



School of Economics

UNIVERSITY OF EAST ANGLIA

POSTGRADUATE COURSE GUIDE 2009-2010

**GRADUATE DIPLOMA IN
ECONOMICS**

Please note: this guide applies only to the academic year 2009-2010.

Every year there are changes made to our postgraduate courses and it may not be possible to notify students of these prior to registration. Any changes will be included in subsequent editions.

Welcome

To 2009-2010 Graduate Diploma Students

Congratulations on receiving the offer of a place on the School's Graduate Diploma course in 2009-10. I hope very much that you will enjoy your studies at the University of East Anglia, Norwich, and find them profitable for your future career.

As you arrive at UEA you will see the enormous investment that is taking place in the infrastructure of the university, preparing it for a future of growth and development.

This guide has been prepared to introduce you to the Graduate Diploma course and to answer many of the questions you may have about the modules available. You will find the guide very useful throughout your period of study here, so please retain it for future reference. Upon your arrival here you may have other matters you need to sort out.

Your adviser, who is able to offer advice on academic and non-academic matters relating to your study at the university, is the Postgraduate Teaching Director, Dr Joel Clovis, Room 3.71, j.clovis@uea.ac.uk. You should arrange to see him at the beginning of the semester.

While you are here, it is important to use your time effectively, but you should not spend all your time working. Take time to relax and to get to know other aspects of the University and Norwich. You can find out what the University has to offer through the Union of UEA Students and the Graduate Students' Association (GSA). Norwich and the area surrounding it have much to offer. The Tourist Centre in the Forum, Millennium Plain (near the open air market in the city centre) can provide information and is well worth visiting and browsing in.

I look forward to meeting you and take this opportunity of wishing you a stimulating and successful year.

Yours sincerely

Daniel Zizzo
Head of the School of Economics

I. **Introduction**

The purpose of this guide is to introduce you to the Graduate Diploma course taught by the School of Economics, by providing brief descriptions of the modules within the course, including introductory reading lists, and by offering guidance on work distribution and module assessment. The module descriptions are provisional: more detailed information will be provided by teachers at the beginning of each module.

To begin with, the following information may be useful:

USEFUL INFORMATION

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Who to see if you have questions

Upon your arrival you may have various matters you need to sort out; to do this as easily as possible it is important that you see the right people. You should therefore address enquiries as follows:

Academic and personal matters: see the Postgraduate Teaching Director (Dr Joel Clovis, Room 3.71, j.clovis@uea.ac.uk).

Accommodation problems: these should be taken up with the Accommodation Centre in the Street on University Plain.

Administrative matters, module handouts or other matters to do with individual modules: see the Economics secretary, Gina Neff (Room 3.54, g.neff@uea.ac.uk) or the DEV/ECO Teaching Office, Room 3.09

Remember that you can help one another by discussing economics among yourselves - in past years the MA students have usually built up a good cooperative spirit and this has helped them to cope with what is undoubtedly a tough schedule.

School contacts

Other than your Module teachers and adviser, the other key people in the school with responsibility for students are:

Professor and Head of School	Daniel Zizzo	Arts 3.46	d.zizzo@uea.ac.uk
Secretary	Gina Neff	Arts 3.54	g.neff@uea.ac.uk
Faculty Manager	Karen Morley	Arts 3.56	k.morley@uea.ac.uk

Postgraduate Teaching Director	Joel Clovis	Arts 3.71	j.clovis@uea.ac.uk
Lecturer and Senior Adviser Plagiarism Officer Coursework Convenor	Sue Long	Arts 3.23	susan.long@uea.ac.uk
Professors of Economics			
	Klaus Abbink	Arts 3.43	k.abbink@uea.ac.uk
	Stephen Davies	Arts 3.52	s.w.davies@uea.ac.uk
	Shaun Hargreaves		
	Heap	Arts 3.49	s.hargreaves-heap@uea.ac.uk
	Bruce Lyons	Arts 3.42	b.lyons@uea.ac.uk
	Robert Sugden	Arts 3.81	r.sugden@uea.ac.uk
Reader in Econometrics	Peter Moffatt	Arts 3.41	p.moffatt@uea.ac.uk
Senior Lecturer	Sara Connolly	Arts 3.73	sara.connolly@uea.ac.uk
Senior Lecturer	Bibhas Saha	Arts 3.40	b.saha@uea.ac.uk
Lecturers	Xinyi Li	Arts 01.25	tbc
	Ben McQuillin	Arts 3.61	b.mcquillin@uea.ac.uk
	Subhasish Modak		
	Chowdhury	Arts 3.37	tbc
	Grischa Perino	Arts 3.21	g.perino@uea.ac.uk
	Chiara Peroni	Arts 3.57	c.peroni@iea.ac.uk
	Anders Poulsen	Arts 3.44	a.poulsen@uea.ac.uk
	Odile Poulsen	Arts 3.76	o.poulsen@uea.ac.uk
	Sasha Talavera	Arts 3.38	s.talavera@uea.ac.uk

General Administration

Teaching Office

The Teaching Office administers undergraduate and taught postgraduate teaching activities in the Faculty from five distributed office locations. Each location is staffed by a small team offering dedicated support to the staff and students in the School(s) at or close to that location. You should make yourself familiar with the Teaching Office responsible for your School as soon as possible, as this is the Office with which you will have a high degree of contact over the course of your academic study.

Caroline Sauverin is the Faculty Manager for the SSF Teaching Offices.

The locations and contact information of your Teaching Office is given below:

School of International Development and School of Economics (DEV/ECO)

Room 3.09, Arts 1 (Building A1 on the campus map)

General enquiries: (01603) 592062

Senior Administrator	Heather Reynolds	*(59) 2517
Administrator	June Felekkis	*(59) 2896
Senior Administrative Assistant	Audrey Richardson	*(59) 3168
	Jan Burnett	*(59) 2164
Administrative Assistants	Ginette Irvine	*(59) 2894
	Lorraine Whiting	*(59) 2744
Clerical Assistants	Penny Thimbleby	*(59) 2706
	Peter Quinn	*(59) 2941

* The four-digit number can be accessed from within the University (using an internal phone) but the full 6-digit number is required from outside.

Notices, letters and emails

You are required to respond to any notices or communication directed to you within 48 hours of it being made available to you. Notices may be posted on University, Faculty or School noticeboards, delivered to your pigeonhole or contact address, published via Blackboard, the Student Portal or sent by email. You must therefore ensure that you are aware of the location of pigeonholes and noticeboards, and that you check pigeonholes, noticeboards and your University email account on a regular basis. **Please ensure that you use your UEA email account for all correspondence.**

Economics Student Pigeon holes

Your pigeon holes will be located just outside Room 3.04 which is at the end of the Teaching Wing, near the fire exit. Noticeboards with information about your modules etc. will be located in the Teaching Wing corridor.

WE WOULD ASK THAT ALL STUDENTS RESPECT THE FACT THAT TEACHING WILL BE TAKING PLACE IN THIS CORRIDOR AND THAT THEREFORE THEY SHOULD TALK QUIETLY AT ALL TIMES.

Student Contact

External mail for students resident on campus should be addressed to their residence at the University of East Anglia, Norwich, NR4 7TJ. Your mail may be collected from the University post room which is in the ARTS 1 building, lower ground floor, from 1030-1630 hours Monday to Friday.

Internal mail is placed in the student pigeon holes.

The ability to contact students easily, whether individually or collectively, is an important part of the day-to-day functioning of the University. Email has become a standard method for this, and all students should check their UEA email account at least daily. Please use your UEA email account for all correspondence.

Students should be in a position to respond to any notice or communication directed to them within 48 hours of it being made available to them, i.e. of it being posted on a University or School notice board, to their UEA email account or in their pigeon hole, or being delivered to their contact address.

Change of address

You must ensure that you update your contact details via the Student Portal. Failure to do so will result in information being sent to your last known address and may result in your not receiving important information relating to your study.

Telephone numbers

There may be occasions where we need to contact you urgently, to advise you of a short notice change to a meeting or lecture, or to speak with you directly about your studies. You should therefore ensure that, where possible, you supply us with an up-to-date telephone number or mobile phone number, and that you notify the Faculty Teaching Office of any changes to your contact telephone numbers.

The Faculty of Social Sciences

The Faculty of Social Sciences at the University of East Anglia encompasses applied research and teaching in a wide range of social sciences and other professional fields and currently consists of the following Schools of Study:

- School of Economics (ECO)
- School of Education and Lifelong Learning (EDU)
- School of International Development (DEV)
- Norwich Business School (NBS)
- Norwich Law School (LAW)
- School of Social Work and Psychology (SWP)

The faculty is managed by a **Dean of Faculty**, Professor Neil Ward, who is responsible for the academic and strategic management of the Faculty and a **Director of Faculty Administration**, Dr Andrea Blanchflower responsible for the administrative support services within the Faculty. The Director of Faculty Administration is supported by **Faculty Managers** responsible for the various areas of operation. The Faculty Manager for the Teaching Office is Mrs Caroline Sauverin.

Teaching Offices for Schools in the Faculty of Social Sciences

Please note that these are the external telephone numbers, and if you are calling from an internal telephone, only the last four digits, after the '59' need be dialled.

School of Economics and the School of International Development (DEV/ECO joint office)

Room 3.09, Arts 2 (Building F1 on the campus map)

General Enquiries	01603 592062
Senior Administrator	Heather Reynolds

School of Education and Lifelong Learning (EDU)

School Reception, Room 0.20, (Building F3 on the campus map)

General enquiries:	01603 591451
Senior Administrator	Dr Tim Southon

Norwich Business School (NBS)

School Reception, Room 0.113, EDU (Building F5 on the campus map)

General enquiries:	01603 592263
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Senior Administrator Gavin Tash

Norwich Law School (LAW)

General Office, Earlham Hall (Building F4 on the campus map)

General enquiries: 01603 592520

Senior Administrator Heather Reynolds

School of Social Work and Psychology (SWP)

School Reception, Elizabeth Fry Building (Building F6 on the campus map)

General enquiries: 01603 592068

Senior Administrator Dr Tim Southon

Other Faculty Offices at UEA

Faculty of Arts and Humanities Undergraduate Programmes Office
(Floor 0, Arts 0.69)

General enquiries: 01603 591731
Hum.tpo.reception@uea.ac.uk

Faculty of Health Undergraduate Programmes Office (Main Campus)

General enquiries: 01603 593681

Faculty of Science Teaching Office (Floor 0, Science Building)

General enquiries: 01603 592837

The Academic Year

The academic year is divided into two teaching semesters each of twelve weeks, and assessment periods at Easter for some Schools, and in the summer over a period of six weeks during which formal University examinations are held for those modules which have them as part of their assessment. Please see Semester and Assessment Dates for the 2009/10 dates.

You should note particularly the week-numbering system which is often used to refer to dates. For example, week 1 of the Autumn Semester commences on Monday 21 September 2009 and ends Friday 11 December 2009 of week 12.

The School of Economics uses Weeks 1 - 11 for teaching, you should attend all lectures and seminars during this period, Week 12 is designated as an assessment week.

Semester and Assessment Dates 2009/10

Autumn Semester: 21 September 2009 to 11 December 2009
(Christmas break 12 December to 10 January)

Spring Semester: 11 January 2010 to 19 March 2010
(Easter break 20 March to 18 April)
19 April 2010 to 30 April 2010

Assessment period: 4 May 2010 to 11 June 2010

Reassessment period: 23 August 2010 to 31 August 2010

Please note that exams may take place during the Christmas or Easter break so do not plan holidays until you are sure of all your commitments. Likewise after the Assessment period as you may need to be reassessed in August 2010.

The University expects students to be available for the duration of the assessment periods and if necessary for reassessment or delayed "first sitting". **Students will not normally be able to take reassessment examinations abroad.**

Campus Cards

Campus cards are issued to all UEA students. You will need a Campus card to gain access to the following:

- The Library
- 24 Hour IT Area on floors 0 and 1 of the Library Extension
- Car Park

- Sportspark
- Restricted access areas - Labs in some schools
- Student Union Membership (UEA & national membership)

You will also need the Campus Card to borrow and reserve books and for network printing and photocopying.

Campus Cards are produced from 9am - 5pm, Monday to Friday at the Campus Card Desk next to the Reception on floor 0 of the Library. Staff will also update existing or expired membership during these hours.

A replacement charge of £10.00 is made for lost or stolen cards.

The replacement fee is waived if a police crime sheet number is shown at the Campus Card Desk.

Further information is available on the UEA Portal at:

<http://www.uea.ac.uk/is/ithelpdesk/campuscards>

Safety

The University has a duty of care to ensure that students are not placed at unnecessary risk during their educational activities here; similarly students have a duty of care towards themselves and others. Thousands of people use the campus; some will have impaired hearing, vision and mobility. Do not leave rubbish on steps. Cyclists are not permitted to cycle on walkways or to chain bicycles to handrails on steps. You should also familiarise yourself with the following:

- notices about action to take on discovering a fire
- the locations of emergency exits in the building you use
- notices about first aid

The University has installed modern fire detection equipment to reduce the risk of serious fires. Automatic fire detectors give early warning of potential fire conditions to the Security Lodge and from there to Norfolk Fire Service. There are fire extinguishers and manual break-glass call points in all buildings; at these fire points there are notices giving information about action to take and the location of the assembly point. Activation of the fire alarm sounds a clear warning throughout the building.

When you hear the fire alarm do not assume it is drill or a systems test or wait for a fire warden to tell you to move. Leave the building immediately by the nearest exit (follow the green signs). This may not necessarily be the point which you entered the building.

Regulations

General Regulations for Students

All students must abide by the General Regulations for Students. You should ensure that you are familiar with the regulations and conduct yourself accordingly. If you have any queries about any part of these regulations, please contact your Advisor or Faculty Manager for further advice. Failure to abide by any University regulations may result in disciplinary action under the University Disciplinary Procedures. The General Regulations and Disciplinary Procedures are available on the UEA Portal at <http://www.uea.ac.uk/ltqo/calendar>

Regulations for Awards

The regulations governing the Common Course Structure are available on the Portal at the following address

http://www.uea.ac.uk/polopoly_fs/1.130538!FWF54%20CCS%20REGS.pdf

Equal Opportunities for Students

The University is a premier research and teaching university, dedicated to the advancement of learning and the increase of knowledge both to satisfy the aspirations of individuals and to contribute to economic, social and cultural progress at regional, national and international levels. As a reflection of its mission the University is a large, international and multicultural community which values and encourages diversity.

