**BUSINESS
SCHOOL**

UNIVERSITY
OF SUSSEX

Behavioural Economics
Module handbook, Spring 2019

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Drop-in sessions	Thursdays 1.30 – 2.30pm, Jubilee 269
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Code and level	L1083, UG year 3

The dominant model in economics is one in which agents maximise expected utility given the choice set and information available to them. However, a growing body of empirical and experimental evidence challenges this assumption of individuals as rational economic agents. This module explores that evidence across a range of economic topics, taking in theories of economic behaviour with more realistic psychological foundations.

WHAT WILL I GET OUT OF IT?

After taking this module you'll be able to:

- recognise some of the psychological foundations of economic behaviour;
- explain and analyse key theories in behavioural economics;
- contrast these with the standard assumptions and theories they refine or replace;
- explain and critique empirical evidence that supports (or refutes) them;
- apply these theories to real-world issues, including questions of policy, commerce, and your own decision-making;
- describe some of the methods of experimental economics; and also
- better critically engage with and discuss original literature.

For the official (but rather generic) learning outcomes, check Sussex Direct.

IS IT FOR ME?

Yes, it is. Behavioural economics is of interest to anyone who has to make economic choices in daily life.

It's especially interesting to economics students who have spent the past several years learning theories which, although clever and useful, clearly fail to deal with many of the nuances of their own and others' real decisions.

It also represents an excellent preparation for future work or study in politics and public policy, public relations, sales and marketing, or any other field where one might want to understand and/or influence people's behaviour.

HOW IS IT TAUGHT?

Lectures

A lecture introduces each topic. Lectures are timetabled for 2 hours — so that we're not rushed — but in practice they'll usually be closer to 1 – 1½ hours, with a short break in the middle.

In a typical lecture, we will:

- Review the standard economic approach to the topic — and its deficiencies in describing and predicting some real behaviour.
- Derive some of the key insights from behavioural economics, by using clickers to re-run classic experiments.
- Draw these together into behavioural economic models which better fit real data, and analyse their implications in public policy, business, and everyday life.

I'll do my best to post handouts on Canvas well ahead of each lecture. We'll cover quite a lot in these sessions, and I suggest you *don't* try to take comprehensive notes. I'll post the lecture captures on Canvas for revision, and in case you miss anything.

Seminars

A one-hour seminar follows each lecture. In seminars, we'll typically:

- Extend the analysis of key issues by discussing the week's essential reading (every week).
- Review and consolidate the week's lecture material by going over problem sets (first 7 seminars).
- Focus on how to do well in the exam. We'll discuss (and mark) some real past exam scripts, to help develop a sense of what makes a good or a bad essay in behavioural economics (subsequent 3 seminars).

Please check Sussex Direct for your timetable and your seminar group allocation. Feel free to ask me about attending an alternative seminar group.

HOW IS IT ASSESSED?

Exam

The module is assessed by an unseen exam in the summer. You'll answer 3 essay questions in 3 hours.

Since the exam counts for 100% of your module mark it's important to do well, and this will be a major focus of the later seminars.

Past exam papers are available on Sussex Direct. When looking at these, bear in mind that the module's content is not identical every year. The lecture content plus essential readings (listed in the syllabus below) define the range of subject matter that may be examined this year.

WHAT WILL I NEED TO READ?

Essential journal papers

For the seminars **you must read the essential journal paper(s) each week,** as listed in the syllabus below. All papers will be available on Aspire or Canvas.

It's important to make time to do these readings. Lectures provide a road map to the various aspects of each topic: they should give you an understanding that is broad but shallow. The purpose of the readings is to develop a narrower but deeper understanding in some key areas. They also provide a jumping-off point for discussion in the seminar, and an opportunity to critically engage with original academic literature.

As preparation for discussion, read each essential paper with these general questions in mind:

- What would you say are the main results or factual points to take away?
- Did anything particularly interest or surprise you?
- Were you left with any questions? Was anything unclear?
- What are the implications of this paper — for policy and/or business and/or *you*?

Specific further points to consider for each individual reading will usually be posted alongside the reading on Canvas.

