematics are very natural academic companions. Mathematics is an excellent language in which to develop economic theory in a rigorous and logical way. It also provides methodological and statistical tools for critical analysis of data; for its part, Economics offers many convenient examples with which to illustrate advances in mathematical theory and applications.

Combining the study of economics and mathematics provides students with appropriate and complementary skills for postgraduate Masters study in either discipline or for a wide range of careers. Some graduates wish to pursue careers as mathematical and/or applied economists, others will follow careers in mathematics/statistics, but a firm disciplinary base in economics and mathematics also provides the basis for career paths, for example, in finance, accountancy, business and management consultancy. Students benefit from the many and well-established links with the financial sector, industry, government and international organisations that have been developed by both departments through their placement schemes and research activities.

The programme is taught over three years, with the option of an additional year on placement and/or study abroad (Year 3 of 4).

The programme has been designed around a number of themes that combine to meet the aims and learning outcomes of the programme. These themes are intended to be consistent with the subject specific skills of the Benchmark Statements in Economics and Mathematics, Statistics and Operational Research and focus on developing students' analytical, conceptual and quantitative skills in both economics and mathematics.

The programme will provide students with a secure understanding of the core elements of economics (microeconomic theory, macroeconomic theory, econometrics). Microeconomics and macroeconomics are compulsory in all three years whilst econometrics is compulsory in year 2 and optional in year 3. The foundations for the mathematical component of the programme are laid in year 1 where students take compulsory units in Analysis, Algebra, Probability and Statistics. This gives students the necessary broad base from which they can pursue two of these pathways in year 2, combining: Statistics and Probability, Algebra and Statistics, Analysis and Statistics, Algebra and Probability, Algebra and Analysis, or Analysis and Probability. Students can continue to deepen and specialise in one or other or both of these selected areas in their final year (from MA level 3 and 4 options lists), or pick up one of the year 2 streams not taken in year 2, or select other year 2 options in applied mathematics which open up additional choices in the final semester, thereby adding breadth to the student's programme.

The amount of student choice increases with progression through the programme. In terms of weightings, the first year is predominately mathematical, in order to lay the necessary mathematical foundations and permit sufficient range of choice in years 2/3 (year 1: Maths 42 credits, Economics 18 credits). In year 2 the emphasis is on developing core economics, building on and integrating mathematical skills laid in the first year (Maths 24 credits, Economics 36 credits). The final year requires a minimum of 24 credits from each of Economics and Maths, the balance being a matter of student choice.

As there is sufficient commonality between the Bachelor Economics and Maths (henceforth BEM) and single honours Economics there is flexibility to change programme from BEM to Economics during and at the end of the first year. It may also be possible to transfer from BEM into one of the degree programmes offered by the Department of Mathematical Sciences provided that a request is made before the end of the first semester of the first year.

The aims of the programme

Our primary aim is to develop in our students an understanding of the theories and tools of economics and mathematics that can be used to analyse contemporary problems and policy. The aims of the programme are to:

- introduce students to the major branches of mathematics and economics;
- enable students to apply mathematical and statistical methods to analyse and evaluate economic problems so that they can reach considered and appropriate conclusions, and can competently communicate the reasoning behind these conclusions;
- meet the needs of students with different aspirations within mathematics and economics;
- enable students to appreciate the coherence, logical structure, and broad applicability of mathematics;
- enable students to appreciate the different approaches, concepts and applications in economics;
- impart an awareness of the values of research and scholarship in mathematics and economics;
- accustom students to the use of designated software that is available within mathematics and economics;
- provide a thorough training in the intellectual skills and advanced techniques of modern economics and mathematics;
- develop the ability of students to abstract and generalize, to model various phenomena, and to interpret numerical and empirical data;
- enable students to develop the skills associated with problem solving, rigorous argument and communication;
- broaden and deepen the economic and mathematical background of students;
- prepare students to work in fields where specific and broadly based advanced knowledge in mathematics and economics is required;
- enable students to embark on research in some area of mathematical economics, economic theory or empirical/statistical economics.

Educational aims of the placement year (4 year thick sandwich programme only):

- give students an opportunity to apply their knowledge in practice and see how what they have learned fits into the workplace;
- prepare students for employment by gaining practical experience in the real world;
- enable the student to make informed decisions about the direction of their future career;
- give students the opportunity to build professional networks and secure contacts for the future.

Intended learning outcomes of the programme

Knowledge & Understanding:

- Knowledge of core economic theory. I.e. microeconomics (decision and choice problems, production decisions, exchange of goods, market pricing, general equilibrium of an economy, principal-agent relationships, incentives, welfare notions) and macroeconomics (employment, national income, balance of payments, income distribution, inflation, growth, business cycles, money and finance).
- Understanding of economic policy at microeconomic and macroeconomic levels.
- Knowledge of computing techniques, and mathematical and statistical methods (esp. econometrics), along with exposure to economic, financial, and social data and econometric software.
- Knowledge and understanding of, and ability to use mathematical methods and techniques, esp. calculus and linear algebra, constrained optimization and its application to allocating scarce resources, modelling of different decision-making processes, critical understanding of analytical methods and models, and how and when they can be applied.
- An understanding of the importance of assumptions and awareness of where they are used and of possible consequences of their violation.
- An understanding of the power of generalization and abstraction in developing mathematical and economic theories or methods to use in problem solving.
- Knowledge and understanding of modelling (i.e. formulating problems in mathematical or statistical form using appropriate notation).

Intellectual Skills:

- Abstraction: students will have the ability to isolate essential features of complex systems, formulate problems mathematically and in symbolic form, so as to facilitate their analysis and solution.
- Logical reasoning: students will be able to reason deductively and inductively. They will develop these skills by analyzing assumption-based models. This enhances graduates' problem-solving and decision-making ability.
- Students will be able to structure and organize the world around them through key economic concepts and ideas, such as: opportunity cost, incentives, equilibrium, disequilibrium, stability, strategic behavior, expectations and surprises, marginal considerations, gains from trade and efficiency, dynamic systems. These concepts are present in most decision problems faced by economists.

Professional/Practical Skills:

- Students will be able to quantify economic effects using data, and will be able to organize and present data informatively.
- Students will be able to frame economic and decision problems by focusing on what is essential.
- Students will have strong numeracy skills developed by dealing with economic and financial data, which they can organize, manipulate, and interpret clearly.
- Students will be able to design and conduct experimental and observational studies and analyse the data resulting from them.
- Students will be able to formulate complex problems of optimization and interpret their solutions in the original context of the problems.

Transferable/Key Skills:

- Graduates will have the ability to learn independently, using a variety of media including books, academic journals, online resources, etc.

- Graduates will be able to work independently with patience and persistence, pursuing the solution of a problem to its conclusion.
- Students will acquire time management and organization skills, and will also learn to work as part of a team.
- Graduates will be able to transfer knowledge from one context to another, to assess problems logically and to approach them analytically.
- Students will acquire general IT skills (word processing, basic principles of programming).
- Students will have good communication skills (i.e. contribute to discussions, write coherently, communicate results clearly and intuitively).

