



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

**BSc Economics  
BSc Economics and Politics  
BSc Economics and Mathematics  
Programme Handbook  
2022/23**

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

October 2022

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## ABOUT THIS HANDBOOK

This is the 2022-23 Handbook for all students on the BSc Economics, BSc Economics and Politics, and BSc Economics and Mathematics programmes.

The contents of this Handbook are accurate at the time of publication October 2022 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 contain links to information about the topics 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.**

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](http://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** 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: <http://go.bath.ac.uk/regulations> and Assessment Regulations: [www.bath.ac.uk/corporate-information/new-framework-for-assessment](http://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, please contact your Director of Studies for advice:

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## IMPORTANT LINKS AND INFORMATION

### UNIVERSITY INFORMATION ONLINE

This Handbook is an accompaniment to important information available to all students on the University's website. It is expected that you will familiarise yourself with the online information signposted below.

If you cannot find the information you are looking for in this Handbook or on the web please contact [economics-ug-admin@bath.ac.uk](mailto:economics-ug-admin@bath.ac.uk) in the first instance.



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## CORE UNIVERSITY SERVICES AND INFORMATION

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### Student Support Services

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

### Students' Union Advice and Support Service

[www.thesubath.com/advice/](http://www.thesubath.com/advice/)

### Personal Tutoring

[www.bath.ac.uk/guides/personal-tutoring/](http://www.bath.ac.uk/guides/personal-tutoring/)

### Student wellbeing

<https://www.bath.ac.uk/guides/engagement-monitoring-for-student-wellbeing/>

### Library and Study Spaces

<https://library.bath.ac.uk/home>  
[www.bath.ac.uk/campaigns/where-you-can-study-on-campus-and-in-the-city](http://www.bath.ac.uk/campaigns/where-you-can-study-on-campus-and-in-the-city)

### IT advice, guidance, and support

[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](http://www.bath.ac.uk/professional-services/careers-service)

### Health and Safety

[www.bath.ac.uk/guides/student-health-and-safety](http://www.bath.ac.uk/guides/student-health-and-safety)  
[www.bath.ac.uk/guides/be-safe-on-campus-and-in-bath/](http://www.bath.ac.uk/guides/be-safe-on-campus-and-in-bath/)

### Equality, Diversity, and Inclusion

[www.bath.ac.uk/professional-services/equality-diversity-and-inclusion/](http://www.bath.ac.uk/professional-services/equality-diversity-and-inclusion/)

### Updating your personal details

[www.bath.ac.uk/guides/keep-your-contact-details-up-to-date/](http://www.bath.ac.uk/guides/keep-your-contact-details-up-to-date/)  
[www.bath.ac.uk/guides/change-your-name-gender-and-pronouns-as-a-current-student/](http://www.bath.ac.uk/guides/change-your-name-gender-and-pronouns-as-a-current-student/)

### Data Protection

[www.bath.ac.uk/guides/data-protection-guidance](http://www.bath.ac.uk/guides/data-protection-guidance)

### Tackling harassment: support and report

[www.bath.ac.uk/campaigns/support-and-report/](http://www.bath.ac.uk/campaigns/support-and-report/)

### SU Code of Practice and membership

[www.bath.ac.uk/corporate-information/code-of-practice-for-the-students-union-su](http://www.bath.ac.uk/corporate-information/code-of-practice-for-the-students-union-su)

### Climate Action Framework

<https://www.bath.ac.uk/campaigns/climate-action/>

### Dissatisfaction with a University service or facility (Complaints)

[www.bath.ac.uk/guides/student-complaints-policy-and-procedure](http://www.bath.ac.uk/guides/student-complaints-policy-and-procedure)

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## Advice and support for specific groups of students

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### International students

<https://www.bath.ac.uk/professional-services/international-support-service/>  
<https://www.bath.ac.uk/professional-services/student-immigration-service/>  
[www.bath.ac.uk/topics/visas](http://www.bath.ac.uk/topics/visas)  
<https://www.bath.ac.uk/publications/student-tier-4-visa-handbook/>  
[www.bath.ac.uk/campaigns/studying-at-bath-as-an-erasmus-exchange-or-visiting-student](http://www.bath.ac.uk/campaigns/studying-at-bath-as-an-erasmus-exchange-or-visiting-student)

