



**School of Economics**

**UNIVERSITY OF EAST ANGLIA**

**POSTGRADUATE COURSE GUIDE 2009-2010**

**APPLIED TRAINING**

**MA COURSES IN ECONOMICS**

**MA in International Business Economics**

**MA in International Business Finance and Economics**

**MA in Economics and International Relations**

**MA in Media Economics**

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

**Disclaimer**

**We have taken great care in compiling this Handbook, which we believe to be accurate at the time of going to press. However, the details described in this Handbook are regularly reviewed and may be subject to change without notice. Students will be notified immediately of any material changes likely to have a bearing on their studies.**



## **Introduction**

This Handbook is designed to give you information about the School of Economics, the Faculty of Social Sciences and the University to assist you in making the best of your study with us. The information contained in the following pages will often direct you to where full details and information is published and you are expected to make yourself familiar with the regulations and requirements of your course as directed. Information will also be passed on to you through other means, either individually in writing via email or notices to your pigeonholes, or through official notices on School Noticeboards, via the University Portal or through the Student Portal. You must therefore check these sources regularly to ensure that you are up to date with all information that you need to know. Any changes to the procedures and regulations governing your course of study will be notified to you in one of these ways. You should keep this Handbook safe and accessible for reference purposes.

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## 2009-2010 MA Students

Welcome to the School of Economics at UEA. I hope very much that you will enjoy your studies at the University of East Anglia and find them profitable for your future career. We are a lively, research-oriented department, committed to excellence in teaching. Economics at UEA is rated excellent in teaching quality assessment, scoring 23 out of a maximum 24 points (source: Quality Assurance Agency).

This Handbook contains information about the University and School of Economics and outlines some of the specific processes by which we ensure that every student may obtain the maximum benefit from his/her course, and by which every student is treated even-handedly in his/her academic work. We expect that all students will understand the working of these processes and regulations.

This Guide has also been prepared to introduce you to the MA and to answer many of the questions you may have about the courses available. You will find the Guide very useful throughout your period of study here, so please retain it for future reference.

You will be assigned to an advisor, normally the PG Teaching Course Director, Dr Joel Clovis, who is able to offer advice on academic and non-academic matters relating to your study at the university. You should arrange to see him near the beginning of the Academic Year.

### A word or two about time management

While you are here, it is important to use your time effectively. To prevent the semester becoming too congested, we advise you to use the Christmas and Easter breaks wisely. Do not think of these periods as holidays: in each break you should expect to have outstanding work to complete and new things to prepare for and some exams may take place.

On the other hand, you should not spend all your time working. Take time off 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 also 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, on behalf of the School of Economics I would like to take this opportunity of wishing you a stimulating and successful stay at UEA.

Yours sincerely

Daniel Zizzo  
Head of the School of Economics

## USEFUL INFORMATION

To begin with, the following information may be useful:

### 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](mailto: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](mailto: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	<a href="mailto:d.zizzo@uea.ac.uk">d.zizzo@uea.ac.uk</a>
Secretary	Gina Neff	Arts 3.54	<a href="mailto:g.neff@uea.ac.uk">g.neff@uea.ac.uk</a>
Faculty Manager	Karen Morley	Arts 3.56	<a href="mailto:k.morley@uea.ac.uk">k.morley@uea.ac.uk</a>
Postgraduate Teaching Director	Joel Clovis	Arts 3.71	<a href="mailto:j.clovis@uea.ac.uk">j.clovis@uea.ac.uk</a>
Lecturer and Senior Adviser Plagiarism Officer Coursework Convenor	Sue Long	Arts 3.23	<a href="mailto:susan.long@uea.ac.uk">susan.long@uea.ac.uk</a>
Professors of Economics	Klaus Abbink	Arts 3.43	<a href="mailto:k.abbink@uea.ac.uk">k.abbink@uea.ac.uk</a>
	Stephen Davies	Arts 3.52	<a href="mailto:s.w.davies@uea.ac.uk">s.w.davies@uea.ac.uk</a>
	Shaun Hargreaves		
	Heap	Arts 3.49	<a href="mailto:s.hargreaves-heap@uea.ac.uk">s.hargreaves-heap@uea.ac.uk</a>
	Bruce Lyons	Arts 3.42	<a href="mailto:b.lyons@uea.ac.uk">b.lyons@uea.ac.uk</a>
	Robert Sugden	Arts 3.81	<a href="mailto:r.sugden@uea.ac.uk">r.sugden@uea.ac.uk</a>

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	<a href="mailto:b.saha@uea.ac.uk">b.saha@uea.ac.uk</a>
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 href="mailto:a.poulsen@uea.ac.uk">a.poulsen@uea.ac.uk</a>
	Odile Poulsen	Arts 3.76	<a href="mailto:o.poulsen@uea.ac.uk">o.poulsen@uea.ac.uk</a>
	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.



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](mailto: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>

### 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>

### Registration

At the start of the 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 postgraduate registration for 2009/10 is **5 October 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.