Intended learning outcomes of placement year (4 year thick sandwich programme only):

Transferable, work-related and employability skills:

- communications skills, e.g. business/commercial/industrial report-writing skills, oral and poster presentation skills
- time management and the ability to prioritise effectively
- self-motivation, independence/autonomy
- adaptability
- team working, interpersonal and networking skills
- career planning, including occupational awareness and judgement, awareness of work-related personal values, interests and skills, application and selection process skills

Skills and competences specific to the role of mathematical economist:

- understanding that, in contrast to university problem sets, issues in the real world are often vaguely-defined and may not even have a possible solution
- an appreciation of the importance of attention to detail. Whereas in examinations it is common to receive partial credit for correct working regardless of answer, in the workplace this is not the case;
- an appreciation of the intricacies of dealing with real-world data. A full understanding of precisely how the data was generated and recorded is critical in order to be able to correctly deal with missing, erroneous and incoherent data entries.
- an understanding of the limitations of analytical and statistical techniques or the conditions under which such techniques are appropriate.

Higher skills:

- critical thinking and analysis
- problem solving
- computational skills
- project management skills
- original thinking, innovation
- enhanced self-knowledge

Changed personal attitude and behaviour:

- self-confidence, confidence in professional ability
- enhanced intellectual maturity and judgement
- enhanced levels of reflection, diplomacy, and understanding.

Units offered 2019/20

Please note that units may be subject to reasonable change (see **Unit and Programme Changes** below).

YEAR 1: All Economics and Mathematics Programmes						
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits
1	1	All Year	MA10207	Analysis 1	Compulsory Units	12
			ES10001	Introductory microeconomics	Compulsory Units	6
			MA10209	Algebra 1A		6
			MA10211	Probability & statistics 1A		6
			MA10230	Methods and applications 1A		6
		Semester 2	ES10002	Introductory macroeconomics	Compulsory Units	6
			ES10095	Mathematical economics		6
			MA10210	Algebra 1B		6
			MA10212	Probability & statistics 1B		6

YEAR 2: Economics and Mathematics						
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits
2	2	All Year	ES20069	Introduction to econometrics	Compulsory Units	12
			ES20011	Intermediate microeconomics 1	Compulsory Units	6
			ES20013	Intermediate macroeconomics 1		6
			MA20216	Algebra 2A	Optional Units: select 2 units from this list	6
			MA20218	Analysis 2A		6
			MA20224	Probability 2A		6
			MA20226	Statistics 2A		6
		Semester 2	ES20012	Intermediate microeconomics 2	Compulsory Units	6
			ES20014	Intermediate macroeconomics 2		6
			MA20217	Algebra 2B	Optional Units: select 2 units from this list	6
			MA20219	Analysis 2B		6
			MA20225	Probability 2B		6
			MA20227	Statistics 2B		6

YEAR 3: Economics and Mathematics (Year Long Work Placement programme UHES-AKB04)

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits
2	3	All Year	ES20024	Placement	Compulsory Unit	60

YEAR 3: Economics and Mathematics (Combined Placement and Study Year Abroad programme UHES-ACB04)

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits
2	3	All Year	ES20111	Study abroad and placement	Compulsory Unit	60

YEAR 3: Economics and Mathematics (Study Year Abroad programme UHES-AAB04)

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits
2	3	All Year	ES20110	Study year abroad	Compulsory Unit	60

FINAL YEAR:
Year 3 (Full time Economics and Mathematics) OR Year 4 (Placement/Study Year Abroad Economics and Mathematics programmes)

Students must select at least 12 credits of optional ES units during this programme year.

Students must select at least 24 credits of optional MA units during this programme year.

Students may take no more than 12 credits of units at level 2 during this programme year.

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits
3	3/4	All Year	ES30029	Final year research project	Optional Unit: select a minimum of 0 and a maximum of 12 credits from this list	12
		Semester 1	ES30026	Advanced macroeconomics	Compulsory Unit	6
			ES30027	Econometrics 1	Optional Units: select a minimum of 0 and a maximum of 12 credits from this list	6
			ES30031	Environmental economics 1		6
			ES30033	International trade		6
			ES30035	Analytical development economics		6
			ES30037	Experimental, behavioural and neuro economics		6
			ES30038	Public choice		6

	Semester 2	ES30083	Health economics	Optional Units: select a minimum of 0 and a maximum of 18 credits from this list	6
		ES30089	Economics of banking		6
		ES30092	Game theory		6
		MA30039	Differential geometry of curves & surfaces		6
		MA30084	Generalised linear models		6
		MA30086	Medical statistics		6
		MA30087	Optimisation methods of operational research		6
		MA30125	Markov processes & applications		6
		MA30237	Group theory		6
		MA30252	Advanced real analysis		6
		MA40042	Measure theory & integration		6
		MA40092	Classical statistical inference		6
		MA40188	Algebraic curves		6
		MA40198	Applied statistical inference		6
		MA40254	Differential and geometric analysis		6
		MA20216	Algebra 2A	Optional Units: select a minimum of 0 and a maximum of 12 credits from this list	6
		MA20218	Analysis 2A		6
		MA20224	Probability 2A		6
		MA20226	Statistics 2A		6
		ES30025	Advanced microeconomics	Compulsory Unit	6
		ES30028	Econometrics 2	Optional Units: select a minimum of 0 and a maximum of 12 credits from this list	6
		ES30032	Environmental economics 2		6
		ES30034	International monetary economics		6
		ES30040	Economics of incentives		6
		ES30044	Industrial organisation		6
		ES30046	Growth theory		6
		ES30093	Political economy		6
		ES30096	Economics of financial markets		6
		ES30098	Economics of innovation and entrepreneurship		6
		ES30099	Monetary economics		6
		SP30278	Development finance		6
		MA30055	Introduction to topology		6
		MA30085	Time series		6
		MA30089	Stochastic processes & finance		6
		MA30091	Applied statistics	Optional Units: select a minimum of 0 and a maximum of 18 credits from this list	6
		MA30231	Projective geometry		6
		MA30241	Communicating maths		6
		MA40054	Representation theory of finite groups		6
		MA40058	Probability with martingales		6
		MA40090	Multivariate data analysis		6

		MA40189	Topics in Bayesian statistics		6
		MA40239	Discrete probability		
		MA40256	Analysis in Hilbert spaces		6
		MA20217	Algebra 2B	Optional Units: select a minimum of 0 and a maximum of 6 credits from this list	6
		MA20219	Analysis 2B		6
		MA20225	Probability 2B		6
		MA20227	Statistics 2B		6

Assessment weightings and decision references

3 Year Programme BSc (hons) Economics and Mathematics (UHES-AFB04)		
Stage	Weighting within programme	NFAAR-UG decisions reference See NFAAR-UG information at: https://www.bath.ac.uk/publications/nfaar-ug-and-appendices/attachments/nfaar-ug.pdf
Stage 1	0%	Main assessment: Appendix 11 Supplementary assessment: Appendix 12
Stage 2	32%	Main assessment: Appendix 11 Supplementary assessment: Appendix 12
Stage 3	68%	Main assessment: Appendix 27 Supplementary assessment: Appendix 28

4 Year Programmes BSc (hons) Economics and Mathematics with Year Long Work Placement (UHES-AKB04) BSc (hons) Economics and Mathematics with Combined Placement and Study Year Abroad (UHES-ACB04) BSc (hons) Economics and Mathematics with Study Year Abroad (UHES-AAB04)		
Stage	Weighting within programme	NFAAR-UG decisions reference See NFAAR-UG information at: https://www.bath.ac.uk/publications/nfaar-ug-and-appendices/attachments/nfaar-ug.pdf
Stage 1	0%	Main assessment: Appendix 11 Supplementary assessment: Appendix 12
Stage 2	32%	Main assessment: Appendix 11 Supplementary assessment: Appendix 12
Stage 3	0%	Main assessment: Appendix 11 Supplementary assessment: Appendix 12
Stage 4	68%	Main assessment: Appendix 27 Supplementary assessment: Appendix 28

Further information

Section in this Handbook on **Assessment**.

