



BA in Economics and Management

Programme Handbook
2024-25

Contents

1. Foreword

1.1 Statement of coverage

This handbook applies to students starting the BA in Economics and Management in Michaelmas term 2024 and Final Honour School in Michaelmas term 2024.

The information in this handbook may be different for students who started in other years.

1.2 Version

Version 1.0

Action: First Published

Date: 14 October 2024

1.3 Disclaimer

The Examination Regulations relating to this course are available at [Prelims](#) and [Finals](#). If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations.

If you have any concerns please contact the Undergraduate Programme Manager at Saïd Business School via ug.prog@sbs.ox.ac.uk.

The information in this handbook is accurate as of 14 October 2024; however, it may be necessary for changes to be made in certain circumstances, as explained at www.ox.ac.uk/coursechanges. If such changes are made, the department will publish a new version of this handbook together with a list of the changes and students will be informed.



1.4 Welcome

Welcome to Saïd Business School and the Department of Economics.

This handbook contains a lot of valuable information to which you will need to refer during your time here. You should be able to find the answers to most questions about the operation of the Economics and Management (E&M) degree in this handbook, and your colleges will also have their own handbooks available on their websites. Here you will also find further resources including links to information on individual papers, degree regulations and examining conventions:

[Canvas site for Economics](#)

[Canvas site for Management](#)

We hope that you will find the E&M programme challenging and rewarding over the next three years. We are very proud of the E&M programme, which we believe is one of the best undergraduate courses of its type in the world, but we are always looking for ways to improve. If you have feedback about the course, or ideas for how we could do things differently, we would be delighted to hear from you, either directly or via the student representatives.

Your representatives play a very active role and are invaluable in ensuring that we can respond quickly to your concerns and ideas. Up to three Oxford Saïd student representatives are elected each Michaelmas term from the incoming cohort and hold office for the duration of their course. They are members of the E&M Standing Committee and meet with the Director of Undergraduate Studies to feedback suggestions, issues or concerns. They take part in two committees which also take place each term across the academic year: the Oxford Saïd Joint Student Consultative Committee (JSCC) and the Department of Economics Undergraduate Joint Consultative Committee (UJCC). The [UJCC](#) acts as a two-way channel of communication between the department and its students on all aspects of their educational experience in the department. The UJCC represents all undergraduate students taking an Economics-based course at the University of Oxford. The undergraduate Economics students at each college will select one UJCC student representative who would ideally hold office for no more than one year before being replaced by a new representative. The student Chair of the UJCC would

also attend the E&M Standing Committee. Further information about student representation is available at the [Oxford University Student Union website](#) whilst unreserved minutes from committee meetings are available through the Economics and Oxford Saïd Canvas sites.

Studying at Oxford, you are part of a diverse community of over 22,000 fellow students, drawn from over 140 different countries. The [Oxford Students website](#) provides access to information, services and resources to help you get the most out of your university experience. The [University Student Handbook](#) provides general information and guidance you may need to help you make the most of the opportunities on offer at the University of Oxford. It also gives you formal notification and explanation of the University's codes, regulations, policies and procedures.

Finally, please do take full advantage of being part of a world-class university. The teaching and learning facilities here are of the highest standard; and there are many events featuring prominent figures from the worlds of business and government as well as top international scholars to which you will often be invited. Get involved, and you will find the experiences enrich your time here. We look forward to getting to know you and to working with you.



[Chris Bowdler](#)

Director of Undergraduate Studies,
Department of Economics



[Pegram Harrison](#)

Director of Undergraduate Studies,
Saïd Business School

1.5 Useful department contacts

Saïd Business School

For all Management-related enquiries please email: ug.prog@sbs.ox.ac.uk

Department of Economics

For all Economics-related enquiries please email: econundergrad@economics.ox.ac.uk

Other contacts

Social Sciences Division	Email: enquiries.socsci@admin.ox.ac.uk Tel: +44 (0)1865 614850
IT Central	Email: contact@it.ox.ac.uk Tel: +44 (0)1865 (6)12345
Estates	Email: facilities@admin.ox.ac.uk Tel: +44 (0)1865 278750
Alumni Central	Email: enquiries@alumni.ox.ac.uk Tel: +44 (0)1865 611610
The Disability Advisory Service	3 Worcester Street - Oxford OX1 2BX Email: disability@admin.ox.ac.uk Tel: +44 (0)1865 280459

1.6 Buildings/locations/maps/access

Saïd Business School

You can take an interactive virtual tour of the School [here](#).
[Click here](#) to access School floor access site maps and information to visit Saïd Business School.

Department of Economics

The Department of Economics is located on the 2nd floor of the [Manor Road Building](#). You can take an interactive virtual tour of the Manor Road building [here](#).

1.7 Important dates

The dates for reckoning Full Term 2024-25 have been fixed. The dates for reckoning Full Term 2025 - 31 have been fixed provisionally in the [Dates of Term page](#).

2: The programme content and structure

2.1 Overview

Arriving at Oxford and beginning the E&M degree programme can be an exciting yet daunting experience. You will have a lot of information to absorb within your college, the Department of Economics and Saïd Business School. The E&M Programme Handbook is designed to help you understand the E&M programme and act as a reference guide throughout your three years in Oxford. Please read it carefully; but note that some material will inevitably be updated and you will be able to find up-to-date information on the programme online learning platforms for [Economics](#) and [Management](#).

Responsibility for the E&M degree is shared between the Department of Economics and Saïd Business School. In both departments, you will be taught by a range of academics and advanced postgraduates who are active in research. All your courses will be comprised of a combination of lectures, which are provided by the departments, and tutorials. In Oxford, these tutorials are at the heart of the teaching system for undergraduates, and they are a unique feature of what you will experience. Tutorials will enable you to interact directly with faculty in both Economics and Management. You will find that many of the faculty have extensive business experience and advise executives, public bodies, and businesses.



2.2 Programme goals and objectives

Goal 1 – Students will have acquired a broad and analytical appreciation of Economics and Management Studies, including mathematical and statistical techniques.

Objectives – Students will be able to:

- Demonstrate an understanding of micro- and macro-economic models
- Show mastery of core management theory and frameworks
- Show understanding of core concepts in finance and accounting

Goal 2 – Students will have engaged and enhanced their critical skills.

Objectives – Students will be able to:

- Critically evaluate a broad range of quantitative and qualitative literature orally
- Critically evaluate a broad range of quantitative and qualitative literature in written form
- Assess the underlying strength of empirical support for different arguments, articulating and defending their analysis orally

Goal 3 – Students will have developed advanced skills that are transferable to a wide range of employment contexts and life experiences.

Objectives – Students will be able to:

- Handle and interpret academic literature
- Demonstrate communication and interpersonal skills
- Use skills learnt to secure placement on graduation

Goal 4 – Students will have learnt how to be self-directed and reflective learners, with effective self-management and research skills.

Objectives – Students will be able to:

- Show independent working by producing regular individual work
- Identify and select appropriate reading material from very broad reading suggestions
- Develop independent analysis and argument



2.3 Programme structure/ description

Prelims

The first-year courses are designed to ensure that you have a broad knowledge of economics and management and involves work in three subjects:

General Management, Introductory Economics and Financial Management leading to three exam papers that are taken in the **week 9 of Trinity term**.

Each of the three courses is taught through a combination of lectures and tutorials or classes.

Final Honour School

After you have passed Prelims, you progress onto the Final Honour School (FHS) courses. In both Management and Economics, this builds on the introductory material covered in the first year.

During your second and third years, you are required to take courses for eight Finals papers, or seven papers and a thesis. At least two of your options must be from the Economics list, and at least two must be from the Management list. The remaining four options can be selected from either department's list of options. Some Economics papers have pre-requisites (see below).

There are no formal University examinations during your second year; Final Examinations will take place in Trinity term of your third year.

The **Macroeconomics** part of the course looks at the determination of national income and employment, monetary institutions and the money supply, inflation, the balance of payments and exchanges rates, and macroeconomic policy.

The **Quantitative methods** part of the course covers elementary statistics, probability, and causal inference.

Financial Management

Financial Management includes **Financial Reporting** and the **Financial Analysis** of company accounts; management accounting, including cost behaviours, capital budgeting, budgetary planning and control; discounting and net present value; internal rates of return; measurement and evaluation of risk; capital asset pricing; investment appraisal; sources of funds; capital budgeting and implementation.

General Management

General Management provides students with a broad introduction to the major functional areas of management which will be available as options papers in years 2 and 3. The course will begin by providing an examination of the emergence of big business and understanding how to think about firms, technology, work organisation and context. The course examines further topics, including Strategic Management, Marketing, Organisational Behaviour, and Technology and Operations Management over the course of Michaelmas and Hilary terms.

2.4 Syllabus

Prelims

Introductory Economics

Introductory Economics provides a general overview of the concepts and tools of economic analysis. It covers both Microeconomics and Macroeconomics and includes the mathematical techniques used in economics, mainly simple algebra, and calculus. There is also a course of lectures, classes and tutorials covering Quantitative Methods.

The **Microeconomics** part of the course covers the functioning of the market economy: the decisions of households which have wants and budget constraints; the behaviour of firms, who employ labour and capital and choose their level of output; and the functioning of markets under competition and monopoly.



Final Honour School

Management Finals Papers

You are required to take a minimum of two optional papers in Management in your final examinations. You are encouraged to choose two options each term from the Economics and Management lists that will be published each Trinity term.

In Trinity term a survey is distributed amongst first- and second-year students asking them to select their Management option courses for the following academic year. Please note that some options operate a cap on student numbers. Decisions on who will be accepted onto the course are based on application statements which students submit.

The list of options currently offered is as follows, but additions and deletions may occur in future years:

- Accounting
- Entrepreneurship and Innovation
- Finance
- Global Business History
- Marketing
- Organisational Behaviour and Analysis
- Strategic Management
- Technology and Operations Management
- Thesis in Management

Before you select your options, you will be able to review material on the different papers. This will include presentations by course lecturers. In addition, you will be encouraged to attend a 'Course Options Lecture' at the beginning of Trinity term which is delivered by the Programme Director and students who have taken the different options. You are also encouraged to use your experience from the material studied during the first year of the programme as a guide, though you should discuss options with your college tutors and other students to gain insight from their experience.

Options choices are fixed two weeks before the start of term. Late change requests disrupt the publication of the tutorial schedule and there is no guarantee that a tutor will be available at short notice. Therefore, you are advised to make your choices carefully, and inform your college tutor of your choices.

Teaching for Finals papers combines lectures with tutorials, supplemented where appropriate by classes. The teaching structure of different courses reflects what is appropriate given the material to be covered, but there will typically be 16 hours of lectures for each course. In addition, the Organisational Behaviour and Analysis, Strategic Management, Finance, Technology and Operations Management, Entrepreneurship and Innovation, Marketing, and Global Business History papers each have eight one-hour tutorials during the term. The Accounting paper is taught through a combination of four one-hour tutorials and four classes of 90 minutes. The Technology and Operations Management paper includes an industry visit where possible.



Economics Finals Papers

You are required to select a minimum of two papers which must be studied in your second year (the first year of your work for Finals), as listed below. The rest of the papers may only be studied in your third year (the second year of your work for Finals). Some third-year papers can only be studied in combination with certain second-year papers; for example, to study Econometrics in your third year you will need to have studied Quantitative Economics in your second year.

Selecting Microeconomics, Macroeconomics and Quantitative Economics in your second year will maximise your choice of third-year Economics options.

