



Faculty of Humanities and Social Sciences

Department of Economics

BSc Economics

BSc Economics and Politics

BSc Economics and Mathematics

Programme Handbook

2017/18

This handbook is available online or in alternative formats.

Please contact the Undergraduate office if required.

Welcome to the Department

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

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

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

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

A handwritten signature in dark ink, appearing to read 'Matteo De Tina', with a stylized, cursive script.

Dr Matteo De Tina

Director of Studies

About this Handbook

This Handbook is intended for all students commencing BSc Economics, BSc Economics and Politics and BSc Economics and Mathematics in the academic year 2017/18.

Please note that the contents of this Handbook are accurate at 12/09/2017 but that information may sometimes be subject to change after this Handbook has been issued.

- While this Handbook signposts information about **regulations for students**, it does not have regulatory status itself, and the Regulations available online (Regulations for Students: www.bath.ac.uk/regulations and Assessment Regulations: www.bath.ac.uk/registry/nfa) are the most up-to-date and take precedence over the contents of this Handbook.
- For further information about unit and programme changes, see the **Unit and Programme Changes** section in this Handbook.

If in doubt about what applies to you, or if your circumstances change (for example if you are returning from a suspension of study, or transferring to a different programme) please contact your Director of Studies, Matteo De Tina (M.De.Tina@bath.ac.uk), for advice.

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Part I: Introduction

1. About the department

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

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

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

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

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

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

- Econometrics
- Economic Theory
- Labour, Education and Health Economics
- Macroeconomics and Finance
- Public and Environmental Economics

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

2. Academic calendar

At the University of Bath the academic year starts in late September or early October and finishes the coming September. Each academic year consists of 2 semesters; the first semester running from the start of the academic year to the end of January and the second semester from the beginning of February to early June. It is during this time that lectures and seminars are usually scheduled. At the end of each semester exams are scheduled. From June to September normally no lectures or seminars are held, but supplementary exams are typically scheduled in August.

Please note that you are normally required to attend all lectures and seminars as well as being at the University during the supplementary exam period if you have any examinations to take.

This year the academic year is structured as follows (all dates are preliminary and subject to change):

Semester 1: 3 October 2017 – 26 January 2018

25 September 2017 – 1 October 2017	Welcome Week
2 October 2017 – 15 December 2017	Lectures and seminars
18 December 2017 – 5 January 2018	Christmas vacation
8 January 2018 – 12 January 2018	Revision week
11 January 2018 – 26 January 2018	Examination period

Semester 2: 5 February 2018 – 1 June 2018

5 February 2018 – 23 March 2018	Lectures and seminars
26 March 2018 – 6 April 2018	Easter vacation
9 April 2018 – 4 May 2018	Lectures and seminars
8 May 2018 – 11 May 2018	Revision week
14 May 2018 – 1 June 2018	Examination period

Supplementary assessment period: 15 – 24 August 2018

Graduation ceremony: 9 – 13 July 2018

Release of marks for exams from semester 1: 2 March 2018

Release of marks for exams from semester 2 (final year): 29 June 2018

Release of marks for exams from semester 2 (first and second year): 17 July 2018

Release of marks for exams from supplementary assessments: 21 September 2018

3. Who is who

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

Head of Department

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

Directors of Studies of Undergraduate Programmes

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

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

BSc Economics

Director of Studies – Year 1	Jonathan James
Director of Studies – Year 2 and Final Year	Matteo De Tina

BSc Economics and Politics

Director of Studies – Year 1, Year 2 and Final Year	Maria Sarigiannidou
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BSc Economics and Mathematics

Director of Studies – Year 1, Year 2 and Final Year	Maria Sarigiannidou
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Study Abroad Programmes

Director of Studies – Study Abroad Year	Catherine Winnett
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Undergraduate Programmes

Lead Director of Studies	Matteo De Tina
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Unit convenors

Unit convenors are responsible for the unit they are teaching. They determine the contents of their unit, including seminars, the type and content of assessment, as well as being responsible for marking any assessed work.

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

Teaching assistants

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

Personal tutors

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

Undergraduate office

The Undergraduate office in 3E4.19 is your main contact point during your studies. They are normally open 10am-12pm and 2pm-4pm on weekdays except on Wednesdays when the office is closed in the afternoon. You will hand in and collect any assignments, mitigating circumstances forms, and requests for extensions to the Undergraduate office. They are also generally your first point of call for information on any administrative aspects of your degree.

Student Experience Officer

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

4. Academic and support staff

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

Academic staff

Dr Peter Postl	Head of Department Email: p.postl@bath.ac.uk , Phone: 01225 383014, Room: 3E4.44
Professor Christopher Martin	Deputy Head of Department and Director of Learning and Teaching Email: c.i.martin@bath.ac.uk , Phone: 01225 384178, Room: 3E4.37
Dr Matteo De Tina	Lead Director of Studies Email: economics-ug-dos@bath.ac.uk , Phone: 01225 386866, Room: 3E4.5

Dr Maria Sarigiannidou	Director of Studies for Joint Honours Email: m.sarigiannidou@bath.ac.uk , Phone: 01225 384207, Room: 3E4.27
Dr Jonathan James	Director of Studies for First Year Email: j.james@bath.ac.uk , Phone: 01225 385557, Room: 3E2.12
Dr Catherine Winnett	Director of Studies for Study Year Abroad Email: c.p.winnett@bath.ac.uk , Phone: 01225 381748, Room: 3E4.38

Key Support Staff

Joanne Parry	Programme administrator E-mail: economics-ug-admin@bath.ac.uk , Phone: 01225 383164, Room 3E4.19
Emma Tarbuck	Programme administrator E-mail: economics-ug-admin@bath.ac.uk , Phone: 01225 383311, Room 3E4.19
Elizabeth Turner	Administrative assistant E-mail: economics-ug-admin@bath.ac.uk , Phone: 01225 383035, Room 3E4.19
Kirsten Brown	Placements Manager E-mail: k.a.brown@bath.ac.uk , Phone: 01225 386273, Room 1WN3.26
Sanchia Jones	Placements Officer Email: s.a.jones@bath.ac.uk , Phone: 01225 386892 Room 1WN3.26
Rebecca Holdsworth	Student Experience Officer E-mail: R.Holdsworth@bath.ac.uk , Phone: 01225 386851, Room 1W3.26

5. Noticeboards and pigeon holes

The department has a noticeboard with information on student representation, personal tutor lists and other useful information next to the undergraduate office in 3E4.19. There are also pigeon holes, sorted alphabetically for post sent to the department, but please note that this should normally be addressed to your residence. Submission boxes for coursework, labelled with the unit code are also found opposite the undergraduate office as is a dropbox for any messages or forms addressed to the undergraduate office outside of their opening hours.

Part II: Rules and Regulations

1. Unit and Programme Catalogues

The online Unit and Programme Catalogues provide details of the structure of taught programmes offered by the University and of the content of their component units, for the current academic year and for previous years. Please see the website for dates when the Catalogue for the next academic year will be available online. The Catalogues also provide links to the University's assessment regulations, showing how these are applied to programmes of study.

Detailed information on the contents structure for each degree is given below. Please note that the content of the programme description below is correct at the time of production of this Handbook and that programmes and units may be subject to reasonable change as detailed in section 6. Unit and Programme Changes below. Current versions of unit and programme descriptions are available via the online Unit and Programme Catalogues: www.bath.ac.uk/catalogues/.

2. Degree structure

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

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

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

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

BSc Economics

Synopsis and academic coherence of programme

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

The programme has been designed around a number of themes which combine to meet the aims and learning outcomes of the programme. These themes are intended to be consistent with the subject specific skills of the Benchmark Statement in Economics and focus on developing students' analytical, conceptual and quantitative skills. The following precepts underpin the curriculum structure of the programme: Firstly, students should develop a secure base in microeconomic and macroeconomic

theory and analysis, compulsory in each semester. Secondly, students should develop appropriate numeracy skills in mathematics, statistics and information technology, provided in the first year and then integrated into economic analysis and econometrics from the second year. Thirdly, students should develop an awareness of the institutional, UK and global context within which economic decisions and debates and policy formulation takes place. Fourthly, students will be offered optional units in finance in order to prepare them for placements and graduate employment in the financial sector. Students will have the opportunity to study a language throughout the degree or to select particular options of interest and relevance to them through Director of Studies Approved Unit choices.

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

Educational aims of the programme

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

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

- establish a coherent understanding of the concepts and models of economics;
- develop an analytical and empirical understanding of the relevance of economics to contemporary problems and policies;
- analyse and evaluate economic problems, so that they can reach considered and appropriate conclusions, and can competently communicate the reasoning behind these conclusions;
- attain their full academic potential, within an environment which is constructively critical and where current research of staff members informs their teaching.

Intended learning outcomes

Knowledge & Understanding:

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

Intellectual Skills:

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

Professional Practical Skills:

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

Transferable/ Key Skills:

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

Units offered 2017/18

Please note that units are subject to change as outlined in section 6. Unit and Programme Changes.

Year 1 (for implementation with effect from 2017/18)									
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DPL status	Placement or Study Abroad status	Notes
1	1	S1	ES10005	Core Skills for Economists: Mathematics 1	Compulsory	6			
			ES10091	Core Skills for Economists: Introduction to Probability and Statistics.	Compulsory	6			
			ES10001	Introductory Microeconomics	Compulsory	6			
			ES10007	The Modern World Economy	Compulsory	6			
			SP10204	Introduction to International Development	Optional: Select 1 Unit	6			
			MN10248	Introduction to Accounting		6			
			MN10354	An Introduction to Law		6			
			ZZ10001	Director of Studies Approved Unit		6			
		S2	ES10004	Core Skills for Economists: Statistics and Data Analysis.	Compulsory	6			
			ES10002	Introductory Macroeconomics	Compulsory	6			
			ES10006	Core Skills for Economists: Mathematics 2	Compulsory	6			
			ES10008	Economic Policy in the UK	Compulsory	6			
			SP10203	Development Economics: microeconomic perspective	Optional: Select 1 Unit	6			
			MN10500	Corporate Finance for Managers		6			
			ZZ10003	Director of Studies Approved Unit		6			

Year 2 (for implementation with effect from 2017/18)

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DPL status	Placement or Study Abroad status	Notes
2	2	AY	ES20069	Introduction to Econometrics	Compulsory	12			
			ES20070	Money and Finance	Optional: Select between 0 & 1 Units	12			
		S1	ES20011	Intermediate Microeconomics 1	Compulsory	6			
			ES20013	Intermediate Macroeconomics 1	Compulsory	6			
			ES20068	Public Economics	Optional: Select between 1 & 2 Units	6			
			SP20277	Development Economics: macroeconomic perspective		6			
			MN20501	Intermediate Accounting		6			
			ZZ20001	Director of Studies Approved Unit		6			
		S2	ES20012	Intermediate Microeconomics 2	Compulsory	6			
			ES20014	Intermediate Macroeconomics 2	Compulsory	6			
			ES20019	Public Finance	Optional: Select between 1 & 2 Units	6			
			ES20020	International Economics		6			
			ES20022	Economic Thought & Policy		6			
			ES20097	Games and Experiments		6			
			MN20503	Intermediate Corporate Finance for Managers		6			
			ZZ20004	Director of Studies Approved Unit		6			

Year 3 (thick sandwich only) (for implementation with effect from 2017/18)

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DPL status	Placement or Study Abroad status	Notes
Optional Units: Select 1 unit from the following list:									
2	3	AY	ES20024	Placement	Option A	60		Standard	Only choice in 2016/17
2	3	AY	ES20110	Study Year Abroad	Option B	60		Standard	Additional choice with effect from 2017/8
2	3	AY	ES20111	Study Abroad and Placement	Option C	60		Standard	Additional choice with effect from 2017/8

Year 3 (full-time); Year 4 (thick sandwich) (for implementation with effect from 2017/18)									
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DPL status	Placement or Study Abroad status	Notes
3	3* 4#	AY	ES30029	Final Year Research Project	Optional: Select between 0 and 1 Unit	12			
			S1	ES30026	Advanced Macroeconomics	Compulsory	6		
		ES30083		Health Economics	Optional: select between 3 & 4 units	6			
		ES30038		Public Choice		6			
		ES30092		Game Theory		6			
		ES30041		Economics of Work		6			
		ES30027		Econometrics 1		6			
		ES30031		Environmental Economics 1		6			
		ES30033		International Trade		6			
		ES30035		Analytical Development Economics		6			
		ES30039		Economics of Fairness		6			
		ES30037		Experimental, Behavioural & Neuro Economics		6			
		ES30089		Economics of Banking					
		S2	ES30025	Advanced Microeconomics	Compulsory	6			
			ES30028	Econometrics 2	Optional: select between 3 & 4 units	6			
			ES30032	Environmental Economics 2		6			
			ES30046	Growth Theory		6			
			ES30034	International Monetary Economics		6			
			ES30040	Economics of Incentives		6			
			ES30044	Industrial Organisation		6			
			ES30096	Economics of Financial Markets		6			
			ES30093	Political Economy		6			
			ES30098	Economics of Innovation and Entrepreneurship		6			
			MN30470	Investment & Trading		6			
			MN30549	Advanced Accounting		6			
			SP30278	Development Finance		6			
			ES30099	Monetary Economics		6			

BSc Economics and Politics

Synopsis and academic coherence of programme

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

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

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

Educational aims of the programme

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

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

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

Intended learning outcomes

Knowledge & Understanding:

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

Intellectual Skills:

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

Professional Practical Skills:

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

Transferable/ Key Skills:

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

Units offered 2017/18

Please note that units are subject to change as outlined in section 6. Unit and Programme Changes.