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

LECTURES

Typically there are 2 hours of lectures in each of the teaching weeks for each of the units you are taking. In some units we might specify more or less lectures, this will be apparent from the timetable you receive.

Lectures are the main instrument to teach students the key concepts of a unit and its contents will form an essential part of any assessment. Lectures normally take the form of a presentation by the unit convenor and listening to the presentation is an essential skill, as is note taking. The appendix contains a guide on good listening and note taking that should help you with this task. In lectures with only few students, active participation of students in lectures might be encouraged and/or required. The unit convenor will provide you with information about these aspects at the beginning of the semester.

At the beginning of a unit you can expect to be given a unit outline which should provide you with some essential information on the contents of the unit, a reading list and information on the assessment of the unit. Such information, as well as any changes or additional information may also be given as announcements during lectures.

You might be required to prepare some readings prior to a lecture, if this is the case you should be informed about it by the unit convenor either in the handouts or through announcements during lectures. In general, you are expected to read the relevant chapters or papers mentioned in the reading list after attending the lecture and prior to the next lecture. This should help you to fully understand the lectures and enables you to follow the subsequent lectures more easily. The readings will commonly cover additional material and provide more detail; you will generally be expected to have learned about those aspects too.

In some lectures you will be given handouts prior to the lecture which you can annotate, in other instances you will receive them only after the lecture or no handouts are given at all. It is important to note that handouts might not cover all points mentioned in the lectures and your notes might therefore be the only source of information on these topics after the lecture. Lectures might on occasion also cover topics not mentioned in the readings or go into more details than the readings, which again makes note taking important.

The styles used by unit convenors in lectures will vary widely. While some will be very happy to take questions and comments as well as engage happily in discussions and even ask students questions, some might only reluctantly accept questions asking for clarification and others might not want to be interrupted at all. Students will very quickly discover which style is preferred by the unit convenor and are asked to respect the style applied.

Lectures are an efficient way of transmitting the same material to a large number of students simultaneously, but attending lectures (and seminars/tutorials/workshops) is not sufficient for you to acquire a good knowledge of the material. Your preparation for lectures / seminars / tutorials / workshops and participation in discussions is essential to your education:

- Through independent reading and discussion with others you will be exposed to different viewpoints and develop your own distinctive ideas,
- By discussing the unit materials with other students you will identify common problems and misunderstandings and overcome them,
- Studies show that students remember a far higher proportion of the material they have actively discussed, compared with the proportion of material they have heard passively,
- By preparing presentations, collaborating with others, and engaging in debate, you will develop your own transferable skills, which will prove invaluable in employment.

SEMINARS, TUTORIALS, AND WORKSHOPS

For many, although not all units, lectures are complemented by seminars or tutorials for 1 or 2 hours every week or in alternating weeks. Seminars and tutorials are normally held in smaller group sizes of 20-50 students and in most cases held by teaching assistants, who are usually current PhD students or teaching fellows. Commonly seminars will only start in week 2 or 3 of the semester. Workshops are normally given to the whole group but otherwise have the same aims as seminars and tutorials.

Given the size of lectures it will be necessary to have several seminars/tutorials each week, the contents of which are identical. Students are only allowed to attend one seminar/tutorial in each week and you will be allocated into a seminar/tutorial at the start of the semester; this allocation will be communicated to students at the start of the semester. You are not allowed to change seminar/tutorial groups without explicit permission of the unit convenor.

Seminars/tutorials provide students with opportunities to discuss problem sets in a small class and in some instances introduce additional material not covered in the lectures. They are an important learning tool as they allow you to apply the often abstract ideas covered in lectures and ask questions in a smaller group. Students are required to actively participate in seminars/tutorials/workshops and ask questions to deepen their understanding.

Students should note that when directed to do so, they should attempt to solve any problem sets prior to attending the seminars/tutorials/workshops, only then will they be able to benefit from the seminars fully. Familiarity with the problem sets and the ability to ask specific questions on how to solve them are essential.

EXPECTATIONS/ATTENDANCE REQUIREMENTS

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.

Attending all lectures and seminars/tutorials/workshops of any units you have chosen is compulsory. You must ensure that you arrive at the venue of the lecture or seminar on-time with all lectures starting at 15 minutes past the hour, unless announced differently by the unit convenor. It is disruptive to fellow students and the lecturer to arrive late to lectures as well as seminars/tutorials/workshops and not well received.

It is the students' responsibility to ensure that no other commitments prevent them from attending all compulsory events. We will in particular not accommodate other commitments of students by changing their allocation into seminar groups. On rare occasions it will be necessary to re-schedule lectures or seminars and students affected are also required to attend the re-scheduled event, regardless of any other commitments they might have.

When planning your journey to campus, please bear in mind that public transport to and from the university does not follow a very reliable timetable and you should allow plenty of time for your journey to ensure being punctual for the lectures and seminars, especially during the morning from 8.30-10am.

Please note that it is not acceptable to miss lectures due to other commitments you make, e.g. paid or voluntary work, participation in extra-curricular activities, or sports. In cases where you are required to be absent from university for personal reasons, you must contact the Director of Studies prior to your absence and obtain his approval for your leave if this exceeds 2 weeks. In all cases where you miss lectures or seminars, it is the student's responsibility to obtain all information on the contents of the missed lectures and seminars, as well as any further information given by the unit

convenor. Academic staff will not provide students with private lectures to compensate for their absence.

Further information

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

UNIT AND PROGRAMME CATALOGUES

This is where you will find details about all individual units for the current academic year:
<http://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

Timetables are final and cannot be changed. You will be allocated to seminar/tutorial groups and this allocation will be made available at the start of the semester prior to the first seminar/tutorial taking place. Please note that you must attend the seminar/tutorial you are allocated to unless explicitly allowed otherwise by the unit convenor.

OPTION CHOICES

Information about how and when to choose your option units can be found at:
<http://www.bath.ac.uk/catalogues/information/students/online-unit-selection.html>

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.

Students in the first year of their degree must choose their optional units for both semesters no later than Tuesday 5pm in week 1 of the first semester. For all subsequent years, i.e. the second and final year, students have to choose their options in April / May prior to the commencement of the academic year. You can only choose options for which you have the prerequisites, information of which is available from the unit catalogues. All unit choices must be completed in SAMIS.