The University is committed to equality of opportunity and fair treatment for all its students and staff and aims to create an atmosphere of learning that is tolerant and respectful of differences. The University has developed policy and code of practice to promote equality of opportunity for students, to ensure that no student receives less favourable treatment on grounds of sex, marital status, race, colour, ethnic origin, sexual orientation, disability, political or religious belief or any other criterion accepted as irrelevant by the University Council.

If you have any concerns or queries related to equal opportunities you may seek advice from your Adviser, staff of the Dean of Students' Office (DOS), the Students' Union, the Graduate Students' Association, and in the case of students with disabilities, the University's Disability Co-ordinator.

The University Counselling Service, the Chaplaincy and the University Health Service are also available to students requiring their help.

The full Equal Opportunities for Students policy and procedures is available on the Portal at <http://www.uea.ac.uk/dos/Equal+Opps>

Information about your course

You will be given course specific information by your School, which will detail the requirements of your course, provide information about your Course Profile and give you other information about your study with us. There is a Blackboard site for all students registered in ECO which contains important information and documents.

Programme Specification

Your course will have a Programme Specification which sets out the aims and objectives of your course and gives details of the teaching and learning methods and assessment strategies. The Programme Specification is published on the University Portal or can be obtained from your Teaching Office.

Course Profile

Each course has a course profile which outlines the detailed requirements which you are required to study to satisfy the requirements of your course. The course profile for each year specifies the modules you must take, the options available and the semester in which each module is offered. You can access your course profile on-line from your personal E-vision account through the Portal.

Course Director

All degree courses have a Course Director – Dr Sue Long is Course Director for all undergraduate/diploma degrees in ECO. The Course Director will be able to provide detailed advice about the course requirements when you enrol for modules.

Outline of the Common Course Structure

The Common Course Structure (CCS) provides modular, semester or year-based modules of teaching with each module being assessed in the same year it is completed. The academic year is divided into two semesters, each semester containing 12 weeks of teaching. In the first year of study many courses have modules which are common to all students. Teaching at UEA is divided into modules lasting either for one semester or the whole year. Modules carry credits - in the School of Economics all modules are 20 credits.

Each module has a title, an organiser and a code. The first three letters of the code designate the School which offers the module. The fourth character designates the level of the module, the final characters are specific to the module.

- If the final digit is an odd number, the module is on offer in the Autumn Semester.
- If the final digit is an even number, the module is offered in the Spring Semester.
- If the module code ends in a Y, the module lasts for a full year.

For example, the module entitled 'Public Sector Economics' has the code ECO-2B14. The first three letters (ECO) identify this as a module taught by the School of Economics, the first numeral identifying the level of the module (meaning that ECO-2B14 is a level

two module). The remaining letter and numerals serve to differentiate the module from others. The last digit is an even number and signifies that it is taught in the Spring.

The available modules are published in the University's Module Catalogue, which is available via the Student Portal during the Spring Semester. The School of Economics circulates a guide to Economics Courses and Modules and holds a briefing session during the Spring Semester and further information about this will be available near the time.

Registration

At the start of each year, you will be required to register with the University, using the on-line registration facility. This is a simple process which requires you to check your personal information and provide us with your term-time address details and next of kin information. It is important that you complete the registration process as soon as possible by the published deadline. If you register after the published deadline, the University may levy a late registration fine. If you do not complete the registration process, you may ultimately be required to withdraw from your course of study.

You will be given instructions on how to register in your induction pack and help will be available to help you if you experience problems with the registration process.

The deadline for registration for 2009/10 is **28 September 2009**. Failure to do so may result in a fine.

Module Enrolment

You will be given a module enrolment form which you must complete and return to the DEV/ECO Teaching Office. Although you should try to get your choice of modules right first time, later Module enrolment changes are permissible subject to the availability of places on the module to which you wish to transfer and to the module organiser's approval. The School of Economics permits changes within the first two weeks of the teaching semester. Note that after Week 2 changes can be made only with a concession granted by the University Learning and Teaching Committee of Senate.

Teaching takes place for up to 12 weeks in each semester; the remaining weeks of the semester are devoted to private study and the completion of assessed work including course tests and examinations.

Attendance, academic progress and formal warnings

You are required to attend all lectures, seminars, workshops and other classes as prescribed by your course of study. If you find that you are unable to attend, due to illness or another unforeseen reason, you must contact the Faculty Teaching Office as

soon as possible to explain your absence.

Unsatisfactory work and/or attendance may lead to a formal Head of School warning under the **University Disciplinary Procedures**. If there is no improvement this may lead to a second formal Head of School warning. In serious cases, a third formal Head of School warning will be given and your case referred to the Senate Discipline Committee and you may be withdrawn from the University.

Teachers are provided with a list of students enrolled for their modules. You are required to attend all classes (lectures, seminars, tutorials, workshops, practical classes, etc.) and to submit work by the due date. Failure to do so will incur penalties and may result in disciplinary proceedings, as set out in General Regulations for Students in the Calendar. The penalties on late submission are outlined in the Penalties on Late submission later on in this Handbook.

Seminar Attendance and Rewarding Engagement

The School of Economics has a policy of compulsory seminar attendance, to ensure that all students taking ECO modules obtain the maximum benefit from the teaching available to them. The School has a policy of rewarding academic engagement – 5% of the coursework grade. The final mark for academic engagement will reflect the number of seminars that a student has attended. Missing a seminar in which you are due to present will result in the loss of all 5% of the marks allocated to seminar engagement and will result in a mark of zero for the presentation.

Depending on the module, you will be assigned to a specific seminar group or will be required to sign up to a seminar group for each module taken. You will be required to attend the requisite number of seminars as timetabled for each module. All Seminar Leaders will keep a register of attendance – it is the student's responsibility to ensure that their attendance is recorded on the register or sign-up sheet. It is unacceptable behaviour for a student to sign up for someone who is absent.

You will not be allowed to switch seminar groups without prior approval of the Teaching Office – approval will only be given IF you have a timetable clash. If you wish to switch a seminar group you should collect a form from the Teaching Office. The signed form must be submitted to the Teaching Office immediately in order that seminar lists can be updated. **If you switch seminar groups without prior approval you will be recorded as absent from your allocated seminar session.**

If you are unable to attend a seminar

If you are unable to attend a seminar due to illness or another medical reason you will be required to self-certify (where illness lasts for less than 7 consecutive days) or provide medical evidence (where illness lasts for 7 consecutive days or more). Self-certificates/medical evidence must be submitted to the Teaching Office as soon as possible after the period of illness for the record and no later than 48 hours after the student has returned to study. Please see the **Absence** section below.

Students who are unable to attend a seminar for a reason other than illness **MUST** contact their Seminar Leader **BEFORE** the seminar takes place to obtain prior approval for absence. Approval will be subject to the student presenting sufficient extenuating

circumstances to warrant absence.

Absence

Absence due to illness

All absence due to illness must be reported to the Faculty Teaching Office on the first day of the illness occurring. You are required to self-certify for absence due to medical reasons of up to 7 days. Forms can be obtained from the University Medical Service or the Faculty Teaching Office. ***If you are absent from a Course Test or Examination, there is a separate procedure to follow: please follow the guidelines in the Examinations section 'What to do if you miss a course test or Examination'***

If your illness is likely to be of over 7 days duration or prevents you from attending two or more successive classes, or prevents you from attending a course test or assessed presentation, you should make an appointment with the University Health Centre or your General Practitioner to obtain a medical certificate to cover the period for which you are absent. The medical certificate must be passed to the Faculty Teaching Office as soon as possible.

Please note: In the event of a 'flu pandemic, this advice may change in which case you will be advised accordingly, through the normal communication channels of email and the UEA portal.

Absence for reasons other than illness

If you find yourself in circumstances that require your absence during a semester for reasons other than illness, you must contact your Senior Adviser prior to the period of absence, explaining why you are unable to attend. The Senior Adviser may grant permission for you to be absent and this will be dependent on you demonstrating that you have good cause for your absence and that you are able to undertake and fulfil the requirements of your course on your return.

Absence for any reason does not exempt you from submitting coursework by the due date. You may apply for an extension to your coursework deadline where absence has affected your ability to complete your coursework on time. Please refer to the Extension section.

Intercalation

The General Regulations for students make provision for students who are facing particularly serious personal difficulties outside of their studies to interrupt a course of study for an agreed length of time. This is referred to as intercalation. Intercalations are granted for a variety of reasons: medical, financial, or a combination of these. Often the factors which have led to the intercalation request will have affected academic progress.

If you consider that you may need to intercalate, you should contact your Adviser or a

member of staff in the Teaching Office to discuss your options. You should also complete the "Circumstances affecting study" form, which will help you to provide the University with the information and evidence required to support your request for information. All intercalation requests require the approval of the University's Director of Taught Programmes and you should not assume that your request has been granted until you are formally informed by the University.

Assessment

PRINCIPLES OF ASSESSMENT

Assessment is the process by which academic progress is monitored during the degree course. Under the Common Course Structure academic work is assessed during the course of a module and an overall mark is awarded for each module completed.

The basis on which each module is assessed is shown in the module description. Detailed information about the assessment arrangements for each module (titles, tasks and the deadline for submission of assignments; course tests; seminar presentations, examinations etc) are presented in module outlines. If, when taking a module, the student is in any doubt about the assessment arrangements it is their responsibility to consult the relevant module co-ordinator as soon as possible. Information on modules taken outside of the School will be available from the School or Faculty office delivering the module.

Assessment is seen to have several meaningful functions.

- It is an essential part of the learning process and is intrinsic to the design of every module.
- It provides a vehicle for focused independent study in chosen areas.
- It is formative, in the sense of enabling students to monitor and improve their own performance.
- It allows judgements to be made about academic and professional qualities which will determine progression from year to year and final qualification.
- It provides reflection of a knowledge base and of professional competence, where relevant.

Assessment is seen as a part of learning rather than a test of what has been learned.

Coursework (CW): Work of any type (essays, class presentations, course tests, practical laboratory work) which is marked exclusively by those responsible for teaching the module.

Project (PR): A substantial piece of work, carried out by an individual student, or group of students, involving scholarly research and/or the analysis or application of data/knowledge in practical undertakings. They are double-marked and are subject to moderation by External Examiners.

Exam (EX): Usually unseen question papers to be answered in a limited time period. These are double marked and a sample will be shown to

the External Examiner for scrutiny.

Your coursework assessment may include:

- Essays - a formally set assignment based on a specified topic or question used to assess depth of understanding, problem solving and the application of knowledge and understanding
- Course tests - based on questions that require short answers or multiple choice questions. This format is designed to test knowledge and understanding and will be primarily used to assess a breadth of material,
- Workshops - which test your practical abilities,
- Critical reviews - requires the critical evaluation and discussion of an aspect of academic, professional or practice based literature. This is designed to encourage students to engage in a debate about current research and issues,
- Reports – which test your ability to provide a clear and concise accounts and analysis of a specific subject to a specified audience,
- Presentations - assesses student competence to present succinct and accessible information, tests communication skills,
- Dissertation - an in-depth long piece of study such as an extended literature review or research pilot study which tests the students' ability to undertake independent research.

Assessment methods

The mode of assessment will be determined by individual module convenors. Module assessments will typically involve a mixture of essay assignments, course tests and exercises ("coursework"). In most cases, there will also be an examination, which will usually take place during the Assessment Period following the Spring semester (coursework worth 40% and examination worth 60%). Full details will be given in the module handout given at the start of each module. For all forms of assessment and for each module, the pass mark is 40%.

Coursework includes work of any type (essays, class presentations, course tests, practical laboratory work). Coursework is moderated internally and by the External Examiner. All marked coursework, both hard copies and electronic, must be retained by students for possible scrutiny/moderation by an External Examiner.

Anonymised Coursework

It is University Policy that all written coursework submitted for summative assessment (that is work that counts towards the degree) should be identified by a student's registration number and not by their name. However, there are some circumstances where the marker may know the identity of the student, because of the nature of the assignment (presentation) or the support given towards the preparation of the assignment (dissertation supervision).

Coursework deadlines

Deadlines for the submission of coursework will be published in module outlines or notified to you by the Teaching Office. All coursework must be submitted by 1500 hrs on the published date. Failure to submit on time without an approved extension will result in a penalty for late submission.

Submission of Coursework

All coursework should be submitted to the relevant Teaching Office by the published coursework deadline date, using the anonymised coversheet available from the Teaching Office. For modules taken in a School which is not in the Faculty of Social Sciences, coursework should be submitted to the relevant Faculty or School Office, as directed in the module outline or other notification given to you. You should follow the instructions issued by the relevant Teaching Office to ensure that coursework is submitted correctly.

All coursework should be typed (equations excluded) and students must keep electronic versions of all their work for the duration of their period of study.

Return of Provisional Marks and Feedback on Coursework

You will be notified of the arrangements for the return of marked coursework by your School. The dates for return of written coursework will be published in module outlines or notified to you by the Teaching Office. In ECO we try to ensure that marks and feedback on seminar presentations are returned to students within a week of the presentation. Please note that if you have taken modules from a School other than your own, the arrangements for return of relevant coursework will be those operated by the School in which the module is taught.

The University's norm is that provisional marks and feedback on summative coursework (that is coursework which counts towards your degree) is provided no later than 20 working days after the published deadline for submission. Where the 20 working day deadline for feedback and provisional marks runs into a University Vacation Period, the work should normally be returned during week 1 of the following Teaching Period. It is recognized that illness or other unforeseen circumstances may delay turnaround beyond the 20 working days: where this occurs students affected by the delay should be informed. Where, exceptionally, turnaround times for specifically identified pieces cannot meet the 20 day norm, a full explanation of the reasons for this will be provided to students by the relevant School Director of Learning and Teaching at the start of each academic year.

Feedback on assessed work may be subject specific and/or generic and will include the relevant feedback form where appropriate. Where appropriate, further feedback, in the form of basic statistics (e.g. average marks and standard deviations) will be made available to student cohorts, so that students may gauge their performance against that of their peers (no individuals will be identified).

Approval of an Extension to the Submission Deadline

If you consider that you have experienced circumstances that have affected your ability to complete your coursework on time, a request for an extension to a coursework deadline should be submitted to the relevant Teaching Office (Arts 3.09). Requests for extensions should be made prior to the coursework deadline date and must be submitted on the relevant form which is available from the Teaching Office. All such requests must be formally approved by your School and approval will be dependent on whether you have sufficient extenuating circumstances. If you have any queries on whether you would qualify for an extension, you should contact the Teaching Office in the first instance. For extensions for modules taught in a School other than your own, you must submit your request for an extension to the relevant Faculty Teaching Office for the School responsible for teaching the module. See also the section entitled Absence.

