**UNIVERSITY OF EDINBURGH**

**ECONOMICS**

**COURSE HANDBOOK FOR**

**Issues in Global Economics**

**Session 2013-14**

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**1. A Brief Overview of the Course:**

This handbook covers the 20 credit course **Issues in Global Economics (IGE)** course code ECNM08012.

**Note:** Visiting students who are studying at Edinburgh only in Semester 1 should register for the course **Issues in Global Economics (VV1).**

IGE is intended to illustrate the usefulness of economic principles in a varied range of applied contexts. IGE will focus on two issues: topics in international economics; the economics of climate change.

The course relies primarily on words, diagrams and numerical illustrations/data. The use of formal mathematics is limited and basic.

Reading material for the course will be drawn from a variety of sources. An understanding of basic economic principles at the level of Sloman 'Essentials of Economics' is presumed.

**2. Broad aims and intended learning outcomes**

**The Broad Aims of IGE**

- To provide each student with a sufficient understanding of a number of economic issues, particularly as they apply in an international or global context, so that she or he can think independently and coherently about them, and to then judge, for example, as to whether an article in the *Economist* or *Financial Times*, makes economic sense.

- To provide a broad and accessible treatment of the economic principles underlying the analysis of a number of issues with a global dimension, which are valuable for students intending to specialise in other related disciplines such as: Politics, International Relations, Business Studies, Economic History, Social Policy, Geography and Sociology.

- To foster the development of key intellectual, practical and transferable skills, which are valuable during university, in a wide-range of careers and life more generally:
**Intended Learning Outcomes**

**IGE provides opportunities for students to develop and demonstrate:**

- Knowledge and understanding
- Skills and abilities in research and enquiry
- Personal and intellectual autonomy
- Communications skills
- Personal effectiveness
- Technical and practical skills

**Knowledge and understanding:** Students taking IGE will have had the opportunity to develop and demonstrate knowledge and understanding in the following areas:

| A1. Core economic concepts (e.g. opportunity cost, incentives, strategic thinking, marginal considerations, expectations and surprises). |
| A2. Applications of core economic theory and reasoning to applied topics and policy issues. |
| A3. Key mathematical and statistical/econometric techniques. The ability to understand applications of these techniques and to use them as problem solving tools or for data analysis |
| A4. Major modern developments in economic analysis, with a deeper understanding and appreciation of on-going research activity in some more specialised areas. |

**Teaching/learning methods and strategies**

These areas developed through lectures, small-group tutorials, learning-by-doing through working through problem sets and guided independent and collaborative study. Additional support is provided by a Help Desk staffed by selected final year students. Regular class contact is supplemented by more informal, student-driven, office hours.

**Assessment:**

Knowledge and understanding is tested by a mix of written examination, essays and project work.

**Skills and abilities in Research and Enquiry**

Students taking IGE will have had the opportunity to develop and demonstrate skills and abilities relating to the process of research and enquiry including:

| B1. The ability to identify, define and analyse theoretical and applied economic problems and identify or devise approaches to investigate and solve these problems. |
| B2. The ability to search for, evaluate and use information to develop their knowledge and understanding of economic and social phenomena and the methods and techniques used to analyse these. |
| B3. The ability to critically assess existing understanding of economic and social issues, the limitations of that understanding and the limitations of their own knowledge and understanding of those issues. |
| B4. The ability to question the principles, methods, standards and boundaries of economic knowledge. |

**Teaching/learning methods and strategies:**

Skills and abilities relating to research and enquiry are central to the mastery of economics. While all teaching/learning modes play an important role in developing these capabilities, they are particularly emphasised in: small-group classes and tutorials; feedback and guidance on exercises and essays; and student-driven office-hour consultations. Exercises, essays, and other assignments, throughout the course, develop these capabilities by challenging students to apply, adapt, question and extend knowledge and understanding in novel contexts. The course structure enables students to develop an appreciation of differing approaches to analysing economic phenomena ranging from more literary and discursive modes to more technical and formal modes.
Assessment
All forms of assessment (outlined above) place great emphasis on research and enquiry. Examinations are designed to test the ability to analyse economic problems and evaluate understanding of economic phenomena, by challenging students to adapt and apply their knowledge and understanding, rather than rewarding memorization and regurgitation. Essays and project work also emphasize skills and abilities relating to research and enquiry.

Skills and abilities in Personal and Intellectual Autonomy
Students taking IGE will have had the opportunity to develop and demonstrate skills and abilities relating to personal and intellectual autonomy including:

C1. The ability to be independent learners who take responsibility for their own learning, and are committed to continuous reflection, self-evaluation and self-improvement.
C2. The ability to make decisions on the basis of rigorous and independent thought.
C3. The ability to work towards personal goals in an independent manner.
C4. The ability to collaborate and debate effectively to test, modify and strengthen their own views.

Teaching/learning methods and strategies:
Skills and abilities relating to personal and intellectual autonomy are developed throughout the course. They are encouraged and reinforced by feedback on course-work essays and guided exercises. Learning opportunities, such as the Help Desk and office hours, require the use of independent action and initiative. Core economics principles and concepts (e.g. opportunity cost, incentives, strategic thinking, marginal considerations, expectations and surprises) are transferable to most decision contexts and foster C2. Interaction in small-group classes and cooperative learning, for guided exercises and project work, develop C4.

Assessment:
This group of skills plays an important part in all forms of assessment. C1-C3 is emphasized, in particular, in essays, the project and examinations. C4 is emphasized the project.

Skills and abilities in Communication
Graduates in Economics from the University of Edinburgh will have had the opportunity to develop and demonstrate skills and abilities in communication including:

D1. The ability to make effective use of oral and written means to critique, create and communicate understanding.
D2. The ability to further their own learning through effective use of feedback.
D3. The ability to use communication as a tool for collaborating and relating to others.
D4. The ability to communicate relevant information succinctly and precisely.
D5. The ability to communicate both qualitative and quantitative reasoning.

