



RICHMOND
THE AMERICAN INTERNATIONAL
UNIVERSITY
IN LONDON

BA (Hons) Economics with Combined Studies

Student Handbook 2010 – 2011

Department website:

<http://www.richmond.ac.uk/content/academic-programs/department-of-business-economics.aspx>

University Website:

<http://www.richmond.ac.uk/>

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2010-2011

BA (Hons) Economics with Combined Studies

This Handbook should be read in conjunction with the University catalogue. The University Catalogue remains the primary reference source for information about the academic policies and procedures of the university.

For changes and up to date information please refer to the University website to be found at: <http://www.richmond.ac.uk>

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1.0 WELCOME FROM THE DEPARTMENT'S SENIOR ADMINISTRATORS

1.1 CHAIR'S WELCOME

Dear Student,

Welcome to the Department of Business and Economics. In this handbook you will read information that is relevant to your degree in Economics, learn about the Department and become familiar with many of the University's procedures.

Students like you regularly ask me about career paths in Economics. My answer is simple and almost never changes: other than teaching you to fly a plane, build a bridge or perform complex surgery a degree in Economics equips you to do almost everything else! So, for example, a degree in Economics prepares students for career opportunities as professional economists in business, banking and finance, public administration, and government service, as well as the international financial institutions and the NGO sector. The degree also provides a solid foundation for graduate work in economics. A key aim of the program is to create in students a sense of awareness of economic issues that have both national and international importance.

Another major feature of the degree is to provide students with an opportunity to engage in a major individual research project. The senior project, normally around 8-10,000 words in length, provides a solid base for gaining research experience in economics. Upper division courses encourage the study of regional and international topics.

The program's claim to currency is further accentuated by the presence of the editorial offices of the research newsletter Briefing Notes in Economics. Amongst other activities students (mostly seniors) are regularly co-opted to work with this publication and thus gain valuable experience of publishing ahead of moving on to graduate school.

One of the best features of completing an Economics degree at Richmond is the exposure you receive to current developments within the field. This exposure comes in the form of lecture material, readings, attendance at public lectures, and so on. In recent years, for example, faculty and students have attended public lectures by Amartya Sen, Joseph Stiglitz, Muhammed Yunus, Nicholas Stern, Paul Collier, and Jeffrey Sachs, just to name a few.

The Richmond Economics degree embraces a truly international student body, with over 100 nationalities represented in any given year. This inter-cultural group of peer colleagues and professors, combined with a rigorous academic curriculum will prepare you for becoming a leader in your chosen field. The friendships made during your time at the University and our strong worldwide alumni network will provide you with lasting contacts and support long into the future.

Welcome to the Economics Program at Richmond.

Parviz Dabir-Alai, Ph.D., Professor of Economics and Chair of Department of Business & Economics

For further information on the work of the Department please visit our website resources to be found at:

<http://www.richmond.ac.uk/content/academic-programs/department-of-business-economics.aspx>

2.0 Department of Business and Economics Faculty and Staff

If you need to contact any of the faculty or staff, please use the University email system

Departmental Faculty teaching classes in Economics include:

Dr. Parviz Dabir-Alai	Professor of Economics Department Chair (ECN 210; ECN 211; ECN 352 ¹ ; ECN 353 and ECN 480)
Dr. Ivan Cohen	Associate Professor in Finance and Economics (ECN 302 , FNN 308, FNN 402)
Dr. Sabine Spangenberg	Associate Professor of Economics and Finance Subject Leader for Economics (ECN 103 ; ECN 210; ECN 301 ; ECN 330 ; and ECN 450)
Dr. Nicholas Wilkinson	Associate Professor of Economics (ECN 210; ECN 211; ECN 220 ; ECN 361 ; and FNN 304)
Dr. Mamad Pourhosseini	Adjunct Associate Professor (ECN 210; ECN 211 and INB 304)

Colleagues teaching other classes include:

Dr. Donna Bennett	Associate Professor in Finance and Accounting (ACC 201 , ACC 202)
Dr. Wolfgang Deckers	Professor of International Relations and Political Science (PLT 359 , INR 455)
Dr Francesca Kazan	Director of the Internship Program (ECN 483)
Dr. Michael Keating	Assistant Professor of International Relations and International Political Studies (PLT 350)
Dr. Natascha Loebnitz	Assistant Professor of Marketing (MGT 304)
Dr. Tom Frank	Adjunct Associate Professor (MGT 205)
Mr. Paul Czilinsky	Adjunct Assistant Professor (MGT 205)
Dr. Robert Mulligan	Associate Professor of International Business and Marketing
Mrs Agi Oldfield	Professor of Organisational Behaviour and Management
Mrs Jacqui Ryan	Senior Administrative Assistant

¹ **Bold** course codes indicates that primary responsibility for delivery rests with the faculty member indicated. Courses with a non-bold code indicate that normally several faculty are involved with its delivery.