Any student needing an extension should apply in advance in writing using the appropriate form. Extensions will only be given to students in extenuating circumstances and we will use the university guidelines on what constitutes Good Cause. Note that general pressure of work will not be considered as good cause, so it is essential that you plan ahead and organise your work to ensure that you can meet the deadlines set.

Extensions will be given to students who have an appropriate medical certificate covering the period over which work is due. These extensions will be administered by the Teaching Office. The Teaching Office will pass any other requests to the ECO Coursework Convenor, Susan Long, or the Postgraduate Course Director, Joel Clovis, for consideration.

Coursework submitted after the deadline, without an approved extension, should be accompanied by a brief statement by you, recorded on an appropriate form available from the Teaching Office setting out the reason why the work is being submitted late. Allowance may be given for acceptable extenuating circumstances and in such cases penalties for late submission will not be applied. The Teaching Office will pass any retrospective claims of extenuating circumstances to the ECO Coursework Convenor/Postgraduate Teaching Director for consideration.

Please note that late submission due to failure of a personal computer will only be accepted as extenuating circumstances if supported by written confirmation from a recognised computer repair company, detailing the nature and extent of the computer failure. **In all cases, you should ensure that you make regular back-up copies of all coursework in progress.** Further information on backing up your work can be found on the Getting Help section of the Information Services website: <http://www.uea.ac.uk/is/ithelp> .

Penalties on late submission

If you submit coursework after the published deadline, without an approved extension, the following penalties will apply.

<i>Work submitted</i>	<i>Marks deducted</i>
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on the due date after 1500 hours but before 1700 hours	5 marks
on the day following the due date up to 1700 hours	10 marks
on either the 2 nd or 3 rd day after the due date up to 1700 hours	20 marks
on the 4 th day after the due date or later	all the marks work merits if submitted on time (i.e. no marks awarded)

The penalties for late submission of pass/fail marked coursework in the absence of acceptable extenuating circumstances is that any coursework submitted after 1500 hours on the due date will be awarded a fail mark.

Saturdays and Sundays will **NOT** be counted when calculating the deduction of marks for unauthorised late submission.

Examinations

The main examination period for postgraduate and undergraduate students will be held from 4 May to 11 June, 2010, inclusive, with reassessment and delayed 'first attempts' held from 23 August to 31 August, 2010.

In order for scheduling of examinations to take place module enrolment for semester 2 must first be confirmed. Students should notify their Teaching Offices of any changes to module enrolments by 22 January 2010. We therefore expect to publish the timetable by 31 March 2010 for the May/June examinations and by 31 July 2010 for the delayed "first attempts" and reassessment examinations.

Candidates will receive an individual copy of their timetable in their pigeon holes.

Students are strongly advised not to arrange any holidays in the summer period until the end of year results are known in early July in case of need to attend a reassessment. Students will not normally be allowed to sit reassessment examinations overseas.

Candidates are asked to note please that since timetabling for a large number of examination sittings is complex,

- some examinations have to be held on a Saturday morning and afternoon;
- it is possible to have two examinations on one day (although the University will ensure that no more than five hours of examinations are timetabled in any one day with additional time allowed for those candidates requiring individual arrangements);
- it is possible that examinations will take place on consecutive days;

- the University expects students to be available for the duration of the assessment periods and if necessary for reassessment or delayed “first sitting”.

Students are responsible for checking their examination timetable carefully and presenting themselves for examination at the appropriate place and time. Absence from an examination as a result of the candidate’s own error over time or place of an examination will not be accepted as good cause for missing an examination. Students will not be allowed to enter the examination room 30 minutes after the start time.

Students with specific learning difficulties

Students with specific learning difficulties may be entitled to additional support at examination time. Please contact the Disability Team Administrator in the Dean of Students Office, either in person or by ‘phone on 01603 592891, if you would like further information.

Sticker system for students with a specific learning difficulty

If you have a specific learning difficulty (SpLD), you can now choose to use a coloured sticker on your examination and course test scripts. This will preserve your anonymity but will alert markers to the fact that the script has been produced by someone with a SpLD. Markers will then be expected to mark the papers in accordance with approved guidelines. These will emphasise the importance of marking for content and not penalising unduly for errors of grammar and spelling where the meaning is clear. The exception will be where correct grammar and spelling are a learning outcome of the module (eg in modern languages or linguistics). In such cases, this should be made clear to students in advance.

The use of stickers is restricted at present to formal University written examinations and course tests. Stickers must not be used on other course work. The use of stickers is optional and is in addition to any individual examination arrangements which have been agreed such as extra time. You do not have to have applied for individual examination arrangements to use stickers.

To qualify for stickers you must have provided acceptable evidence of one of the following SpLDs:

- Dyslexia
- Dyscalculia
- Dysgraphia
- Dyspraxia
- Attention deficit order or attention deficit hyperactivity disorder (ADD or ADHD)
- Asperger Syndrome

Use of Dictionaries and Calculators in University Examinations

The use of translation dictionaries and calculators are permitted in most examinations. The University is compiling a list of approved dictionaries and calculators, and further guidance will be available to students via the following link:

<https://intranet.uea.ac.uk/ltgo/exams/conductofexams>

Visiting students

All students are required to take any prescribed examination for their module(s). Visiting and exchange students should particularly note this requirement since early departure from the University may result in the award of a zero for any missed examinations. Where the requirements of a student's home institution means that they cannot remain at UEA for the duration of the assessment periods they are strongly advised to select modules that do not have an examined element. Should students have any difficulty with commitments at their home institution and UEA assessment periods, this should be raised with the relevant Faculty Teaching Office as soon as possible.

What to do if you miss a course test or examination

If a student misses a course test or examination it is important that they contact the Senior Administrator in the relevant Faculty Teaching Office. A student who is ill must visit the University Medical Centre or their own GP on the day of the examination and obtain a certificate which clearly states that they are unable to take the examination(s) or course test concerned. Please ensure that you tell your GP that you are due to sit an examination or course test. If you are not well enough to attend the Medical Centre or local surgery, you should then and a decision will be made as to whether a home visit is necessary.

Please note that the Medical Centre is closed on Saturdays. A student who is too unwell to attend a Saturday examination or who cannot complete the examination due to illness should telephone the 'Out of Hours' service (main Medical Centre number) and record their illness and non-attendance at the examination. This information will be transferred to the Medical Centre and students should make an appointment to see a doctor first thing on the Monday morning to obtain a certificate.

You must submit to your Teaching Office your certificate, or other independent evidence of extenuating circumstances which have prevented you from attending the examination or course test. All applications for Good Cause will be considered by the University Learning and Teaching Committee and if approved may result in an opportunity for you to take the assessment again. You will be given details of the outcome via your Teaching Office.

Please note: In the event of a 'flu pandemic, this advice may change in which case you

will be advised accordingly, through the normal communication channels of email and the UEA portal.

Reassessment

Students who fail to satisfy the requirements of any Stage of study (this normally corresponds to a year of study for a full-time student) will be referred to Reassessment in the module(s) failed. You will be notified if you are required to be reassessed in any of your module(s) after the Board of Examiners for your course has met in June, and details of Reassessment fees and arrangements will be sent to you at that time. **Reassessment is the final opportunity for you to pass a module and satisfy the requirements to progress onto the next year of your programme, or to classification if you are a final year student.**

You must ensure that you make yourself aware of all published Reassessment dates (see Semester and Assessment dates on page 5) and take this into consideration when planning holidays or vacation work commitments. If you are referred to reassessment, you will be responsible for ensuring that you are available to sit the examination at the prescribed time.

If you are referred to sit a reassessment examination or have been granted a concession or Good Cause ruling for a delayed first sit examination at Reassessment, you will be expected to return to the UEA to be assessed. Only in very exceptional circumstances, for example when a student is unfit to travel back to the UK due to ill health, would a concession be considered to permit an overseas examination.

For courses which lead to a professional exemption or qualification, it may be necessary for a student to pass specified module(s) in order to meet professional requirements of the accrediting body. In the event that you fail a module required to professional exemption or qualification, you will be referred to Reassessment in the relevant module even in cases where you have passed the overall Stage. You will be notified if this applies to you.

The regulations relating to Assessment and Reassessment can be found in the regulations applicable to your course of study, which can be accessed from the University Portal (see [Regulations for Awards](#) on page 7).

Requirements for passing a Stage of study

At the end of each stage of study (normally a year for a full-time student), the Board of Examiners will meet to consider your performance over the stage, and to decide whether you have achieved to a sufficient standard to progress to the next year of study. In the case of finalists, the Board of Examiners will also decide on the classification of degree for each student.

To pass the stage you must achieve:

An overall aggregate percentage for the stage of at least 40%; AND

A pass (40%) in at least 80 credits; AND

A pass mark (40%) in all units that are designated as core.

Failure to meet the minimum requirements for passing the stage will normally result in you being referred to reassessment in all failed modules.

Extenuating circumstances and student performance

There may be medical or other reasons that you consider have affected your academic performance and prevented you from achieving your full potential in any part of assessment for a course or module. The Board of Examiners may take account of these factors as extenuating circumstances if they are reported to them in advance of the Board of Examiners meeting. You will be notified of the deadline for reporting any extenuating circumstances that you wish to be taken into consideration by the Board of Examiners by the Teaching Office.

You may report any extenuating circumstances affecting your performance in writing to your Senior Adviser or the Faculty Teaching Office, or you may give permission for your Adviser, or another member of academic staff to report on your behalf. You should make available any medical or other evidence which will support your extenuating circumstances. All extenuating circumstances reported to the Board of Examiners will be treated as confidential.

You may find it useful to submit your extenuating circumstances using the "Circumstances affecting study" form (available from the Teaching Office) which is accompanied by some useful guidance notes.

Marking Descriptors

All course work and examination marks are expressed in numerical percentages. The table overleaf shows how numerical grades relate to class of performance and gives some of the criteria used in the determination of grades. A close study of the descriptors will enable you to envisage the goals you should be aiming at and to understand the marks that you are awarded.

Learning outcomes	Argument and understanding	Sources and evidence	Written communication
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Learning outcomes	Argument and understanding	Sources and evidence	Written communication
80-100 Exemplary standard	Insightful; perceptive; intellectual vigour; considerable originality; depth of understanding directly addressed to the question; very coherent synthesis of ideas; very high level of subject mastery; critical and thorough understanding of key concepts	A very wide range of sources consulted, demonstrating excellent search skills; sources used with discrimination; excellent judgement shown in assessment of evidence; sophisticated use of examples; independence of judgement	Exemplary typography and layout; felicitous expression; no errors of grammar; sophisticated vocabulary; structured appropriately to the purposes of the assignment; exemplary citation and bibliography according to a standard convention
70-79 Excellent standard	Insightful; perceptive; some originality; depth of understanding directly addressed to the question; coherent synthesis of ideas; critical and thorough understanding of key concepts	A wide range of sources consulted; sources used with discrimination; sound assessment of evidence; sophisticated use of examples	Excellent typography and layout; lucid expression; no errors of grammar; sophisticated vocabulary; structured appropriately to the purposes of the assignment; exemplary citation and bibliography according to a standard convention
60-69 Proficient standard	Good understanding directly addressed to the question; good synthesis of ideas; good understanding of key concepts	Well selected range of sources consulted; careful assessment of evidence; good use of examples	Good typography and layout; good expression; few errors of grammar; appropriate use of vocabulary; well-structured; accurate and full citation and bibliography
50-59 Majority at a competent standard	Competent understanding addressed to the question; fair understanding of key concepts; some weaknesses of understanding and knowledge but not in significant areas	A range of sources consulted; some careful assessment of evidence; some appropriate examples	Adequate typography and layout; expression such that the meaning is generally understandable; few serious errors of grammar; inconsistent citation and bibliography with significant omissions

Learning outcomes	Argument and understanding	Sources and evidence	Written communication
40-49 Acceptable standard	Only partly addressed to the question; lacking in synthesis of ideas; tendency to description rather than analysis; limited understanding of key concepts	Restricted range of sources consulted; only basic understanding of evidence; limited range of examples, sometimes inappropriate ones	Poor typography and layout; considerable number of grammatical errors; limited vocabulary; inaccurate citation and bibliography with significant omissions
30-39 Marginal standard	Weak structure; largely irrelevant to set question; considerable misunderstanding of key concepts	Minimal range of sources consulted; very limited understanding of evidence; minimal range use of examples; little use of sources beyond direct paraphrase of lectures, easily available texts or web pages	Poor presentation; numerous and significant grammatical errors; highly restricted vocabulary; inadequate citation and bibliography
20-29 Well below passable standard	Only marginally addresses the question; fundamental misunderstanding of key concepts; mostly irrelevant; no line of argument	Little attempt to support any assertions; no use of sources beyond direct paraphrase of lectures or easily available texts or web pages;	Poor grammar and vocabulary makes it difficult to decipher any intended meaning; no citation; no relevant bibliography
10-19 Very few learning outcomes met	Few relevant elements; only fragmentary arguments; only slight evidence of understanding of key concepts	No attempt to support assertions	Poor grammar and vocabulary makes it very difficult to understand the intended meaning
1-9 Far from meeting any learning outcome	No evidence of learning anything from the module, although there may be elements derived from general knowledge		Short answer; note form; mostly incomprehensible
0	No work submitted		

Presentation of Work

You should refer to the booklet: ***The School of Economics Guide to Study Skills***, which is provided to all first year undergraduates and is also available on the Blackboard site for all students registered in ECO. This document sets out some essential information to help you in the preparation and completion of your written work, as well as

advice on how to get the most out of seminars and how to do well in examinations. The Dean of Students Office also provides an extensive set of study guides - <http://www.uea.ac.uk/dos>. The School will be organising study skills and exam preparation sessions during the year.

(a) Presentation

During your first year of study, it is expected that you will familiarise yourself with the IT provisions available and to undertake any training that is necessary to ensure your familiarity with the relevant software packages (word processing, spreadsheets and statistical). All coursework should be typed (equations excluded) and students must keep electronic versions of all their work for the duration of their period of study.

You should note that all answers to questions in University Examinations must be written legibly in ink unless otherwise specified. The examiners will award a mark of zero for any answers deemed to be illegible. You may find it useful to attempt writing answers in exam conditions as part of your revision.

(b) Use of English

The School expects its students to display high standards of literacy in essays and examination papers. Tutors will comment on poor spelling, grammar and punctuation and such deficiencies are liable to be penalised with loss of marks. Please see earlier information about the sticker system for students with a specific learning difficulty for examinations.

Defects in grammar and syntax will in any case obscure your meaning and render your written work less effective. You are therefore encouraged to take care over your use of English not only to improve the quality of your assessed work but also to enhance your prospects of employment, as this is a factor which most employers take into account when considering applicants.