### Care-leavers

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

### Estranged students

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

### Disabilities, long-term illness, and specific learning difficulties

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

### Refugees

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

### Students with caring responsibilities

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

### Pregnancy and maternity

[WWW.BATH.AC.UK/GUIDES/GETTING-ADVICE-IF-YOU-ARE-PREGNANT-WHILE-STUDYING-OR-HAVE-A-YOUNG-CHILD/](http://WWW.BATH.AC.UK/GUIDES/GETTING-ADVICE-IF-YOU-ARE-PREGNANT-WHILE-STUDYING-OR-HAVE-A-YOUNG-CHILD/)

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## SUPPORTING YOUR LEARNING

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### Your Programme

[www.bath.ac.uk/guides/your-programme](http://www.bath.ac.uk/guides/your-programme)

*Year Dates and Timetables*

*Changes to programmes and units*

*How your programme and learning experience are enhanced*

### Registration

[www.bath.ac.uk/guides/registering-with-the-university](http://www.bath.ac.uk/guides/registering-with-the-university)

### Timetabling

[www.bath.ac.uk/professional-services/timetabling-and-room-bookings/](http://www.bath.ac.uk/professional-services/timetabling-and-room-bookings/)

### Programme and unit catalogue

[www.bath.ac.uk/catalogues/](http://www.bath.ac.uk/catalogues/)

### Student Representation and Engagement

[www.bath.ac.uk/campaigns/student-engagement-shape-your-university](http://www.bath.ac.uk/campaigns/student-engagement-shape-your-university)

### Regulations for students

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

### Exams and assessments

[www.bath.ac.uk/topics/exams-and-assessments/](http://www.bath.ac.uk/topics/exams-and-assessments/)

### Assessment guidance for students

<https://www.bath.ac.uk/guides/assessment-guidance-for-students/>

### Skills Support and Development

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

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

[www.bath.ac.uk/campaigns/get-ahead-with-skills-at-bath](http://www.bath.ac.uk/campaigns/get-ahead-with-skills-at-bath)

### Placement handbook (for students on a placement)

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

### Withdrawing from or suspending your studies

[www.bath.ac.uk/guides/suspending-your-studies-or-leaving-the-university](http://www.bath.ac.uk/guides/suspending-your-studies-or-leaving-the-university)

## HEAD OF DEPARTMENT WELCOME 2022/23

We are 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.

Over the course of the 2022/23 academic year, you will experience high-quality in-person teaching (which will take place on campus) for the vast majority of our learning activities, occasionally complemented by structured online learning delivered through the University's virtual learning environment (Moodle). Timetabled sessions delivered in person on campus will be a mix of lectures and seminars. Online activities may include joining a timetabled live interactive session through Teams or Zoom, following a recorded lecture, or working through other learning materials at your own pace in preparation for an interactive campus session. The remainder of your time outside these structured activities will be spent on independent learning which includes reading textbooks and journal articles, working on individual and group projects, preparing coursework assignments, presentations, or revising for assessments.

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. We 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 'Eleonora Fichera', written in a cursive style.

Professor Eleonora Fichera  
Head of Department of Economics

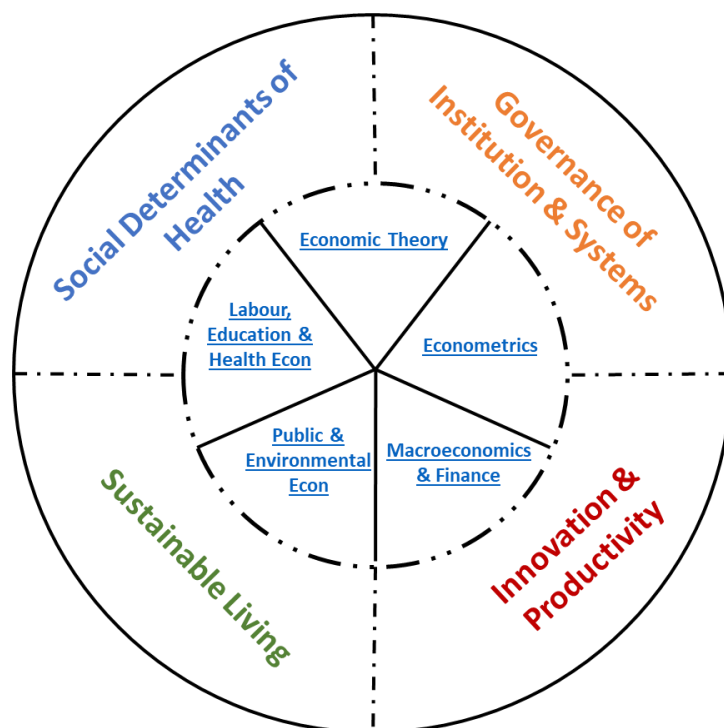
## About the Department 2022/23

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 for Economics in the Complete University Guide 2022 (as part of which we are placed third for graduate prospects after Economics at Cambridge and Warwick) and we are consistently ranked top 10 in a variety of other 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)).