Additional journal papers

Additional suggested readings are listed, and you're encouraged to explore beyond even these. Google Scholar will turn up interesting and relevant papers on any subject that catches your interest. There are few better ways to impress your examiners than to cite papers outside of the set readings (but these should build on the set readings, and you should show that you know the set readings too: the key is to strengthen and extend your answer with additional material, not write about something unexpected).

Textbook

The textbook for the module is:

- **Angner, E (2016)** *A Course in Behavioral Economics*, **2nd ed, Palgrave Macmillan**

The second edition is not so different from the first edition that it makes a great deal of difference which one you use. The library should have about 12 copies of the first edition.

It's a good textbook: concise, well-structured, and accessible, with plenty of examples and exercises. Like our lectures, it explicitly contrasts theories in behavioural economics with their non-behavioural counterparts. Don't be put off by the heavy emphasis on propositions and proofs in chapter 2 — you can safely skip these.

We won't be using specific activities in the book, but it is a useful companion and reference for the first two thirds of the module. Please note that some of our later lectures will depart from the core material covered in this book.

Many of the other textbooks in behavioural economics (e.g. Cartwright or Wilkinson) are not really worth your time — you'll likely be better off reading original papers on the topics you're interested in. However, if you're looking for more detail on something specific, you could start by trying:

- Sanjit Dhami (2016) *The Foundations of Behavioral Economic Analysis,* Oxford University Press

This one is too detailed for general use on this module (don't buy it!), but it could be a handy reference.

Background reading

There are plenty of popular books by respected academics dealing with behavioural economic themes. These are generally pretty easy reading and are well worth a look (the Thaler and Ariely are particularly relevant and entertaining):

- **Thaler, R (2015)** *Misbehaving: The Making of Behavioural Economics.* **Allen Lane.**
- **Ariely, D (2008)** *Predictably Irrational.* **HarperCollins.**
- Gilbert, D (2006) *Stumbling on Happiness*. Harper Perennial.
- Akerlof, G & Shiller, R (2009) *Animal Spirits*. Princeton University Press.
- Akerlof, G A & Shiller, R J (2015) *Phishing for Phools: The Economics of Manipulation and Deception*. Princeton.
- Kahneman, D (2011) *Thinking, Fast and Slow*. Allen Lane.
- Thaler, R & Sunstein, C (2008) *Nudge*. Penguin.

For clarification and feedback you're always welcome to drop in during my consultation sessions (as listed at the top of this document) or to post a message in the Discussions on Canvas.

It's better to post in the Discussions than to email me direct, because then (a) anyone can chip in and (b) everyone can benefit from the ensuing discussion. If you email me a question of potentially general interest, I may well post my answer and your (anonymised) question there in any case.

Feedback on written work

Since assessment is by exam only there's no coursework feedback to help you assess your performance.

To make up for this, I will mark an answer to a past exam question, and give **one-to-one feedback** on it. In some ways this is better than coursework, because you get feedback on how you're doing *before* it counts towards your final grade.

You will have some time to do this question over the Easter break.

Mock exam question

Answer this during the Easter break, then drop in to Jubilee 269 for feedback on Mon 29 April (10am – noon), Wed 1 May (2 – 4pm), or Thu 2 May (10am – noon).

- Explain the key elements of Kahneman & Tversky's (1979) Prospect Theory. Discuss the impact of bundling on people's evaluations of gains and losses, and show how Prospect Theory can account for this. Give examples of the ways that others can exploit bundling to affect our feelings or choices.

Deadlines

As we'll discuss in topic 6, research (and experience!) shows that meaningful deadlines promote better performance.

For this reason I set a firm deadline for this past exam answer. You must come for feedback on your answer on one of the relevant dates.

HOW CAN I GET THE MOST FROM THIS MODULE?

As we'll also discuss in topic 6, most of us are *sophisticated hyperbolic discounters*, and this means that we can benefit from *commitment device*s to help us achieve our goals.

You should therefore visit www.stickk.com **now** and commit yourself to getting the most out of this module — for example by attending all sessions, doing all essential readings, and handing in and seeking feedback on answers to both mock exam questions.

You can improve your chances of sticking to these commitments by pledging an amount of money that will otherwise be taken from you and paid over *to a cause you hate*. (See the www.stickk.com FAQs and About Us pages for details). You're probably best off agreeing with a classmate to act as each other's Referees on these commitments.