Please note that your choice once submitted is final and cannot be changed. Only in very exceptional circumstances can you apply to change a unit through your relevant Director of Studies; you need to provide a valid reasoning for your change and why you were not able to consider these aspects during the option choice period.

On some degrees there is the possibility to take "Director of Studies approved units". These are units that are normally not part of your degree. If you are interested in any such units, you need to contact your Director of Studies and get permission prior to making your choice in March/April. The following principles apply:

- You can only choose units for which you meet the prerequisites,
- You can only choose units at the level corresponding to your year of study,

- The chosen unit must fit into your programme of study, e.g. other optional units you chose, and your desired career path,
- You have to provide a good reasoning to your Director of Studies how the unit fits these criteria,
- You must get the permission of the department offering this unit,
- You can only choose one unit per semester as a Director of Studies approved unit,
- Language units are not admissible as these can be taken as extracurricular units.

IMPORTANT: the option of “Director of Studies Approved Units” is NOT available in the final year for any of our Undergraduate programmes.

PLACEMENTS

The University is committed to supporting placements in order to enhance the vocational relevance of its programmes and the learning experience of its students. Each Faculty and the School has a dedicated placements team to support and guide you through the process of applying for, securing and successfully completing a placement. The contact details for your Placements Manager and Placement Tutor can be found in the front of this Handbook.

You can expect to receive placement preparation support on the application process (i.e. CV writing, production of covering letters and applications, interview skills, assessment centres) as well as practical placement support (such as where to find information on visas, accommodation, money etc). For some placements, there is a requirement for a Disclosure and Barring Service (DBS) check and you should liaise with your placements support team for further guidance.

Before going on placement you will receive a University Placement Handbook containing generic advice and information for whilst you are on placement.

You will receive programme specific information directly from your Department <https://moodle.bath.ac.uk/course/view.php?id=53968§ion=10>. If you are on a placement of one semester or longer in the UK you can normally expect to be visited by staff at least once during your placement. If you are on a placement overseas, staff will either visit, where practical, or arrange an alternative way of keeping in contact.

During the placement you will be expected to complete the Personal Objectives and Learning Outcomes forms (POLO) or equivalent (which helps you to structure your placement objectives and personal development).

A re-induction activity will be conducted to welcome you back from placement and update you on any changes that may have occurred at the University during your time away. This will most likely be in the form of a de-briefing at the start of your final year.

It is important to note that the marks you achieve in your first year will form the basis of your application for a placement. Thus it is important to achieve good results in your assessments during your first year of study, even though those results will not count towards your final degree average. Students with good results in their first year more easily secure a placement with highly sought after companies in competitive industries.

The placement is a unit of your degree and all requirements to successfully pass this unit, and therefore your placement requirements are outlined in this unit, as well as the learning aims and objectives. As part of the preparation support you will be given more detailed information on what is required; the unit outline can be found here: <http://www.bath.ac.uk/catalogues/2019-2020/es/ES20024.html>

You may change your degree between the version with and without placement until the end of August in your second year. For students on a Tier 4 visa some restrictions on this possibility might apply, please seek advice from the Student Immigration Service: http://www.bath.ac.uk/university-secretary/student_immigration_service/index.html

Further information

University Placement Handbook and other information for placement students:
<http://go.bath.ac.uk/placements-information-for-students>

STUDENT EXCHANGE/STUDY ABROAD

Our BSc Economics, BSc Economics and Politics and BSc Economics and Mathematics degrees also have the opportunity of a study year abroad or a combined placement and study abroad.

You will have the opportunity to study abroad at an approved highly ranked partner institution. You could combine study abroad with an international work placement. This opportunity will enhance your skills and prepare you for employment in the competitive global graduate market. The study abroad option is currently available in Singapore, Hong Kong and South Africa and we seek to expand these. Study abroad opportunities are limited and are subject to availability at our partner institutions.

Once you have returned to the university from your study abroad we will update you on any changes that may have occurred at the University during your time away. This will most likely be in the form of a de-briefing at the start of your final year.

SUBMISSION DEADLINES

Your Directors of Studies will inform you before the course starts of the relevant submission deadlines. A copy of these will also be on display outside the UG Office window. The assessment deadlines document will also report the different submission types.

MARKING CRITERIA

PROCEDURES

All assessments, assignments and examinations, are marked on a percentage scale between 0 and 100, with 100 being the highest mark. In a few instances some assessments might only be marked on a pass/fail basis. Assessments are initially marked by the unit convenor and after that go through a "moderation" process in which another academic from the Department checks that the marking has been conducted fairly and equally by selecting a sample from the assessments. The assignment and examination scripts are then sent to external examiners (academics at other UK universities) who perform a similar check and also ensure that our standards in general are adequate by having looked at examination papers prior to the exam having taken place.

We have 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 other assessments, except presentations and dissertations.

At approximately the same time as external examiners evaluate the assessments, exams boards start. At first, the Board of Examiners for Units determines the marks for all units. This exam board deals with any issues that might have affected the assessment outcome of the unit as a whole, individual mitigating circumstances are not considered at this stage and no decisions on the pass or fail of units are made.

After the Board of Examiners for Units has determined the marks for units, the Board of Examiners for Programmes convenes and decides on which units have been passed and failed, as well as which students need to take supplementary assessments and on the progression of students to the next year. At this stage mitigating circumstances of students are taken into account in the decision making. Programme Boards of Examiners are only conducted in June/July and September, hence all semester 1 results are only processed together with semester 2 results in June/July. Board of Examiners for Programmes also decide on the award of degrees and the degree classification.

Once the Programme Board of Examiners has made its decision, the Board of Studies convenes to approve these decisions; only at this stage do the marks become officially available to students and can be appealed. Any marks you receive prior to the approval of the Board of Studies are for information only and subject to change; this is in particular the case for any assignment marks. Exam marks in semester 2 are only released after these have been approved by the Board of Studies, while exam marks from semester 1 are released after the Programme Board of Examiners.

CRITERIA

All assessments are marked on a scale between 0 and 100, where 40 denotes a pass mark and 70 a first class mark. The detailed marking schemes for all our units are detailed below:

First Class (70% and above): Student shows ability to identify the key issues, demonstrates an excellent grasp of the relevant concepts and is able to argue logically and organise the answer well. Answer demonstrates excellent analytical ability and technical skills and very good powers of critical thought. Superior understanding is shown by good use of examples to illustrate points and to justify arguments. Good writing ability. Evidence of wide reading in, and appreciation of, the subject. Outstanding first class answers (75-100%) will show clear evidence of independent reading or thinking and/or excellent powers of critical thought.

Upper Second Class (60-69%): Student identifies the key issues, demonstrates a good grasp of the relevant concepts and is able to argue logically and organise the answer well. The key to a good answer is analysis and evaluation of the issues raised in the question and competent technical skills. Generally shows good writing ability. Demonstrates good powers of critical thought, provides a good use of examples to illustrate points and justify arguments, and displays evidence of reading in, and appreciation of the subject. No significant weaknesses in competence in the subject.