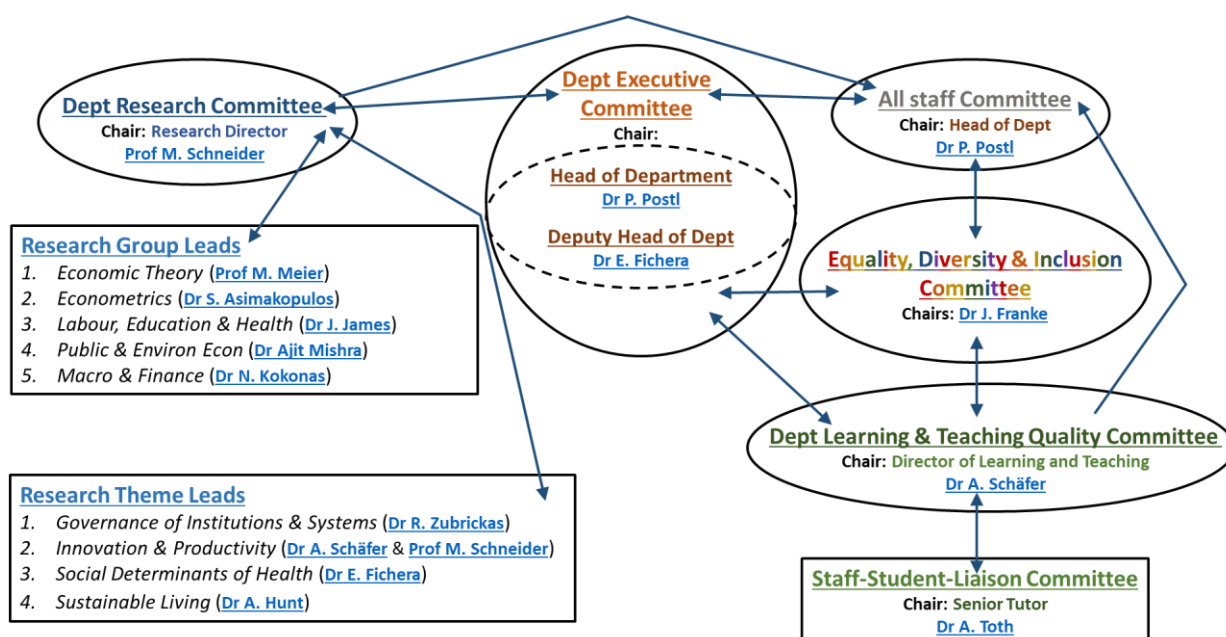
The Department has a very successful undergraduate degree programme in Economics and two bespoke joint honours degrees in Economics & Politics and Economics & Mathematics. It also has successful taught postgraduate programmes in Economics & Finance, Applied Economics, Economics, and Economics for Business 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

## NOTICEBOARDS AND PIGEON HOLES

The department has a noticeboard with useful information on (for example, student representation) in the foyer area of the 4<sup>th</sup> Floor of 3East. 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.



## **TAUGHT PROGRAMMES TEAM**

### **How to contact us in person**

The Taught Programmes Team hub office is open between 9am and 4pm from Monday to Friday for in-person enquiries.

We ask that students and staff do not enter the office unless you are invited in. Please use our hatch for student and staff enquiries.

We are currently operating 'hybrid working' in the team which means that we will work some of our time on campus in the office and some of it from home each week.

### **How to contact us remotely**

You can contact us using our shared mailboxes ([economics-ug-admin@bath.ac.uk](mailto:economics-ug-admin@bath.ac.uk)) with your enquiries. We are happy to take your calls on Teams if you would like to talk to us, however we may not be able to answer immediately if, for example, we are in a meeting. You can use our shared mailboxes to email us and book in a time when we can call you back.

### **Do you have an urgent enquiry?**

If your enquiry is urgent, we advise sending an email to the relevant shared mailbox which will be monitored between 9am and 5pm from Monday to Friday

## **KEY CONTACTS/STAFF LIST**

Prof Eleonora Fichera  
Head of Department  
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Phone: 01225 386497, Room: 3E 4.22

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Phone: 01225 384230, Room: 3E 3.10

Dr Michael Stimmelmayer  
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## **Administrative Staff**

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Martin Gore  
Placements Manager  
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Phone: 01225 384945, Room 1W 3.10

Placements Officers  
Email: [economics-placements@bath.ac.uk](mailto:economics-placements@bath.ac.uk)  
Phone: 01225 386892, Room 1WN3.26

Amy Childe  
Student Experience Manager  
E-mail: [ah2246@bath.ac.uk](mailto:ah2246@bath.ac.uk)

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

## ABOUT YOUR PROGRAMME

There will be in-person lectures every week, alongside seminars and computer classes (where applicable). 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 lectures, seminars and assessment.