OK, SO REMIND ME AGAIN, WHAT IS IT I HAVE TO DO?

Right now, you should:

- Do one or more of the readings for Lecture 1 (and perhaps watch the BBC Horizon documentary linked on Canvas) to get an overview of the subject. You could also make a start on the books by Thaler and/or Ariely.
- Follow @BehaviouralEcon on Twitter.
- Visit www.stickk.com and commit to making the most of this module.

Each week of the module, you must:

- Attend the lecture (or mock exam).
- Read the 'essential reading' journal paper.
- Attempt the problem set or past exam answer plan.
- Attend and contribute to the associated seminar.

Over the Easter break, you should:

- Answer the past exam question listed above, to get additional feedback on your performance.

PROVISIONAL SCHEDULE

Please see the following page, and note that because of a prior commitment there will be no teaching sessions in week 2 this year. I suggest you use this pause to do some background reading.

Behavioural economics 2019
Provisional schedule

Mondays	Lecture	Weds	+ Thurs	Seminars
4 Feb	Topic 1 – Overview	6 Feb	7 Feb	Topic 1 reading, problem set
11 Feb	**No lecture**	13 Feb	14 Feb	**No seminar**
18 Feb	Topic 2 – Choice with certainty I	20 Feb	21 Feb	Topic 2 reading, problem set
25 Feb	Topic 3 – Choice with certainty II	27 Feb	28 Feb	Topic 3 reading, problem set
4 Mar	Topic 4 – Assessing uncertainty and risk	6 Mar	7 Mar	Topic 4 reading, problem set
11 Mar	Topic 5 – Choice under uncertainty and risk	13 Mar	14 Mar	Topic 5 reading, problem set
18 Mar	Topic 6 – Choice across time	20 Mar	21 Mar	Topic 6 reading, problem set
25 Mar	Topic 7 – Social preferences and norms	27 Mar	28 Mar	Topic 7 reading, past exam answers
1 Apr	Topic 8 – Happiness and other emotions	3 Apr	4 Apr	Topic 8 reading, past exam answers
8 Apr	Topic 9 – Policy and profit (+ exam advice)	10 Apr	11 Apr	Topic 9 reading, past exam answers
15 Apr	**Easter – do mock exam question**	17 Apr	18 Apr	
22 Apr		24 Apr	25 Apr	
29 Apr	Topic 10 – Neuroeconomics and evolution	1 May	2 May	Topic 10 reading, exam/revision Q&A
	Mock exam feedback in Jubilee 269, 10am – noon			**Mock exam feedback** in Jubilee 269, Wed 2 – 4pm, Thu 10am – noon
6 May	**No lecture (bank holiday)**	8 May	9 May	**No seminar**

Please check Canvas for any updates: the syllabus could evolve as we go.

1.   Overview

What is Behavioural Economics? Why is it needed? What are its methods? How is it applied, and by whom? A brief history of Behavioural Economics. Examples. Clickers.

Essential reading

- Mullainathan, S & Thaler, R (2000) 'Behavioural Economics'. NBER working paper.

Suggested further reading

- Rabin, M (2002) 'A perspective on psychology and economics'. *European Economic Review* 46, 657–685.
- Camerer, C & Loewenstein, G (2003) 'Behavioral economics: past, present, future' in Camerer, C, Loewenstein, G & Rabin, M (eds.) *Advances in Behavioral Economics*. Princeton University Press.
- Angner, E & Loewenstein, G (2012) 'Behavioral Economics' in Mäki (ed.) *Handbook of the Philosophy of Science, vol. 14: Philosophy of Economics*, pp. 641 – 690. Elsevier.

2.   Choice with certainty (I)

The standard economic model: preferences, indifference curves and utility. Preference stability and preference construction. Menu dependence: decoy effect, compromise effect, and trade-off contrast effect. Loss aversion, endowment effect and status quo bias. Anchoring and adjustment. Money illusion.

Essential reading

- Kahneman, D, Knetsch, J, & Thaler, R (1990) 'Experimental tests of the endowment effect and the Coase Theorem'. *Journal of Political Economy* 98(6), 1325–1348.