Teaching/learning methods and strategies:
D1 and D2 are encouraged by course-work essays, guided exercises and the project and reinforced by feedback on these activities. The study of Economics emphasises succinct communication through the use of formal modelling and abstraction. Learning opportunities, such as the Help Desk and office hours, develop communications and interpersonal skills. Interaction in small-group classes, cooperative learning, and regular day-to-day contacts (such as obtaining information and advice from busy lecturing, service or administrative staff) develop D3. Both the diverse set of phenomena and the range of modes of analysis embodied in the course enable students to develop an ability to understand communicate both qualitative and quantitative reasoning.

Assessment:
This group of skills plays an important part in all forms of assessment. D1, D2, D4 and D5 are emphasized, in particular, in essays, the project and by written examinations. D3 is emphasized in the project.
### Skills and abilities in Personal Effectiveness

Students taking IGE will have had the opportunity to develop and demonstrate skills and abilities in relation to personal effectiveness such as:

| E1 | The ability to manage tasks and skills in time-management. |
| E2 | The ability to cope with uncertainty and to adapt to new situations |
| E3 | The ability to adapt to new situations make decisions based on their understanding. |
| E4 | The ability to work effectively with others, capitalising on their different thinking. |

**Teaching/learning methods and strategies:**

Course handbooks, and other department and university resources, provide guidance on E1. The time-pressures of student life involve balancing the demands of non-academic and academic pursuits: keeping up-to-date with studies, course-work deadlines (which involve some deadline bunching) and exam preparation reinforce these skills through learning-by-doing. Course-work deadlines and examinations are potentially stressful, encouraging students to learn to cope with stress, with guidance and advice on stress-management provided by an extensive network of university resources. Interaction in seminars and small-group classes, cooperative learning, and regular day-to-day contacts (such as obtaining information and advice from busy lecturing, service or administrative staff) develop E4. Core economics principles and concepts (e.g. opportunity cost, incentives, strategic thinking, marginal considerations, expectations and surprises) are transferable to most decision contexts and hark back to outcomes A1 through A4 (as well as relating to C2).

**Assessment:**

This group of skills plays an important part in all forms of assessment. E1 is emphasized, in particular, in essays. Examinations are designed to test E2, by challenging students to adapt and apply their knowledge and understanding, rather than rewarding memorization and regurgitation. E3 is emphasized by examination and deadline pressures. E4 is emphasized in groupwork such as the project.

### Technical/practical skills

Students taking IGE will have had the opportunity to develop and demonstrate the following advanced technical and or practical skills and abilities:

| F1 | General computer IT Literacy |
| F2 | Modelling skills: abstraction, logic, succinctness, quantitative analysis (mathematics and statistics) |
| F3 | Qualitative analysis |

**Teaching/learning methods and strategies:**

Use is made of computing and IT resources throughout the course, including: computer assisted learning; essay, report and presentation; as an information resource; for communication by e-mail. In analysing economic and social issues, frequent use is made of formal mathematical and statistical models to study the mechanisms at work. Thus students have extensive opportunities to develop the ability to abstract from irrelevant details and focus on the heart of the problem, which is the essence of good modelling in economics. Use of models enables students to develop logical skills and offers them opportunities to develop the succinctness of their analytical arguments. Use of written assessments also encourages students to develop their skills of qualitative or discursive analysis: argumentation, strength of internal logic, sharpness of structure, use of relevant examples etc.

**Assessment:**

Assessment of F1 is primarily through the course-work essay. F2 and F3 are assessed both through coursework and examination.
An important key to the development of knowledge and understanding, and intellectual and other attributes is your active participation. You need to use your initiative to make full and effective use of the learning opportunities available.

3. Teaching Arrangements and Other Learning Resources

There are two lectures a week on Tuesday and Friday from 16.10 to 17.00 in Lecture Theatre A, David Hume Tower. In addition to lectures, you are expected to attend tutorials. It is important to appreciate that learning resources are not limited to formal lectures and tutorials. In particular, independent reading and study (including learning-by-doing by working through problem sets) play an important part in learning. Other valuable learning resources and opportunities include: the IGE Learn site and other internet resources, the Help Desk, and cooperative learning (through working together with classmates). All these resources, including lectures and tutorials require your active participation for you to learn effectively.

3.1 Lectures:

- Broadly lectures are intended to: guide your thoughts, indicate the scope of the subject, emphasise basic essentials, explain and illustrate difficult points, clarify common misunderstandings, draw attention to different interpretations, stimulate your thinking, and help you to develop a critical interest in the subject.

- Lectures are not intended to tell you all you need to know, nor provide a summary of a textbook. Lectures and reading/study/learning-by-doing are complementary.

- To get the most out of lectures you need to be alert and mentally active. Concentrate on the main points, concepts and ideas rather than detail. Take good notes: this involves taking a critical interest and asking yourself questions, not treating a lecture as a piece of dictation and mindlessly writing down as much as you can.

- Prepare for a lecture by doing the assigned reading/study in advance. Follow up issues, questions and ideas from your notes as soon as possible after the lecture, while your notes still make sense to you.

3.2 Tutorials

Tutorials start in week 2 and continue weekly until week 10, so each student will have 9 tutorials.

Tutorial registration is done online using Learn. Please follow the instructions on the IGE Learn site. You should register for your tutorial as soon as possible. Since tutorial slots fill up quickly, the longer you leave it the more restricted the choice of tutorial times you are likely to find open.

Tutorials will involve discussions centred around guided exercises. Students will be assigned to a team (of between 3 and 4 students) within their tutorial group at the first tutorial meeting, and will remain within that team throughout the course. Each team will be responsible for providing a short written answer to a particular assignment before the tutorial. This will be made available to the whole tutorial group. Within each tutorial meeting, time will be reserved for individual teams to co-ordinate actions associated with assignments for subsequent assignments. Since these written submissions are integral to class discussions in tutorials, no requests for extensions will be considered. Tutorial assignments are not assessed and feedback on submissions will be formative – with the aim of helping you to identify how to improve your work for future written assessments, both in Issues in Global Economics and, more generally, in the remainder of your degree programme. Feedback will take the form of comments from tutor and peers during tutorial discussions.