(c) Quotations, References & Acknowledgement of Sources

To ensure that you do not run the risk of plagiarism you must take care to acknowledge all quotations from, and references to, the work of other authors. Some useful points to bear in mind when producing written work are:

- It is best to keep such quotations short.
- When you do quote from someone else, you must indicate clearly where the quotation begins and where it ends.
- You must also give full sources for your quotations, i.e. enough information to enable readers to look up the quotation for themselves. In the case of books, this will mean giving at least the author's (or editor's) name and initials, the title of the book and the page number. If you are quoting from a work of which there is more than one edition, you will also need to include the publisher, the year of publication and the edition. In the case of journal articles, give the author's name and initials, the title of the article, the name of the journal, the volume number of the journal, the year, and the relevant page number. Where you quote from a websites you should provide the full url and the date on which you accessed it.
- At the end of your essay, you should also provide a bibliography, listing all the books and articles you have used, even if you have not quoted from them directly, including details as above of authors, titles, publishers, etc.

- To reduce the risk of plagiarism, when preparing your essays make notes in your own words from what you read rather than just copying material straight from a book or article.

You will gain some practical experience of referencing and plagiarism avoidance in lecture, seminars or workshops which take place during University Plagiarism week. There is also more information in the ECO Study Skills booklet and on the Dean of Students website.

(d) Duplication of Essays for Different Modules

There may be some overlap in the material covered by different modules, even though emphases will vary. You may then be tempted to use the same essay more than once (perhaps with minor variations). Be warned that anyone found doing so, with intent to exploit the system, will at the very least be penalised in the marking of the essays. module organisers may require you to submit an alternative essay.

Academic Appeals and Complaints

The Academic Appeals Procedure is intended to allow UEA students undertaking taught or research programmes formally to raise concerns about their academic results or circumstances relating to them. We take such concerns seriously at UEA and the Procedure is designed to enable a Student's concerns to be considered fully and action taken to remedy the situation where appropriate in a timely manner.

Please note that concerns about academic or other matters that do not relate to academic results should be raised via the Complaints Procedure (which includes Academic Complaints). Details are available from Faculty Offices and online at http://www.uea.ac.uk/polopoly_fs/1.91693!f071.pdf.

The Academic Appeals Procedure comprises two parts: Stage One, in which the Head of School considers the appeal and Stage Two, which a Student may follow if dissatisfied with the outcome of the Stage One appeal. Stage Two appeals are considered by an independent panel of senior academics, with the student presenting the Appeal (with someone to accompany or represent them if they wish), and the Head of School or a suitable substitute presenting the School's case. The Hearing Panel represents and acts with the full delegated authority of Senate.

If you have a concern about a mark or assessment decision, you should first try to resolve the matter informally before beginning the formal Procedure. You can seek further advice or explanation from your lecturer, module organiser, Academic or Senior Adviser, a supervisor, the School Director (Learning and Teaching), or the Teaching Office. You can also seek advice from the Dean of Students' Office and/or the Student Union's Advice Centre.

Under the Academic Appeals Procedure, you may be able to have coursework re-marked without having to pursue a formal Academic Appeal. Students should note that a re-mark may result in the mark being adjusted up or down. If you are concerned about an academic result for a piece of assessed coursework that has been marked by a single teacher or examiner, you can apply via the Teaching Office for the work to be re-marked independently by a second teacher or examiner. Applications for a remark must be made

to the Teaching Office preferably within 10 working days of the provisional result being issued to you. You must apply in time for remarking to be done before the meeting of the Board of Examiners to confirm module marks. Requests received after the Board has met will not be accepted.

The University Academic Appeals Procedure is available on the UEA Portal. If you wish to make an appeal against a mark or assessment decision, you should ensure that you are familiar with the Academic Appeals Procedure before completing and submitting the Stage 1 Appeal form. You may seek help in completing the form from the Student Union Advice Centre or Dean of Students' Office.

Plagiarism and Collusion

The University takes allegations of plagiarism or collusion seriously. Students who plagiarise or collude threaten the values and beliefs that underpin academic work and devalue the integrity of the University's awards, whether or not such plagiarism or collusion is intentional. Where plagiarism and/or collusion has occurred, offenders may be punished, and the punishment may extend to failing their degree, temporary suspension or expulsion from further study at the University. Plagiarism and/or collusion, at any point of a student's course, whether discovered before or after graduation, will be investigated and dealt with appropriately by the University.

All work submitted for assessment by students is accepted on the understanding that it is the student's own effort and written from their own understanding, without falsification of any kind. Students are expected to offer their own analysis and presentation of information gleaned from research, even when group exercises are carried out. In so far as students rely on sources, they should indicate what these are in accordance with the appropriate convention in their discipline.

Plagiarism and collusion are defined as follows:

Plagiarism

Plagiarism is the unacknowledged use of another person's work. It can take the following forms:

- a) The reproduction without acknowledgement, of the work of others (including the work of fellow students), published or unpublished, either verbatim or in close paraphrase. In this context, the work of others includes material downloaded from computer files and the internet, discussions in seminars, ideas, text and diagrams from lecture handouts.
- b) Poor academic practice which is unintentional

It can occur in 'open-book' examinations and/or coursework assessments which may take a variety of forms, including, but not exclusively confined to: essays, reports, presentations, dissertations and projects.

Collusion

Collusion is a form of plagiarism, involving unauthorised co-operation between at least two people, with the intent to deceive. Various forms of collaborative assessment undertaken in accordance with published requirements do not fall under the heading of collusion.

Collusion can take the following forms:

- a) The conspiring by two or more students to produce a piece of work together with the intention that at least one passes it off as his or her own work.
- b) The submission by a student of the work of another student, in circumstances where the latter has willingly given the former the work and where it should be evident to the student giving the work that the other student would submit it as their own. In this case both students are guilty of collusion.
- c) Unauthorised co-operation between a student and another person in the preparation and production of work which is presented as the student's own.
- d) The commissioning and submission of work as the student's own, where the student has purchased or solicited another individual to produce, work on the student's behalf.

Obligations of students

All students should be willing to sign a declaration on registration that the work they are submitting during that academic year (coursework, projects, dissertations etc) is their own work and that there is no unacknowledged use of another person's work and that there has been no unauthorised co-operation between them and another person in the preparation and production of work. Even when this is not required, the assumption is that all submitted work is the student's own.

Where appropriate, students are expected to familiarise themselves with and make use of the method(s) of citing other people's work in accordance with the appropriate conventions in their discipline.

Students must not mislead examiners by submitting another person's work for assessment in a way which intentionally and/or negligently and/or recklessly suggests that factual information has been collected and/or analysed which has not in fact been collected and/or analysed by the student.

Research students are required to sign certifications of originality when submitting their thesis. In circumstances where incidents of plagiarism for postgraduate research students appear to constitute misconduct in research, students may be referred for consideration under the "University Procedures for Dealing with Allegations of Misconduct in Research" contained in the UEA document "Research Degrees: "Research Degrees Policy Documents" which can be found at:
https://www.uea.ac.uk/polopoly_fs/1.98603!research%20degrees%20policy%20documents.pdf

Graduates

Where plagiarism and/or collusion is found to have occurred in the work of a graduate of

the University the matter shall be referred by the member(s) of staff who has/have discovered the offence to the Head of the student's School of registration (or most appropriate successor) in accordance with the University's Disciplinary Procedures. The Senate has the authority to reduce the classification of a Degree conferred, or to revoke a Degree, Diploma or Certificate or other distinction conferred by the University.

Use of software for matching text to detect plagiarism

'TURNITIN' (software that searches for text in work submitted to it that matches text contained in its databases to aid the detection of plagiarism) may be used for students taking level 0, level 1 or level 2 undergraduate modules or postgraduate modules. Schools that make use of 'TURNITIN' shall:

- 1) appoint a 'TURNITIN' specialist (a member of academic staff who shall be familiar with the use of 'TURNITIN' and the interpretation of its reports);
- 2) As 'TURNITIN' may be used for any level 0, 1, 2 or M-level module, a list of these modules will not be published.
- 3) monitor its use for equality impact assessment.

'TURNITIN' may only be used to assist with the identification of the source(s) of information that has/have been drawn on/copied from, once a marker suspects plagiarism and/or collusion and needs to collect evidence in accordance with paragraph 2 below.

PROCEDURES FOR DEALING WITH SUSPECTED CASES OF PLAGIARISM AND/OR COLLUSION

1 Plagiarism Officer

The Head of each School shall appoint a Plagiarism Officer (who shall not be the Head of School). The role of the Plagiarism Officer is to hear cases of suspected plagiarism and/or collusion as set out below. The Plagiarism Officer shall consider alleged offences committed by students enrolled on the module(s) offered by the Plagiarism Officer's School.

2 Collection of Evidence

If a marker suspects plagiarism or collusion, s/he will gather the necessary evidence. Wherever possible or appropriate, the main evidence for plagiarism will be the original sources(s) that has/have been drawn on/copied from. In appropriate cases, the Plagiarism Officer may collect other work completed by the student within the Stage/Year, and may seek help from the School 'TURNITIN' specialist if it is permissible to use 'TURNITIN' in respect of the module(s) in question.

Where there is an allegation of plagiarism and/or collusion in respect of assessed work that has been submitted in word-processed format and it is permissible to use "TURNITIN" for the particular module(s) under review, a student will be asked in writing (or by e-mail) by the relevant Faculty Teaching Office or School Local Support Office to submit an electronic copy of the assessed work in question. The student will be given five working days from date of the letter or e-mail of the request (Saturdays, Sundays and University closure days excepted) within which to provide an electronic copy. Where a student does not provide an electronic copy of the assessed work in question within the required time-scale and there are no extenuating circumstances to account for the delay

or non-submission, an automatic mark of zero will be recorded for the assessment item. Where the electronic copy is corrupted or is different from the original submission a mark of zero will be recorded for the assessed work in question.

If an internal marker suspects plagiarism and/or collusion but is unable to identify the original sources, s/he should collect what evidence is available and present it to the Plagiarism Officer who will decide if there is a prima facie case for plagiarism and/or collusion which would warrant a plagiarism and/or collusion meeting at the School level. If a Turnitin report has been used as evidence to show that plagiarism has been committed, then a copy of this report should form part of the documentation for the plagiarism meeting at the School level.

In collating evidence relevant to the allegation of plagiarism and/or collusion the marker should adopt the principle of "balance of probability".

Meeting to Discuss Plagiarism/Collusion at School Level

The student will be summoned to a meeting to discuss the alleged plagiarism and/or collusion by the meeting's Secretary who shall normally be a senior member of administrative staff in the relevant Faculty Teaching Office or School Local Support Office. The summons shall be delivered to the student's pigeon-hole in his or her Faculty/School of Studies and/or University e-mail address at least five working days (Saturdays, Sundays and University closure days excepted) before the meeting. Alternative arrangements for correspondence with students, who are on placements or other permitted absence, will be made.

The Plagiarism/Collusion meeting shall proceed in the student's absence if, having been properly summoned, s/he fails to appear. If a student wishes to appear and can prove that s/he is unable to appear at the School Plagiarism meeting due to good reason by notifying the Secretary of the Plagiarism meeting at the earliest convenience, the meeting may be rescheduled or alternative arrangements made. If a student fails to appear at the meeting without providing good reason, the meeting shall proceed in the student's absence.

The meeting shall be chaired by the Plagiarism Officer. The internal marker who has identified the alleged plagiarism and/or collusion shall also be in attendance. The student may, if s/he wishes, be accompanied by a friend who may present the student's case and/or provide support. The friend shall not be a member of UEA academic staff or a member of the legal profession. If in the opinion of the Plagiarism Officer, the friend is or appears to be, interfering with the proper conduct of the business of the meeting, the Plagiarism Officer has the right to i) adjourn the meeting and reconvene it at a later date and ii) to exclude that friend from attending the reconvened meeting. A record of the meeting shall be taken by the Secretary to the School Plagiarism/Collusion meeting.

The meeting shall proceed in the following order:

- 1) the internal marker who has initially raised the suspicion of plagiarism and/or collusion sets out his/her concerns
- 2) the Plagiarism Officer shall then provide the student with an opportunity to respond to the concerns of the internal marker

- 3) the student will be informed that s/he will be informed of the outcome of the plagiarism and/or collusion meeting in writing within five working days of the meeting

If you are deemed guilty of plagiarism or collusion your mark will be penalised. You may also be subject to disciplinary action in accordance with the University's Disciplinary Procedures.

Full details of the University's Disciplinary and Plagiarism and Collusion procedures are published in the Calendar and can be viewed on line following the links from the Calendar home page: <https://www.uea.ac.uk/ltqo/calendar#Regulations%20General>

Advice, guidance and support

Your Student Advisor

Dr Joel Clovis is the adviser for all postgraduate students.

The Senior Adviser has overall responsibility for all matters relating to student welfare within the School. The Senior Adviser will be able to provide information on the various support services provided by the University.

The School also has a *Women's Adviser* who is available to see students, both male and female, who have problems they would prefer to discuss with a woman. The Women's Adviser for 2009/10 is Dr Sue Long, (Arts 3.23).

If your adviser cannot help you on a matter requiring subject specific advice you should seek guidance from the Module Convenor.

Information Services (Library and IT)

The UEA Library is open seven days a week during semesters and has a range of books, journals, audio-visual material and electronic resources as well as study places, computers and printers available for student use. Full details of the opening times, services, catalogue, electronic resources, borrowing entitlements and fines are available on the Information Services website at <http://www.uea.ac.uk/is>

The UEA provides an extensive network of computing facilities across the campus for use by students, and you will have a University email address and personal web pages whilst you are studying with us. Advice and guidance on the computing facilities can be accessed from the Information Services website at <http://www.uea.ac.uk/is>

IT Accounts and Passwords

The university has in the past often been blacklisted by Hotmail and other email providers. This happens when people reply to "phishing" emails purporting to come from

UEA's IT helpdesk asking people to send through their username and password. *UEA's IT Helpdesk will **never** email anyone asking for details of your password.*

What is phishing?

Phishing (pronounced fish'ing) is the act of sending an e-mail to a user falsely claiming to be from a legitimate source (such as the UEA IT Helpdesk) in an attempt to acquire sensitive information such as usernames, passwords and credit card details.

What happens when you reply to a hoax "Phishing" email?