Suggested further reading

- Ariely, D, Loewenstein, G & Prelec, D (2006) 'Tom Sawyer and the construction of value'. *Journal of Economic Behavior & Organization* 60, 1–10.
- Shafir, E, Diamond, P, & Tversky, A (1997). 'Money illusion'. *Quarterly Journal of Economics* 112(2), 341–374.

3.   Choice with certainty (II)

Opportunity costs. Sunk costs. Mental accounting: budgets, gifts, and violations of fungibility. Payment decoupling. Transaction utility.

Essential reading

- Thaler, R (1999) 'Mental accounting matters'. *Journal of Behavioural Decision Making* 12, 183–206.

Suggested further reading

- Shafir, E & Thaler, R (2006) 'Invest now, drink later, spend never: On the mental accounting of delayed consumption'. *Journal of Economic Psychology* 27(5), 694–712.
- Thaler, R. (1985). 'Mental accounting and consumer choice'. *Marketing Science*, 4(3), 199–214.

4.   Assessing uncertainty and risk

Kinds of incomplete knowledge: risk, uncertainty, ambiguity, ignorance. Rational judgment: probability theory and Bayesian updating. The gambler's fallacy. Law of small numbers. Base-rate neglect. Confirmation bias. The availability heuristic. Overconfidence. Hindsight bias.

Essential reading

- Kahneman, D & Tversky, A (1974) 'Judgement under uncertainty: Heuristics and biases'. *Science* 185(4157), 1124–1131.

Suggested further reading

- Gilovich, T, Vallone, R, & Tversky, A (1985) 'The hot hand in basketball: On the misperception of random sequences'. *Cognitive Psychology* 17, 295–314.
- Angner, E (2006). 'Economists as experts: Overconfidence in theory and practice'. *Journal of Economic Methodology*, 13(1), 1–24.

5.   Choice under uncertainty and risk

Rational choice under uncertainty: maximax, maximin, and minimax-risk/regret. Rational choice under risk: expected value and expected utility. The Allais problem and the certainty effect. Framing effects. Bundling and hedonic editing. Probability weighting. Prospect Theory.

Essential reading

- Tversky, A & Kahneman, D (1986) 'Rational choice and the framing of decisions'. *Journal of Business* 59(4), S251–S278.

Suggested further reading

- Cowley, E. (2008). 'The perils of hedonic editing'. *Journal of Consumer Research*, 35(1), 71–84.

6.   Choice across time

Rational choice: exponential discounting (the delta model) and time-consistency in Samuelson's Discounted Utility Model. Delay/date, sign and magnitude effects. Preferences over profiles: improving sequences and spread. Hyperbolic discounting (the beta-delta model) and time-inconsistency. Self-control problems — naïve and sophisticated. Commitment devices. Preproperation.

Essential reading

- Frederick, S, Loewenstein, G & O'Donoghue, T (2002) 'Time discounting and time preference: A critical review'. *Journal of Economic Literature* 40(2), 351–401. *This is pretty long — if you want, you can skip from section 5.3 on p. 373 and start again at section 6.3 on p. 389.*

Suggested further reading

- Bryan, G, Karlan, D, & Nelson, S (2010). 'Commitment devices'. *Annual Review of Economics*, 2, 671–698.
- Loewenstein, G & Angner, E (2003) 'Predicting and indulging changing preferences' in Loewenstein, G, Read, D & Baumeister, R (eds.) *Time and Decision*. Russell Sage Foundation.

7.   Social preferences and norms

Rational choice: (subgame-perfect) Nash equilibria. Ultimatum game, dictator game and trust game. Public goods games. Social preferences. Reciprocity and trust. Social norms, incentives and crowding out. Cultural specificity.

Essential reading

- Fehr, E & Gächter, S (2001) 'Fairness and retaliation: The economics of reciprocity'. *Journal of Economic Perspectives* 14(3), 159–181.

Suggested further reading

- Gneezy, U & Rustichini, A (2000). 'A fine is a price'. *Journal of Legal Studies* 29, 1–17.
- Dreber, A & Nowak, MA (2008). 'Gambling for global goods'. *Proceedings of the National Academy of Sciences*, 105, 2261–2262.