Lower Second Class (50-59%): Student identifies many of the issues and shows some ability to argue logically and organise an answer. Demonstrates knowledge of the material provided in the basic texts/lecture notes but without much evidence of critical thought or wider reading in, or appreciation, of the subject. May reveal evidence of some deficiencies in knowledge and understanding and in technical skills. One of the most common failings in a lower second class answer is that the student has failed to focus closely on the question set; views may be asserted rather than argued and evaluated, and need to be supported by appropriate theoretical or empirical evidence.

Third Class (40-49%): Student shows some knowledge of the material, but answer is deficient in understanding or poorly argued. Demonstrates a partial grasp of the relevant concepts and fails to develop or illustrate points. May display weak presentational skills. Shows comprehension of the basic facts and principles but prone to inaccuracy and tendency to irrelevance.

Marginal fail (35-39%): An answer which is seriously deficient in knowledge and fails to show a grasp of pertinent concepts. May display some knowledge, though muddled understanding, of general subject. The answer is likely to contain much that is irrelevant, inaccurate or wrong, but may have some redeeming features.

Fail (0-34%): Answer irrelevant or largely irrelevant. Contains errors and shows unacceptable level of knowledge as regards basic facts of the subject. Without redeeming features.

In general markers are looking for the following:

- a deep, thorough and detailed knowledge and understanding of the subject area and its relevant literature,
- a clear, logical structured argument,
- a concise and analytic approach,
- an answer which covers all parts of the question and achieves a sensible balance between them;
- effective and appropriate (correct, purposeful, properly referenced) use of supporting material (e.g. evidence, data, figures, ideas),
- an answer which demonstrates a capacity to critically evaluate subject matter,
- creativity of thought and originality in the use of sources and examples,
- fluency of writing and correct grammar, spelling and punctuation,
- legibility and adherence to the word limit.

PRIZES

We reward outstanding students with prizes throughout their degree. Such prizes are invaluable to enhance your CV and make you stand out from other students. We currently provide the following prizes:

First Year Undergraduate Prize for the student with the highest credit-weighted average mark in Year 1 across all our degrees.

Second Year Undergraduate Prize for the student with the highest credit-weighted average mark in Year 2 across all our degrees.

The Andrew Duke Prize in Economics and Politics for the student with the highest degree average on the BSc Economics and Politics.

The Neil Farmery Prize in Economics for a student with outstanding working in quantitative Economics.

The Sandford Prize for the student with the best academic achievement in Final Year Economics units.

The Caroline Prize for a piece of work which exhibits the highest standards as a piece of written English in a unit in Social and Policy Sciences, Economics or Psychology.

FURTHER STUDY

Our degrees not only prepare you well for a future career in industry, government, or non-profit organizations but also for further studies at postgraduate level in your chosen area or a closely related subject, e.g. finance, political sciences or social policy. Your personal tutor would be able to advise you about any such possibilities either at the University of Bath or other institutions.

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.

ASSESSMENT

FEEDBACK TO STUDENTS ON ASSESSMENT

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.

During your programme, you will receive feedback on assessed work. Feedback on assessments may take different forms, depending on the 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, students may receive general feedback to the group 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.

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 5-digit 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 a dedicated Moodle page called '**Econ Zone Undergraduates**' (<https://moodle.bath.ac.uk/course/view.php?id=56530>). 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.

The main focus on the marking of **exams** is to provide feedback on the level of achievement in each of the units studied during an academic year, in accordance with University Quality Assurance for Assessments, Marking and Feedback (QA16).

In response to students' feedback, the Department has identified three groups of students who can especially benefit from receiving feedback on their exams:

1. **Students who have failed an exam with a mark below 40%**. These students are encouraged to contact their lecturer and arrange to review their paper. This review will focus on the reasons for failure with the aim of helping with re-assessment, eventually.
2. **Students whose overall performance in a particular module represents a significant outlier with respect to the student's normal performance**. In these cases feedback on the specific exam paper may be offered, conditional on the Director of Studies approval. This feedback will be normally provided by the lecturer via e-mail. This is intended to highlight strengths that can be further developed or weaknesses that can be addressed in the case of the specific exam.

3. **Students who we feel are at risk of failing a year, or who we feel have other special circumstances.** These students will be identified by the Director of Studies and offered feedback from their lecturers on all their exam papers. Again, this is intended to help students improve their performance.

IMPORTANT: Requests to review exam papers need to be made within 3 weeks from the notification of the exam results.

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 the Admin Team economics-ug-admin@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 the programmes. 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 Examiners for your programme are:

Dr Alessandra Ferrari, Associate Professor (Reader), School of Business & Economics, Loughborough University

Dr Alex Mikhailov, Associate Professor, Department of Economics, University of Reading

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: Phase 1 for first-degree programmes ('NFAAR-UG')** 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 2008/09 academic year, NFAAR-UG applies to you. (If you began before then, please ask your Director of Studies for guidance on assessment).

Your programme is covered by the NFAAR-UG, so your work will be assessed according to its rules.

If at any time you are in doubt about how NFAAR-UG 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-UG 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:

<https://www.bath.ac.uk/publications/nfaar-ug-and-appendices/attachments/nfaar-ug-appendix-02.pdf>

For full details of the NFAAR-UG, visit: <https://www.bath.ac.uk/corporate-information/new-framework-for-assessment/>

You can find a student introduction to the NFAAR-UG at:

<https://www.bath.ac.uk/publications/nfaar-ug-and-appendices/attachments/nfaar-ug-intro-faq.pdf>

For information relating to your programme in the current academic year, 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 are links to the relevant appendices of the NFAAR-UG which state exactly how the assessment rules operate for each stage of your programme.

Some programmes have *Designated Essential Units (DEUs)* that must be passed in order to progress to the next stage of the programme and to achieve the normal award for the programme at the end. Your programme does **not** have any of these units.

Programmes are divided into a number of *parts* and *stages*. For full-time students, stages usually correspond to the year of study (so, for example, most first-year students will be in Stage 1 of their programmes).

Within each stage of a programme, the contribution of each unit's assessment to the calculation of the *Overall Stage Average (OSA)* is normally directly proportional to the credit-values of the unit concerned. Placement units form part of a stage and have a credit weighting. Some placement units carry marks and some are just pass/fail. Only enhanced placement units contribute to the *Overall Programme Average (OPA)* however.

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.

If you fail a stage, you will be required either to repeat the entire stage or to transfer to a *Designated Alternative Programme (DAP)*, if one exists, or if you fail very badly, to withdraw from the University. Where stage repeats are possible within the set limits, the repeating of any stage will be permitted once only.

At the end of each stage a Board of Examiners will decide whether you have passed the stage. The outcome will depend on both (1) your average mark in the stage and (2) the marks you obtain for each unit. Generally, if you pass each of your units, you will progress (or, after the final stage, be recommended for an award).

If you fail a large number of units, you might fail the stage outright without any opportunity for supplementary assessment. (Further information on supplementary assessment is provided below.)

