



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

BSc Economics,
BSc Economics and Politics
BSc Economics and Mathematics
Course Handbook
2020/21

This Handbook is available online or in alternative formats. Please contact Economics Undergraduate Admin economics-ug-admin@bath.ac.uk if required.

October 2020

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ABOUT THIS HANDBOOK

This is the 2020-21 handbook intended for all students commencing the BSc Economics, BSc Economics and Politics and BSc Economics and Mathematics programmes in the academic year 2020/1.

The contents of this Handbook are accurate at the time of publication October 2020 but information contained within may sometimes be subject to change after this Handbook has been issued.

The Important Links and Information section of this Handbook includes links to information online about both the topics covered in this Handbook and other key topics. It is important that you familiarise yourself with the online information as well as the contents of this Handbook.

In August 2020 we wrote to you to explain how your programme has been adapted in response to COVID-19 safety measures and our 'Bath Blend' approach to learning and teaching for academic year 2020/21.

Information about the structure of your programme (which units you take when, which units are compulsory etc), as well as key unit information (including learning outcomes, synopsis and assessment), for the upcoming academic year can be found online in the Unit and Programme Catalogues (see **Unit and Programme Catalogues** in this Handbook and www.bath.ac.uk/catalogues). You will also receive details about unit content and assessment via the University's online learning environment, Moodle.

You will be informed, normally by your Director of Studies or Unit Convenor, of any further changes that will affect your programme or a unit. See also **Unit and programme changes 2020/21** in this Handbook.

You will be informed via announcements if any services offered by the University will need to be changed as a result of changing circumstances during 2020/21.

While this Handbook signposts information about regulations for students, it does not have regulatory status itself, and the Regulations available online (Regulations for Students: <http://go.bath.ac.uk/regulations> 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. It is your responsibility to take the time to familiarise yourself with the Regulations.

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.

IMPORTANT LINKS AND INFORMATION

UNIVERSITY INFORMATION ONLINE

This handbook is an accompaniment to the information available to all students on the University's website. If you cannot find the information you are looking for in this handbook or on the web please contact Economics Undergraduate Admin economics-ug-admin@bath.ac.uk in the first instance:



Student Support Services

<https://www.bath.ac.uk/professional-services/student-services/>

SU Advice and Support Service

www.thesubath.com/advice

Equality, Diversity and Inclusion

<https://www.bath.ac.uk/professional-services/equality-diversity-and-inclusion/>

Advice for specific groups of students:

International students

www.bath.ac.uk/topics/visas

www.bath.ac.uk/guides/student-immigration-appointments-and-drop-in-sessions

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

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

Care-leavers

[https://www.bath.ac.uk/publications/university-and-leaving-care/](http://www.bath.ac.uk/publications/university-and-leaving-care/)

Estranged students

[https://www.bath.ac.uk/publications/university-and-estranged-students/](http://www.bath.ac.uk/publications/university-and-estranged-students/)

Refugees

[https://www.bath.ac.uk/publications/university-and-refugees/](http://www.bath.ac.uk/publications/university-and-refugees/)

Students with caring responsibilities

[https://www.bath.ac.uk/publications/university-and-young-adult-carers/](http://www.bath.ac.uk/publications/university-and-young-adult-carers/)

Pregnancy and maternity

Dissatisfaction with a University service or facility (Complaints)

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

Health and Safety

www.bath.ac.uk/guides/student-health-and-safety

Be Safe on Campus information (COVID-19)

[https://www.bath.ac.uk/campaigns/be-safe-on-campus-and-in-bath-during-the-covid-19-pandemic/](http://www.bath.ac.uk/campaigns/be-safe-on-campus-and-in-bath-during-the-covid-19-pandemic/)

Library and Study Spaces

[https://library.bath.ac.uk/home](http://library.bath.ac.uk/home)

www.bath.ac.uk/campaigns/where-you-can-study-on-campus-and-in-the-city

Skills Support and Development

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

www.bath.ac.uk/campaigns/get-ahead-with-skills-at-bath

Learning Technologies & IT Support

[https://www.bath.ac.uk/professional-services/digital-data-and-technology/](http://www.bath.ac.uk/professional-services/digital-data-and-technology/)