Attendance at tutorials is required as an integral part of the course. Tutors will keep an attendance record. It is the responsibility of students to ensure that their names are recorded on the attendance sheet. Students are expected to be on time for tutorials.

Missing 4 tutorials in a semester will result in a penalty of 6 marks being deducted from the final mark awarded for the course; missing 5 tutorials in a semester will result in a penalty of 8 marks being deducted from the final mark awarded for the course, missing 6 tutorials in a semester will result in a penalty of 10 marks being deducted from the final mark awarded for the course, missing 7 tutorials in a semester will result in a penalty of 12 marks being deducted from the final mark awarded for the course, missing 8 tutorials in a semester will result in a penalty of 14 marks being deducted from the final mark awarded for the course, if you fail to attend
9 tutorials your final mark for the course will be reduced by 18 marks. *In previous years students have failed the course because of penalties incurred through tutorial absences!*

- It is the student's responsibility to check that the attendance record is correct. To check your attendance record, go to Learn, where the course secretary will post attendance when she receives the data from tutors. Following each week of tutorials, it is updated each Monday morning. If you disagree with the record, you have until 4pm of the Friday following the week of the disputed tutorial to register your disagreement. For example, if you have a tutorial on Wednesday of week 2, the updated record will appear on Learn on Monday morning of week 3, and you have until 4pm on Friday of week 3 to challenge the record. This should be by e-mail to IGE@ed.ac.uk.

- **Please note that if you attend a tutorial other than your assigned one, you will be recorded as absent.** In addition the secretary will endeavour to e-mail a warning to any students who have missed two tutorials (copied to your Personal Tutor (PT)), but due to lags inherent in the system you should not rely on this as an infallible guide.

*The allowance of two missed tutorials per semester before a penalty is incurred is to cover all normal reasons for unavoidable absence such as illness. The only exception to this is chronic illness or similar affecting all or most of a semester.* In this case, a student must submit a Medical Certificate or similar evidence to cover the period of absence and this will be taken into consideration in determining whether a penalty for missed tutorials will apply.

Examples of circumstances that might have a significant impact include:
- physical illness or injury;
- mental ill-health or similar illness;
- bereavement or serious illness of a person with whom the student has a close relationship;
- a long-term relationship breakdown, such as a marriage.

Examples of circumstances that are unlikely to be accepted include:
- pressure of academic work;
- employment commitments;
- a short-term, self-certificated illness, such as a common cold.

The University's Special Circumstances policy can be found here:

http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Special_Circumstances.pdf

**How to get the most out of tutorials**

- Some tutorials are designed to extend the range of material covered in the lectures by giving students an opportunity to discuss the application of economic analysis to a wide variety of practical problems. To get the most out of tutorials you should: prepare for tutorials in advance, and participate actively in (but avoid dominating) the discussion.

- Some tutorials ask quite specific questions. Students are expected to have answered these before the tutorial. These questions play a very important role:
  
  o Learning actively, by grappling with issues for yourself, is a much more effective way of building up a genuine understanding of the material.

  o They may contain important material which reinforces pieces of analysis that will have been referred to but, in many cases, not discussed in detail during the lectures, so that it is essential to keep up with them. You should not expect to be spoon fed with the answers or merely have to replicate a solution that is identical to one that is covered in lectures or a textbook. The questions are intended to be challenging and get you to think and develop your own solution, enabling you to develop your understanding.

  o When working on these, it can be effective to work together with one or two other classmates (an example of cooperative learning), but note that, for this to be effective, you need to be genuinely working together, and not lazily relying on your team-mates to do it all for you.
○ Class teachers will attempt to deal with any difficulties raised by members of the tutorial group. But note that, since the aim is for you to learn by working for yourself, you should not expect answer guides to be freely available.

○ In some cases, despite genuine effort, you may get stuck – the question sets are meant to be challenging. If this happens, it can often be helpful to discuss the problem with a classmate, or make use of the Help Desk. If this does not resolve the difficulty, make sure you raise it in the tutorial. Among other things, this can help the tutor to focus the class on areas of difficulty. If you still remain puzzled following the tutorial, don’t let this drop. Get further guidance from the tutor and/or make use of the Help Desk (textbooks and internet resources, may also help).

• Tutorials also provide an opportunity for you to raise any difficulties you have understanding the material covered in lectures or reading. If you are having difficulties, it is important that you act on them by taking advantage of this opportunity – don’t let things slide, if you do they are likely to get worse.

• Tutorials will also be used to provide guidance and advice for the coursework assignments.

3.3 The Help Desk

The Help Desk is staffed by selected Senior Honours students from the Economics programme, and provides a valuable source of help and guidance for IGE students (as well as students taking Economics 1A, Economics 2 and Economic Principles and Applications). The Help Desk times and venues are still to be confirmed, but are throughout the first and second semesters. Please do use the Help Desk; it is there for your benefit.

• All students can potentially benefit from the Help Desk - it is not just intended to provide remedial help for students struggling with the course, but provides a general learning opportunity for all students to enhance their learning and understanding.

• Use the Help Desk regularly, building up your understanding at the time topics are covered in lectures and classes. Avoid leaving things to the last minute and attending the Help Desk in a panic just before an exam or essay deadline.

• You are likely to get more from a Help Desk visit if you are organised. Come with a specific question or list of questions.

• If you want help understanding something you have read or a class exercise, bring a copy with you, in case there is not a copy available on the Help Desk.

• Don’t expect the staff on the Help Desk to do your work for you, their aim is to help you to learn and understand. They are likely to be more helpful if it is clear that you have tried to solve a problem or answer a question for yourself. This may not always mean that you have progressed very far in producing an answer. You should not feel embarrassed to ask for help and advice if this is the case, providing you have genuinely made an effort.

3.4 Learn and other networked learning resources

Learn: There is a specific Learn site for IGE. You should get into the habit of making regular and frequent use of this resource and will be expected to do so. It will provide you with easy access to, for example:

○ An on-line version of this Handbook;

○ Course materials, such as lecture handouts, problem sets, and guidance for the essays.