Candidates are required to take six modules (three during each semester) and to complete a dissertation (based on a small research project undertaken with assistance from a supervisor) which is submitted at the end of August. The required modules and options for each of the programmes are described separately on the following pages.

This booklet also provides a brief description of the contents of each of the modules, together with some indicative reading. These are listed in Appendix A of this booklet. You should note that the module descriptions are provisional, particularly those for the optional modules. Since each option is likely to be taken by a small group of students, it is often possible for these modules to be modified to meet students' individual needs to a considerable extent. Final module descriptions will be provided by teachers at the beginning of each module. Module Convenors (whose names are given with each module description below) will be very pleased to discuss possible modifications with you upon your arrival. Other members of the faculty will usually be involved in the teaching of most modules; they will be happy to discuss module content with you too, but you should first consult the convenor. This booklet also explains the assessment procedures and offers some guidance on work distribution.

## **Credits**

The university has a system of assigning credits for postgraduate modules, which reflect the weight given to a module in any overall average mark for the degree. For the degrees covered by this handbook you must do modules totalling 180 credits. In Appendix A details of the credits for each module are given, but you will find that, provided you take the compulsory modules, complete the dissertation and choose your remaining modules from the list in appendix A, you will automatically have taken modules totalling 180 credits. The standard credit for each module is 20. The only exception is the dissertation (60 credits).

## **Switching Modules & Switching Degrees**

Sometimes students wish to switch their choice of options or, on occasion, to change their Masters degrees. It is normally possible to swap options early on in the course of the semester (before the end of week 2). If you wish to swap you should consult the teachers concerned. If they agree then please contact the DEV/ECO Teaching Office to get formal approval. It is your responsibility to ensure that the Teaching Office has an accurate record of the modules you are taking. If they do not have this, you will not be registered for the correct exams.

It is also usually straightforward to change Masters degrees within the set described in this booklet at any time prior to the interim assessment provided this does not involve changes in the modules you are taking. Again you must obtain approval for the switch and you will need to talk to the Postgraduate Teaching Director and complete a change of degree form. If, in transferring

from one Masters degree to another, you need to swap modules as well then you will also need the agreement of the relevant module convenors and complete a change of module form.

### **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 50%.

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>
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 <sup>nd</sup> or 3 <sup>rd</sup> day after the due date up to 1700 hours	20 marks
on the 4 <sup>th</sup> 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 disorder 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/ltqp/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).

## Passing the MA

If you pass each module you will pass the MA. The complete rules governing the award of the MA can be found in the University Calendar, which can be found on the Portal. The following sections provide a brief overview of these rules. **Please consult the University Calendar for the definitive version.**

### The Interim Assessment

In late June/early July, following the assessment period, the Board of Examiners will meet to make an interim assessment of your progress. For modules where your mark is greater than 50% you will be awarded credit. If you fail to reach the 50% threshold by a narrow margin the Board of Examiners may condone failure or it may decide that you need to be re-assessed in that module. It can condone failure for a maximum of 40 credits. If you fail a module by more than a narrow margin then the Board may refer you for re-assessment.

The nature of the re-assessment depends on the nature of the module and is decided by the Board of Examiners. It may consist of a resit exam or, in appropriate cases, you may be asked to complete more coursework. Note that resit exams normally take place in the week in which the dissertation is due.

If you are asked to be reassessed either by examination or coursework, you will automatically be given an extension for your dissertation of two weeks.

### The Final Assessment

In October/November after the dissertations and any reassessments have been marked, the Board of Examiners will meet to make its final decisions about your degree. To pass the MA you need to have been awarded or condoned 180 credits. As at the Interim Assessment meeting, the Board may condone up to 40 credits when the student has failed the modules by a narrow margin.

So in short, a candidate who achieves 50% or more in each module will pass the MA.

The MA can be awarded with distinction. As a guideline, if you achieve an average mark<sup>1</sup> of 70% the Board of Examiners may consider you for a distinction.

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<sup>1</sup> The weights for the average are computed on the basis of the number of credits.

## **Academic Appeals Procedure**

The University has an Academic Appeals Procedure. Copies of it are available in the Faculty Office or from: [http://www.uea.ac.uk/polopoly\\_fs/1.91695!f072.pdf](http://www.uea.ac.uk/polopoly_fs/1.91695!f072.pdf)

If you are dissatisfied with a grade for a piece of work, you should raise your concerns initially with the module convenor. If you are still dissatisfied, please then read the Academic Appeals Procedure. If you still wish to make an Academic Appeal, you should complete an Academic Appeal Form (copies of which may be obtained in Schools or from the Portal and submit it, together with any necessary supporting documentary evidence to the Senior Adviser, Dr Susan Long

Please note that there are strict deadlines for the above procedures. Full and definite details are found in Academic Appeals Procedure.