Careers Service

www.bath.ac.uk/professional-services/careers-service

Data Protection

www.bath.ac.uk/guides/data-protection-guidance

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

Disabilities, long-term illness, and specific learning difficulties

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

Bullying, harassment and victimisation

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

SU Code of Practice and membership

www.bath.ac.uk/corporate-information/code-of-practice-for-the-students-union-su

SUPPORTING YOUR LEARNING

Your Learning

www.bath.ac.uk/guides/your-learning

Bath Blend

Glossary

Year Dates and Timetables

Regulations for students

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

Registration

www.bath.ac.uk/guides/registering-with-the-university

Withdrawing from or suspending your studies

www.bath.ac.uk/guides/suspending-your-studies-or-leaving-the-university

Placements

<http://go.bath.ac.uk/placements-information-for-students>

Personal Tutoring www.bath.ac.uk/guides/personal-tutoring

Units and Programmes

www.bath.ac.uk/guides/about-units-and-programmes

Catalogues

Option choices

How your programme is reviewed and monitored

Student Representation and Engagement

www.bath.ac.uk/campaigns/student-engagement-shape-your-university

Assessment

www.bath.ac.uk/guides/assessment-guidance-for-students

Assessment processes

Understanding your results

External examiners

Supplementary assessment

Academic Integrity

www.bath.ac.uk/campaigns/academic-integrity-training-and-test

Assessment Regulations

www.bath.ac.uk/corporate-information/new-framework-for-assessment

Definitions of assessment terms

Individual Mitigating Circumstances

www.bath.ac.uk/guides/reporting-individual-mitigating-circumstances-to-the-university

Academic Appeals

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

HEAD OF DEPARTMENT WELCOME 2020/21

I am delighted to welcome you to the Department of Economics at the University of Bath. I hope very much that you will enjoy your time with us, and believe that our department offers you, our students, a unique combination of academic quality and employability, with great opportunities to draw on our long-standing links with work-placement providers to combine your academic insights with real-world applications.

While the 2020/21 academic year presents us all with new challenges arising from the global pandemic, I would like to reassure you that we will deliver our teaching and personal tutoring commitments to you with our customary enthusiasm and care. In collaboration with colleague across the university, we have worked hard over the summer to develop an innovative teaching delivery model – and to acquire new skills and technological solutions – that will enable us to provide you with the high-level learning experience that we are known for, while mitigating the risks to our university community from the pandemic. At the heart of this new teaching delivery model is the ‘Bath Blend’, which consist of a combination of live online lessons (LOIL) and in-person teaching (IPT). Our digital content delivery platform Moodle has been updated and enhanced to provide you with all the resources you need for your studies. Collaborative software platforms such as Microsoft Teams and Zoom will allow you to interact with your lecturers and fellow students even if you are not physically on campus. We will continue to update our teaching materials and delivery methods throughout the year so as to best support you and respond to the latest developments.

In the remainder of this handbook, you will find a more detailed introduction to the Department of Economics, as well as your programme of study. I hope you will find this information useful, and would like to wish you all the very best for your studies here in Bath.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Peter Postl".

Dr Peter Postl
Head of Department
Department of Economics

ABOUT THE DEPARTMENT OF ECONOMICS

The Department of Economics at the University of Bath is one of six departments in the Faculty of Humanities and Social Sciences. Our department has grown from a Political Economy Group in 1966, via an Economics Group in 1995, a combined Department of Economics and International Development in 1997, into a dedicated Department of Economics in 2009. We currently have about 50 [members of staff](#) engaged in research and teaching in the field of Economics. Our [research output](#) is highly visible with regular publications in many of the leading journals in Economics. We are currently ranked tenth in the [Complete University Guide 2021](#) and are consistently ranked top 10 in a variety of University rankings.