8.   Happiness and other emotions

Rational choice: utility and expected emotions. Emotions and visceral factors. Immediate impacts on economic decisions: via expected consequences, via expected emotions, and direct. Anticipatory vs incidental emotions. Underestimation of impacts: the hot-cold empathy gap and projection bias. Examples: hunger, sadness, disgust, and good mood. Happiness: what is it? Decision utility vs experienced utility. Happiness and income (Easterlin Paradox), happiness and other factors. Rivalry and hedonic adaptation/ habituation. Criticisms. Implications for individuals and for policy.

Essential reading

- Lerner, J, Small, D & Loewenstein, G (2004) 'Heart strings and purse strings: Carryover effects of emotions on economic decisions'. *Psychological Science* 15(5): 337–341.
- Loewenstein, G & Ubel, P (2008). 'Hedonic adaptation and the role of decision and experience utility in public policy'. *Journal of Public Economics*, 92, 1795–1810.

Suggested further reading

- Elster, J (1998) 'Emotions and economic theory'. *Journal of Economic Literature*, 36(1), 47–74.
- Dunn, E, Gilbert, D, & Wilson, T (2011) 'If money doesn't make you happy, then you probably aren't spending it right'. *Journal of Consumer Psychology* 21, 115–125.
- MacKerron, G (2012) 'Happiness economics from 35,000 feet'. *Journal of Economic Surveys* 26(4), 705–735.

9.   Behavioural economics for policy and profit

New reasons for governments to intervene, and new ways to do so. Nudges and internalities. Quiz. Applications of behavioural economics in policymaking: crime and punishment, tax and benefit policy. Applications of behavioural economics for (against?) consumers.

Essential reading

- Thaler, R. H. & Sunstein, C. R. (2003). 'Libertarian paternalism'. *American Economic Review*, 93, 175–179.
- Dolan, P, Hallsworth, M, Halpern, D, King, D & Vlaev, I (2010) *MINDSPACE: Influencing behaviour through public policy*. Cabinet Office & Institute for Government.
  Read the Executive Summary and public policy examples (pp. 29–48).

Suggested further reading

- Leicester, A, Levell, P & Rasul, I (2012) *Tax and benefit policy: Insights from behavioural economics*. Institute for Fiscal Studies (IFS) Commentary C125.
- IPA (2009) *Behavioural economics: Red hot or red herring?* Institute of Practitioners in Advertising.

10.   Neuroeconomics and evolution

Proximate (neurological) and ultimate (evolutionary) explanations for behavioural economic behaviour. Economic decisions in primates.

Essential reading

- Chen, K & Santos, L (2009) 'The evolution of rational and irrational economic behavior: Evidence and insight from a non-human primate species' in Glimcher, P, Camerer, C, Fehr, E & Poldrack, S (eds.) *Neuroeconomics: Decision Making and the Brain*. Elsevier.

Suggested further reading

- McClure, SM, Laibson, DI, Loewenstein, G, & Cohen, JD (2004) 'Separate neural systems value immediate and delayed monetary rewards'. *Science*, 306, 503–507.
- Cosmides, L & Tooby, J (1994) 'Better than rational: Evolutionary psychology and the invisible hand'. *American Economic Review* 84, 327–332.
- Camerer, C (2007) 'Neuroeconomics: Using neuroscience to make economic predictions'. *The Economic Journal*, 117(519), C26–C42.

Academic Integrity
Honesty, Trust, Fairness, Respect, Responsibility

University of Sussex Academic Integrity Values are: Honesty, Trust, Fairness, Respect, Responsibility. By following these values, which should apply to all aspects of your life not just Academic Study, the standards of the University and of the qualifications awarded are maintained for ALL students. It is the responsibility of all students to ensure these values are maintained.

Business School Seminar Change Policy

Once you have been allocated to your lecture and seminar/workshop classes you will not be permitted to change your class times. If you have exceptional circumstances which could impact on you being able to attend your classes, such as a disability, then you should contact the Business School who will direct you to the online change request form where you will be asked provide suitable written evidence to support your request. Otherwise, it is expected you will be available for and attend all classes for each module making up your degree which could be timetabled at any time during the week, Monday to Friday. If you attend an alternative seminar group without prior approval you will be marked on the register as 'absent' which will show on your official record. It is therefore important that you attend your allocated seminar groups.