### **Masters degrees are awarded to students who have demonstrated:**

i) a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;

ii) a comprehensive understanding of techniques applicable to their own research or advanced scholarship;

iii) originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;

iv) conceptual understanding that enables the student:

- to evaluate critically current research and advanced scholarship in the discipline; and
- to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

### **Typically, holders of the qualification will be able:**

a) to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;

b) to demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;

c) to continue to advance their knowledge and understanding, and to develop new skills to a high level;

and will have:

d) the qualities and transferable skills necessary for employment requiring:

- the exercise of initiative and personal responsibility;
- decision-making in complex and unpredictable situations; and
- the independent learning ability required for continuing professional development.

## **Expectations of what constitutes postgraduate level work.**

When work is assessed at graduate level, your teachers will expect you:

- (1) to place your answers in an appropriate academic context. To do this, you should make detailed use of relevant specific academic articles and books (if appropriate) and always try to relate your argument to underlying theoretical issues and literature;
- (2) to display evidence of wider reading than just the standard textbooks and references given in the module outline and seminar handouts;
- (3) to avoid making sheer assertions, i.e. claims or statements unsupported by theory and/or evidence. You should always try to substantiate and elaborate;
- (4) to discuss real world applications and policy implications of theoretical concepts under analysis.

In addition, the standard academic expectations apply. Namely, your work should:

- (5) answer the question being asked;
- (6) have a clear structure and linear progression of arguments;
- (7) be written in an appropriate academic style, with correct grammar and spelling;
- (8) be typed, and contain full bibliographical references (including internet addresses) and a word count;
- (9) contain carefully labelled diagrams wherever appropriate, accompanied by an explanation of their relevance;
- (10) make use of advanced word-processing facilities such as Tables and the Equation Editor wherever appropriate.

### **Assessment Criteria For Taught Masters Grades** **(ESSAYS AND DISSERTATIONS)**

#### **80% plus**

A mark within this range will be given to work which shows all the qualities described below for the 70-79% range, and in addition intellectual vigour, independence of judgement and inventiveness, conveying unmistakable evidence of originality of thought and expression. The level of scholarship will also be impressive. It is likely that the marker(s) will judge the work to be of publishable or near publishable standard.

#### **70%-79%**

A mark within this range will be given to work which displays a deep understanding of its subject, a firm grasp of relevant factual detail, which is clearly and resourcefully argued and in which there are consistent signs of perceptiveness and/or originality, both in thought and expression. The level of presentation will be exemplary.

#### **60%-69%**

Work in this range will be intelligently argued and well-presented. There may be flaws in the structure and/or in the exemplification, and there may be some unevenness in the quality, but the essay will have sufficient signs of critical and analytical acuteness and individuality to lift it well above the merely competent. Higher marks in the range will indicate a high individual input, towards the level of intellectual independence and adventurousness which merits the award of a distinction.

50%-59%

Work in this range will show a satisfactory knowledge and understanding of its subject, will be satisfyingly argued and properly supported by relevant reference. It may lack sophistication in its argument and be rather passive in its presentation of evidence, or a little too descriptive or explanatory in its treatment. The writing will probably be competent but lack the sharpness of focus which testifies to real insight. Lower marks in the range may indicate a shaky grasp of critical and/or analytical methods. There may be problems with style, structure and presentation too.

49% and below.

This mark represents a fail. A mark below 50% means the student either fails to show adequate understanding of the material or has failed to provide an adequate synthesis of it. It may include serious errors of fact and/or interpretation. Language and presentation may be below the levels required. Students should always consult with their teachers if their essays fall into this grade.

### ***Presentation of Work***

You should refer to the booklet: ***The School of Economics Guide to Study Skills***, which is provided to all new students 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 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 and course tests.

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](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](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 and with the approval of the Director of Taught Programmes for students taking level 3 undergraduate 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) publish a list of level 3 modules where 'TURNITIN' may be deployed on the Faculty Teaching Office's website, or other appropriate place such as Blackboard or School intranet site. 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 in 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 Adviser

Dr Joel Clovis is the adviser for all postgraduate taught students.

The Senior Adviser has overall responsibility for all matters relating to undergraduate and postgraduate 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 director for your course of study or from the Module Convenor. Each course in the School has a Course Director who has overall responsibility for it and to whom students taking that course can therefore turn for detailed advice. Dr Joel Clovis is Course Director for all postgraduate courses.

### 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](mailto:it.helpdesk@uea.ac.uk)

**Further information about IT accounts and password security can be found on at [www.uea.ac.uk/password](http://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](mailto: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](mailto: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](http://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](mailto: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](mailto: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](mailto: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](mailto: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 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](http://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](http://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 an 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;; (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"> <li>• Pre-requisites – a module which a student must have already completed before enrolling on a module</li> <li>• Co-requisites – a module on which a student must also enrol if taking a specific module</li> <li>• Post-requisite – a module which must be taken after the module on which the student is enrolled</li> <li>• Non-compatible – a module which may not be taken with a specified module</li> </ul>
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"> <li>• Wholly by coursework (CW)</li> <li>• Wholly by examination (EX)</li> <li>• By project (PR)</li> <li>• By a combination of two or more of the following: coursework, examination,project (WW) or coursework and project (CP)</li> </ul>
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.