Our graduates have excellent [career prospects](#) including in leading financial institutions, higher education and government departments and agencies. Part of this success is based on our exceptional [placement programme](#). To strengthen and evolve links with key industry sectors and representatives, we have established in 2018 a dedicated **Employer Advisory Board (EAB)**. This board represents, at the heart of our department, the longstanding and extensive employer network established through our aforementioned highly successful placement scheme as well as our large and successful alumni community. The EAB is currently chaired by [Kirsty Garrett](#), Managing Director at Standard Chartered Bank in London, and features eight representatives from key industries and sectors (among them also the [Office of National Statistics](#), investment banks, and consultancy firms (such as [Cambridge Econometrics](#))).

The Department has a very successful undergraduate degree programme in Economics and two bespoke joint honours degrees in Economics & Politics and Economics & Mathematics. It also has successful taught postgraduate programmes in Economics & Finance, Applied Economics, Economics, and Economics for Business Intelligence and Systems (offered jointly with the Department of Computer Science and the School of Management). Our programmes enjoy an excellent reputation in both the private and public sector and in academia.

Our staff conduct excellent research in a wide range of areas within Economics, as attested by the results of the Research Excellence Framework 2014 ([REF 2014](#)). Despite this diversity, there are discernible themes which are formally recognised and represented by our four **Departmental Research Themes** and five active **Research Groups** (see Fig. 1 below) comprising academic staff (and PhD students) from the different sub-disciplines of Economics. The research themes bring together academics from all our research groups with the aim of addressing topical issues in a collaborative and multi-disciplinary manner. Furthermore, they facilitate discussion and collaboration with external stakeholders on economic issues of interest to wider audiences (e.g. our students, policy makers, the general public, etc.).

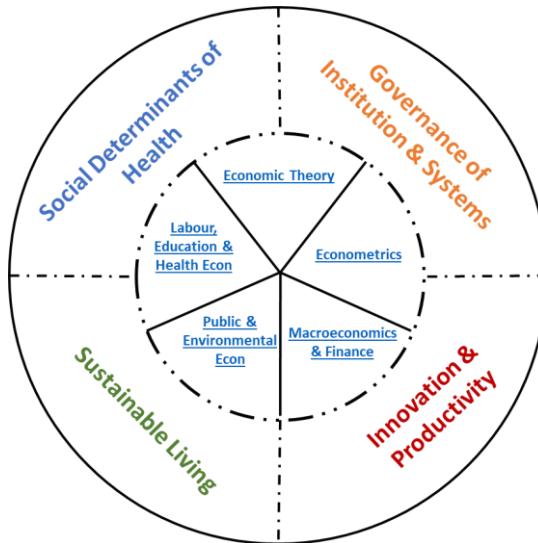


Fig. 1: Research themes and research groups in the Department of Economics

The governance structure of the Department of Economics is illustrated in Fig. 2 below. Our aim is to provide effective governance of the Department while encouraging diverse viewpoints and collective responsibility for the benefit of all our students and staff.