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3.0 ACCREDITATION of the UNIVERSITY

American and British Accreditation

Richmond is accredited in the United States by the Middle States Association of Colleges and Schools and in the United Kingdom by the British Open University Validation Services. Richmond was the first international university to achieve this dual accreditation.

Open University Validation

In addition, Richmond's undergraduate degree programs are validated by the Open University Validation Services (OUVS). Validation by OUVS means that Richmond's degrees are of comparable standard to the Bachelors Degree with Honours (denoted BA (Hons) and BSc (Hons)) awarded to students directly registered with the Open University and other UK universities. Benefits of validation include enhanced recognition throughout the European Union and in other parts of the world where British influence is significant, and specific financial benefits (grants and loans) for citizens/residents of European Union countries. An integral part of OUVS validation is the appointment of external examiners for each degree program. External examiners, who are normally experienced academics from other British universities (not the Open University itself), review the content and structure of the degree program at the 300- and 400-level, review samples of assessed academic work from a broad cross-section of students in the program, and have the right to moderate the grades awarded by internal examiners where this is within the regulations of the program and does not bias the overall assessment or cause unfairness to individual students. Therefore grades in 300- and 400-level courses required for the degree may not be considered final before review by the external examiners.

Completion of Richmond degree requirements automatically results in the award of a Richmond diploma signifying completion of the US accredited degree program and a certificate from the Open University signifying that the degree obtained is validated by the Open University.

British honours degrees are classified as first class (1st), upper second class (2.1), lower second class (2.2), third class (3rd), or pass degrees. The classification of the degrees awarded to Richmond graduates are determined by the Richmond faculty members with the concurrence of the external examiners.

4.0 STUDENT GUIDE TO ACADEMIC ADVISING

Introduction

Academic Advising is designed to help you, the Richmond student, effectively and successfully plan and develop your academic path from undergraduate entry through to graduation. Please read through this guide to understand how this is achieved.

Your Academic Advising Team

At several stages in the semester you will receive emails from your Academic Advising team at Richmond, so please check your university email regularly – at least once a week:

Lizzie Long	Coordinator of Academic Advising longe@richmond.ac.uk	020 8332 8310
Tessa Lovell	Office of Academic Affairs tessa.lovell@richmond.ac.uk	020 8332 8315

Please feel free to contact the Academic Advising team with any queries you may have, or with any problems that may need to be resolved. The team is here to help you.

Your Academic Adviser

You will be assigned an adviser who will offer you guidance when you need to choose courses each semester. The choice of courses and their sequencing play a crucial role in your ability to achieve academic success and complete your graduation requirements as efficiently as possible. Your adviser will help you with this process, and will consult you on your own plans for employment or postgraduate studies, as these may also impact the courses for which you register. You will also be able to discuss with your adviser taking a minor, an internship or an independent study project. If you have come to Richmond with a set of goals in mind, your academic adviser will help you decide on the best academic route to achieving those goals. Should you need help in identifying where your academic path may lead, your adviser is there to help you too.

How do you know who your Adviser is?

When you first come to Richmond, you will normally be registered in a First Year Seminar (FYS) course. The tutor of that course will be your academic adviser for your first year at Richmond. During your second year, you may be assigned a new adviser, one who teaches in your major. If your adviser changes, you will be notified via email.

When should you see your Adviser?

You should see your adviser regularly, especially when you are choosing your courses before **Priority Registration Week**. Members of the Academic Advising team will send you reminders about this.

Add/Drop Week is the first week of classes each semester (Fall and Spring), and the first 2 days of each summer term (Summer I and Summer II). If you want to change a course, pick up an **Add/Drop Form** from the Registrar's Office, fill it in, sign it and then go to your *own* adviser who will counter-sign it and collect it from you for filing. In most cases, your adviser will be able to make the changes online. If online registration is not possible, you will need to take the form back to the Registrar's Office, where the changes will be made for you.

If you have to withdraw from a course during the semester, you will also need to see your adviser, because your adviser has to sign a **Course Withdrawal Form**. If you really cannot find your own adviser for a signature, you must contact him/her via email to agree to the course withdrawal and to be directed to whomever can provide a substitute signature. Please note the following two restrictions:

Other Advising related issues

1. There is a deadline after which you cannot withdraw from a course. For Fall 09 this date has been set for November 30th; in Spring 10 the relevant date is April 12th.
2. You are not withdrawn from a course until you have submitted the signed **Course Withdrawal Form** to a member of staff in the Registrar's Office. **Failure to do so will result in you receiving an 'F' grade for that course.**

How do you know if your Adviser is changed?

Should your academic adviser be changed, you will be informed by an email from the Office of Academic Affairs.

How do you find your Adviser?

If you forget where your adviser's office is, email your adviser or one of the Academic Advising team for this information. Office hours are posted on each adviser's office door at both campuses. All you have to do is drop in during those hours. Of course, your adviser may be busy with another student, so you may want to make an appointment either in person or via email to make sure that s/he can see you. If your adviser's office hours clash with a course you are taking, you can email for a special appointment outside office hours.

What if you would like to Change your Adviser?