○ Direct hyperlinks to course readings available on-line;

○ Links to resources for economists available on the intranet;

○ Reminders about key events such as deadlines, tutorial arrangements, the Help Desk, and exam registration;

○ On-line registration for tutorials;

○ A “discussion forum”, providing the opportunity to raise questions and issues with other members of the class;
We hope you will find this facility useful and welcome feedback and suggestions for improvement. The site can be accessed by matriculated students via MyEd (inside MyEd, Learn is available from the myLearn channel in the ‘courses’ tab).

To access the site you need to be properly registered for IGE. If you have problems accessing the IGE Learn site you should consult the staff in the Economics Office. The site can be accessed from any computer (it is not restricted to the Edinburgh University domain) providing you are an authenticated user.

There are a number of other useful learning and self-testing resources available on the internet. This is a rapidly changing and growing area. An excellent source, containing links to a wide variety of material suitable at the level of Issues of Global Economics is The Higher Education Academy Economics Network at http://www.economicsnetwork.ac.uk/. Inter alia, this site provides links to sources of interactive tutorials, simulations, and tests, making use of new technology to foster a more active approach to learning. The Higher Education Academy Economics Network also provides a valuable interactive self-teaching guide to more general internet resources for economists, called Internet Economist. There is a link to the Economics Network site and a selection of other useful sites on the IGE Learn site.

3.5 Cooperative learning

- University education is primarily cooperative rather than competitive. Sharing ideas and views with other students, both within small-group classes such as tutorials and outside the classroom, is a valuable aid to learning. It also helps to develop teamwork skills, which are valued by many employers. For these reasons co-operative learning is emphasised throughout the course.

- Ask a classmate for help and advice, if you are struggling to understand a problem or piece of reading, and be willing to provide help to others.

- Make use of the “discussion forum” facility on Learn by asking and answering questions.

- Trying to explain something clearly is often a very good way of enhancing your own understanding of a topic, or may expose and help you to fill gaps in your understanding or knowledge (as many teachers are aware!).

- Sharing ideas on a topic can help you to see things from a variety of perspectives, broadening and deepening your understanding.

- Working through problem sets, or some of the computer-based learning resources outlined above, can often be more enjoyable and effective when done with others – as long as you don’t lazily rely on others doing the work for you.

3.6 Extra-curricular activities

In addition to academic coursework, the University of Edinburgh offers a wide variety of opportunities for extra-curricular activities. You are strongly encouraged to make use of these opportunities. They can play a big part in enhancing your learning and employability as well as the enjoyment you derive from university life, but remember that heavy involvement in extra-curricular activities needs to go hand-in-hand with good time-management skills. A comprehensive list of extra-curricular activities is well beyond the scope of this course Handbook; the opportunities listed below are illustrative of extracurricular activities linked closely to Economics:

- The school (sometimes in conjunction with the Economics Society) arranges a number of ad hoc talks by economists in the public and private sectors. These talks provide an opportunity to gain insight into economics in action from leading practitioners, as well as providing insight into public and private sector career paths for economists.

- The Economics Society provides a forum for social events and talks by outside speakers, and a wide variety of other activities.

- There are a number of other societies with close links to economics and economics-related careers, notably the Trading and Investment Club. This club has attracted sponsorship from a number of major financial institutions, enabling it to set up its own investment fund. Other club activities include basic training in financial trading and analysis, and a series of talks on finance topics by staff from leading financial institutions. See http://www.eutic.org/ for more information. Other active student societies, such as AIESEC, perform a similar role in more general areas of business.
EUSA, as well as various individual student societies, offer skills training sessions, covering such skills as: assertiveness; communication; leadership; presentation; team building and group work. Of particular note is SIS (The Skills Society).

More information on student societies in general, including links to the specific societies mentioned, can be found at www.eusa.ed.ac.uk/societies

Information Services provides a wide range of computer classes for undergraduates, as well as facilities for self-teaching (see section 6).

Vacation employment can provide valuable experience and learning opportunities (as well as much needed income). Thinking strategically about vacation employment, linked to career planning, can be useful.

4. Reading and Library Resources

No single text book covers all the relevant material. Feenstra and Taylor’s International Economics is the recommended text for weeks 1-5.

Separate handouts, giving more details of the topics covered and specific recommended reading from the above texts as well as supplementary readings will be issued at the start of each section of the course. One generally valuable source of supplementary readings is The Economic Review (a relatively inexpensive magazine targeted at students of introductory economics published by Philip Allan).

Where copyright restrictions allow, supplementary reading material will be made available online via Learn. Other supplementary reading, including copies of the main texts can mostly be found in the HUB Reserve Collection located at the rear of the ground floor of the Main Library. Note that some economics books are also in sections other than Economics (e.g. Business Studies). To make full use of the Reserve Collection you should consult the Reserve Collection catalogue. Note that the Reserve Collection also contains a collection of books and other material on study skills (see section 5 below).

The main economics collection is housed on the fourth floor of the Main Library. Recent acquisitions are shelved using the Library of Congress classification system, with Economics at HB-HD. Older stock is catalogued using the Dewey decimal system at .33 onwards. Books can be located by using the library catalogue, available on the Library’s website “Library Online” at http://www.lib.ed.ac.uk. In addition to the catalogue, Library Online provides a great deal of other useful information on library and information resources.

5. Study Skills and Expectations

In addition to regular attendance at lectures and tutorials, you should expect to undertake approximately 8.5 hours of “efficient” study per week IGE, making a total of 12 hours per week in all. The efficiency of time spent working is important, a low level of concentration or being easily distracted increase the number of hours that you need to put in. Merely being in the Library does not mean you are working, if, for example, you are gossiping with friends or daydreaming the time away.

Developing good study habits and skills is an important ingredient for success in IGE and university studies generally, as well as helping to develop valuable life- and career-related skills. Investing some time and effort in improving your study skills can have a high rate of return. You will need to practice effective time management to keep on top of your studies, while leaving time to enjoy the many and varied opportunities open to you at University. You should aim to make sure you understand things at the time they are covered in lectures and tutorials. Gradually building up your understanding of the material over the course of the semester is much more effective than trying to learn up hazily understood topics just prior to an exam.