Second year papers

- History of the World Economy
- Macroeconomics
- Microeconomics
- Quantitative Economics

Third year papers

- Econometrics [may only be studied in combination with the Quantitative Economics second-year paper]
- Economics of Developing Countries [may only be studied in combination with the Quantitative Economics and Microeconomics second-year papers]
- Game Theory [may only be studied in combination with the Microeconomics second-year paper]
- Money and Banking [may only be studied in combination with the Macroeconomics second-year paper]
- Thesis in Economics

In addition, a number of further third-year Economics option papers will be offered. In Hilary term of your second year, before making your choices, you should view the online Economics Options Fair: this is an opportunity to find out more about which options are on offer, their content and who teaches them. These option papers may only be studied in combination with one or more of Microeconomics, Macroeconomics and/or Quantitative Economics, please review the [Department of Economics Undergraduate Courses page](#) for full details.

The current list is:

- Economics of Industry
- Environmental Economics and Climate Change
- International Economics
- Labour Economics and Inequality
- Microeconomic Analysis
- Public Economics

As in the first year, teaching will take place in lectures, tutorials, and classes. Trinity term of the third year is generally devoted to revision and taking examinations.

Thesis

You may also offer a thesis of up to 15,000 words in place of one of the optional Finals papers. We encourage you to consider this possibility, which provides the opportunity to undertake in-depth research into a topic related to either the Economics or the Management parts of the course.

Further information about undertaking a thesis can be found in section 3.5 of this handbook.

Further details about second and third-year papers

An outline of the syllabus for each paper, called the rubric, is given in the Examination Regulations, the most up-to-date version of which can be found at: examregs.admin.ox.ac.uk.

Further information and resources, teaching arrangements, and the names of faculty members involved in teaching each paper, can be found on the Oxford Saïd Canvas and Economics Canvas sites.

3. Teaching and learning

3.1 Organisation of teaching and learning

Economics

The first-year Introductory Economics paper covers Microeconomics, Macroeconomics and Quantitative Methods. The lectures are provided by the Department of Economics. In Michaelmas term you will study Microeconomics and in Hilary term, Macroeconomics. Quantitative Methods will run through the first two terms. In all there will be around 50 lectures. Students will normally have 16 associated tutorials/classes, taught by college tutors. These may be given in Michaelmas and Hilary terms alongside the lectures or may be spread across three terms. Tutorials are primarily the responsibility of your college and their timing and content will be determined by your college.

Second- and third-year Finals papers are offered over the five terms of your work for Finals with your examinations taking place in the sixth term (Trinity term of your final year). It is advisable to choose your options papers to spread your workload over the available time. Second- and third-year papers typically each have between 16 and 24 hours of lectures and six to eight associated tutorials or classes. The precise number depends on the paper with some subjects being more focused around reading-lists whilst others are more lecture-focused. The lectures are provided by the Department of Economics. The provision of classes and tutorials for third-year papers is coordinated by the Department. Centrally nominated subject convenors will communicate with college tutors at the end of each term on the allocation of students to particular tutors for the forthcoming term.

Management

Lectures in the first year, General and Financial Management, and FHS Management option courses are provided by Oxford Saïd. Normally, each course will involve two hours of lectures per week, plus additional revision lectures for first- and third-year students in the first four weeks of Trinity term. General Management tutorials are arranged by colleges and held weekly. Financial Management is split into Financial Reporting in Michaelmas and Financial Analysis in Hilary. Financial Management classes are held each term in addition to the lectures. Lecture outlines and associated reading lists are available on the course-specific Oxford Saïd undergraduate Canvas sites.

Tutorials for first-year General Management are provided by college tutors, although they all draw on a set of essay topics and reading list developed by Oxford Saïd faculty. The tutorial schedule will vary slightly from college to college, but over the three terms you will typically write 16 essays, each one being the basis of a tutorial, and have a number of revision sessions. Financial Management lectures are supplemented by teaching in classes of about 15 students during Michaelmas and Hilary terms; these classes are organised by and held at Oxford Saïd.

Tutorials for the FHS options in Strategic Management, Marketing, Organisational Behaviour and Analysis, Entrepreneurship and Innovation, Global Business History and Technology and Operations Management are usually arranged on behalf of your college by Oxford Saïd, but some college tutors will make their own arrangements. There will normally be one tutorial per week for each course. The FHS course in Accounting is taught using a mixture of tutorials and classes, both of which are arranged by Oxford Saïd. Reading lists, essay topics and problem sets for all Prelim and FHS courses are available on the Oxford Saïd Canvas sites, along with copies of lecture presentations.

It is generally possible to select most desired combinations of FHS options, though there are some options papers which are only taught in one term and so may clash with other options you select. More generally, you may well end up taking tutorials in a different term to the lectures. This is not a concern and is indeed a feature of the flexibility of the tutorial system. The lectures provide an overview of the course as a whole, while tutorials probe topics in often significantly greater depth. There can, therefore, be advantages in taking lectures and tutorials at different times. However, you are strongly advised to ensure that you attend the lectures for courses you are going to take on at the first opportunity they are offered.

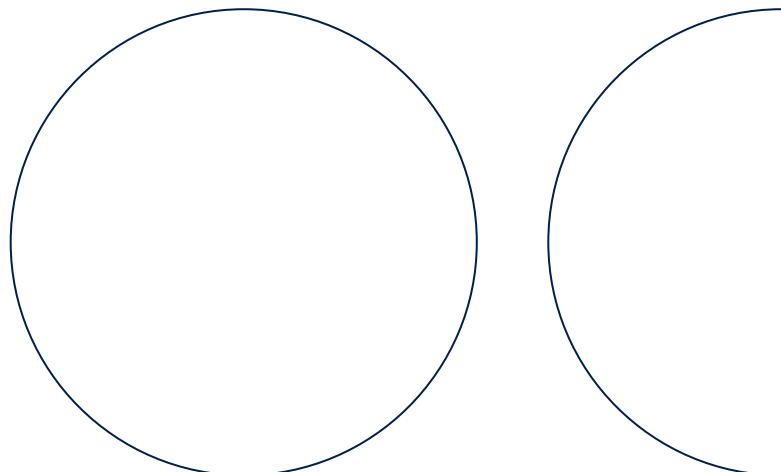
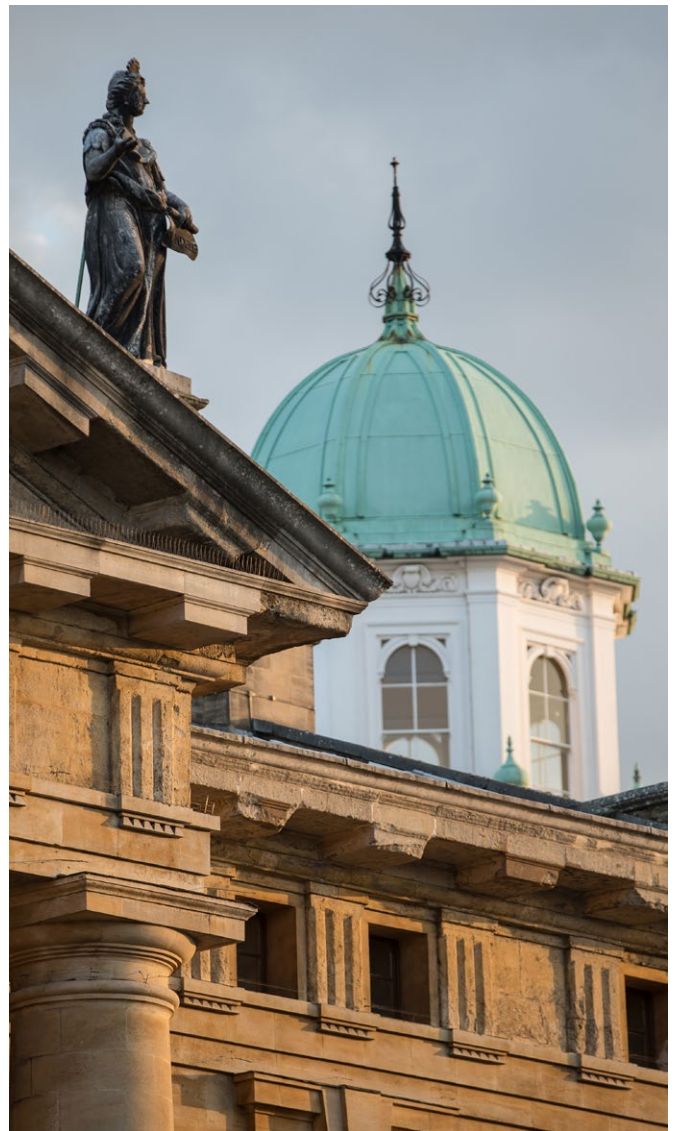
Please note that it is not advisable to do more than two FHS courses in a term; you will need to obtain permission to do so from your college tutor. In some cases, you will complete your eight Finals papers by the end of Michaelmas term in your third year. In other cases, you will take your final paper during Hilary term of your third year. If you have a term in which you are not taking two Finals papers, you are very strongly advised to use your time carefully and to ensure that you revise other papers that you have taken previously.

All queries regarding teaching in Management should be raised either with your college tutor or with the Undergraduate Programme Manager at Oxford Saïd.

It is hoped that during 2024-25 all lectures will be delivered in person. Please note, however, that because of any other unforeseen circumstances, there may be changes to the pattern and style of delivery.

For example, some lectures may be held online, either pre-recorded or 'live-streamed' on Zoom, and then released to students subsequently. In some cases, the normal pattern of lectures (typically 16 hours) may be adjusted to better suit the recorded or live-streamed context.

It is intended that tutorials will be held face-to-face. These will follow the University's recommendations relating to health and safety.



3.2 Recommended patterns of teaching

Please note that the normal pattern of classes and lectures indicated below is only a suggested schedule. Colleges may spread out tutorials across terms.

Economics and management – Prelims papers

Figures in this table are in hours unless otherwise stated.

Paper	Term	Dept/Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
General Management	MT	16		8		Lecture series run across MT and HT; tutorials in MT and HT (college tutors may opt to spread the tutorials across each of MT, HT and TT)
	HT	16		8		
	TT					
Financial Management	MT	16		12		Divided into: Financial Reporting (MT) Financial Analysis (HT) Classes lasting 1.5 hours
	HT	16		7.5		
	TT					
Introductory Economics	MT	30		8		Divided into: Introduction to Microeconomics Introduction to Macroeconomics Quantitative Methods: Probability and Statistics
	HT	30		8		
	TT					

Management Final Honour School papers

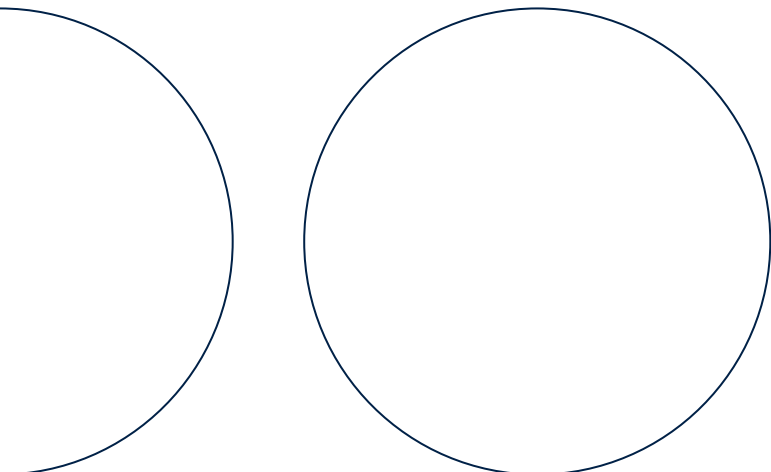
Figures in this table are in hours unless otherwise stated.