## Information about your course

### 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 – Joel Clovis is Course Director for all postgraduate degrees in ECO. The Course Director will be able to provide detailed advice about the course requirements when you enrol for modules.

## OVERVIEW OF MASTERS COURSES IN ECONOMICS

The School of Economics offers four MA programmes in economics, each of which provides intensive training in appropriate economic theory, research methods plus an opportunity to develop specialist skills in one or more area of study. The four programmes described in this booklet are:

**MA in International Business Economics**  
**MA in International Business Finance and Economics**  
**MA in Economics and International Relations**  
**MA in Media Economics**

Please also consult the UEA Regulations for taught Masters programmes in the UEA Calendar 2009/10 available on the UEA Portal. The Calendar is the definitive guide to the Masters programmes.

### The Structure of the Programmes

The full-time programme is completed in one year of study. The academic year at UEA is divided into two semesters. The Semester dates for 2009/2010 are as follows:

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.**

## PROGRAMME GUIDES

### 1. The MA in International Business Economics

This course allows economics graduates to develop their knowledge and understanding of international business (transnational production, finance, etc); and graduates of business related disciplines to gain greater depth of understanding of the broader economic context of the international economy. The course develops skills in statistical analysis, as well as investigating the motivation, financial practices, and consequences of international business.

	Autumn Semester	Spring Semester	Dissertation
Economics Core:	Economic Concepts* (ECO-M009)	International Political Economy* (ECO-M014)	To be submitted by 31 August 2010
International Business:		Multinational Firms (ECO-M018)	
Methods:	Econometric Methods (ECO-M001)		
Options: (subject to availability)  Two modules, one in Autumn and one in Spring from:	Finance (ECO-M015) Economics of the Mass Media (ECO-M013) Introduction to the Economics of the Environment (ENV-M521)  (or an Autumn option in the postgraduate programme, subject to the approval of the Economics Postgraduate Teaching Director)	Topics in International Finance (ECO-M024) Natural Resources and Environmental Economics (ENV-M524) Financial Mathematics (ECO-M022)  Public Choice (PSIPM014)  (or any Spring option in the postgraduate programme, subject to the approval of the Economics Postgraduate Teaching Director)	
	* If you have a substantial background in economics we will instead require you to take the Economic Theory modules (ECO-M005 and ECO-M006) as your core economics modules. For such students, a wider range of Economics options would then be available. In some cases the Postgraduate Teaching Director may allow students to take Economic Theory I and then International Political Economy.		

## 2. The MA in International Business Finance and Economics

This course is designed to provide a general training in Economics, whilst allowing students to specialise in the areas of International Business and Finance. The modules in Economics provide coverage of core economics theory and quantitative techniques. The modules in International Business and Finance offer theoretical and applied training in these fields. The degree course develops skills in statistical analysis especially as applicable to financial data, as well as investigating the motivation, financial practices, and consequences of international business.

	Autumn Semester	Spring Semester	Dissertation
Economics Core:	Economic Concepts* (ECO-M009)		To be submitted by 31 August 2010
International Business:		Multinational Firms (ECO-M018)	
Finance	Finance (ECO-M015)	Topics in International Finance (ECO-M024)	
Methods:	Financial Econometrics (ECO-M017)		
Options:		International Political Economy (ECO-M014)  Economic Theory II (ECO-M006)  Financial Mathematics (ECO-M022)	

\* If you have a substantial background in economics we will instead require you to take Economic Theory I (ECO-M005) as your core economics module.

### 3. The MA in Economics and International Relations

This course provides a platform for students wishing to understand international economics and politics from an interdisciplinary perspective. It allows considerable flexibility in choosing areas of geographic specialisation. It should prove attractive to employers looking for those with an understanding of international institutions and geopolitics, as well as the analytical skills of economics.

	Autumn Semester	Spring Semester	Dissertation
Economics Core:	Economic Concepts* (ECO-M009)	International Political Economy* (ECO-M014)	To be submitted by 31 August 2010
International Relations Core:	International Relations Theory (PSIIM011)		
Methods:	Econometric Methods (ECO-M001)		
Option: (subject to availability) Two Spring modules from:		Natural Resources and Environmental Economics (ENV-M524) Multinational Firms (ECO-M018) The European Union in International Affairs (PSIIM010) The Foreign Relations of China and Japan in the Modern World (PSIIM026) Financial Mathematics (ECO-M022) Topics in International Finance (ECO-M024) International Securities (PSIIM020) Public Choice (PSIPM014)	
	<p>Students must take at least one of the two modules marked #.</p> <p>* If you have a substantial background in economics we will instead require you to take the Economic Theory modules (ECO-M005 and ECO-M006) as your core economics modules. For such students, a wider range of Economics options would then be available. In some cases the Postgraduate Teaching Director may allow students to take Economic Theory I and then International Political Economy.</p>		

#### 4. The MA in Media Economics

This course aims to attract students who wish to develop their analytical skills to understand the economic context of the industries in which they hope to pursue their careers (and in doing so, to distinguish themselves from other arts graduates). Also, it allows economics graduates better to understand the media, and so to open up a career path in the business side of the media (e.g. account executives in advertising, finance and management jobs in broadcasting, publishing etc.).