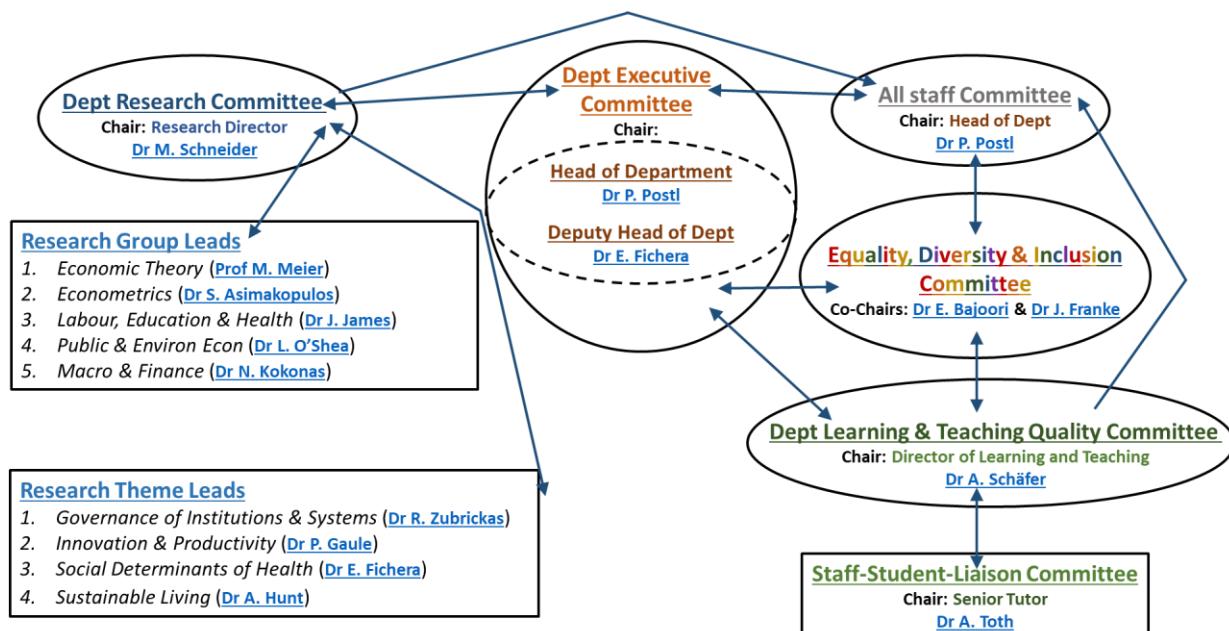


Fig. 2: Leadership structure of the Department of Economics

KEY CONTACTS/STAFF LIST

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 Head of Department
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 Director of Learning and Teaching

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Phone: 01225 385828, Room 3 East 4.20

Dr Matteo De Tina

Director of Studies for BSc Economics Programmes (Year 3 & 4)

Email: m.de.tina@bath.ac.uk

Phone: 01225 386866, Room: 3E 4.05

Dr Bruce Morley

Director of Studies for BSc Economics Programmes (Year 2)

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Dr Maria Sarigiannidou

Director of Studies for BSc Economics Programmes (Year 1)

Director of Studies for Joint Honours Programmes

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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

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Administrative Staff

Alice Price

Programmes Administrator

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ES Placements Contact

Placements Officer

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Annika Theilgaard
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<https://www.bath.ac.uk/teams/department-of-economics-academic-staff/>

ABOUT YOUR PROGRAMME

We have made sure that your learning experience in 2020/21 is preserved and, where possible, enhanced, given the circumstances under which we are forced to operate. There will be live interactive online lectures every week, delivered via Microsoft Teams. Additional teaching resources, available online, will support your interactive online lectures. These could include recordings, videos, podcasts, slides, readings and activities (individual, paired or as a group) to prepare you for the live lectures and seminars. You will receive four hours of in-person learning, on campus, per week. If you are accessing your course online, you will have similar sessions via Microsoft Teams and will be able to interact with other students as well as your lecturers. Some sessions may bring together online and on-campus groups. These in-person learning sessions will be delivered as workshops or tutorials and will provide you with the opportunity to discuss coursework topics as well as develop your knowledge already gained through the online lectures. If you are unable to attend in-person sessions, you will either be able to join via live stream to participate or will be provided with additional remote support sessions to give as close a replacement as possible. These may include, for example, online "office hours". All students will have more access than in previous years to tutor meetings in order to help support your studies whether you are studying online or in-person.

PROGRAMME AIMS AND LEARNING OUTCOMES

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		

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.

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		

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.

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

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.

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).

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

PROGRAMME DESCRIPTION: STRUCTURE OF YOUR PROGRAMME

The structure for your programme year for 2020/21 can be found in the 2020/21 Unit and Programme Catalogues (see below). This is where you find important information on which units you are taking in which semester and if any units are 'designated essential units' (DEUs) that you must pass.