1. If you reply to such an email with your username and password, the spammers will log in to your UEA account. They will then be able to see all of your private emails and files.
2. The spammers will use your UEA email account to send thousands of spam emails to other people.
3. This will result in other email providers (e.g. Hotmail) "blacklisting" UEA. This means that nobody at UEA can send any emails to anyone with a hotmail address for several days afterwards. This causes a great deal of inconvenience for the 30,000 (approx) members of staff and students at UEA who will all be affected by this problem.
4. Action to stop the spammers may require the mail service be interrupted for short periods. This causes annoyance for any users logged in to webmail at the time who will get an error message asking them to re-enter their login details and may lose messages they are in the middle of composing.
5. Your UEA IT account will be disabled and you will be unable to login until you have contacted the helpdesk to resolve the problem and change your password

PLEASE NOTE THAT UEA IT STAFF DO NOT HAVE ACCESS TO YOUR PASSWORD AND WILL NEVER ASK FOR IT.

REMINDER: *Do not reveal your password to anyone in an email or by other means. Always be cautious of unsolicited emails that appear to be from a legitimate UEA source and provide a link for you to sign into your account.*

If you are in any doubt, please contact the IT helpdesk for advice.

Tel: 01603 593169

Email: it.helpdesk@uea.ac.uk

Further information about IT accounts and password security can be found on at www.uea.ac.uk/password

Dean of Students' Office (DOS)

The Dean of Students' Office offers wide-ranging advice and guidance to any student who is experiencing difficulties or who wishes to maximise the benefits of the opportunities available to them. The Dean of Students' Office can help with enquiries

related to:

- Accommodation
- student finance
- international student support
- childcare
- support for dyslexia and mental and physical health

In addition, the Dean of Students' Office provides a range of resources to help students on any course to develop academic learning skills, offering guidance on topics ranging from academic writing skills to note taking and time management, maths and statistics.

The Dean of Students' Office is based on The Upper Street, telephone 01603 592761, email dos.reception@uea.ac.uk .

Further information on the range of services available from Dean of Students' Office can be found on the Student Services website: <http://www.uea.ac.uk/services/students>

UEA Accommodation Office

The UEA Accommodation Office is part of the Residences and Services Division and is responsible for all UEA-owned or managed student accommodation. Staff in the Office will resolve practical difficulties relating to UEA accommodation such as broken equipment, lost keys etc..

The Accommodation Office is based The Street, telephone 01603 592092, email accom@uea.ac.uk .

University Medical Service (UMS)

The University Medical Service is a National Health Service general practice that also provides a range of specialist services focussed on the needs of students; these include sexual health and contraceptive services, and a travel clinic. Unless you are registered with another local practice you must register with the UMS as soon as possible after your arrival.

Further information about the University Medical Service is available on the web, <http://www.umsuea.co.uk/> .

The Careers Service: Developing your Employability

What is employability?

Your degree programme provides the opportunity for development of skills and knowledge that form a basic requisite for graduate level employment. In addition, there are other important skills and attributes that increase the likelihood of securing and thriving in a chosen occupation. These employability skills include your ability to:

- reflect on your strengths, past experiences and areas for development;
- research into different occupational areas;
- find appropriate opportunities;
- write a persuasive CV, covering letter and application form;
- perform well at interviews.

How will I develop my employability?

There are a number of ways you can develop these skills:

- by undertaking work experience placements;
- through part-time work and/ or voluntary work;
- by attending careers workshops and talks including career options and CVs;
- through projects, presentations, visits to external organisations or field trips as part of your course;
- other activities such as involvement with societies, sports or travel.

The importance of gaining some kind of work experience can not be over-emphasised. Employers of graduates require evidence of workplace awareness and skills such as the ability to work with others in teams and communicate effectively.

How will the UEA Careers Centre help?

Each academic year there are a series of careers related talks, workshops, employer-led events and recruitment fairs run by the UEA Careers Centre. You are strongly advised to attend these throughout your course. They supplement the academic programme by covering topics such as finding work experience, writing CVs and finding out about different occupations and employers.

ECO also organises specific workshops with the Careers Centre and also holds a Careers Fair in the Spring Semester with Alumni.

The Careers Centre also offers careers guidance that aims to help you assess your personal strengths, interests and skills and begin to think about how these relate to different career options.

You can book two types of appointment. A shorter 15 minute appointment is for CV feedback or quick queries, whereas a longer 45 minute appointment can be used to explore career options and increase your self-awareness of what you have to offer.

The Careers Centre is situated between Waterstones bookshop and the Library at walkway level and is open 9.00-17.00 Monday-Friday (Wednesdays 10.15-17.00). The website gives much more information and advice on most careers matters [www.uea.ac.uk/careers].

Student Union Advice Centre

The Student Union Advice Workers offer impartial student-focussed advice in a range of areas including academic appeals and complaints, legal matters and employment and housing rights. The Advice Workers are based in Union House, telephone 01603 593463 or email advicecentre@uea.ac.uk.

Further information can be found at the Student Union website <http://www.ueastudent.com/advice> .

Security Service

The team of security officers provides a security presence of campus for the prevention and detection of crime and also provides security-related information and guidance.

The Security Service is based at the Lodge in University Drive, telephone 01603 5932352 email security@uea.ac.uk .

You are strongly encouraged to report straightaway any crimes or suspicious persons or activities, or to seek direct help from Security staff if you are at all concerned about your safety.

Chaplaincy (CHAP)

The Chaplaincy provides a centre for quiet reflection, worship, and conversation between students and staff of all faiths or none. The Chaplains include representatives of Christian, Jewish, Islamic and Buddhist faith groups.

The Chaplaincy is located on The Square, telephone 01603 592168, email chaplaincy@uea.ac.uk .

Further information can be found on the web at <http://uea.ac.uk/chaplaincy>.

Counselling Service (COUNS)

The Counselling Service provides confidential counselling on an individual or group basis. The Service also has expertise in educational counselling. Further information on the Counselling Service is available on the website <https://www1.uea.ac.uk/cm/home/services/students/ucs>

The Counselling Service is based on The Upper Street, telephone 01603 592651, email csr@uea.ac.uk .

Nightline

Nightline is a strictly confidential service run by students for students, every night during semesters. It offers information about local events, travel times and welfare matters, as well as a friendly listening service for those wishing to talk something through. You can make contact with Nightline by telephoning 01603 503504 or by dropping in to the Nightline Office in Suffolk Terrace, Block A.

The Union of UEA Students

The Union of UEA Students

The Union of UEA Students aims to create positive change in education by representing the collective views of UEA students and also provides a range of high-quality services that are available to students and members of the wider community. All UEA students are automatically members of this organisation and there are seven main ways to get a bit more involved in your Union:

1. *Join a Club, Society or Peer Support Group.* There are over a hundred groups to choose from and you join either at the start of each semester at Socmart or at any time by picking up contact details at Union House reception. See <http://www.ueastudent.com/societies> for more.
2. *Represent your coursemates.* Become a school rep, give your lecturers the feedback they need and lobby for change within your School. Or you might want to join the Union's parliament called "Union Council". Full training and support is provided. Ask your adviser how representation works in your School or get in touch with the Union Academic Officer [su.academic@uea.ac.uk].
3. *Campaign for Change.* Join one of the Union's campaigns. Some priority campaigns in recent years have included "Drop the Debt" (on top-up fees), transport and "Mark my words, not my name" (in support of anonymous coursework marking). Check out www.ueastudent.com/campaigns for more.
4. *Stand for election.* Each year, the Executive Committee of the Union is elected by a cross-campus ballot in a frenetic week of campaigning. At the same we also elect the leaders of our independent Equal Opportunities Campaigns and the "super-reps" or convenors for each Faculty. Get in touch with the Union Communications Officer for more details (su.comms@uea.ac.uk).
5. *Vote for what you believe in.* All the Union's policies and priorities are decided by students and voting in policy ballots and elections are one of the easiest ways to make sure the Union is doing what you want. Higher turnout also makes it easier to win on particular issues - the more students who vote; the more Union officers get listened to.
6. *Shout if you've got a problem.* Drop in to the Union Advice Centre for free, impartial and confidential advice on a range of topics including University procedures like appeals and disciplinaries, housing and accommodation, and employment and consumer rights. If we're not able to help you there and then we'll be able to direct you to someone who will.
7. *Enjoy our services.* Check out our range of services that include the LCR, Waterfront, bars and a range of shops. And every penny you spend here will be re-invested back into other areas of the Union's activities.

Get Involved: Together we're strong - www.ueastudent.com

Student Representation and feedback

The Code of Practice on Student Representation and Feedback is accessible via the Learning, Teaching and Quality website at:

<http://www.uea.ac.uk/ltqo/keydocs/codesofpractice>

Student Representation is a key component of quality assurance in higher education. Students have a significant role too in helping to enhance the quality of their University experience.

The School of Economics believes in the mutual benefits that come from effective liaison between staff and students and we have tried to adopt measures that will help to create and maintain it.

Representation on School Board

The School meets at least twice per year under the constitution of the School Board. Each School Board will have student representation, and further details on the election process for student representatives will be made available to you at the start of the academic year.

Staff/Student Liaison Committee

The School operates a Staff Student Liaison Committee (SSLC) which usually meets twice a semester and may also hold a student forum at which student representatives can raise issues of concern or seek information and guidance on matters related to their course or University experience. The Staff Student Liaison Committee or Student Forum is the main forum for exchange of ideas and opinion between students and their teachers. In ECO, the SSLC is run by the students – there is a student Chair and secretary for the meetings – all students are circulated in advance of meetings to identify any items for the agenda. Students are represented from each year of study and we will be seeking volunteers in the first weeks of the Autumn Semester. Representatives from the SSLC will also attend the Induction Meeting with the Head of School. Details of the meetings and issues raised will be posted on School notice boards and the SSLC website.

EC SOC

Students in the School of Economics have also set up a student-led society, EC SOC, to encourage more social interaction between ECO students. You will receive further information about EC SOC during the Induction week.

Module evaluation

After the delivery of each module of study, you will be invited to give feedback on your experience on the module through the completion of an anonymous questionnaire and/or at a module debriefing meeting. The information you provide is an important part of the University Quality Assurance process, enabling Academic Staff to take student views and experience into consideration when reviewing modules and courses as part of the annual

Course Update process. You are therefore strongly encouraged to complete the Module Evaluation Questionnaires to help your School to continually improve the level of provision for students.

The UEA Student Charter

UEA is a premier research and teaching university dedicated to the advancement of learning and the increase of knowledge. Our mission is to understand, empower and act, to enhance the lives of individuals and the prospects of communities in a rapidly changing world.

Our vision is:

- To advance understanding through research, scholarly communication and research-led teaching, underpinned by a commitment to excellence, interdisciplinarity and creativity;
- To empower our students by providing an exceptional education and a wider experience that is second to none – equipping them with marketable skills and preparing them for global citizenship;
- To respond to the grand challenges of the 21st century through the fruits of our research, the talents of our graduates, our engagement with policymakers, businesses and communities, and our undertaking to be sustainable.

The Student Charter reflects this vision and is an expression of values, intent and direction of travel. It is not a contractual document between students and the University. It flows, instead, from our concept of the University as a community of learning and our aspiration that its members exhibit good citizenship within UEA and in their dealings with the wider world. The Charter rests on the guiding principle that students are to be active partners in their own education and in the academic development of the University.

Rights and Responsibilities

Students have the right to:

- participate in the academic, intellectual, cultural and social life of the University and to do so in an environment that is welcoming, inclusive and supportive of its diverse community;
- be represented in the academic areas of the University's business;
- receive appropriate guidance through contact with academic staff, advice from an academic adviser, and access to relevant learning support facilities, including library and computer provision;
- receive fair and transparent assessments with coursework returned in a timely manner which allows constructive feedback;
- be treated fairly by staff and with courtesy and respect;
- use University property, grounds and facilities for all permitted purposes;
- study within a structure which is governed by clearly articulated and easily accessible policies, procedures and regulations.

Students have the responsibility to:

- engage fully with the educational opportunities provided by the University, including timetables teaching sessions;
- respect University property, grounds and facilities so that they may be equally available to others;
- respect the rights of other students and staff by refraining from actions that may compromise or disrupt academic activities or other events, or that prevents others from freely expressing their views in accordance with the law;
- ensure that all work submitted for assessment is their own work and not the work of someone else, except where collaboration is expressly permitted and acknowledged;
- respect the rights of all members of the University's diverse community and treat staff and fellow students with courtesy and respect;
- understand as appropriate and follow the policies, procedures and regulations governing their study at the University.

Students wishing to pursue specific individual concerns should do so through the usual mechanisms within their School – Adviser, Senior Adviser, Staff-Student Liaison Committee, Head of School. Beyond this, the University has a comprehensive set of procedures – for example, the Academic Appeals, Academic Complaints and Non-Academic Complaints Procedures – which enable students to raise specific concerns without prejudice.

Code of Conduct for Students in the Faculty of Social Sciences

Students' Responsibilities to students and staff

UEA's Student Charter states that students have a responsibility to 'respect the rights of all members of the University's diverse community and treat staff and fellow students with courtesy and respect'.

This is important where students are required to comment on the work of their classmates, whether verbally or in the form of written annotations. Such comments should be constructive, courteous and respectful. Where there is group work and group assessment, success often depends on the participants establishing a level of trust and mutual respect. A lack of courtesy or respect may also take the form of harassment, which the University guidelines define as any behaviour that appears or feels offensive, intimidating or hostile to the recipient and would be regarded as such by any reasonable person. Comments about personal characteristics, including an individual's appearance, would meet this definition. Important specific examples are comments that humiliate, disparage or undermine and individual on the basis of their gender, sexually orientation, race, age, disability, religion or belief.

The University is committed to maintaining a working and learning environment that is free from any form of harassment and will treat any allegations of harassment very seriously.

Use of Social Networking sites

The use of social networking sites will be a part of everyday communication for most students and it is important that for personal and professional reasons, you need to be aware of the potential audience of these spaces. In particular, the Faculty would strongly recommend that you be mindful when making entries on your personal pages that relate

to your programme, your School, University and all the people that you come into contact with through the programme.

For students studying for a **professional award**, please note that not only are you a student of the University but you are undertaking a professional programme and anything you write on your personal pages may have implications for you, both now and in the future. We recommended that you read the following to remind yourself of the need to act as a 'professional'.

The Section on General Conduct that is contained within the General Regulations for Students. This sets out the regulations for all students of the University. You agreed to abide by these regulations when you registered as a student of the University.

The paragraph that is particularly relevant when using social networking spaces is *No student shall commit or participate in the commission of any act which:*

- a) *is unlawful; or*
- b) *constitutes disorderly conduct either causing nuisance or whose effect is to bring the University into disrepute*

Please consider the following advice:

- Professionalism should be upheld at all times and you are responsible for your behaviour and actions.
- Before you post an item on a social website, ask yourself: What would the University or my employer think if they read this?
- Social networking sites are not the places to air a grievance or an area of concern. If you have a complaint, take it up with the relevant member of academic, placement or teaching staff.
- Remember that people can cut and paste information from your personal page regardless of your privacy settings and emails can also be forwarded to third parties.