Year 1 (for implementation with effect from 2017/18)									
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DPL status	Placement or Study Abroad status	Notes
1	1	S1	ES10001	Introductory Microeconomics	Compulsory	6			
			ES10005	Core Skills for Economists: Mathematics 1	Compulsory	6			
			ES10091	Core Skills for Economists: Introduction to Probability & Statistics	Compulsory	6			
			PL10967	Introduction to International Relations	Compulsory	12			
		S2	ES10002	Introductory Macroeconomics	Compulsory	6			
			ES10004	Core Skills for Economists: Statistics & Data Analysis	Compulsory	6			
			PL10966	Introduction to International Relations	Compulsory	12			
			SP10203	Development Economics: microeconomic perspective	Optional: Select 1 Unit	6			
			SP10205	Introduction to Politics of Development		6			
			ES10006	Core Skills for Economists: Mathematics 2		6			
			ES10008	Economic Policy in the UK		6			
			PL10417	British Politics		6			
			ZZ10003	Director of Studies Approved Unit		6			

Year 2 (for implementation with effect from 2017/8)

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DPL status	Placement or Study Abroad status	Notes
2	2	AY	ES20070	Money and Finance	Optional: Select between 0 & 1 Unit	12			
			ES20069	Introduction to Econometrics		12			
			ES20011	Intermediate Microeconomics 1	Compulsory	6			
			ES20013	Intermediate Macroeconomics 1	Compulsory	6			
			ES20023	Economics of Politics	Compulsory	6			
			PL20970	Political Theory	Optional Optional: Select between 0 & 1 Unit. Students choosing a year-long option (ES20069 or ES20070) may only select units worth 6 credits from this list.	12			
			SP20277	Development Economics: macroeconomic perspective		6			
			ES20068	Public Economics		6			
			PL20414	American Politics		6			
			PL20889	Contemporary Politics of the Middle East		6			
			PL20721	International Organisation		6			
			PL20904	Political terrorism and violence in the UK		6			
			PL20726	European Integration		6			
			ZZ20001	Director of Studies Approved Unit		6			
		S2	ES20022	Economic Thought & Policy	Compulsory	6			
			PL20968	International Comparative Politics	Compulsory	6			
			ES20019	Public Finance	Optional: Select between 3 & 4 Units	6			
			ES20012	Intermediate Microeconomics 2		6			
			ES20020	International Economics		6			
			ES20014	Intermediate Macroeconomics 2		6			
			ES20097	Games and Experiments		6			
			PL20416	Totalitarian Politics		6			
			PL20720	Foreign Policy-Making and its Analysis		6			
			PL20724	European Union Politics		6			
			PL20883	Parliament in modern British politics		6			
			SP20208	International Politics of Development		6			
			ZZ20004	Director of Studies Approved Unit		6			

Year 3 (thick sandwich only) (for implementation with effect from 2017/18)

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DPL status	Placement or Study Abroad status	Notes
Optional Units: Select 1 unit from the following list:									
2	3	AY	ES20024	Placement	Compulsory	60		Standard	Only choice in 2016/17
2	3	AY	ES20110	Study Year Abroad	Compulsory	60		Standard	Additional choice with effect from 2017/8
2	3	AY	ES20111	Study Abroad and Placement	Compulsory	60		Standard	Additional choice with effect from 2017/8

Year 3 (full-time); Year 4 (thick sandwich) (for implementation with effect from 2017/18)

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DPL status	Placement or Study Abroad status	Notes
3	3* 4#	AY	ES30029	Final Year Research Project	Optional: Select between 0 and 2 Units	12			
			ES20069	Introduction to Econometrics		12			
		S1	PL30741	US Global Politics	Optional: Select between 3 and 5 Units: <i>Students must select at least 12 credits of 'ES' units.</i>	6			
			ES30089	Economics of Banking		6			
			ES30083	Health Economics		6			
			ES30038	Public Choice		6			
			ES30027	Econometrics 1		6			
			ES30031	Environmental Economics 1		6			
			ES30026	Advanced Macroeconomics		6			
			ES30037	Experimental, Behavioural & Neuro Economics		6			
			ES30033	International Trade		6			
			ES30092	Game Theory		6			
			ES30035	Analytical Development Economics		6			
			ES30039	Economics of Fairness		6			
			ES30041	Economics of work					
			PL30101	Russian National Option R4: Gorbachev and Perestroika		6			
			PL30107	Culture and national identity		6			
			PL30294	In Search of Europe (1) – the cold war 1945 – 1989		6			

		PL30468	Transitions to Democracy		6			
		PL30732	The Politics of Ethnicity, Religion, and Nationalism		6			
		PL30881	Contemporary security challenges in Asia		6			
		PL30895	Meltdowns, conflicts and Resistance: Capitalism in Flux and Shifts in Economic Governance		6			
		PL30897	Peace processes in the Middle East and Europe		6			
		SP30210	Conflict, Security and International Development		6			
		PL30864	Europe in Global Politics		6			
S2		ES30025	Advanced Microeconomics	Optional: Select between 3 and 5 Units: <i>Students must select at least 12 credits of 'ES' units.</i>	6			
		ES30028	Econometrics 2		6			
		ES30032	Environmental Economics 2		6			
		ES30046	Growth Theory		6			
		ES30034	International Monetary Economics		6			
		ES30093	Political Economy		6			
		ES30040	Economics of Incentives		6			
		ES30044	Industrial Organisation		6			
		ES30098	Economics of Innovation and Entrepreneurship		6			
		ES30099	Monetary Economics		6			
		ES30096	Economics of Financial Markets		6			
		PL30102	Russian National Option R5: Politics in post-communist Russia					
		PL30108	Politically committed European culture					
		PL30295	In Search of Europe 2: Integration and Disintegration in Europe since 1989					
		PL30744	Anti-Politics & Direct Action		6			
		PL30745	Culture & Religion in International Relations		6			
		PL30756	The Politics of Latin America		6			
		PL30875	Comparative Elections and Voting		6			
		PL30879	Modern silk roads international trade in a global economy		6			
		PL30880	The rise of the extreme right		6			
		PL30882	The disunited kingdom: devolution and the end of British politics?		6			
		PL30890	Environment, sustainability and democracy		6			
		PL30898	Politics in China		6			

		PL30902	Contemporary critical thinkers: theory and praxes	6			
		PL30903	Politics and Religion in contemporary Europe	6			
		SP30278	Development Finance	6			

BSc Economics and Mathematics

Synopsis and academic coherence of programme

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

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

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

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

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

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

requires a minimum of 24 credits from each of Economics and Maths, the balance being a matter of student choice.

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

The aims of the programme

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

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

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

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

Intended learning outcomes of the programme

Knowledge & Understanding:

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

Intellectual Skills:

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

Professional/Practical Skills:

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

Transferable/Key Skills:

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

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

Transferable, work-related and employability skills:

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

Skills and competences specific to the role of mathematical economist:

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

Higher skills:

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

Changed personal attitude and behaviour:

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

Units offered 2017/18

Please note that units are subject to change as outlined in section 6. Unit and Programme Changes.

Year 1 (for implementation with effect from 2015/16)								
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	Placement or Study Abroad status	Notes
1	1	AY	MA10207	Analysis 1	Compulsory	12		
		S1	ES10001	Introductory Microeconomics	Compulsory	6		
			MA10211	Probability & Statistics 1A	Compulsory	6		
			MA10209	Algebra 1A	Compulsory	6		
			MA10230	Methods and Applications 1A	Compulsory	6		
		S2	ES10002	Introductory Macroeconomics	Compulsory	6		
			ES10095	Mathematical Economics	Compulsory	6		
			MA10212	Probability & Statistics 1B	Compulsory	6		
			MA10210	Algebra 1B	Compulsory	6		

Year 2 (for implementation with effect from 2016/17)								
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	Placement or Study Abroad status	Notes
2	2	AY	ES20069	Introduction to Econometrics	Compulsory	12		
		S1	ES20011	Intermediate Microeconomics 1	Compulsory	6		
			ES20013	Intermediate Macroeconomics 1	Compulsory	6		
				Select 2 units from the following:	Compulsory			
			MA20216	Algebra 2A		6		
			MA20218	Analysis 2A		6		
			MA20224	Probability 2A		6		
			MA20226	Statistics 2A		6		
		S2	ES20012	Intermediate Microeconomics 2	Compulsory	6		
			ES20014	Intermediate Macroeconomics 2	Compulsory	6		
				Select 2 units from the following:	Compulsory			
			MA20217	Algebra 2B		6		Prerequisite MA20216
			MA20219	Analysis 2B		6		Prerequisite MA20218
			MA20225	Probability 2B		6		Prerequisite MA20224

		MA20227	Statistics 2B		6		Prerequisite MA20226
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Year 3 (thick sandwich only) (for implementation with effect from 2017/18)

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	Placement or Study Abroad status	Notes
2	3	AY	ES20024	Placement	Option A	60	Standard	Only choice in 2016/7
2	3	AY	ES20110	Study Year Abroad	Option B	60	Standard	Additional choice with effect from 2017/8
2	3	AY	ES20111	Study Abroad and Placement	Option C	60	Standard	Additional choice with effect from 2017/8

Year 3 (full-time); Year 4 (thick sandwich) (for implementation with effect from 2017/18)

Important Notes:

- Students must take units totalling 60 credits for the year, normally 30 credits in each semester.
- Students must take at least 24 credits of ES (i.e. economics) units.
- Students must take at least 24 credits of MA (i.e. mathematics) units, of which a maximum of 12 credits can be at level 2. When choosing level 2 units, students may only pick those units they have not previously taken in Year 2. Furthermore, when opting for 12 credits at level 2, students can either choose *two* level 2 units in Semester 1 by selecting from list B1 below, or *one* level 2 unit in Semester 1 from list B1 followed by the associated level 2 unit in Semester 2 from list B2 below.
- Students can select MA units at level 4 but should consult the unit lecturer and be guided by appropriate prerequisites.