The content of the Programme Catalogues is correct at the time of publication. Programmes and units may be subject to reasonable change (see also **Unit and programme changes 2020/21** in this Handbook).

UNIT AND PROGRAMME CATALOGUES

This is where you will find details about all years of your programme as well as details about individual units for the current academic year.

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

For the online Catalogues, please refer to **Important Links and Information** in this Handbook. See also the section in this Handbook on **Assessment**.

YOUR LEARNING

For 2020/21, the University has developed a blended learning approach called 'The Bath Blend' which combines in-person activities on campus, live interactive learning, and structured independent study.

The Bath Blend approach to programme delivery has been developed to be flexible in the face of possible changes in law, including measures on social distancing, which may occur through the course of this academic year.

Information on IT support and key software for this academic year is available online. Please refer to **Important Links and Information** in this Handbook.

YOUR TIMETABLE

Using MyTimetable, you can access your personal timetable and download it into an electronic calendar.

Your In-Person Teaching (IPT) day and Live Online Interactive Learning (LOIL) sessions will show in your timetable. Links to LOIL sessions can also be accessed through the relevant unit page on the University's online learning environment, Moodle.

When you start your units, you will be able to access associated online material at a time that suits your schedule.

MyTimetable updates regularly, so should there be a change to your timetable, it will be reflected in MyTimetable.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.

PHYSICAL STUDY SPACE – 2020/21

As in previous years, you will be able to book study space on campus and in the city for individual or group study. Information on how to book, and the COVID-19 requirements, is available online. Please refer to **Important Links and Information** in this Handbook.

OPTION CHOICES

Information about how and when to choose your option units can be found online. 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.

PLACEMENT SUPPORT

The University is committed to enhancing students' vocational outcomes and learning experiences by supporting placements. We have 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 [here](#)

If you have any COVID-related concerns then please contact the placements team.

For some placements, there is a requirement for a Disclosure and Barring Service (DBS) check and you should liaise with the placement 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.

If you are on a placement of one semester or longer in the UK you can normally expect to be visited by staff, in person or remotely, 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 or equivalent (which helps you to structure your placement objectives and personal development) and the Goals, Objectives and Learning form (GOLF), where applicable, for assessing your performance against these objectives.

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.

Should you wish to amend your course, please speak with your director of studies who will be able to support you in the transition to your new programme.

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 and 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 (NUS, SMU, NTU), Hong Kong (CUHK, HKU), South Africa (Stellenbosch, Cape Town), Italy (Bocconi, Milan), Canada (SFU, Vancouver); USA (Binghamton, NY State) and South Korea (Yonsei, Seoul).

IF YOU HAVE QUERIES OR ANY COVID-RELATED CONCERNSTHEN PLEASE CONTACT CATHERINE WINNETT C.P.WINNETT@BATH.AC.UK

UNIT AND PROGRAMME CHANGES 2020/21

All programme and unit changes are managed through formal University processes. This is to ensure that changes are academically appropriate, properly supported and are done in a way that safeguards the interests of students.

In addition to the Bath Blend approach to delivery of your programme in 2020/21, which has already been put in place, it is possible that further changes to your programme may be required. These are more likely to be part of continual development aimed at enhancing your learning experience and maintaining high academic standards and quality. Such changes could be, for example, to update content to reflect latest developments in a particular field of study, or to respond to student feedback on delivery and/or assessment. 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.

As we have already experienced, it is sometimes necessary to make changes due to unforeseen or unavoidable circumstances. Outside of the global pandemic, this could be for reasons such as:

- the accrediting body requiring changes to be made to the course, or,
- being unable to run an option unit because too few students selected it.

When this happens, we always try to ensure that the impact on students is minimised and that those affected are informed of the changes at the earliest opportunity.

Information on how we assure the quality and standards of your programme of study is available online. Please refer to **Important Links and Information** in this Handbook.