The course is taught by the School of Economics and the School of Politics, Sociology and International Studies, which have a strong tradition of interdisciplinary research and teaching.

	Autumn Semester	Spring Semester	Dissertation
Economics Core:	Economic Concepts* (ECO-M009)	International Political Economy* (ECO-M014)	To be submitted by 31 August 2010
Mass Media Core:	Economics of the Mass Media (ECO-M013)	Politics and Mass Media (PSIPM012)	
Methods:	Econometric Methods (ECO-M001)		
Option: (subject to availability)  One module from:		Multinational Firms (ECO-M018)  Financial Mathematics (ECO-M022)  Natural Resources and Environmental Economics (ENV-M524)  Public Choice (PSIPM014)  (or any Spring option in the postgraduate programme, subject to the approval of the Economics Postgraduate Teaching Director)	
	* If you have a substantial background in economics we will instead require you to take the Economic Theory modules (ECO-M005 and ECO-M006) as your core economics modules. For such students, a wider range of Economics options would then be available. In some cases the Postgraduate Teaching Director may allow students to take Economic Theory I and then International Political Economy.		

## THE DISSERTATION/RESEARCH PROJECT

As 60 credits of the overall assessment, the dissertation is an important part of the MSc programme. In previous years a number of students have produced excellent pieces of work which have been rewarded with first class marks.

Your dissertation will be supervised by a member of faculty. All dissertation topics must be approved by the Postgraduate Teaching Director.

The dissertation is organised into two parts. During semester two, there will be compulsory workshop sessions (the "Dissertation Skills" Module) on research skills. The workshops cover such matters as: research planning; formulation of research problems; data gathering; bibliographic skills and literature review; ethical issues and organisation of the thesis. Later in semester two you will be asked to prepare and submit a research plan.

The Postgraduate Teaching Director will be responsible for pairing you with a supervisor but you should feel free to approach individual members of faculty, informally, with ideas about possible topics for your dissertation. You will be required to complete a dissertation/research project form, a copy of which is included in this guide.

The dissertation should have an upper word limit of 8,000 including footnotes, tables, figures but excluding appendices and bibliography. We will not be expecting you to produce a publishable article, but we do expect your work to make a contribution to the relevant literature; a straightforward summary of existing literature will not suffice. Here are some ideas for different approaches which you might consider: in an area of applied economics there could be some new empirical work or development of an earlier empirical study; your dissertation could involve novel criticism of a bit of theory, or a new synthesis of some arguments in theory, or of course a brand new theory!

### Timing of the Dissertation

It is a good idea to begin consideration of possible dissertation topics right at the start of the programme. You will need to choose a dissertation topic and complete your proposal by the end of the second semester. Based on the topic, the Postgraduate Teaching Director will pair you with a supervisor, whose first task is to read your proposal.

You will be informed about who your supervisor is before the end of the Spring semester, and you will have a first meeting with your supervisor some time in May; in this first meeting you and your supervisor will discuss how you intend to schedule your work. You will normally have two further meetings with your supervisor, one in late June and one in late July.

A substantial part of the work for the dissertation will be completed after the end of the second semester. Since many members of faculty travel to conferences, visit other departments (and even take holidays!) during the summer vacation, you should be aware that you cannot expect supervision throughout the months of July and August. **Formal supervision will cease by 23 July 2010. Students will normally be expected to complete their dissertations independently from this point onwards.**

### Submission of Dissertations

Dissertations must be submitted by 3.00pm 31 August 2010.

Extensions to this deadline will only be granted in exceptional circumstances. Where appropriate, extensions are granted by the Senior Adviser on the advice of the Postgraduate Teaching Director. If you wish to apply for an extension you should fill in the relevant form, obtainable from the DEV/ECO Teaching Office.

#### *Instructions for submission of the dissertation*

1. Dissertations should not be more than 8,000 words in length, including tables, figures, and footnotes, but excluding appendices and references.
2. Dissertations should be typed, in 1.5 space.
3. If the dissertation contains tables (e.g. of results copied from STATA) it is better to present these in single space.
4. Two copies of the dissertation should be handed in to the DEV/ECO Teaching Office before the deadline.
5. Dissertations should be submitted in some simple form of loose binding.
6. One electronic copy of the dissertation should be emailed to the Economics Secretary ([g.neff@uea.ac.uk](mailto:g.neff@uea.ac.uk)) by the same deadline. The electronic copy should be in either Word or pdf.
7. The title page should contain the title, author's name and the following declaration: A dissertation submitted to the School of Economics, University of East Anglia, in partial fulfilment of the MA degree in [NAME OF DEGREE COURSE\*].
8. The title page should also include a word-count (including tables, figures, and footnotes, but excluding appendices). Failure to include a word-count will result in a penalty of 5 percentage points. A penalty of one percentage point will be applied for each 50 words above the limit.
9. Dissertations should contain a table of contents, and a list of references (to literature cited, quoted, or otherwise used, in the dissertation).
10. One copy of the dissertation will be kept in the ECO Teaching Office for one year.