Please be aware that failure to follow the above advice may result in 'Fitness to Practice' or Professional Misconduct/ Unsuitability procedures.

Definitions

Assessment	The process by which academic work is marked and overall progress monitored
Common Coursework Structure (CCS)	The regulations governing undergraduate taught awards
Common Masters Framework (CMF)	The regulations governing postgraduate taught awards
Compulsory module	A module designated as one which students must take in their chosen course
Concession	A concession is an agreed amendment in the regulations

	governing your period of study, course profile or other aspect of your course or programme of study, as agreed by the Director of Taught Programmes e.g. intercalation.
Core module	A module designated as one which students must take and pass in their chosen course
Course	A grouping of modules leading to an award
Coursework (CW)	Work of any type (essays, class presentations, course tests, practical laboratory work)
Course Profile	A document outlining the core, compulsory and optional modules that make up a course or programme of study.
Course Test	An element of coursework which is set as a School-based examination or timed exercise, but is not classed as a formal examination.
Credit	An indicator of the volume of study associated with each module
Dissertation	The module(s) representing independent research or investigation and assessed by a dissertation or its equivalent
E-vision	A web-based facility which enables you to check information relating to your course or programme of study e.g. module enrolments, your course profile
Examination (EX)	Examination which includes an element of the unseen and/or an element of strict time limitation.
Free Choice module	A module that may be selected by a student subject to the approval of the Board of the School of study
Good cause	Sufficient and reasonable grounds to indicate that a student was prevented from taking an examination or course test by factors outside the student's own control
Intercalation	An approved period of interruption to a period of study
Level	Modules shall be classified at one of the following levels;; <ul style="list-style-type: none"> (a) Access level (level 0) (b) Introductory degree level, not normally counting towards the final degree classification, except for a student following a degree course in subjects which are not cognate (level 1) (c) Honours Degree level, counting towards the final degree classification (level 2 and level 3)

Mark	Marks are expressed as a percentage, except where approval has been granted for marks to be expressed as pass/fail
Optional module	A module included within a range of options from which a student must select, subject to the approval of the Board of the School of study
Programme Specification	An outline of a degree course which specifies its content and requirements
Project (PR)	A substantial piece of work, carried out by an individual student or group of students involving scholarly research and/or the analysis or application of data/knowledge in practical undertakings
Restrictions	Restrictions on enrolment for modules may take the form of: <ul style="list-style-type: none"> • Pre-requisites – a module which a student must have already completed before enrolling on a module • Co-requisites – a module on which a student must also enrol if taking a specific module • Post-requisite – a module which must be taken after the module on which the student is enrolled • Non-compatible – a module which may not be taken with a specified module
Module	A discrete block of study for which a student enrolls. Each module is classified by its level and credit value.
Module assessment	All modules are assessed by one of the following methods: <ul style="list-style-type: none"> • Wholly by coursework (CW) • Wholly by examination (EX) • By project (PR) • By a combination of two or more of the following: coursework, examination, project (WW) or coursework and project (CP)
Stage of study	This equates to the period over which the student obtains 120 credits, this is normally a year for a full-time student and may be two or more for a part-time student.
Written assignment (WA)	An element of coursework which consists of one or more written pieces of work e.g. essay.

The Teaching Timetable

The University uses a system of letters and numbers to describe days and times in the week, these are referred to as the timetable slots. Each hour between 9am to 7pm on Monday to Friday has a letter and a number – for example Monday 9-10am is B1 and Thursday 3-4pm is A6 – and each module is assigned a slot. The University uses these slots to schedule lectures and you will quickly be able to identify the times in the week when the teaching on each module will take place – this will help you plan your week and to identify whether there are any clashes in the teaching when you choose modules in the 2nd and 3rd years.

As an example, Introductory Macroeconomics and Introductory Microeconomics are in the timetable slot A1, A2, A3, A4, A5, A6, A7, A8, A9, AX, B1, B2, B3, B4, B5, B6, B7, B8, B9 and BX, which is abbreviated as A1-A9*AX*B1-B9*BX. This means that the teaching on these modules could be timetabled during the times shaded in the table below.

	MONDAY	TUSDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00	B1	C1	A1	E1	D1
10:00	B2	C2	D2	E2	A2
11:00	B3	C3	D3	E3	A3
12:00	E4	D4	B4	A4	C4
13:00	CX	DX	EX	AX	BX
14:00	C5	D5	E5	A5	B5
15:00	C6	D6	E6	A6	B6
16:00	C7	D7	E7	A7	B7
17:00	A8	B8	C8	D8	E8
18:00	A9	B9	C9	D9	E9

Objectives of the Graduate Diploma Course

The Graduate Diploma is designed for graduates (or those having an equivalent qualification) without an extensive background in economics, who are seeking to acquire and/or to strengthen a training in economics for entry either into appropriate

employment in the UK or overseas or into further economics-based postgraduate study, including the School's Masters courses in Economics

Emphasis is placed on the principles of economics. In addition students select two modules from a wide range of options covering more specialised economic theory and its application in areas of practical benefit to students from both developed and developing countries; such modules include international economics, public sector economics, the European economy and development economics. The course is therefore particularly suited to a candidate who has not yet decided in which specialist area of economics he/she wishes to seek employment.

Structure of the Graduate Diploma Course

After an introductory mathematics/statistics course in September 2009, which students are required to take, all students attend lectures and seminars for the academic year (September 2009 - June 2010). A student must complete six modules (three per semester) from a list published annually by the School. The structure of the Graduate Diploma course and the modules available are shown on the next page.

For additional information on the modules and suggested reading please refer to the module descriptions which follow. These are preliminary descriptions and intended for your general guidance. Further information, including the programme of lectures and seminar topics, will be distributed at the beginning of each module.

Autumn Semester	Compulsory Modules	Optional Modules	
	Principles of Macroeconomics – ECO-2A05	Choose one from list below	
	Principles of Microeconomics – ECO-2A07		
Spring Semester	Methods of Economic Research – ECO-2A06	Choose one from list below	
	Topics in Economic Analysis – ECO-3B08		

Module Outlines

Each module convenor will distribute a handout for that module in the first lecture. The handout will contain details of the lecture programme, reading lists, recommended textbooks and tell you about the assignment deadlines for that module. **Please make sure you get a handout for each of your modules.**

PRINCIPLES OF MACROECONOMICS (ECO-2A05)

Convenor: Prof Daniel Zizzo **Assessment:** WW **Semester:** Autumn **Slot:** B1-B9*BX

Module content

Principles of Macroeconomics is an intermediate module in macroeconomics which builds upon the macroeconomic components of Introductory Microeconomics and Introductory Macroeconomics. The core competencies gained in these modules will be drawn upon in Principles of Macroeconomics. It is a compulsory module for all undergraduate students on economics-related degrees and for students on the Graduate Diploma in Economics.

Its primary aim is to provide a framework for the understanding of contemporary controversies about macroeconomic policy and performance. It focuses on the major theoretical models which underlie these debates, by developing and assessing modern versions of the classical and Keynesian models. It also aims to provide practical insight into key macroeconomic and policy issues, such as unemployment, inflation, economic growth, cooling down an overheated economy or stimulating an economy in a recession.

While making extensive use of a few key theoretical models and emphasising the importance of rigorous argument and analysis, the mathematical content of the module is strictly limited. The main requirement is to solve simple, linear, simultaneous equations systems (for instance two equations with two unknowns), to interpret linear equations geometrically, to calculate present values and to employ basic calculus (including differentiation and unconstrained optimisation).

Module objectives

- To provide a sound theoretical framework in intermediate macroeconomics.
- To provide the foundations necessary for further study of macroeconomics;
- To promote analytical and modelling skills in macroeconomics.
- To foster the development of oral and written communication skills through the organisation of the seminar programme and through the assessed work for the module.

Module linkages

Principles of Macroeconomics is a prerequisite for the following level 2 and level 3 modules: Methods of Economic Research, Development Economics, Macroeconomics, Institutions and Policy, and Topics in Economic Analysis. Core competencies and key skills in macroeconomics will be developed in this module and will be tested in the assessed work for the module.

Reading

Dornbusch, Rudiger, Stanley Fischer and Richard Startz, *Macroeconomics, 10th edition*, McGraw-Hill, 2008.

Other texts you may find useful:

Burda, M. and C. Wyplosz, *Macroeconomics: a European text, 4th edition*, Oxford University Press, 2005.

Gärtner, M, *Macroeconomics, 2nd edition*, Financial Times Prentice Hall, 2005.

Blanchard, Olivier, *Macroeconomics*, 2nd edition, Prentice Hall, 2000.

Abel, Andrew, Ben Bernanke and Robert McNabb, *Macroeconomics: European edition* Addison Wesley Longman, 1998.

Mankiw, N. Gregory, *Macroeconomics*, 4th edition, Worth, 2000.

Shaw, G.K., M.J. McCrostie and D. Greenaway, *Macroeconomics: Theory and Policy in the UK*, 3rd edition, Blackwell, 1997.

PRINCIPLES OF MICROECONOMICS (ECO-2A07)

Convenor: Dr Sara Connolly **Assessment:** WW **Semester:** Autumn **Slot:** A1-A9*AX

Module content

This is a module in intermediate microeconomics and it is part of the compulsory set of modules in Economics. Topics include: consumer choice, market structure, game theory, market failure and welfare economics. This module aims to develop your understanding of key microeconomic models, to develop your skills in applying these models and to provide the framework for further study in Economics.

Module objectives

- To raise your understanding of microeconomic analysis.
- To extend your knowledge of calculus and to apply these techniques to microeconomic problems.
- To increase your ability to employ the above tools through problem-based exercises.
- To apply these tools to analyse policy issues.
- To provide the background training in microeconomics necessary for further study.
- Transferable skills: using economic models to support and develop arguments; developing skills to think in abstract terms; independent learning.

Module linkages

This module is part of the compulsory core of the economics undergraduate programme. It builds on work done in the two Introductory Economics modules and provides a platform for further work in the variety of economics options available. Core competencies and key skills in microeconomics will be developed in this module and will be tested in the assessed work for the module. All teachers of option modules for which this module is a pre-requisite will assume that students are familiar with these core competencies.

Reading

Morgan, W., Katz, M. and Rosen, H., 2006. *Microeconomics*, McGraw Hill.

Note that McGraw Hill will make this available at a discount price when purchased as part of a bundle with the recommended text for Principles of Macroeconomics.

Intermediate microeconomics is fairly standard, so other textbooks, such as Varian, H. *Intermediate Microeconomics* or those by Nicholson or Hirshleifer are also acceptable.

You will find it useful to refer to a mathematical text:

Either

Jacques, I. (2006) *Mathematics for Economics and Business*, FT Pearson.

Alternatives for the maths element in the course include, Renshaw, G, 2005, *Maths for Economics*, Rosser, M. *Basic Mathematics for Economists*, Glass, J. *Mathematics for Economics*, Wisniewski, M. *Introductory Mathematical Methods for Economists*, McGraw-Hill and others by Bailey, Chiang and Thomas.

DEVELOPMENT ECONOMICS (ECO-3A09)

Convenor: Dr Bibhas Saha **Assessment:** WW **Semester:** Autumn **Slot:** D2-4*D6-9
A coursework only version of this module is also available (ECO-3A09C).

Module content

This module covers some of the central issues in the economics of development. Development economics is a vast subject, so that the module cannot cover *all* the central issues. Nonetheless, the module covers many key themes. The course is split into three parts. The first is concerned with trends in development thinking and critiques of these. It also looks at structural change models and important critiques of these. The first part of the module ends with issues relating to the role of the state in development. The second and largest part of the course focuses on some of the central interlocking topics in development economics: growth, inequality, poverty, education and the environment. The module stresses the various inter-linkages and relationships between these topics. Finally, three important topics are covered in the third part of the course: agriculture, growth, migration and trade. Where possible the issues are discussed in the context of the experiences of particular developing countries.

Module objectives

- To familiarise students with important academic work on some of the main issues which have dominated development economics since it became a major area within economics after the second world war, with a focus on certain contemporary debates;
- To give students a solid grounding in some of the basic tools which are used in thinking about issues such as growth, human development, poverty, inequality, migration and sustainable development;
- To familiarise students with some of the more significant empirical work in the field of development economics;
- To enable students to understand the problems of developing countries, and to use economic ideas and tools to analyse, and critically examine potential solutions to those problems.
- To help students to develop their ability to bring their knowledge and skills to bear on policy discussions about the areas which are covered in the module.

Module linkages

Some of the areas covered link up with topics in Public Sector Economics and European Economy.

Reading

M. P. Todaro (2006), *Economic Development*, 9th edition Addison Wesley.

Other books which may be useful include:

Ray, Debraj, *Development Economics*, Princeton University Press, 1998.

Basu, K., *The Less Developed Economy: a Critique of Contemporary Theory*, Oxford: Blackwell, 1984.

Sen, Amartya, K., *Development as Freedom*, Oxford University Press, 1999.

Meier, G.M., (ed), *Leading Issues in Economic Development*, Oxford University Press, 6th edition, 1995.

Ghatak, S., *An Introduction to Development Economics*, Allen and Unwin, 1988.

Gillis, M., et al, *Economics of Development*, Norton, 3rd Edition, 1995.

Chenery H.B. and Srinivasan, T.N., *Handbook of Development Economics*, 3 Vols. London,

1988, 1989 and 1996.

Lal, D., *The Poverty of Development Economics*, Cambridge: Mass., 1985.

Lewis, W. A., "The State of Development Theory", *American Economic Review*, 74, 1-9, 1984.

Sen, A.K., "Development: Which Way Now?" in Sen, A.K. *Resources, Values and Development*, Blackwell

MATHEMATICAL ECONOMICS (ECO-2A03)

Convenor: Mr David Bailey **Assessment:** WW **Semester:** Autumn **Slot:** C1-4*C7*C9

Module content

An introduction to mathematical techniques for economists: linear algebra, vector spaces, matrices, eigenvalues and eigenvectors, implicit functions and comparative static analysis, quadratic forms and optimisation, applications in economics, input-output economics. Integral calculus, first and higher differential equations, first and higher order difference equations, economic applications including growth models, diffusion of innovations, the cobweb theorem, models of the trade cycle. Students use the mathematical software package MAPLE. This module will be particularly useful for students intending to undertake postgraduate study in Economics.

Module objectives

- to enhance understanding of some of the mathematical concepts and techniques that constitute part of the toolkit of the economic theorist;
- to develop modelling skills which enable the student to be able to apply confidently the mathematical techniques in an economic context;
- to provide instruction in the use of the mathematical software package, MAPLE, which will expand the mathematical opportunities available to the student;
- to provide students who are hoping to take a postgraduate course in economics with a solid mathematical foundation.