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits		Notes
3	3/4	S1	ES30026	Advanced Macroeconomics	Compulsory	6		
			Econ Block 1:		You must choose a minimum of 12 credits (and a maximum of 24 credits) from the union of Econ Block 1 and Econ Block 2 below. You can choose between 0 and 2 Units from Econ Block 1.			Stage 3 (4) for full-time (thick sandwich) programmes
			Year-long Econ units					
		AY	ES30029	Final Year Research Project		12		
			Semester 1 Econ units					
		S1	ES30083	Health Economics		6		

		S1	MA20224	Probability 2A		6		
		S1	MA20266	Statistics 2A		6		
		S1	ZZ30001	Director of Studies approved unit		6		
		S2	ES30025	Advanced Microeconomics	Compulsory	6		
			Econ Block 2:		You must choose a minimum of 12 credits (and a maximum of 24 credits) from the union of Econ Block 1 and Econ Block 2 below. You can choose between 0 and 2 Units from Econ Block 1.			
		S2	ES30028	Econometrics 2		6		ES30027
		S2	ES30032	Environmental & Natural Resource Economics		6		
		S2	ES30098	Economics of Innovation and Entrepreneurship		6		
		S2	ES30034	International Monetary Economics		6		
		S2	ES30040	Economics of Incentives		6		
		S2	ES30044	Industrial Organisation		6		
		S2	ES30046	Growth Theory		6		
		S2	ES30096	Economics of Financial Markets		6		
		S2	ES30093	Political Economy		6		
		S2	SP30278	Development Finance		6		
		S2	MN30470	Investment and Trading		6		
			Maths Block 2: List A2		You must choose a minimum of 24 credits (and a maximum of 36 credits) from the union of Maths Block 1 and Maths Block 2 below. You must select between 2 & 3 units from the union of lists A2 and B2.			Pre/Co-requisites
		S2	MA30091	Applied Statistics		6		MA30084
		S2	MA40090	Multivariate Data Analysis		6		MA20277
		S2	MA30085	Time Series		6		MA20277
		S2	MA40189	Topics In Bayesian Statistics		6		MA40092
		S2	MA30089	Stochastic Processes & Finance		6		MA30125
		S2	MA40239	Discrete Probability		6		MA30125
		S2	MA40058	Probability with Martingales		6		MA40042 or MA30089 (co-req)

		S2	MA30055	Introduction to Topology		6		MA30041
		S2	MA30231	Projective Geometry		6		MA20216
		S2	MA40054	Representation Theory of Finite Groups (O)		6		MA30237
		S2	MA40256	Analysis in Hilbert Spaces		6		MA30252
		S2	MA30241	Communicating Maths		6		Note 1
			Maths Block 2: List B2		You may choose up to 12 credits from the union of Lists B1 and B2 provided units were not taken in year 2.			
		S2	MA20217	Algebra 2B		6		MA20216
		S2	MA20219	Analysis 2B		6		MA20218
		S2	MA20225	Probability 2B		6		MA20224
		S2	MA20227	Statistics 2B		6		MA20226
		S2	ZZ30004	Director of Studies approved unit		6		

3. Placements

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

You can expect to receive placement preparation support on the application process (i.e. CV writing, production of covering letters and applications, interview skills, assessment centres) as well as practical placement support (such as where to find information on visas, accommodation, money etc). Detailed information on placements, their benefits, how they operate and how we support you will be given in information sessions starting at the end of your first year.

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 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.

Each of our degrees has the possibility for a placement year or the opportunity of a combined placement/study abroad year. 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 can be found in Part I, section 4. Who is who.

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

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

http://www.bath.ac.uk/internal/placements/documents/Placement_Handbook.pdf you can also access information via Moodle <https://moodle.bath.ac.uk/mod/book/view.php?id=610765>

The placement is a unit of your degree and all requirements to successfully pass this unit, and therefore your placement requirements are outlined in this unit, as well as the learning aims and objectives. As part of the preparation support you will be given more detailed information on what is required; the unit outline can be found here: <http://www.bath.ac.uk/catalogues/2017-2018/es/ES20024.html>

During the placement you will be expected to complete the Personal Objectives and Learning Outcomes forms (POLO) or equivalent (which helps you to structure your placement objectives and personal development) as well as 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. This will most likely be in the form of a de-briefing at the start of your final year.

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

Further information

University Placement Handbook / information for placement students:
www.bath.ac.uk/internal/placements/information-for-students.bho

4. Study Year Abroad

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

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

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

5. Prizes

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

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

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

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

6. Degree monitoring and review

The University has a number of mechanisms for ensuring that programmes remain up-to-date, issues are dealt with and improvements made.

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

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

More detailed information on these processes is available from:

www.bath.ac.uk/quality/documents/QA51.pdf and www.bath.ac.uk/quality/documents/QA13.pdf.

7. Unit and Programme Changes

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

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

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

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

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

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

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

8. Degree regulations

Each year students have to take units worth 60 credits. These units can be either compulsory or optional. Compulsory units students have to take, and students can choose the appropriate number of optional units. The units currently available are shown in section 1. Degree structure.

In order to progress to the next year, students must gain 60 credits. Please note that you cannot take more units and then after the assessments select the best 60 credits to count towards your degree, i.e. you have to gain credit for each unit you are taking.

The formal rules of progression and for the award of your degree can be found here <http://www.bath.ac.uk/registry/nfa/nfaar-ug.pdf> and you should familiarize yourself with these.

The tables below describe how the programmes are structured in terms of the NFAAR. Definitions for parts and stages of programmes are also available in the NFAAR (see Appendix 2: Definitions <http://www.bath.ac.uk/registry/nfa/nfaar-ug-appendix-02.pdf>).

Assessment weightings and decision references		
Stage	Weighting within programme	NFAAR decisions reference <i>See:</i>
Stage 1	0 %	<p>Main assessment: Appendix 11 <i>See:</i> http://www.bath.ac.uk/registry/nfa/nfaar-ug-appendix-11.pdf</p> <p>Supplementary assessment: Appendix 12 <i>See:</i> http://www.bath.ac.uk/registry/nfa/nfaar-ug-appendix-12.pdf</p>
Stage 2	32%	<p>Main assessment: Appendix 11 <i>See:</i> http://www.bath.ac.uk/registry/nfa/nfaar-ug-appendix-11.pdf</p> <p>Supplementary assessment: Appendix 12 <i>See:</i> http://www.bath.ac.uk/registry/nfa/nfaar-ug-appendix-12.pdf</p>
Stage 3	0 %	

Stage 4	68 %	<p>Main assessment: Appendix 27 See: http://www.bath.ac.uk/registry/nfa/nfaar-ug-appendix-27.pdf</p> <p>Supplementary assessment: Appendix 28 See: http://www.bath.ac.uk/registry/nfa/nfaar-ug-appendix-28.pdf</p>
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The following is an informal explanation of these rules. While every effort has been made to provide an accurate representation of the official rules of your degree, if there are any discrepancies between the text here and the official regulation, the official regulation shall prevail and students cannot rely on the following informal explanations. Please also note, these explanations will not cover all possible scenarios that can emerge.

Further information

Section in this Handbook on **Assessment**.

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

For full details of the NFAAR-UG, visit: www.bath.ac.uk/registry/nfa

You can find a student introduction to the NFAAR-UG at: www.bath.ac.uk/registry/nfa/nfaar-ug-intro-faq.pdf

For information relating to your programme in the current academic year, visit:

www.bath.ac.uk/catalogues

Progress to year 2

In order to progress to the second year you must have a credit-weighted average of at least 40.00% in your first year units. Furthermore, you must gain credit for all units either by passing each unit or through condonement. The final mark of a unit is determined as the weighted average of all assignments and the examination as given in the unit description, rounded to the nearest integer. The following criteria apply:

- A unit is passed if its final mark is 40% or above, else it is failed,
- A unit can be condoned if its final mark is 35% or above (and below 40%) and you have failed no more than 18 credits in the first year,
- If you failed more than 18 credits, no unit can be condoned,
- You can fail a maximum of 30 credits.

Any unit that has been failed and is not condoned must be passed in supplementary assessments during the following supplementary exam period (August), the rules are detailed below.

If you have a credit-weighted average below 40.00% or fail more than 30 credits you cannot progress to the second year. If your credit-weighted average is above 30.00% you will have to repeat the first year. In this case you need to take all assessments, including units that you passed previously. Only the marks you achieve when repeating this year will be relevant for the progression decision to the second year, which will be the same as above. You can only repeat a year once. If, after repeating the

first year, according to the above criteria you would need to repeat the first year again, you will be required to withdraw from the University.

If your credit-weighted average is below 30.00%, you are required to withdraw from the university.

If you have failed units and these cannot be condoned, you must take supplementary assessments. If you pass all supplementary assessments or these can be condoned, you progress to the second year. If in supplementary assessments you have not failed more than 18 credits (including those in the original assessments), marks in the range of 35% to 39% can be condoned. If, after supplementary exams, you have fails in more than 18 credits, you have to repeat the year, applying the same conditions as outlined in the paragraph above on the ability to repeat the year. If you fail in the supplementary assessments up to 18 credits, you will be given the opportunity to either

- Repeat the year, applying the same conditions as outlined in the paragraph above,
- or
- Suspend your studies and take another supplementary assessment during the regular assessment period of the relevant units. You will not be able to take second year units during this time period. If you fail the subsequent supplementary assessment in any unit and the fail is not condonable, you will be required to repeat the year, if possible.

Individual Mitigating Circumstances

If you have individual mitigating circumstances accepted for any of your units (see Part IV, section 3. Individual mitigating circumstances for an explanation of what individual mitigating circumstances are and how you claim them), the treatment might be different. If you have passed a unit which has had individual mitigating circumstances accepted, or it can be condoned, this will be recorded as if no individual mitigating circumstances had been accepted; these accepted individual mitigating circumstances will only be considered for your final degree classification as outlined below. The mark will remain unchanged and you cannot take any supplementary assessments for this unit, even if you missed or failed assessment components.

If you failed a unit and individual mitigating circumstances have been accepted, you will normally have to take the affected assessment again in the supplementary assessment period. The mark achieved will be recorded as if it had been achieved in the original assessment and the progression decision will be made accordingly. Should the individual mitigating circumstances cover the supplementary assessment and you passed this assessment, this will be processed as detailed above. If due to individual mitigating circumstances during the semester you have to take an assessment in the supplementary assessment period and you fail the unit, you will normally be required to complete another supplementary assessment during the normal assessment period for that unit in the coming academic year. This assessment would be in addition to the assessments of your second year, provided these are not exceeding 12 credits. In cases where the required assessments are more than 12 credits you have to suspend for a year and repeat those assessments in the normal assessment period for that unit in the coming academic year. Students with 12 credits or less may elect to suspend their studies as well.

In cases where individual mitigating circumstances have been approved during the supplementary assessment and the unit has been failed, you will normally be required to complete another supplementary assessment during the normal assessment period for that unit in the coming academic year. This assessment would be in addition to the assessments of your second year, provided these are not exceeding 12 credits. In cases where the required assessments are more than 12 credits, you have to suspend for a year and repeat those assessments in the normal assessment period for that unit in the coming academic year. Students with 12 credits or less may elect to suspend their studies as well.

In some circumstances we might allow the condonement of units beyond the limit of 18 credits, lower the credit-weighted average required for progressing to the second year to below 40%, or lower the credit-weighted average required for repeating the year to below 30%. These decisions will be made by the Board of Examiners on a case-by-case basis.

Progress to final year (for students not on placement or study year abroad)

In order to progress to the final year, you must have a credit-weighted average of at least 40.00% in your second year units. Furthermore, you must gain credit for all units either by passing each unit or through condonement. The following criteria apply unchanged from your first year:

- A unit is passed if its final mark is 40% or above, else it is failed
- A unit can be condoned if its final mark is 35% or above (and below 40%) and you failed no more than 18 credits in the second year
- If you failed more than 18 credits, no unit can be condoned
- You can fail a maximum of 30 credits

Any unit that has been failed and is not condoned must be passed at supplementary assessments in the following supplementary exam period (August), the rules are detailed below.

If you have a credit-weighted average below 40.00% or fail more than 30 credits you cannot progress to the final year. If your credit-weighted average is above 30.00% you will have to repeat the second year. In this case you need to take all assessments, including units that you passed previously. Only the marks you achieve when repeating this year will be relevant for the progression decision to the final year, which will be the same as above. You can only repeat a year once. If, after repeating the second year, according to the above criteria you would need to repeat the second year again, you will be required to withdraw from the University.

If your credit-weighted average is below 30.00%, you are required to withdraw from the university.

If you have failed units and these cannot be condoned, you must take supplementary assessments. If you pass all supplementary assessments or these can be condoned, you progress to the final year. If in supplementary assessments you have not failed more than 18 credits (including those in the original assessments), marks in the range of 35% to 39% can be condoned. If, after supplementary exams, you have fails in more than 18 credits, you have to repeat the year, applying the same conditions as outlined in the paragraph above. If you fail in the supplementary assessments up to 18 credits, you will be given the opportunity to either

- Repeat the year, applying the same conditions as outlined in the paragraph above
- or
- Suspend your studies and take another supplementary assessment during the regular assessment period of the relevant units. You will not be able to take your final year units during this time period. If you fail the subsequent supplementary assessment in any unit and the fail is not condonable, you will be required to repeat the year, if possible.

Individual Mitigating Circumstances

If you have individual mitigating circumstances accepted for any of your units, the treatment might be different. If you have passed a unit which has had individual mitigating circumstances accepted, or it can be condoned, this will be done as if no individual mitigating circumstances had been accepted; these accepted individual mitigating circumstances will only be considered for your final degree

classification. The mark will remain unchanged and you cannot take any supplementary assessments for this unit, even if you missed or failed assessment components.