Note from George: the magic words here are 'prior approval'. Come and talk to me if you have a problem with your allocated seminar times.

Writing Well and Avoiding Academic Misconduct

Plagiarism, collusion, and cheating in exams are all forms of academic misconduct which the University takes very seriously.

Every year, some students commit academic misconduct unintentionally because they did not know what was expected of them. The consequences for committing academic misconduct can be severe, so it is important that you familiarise yourself with what it is and how to avoid it.

The University's Skills Hub guide to study skills gives advice on writing well, including hints and tips on how to avoid making serious mistakes. You will also find helpful guides to referencing properly and improving your critical writing skills. Make use of the resources there.

If you are dealing with difficult circumstances, such as illness or bereavement, do not try to rush your work or hand in something which may be in breach of the rules. Instead you should seek confidential advice from the Student Life Centre. The full University rules on academic misconduct are set out in the [Examination and Assessment Regulations Handbook](#).

Marking criteria

For simplicity and consistency we use one set of criteria across all modules and forms of assessment. These criteria may be supplemented by guidance given by individual module convenors, e.g. by way of a revision lecture. For example, the convenor might explain how partial credit is given for answers which are incomplete or have particular errors. The criteria are based around the following characteristics:

- Subject knowledge
- Analytical skills
- Interpretation and understanding
- Writing skills, including referencing and bibliographies
- Quantitative skills, including quality of the presentation

The balance of these will vary by module and type of assessment. For example, a particular module might place less weight on quantitative skills, where the assessment is an essay (or an exam consisting of essay questions).

These criteria do not correspond to a 'tick box' approach. For a mark of 60-69, for example, it is not necessary to always meet all of the criteria mentioned below. Exceptional performance on some aspect may compensate for weakness elsewhere and this is a matter for the examiners' judgement.

Ranges of marks and criteria

0–19   A mark in this range is indicative that the work is far below the standard required at the current level of your degree course.

Work of this quality:

- Is extremely weak and seriously inadequate, which could be for a variety of reasons.
- It shows very little evidence of knowledge or understanding of the relevant module material
- It exhibits very weak writing and/or analytical skills.
- The work may be far too short, incoherent in content or fails to address the question asked.

- Answers to quantitative questions are wrong, have little coherence and are badly presented

20–34   A mark in this range is indicative that the work is below, but at the upper end is approaching, the standard required at the current level of the degree course.

Work of this quality:

- Demonstrates very limited knowledge or understanding of the relevant module material
- The work displays weak writing and/or analytical skills and might be too short
- It is very poorly organized and/or is poorly directed to the question asked.
- If an essay, it exhibits no clear argument, may have very weak spelling and grammar, very inadequate or absent references and/or bibliography and may contain major factual errors.
- Quantitative work contains significant errors, incorrect interpretations and exhibits weak mathematical language.

35–39   This is a 'marginal fail' which, although not a pass, is eligible for compensation at the exam board (subject to conditions).

Work of this quality:

- Contains elements of merit but is not good enough for a clear pass.
- It demonstrates some grasp of the material but without a sound understanding
- Contains a limited number of correct answers or arguments
- An essay has poor structure and weak arguments but will provide a genuine attempt to address the question
- Quantitative work contains some correct answers and demonstrates some familiarity with appropriate techniques

40–49   A mark in this range is indicative that the work is of an acceptable standard at the current the level of your degree course.

Work of this quality:

- Shows adequate but limited knowledge and understanding of relevant module material
- Shows evidence of some reading and comprehension,
- An essay may be weakly structured, cover only a limited range of the relevant material or have a weakly developed or incomplete argument.
- Essay material may be poorly-presented without properly laid out footnotes and/or a bibliography,

- In the case of quantitative work, basic answers are correct but it may not be possible to follow the logic or derivation. Interpretation of basic results is correct but other errors may be apparent.

50–59   A mark in this range is indicative that the work is of a clearly satisfactory standard at the current level of your degree course.

Work of this quality:

- Shows clear knowledge and understanding of relevant module material.
- It focuses on the question posed and shows evidence that relevant basic works of reference have been read and understood.
- It exhibits sound essay writing and/or analytical skills. It will be reasonably well structured and coherently presented.
- Essay work should exhibit satisfactory use of footnotes and/or a bibliography
- Quantitative work shows the logical steps leading to the answer obtained and the conclusions reached.
- Arguments and issues are discussed and illustrated by reference to examples, but these may not fully documented or detailed.