Module links and prerequisites

Mathematical Economics links with other modules in Economics: in particular, Principles of Macroeconomics and Principles of Microeconomics where some of the material covered in those modules is also covered more formally and rigorously in this module. Students who are seriously thinking of subsequently taking a master's degree in economics will find this module provides useful preparation. **Though A-level mathematics is not a prerequisite for taking this module, students embarking on this module do need a good mathematical aptitude and a commitment to study hard, and should at a minimum have obtained a high mark in ECO-1A05 or equivalent.**

Reading

A.C. Chiang (1984), *Fundamental Methods of Mathematical Economics*, McGraw-Hill.

D. Bailey (1998), *Mathematics in Economics*, McGraw-Hill.

THE EUROPEAN ECONOMY (ECO-2A11)

Convenor: Dr Anders Poulsen **Assessment:** WW **Semester:** Autumn **Slot:** D1-D9*DX

Module content

In demographic terms, the European Union (EU) constitutes the largest market in the industrialised world. The total population of the EU-25 countries in 2005 was 459.5m, as compared to 1315m in China, a little over 295m in the USA and only 128m in Japan. In terms of total GDP measured in US \$ using PPP exchange rates, the EU-25 was about 13.06 trillion compared to 10.17 trillion for China, 13.13 trillion for the USA, and for 4.218 trillion for Japan.

In the first part, we consider the impact of increased economic integration on European markets, and on EU's competition policy. We then describe and analyse the European Monetary System and the European Central Bank. We shall pay particular attention to issues of credibility and commitment.

In the second part, we consider the impact of increased economic integration on growth and labour markets and migrations in Europe. We then describe and analyse the role and conduct of Fiscal policy.

Module Objectives

- To provide knowledge of the European economy and its main institutions
- To enable and encourage you to critically appraise the rapidly changing policy debates, particularly with respect to the EU, by applying appropriate economic theory
- To understand how recent developments in economic research can shed light on several important current economic and social problems in the EU.
- To enhance the understanding of the contemporary problems facing European policy makers.

Module Linkages

The unit provides a natural complement to Economics for International Business, and also fits well with Industrial Organisation and Macroeconomics Institutions and Policies.

Reading

Baldwin, R. and Wyplosz, C. *The Economics of European Integration* (2nd Ed., 2006), Mc Graw Hill.

Hitiris, T. *European Union Economics* (5th Ed., 2003), Prentice and Hall.

Artis, M. and F. Nixson *The Economics of the European Union* (4th Ed., 2007) Oxford

Pelkmans, J. *European Integration: Methods and Economic Analysis* (2nd Ed., 2001)

McDonald, F. and S. Dearden *European Economic Integration* (4th Ed., 2005) Addison Wesley-Longman.

TOPICS IN ECONOMIC ANALYSIS (ECO-3B08)

Convenor: Dr Odile Poulsen **Assessment:** WW **Semester:** Spring **Slot:** C1-C7*CX

Module content

This is an advanced economic theory module covering a selection of topics in both microeconomics and macroeconomics. It develops and draws together some of the main ideas which you have already considered in other modules. As such, it offers the opportunity to reflect on and to consolidate your understanding of economics, as well as to extend it to a higher level.

The course is divided into two parts. The first (weeks 1-5) has more of a micro flavour and the second (weeks 6-11) is more directed at macroeconomic issues. However, the module is built as an integrated whole. For example, we shall be using ideas about information, bounded rationality, and violations of self-interest in both parts of the module, thereby linking micro and macro considerations. A concern with micro-foundations is a distinctive feature of modern macroeconomics.

Attention will be paid where appropriate to experimental evidence. The use of experiments in economics is a comparatively recent development in economics, when compared with formal theorizing and econometrics. (The 2002 Nobel prize for economics was awarded to Daniel Kahneman and Vernon Smith for their work in this field.)

Module objectives

- To provide advanced training in economic theory necessary for the graduating economics student.
- To extend your knowledge on how uncertainty and risk shape economic decision-making for perfectly and boundedly rational decision-makers; on markets, their achievements and imperfections; and on the macroeconomics of economic fluctuations.
- To enable students to appraise the current literature of economics, both on theoretical grounds and on the basis of experimental (and other) evidence.

By the end of the module, you should have a clearer understanding of decision-making under risk and uncertainty; of information economics and psychological aspects underlying decision making; and of competing approaches to macroeconomics that are founded on different micro-foundations. You should have demonstrated, through your written assignments, the ability to work with economic theory, to engage in critical reasoning concerning theory and experimental evidence, and to express arguments in concise written form.

Module linkages

This is a unifying module in advanced economic theory for students taking economics as a main subject. It builds on many of the modules taken in the economics honours programme and provides a high-level treatment of some of the key issues in modern microeconomic and macroeconomic theory. Thus, it is a level 3 module and can only be taken by students who have completed Principles of Macroeconomics and either Principles of Microeconomics.

Reading

The following textbooks may prove useful for the micro part of the module:

Kreps, D.M. (1990), "A Course in Microeconomic Theory", Harvester Wheatsheaf (thereafter 'Kreps').

Holt, C.A. (2007), "Markets, Games and Strategic Behavior", Pearson Education (thereafter 'Holt')

The following advanced undergraduate macroeconomics book can be useful for the macro

part of the module, even where not explicitly mentioned:

Sorensen, P.B. and H.J. Whitta-Jacobsen (2005), "Introducing Advanced Macroeconomics: Growth & Business Cycles", McGraw Hill.

METHODS OF ECONOMIC RESEARCH (ECO-2A06)

Convenor: Dr Susan Long **Assessment:** WW **Semester:** Spring **Slot:** A1-A9*AX

Module content

An introduction to the subject of econometrics: the statistical methods that are applied in empirical work in economics. Topics covered are: simple regression, multiple regression, causes of, effects of and remedies for: misspecification, serial correlation, heteroscedasticity and multicollinearity and the use of dummy variables. There is a strong practical element, with students engaging in the econometric analysis of a variety of economic datasets using SPSS.

Module objectives

- To introduce students to *econometrics*, "in which the tools of economic theory, mathematics and statistical inference are applied to the analysis of economic phenomena"¹. Ultimate objectives are the making of economic forecasts and the prediction of the effects of policy changes.
- To enable students to test economic theory using empirical techniques which allow numerical estimates of, for example, the relationship between quantity demanded and price, and which permit hypothesis testing of, for example, the strength of such a relationship.
- To make students aware of the various pitfalls arising in the use of regression analysis, particularly those arising in the analysis of economic data, and to provide instruction in the remedial measures appropriate in each case.
- To enhance students' skills in statistical computing using the package SPSS using real world data.
- To prepare students for careers requiring a moderate level of competence in data analysis.

Module linkages

This module is part of the compulsory core of the economics undergraduate programme. It develops the material introduced in Quantitative Methods – the teachers on this module will assume that students are familiar with the core competencies developed in Quantitative Methods. There are also strong links with certain economics option modules, for example Labour Economics and Industrial Organisation, in which the skills acquired in this module are applied.

Reading

Wooldridge, J., (2006) *Introductory Econometrics*, 3rd edition, Thompson.

Other texts you may find useful:

¹ Arthur S Goldberger, *Econometric Theory*, Wiley, New York, 1964, p.1

Dougherty, C (2002) *Introduction to Econometrics*, 2nd edition, OUP
Gujarati, DN (2003) *Basic Econometrics*, 4th edition, McGraw-Hill
Gujarati, DN (1999) *Essentials of Econometrics*, 2nd edition, McGraw-Hill
Johnston, J and J DiNardo (1997) *Econometric Methods*, 4th edition, McGraw-Hill
Stock, JH and MW Watson (2003) *Introduction to Econometrics*, Addison-Wesley
Thomas, RL (1997) *Modern Econometrics: an introduction*, Addison-Wesley

PUBLIC SECTOR ECONOMICS (ECO-2B14)

Convenor: Dr Sara Connolly **Assessment:** PS **Semester:** Spring **Slot:** E1-4*E7-9

Module content

This module uses the tools of economic analysis to examine the role of government in the economy. We consider the justification for government involvement in the economy, how choices are made about the role of the public sector and the policy implications of these. We start with an overview of the role of the State in the economy and then use economic theory and evidence to analyse key areas of government policy.

An important feature of this module is that students have the opportunity to work in groups and explore a policy area of particular interest to them

Module objectives

- Be able to answer particular questions about the role of government in the economy such as why do markets fail; why are taxes considered to create inefficiencies; and how can we place a price on goods such as a human life or the environment?
- Have an improved understanding of government policies and their consequences. For example: is state ownership or regulation the best way to deal with natural monopolies; should congestion charges, road pricing and workplace parking taxes be extended to reduce traffic congestion; have the policies implemented by New Labour actually reduced poverty?
- Have engaged in informed discussion of topical issues relating to the public sector. This involves students making links between abstract economic theory, empirical evidence and government policy in the UK and abroad.
- Have developed key skills including: reading and interpreting economic literature; familiarity with economics statistics; using economic data to support and develop arguments; effective communication; presentation skills; teamwork and working in groups.

Module Linkages

This module builds on the welfare economics taught in Principles of Microeconomics. The ideas and policy issues studied are also of relevance for a wide number of other options taught in the school, including Public Choice, Development, Industrial and Labour Economics.

Reading

S. Connolly and A. Munro (1999), *Economics of the Public Sector*, Prentice-Hall.

Good alternatives are:

J. Stiglitz, *Economics of the Public Sector*, Norton.

S. Bailey, *Public Sector Economics: Theory, Policy and Practice*, Macmillan.

J. Cullis and P. Jones, *Public Finance and Public Choice*, McGraw-Hill.

THE ECONOMICS OF CORPORATE FINANCE (ECO-2A10)

Convenor: Dr Michael Prior **Assessment:** WW **Semester:** Spring **Slot:** D2-4*D6-9

This module looks at the financial structure of firms and the financial decisions firms have to make. The operation of capital markets is examined from the point of view of an economist interested in the relationship of asset prices that emerge from financial markets and real levels of investment in the economy. The main question revolves around the following: do asset prices formed in capital markets provide accurate signals for resource allocations?

Module objectives

- To provide the non-specialist undergraduate with a basic introduction to company structure and finance in the UK
- To present the pillars of financial orthodoxy: efficient market theory, portfolio analysis and models of share valuation
- To introduce dissenting views, particularly with regard to market efficiency.

Module linkages

There are no direct linkages with other modules but indirect links with many. The most direct links are to Industrial Organisation, and Strategy and Risk, but there are also links to both Micro and Macro courses in Economic Principles as well as the European Economy.

Reading

D.Watson and A.Head (2007) *Corporate Finance: Principles & practice*, 4th Edition, Prentice-Hall.

R. A. Brealey and S. C. Myers (2000) *Principles of Corporate Finance*, McGraw-Hill.

K. Cuthbertson (1996) *Quantitative Financial Economics*, Wiley

STRATEGIC THINKING (ECO-2B04)

Convenor: Dr Anders Poulsen **Assessment:** WW **Semester:** Spring **Slot:** B1-4*B8-9

Module content

This module focuses on game theory. We study how individuals make decisions in strategic situations. These situations arise whenever the welfare of any person depends not only of what that person does himself, but also on the decisions of other people. There is an abundance of such situations in economics and in other social sciences disciplines. Examples are the interaction between firms in an industry; bargaining between the members of a family or between workers and employers in a firm; the decision of a country whether or not to attack another country.

Module Aims

- You will understand the strategic structure of an economic or social situation and be able to predict how people will behave in that situation.
- You will be able to identify situations that involve strategic considerations and learn how to model them as games.
- You will improve your ability to think analytically about real life strategic decision problems.

Module linkages

Strategic Thinking complements several other Economics modules, such as Industrial Organisation, Economics of Corporate Finance, Public Choice, and Topics in Economic Analysis.

Reading

Avinash Dixit and Susan Skeath: Games of Strategy, second edition, W. W. Norton, 2004.

The following books are alternatives:

Binmore, K.: Fun and Games – a Text on Game Theory, D.C. Heath, 1992.

Gibbons, R.: A Primer in Game Theory, Harvester Wheatsheaf, 1992.

MACROECONOMICS, INSTITUTIONS AND POLICIES (ECO-2B08)

Convenor: Dr Sasha Talavera **Assessment:** WW **Semester:** Spring **Slot:** BX-B7

Module content

This module is an introduction to the political economy of institutions and development. We consider how the economy and its institutions affect human well being. We explore the link between institutions, growth, development and inequality. We then consider the role of informal economic institutions, such as social capital. We also investigate the economic effects of happiness.

Module objectives

- To give students a broad understanding of the modern literature in macroeconomics, and an ability to appraise its strengths and weaknesses.
- To understand how recent developments in economic research can shed light on several important current economic and social problems.
- To enhance the understanding of the contemporary problems facing macroeconomic policy makers.
- To enable students to study macroeconomics at a level beyond the core Principles modules

Module linkages

The Module complements several other ECO Modules that involve some macroeconomics, including Development Economics, Labour Economics. In short, the Module fits naturally into the optional range for any student with an interest in macroeconomics.

Reading

The course is at the frontier of economic research and therefore there is no textbook available that covers the whole syllabus. Hence, there is no recommended text book. A good background text is Mankiw, Principles of Economics, 3rd edition, Thomson, 2004.

Members of the School of Economics

Klaus ABBINK is a Professor of Economics and the Director of the newly established Centre for Behavioural and Experimental Social Science (CBESS). His research background is in experimental and behavioural economics and he received his doctoral degree in May 2000 from the University of Bonn with a thesis on corruption and reciprocity experiments. Before joining UEA, Klaus was Associate Professor in the Centre for Research in Experimental Economics and Political Decision Making (CREED) at the University of Amsterdam.

Joel CLOVIS is a Lecturer in Economics. His research interests are in applied econometrics, econometric methodology, particularly financial sector econometrics. He is currently working on modelling the determinants of financial sector innovation, infrastructure development and integration into the global economy. He also has interests

in economic growth issues in developing countries; modelling macroeconomic volatility; and modelling information preferences. Particularly favoured techniques are low volatility time-series, Bayesian methods, latent variable analysis and the use of large panel datasets.

Sara CONNOLLY is a Senior Lecturer. Her main field of research is applied labour economics. Her current research includes a study of the careers of research scientists in the UK. Recent projects include papers which examine the long-term consequences of spells of low paid or part-time employment, a study of the impact of minimum wage legislation upon the employment of low paid women (with Mary Gregory, Oxford) and estimating the extent to which changing attitudes contributed towards the growth of inequality in the UK since the 1980s (with Shaun Hargreaves-Heap, UEA).