Particular rules apply to failure of units. They are as follows:

- if you fail any 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 the stage outright
- if you only fail 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 and also on your OSA.

Your degree result is based on the calculation of your *Overall Programme Average (OPA)* based on the stages in Parts 2 and 3 of your programme. The contribution of each stage of the programme is set out in the table of assessment weightings and decision references in the **Programme Description: Structure of the programme** section in this Handbook. Follow the links provided in the table to see a clear description of the assessment rules for each stage of your programme. Stages in Part 1 are not included in the OPA calculation.

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. It generally involves re-doing

coursework or re-sitting an examination. Students undertaking supplementary assessments are likely to have to return to the University in the summer to re-sit examinations.

Academic year dates, including the supplementary assessment period, can be found at:
<https://www.bath.ac.uk/publications/academic-year-charts>

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

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.

The outcomes of failing a supplementary assessment are as follows:

- 1) if you fail supplementary assessment in a unit badly, you will fail the stage
- 2) if you fail supplementary assessment in a unit marginally, you might be able to progress; whether you may do so will depend on how many units you have failed (and in some cases also on your Overall Stage Average).

Exit awards – CertHE and DiplHE

If you leave your programme early you may be eligible for a generic exit award, either a Certificate of Higher Education (CertHE) or a Diploma of Higher Education (DiplHE).

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](https://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

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](http://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

[https://moodle.bath.ac.uk/course/view.php?id=56530](http://moodle.bath.ac.uk/course/view.php?id=56530).

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 to 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:	<p>Each Department has at least one Departmental Staff / Student Liaison Committee (SSLC). These comprise of 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 academic year through online elections. Their role involves collecting the views of the students on their programme and attending SSLCs where they represent these views to their Department.</p> <p>The Students' Union reviews minutes from SSLCs and other committees, meetings, forums and student insight and uses this to present a summary report for the University highlighting issues, which need to be addressed.</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 Students' Union meetings. These take place regularly during the academic year in order to:</p> <ul style="list-style-type: none"> • keep Students' Union 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 Students' Union • 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 Courses and Partnerships Approval Committee, and Senate.</p>

If you are interested in opportunities to represent student views, please contact the Students' Union: 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=2134>

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 A: Staff/Student Liaison Committees:

<https://www.bath.ac.uk/publications/qa48-student-engagement-with-quality-assurance-and-enhancement/>

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/](http://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).

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

APPENDIX A – ESSAY GUIDELINES

Introduction

Essays are commonly used as part of examinations and coursework. Well-developed essays provide:

- a focus for study;
- a framework and a timetable within which an analytical understanding of a particular subject or topic can be identified and attained;
- an opportunity to develop skills in synopsis, precise argument, analysis and persuasion (in different proportions), and;
- a useful training for the kind of research, planning, thinking and writing which are fundamental requirements in a wide variety of professions.

Usually, specific requirements are stipulated for each essay:

- a statement of and answer to a specific question;
- a limit in length (number of words), and
- a time limit (deadline for submission).

All are equally important and, if not adhered to, will often incur some form of penalty. Specific requirements will vary from one unit to another and so care must be taken to ensure that the specific requirements for the essay in question are followed.

The process of writing an essay

The following guidelines are intended primarily for general essays, and you will need to adapt them to fit other assignments appropriately. Coursework assignments will vary, and it is important that you follow additional guidelines supplied in unit outlines and by the unit convenor.

- An essay should consist mainly of your own words. This does not mean that you cannot draw upon the work of others. On the contrary, it is usually essential for you to demonstrate a good understanding of the existing literature. But it is essential that you fully acknowledge all sources, by citing them in the text and placing them in the bibliography.
- First, spend some time thinking over what the question is really about, and think of some lines of argument that answer the question asked. Do this both before you start reading and as you proceed. Do not answer the wrong question. It is usually of great help to write an essay plan. Use this to form the basis of an introduction: it helps the reader to have mapped out the way the essay is structured. For similar reasons, draw together your conclusions in a final paragraph.
- Reading lists often deliberately include much duplication of material in order to reduce pressure on particular sources, and you are also expected to supplement recommended reading from your own literature searches. The following procedure should help:
 - (a) Collect a selection of relevant references together - electronic search devices are particularly useful for identifying relevant and up to date material.
 - (b) Browse through them all fairly quickly - especially summaries, introduction and conclusions.
 - (c) Pause, think, and relate what you have read to your initial thoughts about the question, revising your plan as appropriate.
 - (d) Identify particular references or sections to read and note carefully. When you make notes from your reading, do not slavishly copy down what is in the original source. Record key quotations, diagrams or tables, by all means, but otherwise express the arguments in your own words. Always remember to record where your notes are taken from.
 - (e) Return to (c) and repeat until you are ready to write. Beware reading too much and thinking for yourself too little!

- Perhaps the best way of ensuring you use your own words is to put your original sources completely to one side when writing your first draft. Rely on the skeleton argument set out in your plan. Another useful technique is to explain the underlying arguments to a friend not doing the same programme, without any direct reference to your source material. Having to communicate an argument verbally is good practice for effective writing.
- Check again that you are answering the particular question asked, and not some other one you would like to answer. In other words, do not let the structure and content of your essay be determined by what you have read; you should use your sources to fit your answer rather than the other way round. If you set out by trying to find a way of fitting together a lot of sources, your work will almost certainly be muddled and unconvincing. Do not try and incorporate all the notes you may have made on a topic unless they are directly relevant.
- It is usually better to analyse a few topics in depth (acknowledging the existence of others in your introduction), than to skip over a large number of topics superficially. Remember it is in-depth understanding, analysis and evaluation of arguments and evidence that earns marks, though this will obviously depend upon specific assignments.
- It is sometimes helpful to use tables, diagrams, and mathematical representations of arguments (depending on your discipline). If these are taken from another source, acknowledge this properly. Remember that while these may support or illustrate arguments, they are not arguments in themselves. You must explain the key features to the reader. It is best to create tables or diagrams specifically for your own essays. Photocopies of tables from other works are often unsatisfactory and are not always clear.
- Use proper sentences not a series of clauses separated by commas. Do not start them with phrases such as "It is said that..." They immediately beg the question of who said it, and on what basis. Do not take other people's statements for granted. Analyse! Evaluate! Also be careful in your use of "thus", "therefore", "it follows that". The links between the connected statements may not be so apparent to the reader. Also avoid phrases like "obviously", "in fact", "of course". They often hide your own lack of certainty or ignorance! Avoid "and so on", "etc". The latter may be interpreted to mean "End of Thinking Capacity!".
- You should expect to produce more than one draft of an essay before the final one. On being asked the secret of his reputation as a clear writer, the prolific economist Kenneth Galbraith, replied "five drafts minimum". By doing more than one draft you can also concentrate in the first draft on the meaning, rather than be distracted by trying to improve on style, grammar and so on at the same time. You may also find it more effective to print off drafts and correct them in pen, rather than risk going round in circles by trying to make changes on the screen. Save money by not using fancy binders, and spend it instead on more paper and a bigger waste bin! We are interested in content, not superficial appearance. Hence don't waste time on fancy but peripheral cover pages, illustrations and elaborate styling.
- If you can, leave your finished essay to one side for a small time before reading it through for a final time. Use the spell check, or a dictionary and thesaurus. As you check the essay, ask yourself the following questions. Is it too long? Is there any superfluous material that should be removed? Does it answer the question? Is there material which does not have a bearing on the question? If there is irrelevant material that you cannot bear to leave out, put it in a footnote so that at least it does not detract from the main argument).