Students taking IGE are heterogeneous in terms of background (some have taken EP, other EPA and some Economics 1A), contemporaneous courses (some are studying closely related courses, e.g. Economics 2, Economic History 2, others are taking IGE as an outside course), and future intentions (some are intending economics honours students, others are not). This heterogeneity is reflected in the broad aims of the course, outlined in section 2 above. The course is intended to be valuable and challenging for all these different groups, and the heterogeneity of students in the class can itself add to learning by, for example, encouraging you to see things from different perspectives. Your background links in important ways to study and study skills.
If you are taking related courses alongside IGE (e.g. Politics, Economic History, Business Studies) try to exploit the links that exist. Recognising these links and drawing on the varied perspectives provided by other social science disciplines can enhance your understanding of economics. At the same time you need to remember that IGE’s primary focus is economic analysis.

In addition to the brief pointers given in this handout, there are a variety of sources of advice and guidance on study skills. These cover such topics as: time management; getting the most out of lectures, classes and tutorials; note-taking; reading effectively; essay writing; and preparing for and taking exams. You are strongly encouraged to make use of some or all of the resources listed below.

- Study skills sessions. These mostly take place early in the academic year (with some later sessions relating to exams). See http://www.ed.ac.uk/schools-departments/institute-academic-development for more information.
- Your tutor is a valuable source of advice, particularly for study skills that are more specific to economics.
- In addition to EUSA’s study skills pamphlet, the Main Library Reading Room contains a large selection of study skills books and other material. Most guides are also relatively cheap to purchase (especially in comparison to economics texts!). Some excellent general guides are:
  
  - Danny Saunders (ed.) The Complete Student Handbook
  - Sue Drew & Rosie Bingham The Student Skills Guide
  - Rob Barnes Successful Study for Degrees
  - Derek Rowntree Learn How to Study
  - Andy Northedge The Good Study Guide

6. Computer Resources and Computer Literacy

6.1 Computer Labs

The University has open access computer labs in the Main Library, High School Yards, Appleton Tower, and many more. Please follow the link below for further details of locations and opening times.

http://www.ed.ac.uk/schools-departments/information-services/services/computing/desktop-personal/open-access/locations/central-area/central-area

The labs also tend to be busy close to project/essay deadlines, so avoid periods of peak usage by practicing good time-management and completing work on your projects well before deadlines.

For insomniacs, or students with pressing deadlines and poor time-management skills, a 24 hr access lab is available in the Greenfield Suite and Hugh Robson Building. An open access lab is also available at Holland House in the Pollock Halls of Residence.

6.2 Email and the Internet

Email is now the formal means of communication by the University with its students and is used extensively by the Economics Office staff, PTs and course instructors. All students have a university email address and you should get into the habit of checking your email regularly (e.g. at least once a day).

When you joined the University you were be given a University of Edinburgh (UoE) e-mail account and address which is used for a variety of essential communications. You must access and manage this account regularly as the University will send you vital information from time to time, for example on exam arrangements or changed class times or locations, and will assume that you have opened and acted on these communications. Failure to do so will not be an acceptable excuse or ground for appeal.

If you already have a web-based e-mail account and think that you are unlikely to check your UoE e-mail account, it is your responsibility to set up a forward on the UoE account to ensure that all official University communications are received. There are on-screen instructions if you wish to do so: http://www.ed.ac.uk/schools-departments/information-services/services/computing/comms-and-collab/email/webmail/forwarding

If one or more of your courses use Learn e-mail, you will need to ensure that you either check both the Learn e-mail account and the UoE e-mail account in order to be sure you receive urgent and critical items
of e-mail, or alternatively you could set up forwards on the Learn accounts to your UoE e-mail account so that you only have one place to check for important e-mail. Information about forwarding Learn mail can be found at: http://www.ed.ac.uk/schools-departments/information-services/services/learning-technology/Learn/using/tips/for-students/Learn-content/notify-new-mail

The Internet: The internet is a rich source of data and information on economics, most aspects of university administration, and more general things (such as sport, movies, travel, news). The school of economics maintains its own website (http://www.econ.ed.ac.uk/) among other things, this site includes a brief history of economics at Edinburgh, news, staff details and research interests, a set of links to other internet sites of use to economists, and general course information. The economics Learn sites also contain a wide range of more detailed course-specific and general information. Learn can be accessed from anywhere via the internet, providing you are registered for the appropriate course or programme. More general university information can be obtained by following the links available on the main Edinburgh University website (http://www.ed.ac.uk/). Among other things this provides links to: the online version of the University Calendar; the library catalogue and other library and IT information (via Library Online), which includes numerous useful links to other websites and internet search engines; the University Careers Service; and the Edinburgh University Computing Service (see below). Internet Economist, which can be accessed from the Higher Education Academy Economics Network site at http://www.economicsnetwork.ac.uk/ provides an interactive guide to and training tool for internet resources for economists, as well as more general skills such as efficient internet searching.

6.3 Information Services at Edinburgh University

In addition to running the open access labs, Information Services provides computing support services for staff and students. Basic help and advice can often be obtained directly from the supervisors in computer labs. The main Information Services reception centre is on the ground floor of the Main Library. The reception staff can provide help with: information and booking on computing courses; choosing and buying documentation; buying software; paying for printing; and obtaining help from the undergraduate support team for more complex problems. Information Services produces an extensive range of documentation, ranging from beginners guides to word-processing, through using equation editors, to advanced guides to programming. Most of this documentation is available free on-line, from the Information Services website, http://www.ed.ac.uk/schools-departments/information-services or can be obtained in printed form (sometimes free, sometimes for a nominal fee) from the Information Services reception centre. The Learning and Resource Centre on the 2nd floor of the Main Library provides a variety of facilities for self-teaching computing and IT skills. The Information Services also runs a range of computing classes for undergraduates covering both introductory and more advanced aspects of word-processing, spreadsheets, email, and the internet. For further information on these classes you should consult the Information Services website or visit the Information Services reception centre. The website address is: http://www.ed.ac.uk/schools-departments/information-services.