Paper	Term	Dept/Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
Accounting	MT					FHS Elective. Must be taken in your second year. Blend of classes and tutorials with classes lasting 1.5 hours and tutorials lasting 1 hour
	HT					
	TT	16		4	6	
Entrepreneurship and Innovation	MT					FHS Elective
	HT	16		8		
	TT					
Finance	MT					FHS Elective
	HT	16		8		
	TT					
Global Business History	MT					FHS Elective. Must be taken in your second year
	HT					
	TT	16		8		
Marketing	MT			8		FHS Elective. Can be taken in MT, HT or TT
	HT	16		8		
	TT			8		

Management Final Honour School papers (continued)

Figures in this table are in hours unless otherwise stated.

Paper	Term	Dept/Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
Organisational Behaviour and Analysis	MT			8		FHS Elective. Can be taken in MT, HT or TT
	HT	16		8		
	TT			8		
Strategic Management	MT	16		8		FHS Elective. Can be taken in MT, HT or TT
	HT			8		
	TT			8		
Technology and Operations Management	MT	16		8		FHS Elective. Can be taken in MT, HT or TT
	HT			8		
	TT			8		



Economics Final Honour School papers

Numbers are indicative and small changes to the teaching hours may occur from year to year.

Paper	Term	Dept/Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
Microeconomics	MT	20		8		FHS Elective. Must be taken in your second year/the first year of your work for Finals. There are also 6 hours of Maths lectures.
	HT					
	TT					
Macroeconomics	MT					FHS Elective. Must be taken in your second year/the first year of your work for Finals.
	HT	21		8		
	TT					
Quantitative Economics	MT					FHS Elective. Must be taken in your second year/the first year of your work for Finals.
	HT					
	TT	30		8		
History of the World Economy	MT			8		FHS Elective. Must be taken in your second year/the first year of your work for Finals.
	HT					
	TT	16		8		

Economics Final Honour School papers (continued)

Figures in this table are in hours unless otherwise stated.

Paper	Term	Dept/Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
Econometrics	MT	22		8		There will be 8 tutorials in all – all in MT and a revision lecture in TT. Revisions may also be arranged by individual tutors in TT. Must be studied in the third year of the degree.
	HT					
	TT					
Economics of Developing Countries	MT	24				FHS Elective. Students must also have studied Microeconomics and Quantitative Economics. Must be studied in the third year of the degree.
	HT			8		
	TT					
Economics of Industry	MT	16		8		FHS Elective currently offered at the Hilary Term Options Fair. Students must also have studied Microeconomics and Quantitative Economics. Must be studied in the third year of the degree.
	HT					
	TT					
Game Theory	MT					FHS Elective. Students must also have studied Microeconomics. Must be studied in the third year of the degree.
	HT	24		10.5		
	TT					
International Economics	MT	24		11		FHS Elective currently offered at the Hilary Term Options Fair. Students must also have studied Microeconomics and Macroeconomics. Must be studied in the third year of the degree.
	HT					
	TT					

Economics Final Honour School papers (continued)

Figures in this table are in hours unless otherwise stated.

Paper	Term	Dept/Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
Labour Economics and Inequality	MT					FHS Elective currently offered at the Hilary Term Options Fair. Students must also have studied Microeconomics and Quantitative Economics. Must be studied in the third year of the degree.
	HT	16		8		
	TT					
Microeconomic Analysis	MT					FHS Elective currently offered at the Hilary Term Options Fair. Students must also have studied Microeconomics. Must be studied in the third year of the degree.
	HT	22		10.5		
	TT					
Money and Banking	MT	16		8		FHS Elective. Students must also have studied Macroeconomics and Quantitative Economics. Students must also have studied Macroeconomics. Must be studied in the third year of the degree.
	HT					
	TT					
Public Economics	MT	24		8		FHS Elective currently offered at the Hilary Term Options Fair. Students must also have studied Microeconomics. Must be studied in the third year of the degree.
	HT					
	TT					
Environmental Economics and Climate Change	MT					FHS Elective currently offered at the Hilary Term Options Fair. Students must also have studied Microeconomics. Must be studied in the third year of the degree.
	HT	16		8		
	TT					

3.3 Lecture timetables

Detailed timetables are provided each by the Economics and Oxford Saïd; distributed by email and/or Canvas. These timetables are subject to change, so it is recommended that you consult the most up-to-date version available on Canvas throughout the year.

3.4 Fieldwork and safety training

Fieldwork

Many students will, as part of their course, be required to undertake fieldwork providing it is safe and practical to do so. Fieldwork is considered as any research activity contributing to your academic studies which is carried out away from university premises and must be approved by your department. This can be overseas or within the UK. The safety and welfare of its students is of paramount importance to the University. This includes fieldwork and there are a number of procedures that you must follow when preparing for and carrying out fieldwork.

Preparation

Safe fieldwork is successful fieldwork. Thorough preparation can pre-empt many potential problems. When discussing your research with your supervisor please think about the safety implications of where you are going and what you are doing. Following this discussion and before your travel will be approved, you will be required to complete a travel risk assessment form. This requires you to set out the significant safety risks associated with your research, the arrangements in place to mitigate those risks and the contingency plans for if something goes wrong. There is an expectation that you will take out suitable travel insurance. Your department also needs accurate information on where you are, and when and how to contact you while you are away. The travel assessment process should help to plan your fieldwork by thinking through arrangements and practicalities. The following website contains some fieldwork experiences which might be useful to refer to socsci.web.ox.ac.uk/fieldworker-experiences.

Training

Training is highly recommended as part of your preparation. Even if you are familiar with where you are going there may be risks associated with what you are doing.

Safety Office courses (termly)

- Emergency First Aid for Fieldworkers
- Fieldwork Safety Overseas: A full-day course geared to expedition-based fieldwork, which covers planning and preparation, managing safety, including personal safety in the field, and how to deal with emergencies.
- Fieldwork and overseas travel risk assessment for fieldworkers and travelers: A pre-recorded online training presentation
- Travel insurance presentation for fieldworkers and overseas travellers.

Useful Links

More information on fieldwork and a number of useful links can be found on the [Social Sciences divisional website](#).

3.5 Expectations of study and student workload

Tutorials

It is important that you prepare thoroughly for each tutorial. Different tutors will organise their teaching in different ways, but you always need to complete the work assigned in advance. In preparing for a tutorial, it is your responsibility to read the recommended material attentively and to think carefully about the set question. You will often also find it useful to explore other sources of reading, particularly if a book or article proves inaccessible. You will often find that there is a lot of material that you could read, probably more than you could feasibly manage in the time available. Often your tutor will give some advice about particularly important sources, but otherwise it is up to you decide what you think is most relevant for the question you have been asked to address. Remember, though, that it is very important that you read widely to develop a broad understanding of the subject area. An important skill you need to develop is how to read attentively and thoughtfully, while skipping or skimming bits that are less relevant. 'Skim reading' is an important skill. For further advice, see the [University essay and dissertation writing skills guide](#).

When you come to write your tutorial essays, it is very important that you think carefully about the material you have read. Do not just repeat it. Instead, critically evaluate the material. It is also extremely important that you think carefully and systematically about the question that is being asked. Address that question directly.

You must also make sure that you have completed the written work in the timeframe set by the tutor. In some cases that will be by the time of the tutorial and in others, work may need to be submitted in advance of the tutorial. For further information on how best to meet submission deadlines, refer to the link below.

[Managing Submission Deadlines](#).

Tutorials are not optional. The purpose of a tutorial is to develop an individual student's capacity to think in depth about a subject area, and to operate with growing confidence within its techniques and methodologies, with the expectation that the process will promote increased understanding of the subject for both tutor and student. What you have a right to expect is your tutor's presence and attention throughout the hour agreed, plus guidance, e.g. a reading list and essay for the next meeting. Beyond that it is very important to note that the styles of tutors differ and different formats will be appropriate for different numbers in the group, different topics, students with different strengths, or if the tutor wants to highlight different points. This is an important part of tutorials and you must not expect uniformity. You will gain most if you succeed in adapting to differences in styles and learning from them.

If for any reason, such as illness, you know you will not be able to complete your work by the deadline of your tutorial it is your responsibility to get in contact with your tutor at the earliest opportunity to inform them of the problem. If there is no good reason for you having not completed the work set, your tutor has the right to take appropriate action.

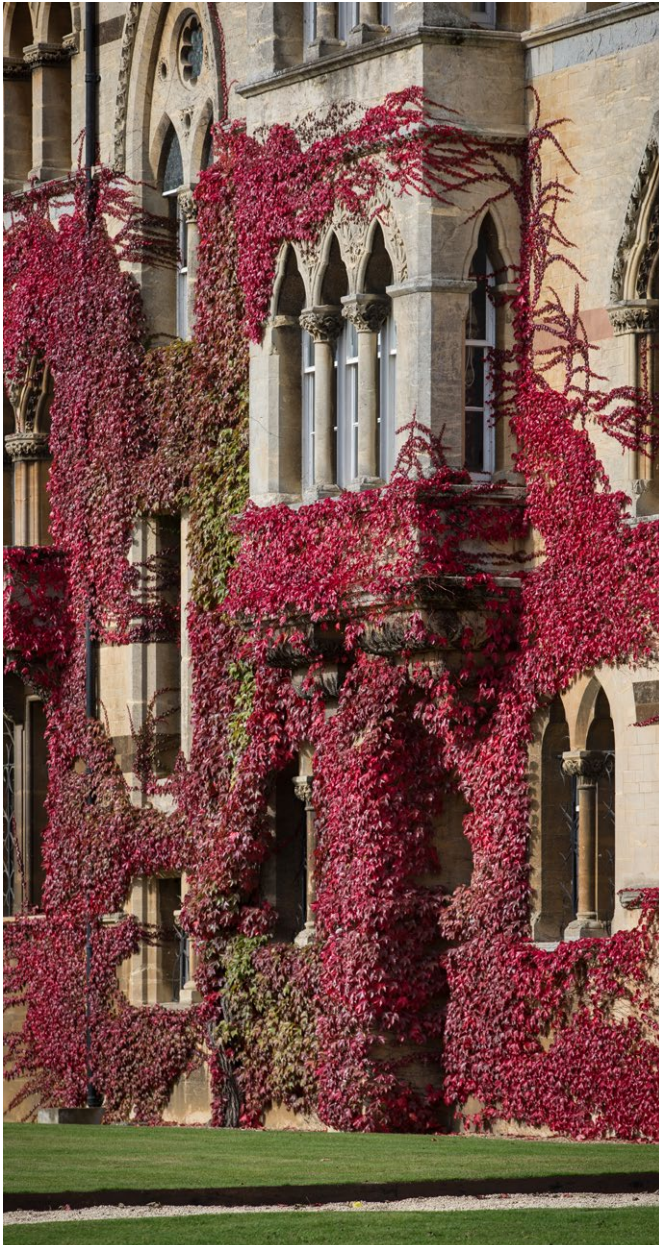
You have the right to expect that written work for a tutorial will be returned to you with written and/or oral feedback.

If you experience any problems with your tutorials or your tutor, you should contact the College Fellow in charge of your subject in the first instance. Alternatively, colleges frequently have other systems of support, such as a College Adviser or Senior Tutor.

Lectures

Lecture timetables are published online every term. There are separate timetables on the Departments' respective Canvas sites. You should consult both timetables at the start of each term for the time and location of your lectures.

We strongly recommend you attend all lectures in person. Furthermore, you will get the most out of the lecture when you have read relevant material in advance and take notes. You will often be provided with online versions of the slides used in the lecture and you can annotate these. Write up your notes into a more coherent form shortly after the lecture, adding in supplementary material from your own reading.