\* As appropriate

## DISSERTATION / RESEARCH PROJECT FORM

The purpose of this form is to clarify the main expectations and requirements on the part of students and staff in order to approve the project and allocate a supervisor. Further details on the dissertation requirements are available separately.

### SUPERVISION ARRANGEMENTS

You will be informed about who your supervisor is before the end of the Spring semester, and you will have a first meeting with your supervisor some time in May; in this first meeting you and your supervisor will discuss how you intend to schedule your work. You will normally have two further meetings with your supervisor, one in late June and one in late July. Formal supervision will cease by 23 July 2010

**Please note that Students are required to study at UEA for the duration of their course, except when they are undertaking approved fieldwork or if they have been granted leave of absence by their Head of School. (General Regulation 6 Attendance and Progress)**

#### **SECTION A: This section to be completed by the student:**

<b>Name of Student</b>				
<b>Working Title / Area of Study</b>				
<b>Is Ethical Approval Required?</b> Further details available at <a href="https://www.uea.ac.uk/ree/Research/Research+Ethics/F-RECs">https://www.uea.ac.uk/ree/Research/Research+Ethics/F-RECs</a>	<b>YES</b>		<b>NO</b>	
<b>Do you intend to spend time away from UEA?</b> If YES, please complete location and dates below.	<b>YES</b>		<b>NO</b>	
<b>Will the project require fieldwork or a placement?</b> If YES, please complete location and dates below, and section C.	<b>YES</b>		<b>NO</b>	
<b>Proposed Place of Study</b>				
<b>Proposed Dates of Absence</b>				

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***When you have completed Section A, please attach the whole form to your Dissertation / Project proposal and hand it in to your Teaching Office***

#### **SECTION B: This section to be completed by the School:**

Name of Supervisor	
<b>Complete the following where applicable</b>	
(1) Date of Ethical Approval	
(2) Approval of absence period (to be completed by Head of School or Director of study)	
Signature	
Date	

**SECTION C: This section to be completed by the student, if applicable:**

Please record any known risks associated with fieldwork or placements in the section below and discuss these with your supervisor.

Supervisors and students are advised to check that insurance covers fieldwork or placements.

<b>FIELDWORK/PLACEMENTS</b>							
<b>What known risks are associated with the fieldwork or placements being conducted?</b>							
<b>What actions are being taken to reduce any significant risks identified?</b>			<b>Person responsible</b>				
<b>After action has been taken to reduce risk, are there any remaining risks which would cause concern and prevent the fieldwork or placement going ahead?</b> If 'YES' the fieldwork or placement would require further risk reduction or the location would require reconsideration.			<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;"><b>YES</b></td> <td style="width: 25%;"></td> <td style="width: 25%;"><b>NO</b></td> <td style="width: 25%;"></td> </tr> </table>	<b>YES</b>		<b>NO</b>	
<b>YES</b>		<b>NO</b>					

**Student consideration**

Please note that aside of any responsibility by the UEA, you have a duty to take care of your own health and safety and that of others who may be affected by your actions.

**APPENDIX A: MODULE DESCRIPTIONS**

This appendix gives information about the compulsory modules, economics option modules from the Applied Training programme and some of the more commonly taken options modules from

within the university. If you wish to find out more about a module then contact the person named in each table.

Some of the modules listed in this booklet are usually only available to students with a substantial economics background. By that, we mean a good honours degree with economics as a central component or a diploma in economics or an equivalent qualification, acceptable as an entry requirement for our MA/MSc in Economics. Modules of this type are marked with an □ symbol in the lists below. If you have a substantial economics background you will normally be able to take other options from the MA/MSc in Economics programme in addition to those listed here.

### 1. Economics Core Modules

ECO-M009 Economic Concepts	Dr Joel Clovis	Autumn 20 credits
<p>This module is designed to introduce students to micro and macro economic analysis, and to familiarise students with a wide range of economic tools which can be applied to issues relating to their Applied Training Programme.</p> <p><u>Introductory Reading</u> Begg, D A Fischer and R Dornbusch, 2003, "Foundations of Economics", McGraw-Hill</p> <p><u>Main Texts</u> Nicholson W, 2004, "Intermediate Microeconomics and its Application" Dornbusch R, S Fischer and R Startz, 2004, "Macroeconomics", McGraw-Hill</p>		

ECO-M005: Economic Theory I	Dr Bibhas Saha	Autumn 20 credits
<p>This is an advanced module in microeconomic theory, designed for postgraduate students with a strong background in economics. The topics covered in this module include the duality approach to demand theory, general equilibrium theory, game theory, choice under uncertainty, and the economics of information and signalling. The rational-choice foundations of microeconomics are critically examined, particularly in the light of experimental evidence and of alternative theories of economic decision-making.</p> <p><u>Course Texts Include:</u> Mas-Colell et al, <i>Microeconomic Theory</i>, 1995 H Varian, <i>Microeconomic Analysis</i>, Norton, 1994</p>		

ECO-M014 International Political Economy	Ms Philomena Bacon	Spring 20 credits
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This module is concerned with world political economy, international macroeconomics, trans-boundary environmental problems such as global warming, growth and the institutions of the international economy. It combines techniques of economics, such as game theory, with a concern to understand global and international developments in political and economic affairs. Students should have some basic knowledge of economics prior to taking the module.