If you failed a unit and individual mitigating circumstances have been accepted, you will normally have to take the affected assessment again in the supplementary assessment period. The mark achieved will be recorded as if it had been achieved in the original assessment and the progression decision will be made accordingly. Should the individual mitigating circumstances cover the supplementary assessment and you passed this assessment, this will be processed as detailed above. If due to individual mitigating circumstances during the semester you have to take an assessment in the supplementary assessment period and you fail the unit, you will normally be required to complete another supplementary assessment during the normal assessment period for that unit in the coming academic year. This assessment would be in addition to the assessments of your second year, provided these are not exceeding 12 credits. In cases where the required assessments are more than 12 credits, you have to suspend for a year and repeat those assessments in the normal assessment period for that unit in the coming academic year. Students with 12 credits or less may elect to suspend their studies as well.

In cases where individual mitigating circumstances have been approved during the supplementary assessment and the unit has been failed, you will normally be required to complete another supplementary assessment during the normal assessment period for that unit in the coming academic year. This assessment would be in addition to the assessments of your second year, provided these are not exceeding 12 credits. In cases where the required assessments are more than 12 credits you have to suspend for a year and repeat those assessments in the normal assessment period for that unit in the coming academic year. Students with 12 credits or less may elect to suspend their studies as well.

In some circumstances we might allow the condonement of units beyond the limit of 18 credits, lower the credit-weighted average required for progressing to the second year to below 40%, or lower the credit-weighted average required for repeating the year to below 30%. These decisions will be made by the Board of Examiners on a case-by-case basis.

Progress to placement or study year abroad

In order to progress to the placement or study year abroad you must have a credit-weighted average of at least 40.00% in your second year units. Furthermore you must gain credit for all units either by passing each unit or through condonement. The following criteria apply unchanged from your first year:

- A unit is passed if its final mark is 40% or above, else it is failed
- A unit can be condoned if its final mark is 35% or above (and below 40%) and you failed no more than 18 credits in the second year
- If you failed more than 18 credits, no unit can be condoned
- You can fail a maximum of 30 credits

Any unit that has been failed and is not condoned must be passed at supplementary assessments in the following supplementary exam period (August), the rules are detailed below.

If you have a credit-weighted average below 40.00% or fail more than 30 credits you cannot progress to the placement or study year abroad. If your credit-weighted average is above 30.00% you will have to repeat the second year. In this case you need to take all assessments, including units that you passed previously. Only the marks you achieve when repeating this year will be relevant for the progression decision to the placement or study year abroad, which will be the same as above. You

can only repeat a year once. If, after repeating the second year, according to the above criteria you would need to repeat the second year again, you will be required to withdraw from the University. In exceptional circumstances you might be allowed to proceed with your placement (not your study year abroad) and repeat the year after having completed your placement. This decision is at the discretion of the Director of Studies.

If your credit-weighted average is below 30.00%, you are required to withdraw from the University.

If you have failed units and these cannot be condoned, you must take supplementary assessments. If you pass all supplementary assessments or these can be condoned, you progress to placement or study year abroad. If in supplementary assessments you have not failed more than 18 credits (including those in the original assessments), marks in the range of 35% to 39% can be condoned. If, after supplementary exams, you have fails in more than 18 credits, you have to repeat the year, applying the same conditions as outlined in the paragraph above. If you fail in the supplementary assessments up to 18 credits, you will be given the opportunity to either

- Repeat the year, applying the same conditions as outlined in the paragraph above, except that if you opt for this choice you must return to the university the following academic year,
- or
- Take another supplementary assessment during the regular or supplementary assessment period of the relevant units. You will be able to proceed with your placement during this time period if you wish so. If you fail the subsequent supplementary assessment in any unit and the fail is not condonable, you will be required to repeat the year, if possible.

Individual Mitigating Circumstances

If you have individual mitigating circumstances accepted for any of your units, the treatment might be different. Firstly, if you passed the unit, the reassessment (if your individual mitigating circumstances affect a supplementary assessment), or it can be condoned, this will be recorded accordingly using the same criteria as set out above. The mark will remain unchanged and you cannot take any supplementary assessments for this unit, even if you missed or failed assessment components.

If you failed a unit and individual mitigating circumstances have been accepted for this unit, you will normally have to take the affected assessment again in the supplementary assessment period. The mark achieved will be recorded as if it had been achieved in the original assessment and the progression decision be made accordingly. Should the individual mitigating circumstances cover the supplementary assessment and you passed this assessment, this will be processed as detailed above. In cases where you failed your supplementary assessment you will normally be required to complete another supplementary assessment during the normal assessment period for that unit in the coming academic year. You will be able to proceed with your placement during this time period if you wish to do so.

If due to individual mitigating circumstances you have to take an assessment in the supplementary assessment period and you fail the unit, you will normally be required to complete another supplementary assessment during the normal assessment period for that unit in the coming academic year. You will be able to proceed with your placement during this time period if you wish so.

In some circumstances we might allow the condonement of units beyond the limit of 18 credits, lower the credit-weighted average required for progressing to the placement or study year abroad below 40%, or lower the credit-weighted average required for repeating the year below 30%. These decisions will be made by the Board of Examiners on a case-by-case basis.

Progress to final year (for students on placement or study year abroad)

There are no formal progression rules for students on placement or study year abroad; all students on placement or study year abroad will automatically progress to the final year.

Degree classification (for students commencing their first year before 2014/15)

The final degree average will be calculated from the credit-weighted averages of your second and final year with a weight of 32% and 68%, respectively. The criteria for the award of degrees are as follows:

First class: In your final year, you must pass at least 48 credits and have a final degree average of at least 70.00%. Alternatively, you must pass at least 48 credits, have a final degree average of at least 68.00%, and have at least 30 credits with a mark of 70% or higher.

Upper second class (2.i): In your final year, you must pass at least 36 credits and have a final degree average of at least 60.00%. Alternatively, you must gain at least 36 credits, have a final degree average of at least 58.00%, and have at least 30 credits with a mark of 60% or higher.

Lower second class (2.ii): In your final year, you must pass at least 36 credits and have a final degree average of at least 50.00%. Alternatively, you must gain at least 36 credits, have a final degree average of at least 48.00%, and have at least 30 credits with a mark of 50% or higher.

Third class: In your final year, you must pass at least 30 credits and have a final degree average of at least 40.00%.

Unclassified: In your final year, you must pass at least 30 credits and have a final degree average of at least 38.00%.

If you fail to meet any of these criteria, you have failed your degree.

Individual Mitigating Circumstances

For the purpose of determining the degree classification, the marks of any units that are affected by individual mitigating circumstances in the second and final year are adjusted to what they would have been without individual mitigating circumstances being present. This adjustment is done for each assessment affected, provided its mark was not achieved through deferred assessment, by looking at comparable assessments not affected by individual mitigating circumstances and using marks achieved in these assessments as a benchmark. Using these revised marks, the above criteria for the award of degree classifications are then used. However, the actual marks achieved and the actual degree average as shown on the transcript are not changed. These adjustments are at the discretion of the Board of Examiners.

If individual mitigating circumstances are accepted in the final year, the criteria on credits required for the award of a degree may be relaxed and the Board of Examiners may decide for a student to take the affected assessments again in the supplementary assessment period in August or to repeat the final year. The latter will normally be the case if individual mitigating circumstances affect more than 30 credits in their final year.

Degree classification (for students commencing their first year 2014/15 and later)

The final degree average will be calculated from the credit-weighted averages of your second and final year with a weight of 32% and 68%, respectively. The criteria for the award of degrees are as follows:

First class: In your final year, you must pass at least 42 credits and have a final degree average of at least 70.00%. Alternatively, you must pass at least 42 credits, have a final degree average of at least 68.00%, and have at least 30 credits with a mark of 70% or higher.

Upper second class (2.i): In your final year, you must pass at least 42 credits and have a final degree average of at least 60.00%. Alternatively, you must gain at least 42 credits, have a final degree average of at least 58.00%, and have at least 30 credits with a mark of 60% or higher.

Lower second class (2.ii): In your final year, you must pass at least 42 credits and have a final degree average of at least 50.00%. Alternatively, you must gain at least 42 credits, have a final degree average of at least 48.00%, and have at least 30 credits with a mark of 50% or higher.

Third class: In your final year, you must pass at least 42 credits and have a final degree average of at least 40.00%.

Unclassified: In your final year, you must pass at least 42 credits and have a final degree average of at least 38.00%.

If you have passed at least 30 credits and have a final degree average of at least 38.00%, you have to take supplementary exams in all failed units in the supplementary exam period (August). After you pass the supplementary exams, the above criteria for degree classifications are applied. Please note, for the calculation of the credit-weighted average of your final year, only the original mark is considered and no additional supplementary exams can be taken to gain credit.

If you fail to meet any of these criteria, you have failed your degree.

Individual Mitigating Circumstances

For the purpose of determining the degree classification the marks of any units that are affected by individual mitigating circumstances in the second and final year are adjusted to what they would have been without individual mitigating circumstances being present. This adjustment is done for each assessment affected, provided its mark was not achieved through deferred assessment, by looking at comparable assessments not affected by individual mitigating circumstances and using marks achieved in these assessments as a benchmark. Using these revised marks, the above criteria for the award of degree classifications are then used. However, the actual marks achieved and the actual degree average as shown on the transcript are not changed. These adjustments are at the discretion of the Board of Examiners.

If individual mitigating circumstances are accepted in the final year, the criteria on credits required for the award of a degree may be relaxed and the Board of Examiners may decide for a student to take the affected assessments again in the supplementary assessment period in August or to repeat the final year. The latter will normally be the case if individual mitigating circumstances affect more than 30 credits in their final.

Alternative exit awards

If you leave your programme early or are required to withdraw from your degree you may be eligible for a generic exit award, either a Certificate of Higher Education (CertHE) or a Diploma of Higher Education (DiplHE). Further information on these awards can be found at www.bath.ac.uk/quality/documents/QA3-certhe.pdf for the Certificate in Higher Education and at www.bath.ac.uk/quality/documents/QA3-diplhe.pdf for the Diploma in Higher Education.

9. Change of circumstances

Personal circumstances

You must ensure that the University holds your correct, up-to-date, personal and academic details within SAMIS. If you change your address – either your semester-time or home address – please ensure that you update your details online at: www.bath.ac.uk/samis

If you change your name, you will need to complete CC Form A (Notification of Change of Student's Personal Circumstances) and provide valid proof of the change. Please speak to the Undergraduate Office or Student Services in the Roper Centre for a copy of the form and advice.

Academic circumstances

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

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

The financial implications of withdrawing from the University or suspending your studies can be significant. You will find general information at: <http://www.bath.ac.uk/students/finance/funding-advice/changes-to-your-study/index.html> and www.bath.ac.uk/students/finance/funding-advice/index.html

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

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

You will need to register any change of academic circumstances, including a change of optional units, with the University. Please speak to the Undergraduate Office who will provide the correct form.

10. University regulations for students

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

Important information

The full Regulations for Students can be found at: www.bath.ac.uk/regulations

11. 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: www.bath.ac.uk/regulations/Regulation1.pdf and Regulations 2.4 and 2.10 explain the consequences of non-payment of tuition fees: www.bath.ac.uk/regulations/Regulation2.pdf.

Part III: Lectures and seminars

1. Lectures

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

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

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

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

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

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

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

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

2. Seminars, Tutorials, and Workshops

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

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

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

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

3. Attendance requirements

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

See Regulation 3: www.bath.ac.uk/regulations

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

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

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

Please note that it is not acceptable to miss lectures due to other commitments you make, e.g. paid or voluntary work, participation in extra-curricular activities, or sports. In cases where you are required to be absent from university for personal reasons, you must contact the Director of Studies prior to

your absence and obtain his approval for your leave if this exceeds 2 weeks. In all cases where you miss lectures or seminars, it is the student's responsibility to obtain all information on the contents of the missed lectures and seminars, as well as any further information given by the unit convenor. Academic staff will not provide students with private lectures to compensate for their absence.

For further information regarding attendance please see Regulation 3: www.bath.ac.uk/regulations/

Students on a Tier 4 visa are subject to special requirements regarding formal attendance monitoring, the details of which are summarized here: www.bath.ac.uk/students/visa-advice/attendance-monitoring/index.html

4. Option choices

Information on how to choose optional units can be found at:
www.bath.ac.uk/catalogues/information/students/online-unit-selection.html

You will be notified by email at the relevant point in the academic year when online unit selection is available, and informed of the deadline for making your choices. If you have any queries about which optional units you should choose, please discuss this with your Director of Studies.