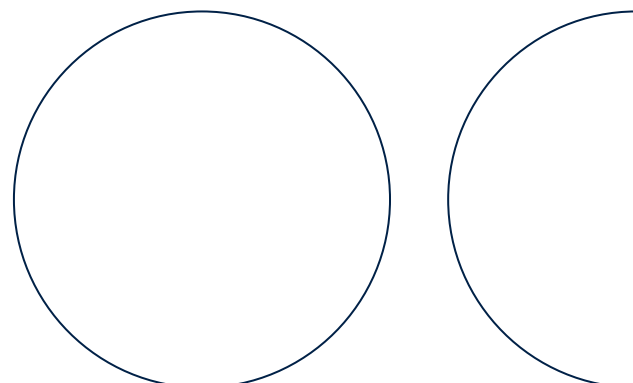
Classes

Some tuition is by means of college or University classes; a system especially suited to subjects that require you to complete quantitative exercises rather than essays. Your first experience of classes may be in the Financial Management course, which is taught through a combination of lectures and classes, but not tutorials. It is very important that you prepare diligently for all classes and that you complete any problem sets or other work before the class. Although classes have more undergraduates in them than tutorials, you should not take that as an opportunity to 'hide' or not complete the required work. The more you put into classes, the more you will learn.

In addition to classes for Financial Management, you may well have a mix of classes and tutorials in your College Economics in your first year, as well as demonstration classes for Quantitative Methods as part of the Department lecture provision. You can also expect some mix of classes and tutorials for certain Economics FHS options and for Management papers such as Finance and Accounting.

You have a right to expect that written work for a class will be returned to you with written and/or oral feedback.

Attendance in classes is obligatory, in the same way as it is for tutorials. If you are going to be absent for reasons of illness or other urgent cause, it is your responsibility to let the class lecturer know as soon as you can.



Vacation work

Terms in Oxford are short but very intense. You will have a lot of work to complete during the term and most students find that they need to use the vacations to catch up, to consolidate the work from the previous term, and to supplement reading to gain a broader and deeper understanding of the subjects studied. So, vacation study is vital. You are said to 'read' for an Oxford degree and vacations are an important time for you to do so. Indeed, the time between terms is called a 'vacation' not a 'holiday' because although you 'vacate' Oxford you should still be working. In addition, some college tutors may require students to complete specific pieces of work over vacations.

Most college tutors will set exams on a term's work when you return at the beginning of the following term. These exams are called 'Collections' – see the section below on Assessment. Preparation for collections is another important use of vacations.

Please also view guidance on paid work on the Oxford Students website (www.ox.ac.uk/students/life/experience).

Advice on alternatively assessed papers and workload

The majority of FHS courses continue to be assessed by a three-hour examination taken in Trinity term of the third year. However, there are two FHS papers that have alternative assessment methods: Global Business History, and the Thesis. From 2022-23 the Environmental Economics and Climate Change course will include an element of student coursework alongside a shortened exam.

Opting to take papers with alternative assessment methods can reduce the burden of exams during Trinity term. Each of these papers also provides the opportunity to demonstrate your intellectual abilities through a different format than conventional examinations. For a range of students, this can be both a preference and an advantage. You have the potential to reduce the stress in Trinity term and to allocate your time differently. Undertaking assessed work can be of enormous interest and gives you the potential to demonstrate your ability at research and writing.

It is, however, important to be aware of the timing of the submission of any assessed work that you are taking. In each case, this is shortly before the beginning of Trinity term of your third year. This timing is critical because there are significant penalties that result from the late submission of work.

The consequence of this is that it is important for all students taking papers with alternative assessment that they allow sufficient time to complete this work in advance. Completing a final draft of assessed work can take more time than is expected and students need to avoid the risk and difficulties of having to complete such work in a compressed timescale shortly before the submission date.

This is particularly important if any student is taking more than one paper with an alternative assessment method. In such cases, you are strongly advised to discuss with your college tutor and supervisor (for example, for the thesis) the best approach to ensure that the work is completed in good time. Finding yourself needing to complete multiple pieces of assessed work in a restricted timeframe immediately prior to Trinity term would clearly be difficult to manage. A structured approach is therefore very strongly recommended, where clear deadlines are agreed for each piece of assessed work. It is important to ensure that the timescales for completing each piece of work are realistic and that sufficient 'buffer time' is built into such a timetable. Remember that finalising substantive pieces of work is likely to take longer than you initially anticipate. It is also very important to complete such work in good time so that there is no adverse impact from your assessed work on the revision for the remaining Trinity term exams.

Global Business History

Students may choose to take the Global Business History option in the Trinity term of their second year.

The course assessment for the Global Business History option will take the form of an individual written assignment (100% of the total course mark). For the first part of the assignment, you are expected to produce a 'case study' of up to 7,500 words analysing the history of an organisation over a period of ten years or more. This section is assessed as 60% of the final assignment. For the second part of the assignment, you are expected to produce a 'teaching note' of up to 2,500 words explaining the pedagogical purpose of the case study that you wrote. This section is assessed as 40% of the final assignment. Please note that the word count for this assignment includes the main body of text, tables, figures and diagrams, as well as appendices, footnotes and references.

Students can expect to attend eight two-hour lectures and to meet their individual tutor for up to eight one-hour tutorials. During the tutorials and lectures, you will read and discuss historical case studies of organisations. By the time it comes to selecting your own research topic for the case study, you should be familiar with the form that your study and teaching note should take. There will be ample opportunity for you to discuss ideas for your own case study with your individual tutor, course tutor, and fellow students over the course of seminars and tutorials. While students are encouraged to explore various avenues of research, it is strongly advised that you decide on a case study topic by the end of Trinity term. As your history will not simply be based on secondary sources but also on primary documents (these might include correspondence, internal reports, regulatory filings, contemporary surveys, etc.), you should choose an organisation in which you can get access to internal archival records. Your tutor can give advice on undertaking archival and secondary research, but it is up to you to contact archivists and ensure that you will be able to access relevant materials over the Long Vacation.

It is advised that you spend the Long Vacation completing the secondary and primary research for your study. By the end of the Long Vacation, you should have a complete first draft of your case study and teaching note. Your individual tutor may read and comment on this draft in Michaelmas term. It is strongly recommended that you take advantage of this opportunity. You may also find it useful to consult the Academic Writing Guide for further guidance on writing style. It is advised that you prepare the final version of your case study and teaching note over the winter vacation for submission in the Trinity term.

You should be aware that if you intend to carry out research involving human participants and personal data, such as an oral history interview, then you may need to apply for ethical review. You should discuss this with your individual tutor at an early stage to allow time to put appropriate permissions in place. You would need to apply to the Oxford Saïd Departmental Research Ethics Committees. Further information is available from the Research Services Team (ethics@sbs.ox.ac.uk) or at researchsupport.admin.ox.ac.uk/governance/ethics.

Students are required to sign a Declaration of Authorship upon submission of their work to confirm that the individual written assignment is their own work and that they have not exceeded the maximum amount/type of supervision available.

The deadline for submission of the individual written assignment is no later than 12 noon BST on Thursday of the week 0 of Trinity term of your third year: examregs.admin.ox.ac.uk. The written assignment must be uploaded to the University approved online assessment platform.

Thesis

Students may choose to replace one FHS option (either Management or Economics) with a thesis of up to 15,000 words. Students making this choice will have an individual supervisor to guide them, but considerable independent research will be required. You will probably find that you will need to spend more time researching and writing a thesis than you would spend attending lectures and preparing for tutorials for a FHS option course, but you will be able to spread this work out over a longer period (including vacations) and of course there will be no exam revision. It is crucial that you select a thesis topic that is manageable so that you have enough time to research it properly. Your supervisor will assist you on this and will provide support when you research and write your thesis. You can expect to be able to meet up with your supervisor for up to six one-hour tutorials (though this may be divided in different ways according to what is appropriate) and you can expect your supervisor to provide carefully considered comments on drafts of your thesis. This clearly does not mean that your supervisor will write your thesis for you! While your supervisor will guide you, they can only do so if you provide them material in good time. You need to remember that much of the onus of producing a thesis rest with you, with your supervisor in a supporting role.

It is generally advised that you discuss the possibility of taking a thesis with your college tutor during late Hilary or early Trinity terms of your second year. The Exam Regulations specify that you have to obtain the approval of your college to take this option and that you have to prepare a 100-word summary of your proposed topic, specifying whether it comes under the general heading of Economics or Management. If your college tutor does not feel able to advise you on a particular subject, it may be possible to arrange a specialist supervisor. You need to receive approval from the Chair of the Economics and Management Standing Committee and are advised to do that before the end of Trinity term of your second year. The deadline for a request to do a thesis is the date proscribed for entry into examinations. You will receive a quick decision, which will be before 5th week of Michaelmas term of your third year.

Before you start to work on your thesis, go over your plan with your tutor who can help you make sure that it is feasible and clear. Your tutor can also advise you on reading, although you need to remember that you will be searching out most of the readings yourself and, with this in mind, you need to ensure that you



can access Oxford's online library resources off site (or arrange to be near a large library either in Oxford or somewhere else) for a few weeks during the Long Vacation. There may be the opportunity for you to attend Research Methods training designed principally for DPhil students, but very helpful if you are writing a thesis. If this is something you are interested in, please speak with the Director of Undergraduate Studies in Management, who in turn will need to request permission from the DPhil in Management programme Academic Director. Students also need to be aware that if they carry out research involving human participants, such as surveys or interviews, they are likely to need to apply for ethical review. You should discuss this with your supervisor at an early stage, as it can take several months to prepare an application and obtain approval. Both the Department of Economics and Oxford Saïd have Departmental Research Ethics Committees; you would apply to the most appropriate one given the subject of your thesis.

Further information can be obtained from Jenny Hayward (ethics@economics.ox.ac.uk) or the Research Services Team (ethics@sbs.ox.ac.uk) or at researchsupport.admin.ox.ac.uk/governance/ethics.

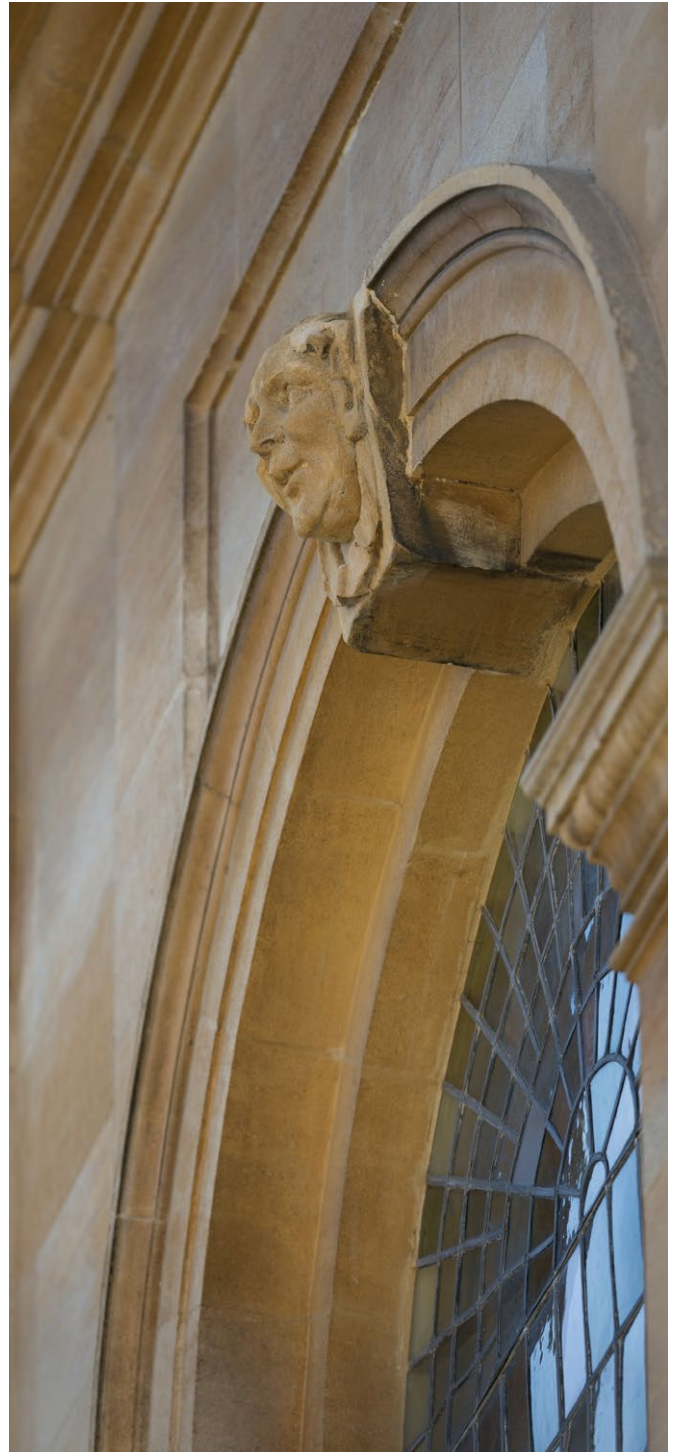
Once you have a first draft of your thesis, your tutor may read and comment on it. It is very important that you take advantage of this opportunity. You must then write the final version on your own. You must not exceed the 15,000-word limit (excluding the bibliography). Much of the advice in the [Academic Writing Guide](#) on Canvas is as relevant to writing a thesis as it is to writing an essay, including the advice about [plagiarism](#) and [referencing](#). Your thesis supervisor will be able to provide more specific guidance.