Course text:

Krugman, P and Obstfeld, M, "International Economics: Theory and Policy", Prentice Hall, 6<sup>th</sup> edition, 2004

ECO-M006 Economic Theory II	Dr Odile Poulsen	Spring 20 credits
<p>This is a graduate level module in economic theory, designed to provide students who have a good undergraduate background in economics with more advanced training in modern macroeconomics. It aims to familiarize students with the workhorse models economists use to think about long term growth and unemployment.</p> <p><u>Course Texts Include:</u>  D Romer, <i>Advanced Macroeconomics</i>, McGraw-Hill, 2001  D J Blanchard and S Fischer, <i>Lectures on Macroeconomics</i>, MIT Press, 1989</p>		

## 2. Specialism Core Modules

PSIIM011 International Relations Theory	Dr Tony Kemp-Welch	Autumn 20 credits
<p>This module concerns the history and theories of inter-state relations, classical, modern and post-modern, with special attention to problems of war and peace. It is intended both for further study of international relations and as an introduction to those who have not studied it before.</p> <p><u>Suggested Reading.</u>  Goldstein, Joshua S., <i>International Relations</i>, London, Harper Collins, 1994  Brown, Chris, <i>Understanding International Relations</i>, Basingstoke, Macmillan, 1997.</p>		

ECO-M001 Econometric Methods	Dr Susan Long	Autumn 20 credits
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This is a module of two halves. The first half introduces some basic econometric techniques, and the problems which arise in their use. The second half applies the skills acquired in the first half, to particular problems in economics such as exchange rate models and the analysis of discrete choices by individuals. An emphasis is placed on the practical side of the subject. With the aid of the specialist econometric computer software STATA, theoretical models are estimated and tested using real data.

Introductory Reading

D Gujarati, *Basic Econometrics*, 4<sup>th</sup> Edition, McGraw Hill, 2003

ECO-M017 Financial Econometrics	Dr Peter Moffatt	Autumn 20 credits
<p>This is a module of two halves. The first half introduces some basic econometric techniques, and the problems which arise in their use. The second half applies the skills acquired in the first half, to particular problems in financial economics such as exchange rate models, the capital asset pricing model, tests of the efficient markets hypothesis, and the modelling of volatility in financial data. An emphasis is placed on the practical side of the subject. With the aid of the specialist econometric computer software STATA, theoretical models are estimated and tested using real data.</p> <p><u>Introductory Reading</u> D Gujarati, <i>Basic Econometrics</i>, 4<sup>th</sup> Edition, McGraw Hill, 2003 B Malkiel, <i>A Random Walk down Wall Street</i>, Norton, 2003.</p>		

ECO-M002 Applied Econometrics	Dr Joel Clovis	Spring 20 credits
<p>This is an advanced module in applied econometrics, aimed at students with some prior knowledge of econometrics. The module is divided into four sections: time series econometrics, estimation of systems of equations, microeconomics, and panel data models. There is an emphasis on the practical side, with the specialist econometric software package STATA being used extensively.</p> <p><u>Preliminary reading</u> W H Greene, <i>Econometric Analysis</i>, 5<sup>th</sup> Edition, Pearson Publishing, 2002</p>		

ECO-M015 Finance	Dr Mike Prior	Autumn 20 credits
<p>This module looks at the operation of capital markets and their relationship to the financial structure of firms, from the point of view of an economist interested in the relationship of asset prices that emerge from financial markets and real levels of productive investment in the economy. The main question revolves around the following - do asset prices formed in financial markets provide accurate signals for resource allocation?</p> <p>Course texts include:  R A Brearley, S C Myers, "Principles of Corporate Finance", McGraw-Hill  D Watson, A Head, "Corporate Finance", 2<sup>nd</sup> edition, Prentice Hall, 2001</p>		

ECO024 Topics in International Finance	Dr Mike Prior	Spring 20 credits
<p>This module looks at recent developments in research on the efficiency of financial markets. The starting point will be outlining the rational valuation formula, the random walk hypothesis and efficient market theory in their current guises as representative of orthodoxy. Then the contrast between orthodoxy and 'dissenting' views will be discussed with reference to equity markets, bond markets, foreign exchange markets and options and futures markets.</p> <p><u>Texts include:</u>  K Cuthbertson, "Quantitative Financial Economics", 1996, Wiley</p>		