7. Assessment

7.1 Essay

Essay topics and submission instructions will be announced early in the 1st semester. The essay will contribute 15% of the final mark for the course. Essays will be completed in teams, which will be formed by subdividing tutorial groups. The essay should be type-written (word-processed), single sided, double spaced, and submitted by the stated deadline. The essay is to be submitted to the Economics Undergraduate Assignment Dropbox, inside the front door at 30 Buccleuch Place. You should submit 1 electronic version and 1 paper version of each essay. Essays are to be stapled and are not to be placed in plastic sleeves or folders. All essays must have a completed “declaration of own work” cover sheet attached to the front. A copy of the cover sheet can be printed off from Learn 9. The word limit for the essay is 2000 words, excluding figures, diagrams, tables and the bibliography (but including footnotes and endnotes). Essays are to be stapled and are not to be placed in plastic sleeves or folders Extensions to the deadline will only be granted in exceptional cases, e.g. for sufficiently serious medical or personal circumstances. If you wish to apply for an extension, your first point of contact should be the Course Secretary (IGE@ed.ac.uk) in the Economics Office (note that tutors cannot grant extensions). Unless an extension has been approved, a penalty of 5 marks per working day for late submissions will be imposed (up to a maximum of 5 days, after which a mark of zero will be recorded for the essay). Students will be notified on the Learn site when their marks and feedback for the class-work essay are available. Further details and guidance on preparing and writing essays will be provided with the lists of essay topics.
Feedback on the essay will take the form of a mark and written comments (on a separate comments sheet). These will be made available for collection from the Economics Office.

Barring unforeseen circumstances the marks and feedback on the essays will be made available within 15 working days of the submission date.

### 7.2 Project

Projects will be completed in teams formed by sub-dividing tutorial groups. Project topics (for example, an environmental impact assessment) will be assigned in the first half of the semester. Teams will be required to produce a report on their topic, in the form of a ‘Mini-conference poster session’ in week 9 of semester 1. Further details on topics, report-format, grading and deadlines will be made available on Learn9 at the time work on the project is due to commence. The team project will contribute 10% towards the final mark for the course. Feedback on posters will be provided verbally by the markers during the Mini-conference.

Any queries concerning marks for any of the above class-work components must be made within a week of receiving the mark. Marks awarded are not open to negotiation, however, queries concerning content and how this content was appraised may be raised with the Course Coordinator within 7 days of their release.

In sum class-work comprises two elements: the essay accounts for 15% of the final mark for the course and the project accounts for 10%. (Together with any penalties incurred for failure to attend tutorials).

### 7.3 Feedback

For IGE feedback takes many forms: pre-assignment guidance and practice marking of sample assignments, whole class feedback on how exam questions in previous years were tackled and feedback on essay assignments, feedback on tutorial assignments in tutorials, discussion to reinforce understanding during lectures, discussion during lecturer office hours and responses to specific emailed queries.

### 7.4 Visiting Students Assignment (visiting students taking IGE (VV1) only)

Visiting students complete the same assessments as other students.

### 7.5 The exam (December 2013) and resit exam (August 2014)

The paper consists of two sections, A and B. Section A and Section B are each worth 50% of the marks for the degree examination. Section A contains 4 short-compulsory questions (two for each component of the course); this is intended to limit the incentives for students to over specialise. Given the tendency of this format to cause (timing) problems for students, care was taken to provide questions of varying difficulties to allow the exam to act as a suitable discriminator of student performance. To provide some element of choice, Section B allows candidates to choose between four essay titles (two for each component of the course).

### 7.6 The Final mark

Final Mark for IGE:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Essay</td>
<td>15%</td>
</tr>
<tr>
<td>Project</td>
<td>10%</td>
</tr>
<tr>
<td>Exam (December diet)</td>
<td>75%</td>
</tr>
</tbody>
</table>

Note: there are penalties arising from failure to attend tutorials (see Section 3.2).

Final Mark for IGE (VV1):

As above.

Resit Exam

For candidates whose overall mark after the December exam is less than 40% and who take the resit exam in August, the resit exam mark will contribute 100% of the reported mark. Tutorial penalties do not apply.
7.7 The Marking Scale:
All marks reported utilise the University Extended Common Marking scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Marks</th>
<th>Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>90-100</td>
<td>Outstanding: Outstanding work, which demonstrates an exceptional understanding and insight. Marks in this range are rarely awarded for 'judgemental' assessment (e.g. an essay or essay-style exam answer). They are more likely to be awarded for 'non-judgemental' assessment, e.g. (a maths problem), but still rare.</td>
</tr>
<tr>
<td>A2</td>
<td>80-89</td>
<td>Highly Excellent: Work which demonstrates authoritative understanding. It may be exceptionally rich in independent insight, sophistication, relevant information, or understanding of the issues involved.</td>
</tr>
<tr>
<td>A3</td>
<td>70-79</td>
<td>Excellent: Work which demonstrates excellent understanding by showing evidence of independent insight, sophistication, relevant information, or understanding of the issues involved.</td>
</tr>
<tr>
<td>B</td>
<td>60-69</td>
<td>Very Good: Work showing evidence of good and broad-based engagement with and understanding of the relevant material, organised in a clear and logical form.</td>
</tr>
<tr>
<td>C</td>
<td>50-59</td>
<td>Good: Work which, though competent, is lacking in focus, organisation or breadth of understanding. Such work may appear ‘routine’ – merely restating lecture material or limited reading, with little evidence of independent thought.</td>
</tr>
<tr>
<td>D</td>
<td>40-49</td>
<td>Satisfactory: Work which shows some evidence of learning, but with some serious misunderstanding and/or limited ability to select material. It may be too short, or make omissions and/or include irrelevant material.</td>
</tr>
<tr>
<td>E</td>
<td>30-39</td>
<td>Falls short of the standard expected for a pass: Work which shows some limited awareness of the problem at hand, but is deficient in knowledge of relevant material, understanding of the question set, or the presentation of clear and rational arguments.</td>
</tr>
<tr>
<td>F</td>
<td>20-29</td>
<td>Clear Fail: Work showing little or no evidence of learning or understanding of the question and an inability to formulate and communicate ideas. Answers characterised by irrelevance, brevity and/or superficiality.</td>
</tr>
<tr>
<td>G</td>
<td>10-19</td>
<td>Bad Fail: Almost no material of value to the question asked. Answers almost completely irrelevant and virtually no evidence that any course material has been properly understood.</td>
</tr>
<tr>
<td>H</td>
<td>0-9</td>
<td>Very Bad Fail Marks in this range are generally given for an exam where the candidate did not attempt an answer to a question or the attempt had negligible content.</td>
</tr>
</tbody>
</table>