Students are required to sign a [Declaration of Authorship](#) upon submission of their work including that they have appropriately acknowledged the support received from their supervisor and that they have not exceeded the maximum amount/type of supervision available.

The deadline for submission of a thesis is noon on Monday of the week 1 of Trinity term of your third year. The thesis must be uploaded to the University approved online assessment platform.

Third party proof-readers policy

Students have authorial responsibility for the written work they produce. Proof-reading represents the final stage of producing a piece of academic writing. Students are strongly encouraged to proof-read their own work, as this is an essential skill in the academic writing process. However, for longer pieces of work, such as a thesis, it is considered acceptable for students to seek the help of a third party for proof-reading. Such third parties can be professional proof-readers, fellow students, friends or family members. The guidance outlined below applies to all assessed written work where the word limit is 10,000 words or greater. The use of [third-party proof-readers](#) is not permitted for work where the word limit is fewer than 10,000 words.



4. Assessment

4.1 Assessment structure

Your work will be assessed informally by your tutors and class teachers, and formally in University Examinations.

Every term, each tutor who has taught you in tutorials and/or classes will write a report on your term's work, including an assessment of your levels of achievement and effort, and often also providing constructive comments on your written work and contributions to tutorials. These reports are submitted electronically by the tutor to your college, in an online system called TMS, and are then made available for you to read. Most colleges hold report-reading sessions at the end of term, at which you will be able to discuss the reports with your college tutors and possibly also the Senior Tutor and the Head of the College. (Confusingly, report-reading sessions may sometimes be referred to as 'Collections' – the same word that is used to denote college examinations.)

Most colleges will set exams, known as 'Collections', when you return at the beginning of each term. They usually take place between the Thursday and Saturday of week 0 (colleges normally require undergraduates to return to Oxford no later than the Wednesday or Thursday of week 0). Your college tutors are likely to require that you take these exams each term, based on the work from the previous term, so you should return prepared for them.

These Collections are normally compulsory, but they do not count towards your degree. Their purpose is to provide you, and your tutors, with an assessment of the level of attainment you have reached – and an indication of what further work will be needed before you take formal University exams. They also provide an opportunity for you to practise and improve your exam technique.

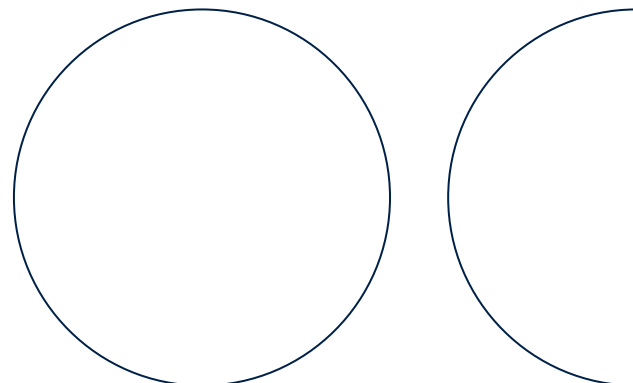
There are two formal University Examinations: the Preliminary Examination at the end of the first year, described below, and the Final Examination at the end of the third year, described in section 2.

Preliminary examination

At the end of the first year you will take Prelims, which comprises one three-hour exam in General Management, one three-hour exam in Introductory Economics and one three-hour exam in Financial Management. A good way to prepare for Prelims is to look at past papers, which are available on the University's exam paper archive. For more details, contact ug.exams@sbs.ox.ac.uk.

These exams do not affect your final degree result, but you will be required to pass all three papers to continue on the E&M course. If you fail any papers you will be given an opportunity to retake the ones you failed, once, in September of the same year.

Prelims exams do not give you a 'classification': the result is simply Pass, Fail, or Distinction. Distinctions are awarded to those obtaining a high total number of marks across all three papers. Prelim rankings are not published for this programme.



Marking of Prelims scripts

- 100-70: work displaying analytical and argumentational power, with good command of the facts and/or arguments relevant to the questions and evidence of ability to organise them with clarity, insight, and efficiency.
- 69-60: work displaying analytical power and argumentational power, but with less comprehensive and thorough command of evidence; or work showing considerable thoroughness but less analytical skill or less clarity in organisation.
- 59-50: competent work with no major defects, but giving an incomplete account of the question, or marred by inaccuracies; or work which demonstrates lapses in (but does not lack) analytical and argumentational skills.
- 49-40: work that is generally weak with muddled argumentation but containing some evidence of knowledge of facts and analytical skill; or work that, while competent and knowledgeable, does not address the question asked by the examiners.
- 39 and below: very poor-quality work, showing little if any evidence of effective study.

You should note that one of the most common reasons for answers receiving poor marks is irrelevance. It is very important to direct your answer at the question which has been asked.

All scripts are single marked. Once first marks have been reported, the Chair will arrange to have certain scripts marked by a second examiner or assessor in the subject ('blind' of the first mark where possible). Any script can be double-marked at the Chair's discretion, but the following will always be double-marked:

- A random selection of 10% of the General Management scripts.
- (i) Any script for which the first mark is 42 or less.
(ii) Scripts where an increase of 3 marks would result in the compensation of a mark of 37–39.

Additionally, scripts of candidates whose aggregate mark over the three papers is 197–199, i.e. those who are borderline pass/distinction, may be double-marked.

Where a script has been double-marked, the final mark will be agreed by the first and second markers.

Final Examinations

The Final Honour School of Economics and Management examinations are taken at the end of your third year. Finals consist of eight papers (unless you substitute a thesis for one of them or take FHS papers which are assessed by an alternative method – currently Global Business History). Where an examination is the method of assessment, this involves one three-hour examination. All syllabi are published annually in the University's Examination Regulations, to which this handbook refers. A copy of the undergraduate version of the Examination Regulations is available online. The most up-to-date regulations can be found on the university website at examregs.admin.ox.ac.uk/Home/RegulationSearch. A copy of the Examination Conventions is available on the course websites and will also be sent to you in advance of your Finals.

Each year a board of examiners is appointed from the members of the faculty. One board is appointed for Prelims and another for Finals. The Finals examiners are assisted by several assessors (also members of the faculty) who deal with specialised subjects. Please remember that it is your responsibility to enter yourself for the University examinations and that if you enter late, or change any of your options, you will be subject to a late fee. You must enter through your college. The dates of the examinations are published each year, usually a month or two before they are due to take place. [See timetables.](#)

As with Prelims, a good way to prepare for Finals is to look at past papers. Papers are available on the University's exam paper archive. For more details, contact ug.exams@sbs.ox.ac.uk. This will give you a good idea about how the questions are phrased and how you should approach them. In the examination select a question, work out what it means and decide what you think the answer is. When you start writing, state the answer and defend it, or, if you think that there is no answer, explain why. Do not attempt to write too much. It can be easy to run out of time and end up not answering enough questions because of this. Most critically of all, you should make sure that your answers explicitly and directly answer the questions asked and not the question you would like to have been asked!

After the exams, the Finals scripts will each be marked. In the case of essay questions there will normally be two separate assessors marking 'double blind' – i.e. they do not know who you are and they do not know what mark the other examiner has given. In the case of problem questions there will be single marking of scripts, but with moderation, e.g. to check that all parts of a multi-part question have been marked. Your marks across different papers are then combined to determine your degree classification (see below).

Traditionally, at University examinations you must wear 'sub-fusc' and academic dress, i.e. a dark suit with dark socks, or a dark skirt with black stockings or trousers with dark socks and an optional dark coat; black shoes; plain white collared shirt; a black tie or white bow tie. Candidates serving in HM Forces are permitted to wear uniform together with a gown.

You also need to be aware that the University has special regulations on: the typing of illegible scripts (which you will have to pay for yourself); the use of word processors and calculators in examinations; the use (where permitted) of computers in examinations; and candidates who are unable to take papers on certain days for religious reasons. Candidates with any disabilities may also have special rules apply, including additional time if required for medical reasons. In certain examinations calculators may be helpful and a list of permitted calculators can be found on the [Economics Canvas site](#).

Should you at any time have questions regarding University examinations please contact the Senior Tutor of your college who can then communicate with the examiners. Never approach the examiners directly.



Marking and Degree classification

All Finals scripts, theses and supervised dissertations are double-blind-marked. Any wide discrepancies, or discrepancies that might affect a candidate's class, are either re-read by the two original markers or given an adjudicating mark by a third marker, to determine an established mark for each script or thesis. The External Examiners play a special role in adjudication.

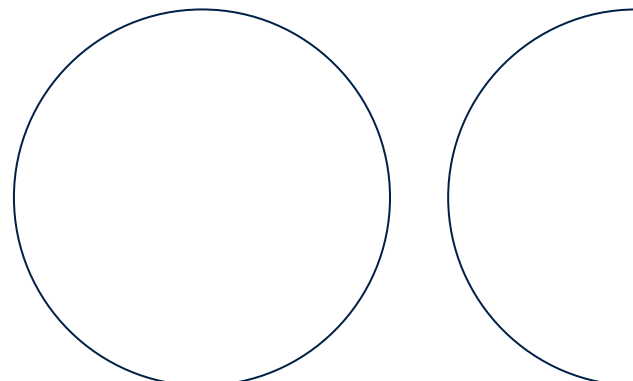


Range of marks for each class in E&M Final Examinations

The Examination Conventions currently establish the following standards for markers:

Papers are marked on the scale of 0-100.

- **70–100 First Class:** Demonstrates overall excellence, including sufficient depth and breadth of relevant knowledge to allow clarity of expression, construction of arguments, demonstration of critical faculties and originality.
- **60–69 Upper Second Class:** Demonstrates overall a good standard of knowledge and understanding of material, and the ability to apply it effectively to address issues, offer interpretations and construct arguments.
- **50–59 Lower Second Class:** Lower Second Class: Demonstrates overall an adequate standard of knowledge and understanding of material, with some ability to apply it in order to address issues and offer interpretations.
- **40–49 Third Class:** Demonstrates some depth of knowledge of core material and some ability to relate it to central topics of the discipline.
- **30-39 Pass (without honours):** Demonstrates the ability to reproduce with some accuracy a limited selection of the core material of the discipline.
- **0–29 Fail:** Fails overall to demonstrate a sufficient range and depth of knowledge and understanding, and /or fails to apply it appropriately.