In the case of national lockdowns, all teaching will switch online. In that case, you will have similar sessions via Microsoft Teams or Zoom and will be able to interact with other students as well as your lecturers.

Where possible, in-person teaching activities will be recorded. If recordings are not available, equivalent substitutes (e.g., detailed written notes) will be made available to students online via Moodle.

In line with Health and Safety measures, “office hours” can take place in-person (allowing proper office ventilation breaks, if needed), or online via MS Teams or Zoom. Analogously, all students will have access to tutor meetings in order to help support your studies

### PROGRAMME AIMS AND LEARNING OUTCOMES

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.

## 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.

## **BSc Economics and Mathematics Programmes**

<b>Programme Title</b>	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
<b>Course code</b>	UHES-AFB04	UHES-ACB04	UHES-AAB04	UHES-AKB04
<b>Award title</b>	Bachelor of Science in Economics and Mathematics			
<b>Mode of Attendance</b>	Full-Time	Full-Time with Combined Placement	Full-Time with Study Year Abroad	Full-Time with Thick Sandwich Placement
<b>Length</b>	3 years	4 years		
<b>State any designated alternative programme(s)</b>	BSc (hons) Economics (from Year 1 to Year 2 only)	BSc (hons) Economics with Study Year 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 assessments 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.

## **PROGRAMME DESCRIPTION: STRUCTURE OF YOUR PROGRAMME**

The structure of your programme year for 2022/23 can be found in the 2022/23 Unit and Programme Catalogues (see below). The content of the Programme Catalogues is correct for teaching being delivered in 2022/23 at the time of publication. Programmes and units may be subject to reasonable change (see **Unit and programme changes** in this Handbook).

Information on later years of your programme will be provided separately.

## **UNIT AND PROGRAMME CATALOGUES**

This is where you will find details about all 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 your 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 TIMETABLE**

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

Your teaching on campus and any Live Online Interactive Learning (LOIL) sessions you may have 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.

Your Director of Studies will inform you of any important information or changes to programmes.

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

## **PHYSICAL STUDY SPACE – 2022/23**

As in previous years, you will have access to drop-in and bookable study space on campus and in the city for individual or group study. Information on how to book and any usage guidelines or requirements are available online. Please refer to **Important Links and Information** in this Handbook.

## **OPTION CHOICES**

If your programme has option choice then information about how and when to choose your option units can be found online (please refer to **Important Links and Information**). If applicable, 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 queries or 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 should consult the University Placements Handbook containing generic advice and information for whilst you are on placement. Please refer to **Important Links and Information** in this Handbook. You will receive programme specific information directly from your Department.

If you are on a placement of one semester or longer you can normally expect to be visited by staff, in person or remotely, at least once during your placement.

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.

For any placement enquires please contact the Placements Team on [economics-placements@bath.ac.uk](mailto:economics-placements@bath.ac.uk)

### **How the placement fits into the program:**

The placement is optional, and you can choose to go directly into your final year or complete a placement. The placement is 40 weeks (minimum) in Year 3, and begins in the summer following Year 2.

You can transfer onto the placement program in Year 1 and we advise that you transfer on early so that you can participate in all the professional development sessions which begin in February of Year 1. You can then transfer off if you decide that it's not for you.

Contact [economics-placements@bath.ac.uk](mailto:economics-placements@bath.ac.uk) and [economics-ug-admin@bath.ac.uk](mailto:economics-ug-admin@bath.ac.uk) to request to transfer – also inform your DoS and personal tutor of any course changes.

You can complete a placement overseas, conditional on spaces available and subject to visa restrictions.

### **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 (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 concerns then please contact Aliya Kenjegalieva [ak3085@bath.ac.uk](mailto:ak3085@bath.ac.uk) or Catherine Winnett [hsscpw@bath.ac.uk](mailto:hsscpw@bath.ac.uk)

## **UNIT AND PROGRAMME CHANGES 2022/23**

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

We continually look for ways to develop and improve our programmes, 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.

In addition, it is sometimes necessary to make changes due to unforeseen or unavoidable circumstances. The need to adapt to circumstances created by the global pandemic was a significant example of this.