Essay structure

Essays should generally have an introduction, a middle and a conclusion.

The introduction should: define the key terms of the question that you use; show the essence of your answer to the question, and; state the main points/issues that the essay will cover to arrive at this answer. Do not waste words just repeating the question in the introduction.

The body of the answer should: explain and describe the main points of your answer; provide evidence from the text or texts to substantiate your points; use quotations or précis as evidence, and; provide

the exact references showing the source of your quotes or summaries. Do not write about the question - answer it.

The conclusion should: sum up the main points made, and; return to the question and state exactly what your answer was; e.g. 'why' ...' requires reference to reasons etc. Do not assume that your answer is shown by the points made in the body of the essay. Do ensure the conclusion states what the issues are and how they have been answered.

References should preferably use the Harvard System - see the Library publication 'A Guide to Citing References' at <http://www.bath.ac.uk/library/webpubs/references.html>.

What constitutes a good essay?

There is no one right version of any particular essay. Even when sources are specified the emphasis to be placed on some more than others is often a matter of preference. The production of an essay therefore requires personal interpretation and an individual approach consisting of discussion, argument and the considered use of empirical evidence and the views of others. Generally, a good essay will:

- deal with the questions, issue or topic specified comprehensively or at least it will convey an understanding of its full significance;
- deal with the subject in a structured and logical way;
- convey the student's personal arguments and conclusions on the subject;
- back-up arguments and expressions of opinion by evidence, either empirical data or authoritative opinions;
- be easy to read.

Comprehensiveness

It is important that the essay should deal explicitly with the subject specified. The wording used in the specification is very important and should be carefully considered. For instance, if the student is asked to "Compare and contrast" two things then the similarities and differences between them must be covered; a request to "discuss" a given statement or quotation implies that there could be different views on it and therefore the essay should not deal with just one view. Very often the specification of the subject will include a number of elements, sub-issues or sub-questions. All of them need to be dealt with and given a reasonable weighting of attention. Alternatively, the student can indicate clearly that s/he understands the question(s) fully but chooses to deal with it by focusing on a particular aspect or example. In this case, then, the connection between the more specific aspect or example and the whole must be discussed. For example, a general policy issue may be dealt with by reference to a particular country but in that case the issue of how typical that country is as compared with others must be addressed. If the approach the student takes to the subject is in any way different, or there is any possibility of misunderstanding, the scope and content of the essay should be explained at the very beginning of the essay.

Structure and Logic

The subject must be dealt with in a systematic way; the student's ideas must be presented in a logical sequence. It is useful to the reader if the structure is set out at the beginning in an introductory paragraph or section so that s/he can follow the argument more easily. Similarly, it is helpful to have a conclusion at the end summarising and connecting the main points already made.

Personal Arguments

An essay should never be simply a review of the literature, a survey and summary of the most important facts and ideas. The facts and ideas must be evaluated in some way. In relation to statements of fact by others are they valid? In relation to statements of opinion, or arguments, are they logical and sustainable? Given that on every question there are contending arguments, the student must indicate what his/her conclusions are. It is not a question of setting out one's own opinions side by side with those of others: it is rather a matter of working from the position of relevant authorities, bringing in evidence to show up the consistencies and contradictions in them and thereby reaching some more satisfactory conclusion.

Evidence

However it is not sufficient to express personal opinions: the basis of those opinions must be set out. It is in this regard that a student must show evidence of reading and must employ some accepted conventions of referencing. If the materials to be consulted (books, articles, reports, case-papers, files, tables etc.) have been specified then the student should show that s/he has read them or used them. If there is no such specification there will still be some expectation on the lecturer's or examiner's part in terms of the range or number of sources consulted, and some indication of that should be given. A bibliography or list of references, should be given at the end of the essay.

The two elements personal arguments and evidence must be carefully balanced. Flights of rhetoric and pontificating are to be avoided; equally at the other extreme catalogues of facts however solid, and litanies of theories, however interesting, are insufficient in themselves.

Readability

Lastly the very good essay must be easy to read. This is a matter of legibility, layout and general appearance. Essays have to be word-processed, but more than that is required for readability. Paragraphing and the use of headings and sub-headings are particularly important, and so much the better if the headings and sub-headings are given at the beginning as a kind of table of contents. Spelling and style are also important. Since essays are written in English, students for whom English is not their mother tongue should have their spelling, and style checked after they have written their essay, but while there is still time to make corrections.

Marking essays

Generally, two key aspects are considered when assessing an essay:

- The student's command of the content of the unit or units to which the essay relates. Has the student understood the material presented in lectures? Has s/he included other relevant further reading and understood it? Has s/he been able to assimilate the material, make connections between diverse facts and ideas and adopt a personal attitude, or come to personal conclusions?
- The students ability to communicate to an independent reader his/her understanding of a complex question, issue or topic.
- The marks awarded to the essay will usually be based on criteria corresponding to the items listed above or some variation of that list. Examiners assessing an essay can approach their task in different ways: sometimes they decide on an overall mark after a detailed reading; sometimes they give a specific weighting to different criteria such as those listed above. Students can expect some indications of how the assessment is done in general or of how a particular mark has been arrived at.

APPENDIX B: REFERENCING

Examples of how to and how not to cite references

Below is advice regarding Plagiarism obtained from UCL, originally derived from the University of Massachusetts/Boston Political Science Department

Steps you can take to avoid plagiarism

While it may sometimes seem difficult to specify exactly where the ideas of others end and your own begin, you can always protect yourself from any suspicion of plagiarism by the simple expedient of documenting your work. Follow these guidelines:

Whenever you copy something from another text or web site, place all copied words within quotation marks (or, in the case of longer passages, in a separate indented paragraph) and identify precisely the source from which they come.

Whenever you paraphrase from another text or web site, provide the same sort of reference; in these cases, however, you should not use quotation marks (or indent).

If your paper includes significant factual claims (especially ones that are important to your argument or which a reader might question), provide a reference to the source from which you derived the information or data. Failure to do this need not (unlike 1 and 2) imply plagiarism, but it can significantly weaken your case.

References used for any of the above listed purposes should be both complete and precise so that your reader can easily consult the specific page(s) of the specific text or web site that you used. A list of all the sources you consulted should be included at the end of a paper.

Some "sources" are inappropriate even if they are properly documented. A paper written for a similar course at another institution and posted by the student on his dorm-room web site is not an appropriate basis for your own paper. An article published in the National Enquirer will generally not provide the sort of documentary support that an academic paper requires. In such cases, full and explicit documentation will at least protect you from the charge of plagiarism; it may not protect you from the charge of using poor intellectual judgment!