Students in the first year of their degree must choose their optional units for both semesters no later than Wednesday 5pm in week 1 of the first semester. For all subsequent years, i.e. the second and final year, students have to choose their options in April / May prior to the commencement of the academic year. You can only choose options for which you have the prerequisites, information of which is available from the unit catalogues, found at <http://www.bath.ac.uk/catalogues/2017-2018/es/es-proglist-ug.html>. All unit choices must be completed in SAMIS.

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

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

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

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

5. Timetables

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

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

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

Part IV: Assessments

Assessment is conducted for each unit individually and takes generally two forms: assignments and examinations. This part of the handbook provides you with a general overview of the assessments and associated procedures, the details on the requirements for each individual unit will be provided by the unit convenor at the beginning of the semester.

1. Examinations

Most units have a written examination at the end of the semester or academic year during the assessment period lasting 2 hours in most cases, although other lengths are possible. Unless otherwise specified by the unit convenor the assessment will be covering the contents of the entire unit, including all lectures, seminars, and required readings; this also applies where assignments have already covered parts of the unit.

The exam structure will vary between different units. In some units you will be given a choice which questions to answer, while in other units all questions are compulsory and some units might operate a mixture of compulsory and optional questions. You should receive adequate information from the unit convenor on the structure of the examination and the instructions will also be made public on the notice board prior to the examination.

In most cases you will not be allowed to bring any material into the examination, although some units may allow you to use your own material, either specified elements or any material students choose; your unit convenor will provide information on this issue. In any case you are required to bring your own pen as none are provided for students. The university provides you with an answer booklet for the examination and you are not allowed to use your own paper. Furthermore, where appropriate you are provided with a calculator and students are not allowed to bring their own calculators. In order for students to familiarize themselves with the calculators used in the examination, the library holds a small number of calculators for students.

The University will supply an English-English dictionary for consultation during the examination for all students, unless this is seen as inappropriate for this specific examination. It is not possible to bring your own dictionary and at the end of the examination students must not take the dictionary with them.

Examinations are scheduled centrally and students are notified in writing about the day, time and venue of the examination via SAMIS about 4 weeks in advance (2 weeks for the supplementary assessment period). Each student is allocated to a room and a specific seat number, which will differ for each examination, it is therefore paramount that you keep this information safe and bring it with you to the examination. Please note that students on the same unit may sit the exam in different rooms, albeit at the same time.

You will also receive a candidate number for each academic year, which is different from your student number and also varies between academic years. This candidate number is used to identify you as examinations are conducted anonymously. You must keep this number safe and write it on each examination script.

Students should take extra precautions when travelling to the University to ensure they arrive at least 15 minutes before the commencement of the examination. If you arrive late, you will not be given additional time at the end of the examination as all students must finish at the same time. Students arriving at the examination venue more than 30 minutes late will not be admitted and cannot take the examination.

In order to improve your success in examinations

- Familiarise yourself with the instructions on which questions to answer,
- Answer only the required number of questions in the correct categories. If you answer more questions in any category than required, the examiner will decide which questions will be marked,
- Do not write out the question, but do write down the question number,
- Strike out any material that is not to be read (e.g. unwanted attempts),
- Write as legibly as possible;
- Show your working in mathematical/quantitative answers such that you can be awarded marks if you get the wrong answer, but use the correct method.

Students are not entitled to see their examination scripts at any time after the examination has finished. Apart from the mark, no feedback on examinations is routinely provided by the unit convenor. Only in cases where students are required to re-sit examinations or their exam performance is significantly below other examinations will feedback be given on the main shortcomings of the examination. This does not apply to cases where students are allowed a deferred “first sit” due to mitigating circumstances. Please see Section 7 - Feedback policy for further details.

Students who have a disability, learning difficulty or require any other form of support during their studies or for examinations need to contact the Disability Service <http://www.bath.ac.uk/groups/disability-service/> who will give advice on the arrangements the University can make.

If you feel unwell shortly before taking an examination, you are advised to go to the medical centre as soon as possible. In most circumstances students are encouraged to sit their examinations as scheduled, even if this involves special arrangements being made. In these cases individual mitigating circumstances (see section 3. Individual mitigating circumstances) should be submitted within 3 working days of the examination affected.

Supplementary assessment

‘Supplementary assessment’ is the term normally used for an opportunity given to a student to retrieve failure before starting the next stage of a programme. It generally involves re-doing coursework or re-sitting an examination. Students undertaking supplementary assessments are likely to have to return to the University in the summer to re-sit examinations.

For the 2017–18 academic year, this period will be 15 August to 24 August 2018.

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

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

If you pass all your supplementary assessments, you will be able to progress onto the next stage of your programme.

The outcomes of failing a supplementary assessment are as follows:

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

2. Assignments

Assignments are pieces of work that are assessed during the teaching period of the semester in which a unit is taught, i.e. prior to the examination period. Not all units have assignments and it should be made clear by the unit convenor at the start of the semester whether any assignments are required for a unit. Assignments can take many different forms, e.g.:

1. *Individual coursework:* Students are given a problem set and required to produce a written report and hand this report in to the Undergraduate Office by a given deadline, which is communicated by the unit convenor. Commonly the report will also have to adhere to a word limit, i.e. not exceed a given number of words. In order to produce the report, students will in general have to use their own research to identify solution strategies, going beyond the lectures, seminars and required readings.

When submitting your report, you need to fill in and sign a cover sheet, available to download from SAMIS. You will have to provide one stapled hardcopy of your report into the boxes opposite the Undergraduate Office in 3E4.19. In addition, you have to upload the Word or PDF file of your coursework to Moodle. Both must be submitted on the day of the deadline by 12 noon.

Students should note that collaboration by students in any form is not allowed in individual coursework and constitutes an assessment offence.

2. *Group coursework:* Group coursework is similar to individual coursework with the exception that students are required to collaborate in groups of 2-5 students. Groups are expected to share the workload of the assignment and each member to contribute to it. In some cases students are required to agree a distribution of marks amongst themselves, details of any procedures are then given by the unit convenor. How groups are formed will be determined by the unit convenor and announced in due course during the semester. While collaboration within a group is required, collaboration between groups constitutes an assessment offence.
3. *In-class test:* An in-class test is an examination conducted either during one of the lectures or in a specially arranged session during the teaching weeks, usually lasting between 30 and 120 minutes. The topics covered by the in-class test will commonly be limited to that of the lectures, seminars and required readings until the preceding lecture week. Attendance of in-class tests is compulsory and the rules on mitigating circumstances similar to examinations apply. The rules on assessment offences for examinations also apply for in-class tests. Students with special exam arrangements will normally be given comparable arrangements for in-class tests, provided the request has been made with sufficient time and is relevant to this form of assessment.
4. *Online test:* An online test is an assessment that is conducted using Moodle. Commonly the test will consist of multiple choice questions and/or numerical questions in which only the final answer needs to be given. It is common that you will be given a limited time to complete the test and you are able to determine when you want to start the test. There will, however, be a limited time window in which to complete this test. Students are able to complete the test from any computer with internet access, but failure of computer equipment or the internet connection can only be accepted as individual mitigating circumstances if students have used a university-installed computer on campus. The topics covered by the online test will commonly be limited to that of the lectures, seminars and required readings until the preceding lecture week. Completion of online tests is compulsory and the rules on mitigating circumstances similar to examinations apply. The rules on assessment offences, in particular collaboration between students, also apply for online tests. Students with special exam arrangements will normally be given comparable

arrangements for online tests, provided the request has been made with sufficient time and is relevant to this form of assessment.

5. *Presentations*: Students are required to present their solution to a problem set in front of all students participating in the unit, normally during a lecture or seminar. Presentations are usually a requirement as part of coursework, where the presentation either replaces or supplements the written report. Students will be assessed on either the presentation or a combination of the presentation and written report. Attendance for the presentation is compulsory and the same rules regarding mitigating circumstances as for in-class tests apply. Similarly, collaborations among specified groups of students are only accepted where explicitly allowed by the unit convenor.

Submission of coursework

Any individual or group coursework will have a specified date for submission to the submission boxes next to the Undergraduate Office in 3E4.19, the deadline is always 12 noon on the relevant day. Students have to adhere to this deadline strictly and failure to do so will result in penalties being applied. Any coursework submitted within 5 working days of the submission deadline will receive a mark capped at 40 and any coursework submitted more than 5 working days after the deadline will receive a mark of 0. It is not usually possible to mark coursework anonymously if it is submitted after the deadline. If you have exceptional circumstances that affect your ability to hand in your coursework on time, you must let the Director of Studies know as soon as you are aware of the problem – you must not wait until the deadline is close. You should use the extension form available from Moodle and describe the nature of your circumstances and provide any supporting evidence, e.g. a doctor's note. Please note that retrospective extensions cannot be granted unless there is a valid reason for not submitting the extension request earlier.

The report you produce as part of your assignment will normally have a word limit, i.e. the maximum number of words allowed. The unit convenor should inform you which elements of your report count towards the word limit, e.g. main body of text, footnotes, appendices, bibliography. Unit convenors have different policies regarding the treatment of students exceeding the word limit; they might not tolerate any excess at all or might tolerate a moderate excess of within 10% of the word limit. The unit convenor should make his/her policy clear when making the assignment instructions available. Unless the unit convenor specifies otherwise, if you have exceeded the word limit, the marker will stop reading your assignment at the word limit plus 10%, i.e. you might not get all of your essay marked and important components might not be considered.

Once your assignment has been marked, you will be able to access feedback on your submitted work and gain knowledge of the mark awarded; this should normally be prior to the start of the examination period. Feedback can take many forms, it might be a written comment on your piece of work which you will be given access to, the provision of solutions to the problem set or discussion of the problem set in lectures or seminars. Feedback on your assignment will normally be given within three semester weeks unless special circumstances make a longer time period necessary.

3. Individual mitigating circumstances

Mitigating circumstances are all events that may temporarily have an adverse effect on your ability to complete assessments or affect your performance in assessments. Such events might be accidents, illness or exceptional personal circumstances, e.g. bereavements in your immediate family. Such

events might not only occur immediately prior to or during the examination period or the deadline of an assignment, but can occur at any time during the semester and affect your ability to attend lectures and seminars and/or affect your learning during the semester.

The Director of Studies must be notified of any mitigating circumstances as soon as they become known to the student. Mitigating circumstances known to exist prior to any assessment, i.e. assignment deadline or examination, must be notified as soon as the student becomes aware of it; all other mitigating circumstances must be notified within 3 working days of the assignment deadline or examination to which the mitigating circumstances apply. Mitigating circumstances notified after this deadline cannot be considered unless there is a good reason for not submitting these on time.

In order to notify the Director of Studies of mitigating circumstances, students have to fill out a form, available from Moodle, in which they have to detail the nature of the mitigating circumstances and how it affected them, its duration, the assessments affected and provide supporting evidence. It is the student's responsibility to ensure that all supporting evidence is supplied in a timely manner; under no circumstances will the Director of Studies or other members of staff help to obtain such evidence. Any evidence presented in a language other than English will have to be accompanied by an official and certified translation. Students should note that mitigating circumstances without supporting evidence will in most cases not be acceptable.

Individual mitigating circumstances for coursework are normally not acceptable. You should seek an extension to your submission by applying to the Director of Studies, although the same standards with respect to evidence applies. Extensions cannot be applied for retrospectively unless exceptional circumstances apply.

If you are seriously ill or fall ill shortly before assessments, you should go to see a doctor immediately and obtain a medical certificate to use as evidence for your mitigating circumstances. Please note that medical certificates cannot be issued retrospectively or by a doctor who you have not consulted about the illness.

Any information on mitigating circumstances will be treated as confidential during discussions at exam boards. Normally the nature of the mitigating circumstances are made known to members of the exam board, but if students wish they can confine knowledge of the nature of the mitigating circumstances to the chair of the exam board, the Director of Studies, external examiners and the departmental administrator.

Any mitigating circumstances will be taken into account by the exam board and decisions will reflect the severity of the mitigating circumstances. While the exam board is not able to change the mark of an assessment, it may decide to award credit for a unit failed marginally or in more severe cases may allow the student to repeat the assessment.

Further advice on the submission of mitigating circumstances can be obtained from the Students' Union Advice and Support Service (www.thesubath.com/support) or the Student Disability Advice Team (www.bath.ac.uk/groups/disability-service). Full information and guidance on Individual Mitigating Circumstances and Assessment is available at: www.bath.ac.uk/registry/imc/imc-students.html

4. Marking Criteria

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

First Class (70% and above): Student shows ability to identify the key issues, demonstrates an excellent grasp of the relevant concepts and is able to argue logically and organise the answer well.