ECO-M013: Economics of the Mass Media	Dr Judith Mehta	Autumn 20 credits
<p>This module is concerned with the economics of the mass media industries, including TV broadcasting, film, the national daily press and some of the 'new media' industries. The relationships between TV broadcasting and the advertising and sports industries are covered. Key elements include the competitive process, the conditions under which intervention is required, and the implications of technological change for the structure and conduct of the mass media industries. Any student without a background in economics and who is NOT taking the module 'Economic Concepts' must consult the Postgraduate Teaching Director before enrolling on the module.</p>		

ECO-M018 Multinational Firms	Professor Steve Davies	Spring 20 credits
<p>This module is structured around three main questions: why do multi-nationals exist? What are their beneficial effects? Why might they sometimes be a cause for concern? In answering these questions we confront a variety of theoretical and empirical methodologies (eg, oligopoly theory, transactions costs, econometric, case studies in corporate strategy) and draw upon various branches of Economics (international, industrial, labour, financial and political economy).</p> <p><u>Introductory Reading</u>  R E Caves, <i>Multinational Enterprise and Economic Analysis</i>, Cambridge University Press, 1996 (advanced survey)  A Rugman and T L Brewer, "The Oxford Handbook of International Business, 2001  P Buckley and P Chauri, "The Internationalization of the Firm: a Reader", 2<sup>nd</sup> edition</p>		

PSIPM012 Politics and Mass Media	Prof John Street	Spring 20 credits
<p>Working from the assumption that the mass media are an integral part of modern political life, this module examines the way in which politics is represented in the mass media and reviews critically the argument about 'bias'. It also explores the arguments around the ownership and control of mass media, the increasing use of the mass media by political parties and the changing relationship between citizens and politics engendered by new communication technologies.</p>		

### 3. Autumn Options

ENV M521 Introduction to Economics of the Environment	TBA (ENV)	Autumn 20 credits
<p>The module is designed to introduce students to the fundamentals of economic analysis and their application to a range of environmental issues. The module opens by familiarising students with basic economic tools before moving on to consider their use within techniques such as cost-benefit analysis.</p>		

#### 4. Spring Options (Alphabetical Order)

ECO-M022 Financial Mathematics	Dr Joel Clovis	Spring 20 credits
<p>This is a technical finance module aimed at students wishing to pursue careers in the financial sector. The focus will be on valuation and risk analysis of financial products and positions. The module will be highly analytical, with weekly exercises and assessment balancing mathematical problems and practical exercises involving Excel. Topics covered will include: present value calculation; bond analysis; futures markets; interest rate futures and yield curve analysis; option pricing and hedging; exotic options; Brownian motion; Ito's Lemma.</p> <p><u>Introductory reading</u> Wilmott P., <i>Paul Wilmott Introduces Quantitative Finance</i>, 2001, Wiley:Chichester</p>		

PSIIM026 Foreign Relations of China and Japan in the Modern World	Andy Patmore	Spring 20 credits
<p>The module looks at the history of China and Japan from the mid-nineteenth century to the present day. The attempts at modernisation, conflict between the two nations, their relationships with the Asian region and the United States are covered. Their contrasting attempts to develop in the postwar period are investigated. We also assess their current policies and the issues of importance to China and Japan in the twenty first century, and assess whether they can move beyond the legacy of this difficult history.</p> <p><u>Suggest reading</u> W.G. Beasley, <i>The Rise of Modern Japan</i>, London: Weidenfeld and Nicolson, 1995 Janet Hunter, <i>The Emergence of Modern Japan</i>, London: Longman, 1989</p>		

PSIIM020 International Security	Dr L Marsden	Spring 20 credits
<p>This module examines the study of security in the international system, through its roots in Cold War strategic studies to the development of the more broadly focused field of security studies today. The course critically analyses contemporary security issues and provides a sound theoretical base for considering practical issues of security, including new wars, intervention and terrorism. Themes explored include security and the national state, war and peace, new wars, alliances, democratic peace, securitisation, human security, the arms industry and terrorism.</p>		

PSIIM010 The European Union in International Affairs	Dr V Koutrakou	Spring 20 credits
<p>The module focuses on European Political Cooperation now and into the future, particularly Europe's role as an international actor. Issues include the EU and international conflicts such as the Gulf War, the Middle East and former Yugoslavia, the EU's position as one of three major economic world powers, the EU and Third World development, new considerations in European security, global environmental and energy concerns. Convergence or divergence in European political consensus is examined through these issues in an attempt to draw useful insights for the future of European Integration.</p>		

PSIPM014 Public Choice	Prof B Goodwin	Spring 20 credits
<p>Public choice theory applies economic models to explain political phenomena. This module, jointly taught by lecturers from philosophy, politics and economics, studies the concepts of market failure and political failure, problems of collective action, rational choice models of democracy and bureaucracy, social choice theory, the motivation of actors in the political process, and the evolution of conventions and norms. The political context is the move from a welfare state to a market society. The emphasis is on the critical appraisal of alternative approaches to public choice and policy issues.</p> <p><u>Introductory reading</u> S. Hargreaves Heap, et al, <i>The Theory of Choice</i>, Blackwell.</p>		



## APPENDIX B: 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.

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