A detailed step-marking scale for examination essays is available on the Department of Economics Canvas page in the examinations section of Economics Undergraduate Information. You should note that one of the most common reasons for answers receiving poor marks is irrelevance. It is very important to direct your answer at the question which has actually been asked.

There are penalties for a missing or negligible answer, and for ignoring instructions on the question paper (such as 'show knowledge of both authors'), which vary according to the seriousness of the omission. The penalty for 'short weight papers' (i.e. where the candidate answers fewer questions than required) is that the maximum mark is reduced proportionately. For example, if you are required to write four essays but only write three, then the maximum mark you can receive is 75, not 100.

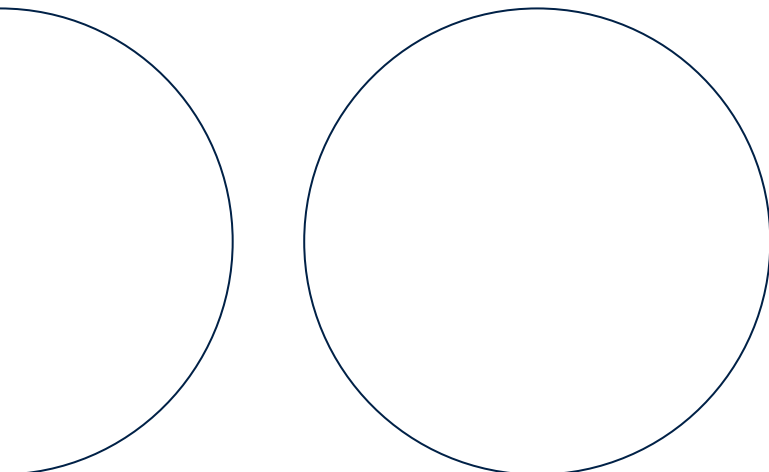
The average of your established marks is used to determine your degree classification. The boundary for classifying each candidate to a class is set a little below the minimum mark associated with that class (e.g. in recent years the minimum average score required for a First has been 68.5 rather than 70). In addition, you must have at least two papers with established marks in the relevant class or above (so you need at least two papers with marks above 70 for a First and no mark below 50).

Candidates who miss a paper are governed by the general regulations in Examination Regulations, which allow for classification in some circumstances. Vivas are not used.

4.2 Feedback on learning and assessment

Students will receive large amounts of feedback on their work in a variety of different forms.

- a. **Feedback on tutorial/class work.** The tutorial is the cornerstone of teaching and learning at Oxford. Tutors are likely to provide feedback on the written work you prepare in advance of tutorials. This feedback will mainly consist of advice regarding how the work could have been improved, ideas for additional reading that could enhance your understanding of a topic, etc. Tutors are also generally willing to meet with students outside tutorials to discuss any questions you may want to raise privately.
- b. **Tutorial reports.** End-of-term tutorial reports provide a summary of the standard of work submitted during the term. Particularly during the second and third years when many of your tutorials will be out of your college, it is likely that your college tutor will meet with you to go over the term's work. Once each year in most colleges you will also meet with the Senior Tutor and Head of the College to review your progress.
- c. **Collections.** Most colleges require students to sit collections at the start of each term. These exams usually take the same form as the equivalent formal University Examination, so the mark you obtain on them is a useful indicator of your likely performance. Usually, you will also get some comments that will help you understand the strengths and weaknesses of the answers you have given.
- d. **Prelims.** You will receive marks for the three papers taken at the end of the first year.



4.3 Examination conventions

Examination conventions are the formal record of the specific assessment standards for the course or courses to which they apply. They set out how your examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of your award. They include information on: marking scales, marking and classification criteria, scaling of marks, progression, resits, use of viva voce examinations, penalties for late submission, and penalties for over-length work. The E&M Examination conventions for both Prelims and Finals can be found on [Management Canvas](#) and [Economics Canvas](#).

Please note that any modifications will be published to prospective candidates not less than one whole term before the examination takes place.

4.4 Good academic practice and avoiding plagiarism

University definition of plagiarism

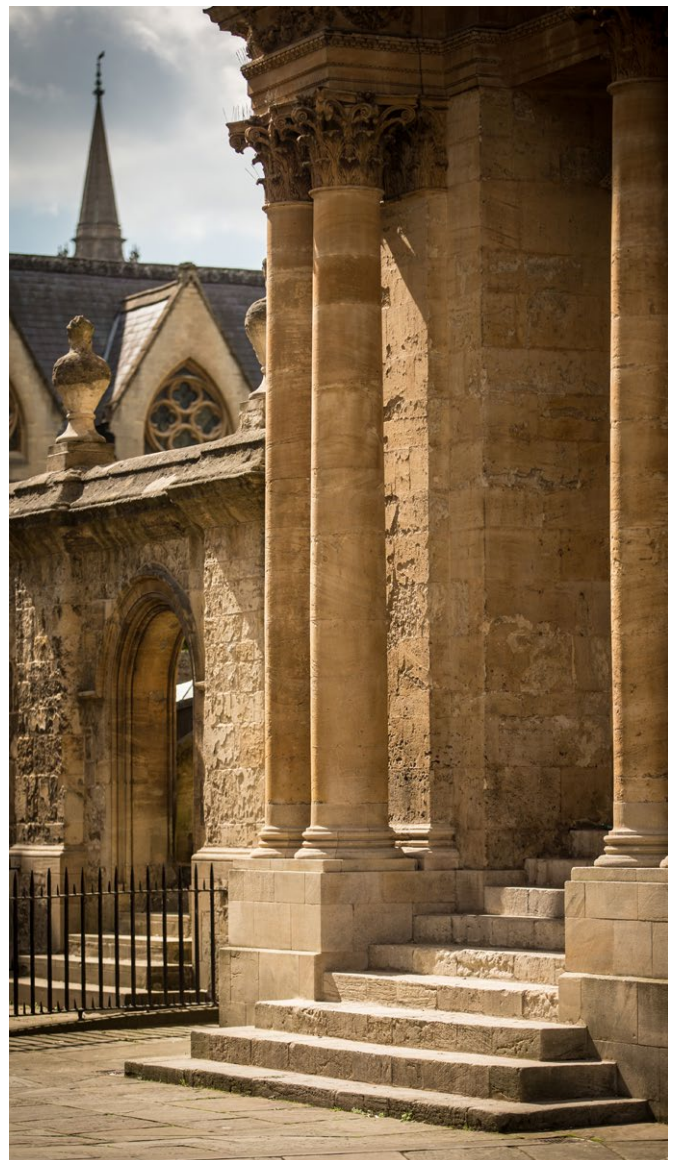
[Plagiarism](#) is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence.

Guidelines

Advice on [good academic practice](#) including avoiding plagiarism, managing your time, reading, note taking, referencing and revision. There are also university guidelines on [the use of AI](#) during your studies.

Why does plagiarism matter?

Plagiarism is a breach of academic integrity. It is a principle of intellectual honesty that all members of the academic community should acknowledge their debt to the originators of the ideas, words, and data which form the basis for their own work. Passing off another's work as your own is not only poor scholarship, but also means that you have failed to complete the learning process. Deliberate plagiarism is unethical and can have serious consequences for your future career; it also undermines the standards of your institution and of the degrees it issues.



What to avoid

The necessity to reference applies not only to text, but also to other media, such as computer code, illustrations, graphs etc. It applies equally to published text drawn from books and journals, and to unpublished text, whether from lecture handouts, theses or other students' essays. You must also attribute text or other resources downloaded from web sites.

There are various forms of plagiarism and it is worth clarifying the ways in which it is possible to plagiarise:

Verbatim quotation without clear acknowledgement

Quotations must always be identified as such by the use of either quotation marks or indentation, with adequate citation. It must always be apparent to the reader which parts are your own independent work and where you have drawn on someone else's ideas and language.

Paraphrasing

Paraphrasing the work of others by altering a few words and changing their order or by closely following the structure of their argument, is plagiarism because you are deriving your words and ideas from their work without giving due acknowledgement. Even if you include a reference to the original author in your own text you are still creating a misleading impression that the paraphrased wording is entirely your own. It is better to write a brief summary of the author's overall argument in your own words than to paraphrase particular sections of his or her writing. This will ensure you have a genuine grasp of the argument and will avoid the difficulty of paraphrasing without plagiarising. You must also properly attribute all material you derive from lectures.

Cutting and pasting from the Internet

Information derived from the Internet must be adequately referenced and included in the bibliography. It is important to evaluate carefully all material found on the Internet, as it is less likely to have been through the same process of scholarly peer review as published sources.

Collusion

This can involve unauthorised collaboration between students, failure to attribute assistance received, or failure to precisely follow regulations on group work projects. It is your responsibility to ensure that you are entirely clear about the extent of collaboration permitted, and which parts of the work must be your own.

Inaccurate citation

It is important to cite correctly, according to the conventions of your discipline. Additionally, you should not include anything in a footnote or bibliography that you have not actually consulted. If you cannot gain access to a primary source you must make it clear in your citation that your knowledge of the work has been derived from a secondary text (e.g. Bradshaw, D. Title of book, discussed in Wilson, E., Title of book (London, 2004), p. 189).

Failure to acknowledge

You must clearly acknowledge all assistance which has contributed to the production of your work, such as advice from fellow students, laboratory technicians, and other external sources. This need not apply to the assistance provided by your tutor or supervisor, nor to ordinary proofreading, but it is necessary to acknowledge other guidance which leads to substantive changes of content or approach.

Professional agencies

You should neither make use of professional agencies in the production of your work nor submit material which has been written for you. It is vital to your intellectual training and development that you should undertake the research process unaided. Under Statute XI on University Discipline, all members of the University are prohibited from providing material that could be submitted in an examination by students at this University or elsewhere.

Autoplagerism

You must not submit work for assessment which you have already submitted (partially or in full) to fulfil the requirements of another degree course or examination, unless this is specifically provided for in the special regulations for your course.

4.5 Entering for University Examinations

Information about entering for your examinations is available on the Oxford Students' Examination Entry website: www.ox.ac.uk/students/academic/exams/examination-entry.

If you are applying for exam adjustments, please do so after matriculation and no later than Friday of Week 4 of the term before the exam is due to take place'. It is your responsibility to request exam adjustments and provide any supporting evidence required. For more information, refer to the website below.

www.ox.ac.uk/students/academic/exams/examination-adjustments

4.6 Examination dates

Exam dates are released in Trinity through the University website. Dates for Final examinations are usually released by week 1 of Trinity term, with Prelims examination dates released in the first few weeks of Trinity term. The dates can be found through the following website: www.ox.ac.uk/students/academic/exams/timetables.

4.7 Sitting your examination

Information on (a) the standards of conduct expected in examinations and (b) what to do if you would like examiners to be aware of any factors that may have affected your performance before or during an examination (such as illness, accident or bereavement) are available on the Oxford Students website: www.ox.ac.uk/students/academic/exams/guidance.

The Examination Regulations relating to this course are available here: [Prelims](#) and [Finals](#).

Past papers are available on [SOLO](#).

4.8 External examiner and Examiners' reports

External Examiner and Examiners' reports

- [External Examiner for Economics](#)
- [External Examiner for Management](#)

Students are strictly prohibited from contacting external examiners directly. If you are unhappy with an aspect of your assessment you may make a complaint or appeal to the Proctors via your college.