GIVING FEEDBACK ON YOUR PROGRAMME TO THE UNIVERSITY

The University is committed to continually improving its practice and aims to engage students as active partners in their education (Education Strategy 2016-21). The three main ways in which your feedback will be sought will be through:

- Staff / Student Liaison Committees (SSLCs)
- surveys and evaluations
- the Students' Union.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.

ASSESSMENT

Full information is available online. For signposts to important information on many aspects of assessment, please refer to **Important Links and Information** in this Handbook.

Any exam-based assessment during the 2020/21 academic year will be online. More information on assessment arrangements for this year, including online assessment, will be provided via the University webpages and updated as necessary.

SUBMISSION DEADLINES

The unit convenor and/or your Directors of Studies will inform you before the course starts of the relevant submission deadlines for a given unit. A copy of these will also be available on [Econ Zone UG](#). The assessment deadlines document will also report the different submission types, if needed.

LATE SUBMISSION OF COURSEWORK

To ensure fairness to all students, you will be expected to hand in all assessed coursework and dissertations/projects by a specified date and time, and there are penalties for submitting work after the specified deadline. 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 the Department.

WORD COUNTS

Coursework tasks will normally have a word limit or word range. This, and the penalty for non-compliance, will be confirmed when you receive an assignment. You should check with your Director of Studies if you have questions about word counts and penalties.

FEEDBACK ON ASSESSMENT

During your course, you will receive feedback on your assessed work. This feedback may take different forms, depending on the subject and 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 exam-type assessment, you may receive general feedback relevant to all who took the assessment rather than individual feedback. You can discuss feedback you receive on assessments alongside your performance and progress in your studies at meetings with your Personal Tutor.

The Department 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 **for mid-term assessments** and within three semester weeks (if possible) for **end-of-semester assessments**.
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 assessments, staff will post **generic feedback** on assessment 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

The University has a wide range of resources available to you to help you understand academic integrity and enhance your academic writing and practice.

It also has in place an Academic Integrity Test you are required to take and pass (the pass mark is 85% but you can take the test as many times as you need to). You will not be able to progress beyond the next progression point in your studies until you pass this test.

When you submit assessment, 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 (currently Urkund), which searches the web and databases of reference material and content submitted by other students, to identify duplicated work. Where practical, all summative assessment is submitted to this service to check for similarities as an initial indicator of whether work has been plagiarised and an assessment offence committed.

Submission of your assessment to the Plagiarism Detection Service - Data Protection statement

The Plagiarism Detection Service complies with European Data Protection legislation. When you registered with the University, you gave 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 the Plagiarism Detection Service (in accordance with Regulation 15.3e) and may make, or authorise third parties to make, copies of any such work for the purposes of:

- 1) assessment of the work
- 2) comparison with databases of earlier work or previously available works to confirm the work is original
- 3) 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 the 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 the 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.

Assessment offences – penalties

Any student who is found to have used unfair means in an assessment procedure will be penalised. ‘Unfair means’ here include cheating, fabrication, falsification, plagiarism, unfair collaboration or collusion. Penalties for use of unfair means 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.

Important information on academic integrity, the Plagiarism Detection Service, assessment offences and penalties, and support, as well as the Academic Integrity Test itself, is available online. Please refer to **Important Links and Information** in this Handbook.

IF CIRCUMSTANCES IMPACT ON YOUR ASSESSMENT ATTEMPT

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 about IMCs is available online. Please refer to **Important Links and Information** in this Handbook. **It is strongly advised that you become familiar with the available guidance and related regulations.**

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 assessment where practicable. 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 **Academic Appeals**).

Scaling: 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. A Board of Examiners can decide to recommend a change to the provisional marks, based on evidence that there was a problem with the assessment which means the initial marks do not reflect the standards achieved by students. This adjustment is known as scaling and under these circumstances the marks of all affected students will be changed.