Answer demonstrates excellent analytical ability and technical skills and very good powers of critical thought. Superior understanding is shown by good use of examples to illustrate points and to justify arguments. Good writing ability. Evidence of wide reading in, and appreciation of, the subject. Outstanding first class answers (75-100%) will show clear evidence of independent reading or thinking and/or excellent powers of critical thought.

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

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

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

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

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

In general markers are looking for the following:

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

5. Marking procedures

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

We have adopted a principle of anonymous marking in order to protect students and staff from bias, and the perception of bias, in the marking process. It applies to all examinations and other assessments, except presentations and dissertations.

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

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

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

6. External examiners

An External Examiner is an academic from another University who is suitably qualified and experienced in their field. The role of External Examiners is to assure that assessment processes are fair and academic standards are appropriate, and they support the development of our programmes. External Examiners look at draft examination papers and samples of assessed work, and attend Boards of Examiners.

Once a year, External Examiners provide a written report on each taught programme. We will look at these reports and a response will be made to their comments. The Staff/Student Liaison Committee also discusses these reports as part of the annual monitoring of programmes.

It is not appropriate to make direct contact with External Examiners. If you are dissatisfied with the process or outcome of an assessment, and are considering whether to raise this either informally or formally, the sections of this handbook on Procedures for Academic Appeals and Dealing with a problem involving the University: Complaints give some more information about the University's procedures for student complaints and academic appeals. The section on Student Representation sets

out how students can engage with the quality management process through which the University considers and responds to External Examiners' comments and suggestions.

7. Feedback policy

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

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

Feedback can fulfil a range of purposes:

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

Feedback can come from many sources:

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

Feedback can take many different forms, including:

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

- posted solutions to exercises.

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

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

1. The department uses **anonymous marking** for all coursework and in class tests. This means that for all assessments, the only form of identification will be the students' **5-digit candidate number**. Candidate numbers will be visible on 'Samis on the web' from week 3 of semester 1. The department highly recommends students look up and memorize their candidate number. However, please be aware that the 5-digit candidate number **changes each year**. Please ensure that your candidate number is clearly written on any exam papers or other assessments. **Do not confuse your candidate number (5 digits, on Samis) with your student number (9 digits, on your Library Card)**
2. Students will receive coursework back from tutors (or from the Undergraduate Office) **within three semester weeks**. In cases where the coursework precedes the final examination, efforts will be made to ensure that students receive feedback well before their examination so that they are able to prepare better.
3. For coursework, marks will reflect performance across a range of criteria indicated **on the back of the cover sheet**, accompanied by general comments indicating (a) what was done well, (b) what could have been done better, and (c) additional information specific to the piece of coursework.
4. For class tests and examinations, staff will post **generic feedback** on examination and coursework performance in the assessment block of the unit Moodle site and/or on their personal web pages.
5. Important communication from teachers to students regarding the taught units will be uploaded to a dedicated Moodle page called '**Econ Zone Undergraduates**'. 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 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. Requests to review exam papers need to be made within **3 weeks** from the notification of the exam results. 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.

8. Academic Integrity: training and test

All students registered on an award at the University are required to undertake training and a test aimed at providing a common baseline of knowledge and understanding of good academic writing practice. This includes an understanding of plagiarism and other assessment offences, and the skills necessary to reference your work appropriately. Further information on this test can be found at www.bath.ac.uk/students/support/academic/academic-integrity/index.html

The training and test are accessed from Moodle by clicking on the link entitled '**Academic Integrity Initiative**': <http://moodle.bath.ac.uk>. The training can also be accessed directly at: www.bath.ac.uk/learningandteaching/BathEpigeum/epigeum2011.bho/index.html

If you do not have access to this online test in Moodle, please contact the Undergraduate Office.

When you have completed the training tutorial – perhaps a couple of times - and are confident that you have understood it, you should undertake the mandatory test of understanding. To pass the test you will need to achieve a mark of 85%.

If you do not pass the test, you will need to re-visit the training and/or look at the other guidance available to you via the Student Skills site: www.bath.ac.uk/asc/study-skills/academic-integrity.html

You can take the test as many times as necessary until you pass, but you must do so no later than by the end of November of your first year in Bath.

IMPORTANT: You will not be able to progress to the next year, irrespective of your programme marks, until you pass this test. Ultimately this means that, if you have not passed the test, you will not be able to receive your award.

Further information

Academic integrity: www.bath.ac.uk/asc/study-skills/academic-integrity.html

Regulation 3.7: www.bath.ac.uk/regulations/Regulation3.pdf

9. Assessment offences, plagiarism and penalties

There are many forms of using unfair means in assessments, the most relevant forms for students being cheating in examinations and presenting work for assessment which is not their own.

In an examination, unfair means include a wide range of forbidden practices in an examination; examples include but are not limited to the use of unauthorised reference material or notes, the use of your own calculator, the use of mobile phones, cribbing from other examination candidates or allowing others to do so, and disturbing behaviour during examinations.

The forms of potential unfair means in assignments are rather more diverse. Examples of such unfair means include fabrication and falsification of results, i.e. reporting on empirical investigations never conducted or not truthfully reporting the outcomes of such investigations, plagiarism, i.e. using the writing or ideas of another person – including other students – and representing them as one's own, unauthorized collaboration or collusion, i.e. the representation of work produced in collaboration with another person as one's own work, duplication of one's own work, i.e. submitting without acknowledgement an assignment or parts thereof that has previously been submitted for assessment.

Any suspicion of assessment offences will be thoroughly investigated and if an allegation is upheld, the student will be penalized. The penalty varies with the severity of the offence and ranges from a formal reprimand to the termination of the programme. A second or third offence will attract more severe penalties than a first offence. The details on the procedures and penalties for assessment offences are given in QA53. <http://www.bath.ac.uk/quality/documents/QA53.pdf>

Work produced by someone else may be summarised or repeated providing it is referenced to the original author. As well as text, work such as diagrams, maps, tables and charts must also be acknowledged. In addition to the use of quotation marks when quoting from original sources and secondary material, full reference for both quotes and paraphrases or summaries of published material must be given. All references should then be included in a bibliography at the end of the piece of work. Appropriate references for web-based material must also be given, including the relevant URL.

There are several acceptable methods of referencing material. Examples include the Harvard system and the Numeric system. Within the Department of Economics it is recommended that the Harvard method is used. Guidance on referencing work and plagiarism is available from the Library guides <http://www.bath.ac.uk/library/infoskills/referencing-plagiarism/>

Any allegation of an assessment offence will be investigated by the Director of Studies and if to be deemed sufficiently substantiated a Board of Inquiry will be set up to determine the nature and severity of the penalty but this may mean failure of the unit concerned or a part of your degree, with no provision for reassessment or retrieval of that failure. Proven cases of plagiarism or cheating can also lead to disciplinary proceedings. Claims of inadvertence or ignorance will not be accepted as a basis for mitigation of a penalty.

Further information

For further information on all our skills and development opportunities see:

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

Academic integrity: www.bath.ac.uk/asc/study-skills/academic-integrity.html

Library resources: www.bath.ac.uk/library/infoskills/referencing-plagiarism

Students' Union Skills Training: thesubath.com/skills-training

If you are accused of an offence, the Students' Union's welfare services are available to support you.

Further information

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

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

Plagiarism detection and personal data

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

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

The 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 – see below) and may make, or authorise third parties to make, copies of any such work for the purposes of:

- assessment of the work
- comparison with databases of earlier work or previously available works to confirm the work is original
- 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 Service upon submission of work. You may ask for your personal data to be removed by contacting the University's Data Protection Officer, located in 4 West 3.5 or via dataprotection-queries@lists.bath.ac.uk.

Further information

The University's procedures on Examination and Assessment Offences (QA53) are described at:

www.bath.ac.uk/quality/documents/QA53.pdf

Regulation 15, Assessment of undergraduate and taught postgraduate programmes:

www.bath.ac.uk/regulations/Regulation15.pdf

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

10. Procedures for Academic Appeals

University Regulation 17 <http://www.bath.ac.uk/regulations/Regulation17.pdf> explains in which circumstances a student may request that the Board of Studies review a decision relating to a failed final examination, unit assessment, or failure to progress to the next part of a degree. In summary, the following are the grounds under which such a review may be permitted:

- that there exist circumstances affecting the performance of the candidate of which the Board of Examiners have not been made aware and which you could not reasonably have been expected to have disclosed to the Director of Studies in accordance with the Regulation on mitigating circumstances (15.3 d);
- that there were procedural irregularities in the conduct of the examinations or formal course assessments (including administrative error) of such a nature as to cause reasonable doubt whether the Board of Examiners would have reached their decision had the irregularities not occurred;
- that there is positive evidence of prejudice, bias or inadequate assessment on the part of one or more of the examiners.

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

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

Any student seeking a review on any of the grounds indicated above must notify the Chair of the Board of Studies in writing within fourteen days of being notified of the decision of the Board. The request should be submitted on the appropriate form available at <http://www.bath.ac.uk/registry/appeals/> , which also includes guidance for students. The request for a review must include:

- a statement specifying which of the grounds set out in Regulation 17.4 apply to the review;
- a statement of the circumstances leading to the review;
- any additional documentary evidence;
- a statement of the student's desired outcome;
- an explanation as to why the student was previously unable to provide any new information disclosed to the Board of Studies at this stage.

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

The Chair of the Board of Studies, in consultation with the Head of Department, has discretion to decide that there are insufficient grounds to warrant holding a review. The student will be advised of this decision and their right to submit review in accordance with Regulation 17.11.

Where the Chair of the Board of Studies, in consultation with the Head of Department, agrees that there is a prima facie case for an academic review, the Chair may consult with the Director of Studies and internal examiners to determine whether or not the student's desired outcome is the most appropriate action in view of the circumstances and the student's academic profile. Where this is the case, the Chair may take executive action to approve the outcome without the need for a review hearing.

Where the Chair, in consultation with the Head of Department, agrees that there is a prima facie case for a review but executive action is deemed inappropriate, the Board of Studies will conduct a review hearing. The student will be expected to be present at the hearing, accompanied by a friend or adviser (such as a Students' Union Officer).

A student who disagrees with the outcome of an appeal may ask the University Secretary to convene a Student Academic Appeals Committee to consider the case, the relevant procedure is set out in Regulation 17.12.

Students considering lodging a request for an academic review or a review appraisal should discuss the matter with their Director of Studies, Personal Tutor or the Students' Union [(Education Officer) or the ARC, Advice and Representation Centre <https://www.bathstudent.com/advice/> centre, email: aware@bath.ac.uk] as soon as possible.

Students should consult the University's guide to academic review and review appraisal procedures at <http://www.bath.ac.uk/registry/appeals/> and the Regulations governing these procedures at <http://www.bath.ac.uk/regulations/>.

If you are uncertain as to whether your concerns are a potential academic appeal or a student complaint, please refer to the guidance at: www.bath.ac.uk/students/support/complaints/index.html

Part V: Student support

1. Access to academic staff

During the teaching weeks and up to the start of the examination period students can normally expect to be able to see unit convenors or their teaching assistants to ask questions about the contents of the unit they are taking. Each unit convenor will operate office hours that are advertised on the unit outlines and on Moodle. Some unit convenors will be happy to answer questions by e-mail while others may not respond at all to e-mails by students. Students are requested to respect these arrangements and if the unit convenor does not mention his preferred arrangement at the start of the semester, ask them. Unit convenors might not always be available to answer e-mails due to other commitments such as administrative duties and research, please bear this in mind and do plan ahead.

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

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

2. Access to administrative staff

The Undergraduate Office is usually open Monday to Friday 10am-12pm and 2.00pm-4.00pm but is closed on Wednesday afternoons. The Placements Office and Student Experience Officer operate their own appointments, please contact them directly.

3. Personal tutoring

On entry to the University you will be assigned a Personal Tutor who will help you to get the best out of your university experience. You should meet with your personal tutor at least three times in your first semester at the University and at least once per semester thereafter. This enables you both to get to know each other such that you can raise any issues with your tutor and your tutor can support you fully throughout your programme. It is important that you attend the scheduled meetings with your personal tutor and let them know in advance if you cannot attend. Many of these meetings may be in small groups but you can also request a personal, one-to-one meeting at any time.