Examiners' Reports are available on the [Economics Programme Information Canvas Site](#) and the [Oxford Saïd Programme Information Canvas site](#).



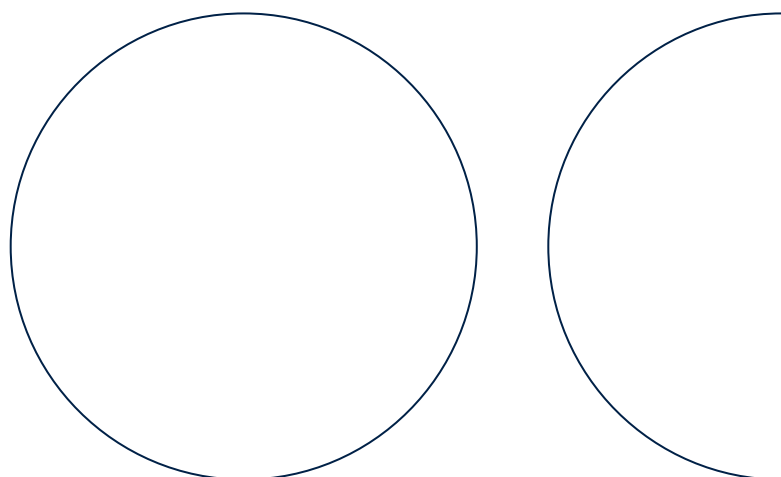
4.9 Prizes

The following prizes are available for E&M Finals:

- The Lubbock Prize for best overall E&M candidate performance (£400)
- The Gibbs Foundation Prize for the best overall performance in Economics papers (£500)
- The Gibbs Foundation Prize for the best overall performance in Management papers (£500)
- The Proxime Accessit Gibbs Foundation Prize for the runner up performance in Management papers (£350)
- The Proxime Accessit Gibbs Foundation Prize for the runner up performance in Economics papers (£350)
- George Webb Medley Thesis Prize - shared across E&M, PPE, and H&E. (£150)
- Gavin Cameron Memorial – Best performance in Econometrics – shared across E&M, PPE, and H&E. (£200)
- Saïd Foundation Prize awarded to the best performance in each Management Finals paper (£100 each)
- Oxford Intesa Sanpaolo Prize. (£1000, £500 and £250 and Internship)

The following prizes are available for E&M Prelims:

- Saïd Foundation Prize awarded for highest overall mark across all three papers in the Economics and Management Preliminary Examinations (£200)
- Examiners' Prize: Financial Management (Letter from Chair of Examiners, no monetary value)
- Examiners' Prize: General Management (Letter from Chair of Examiners, no monetary value)
- Examiners' Prize: Introductory Economics (Letter from Chair of Examiners, no monetary value)
- Economics awards three Prizes across all three joint-schools for Introductory Economics (E&M, H&E and PPE) (£250 1st prize, £150 runners up)



5. Skills and learning development

5.1 Academic progress

Academic progress is monitored through tutorials and collections. If you have any questions regarding this please refer to your college information.

Tutorials

Your preparation and participation for tutorials will be monitored by each tutor. Each term they will file reports which are sent to your college to review. These are key to monitoring your academic progress and understanding of the subject. If your tutor has concerns about your progress during the term, they may bring it to your college's attention. In particular, failure to attend tutorials or submit work on time without good reason is likely to be reported to your college.

Collections

Collections serve a function similar to mock exams. Most colleges will expect you to sit a collection in week 0 each term on subjects you studied the previous term. The exam will usually be marked by either your college tutor or the person who gave your tutorials. Collections are a strong indicator of your performance under exam conditions and provide you the opportunity to build your knowledge in certain areas to improve your confidence and performance for your exams.



5.2 Learning development and skills

Economics and Management is not a vocational course, but it does equip you with skills that are transferable to many career paths, such as:

1. Key analytical skills, including mathematical and statistical techniques, characterised by range, depth and conceptual sophistication.
2. Strong critical thinking and evaluation skills.
3. The handling and interpretation of academic literature; the development and critique of argument; written and verbal communication, and interpersonal relations.
4. How to be a self-directed and reflective learner, with effective self-management and research skills.

Beyond the skills that the programme provides, there are many courses and workshops offered by the central University. For up-to-date information about these opportunities, please follow this link: www.ox.ac.uk/students/academic/guidance.

The University of Oxford Language Centre provides a wide range of general and specialised courses in foreign languages and Academic English. For more information, please click [here](#).

5.3 Induction

This will take place in person; there will be a series of actions to complete and resources to read before presentations take place at Oxford Saïd. The presentations will include welcome briefings from the Programme Directors and various other university support colleagues.

Access cards for Oxford Saïd will be created for all first years and will be used to access parts of the building for the duration of your course. You will be required to submit a passport-style photo of your head and shoulders for this card. These cards will be printed and distributed on the day you come to the school for your induction, and must be kept safe at all times. If you have any issues or questions, please contact the Programme Manager at UG.Prog@sbs.ox.ac.uk.

5.4 Careers information and advice

The academic and college environment at Oxford University is rich with opportunities for you to develop many transferable skills that are eagerly sought by employers. Undertaking an intellectually demanding academic course (often incorporating professional body requirements) will equip you for the demands of many jobs. Your course will enable you to research, summarise, present and defend an argument with some of the best scholars in their subject. Under the direction of an experienced researcher, you will extend your skills and experiences through practical or project work, placements or fieldwork and writing extended essays or dissertations. In college and University sports teams, clubs and societies you will have the chance to take the lead and play an active part within and outside the University.

Surveys of our employers report that they find Oxford students better or much better than the average UK student at key employability skills such as problem solving, leadership, and communication. Hundreds of recruiters visit the University each year, demonstrating their demand for Oxford undergraduate and postgraduate students, fewer than 5% of whom are unemployed and seeking work six months after leaving.

Comprehensive careers advice and guidance is available from the Oxford University Careers Service, and not just while you are here: our careers support is for life. We offer tailored individual advice, job fairs and workshops to inform your job search and application process, whether your next steps are within academia or beyond. You will also have access to thousands of UK-based and international internships, work experience and job vacancies available on the [Careers Service website](#).

6. Student representation, evaluation and feedback

6.1 Department representation

For each year group, there are two or three student representatives who are elected in Michaelmas term. Representatives attend the following meetings:

1. Economics and Management Standing Committee
2. Oxford Saïd Joint Student Consultative Committee (JSCC)
3. Undergraduate Joint Consultative Committee (UJCC)

The E&M Standing Committee deals with issues that are specific to the course. The JSCC (which has student representatives from all Oxford Saïd degree programmes) deals with non-academic aspects of Oxford Saïd.

The Economics Department has an Undergraduate Joint Consultative Committee (UJCC) which represents the views of all students studying Economics on cognate degrees – PPE and History and Economics (HECO) – and across all of the undergraduate colleges. The Economics UJCC meets termly with the Director of Undergraduate Studies and the Deputy Head of Departments and acts as a two-way channel of communications between the student body and the Department.

The UJCC is Chaired by an Undergraduate student who attends the Department of Economics undergraduate Studies Committee. The current student representatives can be found on [Canvas](#).



6.2 Division and University representation

There is a student representative on the Social Sciences Divisional Undergraduate Studies Committee. Student representatives sitting on the Social Sciences Divisional Board are selected through a process organised by the Oxford University Student Union (OUSU). Details can be found on the OUSU website along with information about student representation at the University level: www.oxfordsu.org.

6.3 Opportunities to provide evaluation and feedback

We seek feedback from students at the end of each term about that term's teaching. Students are also asked to participate in the National Student Survey and the Student Barometer. Results from these surveys are publicly available and both are formally reviewed each year by the two departments and by the Social Sciences Division.

At the end of each course online surveys will be made available. Please complete these to provide feedback on your course and tutor.

Students on full-time and part-time matriculated courses are surveyed once a year on all aspects of their course (learning, living, pastoral support, college). Previous results can be viewed by students, staff and the general public at www.ox.ac.uk/students/life/student-surveys.

Final-year undergraduate students are surveyed instead through the National Student Survey. Results from previous NSS can be found at www.discoveruni.gov.uk.

The programme, in common with all Oxford degrees, is subject to periodic review by the Division. Beyond this, students are encouraged to approach Student Representatives, who work with each department to ensure that the best possible outcome is delivered for students, or to approach either of the undergraduate administrators or Directors of Undergraduate Studies directly. Students may also approach their Heads of College, Senior Tutors and Personal Tutors with any feedback.

7. Student life and support

7.1 Overview student welfare and support services

The University's unique and close-knit collegiate system provides a wealth of pastoral and welfare services for students to support engagement with studies and University life, promoting student wellbeing by providing opportunities for social interaction and sport and arts. Students are able to access a wealth of welfare and wellbeing support via their individual colleges, and you can find out details about your college's welfare support team [here](#). More detail can be found in the University's common approach to support student mental health.

In addition, the Head of Student Wellbeing at Oxford Saïd, is a dedicated staff member responsible for dealing with student welfare issues across the School and is available to support you on any issue related to your wellbeing. If you wish to discuss your own wellbeing needs, email StudentWellbeing@sbs.ox.ac.uk.

Health

We have information on accessing medical advice and guidance for staying healthy while studying at the University. From registering with your college doctor or Oxford General Practitioner, to medical emergencies, information on dentists, opticians and other health services, and supportive resources, you can find all the necessary contacts on the [University's Student Health Website](#).

Peer support

[Student Peer Supporters](#) are available in colleges and departments to talk with you informally about anything that is concerning you. All Peer Supporters have been carefully selected and trained to take up this role and receive ongoing support and supervision from the University Counselling Service.

The Peer Support Programme was developed in recognition of the essential role students play in supporting and encouraging one another on a day-to-day basis throughout their time at university. Students are likely to look to each other first for help in thinking through issues and for emotional support, but there are times when this can leave friends feeling out of their depth, unsure how best to help but anxious about seeking advice for fear of betraying trust.

The Peer Support Programme seeks to better equip students for this role, enabling them to feel more confident in supporting their peers and more aware of the professional support networks available to them. Since its launch it has been embraced by an Oxford University review as an integral part of its welfare provision.

Student Counselling Service

[The Counselling Service](#) is here to help you address personal or emotional problems that get in the way of having a good experience at Oxford and realising your full academic and personal potential. They offer a free and confidential service and the counselling team are committed to providing culturally sensitive and appropriate psychological services. Students can request to see a male or female therapist, a counsellor of colour, or to attend a specialist group such as the LGBTQ+ or Students of Colour Groups. All support is free and confidential. For more information visit www.ox.ac.uk/students/welfare/counselling.

The Counselling Service also run [workshops](#) throughout the academic year, and offer a number of support-related [podcasts](#).

Disability support

The University offers a range of support to help those with a disability to maintain their track record of academic success as they pursue their studies. The [Disability Advisory Service](#) (DAS) provides information, advice and guidance on reasonable adjustments to teaching and assessment and assist with organising disability-related study support. If you have any questions about accessing disability support, you can contact our Disability Coordinator at SPSGroupCoordinator@sbs.ox.ac.uk or our Disability Lead at StudentWellbeing@sbs.ox.ac.uk. For more information visit: www.ox.ac.uk/students/welfare/disability.

Sexual Harassment and Violence Support

The Sexual Harassment and Violence Support Service provides a safe and confidential space for any student, of any gender, sexuality or sexual orientation, who has been impacted by sexual harassment or violence, domestic or relationship abuse, coercive control or stalking, whenever or wherever this took place. More information is available from www.ox.ac.uk/students/welfare/supportservice

7.2 Complaints and appeals

You may raise issues and concerns informally within Saïd Business School. Programme-related issues should be raised with your relevant Programme Director or Programme Manager in the first instance.