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

Once a year, the External Examiners will provide a written report. 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. External Examiner reports and responses are made available to students. Staff/Student Liaison Committees (SSLCs) also discuss External Examiner reports as part of routine monitoring activity.

The External Examiners for your programme are:

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

Dr Artjoms Ivlevs (University of West of England)

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 **Academic Appeals and Dissatisfaction with a University Service or Facility (Complaints)** give some more information about the University's procedures for student complaints and academic appeals. The University's mechanisms for student representation are designed to enable students to engage with the quality management process through which the University considers and responds to External Examiners' comments and suggestions.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.

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.

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.

The full NFAAR-UG, a student introduction to it, and definitions of terms used in it, are available online. Please refer to **Important Links and Information** in this Handbook.

YOUR PROGRAMME AND HOW YOU ARE ASSESSED

Within a 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 there may also be optional units (i.e. those units students 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.

In the Programme and Unit Catalogues, 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.

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.

Academic year dates, including the supplementary assessment period, can be found online. See **Important Links and Information** in this Handbook.

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

More information on arrangements for the 2020/21 academic year will be provided via the University webpages and updated as necessary.

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:

- if you fail supplementary assessment in a unit badly, you will fail the stage
- 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).

ACADEMIC APPEALS

If you wish to submit a request for an academic appeal you should refer to Regulation 17 (Conduct of Student Academic Reviews and Appeals), which outlines the process and grounds for an appeal against formal Board of Studies decisions.

You are also strongly advised to read the online guidance on Appeals provided by the Academic Registry.

Independent advice about academic appeals is offered by the Students’ Union Advice and Support Centre.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.

CORE UNIVERSITY INFORMATION

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 are strongly advised to read them carefully as they contain a lot of important information.**

For a link to the full Regulations for Students, see **Important Links and Information** in this Handbook.

ACCESSING UNIVERSITY EMAIL

You will need to use your University username and password to access your University email account. 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, assessment, degree ceremonies, and matters such as tuition fees, via your University email account. It is a University regulation 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.

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. Information on opting out of this membership, and the Code of Practice for the Students' Union, are available online. Please refer to **Important Links and Information** in this Handbook.

DATA PROTECTION

The University's Data Protection Policy and Guidelines on Data Protection may be accessed via the data protection website (see **Important Links and Information** in this Handbook).

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.

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

ACADEMIC ENGAGEMENT MONITORING FOR TIER 4 STUDENTS

Guidance and requirements on academic engagement for students who are Tier 4 visa holders, including the University's **Academic Engagement Monitoring Policy for Tier 4 visa holders**, and information on when and how to request an authorised absence, are available online. Please refer to **Important Links and Information** in this Handbook.

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 (see **Important Links and Information** in this Handbook).

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, 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.

The financial implications of withdrawing from the University or suspending your studies can be significant. See **Important Links and Information in this Handbook.**

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. See **Important Links and Information in this Handbook.**

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.

DISSATISFACTION WITH A UNIVERSITY SERVICE OR FACILITY (COMPLAINTS)

We want to ensure that, if you have a problem concerning the University, it is resolved as quickly as possible. The University is committed to continuing review and improvement, and seeks regular feedback from students. There are student representatives on the University's formal decision-making committees who can raise issues so that they can be dealt with promptly. The University is also committed to providing an environment within which students are encouraged to raise any matters of concern in an informal manner as soon as they arise. This often removes the need for formal complaints.

It is expected that most complaints can be resolved at an early stage by discussing the matter informally at a local level. If you have a problem concerning the University, you should bring the matter to the attention of an appropriate member of staff, who will aim to resolve it by informal discussion. If you have attempted to resolve matters informally but are not satisfied with the outcome, you may elect to proceed to the next stage by submitting a formal complaint. You may also submit a formal complaint if the issue involved is too complex or serious for informal resolution.

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**. 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.

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

The University recognises that making a complaint can be stressful. Students are therefore advised to seek advice and support before making a complaint, from Student Services, or from the Students' Union Advice and Support Centre, whose advice is independent of the University.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.