You can expect your personal tutor to:

- Have a meeting with you at least four times in your first year, and twice annually thereafter. As indicated above you should not hesitate to approach your tutor for additional meetings,
- Discuss with you your choice of options and provide you with feedback on exam performance,
- Discuss with you changes in your learning strategy that may be necessary to facilitate independent learning in the transition from school to university,
- Provide a point of call to discuss any problems that are affecting your academic progress,
- Write references and advise you on personal development plans (see section below), work placements and career options.

In turn your personal tutor will expect you to:

- Reply promptly to invitations to attend a personal tutorial,
- Inform him or her of any medical or personal factors which may affect your academic work, and to keep him or her informed of any significant change in circumstances that might affect your academic performance,
- Continually search for ways to improve your learning skills,
- Take responsibility for the direction of your university career.

If you do not feel comfortable with your personal tutor please contact the Director of Studies to discuss the matter and a change of personal tutor might be possible.

Please note that personal tutors are not able to answer questions on individual units, in such cases you should contact the unit convenor or teaching assistant.

Further information

www.bath.ac.uk/students/support/academic/personal-tutors

4. Communication with students

Every student receives an e-mail account upon registration; this e-mail account is automatically subscribed to relevant mailing lists, e.g. for the degree and the units you choose. It is through this e-mail that much information is sent, such as reminders for deadlines, changes to lectures or information on extra-curricular events as well as compulsory information sessions. Hence it is important that you check your e-mails regularly, usually daily. You must ensure that you can receive e-mails on your university e-mail by keeping your storage requirements below your allocated quota, e.g. through deleting old e-mails from your account.

Similarly, notices might be put up on Moodle. Please note that if you have recently changed your registration, e.g. by changing degrees or units, that it may take up to 2 weeks for all systems to be updated. Information affecting individual units may also be given by the unit convenor verbally during the lecture or in seminars. It is therefore important to attend all lectures and seminars.

5. Personal development planning

Personal Development Planning is a process of recording and reflecting on your skills and experience which will help you to plan for your personal, educational, and career development. The University provides information and tools to guide you through the process, see www.bath.ac.uk/students/support/academic/personal-development-planning/index.html for more detailed information.

Personal Development Planning is also an important element of The Bath Award. The Bath Award recognises and accredits the skills and achievements of students engaged in all types of extra-curricular activities. It operates alongside your degree programme and aims to capture the extra-curricular achievements at University that you will find valuable in your future life and career. You can obtain more information from: <https://www.thesubath.com/bathaward/>

There are also many more extra-curricular activities in which you can engage to develop your skills, university societies <https://www.bathstudent.com/socs/>, sports activities <https://www.bathstudent.com/sport/>, language courses <http://www.bath.ac.uk/flc/>, or volunteering.

6. Medical facilities

Students are requested to register with the University medical centre or another general practitioner as soon as possible; it is generally not possible to receive non-emergency health care in the UK without being registered. Additionally, you would also not be able to obtain a doctor's note to support any mitigating circumstances.

You are also advised to register with a dental practice as soon as possible. Access to dentists can be very problematic and even when in pain it can be difficult to obtain dental care. The university has a dental practice, although the number of students able to register is limited. If you are not able to register at this practice, you are advised to look for a dental practice in Bath, some of which might be able to register you.

Part VI: University Services

1. The Library

The Library is open 24 hours a day and provides print and electronic materials and information services to support study and research across the University. It houses over 520 PCs, wireless networking throughout, and provides areas for both quiet individual study and group work. Alongside 340,000 printed books, it offers over 22,000 electronic journals, 425,000 electronic books, 90 databases and digital versions of the University's academic publications, all available across the University and beyond. The Library's copy and print service includes black and white and colour photocopying, laser printing and scanning.

Information specialists, known as Subject Librarians (see the Department's library resources page below), are responsible for services to individual Departments/the School. They provide individual help to students and staff, as well as teaching information skills in Department and School programmes and through general University skills provision. All new students receive library introduction sessions during the induction period.

Further information

Department's library resources page: <http://www.bath.ac.uk/library/subjects/economics/index.html>.

For information on all library services and resources: www.bath.ac.uk/library

2. Computing facilities and IT skills

You will have been issued with a unique username and password to register online. This forms your email address (username@bath.ac.uk) and once registered you will be able to access one of over 1,000 workstations across campus. These enable you to use email, the internet, file storage, Office applications such as Word and Excel and often give access to the more specialist software used on your programme. All computers print to photocopiers in the Library and around campus, for which there is a charge per page.

With your username and password you can also register your own laptop, smartphone or tablet for connection to the campus wireless network (which covers spaces such as communal areas, the Library and cafés) or to around 150 student docking ports. You can use your own device to access many University applications using a service called UniDesk. Find out more about this at:

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

Support is available from the IT Service Desk on Level 2 of the Library or online at:

www.bath.ac.uk/computing-services

Tutorials and Frequently Asked Questions (FAQs) are provided in the help section.

If you have a disability or require learning assistance, Computing Services can support you with your computing needs. An Assistive Technologist is available to provide advice and support. Additional resources available include a purpose-built room, specialist software and computer hardware - including laptops for loan.

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

You can also borrow technology from the Service Desk in support of your studies, for example audio recorders, video cameras and projectors.

Further information

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

Information for new users: <http://go.bath.ac.uk/newusers>

Information for users with a disability or requiring learning assistance: <http://go.bath.ac.uk/assistive-technologies>

IT shop: <http://go.bath.ac.uk/ITshop>

Computing Services Twitter feed: @UniofBathIT

3. Accessing university email

You will need to use your unique username and password to access your University email account.

You are able to access your email by going to <http://mail.bath.ac.uk>. Your username also forms your email address (username@bath.ac.uk).

The University will often communicate with you about a range of important matters including registration, unit enrolment, assessment, degree ceremonies, and matters such as tuition fees, via your University email account. So that you do not miss out on (and as a consequence fail to act on) important information, it is a University requirement (Regulation 1.3) that you access your University email account regularly, even if you are out on placement or study abroad.

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

Further information

Email guidance: www.bath.ac.uk/bucs/email

Regulation 1.3: www.bath.ac.uk/regulations/Regulation1.pdf

4. SAMIS

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

Further information

www.bath.ac.uk/samis

5. Moodle

Moodle is the Virtual Learning Environment (VLE) used at the University of Bath. It is used by to support learning and teaching at programme and unit level. It provides a platform for the delivery of resources and online activities, and can also support student interaction and collaboration. It can be accessed from <https://moodle.bath.ac.uk/>.

6. Recording of lectures

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

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

Further information

Ordinance 22: www.bath.ac.uk/ordinances/22.pdf

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

7. Student Support

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

Student Services

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

- counselling and mental health
- disability issues
- money and funding
- residential life and wellbeing.

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

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

The Roper Student Services Centre in 4 West is open from 9.30am to 4.30pm throughout the year (tel: 01225 385538). Services are also available from the Virgil Building in Bath city centre.

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

The Students' Union Advice and Support Service

The Students' Union Advice and Support Service provides information for students on a range of topics affecting their education and welfare, including advice for students wanting to submit Individual Mitigating Circumstances claims (see the section in this Handbook on **Assessment**), to change their programme, or experiencing problems with their programme. The staff in the Advice and Support Service also offer support, information and representation at academic appeals, academic misconduct and disciplinary hearings, and information and advice on a wide range of issues which affect students including housing and welfare issues.

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

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

The Students' Union webpage provides the facility for students to report incidents of harassment, discrimination or bullying. Incidents can be reported anonymously if preferred. Details of how to report an incident are available at: thesubath.com/report-an-incident

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

Further information

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

Residential Life and Wellbeing Service

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

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

Further information

www.bath.ac.uk/groups/residential-life-and-wellbeing-service

8. Academic Study Skills Support and Development

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

These opportunities have been designed to give you choice and flexibility to help you get the support and development you need at the time you most need it. You can choose from classes,

tutorials, drop-in sessions, workshops and online resources to develop your academic skills, for example to:

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

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

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

Further Information:

Find out more about the skills support and development opportunities available here: <http://www.bath.ac.uk/asc/index.html>

9. Careers Service

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

Further information

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

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

10. Advice for international students

The Student Immigration Service provides a tailored pre-arrival and induction programme and advice and support for all international students, including a 'check and send' service if you need to send a Tier 4 visa application to the Home Office. The Service offers workshops, a drop-in service, advice via email, phone and web-based platforms, or individual appointments can be made through the Helpdesk in The Roper Student Services Centre, 4 West.

Further information

www.bath.ac.uk/visa

University-wide induction and welcome events are organised for incoming exchange students in the first week of each semester.

Further information

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

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

11. Advice for students with disabilities, long-term illness, and specific learning difficulties

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

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

The Disability Service (www.bath.ac.uk/groups/disability-service/) provides advice, guidance, information and support for a range of needs including:

- Autism Spectrum Disorders/Asperger's Syndrome
- dyslexia and other specific learning difficulties
- mental health
- mobility impairments
- sensory impairments
- health conditions such as Epilepsy, HIV, Diabetes or Chronic Fatigue.

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

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

Please note that Student Disability special arrangement forms received less than 1 week before a test cannot be guaranteed. However, the Department will make every effort to put special arrangements in place.

12. Pregnancy and Maternity

The University is committed to being as flexible as possible in supporting students who become pregnant, decide to terminate a pregnancy or have a very young child. You are not under any

obligation to inform the University of these circumstances, but doing so will enable us to put in place arrangements that will assist you in undertaking your programme of study.

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

Further information

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

13. Care leavers and estranged students

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

Further information

www.bath.ac.uk/guides/financial-support-if-you-are-leaving-care

www.bath.ac.uk/students/finance/funding-advice/additional-financial-responsibilities

14. Student representation

Feeding back your views to the University

The University is committed to reviewing and continually improving its practice. The main ways in which we seek feedback are through:

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

We also use focus groups, Departmental working parties, and various kinds of feedback session.

You can get actively involved in determining how your educational and student experiences are organised by becoming active in the Students' Union or by letting your Department know that you are interested in contributing.

Every Department has a formal system so that all students can comment routinely, in confidence and anonymously on the learning experience they have received. Such comments help us to check that:

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

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

When we receive responses to evaluations, we analyse them – especially the positive suggestions for change and concerns that are voiced. Student feedback and the resulting actions are taken into consideration in annual monitoring of units and programmes. Survey results are discussed at committees where student representatives have the opportunity to input to any action plans developed in response to the issues raised.

Your feedback is important to both the University and the Students' Union. Please keep telling us what is going well and what needs to get better. We will communicate how feedback on units and programmes, and the wider student experience, has been acted upon.

Student representatives

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

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

Student representation on Committees

Departmental level:	<p>Each Department has at least one Departmental Staff / Student Liaison Committee (SSLC). These comprise several elected student members, known as Academic Reps, and an equal or smaller number of staff members. Academic Reps are elected at the beginning of every year through online elections. Their role involves collecting the views of the students on their programme and attending SSLCs where they represent these views to their Department.</p> <p>Each SSLC produces an Annual Overview Report briefly outlining their work and highlighting good practice, the key themes explored and the actions that have been taken as a result. The Students' Union reviews all these reports and prepares a summary report for the University highlighting issues which need to be addressed by the institution as a whole.</p> <p>There is also provision for student membership of the Department Learning, Teaching and Quality Committee: normally one undergraduate and one postgraduate (taught) representative.</p> <p>Academic Reps attend Students' Union Academic Council meetings. These take place every three weeks during semester time in order to:</p> <ul style="list-style-type: none"> • keep Students' Union Officers and fellow Academic Reps informed of academic developments throughout the University • discuss common problems and interests affecting Departments
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	<ul style="list-style-type: none"> gather student opinions and views to be used by the University and the Students' Union update Academic Reps on key issues. <p>Do feel free to approach your student Academic Reps at any time to inform them of good practice or areas for enhancement in your units and programme. This is normally the person who represents your year or degree scheme on the Departmental SSLC.</p>
Faculty/ School level:	Student representatives are also elected as Faculty Reps to sit on a number of Faculty/School level committees such as the Faculty/School Board of Studies and the Faculty/School Learning, Teaching and Quality Committee. Faculty Reps are also members of the Students' Union Academic Exec Committee.
University level:	University committees with student representation include the Council/Senate/Students' Union, the University Learning, Teaching and Quality Committee, the Programmes and Partnerships Approval Committee, and Senate.

If you are interested in opportunities to represent student views, please contact the Students' Union: academicreps@bath.ac.uk

The Students' Union runs a full training programme for student representatives including an online course in Moodle, a conference and additional sessions through the Skills Training programme.