You may make a formal complaint to the Proctors Office who will follow the [University Academic Appeals Procedure](#).

Complaints and academic appeals within Saïd Business School

The University, the Social Science Division and Saïd Business School all hope that provision made for students at all stages of their course of study will result in no need for complaints (about that provision) or appeals (against the outcomes of any form of assessment).

Where such a need arises, an informal discussion with the person immediately responsible for the issue that you wish to complain about (and who may not be one of the individuals identified below) is often the simplest way to achieve a satisfactory resolution.

Many sources of advice are available from colleges, faculties/departments and bodies like the Counselling Service or the Oxford SU Student Advice Service, which have extensive experience in advising students. You may wish to take advice from one of those sources before pursuing your complaint.

General areas of concern about provision affecting students as a whole should be raised through Joint Consultative Committees or via student representation on the faculty/department's committees.

Complaints

If your concern or complaint relates to teaching or other provision made by the Saïd Business School, then you should raise it in the first instance your Programme Manager / or Assessment Manager who will discuss the matter with Undergraduate Programme Manager (Pegram Harrison - Oxford Saïd or Chris Bowdler - Economics). If your concern relates to the course as a whole, rather than to teaching or other provision made by one of the faculties/departments, you should raise it with Pegram Harrison. Complaints about departmental facilities should be made to your Undergraduate Programme Manager. If you feel unable to approach one of those individuals, you may contact the Director of Student Services or Director of Undergraduate Studies. The officer concerned will attempt to resolve your concern/complaint informally.

If you are dissatisfied with the outcome, you may take your concern further by making a formal complaint to the Proctors under the [University Student Complaints Procedure](#).

If your concern or complaint relates to teaching or other provision made by your college, you should raise it either with your tutor or with one of the college officers, Senior Tutor, Tutor for Graduates (as appropriate). Your college will also be able to explain how to take your complaint further if you are dissatisfied with the outcome of its consideration.

Academic appeals

An academic appeal is an appeal against the decision of an academic body (e.g. boards of examiners, transfer and confirmation decisions etc.), on grounds such as procedural error or evidence of bias. There is no right of appeal against academic judgement.

If you have any concerns about your assessment process or outcome it is advisable to discuss these first informally with your subject or college tutor, Senior Tutor, course director, director of studies, supervisor or college or departmental assessment administrator as appropriate. They will be able to explain the assessment process that was undertaken and may be able to address your concerns. Queries must not be raised directly with the examiners.

If you still have concerns you can make a formal appeal to the Proctors who will consider appeals under the [University Academic Appeals Procedure](#).

7.3 Policies and regulations

The University has a wide range of policies and regulations that apply to students. These are easily accessible through the A-Z of University regulations, codes of conduct and policies available on the Oxford Students website: www.ox.ac.uk/students/academic/regulations/a-z.

Equality and diversity at Oxford

'The University of Oxford is committed to fostering an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its staff and students are respected. We recognise that the broad range of experiences that a diverse staff and student body brings strengthens our research and enhances our teaching, and that in order for Oxford to remain a world-leading institution we must continue to provide a diverse, inclusive, fair and open environment that allows everyone to grow and flourish.'

University of Oxford [Equality Policy](#)

As a member of the University, you contribute towards making it an inclusive environment and we ask that you treat other members of the University community with respect, courtesy and consideration.

The Equality and Diversity Unit works with all parts of the collegiate University to develop and promote an understanding of equality and diversity and ensure that this is reflected in all its processes. The Unit also supports the University in meeting the legal requirements of the Equality Act 2010, including eliminating unlawful discrimination, promoting equality of opportunity and fostering good relations between people with and without the 'protected characteristics' of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and/or belief, sex and sexual orientation. Visit our website for further details or contact us directly for advice: edu.web.ox.ac.uk or equality@admin.ox.ac.uk.

The Equality and Diversity Unit also supports a broad network of harassment advisors in departments/faculties and colleges as part of the Harassment Advisory Service. For more information on the University's Harassment and Bullying policy and the support available for students visit: edu.web.ox.ac.uk/harassment-advice.

There are a range of faith societies, belief groups, and religious centres within Oxford University that are open to students. For more information visit: edu.admin.ox.ac.uk/religion-and-belief-0.



Equal opportunities and welfare policies

The University of Oxford and its colleges aim to provide education of excellent quality at undergraduate and postgraduate level for all students, whatever their background. In pursuit of this aim, the University is committed to using its best endeavours to ensure that all of its activities are governed by principles of equality of opportunity, and that all students are helped to achieve their full academic potential. This statement applies to recruitment and admissions, to the curriculum, teaching and assessment, to welfare and support services and to staff development and training.

Freedom of speech

Free speech is the lifeblood of a university.

It enables the pursuit of knowledge. It helps us approach truth. It allows students, teachers and researchers to become better acquainted with the variety of beliefs, theories and opinions in the world. Recognising the vital importance of free expression for the life of the mind, a university may make rules concerning the conduct of debate but should never prevent speech that is lawful.

Inevitably, this will mean that members of the University are confronted with views that some find unsettling, extreme or offensive. The University must therefore foster freedom of expression within a framework of robust civility. Not all theories deserve equal respect. The University values expertise and intellectual achievement as well as openness. But, within the bounds set by law, all voices or views which any member of our community considers relevant should be given the chance of a hearing. Wherever possible, they should also be exposed to evidence, questioning and argument. As an integral part of this commitment to freedom of expression, we will take steps to ensure that all such exchanges happen peacefully. With appropriate regulation of the time, place and manner of events, neither speakers nor listeners should have any reasonable grounds to feel intimidated or censored.

It is this understanding of the central importance and specific roles of free speech in a university that underlies the detailed procedures of the University of Oxford.

compliance.admin.ox.ac.uk/prevent/freedom-of-speech.

Lecture recordings

Saïd Business School, in line with [Oxford University policy](#) records lectures for student use via Canvas or provides other means of covering key learning content to ensure that all students have opportunity to attain course learning outcomes.

The decision to record a learning session is at the discretion of teaching faculty and will reflect the nature of content and teaching activities.

Recorded content or supplementary learning material will be provided between 1-3 working days following a session. Recordings will remain available until the end of the cohort's programme.

Students who have verbally contributed to a recorded session may request that their contribution be edited out and should do so immediately. It is not possible to provide further edits once a recording has been posted.



Recruitment and admissions

Decisions on admissions are based solely on the individual merits of each candidate, their suitability for the course they have applied to study (bearing in mind any requirements laid down by any professional body), assessed by the application of selection criteria appropriate to the course of study. Admissions procedures are kept under regular review to ensure compliance with this policy.

We seek to admit students of the highest academic potential. Except in respect of the college admitting women only, all selection for admission takes place without reference to the gender of the candidate. All colleges select students for admission without regard to marital status, race, ethnic origin, colour, religion, sexual orientation, social background or other irrelevant distinction. Applications from students with disabilities are considered on exactly the same academic grounds as those from other candidates. We are committed to making arrangements whenever practicable to enable such students to participate as fully as possible in student life. Details of these arrangements can be found in the University's Disability Statement, and information will be provided on request by colleges or by the University Disability Coordinator.

In order to widen access to Oxford, the University and colleges support schemes which work to encourage applicants from groups that are currently under-represented.

None of the above shall be taken to invalidate the need for financial guarantees where appropriate.

The curriculum, teaching and assessment

Unfair discrimination based on individual characteristics (listed in the statement on recruitment and admissions above) will not be tolerated. University departments, faculties, colleges and the central quality assurance bodies monitor the curriculum, teaching practice and assessment methods. Teaching and support staff have regard to the diverse needs, interests and backgrounds of their students in all their dealings with them.

Further details of these services are included in the Proctors' and Assessor's handbook, available [here](#) and at www.proctors.ox.ac.uk/handbook.

8. School facilities, services and study support

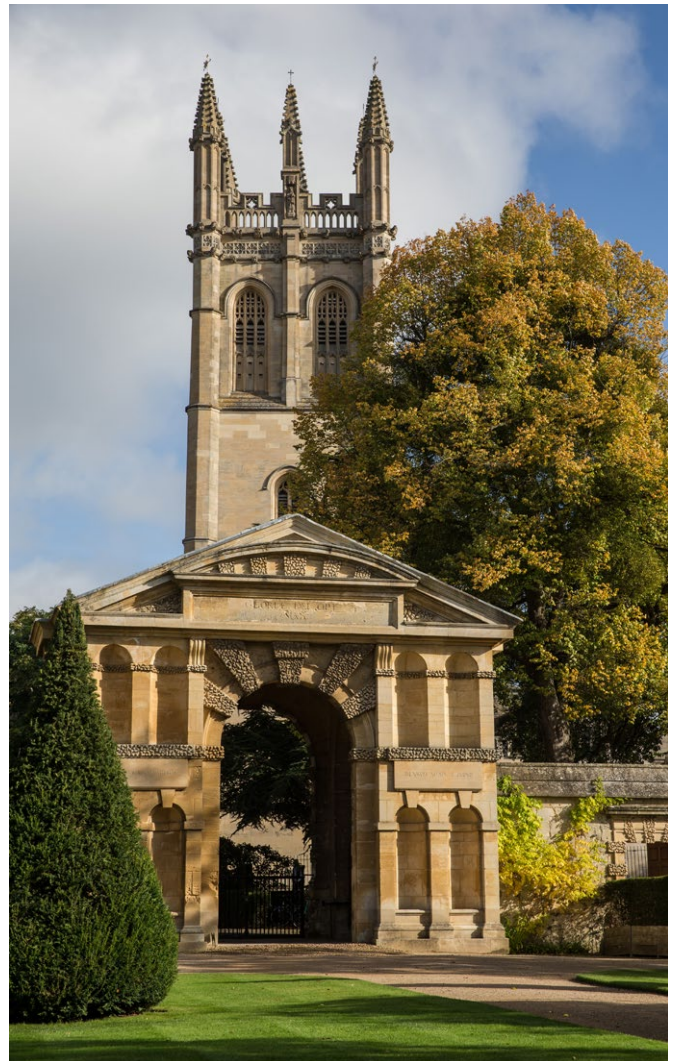
In the [General School Information site](#) under [Visiting Park End Street](#), you will find all information about the School's facilities including:

- School facilities including reception and School opening times, floor plans, library information, how to book study space, access cards to navigate the building and where to locate lost property.
- Health and Safety, fire alarm, first aid and security.
- Food services, including all information related to BaxterStorey, cashless accounts, opening times, social media channels and special catering arrangements.

Also in the [General School Information site](#) under the [Study Support](#) page, you will find information about School Services including digital tools used in the Virtual Learning Environment:

- The Sainsbury Library
- IT Services
- Study skills
- Digital tool guides including:
 - o How to use Canvas
 - o How to use Orlo
 - o Making the most of Panopto

Find specific policy documents relevant to your programme in the [BA Economics and Management Programme Information Canvas site](#).





Saïd Business School is a vibrant and innovative school, embedded within the University of Oxford, offering accredited degrees and diplomas for undergraduates and postgraduates and a broad portfolio of on-campus and online courses for business executives. The School educates global business leaders, change makers and innovators across every industry and sector. Its ground-breaking research and exceptional teaching transforms individuals, who transform businesses, which transforms the world and creates impact from within.

Saïd Business School
University of Oxford
Park End Street
Oxford, OX1 1HP
United Kingdom

impact from within

All information is correct at the time of going to press. Please check our website for the most up-to-date information.

www.sbs.oxford.edu

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