8. Illness, Personal Problems and Special Needs
If illness or personal problems/circumstances interfere with your studies, class attendance, assignment deadlines or exams, you should make sure you inform your Personal Tutor (PT) as soon as possible, and arrange to discuss the situation with him/her. If attendance at tutorials or classes is affected, you should also ensure that relevant instructors are informed (either directly by you or by your PT).

For illness (or other medical condition), a medical certificate is required if:
- You suffer from a medical condition which significantly affects your performance during the course of the year (e.g. a broken arm).
- You are absent through illness for more than seven consecutive days.
- You are ill close to or during the degree exam or re-sit, which results either in your missing the exam or adversely affects your performance.
Any other illness or medical condition which you consider to have significantly affected your performance and wish to draw to the attention of the Exam Board.

For personal problems/circumstances, certification may not always be appropriate or possible, but, where possible, should be provided for circumstances similar to those listed for illness above.

Information relating to illness or personal problems/circumstances should be sent to the Economics Office. Please ensure that any communication clearly identifies the course (IGE) and you, by giving your full name and matriculation number. Don’t rely on a doctor’s handwriting; this is often difficult to read!

Unless there are exceptional circumstances which justify the delay, all relevant evidence and information concerning medical or personal circumstances needs to be submitted to the Economics Office at least one week before the meeting of the Non Honours Exam Board. Since the Exam Board meets on the Friday of the final week of the Summer Consolidation and Examination period, the deadline is the preceding Friday. You are strongly encouraged to submit relevant evidence and information well before this, since this greatly facilitates the administration of the Exam Board meetings as well as allowing time to advise you if further documentation seems called for.

If you have Special Educational Needs the primary person to discuss this with is your PT. She or he will be able to put you in touch with relevant university bodies as well as pass relevant information on to lecturing and administrative staff. Since such information does not always get through in a timely fashion, it may be helpful (particularly if your needs concern teaching arrangements) to discuss your needs with your tutor, or one of the Course Coordinators at the start of the course.

STUDENTS WITH DISABILITIES

The University of Edinburgh is committed to a policy of equal opportunities for disabled staff and students and aims to create an environment which enables people with disabilities to participate fully in the mainstream of University life. The School of Economics welcomes disabled students (including those with specific learning difficulties such as dyslexia) and is working to make all our courses accessible. Although teaching practice within the School reflects a variety of approaches adopted by individual staff members, meeting the particular needs of disabled students is prioritised within this diversity of approach.

The School encourages students with disabilities to discuss, in confidence, any appropriate requirements or adjustments with an appropriate member of staff and to do this as early as possible so that your needs may be considered and responded to.

This process will involve meeting an Advisor from University’s Disability Office, which can be arranged at any time by direct contact with the Disability Office. An Adviser will be happy to meet you and can discuss possible adjustments and specific examination arrangements with you, assist you with an application for Disabled Students’ Allowance, give you information about available technology and personal assistance such as note takers, proof readers or dyslexia tutors, and prepare a Learning Profile for your School which outlines recommended adjustments.

You will be expected to provide the Disability Office with evidence of disability - either a letter from your GP or specialist, or evidence of specific learning difficulty. For dyslexia or dyspraxia this evidence must be a recent Chartered Educational Psychologist's assessment. If you do not have this, the Disability Office can put you in touch with an independent Educational Psychologist. Please note that once your Learning Profile has been prepared by the Disability Office it will be used by the School to determine the adjustments applied to each course that you have registered for. This allows adjustments to be communicated directly to Course Organisers and eliminates any need for you to discuss the same issues with multiple members of staff.

The School of Economics will keep the needs of disabled students under regular review, and welcomes feedback from students as to the suitability of our provision of teaching and learning services to meet their particular needs.
For general information on the University’s support for disabled students and preparation of a Learning Profile please contact the Disability Office:

Student Disability Office
The University of Edinburgh
Third Floor, The Main Library Building
George Square,
Edinburgh, EH8 9LT.
Telephone: 0131 650 6828
E-mail: disability.service@ed.ac.uk

For information on how the adjustments are implemented within the School of Economics, or to provide feedback on the suitability of our provisions, please contact the:

Coordinator of Adjustments
Dr. Tatiana Kornienko
School of Economics
2.08 31 Buccleuch Place
Tel: 0131 650-8338
Email: Economics.Adjustments@ed.ac.uk

There are a number of other staff with whom you might usefully discuss your requirements as this might have an impact on your course preferences. Key points in the academic year when such a discussion might take place are, for example, with your Personal Tutor at the beginning of the academic year, or with a Course Organiser at the time of course registration. In all cases, the School recommends that you have these discussions as early as possible.


Evaluative feedback on courses plays an important part in ‘quality control’. Such feedback incorporates a number of different perspectives: the students on the course, course instructors, the wider university, the economics profession, employers of our graduates. Student feedback is important and taken seriously. You should, however, appreciate that courses are not (and should not be) driven solely by the expressed (short-term) interests of students. It can be helpful to bear this in mind when asked to provide feedback on a course. Among other things, this can help to make the process of feedback more productive.

9.1 Class Representatives

Each tutorial elects one of their group to act as a class representative during the 1st tutorial in semester 1. After this date, the names and email addresses of class representatives can be found on the Learn site. Acting as a representative can be a rewarding activity: taking an active interest in course and curriculum design and teaching and study methods can help improve your understanding of economics as well as develop broader skills. All students are encouraged to channel ideas and suggestions for IGE through their class representatives. Class representatives can meet as and when needed. The Course Coordinator can be contacted to help arrange meetings. Informal meetings are normally arranged in advance of full SSLC meetings to allow for a preliminary discussion of issues and potential agenda items for the SSLC. Class representatives select four of their number to act as representatives on the Staff Student Liaison Committee.