When a unit convenor asks you to submit a piece of written work it is assumed, unless other instructions are explicitly given, that you (not you and your friend) are the author. If "working together" means reading and discussing one another's papers that is acceptable. It should never, however, mean that you both hand in the same, or substantially the same, piece of work. (If your unit convenor were to assign a joint project you would, of course, be expected to clearly identify its co-authors.)

Work that you submit in a course for credit should not be something that you have already submitted (and received credit for) in another course. There are exceptions to this rule; however, double submissions are never acceptable unless the instructors of both courses are clearly informed of the overlap.

Still have questions? Talk with your unit convenor! The time to clarify doubts about documentation is before you submit a written assignment, not after it has been found problematic.

Right ways and wrong ways: Some Examples

What does all this mean in practice? Suppose you read the following passage in Manuel Castells' *End of Millennium* (Oxford: Blackwell, 1998), 190:

The extraordinary growth of the drug traffic industry since the 1970s has transformed the economics and politics of Latin America. Classic paradigms of dependency and development have to be rethought to include, as a fundamental feature, the characteristics of the drugs industry, and its deep penetration of state institutions and social organization. The industry is mainly centred around the production, processing and export of coca and cocaine. However, in the 1990s heroin is becoming an increasingly important component.

How might you use this source in a paper?

- Right way: Global criminal networks have had a significant impact on legitimate institutions in many parts of the world. Thus, for example, "growth of the drug traffic industry since the 1970s has transformed the economics and politics of Latin America" (M. Castells, 1998, p. 190).

The most straightforward case: you have copied Castells' words, and so you must enclose them in quotation marks and provide a reference.

- Right way: Global crime has serious political effects. For instance, the sharp rise in the narcotics trade during the last three decades has fundamentally changed the nature of markets and states in Latin America (M. Castells, 1998, p. 190).

The words may be your own, but the second sentence is a simple paraphrase of Castells. Hence, you must provide a reference but do not use quotation marks.

Wrong way: The impact of crime is seen in the "growth of the drug traffic industry since the 1970s which has transformed the politics of Latin America".(M. Castells, 1998, p. 190).

No problem of plagiarism here, but you have taken liberties with Castells' wording. The words enclosed in quotation marks must be exactly what the author wrote; you are not permitted to "improve" them! If the grammatical requirements of your sentence mandate a change, either switch to paraphrase (and remove the quotation marks) or clearly indicate your changes with square brackets (for additions) and/or ellipses (for subtractions).

- Right way: The impact of crime is seen in the "growth of the drug traffic industry since the 1970s [which] has transformed the . . . politics of Latin America" (M. Castells, 1998, p. 190).

Here is a way to correct the problem in the preceding example.

- Right way: Heroin became increasingly important in the Latin American drug trade after 1990 (M. Castells, 1998, p. 190).

The issue here is not plagiarism, but empirical grounding. If the claim about heroin is important to your argument, you should indicate the source on which it is based. (If this is a significant research project or if this claim is particularly crucial to your argument, you might even want to go back and validate Castells' own sources.) If the truth of the claim is not important to your argument, you might as well omit the sentence altogether!

- Wrong way: Heroin became increasingly important in the Latin American drug trade during the 1990s (People Magazine).

Even if this were a good academic source (which it is not!) the reference would be close to useless because you don't specify a specific date and page number. Remember: the whole point of a reference is to make it easy for your reader to follow the evidence trail.

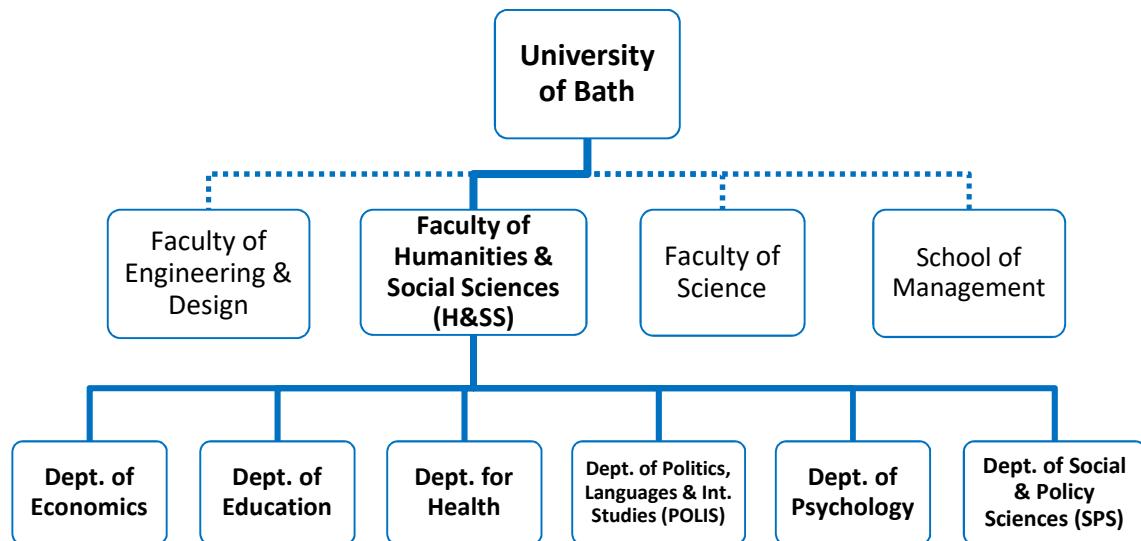
Of the many sites available to help identify and avoid plagiarism:

- Advice at <http://www.plagiarism.org/>
- Avoiding Plagiarism at the Owl at Purdue at <http://owl.english.purdue.edu/owl/resource/589/01/>

APPENDIX C: FACULTY STRUCTURE AND CONTACTS

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.

Taught Programmes Support Hub

Location: 3 East (offices 3.17 + 4.19)

Departments: Economics and SPS programmes

Programmes Officer: [Kate Difford](#) 3 East 3.17/4.19

Undergraduate Economics programmes: economics-ug-admin@bath.ac.uk

- [Thea Piper](#), Programmes Administrator (Room 3 East 4.19)
- [Rachel Pender-Cudlip](#), Programmes Administrator (Room 3 East 4.19)

Postgraduate Economics programmes:

MSc Applied Economics: economics-pg-applied@bath.ac.uk

MSc Economics / MSc Economics and Finance / MRes Economics: economics-pg@bath.ac.uk

- [Robert Kent](#), Programmes Administrator (Room 3 East 3.17)

Undergraduate Social and Policy Sciences programmes (excluding Social Work): hss-socialpolicy@bath.ac.uk

- [Claire Goldie](#), Programmes Administrator (Room 3 East 3.17)

Undergraduate Social Work: hss-socialwork@bath.ac.uk

- [Robyn Northover](#), Programmes Administrator (Room 3 East 3.17)

Postgraduate Social and Policy Sciences Programmes including MRes programmes: sps-pg-admin@bath.ac.uk

[Julia Warburton](#), Postgraduate Taught Administrator (Room 3 East 3.17)

Administrative Assistant:

- [Sandra Swaby](#) 3 East 3.17, Postgraduate Administrative Assistant