Stephen DAVIES is a Professor of Economics. His research interests are in Industrial Organisation, especially competition policy. He is currently an Academic Adviser to The Office of Fair Trading, is a previous editor of the Journal of Industrial Economics, and is one of the four founders of the Centre for Competition Policy at UEA. He has written books and articles, and supervised PhD students, on Industrial Structure, European Integration, Multinational Firms, Competition Policy, Productivity and Innovations. He is currently working on two major research projects: tacit collusion in merger analysis; and the competitive effects of complex pricing tariffs.

Shaun HARGREAVES HEAP is a Professor in Economics. He teaches and researches in macroeconomics, political economy, philosophy and economics and the economics of television and film. His current research projects are on: 1) the influence of group membership and inequality on individual behaviour, especially with respect to trust and trustworthiness; 2) the measurement of diversity of view in the media; and 3) communication and emotion in financial markets. He is currently supervising three PhD students: they are working on the predictive power of the term structure of interest rates, the analysis of coordination games and collective intentionality.

Xinyi LI is a Lecturer in Economics. He obtained his first degree in economics from Ji-Nan University, China, and received his postgraduate training towards a PhD at the University of Southampton, UK. Before joining the UEA, Xinyi was doing post-doctoral research at the University of Sussex, UK. Xinyi's research areas include regional integrations, vertical specialisation linkages, business cycles synchronicity, foreign direct investments and technology diffusion. His current project is to investigate how shocks are transmitted through the trade channel, focusing on the timing and the depth of transmission. The next proposed stage is to study the relationship of transmission and vertical specialisation.

Susan LONG is a Lecturer in Economics who is primarily interested in the empirical analysis of labour market issues - particularly those related to discrimination and workplace absenteeism. Her most recent research, with Sara Connolly, involved a study of the careers of research scientists in the UK. In her previous research, she has examined whether age discrimination exists in the UK labour market and considered its implications for public policy.

Bruce LYONS is a Professor of Economics and Deputy Director of the ESRC Research Centre for Competition Policy. His research interests include: economics of competition policy; European industrial structure; and contract theory and actual contracts between firms.

He is currently working on the economics of merger policy. He is Associate Editor of *Economica* and formerly Editor of *Journal of Industrial Economics*. He is a part-time Member of the UK Competition Commission and on the Economic Advisory Group for Competition Policy at the European Commission.

Ben MCQUILLIN is a Lecturer in Economics. He is a game theorist with interests in social choice, welfare economics and social philosophy. In recent research he uses both “non-cooperative” and “cooperative” game theory to investigate expected and rightful outcomes in situations where cooperation induces externalities. He also works on the formal representation of rights, and on the problem of reconciling welfare economics with findings in behavioural economics.

Subhasish MODAK CHOWDHURY is a Lecturer in Economics. He obtained his PhD in Economics from Purdue University. His research focuses on the various applications of Microeconomic theory with a special emphasis on Contest theory. Contest theory examines the strategies of economic entities when they expend costly resources in order to win valuable prize. In particular, his primary areas of interests span theoretical, experimental and empirical investigation of problems in Industrial Organization, Public Economics, and Political Economy.

Peter MOFFATT is a Reader in Econometrics. He specialises in Applied Micro-econometrics, with particular interest in the analysis of household-level data and data from economic experiments. He is also interested in financial econometrics and financial mathematics. He teaches statistics, econometrics and quantitative economics at all levels.

Grischa PERINO is a Lecturer in Economics. He did his undergraduate studies at the University of Bonn, earned a M.Sc. in Environmental and Resource Economics from University College London and a Diplom-Volkswirt (equ. to a M.A. in Economics) from the University of Freiburg. He obtained a Ph.D. in Economics from the University of Heidelberg in 2007. Grischa has research interests in environmental economics and regulatory economics with a special emphasis on instrument choice, the design of institutions and innovation. He uses theory, experiments and empirics to investigate these issues.

Chiara PERONI is a Lecturer in Economics. She holds a PhD from the University of York, UK, and her main research interests are in the areas of applied econometrics and empirical finance. Other interests are in the field of macroeconomics. Chiara's research is focused on nonlinear modelling of financial and economic time series. She uses non-parametric regression methods to estimate and forecast financial variables. She has extensively sought to explain the formation of risk *premia*, and also devoted attention to several macroeconomic puzzling behaviours. Chiara teaches statistics, econometrics and finance at postgraduate and undergraduate level.

Anders POULSEN is a Lecturer in Economics. Using game-theoretic and experimental research methods, his research focuses on the following areas: social preferences and reciprocity; trust, social capital, and economic performance; political economy; distributional fairness; focal points; strategic moves; information acquisition decisions in games.

Odile POULSEN is a Lecturer in Economics. She is a macroeconomist. Her other

research interests include social capital, labour economics and personnel economics as well as experimental macroeconomics.

Michael ROOS is Visiting Fellow in Economics. Michael's main fields of research are behavioural and experimental macroeconomics and regional economics. He is particularly interested in the formation of economic expectations and the effects of consumer moods on macroeconomic fluctuations. Other topics, in which he has some expertise, are social capital, lay economic thinking and regional price level differentials. Michael is an applied economist who uses many different methods such as economic experiments, econometrics and surveys for his analyses.

Bibhas SAHA is a Senior Lecturer in Economics. Prior to joining UEA, he was working at the Indira Gandhi Institute of Development Research, Mumbai, India. His research areas include economics of corruption, industrial organization and labour economics. Bureaucratic corruption and its effects on welfare programs have occupied a greater focus of his recent work. He holds strong interest in oligopoly models, and has been studying implications of firm-union interactions for wage agreements, entry and managerial incentives. Developing country labour markets are also an area of his interest, and he has worked on problems like child labour and returns to education.

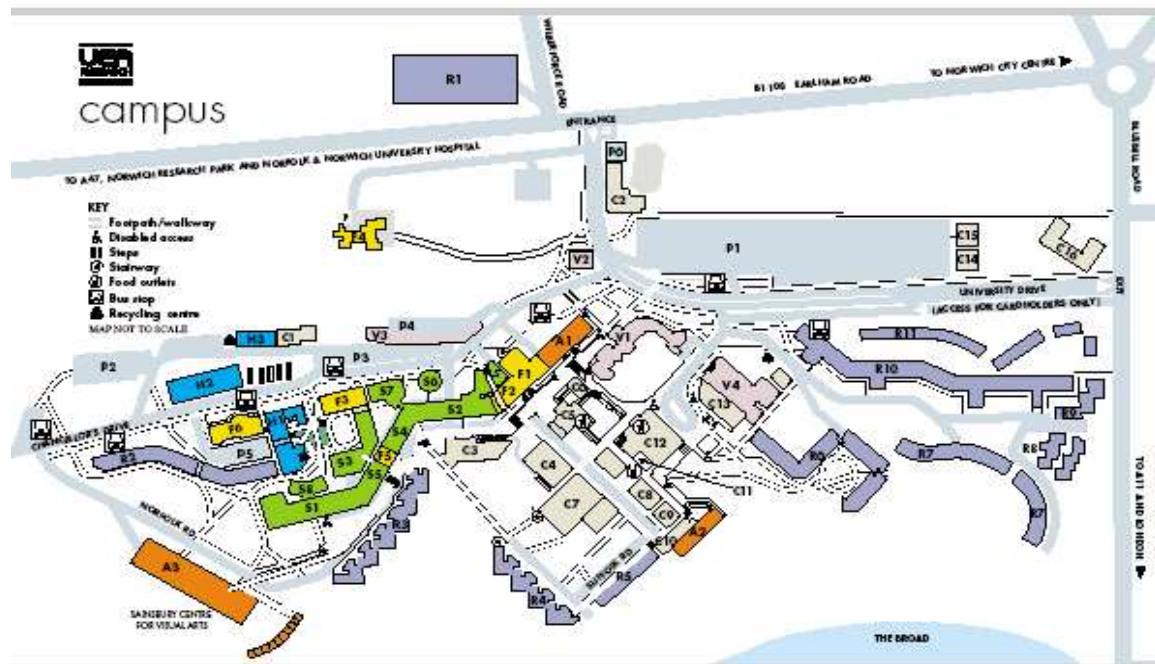
Greg SHAFFER is a part time Professor of Economics in the School of Economics at UEA, and a Professor of Economics and Management, and of Marketing, in the Simon School of Business at the University of Rochester. Professor Shaffer's research employs game-theoretic models to examine issues in pricing policies, antitrust and regulation, distribution channels, vertical restraints, principal-agent theory, and oligopoly models of strategic competition. His work has appeared in the *American Economic Review*, *RAND Journal of Economics*; *Journal of Economics and Management Strategy*; *Journal of Law and Economics*, *Journal of Law, Economics and Organization*, *Journal of Industrial Economics*; *International Journal of Industrial Organization*; *Marketing Science* and *Management Science*. He is an area editor of *Marketing Science*, a co-editor of the *Journal of Economics and Management Strategy*, an associate editor of the *Journal of Economics and Business*, and an associate editor of *Quantitative Marketing and Economics*. He has served as a visiting scholar in the Antitrust Division of the U.S. Department of Justice, and in the Bureau of Economics of the U.S. Federal Trade Commission.

Robert SUGDEN is a Professor of Economics. His research uses a combination of theoretical, experimental and philosophical methods to investigate issues in welfare economics, social choice, choice under uncertainty, the foundations of decision and game theory, the methodology of economics, and the evolution of social conventions. He is the author or editor of nine books, including *Principles of Practical Cost-benefit Analysis* (1978, with Alan Williams), *Economics of Rights, Cooperation and Welfare* (1986 and 2004) and *Experimental Economics: Rethinking the Rules* [forthcoming, with five co-authors]. He is the author of over 100 papers in refereed journals including *American Economic Review*, *American Political Science Review*, *Econometrica*, *Economic Journal*, *Games and Economic Behavior*, *Journal of Economic Literature*, *Journal of Economic Theory*, *Journal of Philosophy*, *Review of Economic Studies*, and *Quarterly Journal of Economics*. He is one of the very small number of UK economists included in the ISI Highly Cited list. Currently, his research is primarily directed at reconciling normative and behavioural economics.

Sasha TALAVERA is a Lecturer in Economics. He has BA in Economics from Oströh Academy, MA in Economics from Kyiv School of Economics (EERC), and MA in Economics from Boston College. His PhD in Economics is from the European University Viadrina, Frankfurt-Oder. Before joining the UEA, Sasha held positions at the Robert Gordon University and German Institute for Economic Research (DIW-Berlin).

Daniel ZIZZO is a Professor of Economics and Head of School. He is primarily an experimental and behavioral economist. Much (though not all) of his research is motivated by the search for more realistic empirical and theoretical foundations of economic decision-making, using experimental, but also analytical and computational, methods as required. Current research interests include bounded rationality, models of expectation formation and behavioural macroeconomics, behavioural and cognitive game theory, cooperation, trust and social preferences. They also include macroeconomic and microeconomic applications of theoretical ideas. He has papers published or forthcoming in a number of economics and non economics journals, among others *American Economic Review*, *Social Choice and Welfare*, *Economics Letters*, *Journal of Economic Behavior and Organization*, *Theory and Decision*, *International Journal of Industrial Organization*, *Journal of Economic Methodology*, *Behavioral and Brain Sciences*, *Physica A*, *Journal of Economic Psychology* and the *American Journal of Psychology*. He is a Coordinating Editor of *Theory and Decision*.

The Campus Map



Faculty of Arts and Humanities (HUM)

- A1 American Studies (AMS)
- A1 Film and Television Studies (FTV)
- A1 History (HS)
- A1 Language, Linguistics and Translation Studies (LLT)
- A1 Literature and Creative Writing (LT)
- A1 Philosophy (PHI)
- A1 Political, Social and International Studies (PSI)
- A2 Music (MUS)
- A3 World Art Studies and Museology (ART)

Institute of Health (IOH)

- H1 Allied Health Professions (AHP), Queen's Building
- H2 Medicine, Health Policy and Practice (MED)
- H3 Nursing and Midwifery (NAM)

Faculty of Science (SCI)

- S1 Biological Sciences (BIO)
- S2 Chemical Sciences and Pharmacy (CAP)
- S3 Computing Sciences (CMP)
- S4 Environmental Sciences (ENV)
- S5 Mathematics (MTH)
- S6 Climatic Research Unit (CRU)
- S7 Zuckerman Institute for Connective Environmental Research (ZICER)
- S8 Biomedical Research Centre (BMRC)

Faculty of Social Sciences (SSF)

- F1 Development Studies (DEV)
- F2 Economics (ECO)
- F3 Education and Lifelong Learning (EDU)
- F4 Law (LAW)
- F5 Management (MGT)
- F6 Social Work and Psychosocial Sciences (SWK)
Elizabeth Fry Building

Residences (R)

- R1 The University Village
- R2 Constable Terrace
- R3 Norfolk Terrace
- R4 Suffolk Terrace
- R5 Suffolk Walk
- R6 Nelson Court (including Guest Suite)
- R7 Colman House
- R8 Wolfson Close
- R9 Orwell Close
- R10 Waveney Terrace
- R11 New residences (under construction)

Parking (P)

- P1 Main Car Park
- P2 West Car Park
- P3 North Car Park
- P4 Visitors' Car Park
- P5 Central Car Park
- P6 Sportspark Car Park

Vice-Chancellor's Office and Administration (V)

- V1 The Registry:
Academic Division
Communications
Council House
Finance
International Office
Personnel
Print Group
Registrar and Secretary's Office
Research and Business Services
Residences and Services
Vice-Chancellor's Office
Visitors' Reception
- V2 Security Lodge
- V3 Estates and Buildings Division
- V4 Congregation Hall:
Access and Admissions Office

Campus Services (C)

- C1 Health Centre
- C2 Sportspark
- C3 IT and Computing Service
- C4 Lecture Theatres
- C5 Restaurants
- C6 Chaplaincy
- C7 Library
- C8 Dean of Students' Office
- C9 Counselling Service
- C10 Careers Centre
- C11 The Street (ground level):
Waterstone's Bookshop
NatWest Bank
Barclays Bank
HSBC Bank
Post Office
Paper Shop
Accommodation & Conference Office
Union Food Outlet
Launderette
Mango Coffee Shop
- C12 Union House:
Travel Shop
The Hive/LCR
Secondhand bookshop
Endleigh Insurance
Student Advice Centre
Union Bars
- C13 UEA Studio
- C14 Mosque
- C15 Nursery
- C16 Health and Community Centre
(under construction)