This could also 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 (The University of Bath Strategy 2021 to 2026). 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.

## **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, the Director of Studies for IMCs/Extensions may grant you an extension to the specified submission date. Forms to request an extension are available in SAMIS

### **WORD COUNTS**

Coursework tasks will normally have a word limit or word range. This is usually a 10% tolerance range over the word limit, unless differently specified. 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 exams, 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. Normally, students will receive coursework back from lecturers or tutors (or from the Undergraduate Office) within three semester weeks **for mid-term assessments**, and within three semester weeks (if possible, and compatibly with the relevant Boards approval dates) for **end-of-semester/final assessments**.
3. For coursework, marks will reflect performance across a range of criteria indicated **on the cover sheet or the marking scheme information provided by the lecturer**, 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 tests and exams, staff will post **generic feedback** on assessment and performance in the assessment block of the unit Moodle site and/or on their personal web pages. Students must actively engage with the generic feedback before seeking any additional individual feedback (see further below).
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.

### Individual feedback on exams

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 the case of exams, students must actively engage with the generic feedback provided by the lecturer, to understand their grades and identify potential areas for improvement. The generic feedback is normally deemed sufficient for these purposes.

In case students are still not able to understand the exam grade after having actively engaged with the generic feedback, they can inform their Director of Studies. In these cases, additional feedback on the specific exam paper may be offered by the marker/lecturer, **conditional on the Director of Studies approval**. This additional feedback will be provided by the marker/lecturer to the individual student via e-mail or face to face. Additional feedback is not supposed to provide an opportunity to bargain about marks or to remark an assessment, but it should be understood as an additional and more specific clarification of academic decisions taken.

**IMPORTANT: Any requests to receive additional feedback on 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 the importance of academic integrity and how you can enhance your academic writing and practice.

All students will be unable to progress beyond the next progression point in their studies until they pass the University's Academic Integrity Test. The test has a pass mark of 85% but you can take the test as many times as you need to.

When you submit your 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 Ouriginal), which searches the web and databases of reference material and content submitted by other students, to identify duplicated text. 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.



## PENALTIES FOR ASSESSMENT OFFENCES

Academic misconduct can be described as ‘the use of unfair means in any examination or assessment procedure’. Any student who is found to have used unfair means and therefore committed an assessment offence will be penalised. Potential types of assessment offence include plagiarism, self-plagiarism, collusion or unauthorised collaboration, contract cheating (including impersonation), fabrication or falsification, or breaching of examination regulations. Penalties for assessment offences depend upon the severity of the offence but may include failure of the assessment, unit or part of a degree, with no provision for reassessment or retrieval of that failure. Severe cases of academic misconduct, for example, contract cheating could 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 assessment 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 several 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 that students should demonstrate in the assessment. 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, re-assessment, 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 (BoS) 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 Artjoms Ivlevs, Professor of Economics, University of West of England  
Professor Christoph Thoenissen, Professor of Economics, University of Sheffield

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).

**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.**

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.

## **CALCULATING YOUR DEGREE OUTCOME**

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 Programme and Unit Catalogues. 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.

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.

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.**

*To increase the security of your University account you will need to set up Multi Factor Authentication (MFA) so you can authenticate your identity and access your email.*

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

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, and failure to do so

may impact on your access to certain University facilities such as Moodle. Tuition fees for each academic year are payable at registration in full or in instalments.

Regulation 1.1 explains the requirement to register, regulation 1.5 explains that the University reserves the right to terminate the registration of continuing students who do not complete registration in accordance with Regulation 1.1. Regulations 2.4 and 2.10 explain the consequences of non-payment of tuition fees. Please refer to **Important Links and Information** in this Handbook.

### **ACADEMIC ENGAGEMENT MONITORING FOR STUDENT VISA HOLDERS**

Guidance and requirements on academic engagement for students who are Student visa holders, including the University's **Academic Engagement Monitoring Policy for Student 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).

You can make changes to the data that we hold about your identity including your name, gender, title, and the pronouns you use. Please refer to **Important Links and Information** in this Handbook.

If you develop or if there is a change to your disability, impairment, long-term health condition or specific learning difficulty, please get in touch with our Disability Service for advice on the support you may be entitled to.

If you are ill or are likely to be ill for more than three days, you must notify your Head of Department. Where you have a planned absence to undergo medical or surgical procedures that requires time off for more than three days, you can apply for a leave of absence from your Head of Department. Your department can arrange in advance for time off study and may be able to consider other options.

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 Support and Safeguarding 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 Student 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 Support and Safeguarding, 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.