9.2 The Staff Student Liaison Committee (SSLC).

The full SSLC comprises representatives from Economics 1A, EPA Economics 2, and Junior and Senior Honours, as well as IGE. It is convened by the School’s Director of Undergraduate Teaching, and normally attended by a selection of members of the teaching staff relevant to agenda items. The full SSLC meets at least once a semester, with more frequent meetings (or sub-meetings involving representatives from particular classes or years) as the need arises. The SSLC provides an important forum for communication between staff and students about all aspects of teaching (though direct personal criticism is better dealt with elsewhere - see the sub-section below on complaints and grievances). The meetings generally achieve an open, frank and wide-ranging exchange of ideas that help improve the quality of economics teaching at Edinburgh. Issues that might arise include: proposals for curriculum changes, new courses or changes to assessment or teaching methods; problems with accessing readings in the library, or computing resources, or with the timing of courses and assignments.
9.3 Course questionnaires

Online course questionnaires are administered near the end of each main teaching period (a link to the survey will be posted on Learn). The questionnaire itself has a multiple choice format, but additional written comments to amplify your responses are strongly encouraged. The questionnaire responses (together with a report from instructors) are reviewed in detail by the Academic Audit Committee (which includes four student representatives, one from each year of the programme), as well as being reviewed by the SSLC and the Economics staff meeting.

9.4 Feedback on feedback

The minutes of the SSLC and Academic Audit Committee meetings, together with a regular newsletter on teaching developments, are available via Learn.

9.5 Complaints and grievances

While we would hope that you never have cause to put the information contained in this sub-section into use, you should be aware that there are standard procedures for dealing with complaints or grievances. The school’s procedures follow the University Student Complaints Procedure. Documentation on the University’s procedure is available on Edinfo at: http://www.ed.ac.uk/schools-departments/academic-services/students/undergraduate/student-complaints/overview, or can be obtained in print from the various offices of The Advice Place.

In summary terms, if you have a complaint or grievance, then, if you feel able to do so, you should start by approaching the individual concerned (e.g. a tutor or lecturer) directly. If you feel unable to do this, or you are dissatisfied with the response obtained, the next stage is to contact the Course Coordinator. If your complaint remains unresolved, you should then contact the Head of Economics. After this stage the procedure becomes more formal, and you should consult the documentation referred to above.

You should note that the University has some separate procedures to deal with particular types of complaint such as harassment, examination appeals and disciplinary matters. Documentation on these procedures can be obtained from the University’s web-page or from the Advice Place

10. Information Sources, Personnel and Contact Details

- **The IGE Learn site** is the main source of information. As well as standard course materials, such as reading lists, handouts, coursework assignments etc., the Learn site will also feature information and reminders about tutorials, reminders when deadlines are looming, and links to various other sources of information. You should get into the habit of checking the IGE Learn site frequently. **Students should also keep checking the Learn site during Semester 2** (for exam information!).

- As e-mail is now the formal means of communication by the University with its students, important notices and reminders are also sent out by e-mail. You should try to check your email at least once a day.

The **Economics Office**, located in the Ground floor of 30 Buccleuch Place, is the administrative centre of the school. For most questions relating to the administration IGE, the Course Secretary in the Economics Office should be your first port of call. If the office staff are unable to answer your query directly, they should be able to point you in the direction of someone who can. Since the office is busy (there are around 800 students studying economics at Edinburgh) please avoid troubling them unnecessarily by checking other sources of information (e.g. the Learn site, or this handbook and other course handouts) first. The normal opening hours of the office are 10.00-12.00 and 2.00-4.00 on weekdays, to allow the staff some limited time during the day for uninterrupted work (or lunch!). The office’s telephone number is 0131-650-8361 (between the hours of 9.30-11.00 and 2.00-3.00 only) and email address is Economics@ed.ac.uk

The **Course Coordinator** (Ric Holt) has general responsibility IGE. Problems or questions concerning IGE, that cannot be resolved by the Course Secretary, your Personal Tutor, or course instructors will be passed on to the Course Coordinator.

**How to contact members of the teaching staff:** Most full-time members of the teaching staff have office hours (or other appointment arrangements) displayed on or near their office doors. Please avoid casually knocking on office doors or phoning at other times as this can be very disruptive, even if it is only to make an appointment. Email is a less disruptive and generally more effective form of communication.
<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
<th>Room No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Economics</td>
<td>Simon Clark</td>
<td><a href="mailto:Simon.Clark@ed.ac.uk">Simon.Clark@ed.ac.uk</a></td>
<td>1.03</td>
</tr>
<tr>
<td>Chairman of the Exam</td>
<td>Mike Elsby</td>
<td><a href="mailto:Mike.Elsby@ed.ac.uk">Mike.Elsby@ed.ac.uk</a></td>
<td>1.12</td>
</tr>
<tr>
<td>Board</td>
<td>Ric Holt</td>
<td><a href="mailto:Richard.Holt@ed.ac.uk">Richard.Holt@ed.ac.uk</a></td>
<td>4.01</td>
</tr>
<tr>
<td>Course Coordinator</td>
<td>Dawn McManus</td>
<td><a href="mailto:IGE@ed.ac.uk">IGE@ed.ac.uk</a></td>
<td>G1, 30 BP</td>
</tr>
<tr>
<td>Course Secretary</td>
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<tr>
<td>Lecturers</td>
<td>Ric Holt</td>
<td><a href="mailto:Richard.Holt@ed.ac.uk">Richard.Holt@ed.ac.uk</a></td>
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<tr>
<td></td>
<td>Stuart Sayer</td>
<td><a href="mailto:S.Sayer@ed.ac.uk">S.Sayer@ed.ac.uk</a></td>
<td>1.05</td>
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<tr>
<td>Tutors:</td>
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<td></td>
<td>See the IGE  Learn site for contact details</td>
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