60–69   A mark in this range is indicative of that the work is of a good to very good standard for the current level of your degree course.

Work of this quality:

- Shows a good level of knowledge and understanding of relevant module material.
- Shows evidence of reading a wide diversity of material and of being able to use ideas gleaned from this reading to support and develop arguments.
- Essay work will exhibit good writing skills and have well organized, accurate footnotes and/or a bibliography that follows the accepted 'style' of the subject.
- Arguments and issues are illustrated by reference to well documented and relevant examples.
- There is clear evidence of critical engagement with the issues or topics being analyzed.
- Quantitative work will be clearly presented, the results should be mostly correct and any conclusions clearly and accurately expressed.

70–84   A mark in this range is indicative that the work is of an excellent standard for the current level of your degree course.

Work of this quality:

- Exhibits excellent levels of knowledge and understanding comprising all the qualities of good work stated above, with additional elements of originality and flair.
- The work reveals a range of critical reading that goes well beyond that provided on reading lists.
- Answers or essays will be fluently-written and include independent argument that demonstrates an awareness of the nuances and assumptions of the question or title.
- Essays will make excellent use of appropriate, fully referenced and detailed examples.
- Quantitative answers are very largely correct with correct interpretations and conclusions drawn.

85–100   A mark in this range is indicative of outstanding work.

Work of this quality:

- Exhibits all the attributes of excellent work but has very substantial elements of originality and flair.
- Quantitative answers are wholly correct with excellent interpretation and conclusions drawn, including awareness possible shortcomings of the methods or answers.

Assessment Modes

A variety of assessment modes are used to develop and test different types of knowledge, skills and aptitudes. The assessment modes have been approved to test the course and module learning outcomes. Written submissions include essays, reports, logs etc. as appropriate to the module and the skills that you are being expected to develop. Examinations usually focus more on your ability to use your knowledge of the subject, rather than simply testing your memory for facts. Feedback is provided to support you in future assessments.

Unseen examinations are typically used to assess your level of knowledge and/or understanding of the discipline without the support of textbooks, notes or internet resources, unless these have been specifically permitted by the examination rubric. When, in accordance with the academic judgement of the School, an unseen exam has been approved for a module to assess competence standards, learning outcomes and any accreditation requirements, an alternative mode may not be approved as a Reasonable Adjustment for a student registered with the Student Support Unit.

Student charter

Students agree to take responsibility for their own learning and actively engage with all their modules. This will help to ensure that students not only focus on the content of modules but also the skills elements that are integrated into all classes. What this means is set out below.

Faculty will endeavour to provide a supportive learning environment to help students engage with their modules.

If a student is unable to fulfil one of their responsibilities they must inform their teacher. If the student fails to do this, the teacher will initially try and work with the student to resolve the lack of engagement. However, if a student continues not to meet their responsibilities then a teacher can ask the student to leave a particular session, where the lack of engagement is assessed as affecting the learning environment.

Student responsibilities:

1. Students are expected to undertake independent study for all modules (remembering that a 15 credit module is equivalent to 150 hours of study, of which a maximum of 33 hours happens in the classroom)
2. Students should not talk (unless discussion is requested) during lectures
3. Students should only use computers or mobile phones during teaching sessions for work-related purposes
4. Students should come to class prepared to listen, take notes and ask and answer questions
5. When students attend a seminar or workshop they must have done any pre-reading that is assigned
6. Students should arrive for class on time
7. If students have to miss a session, they should email their teacher to explain their absence either in advance or within 24 hours of the session
8. Students must make an appointment with their academic advisor at least once a year – otherwise s/he will not write a reference other than to confirm grades
9. Students should complete all individual assessments themselves or note any help that they have received (including proof-reading)
10. Freeriding in groups is not fair. Students should prioritise any group project work that they have, to ensure that they contribute their fair share – otherwise their peer group is entitled to identify the lack of effort of individual members
11. Students have a responsibility to check (and respond as necessary) to their University email at least once a day during term time; not reading an email is not an excuse for missing a deadline.