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

Further information

Your SSLC: <https://moodle.bath.ac.uk/course/view.php?id=2134>

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

Election of Academic Reps: thesubath.com/elections

Students' Union Skills Training programme: thesubath.com/skills-training

Outline election procedures are included in QA48 Student Engagement with Quality Assurance and Enhancement, Annex A: Staff/Student Liaison Committees:

www.bath.ac.uk/quality/documents/QA48_Annex_A.pdf

15.Students' Union membership

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

16.Dealing with a problem involving the University

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

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

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

Complaints

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

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

In addition, there are procedures for requesting a review of progression or award classification decisions, or of the level of attainment. For information on these procedures, please see the section in this Handbook on **Procedures for Academic Appeals**.

Further information

Student Complaints Procedure: www.bath.ac.uk/regulations/Appendix1.pdf

Bullying, harassment and victimisation

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

This policy and procedure applies to all staff, students and third parties (e.g. contractors to the University).

Further information

Dignity and Respect Policy:

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

On reporting incidents of bullying or harassment, see also the section in this Handbook on **Student Support**.

Mediation

If you are involved in a disagreement or dispute, you can seek help from the University's Mediation Service. This service is impartial, non-judgemental, and confidential. Requests for mediation support should in the first instance be made either to the Mediation Service Manager, or the Students' Union Advice and Community Manager.

Further information and contacts

Mediation Service: www.bath.ac.uk/equalities/activities/mediation

Mediation Service Manager: 01225 383098 or equalsdiv@bath.ac.uk

Students' Union Advice and Community Manager: 01225 385863 or suadvice@bath.ac.uk

17.Data protection

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

18.Health, safety and Security

The University's Health and Safety Policy Statement and policies, standards and guidance on specific topics are available at: www.bath.ac.uk/hr/stayingsafewell/hs-policy/index.html

The Policy Statement is also displayed throughout the campus. Staff within the University Health, Safety and Environment Service (Wessex House 3.12) provide professional advice on health and safety matters and monitor the health and safety performance of the University. Further information is available from www.bath.ac.uk/hr/stayingsafewell/index.html or email: uhse@lists.bath.ac.uk.

Current University guidance on fieldwork and on work placements is available from this link: www.bath.ac.uk/hr/stayingsafewell/working-off-site/index.html.

19.Equality and Diversity

Everyone at the University of Bath has a responsibility for promoting equality and fostering good relations between all members of the community, students and staff, and also for eliminating unlawful discrimination, harassment and victimisation against anyone for reasons of age, disability, gender, pregnancy and maternity, race (this means colour, nationality including citizenship, ethnic or national origins), religion or belief, sexual orientation, or transgender status. The new equality duty also covers marriage and civil partnership with regards to eliminating discrimination in employment. Follow this web link to an important document which explains the practices in the University: www.bath.ac.uk/equalities/policiesandpractices/EqualityObjectives.pdf

Also available is an access guide which outlines the disabled access features and route plans at the University of Bath: www.disabledgo.com/organisations/university-of-bath/main-2

Further information is available from www.bath.ac.uk/equalities/ or email: equalsdiv@bath.ac.uk

20. Further Study

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

Appendix A – Essay guidelines

Introduction

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

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

Usually, specific requirements are stipulated for each essay:

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

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

The process of writing an essay

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

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

(e) Return to (c) and repeat until you are ready to write. Beware reading too much and thinking for yourself too little!

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

Essay structure

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

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

The body of the answer should: explain and describe the main points of your answer; provide evidence from the text or texts to substantiate your points; use quotations or précis as evidence, and; provide the exact references showing the source of your quotes or summaries. Do not write about the question - answer it.

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

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

What constitutes a good essay?

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

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

Comprehensiveness

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

Structure and Logic

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

Personal Arguments

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

Evidence

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

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

Readability

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

Marking essays

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

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

Appendix B: Referencing

Examples of how to and how not to cite references

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

Steps you can take to avoid plagiarism

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

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

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

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

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

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

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

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

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

Right ways and wrong ways: Some Examples

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

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

How might you use this source in a paper?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix C: Information on listening and note taking

Appendix D: Faculty structure and contacts

Your programme is delivered by the Department of Economics within the **Faculty of Humanities & Social Sciences (HSS)** (<http://www.bath.ac.uk/hss>). The Faculty (one of three Faculties and one School in the University – see below and <http://www.bath.ac.uk/departments>) comprises six departments.

Economics <http://www.bath.ac.uk/economics>

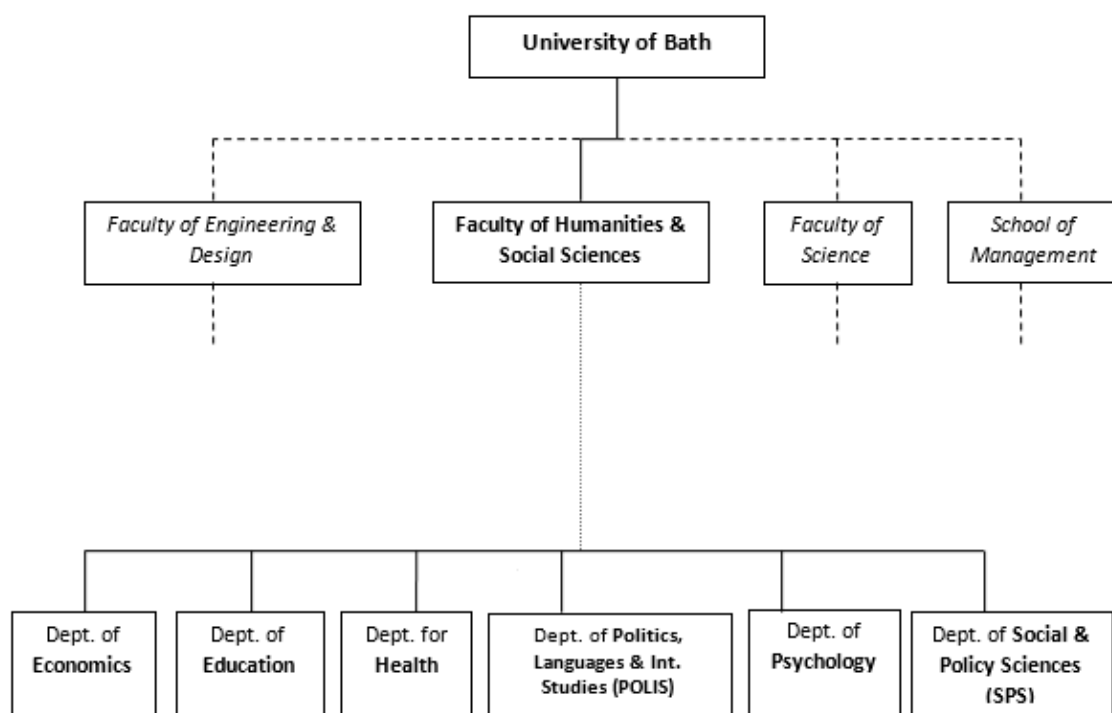
Education <http://www.bath.ac.uk/education>

Health <http://www.bath.ac.uk/health>

Politics, Languages & International Studies <http://www.bath.ac.uk/polis>

Psychology <http://www.bath.ac.uk/psychology>

Social & Policy Sciences <http://www.bath.ac.uk/sps>



Faculty Taught Programmes - Undergraduate and Postgraduate

Undergraduate and Postgraduate departmental taught programmes are delivered by academic staff in departments, with administrative support provided by our Taught Programmes Team. Our Taught Programmes Team consist of expert managers, officers, administrators and administrative assistants, located in office hubs across our Faculty buildings – 3 East, 1 West North, 1 West and 10 West.

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

Our duties include:

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

It is important that you get to know the administrators who look after your particular programme, as they can often provide invaluable guidance on various aspects of the programme. If your administrator is unavailable then please feel free to speak to any other of our other administrators listed below, all of whom will be very happy to help you. If you have any problems then please feel free to contact one of the Programmes Officers or Managers.

Programme specific email addresses are used to manage enquiries from students and academic staff and these are regularly monitored by designated members of the team.

Our Taught Programmes Team members are based in Taught Programmes Support Hubs across the Faculty.

Taught Programmes Support Hub

Location: 3 East (offices 3.17 + 4.19)

Departments: Economics and SPS programmes

Programmes Officer: [Hannah Weeks](#) 3 East 3.17/4.19

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

- [Jo Parry](#) Programme Administrator, 3 East 4.19
- [Emma Tarbuck](#) Programme Administrator, 3 East 4.19

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

- [Adele Draper](#) Programme Administrator, 3 East 3.17

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

- [Catherine Adams](#) Programme Administrator, 3 East 3.17

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

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

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

- Vacant position, Programme Administrator, 3 East 3.17

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

- [Adele Draper](#) Programme Administrator, 3 East 3.17

Administrative Assistants:

- [Liz Turner](#) 3 East 3.17/4.19
- [Sandra Swaby](#) 3 East 3.17/4.19

Taught Programmes Support Hub

Location: 1 West North (office 3.2)

Departments: Education and Health programmes

Programmes Officer: [Emma Scrase](#)

Undergraduate Education: education-ug@bath.ac.uk

- [Alison Mayes](#) Programme Administrator

Postgraduate MRes in Education

Postgraduate MA International Education and Globalization: education-ieg@bath.ac.uk

Postgraduate MA TESOL: education-tesol@bath.ac.uk

- [Heather Kubiak](#) Programme Administrator

Undergraduate Health Sport and Social Sciences and Sports Performance: hss-sportsperformance@bath.ac.uk

- [Lucy Gaffney](#) Programme Administrator

Undergraduate Health Sport and Exercise Science: hss-ses@bath.ac.uk

Undergraduate Health - Health and Exercise Science: hss-pah@bath.ac.uk

- [Corinna Box](#) Programme Administrator
- [Nagma Van Kampen](#) Programme Administrator

Taught Programmes Support Hub

Location: 1 West North (office 2.6)

Department: PoLIS programmes

Programmes Officer: [Kay Hill](#)

Undergraduate politics programmes: polis-ug-admin@bath.ac.uk

- [Anna McGregor](#) Programme Administrator

Undergraduate Modern Languages and European Studies: polis-ug-admin@bath.ac.uk

Undergraduate International Management and Modern Languages: polis-ug-admin@bath.ac.uk

Postgraduate Interpreting and Translation programmes (MAIT, TPLS, MATBI): polis-pg-langs@bath.ac.uk

- [Emily Toynbee](#) Programme Administrator

Postgraduate politics programmes (Euromasters, MAIR, MIREP, MAIS, MRes): politics-pg-admin@bath.ac.uk

- [Andie Barlow](#) Programme Administrator

Programme Administrator:

- [Lauren Jones](#)

Administrative Assistant:

- [Anne Coleborn](#)

Taught Programmes Support Hub

Location: 10 West (office 1.02)

Department: Psychology programmes

Programmes Officer: [Kay Hill](#)

Undergraduate programmes: psychology-ug@bath.ac.uk

- [Cynthia Spencer](#), Programme Administrator

Postgraduate MRes programmes

Postgraduate MSc Health Psychology: psy-pg-health@bath.ac.uk

Postgraduate MSc Applied Clinical Psychology: psy-pg-clinical@bath.ac.uk

- [Caroline Chapman](#) Programme Administrator

Taught Programmes Support Hub

Location: 1 West (office 3.04)

Faculty: Postgraduate Distance Learning programmes

Programmes Officers:

- [Jo Wright](#) PGT Distance Learning in Health and Education
- [Sharon Firkins](#) MRes Programmes Coordinator (including programme administration for the MRes in Health and Wellbeing)

MA Education: education-ma@bath.ac.uk

- [Kath Earle](#) Programme Administrator

MSc Sports and Exercise Medicine: SEM@bath.ac.uk

MSc Sports Physiotherapy: SPY@bath.ac.uk

- [Rachel Sherring-Lucas](#) Programme Administrator

Administrative Assistant:

- [Nicola Topping](#) Administrative Assistant (supports MA Education programme and Health distance learning programmes Research Phase)

Faculty Taught Programmes Management Team

Programmes Managers

- [Elise Merker](#)
- [Abby Stacey](#)

Programmes Officers: fac-hss-pgo@bath.ac.uk

- [Emma Scrase](#) (Health, Education)
- [Hannah Weeks](#) (Economics, SPS)
- [Kay Hill](#) (PoLIS, Psychology)
- [Jo Wright](#) (PGT Distance Learning in Health and Education)
- [Sharon Firkins](#) (MRes Programmes Coordinator)