You can, of course, request to change your adviser. You should complete the **Request to Change Academic Adviser Form** which is available from the Registrar's Office or the Office of Academic Affairs, and return it to Tessa Lovell.

Declaring or Changing a Major and/or a Minor

If you wish to declare or change your major or a minor, please fill in the blue **Major and Minor Declaration and Change Form**, available at the Registrar's Office, and take it to your own adviser for signing. When you have the signature, submit the form to the Registrar's Office or the Office of Academic Affairs, and the changes will be made for you.

Your Academic Degree Planner

The degree planner is a document that charts your progress. It lists the required courses for *your major*, for the Core Curriculum and for the Basic Skills. As you complete a course, you should enter the semester of completion onto the planner. Planners can be downloaded from the website. Please make sure you bring your updated planner each time you meet your adviser to discuss the courses that you wish to take in the next semester. Both you and your adviser need to keep an updated copy of your planner.

An important point to note is that you may decide later on within your career at Richmond to collect a Minor in an area you had not considered seriously at an earlier stage. For this to work you are likely to be asked to fulfil several pre-requisites at the lower division. For example, for a Minor in Finance you will require FNN 301. But FNN 301 has ACC 201 and ACC 202 as pre-requisites, which you would need. Alternatively, you may wish to opt for a Minor in Mathematics. If this is the case it will be helpful for you to plan at an earlier stage than, say, in your second semester sophomore or junior year.

Liberal Arts and the Core Curriculum

Richmond is a liberal arts university, which means that you are required to take a certain number of Basic Skills and Core Curriculum courses that are outside your major area of study. These courses are specifically designed to help you develop an understanding of other disciplines so that you are not merely proficient in your own field. As you will realise, this broader understanding of the world may well provide you with a significant advantage when applying for employment positions or for postgraduate study.

Guidelines for Choosing Courses

These are general guidelines for helping you select courses **before** you go to see your adviser to register. Your adviser will carefully check your choices, and either approve them or suggest alternatives. It is therefore usually a good idea, before meeting with your adviser, to write out a list of alternative courses too. Here are some of the main points to consider:

1. Aim to complete your Core Curriculum and Basic Skills courses, especially the Maths and Principles of Writing courses, as soon as possible. Your Maths placement test will indicate which Maths course you should be taking. Please note, if, when you enter Richmond for the first time, you test into ENG 115, the first academic writing and research course, you have four semesters to complete ENG 115 and ENG 215, the second course, or you risk dismissal from the university. If you test into ENG 215, or enter ENG 215 because you have transfer credit for ENG 115, you have two semesters to pass the course, ENG 215, or, again, you risk dismissal from the university.
2. Complete your lower division courses (levels 100 and 200) before moving to upper division courses (levels 300 and 400). For many courses this is necessary because lower division pre-requisite courses have to be completed before key upper division courses can be taken, and because there is a general requirement to complete 45 credits before registering for upper division courses.
3. Aim for a mix of major and Core Curriculum and Basic Skills courses during your first two years of study.
4. Plan ahead by looking for courses that satisfy both the Core Curriculum *and* your major required courses.
5. Note that a normal academic load is five courses per semester and two per summer term. New students are not allowed to take more than five courses in their first semester, so start by selecting five courses but with two or three additional courses as alternatives. If your Grade Point Average (GPA) is 3.4 or higher after one semester at Richmond, you are

permitted to take six courses. You will need to pay for the extra credits before registering, and a sixth course may only be added during Add/Drop Week.

6. Make sure you have sufficient transport time (1½ hours recommended) between classes, should you be taking courses at both the Richmond and the Kensington campuses in any one semester.

Academic Probation

To ensure satisfactory completion of your studies at Richmond, you must achieve a required level of success in your courses. Here are the main problems to avoid:

1. If at any time after the first semester, a student's GPA falls below 2.00 (i.e., an average grade of C), the student is placed on **Academic Probation** and limited to four courses. The student risks dismissal from the university if, after two semesters, the GPA remains below 2.00.
2. Students who do not achieve 18 credits (usually representing 6 courses) over two consecutive semesters, are placed on **Academic Progress Probation**. Again, if a student does not achieve the required 18 credits after two semesters, the student risks dismissal from the university.
3. Any student registered for only 2 courses is no longer a full-time student. Such a situation may arise if the student receives **Attendance Failure Notices** or drops/withdraws from courses. This may have serious implications for the student visa, University housing and financial aid.

Your Graduation Checklist

When you have achieved approximately 90 credits OR when you have completed Priority Registration for your final semester, you should meet with your adviser to finalize and sign the graduation checklist (the degree planner). For detailed information, please refer to the Graduation Timeline on the University website. The Graduation Checklist is then sent to the Dean of Academic Affairs for official verification. When this has been done, you will receive an email confirming that your graduation requirements will have been met upon completion of the courses indicated on the planner, and you may graduate.

Your Status

FRESHMAN	up to 30 credits
SOPHOMORE	30 - 59 credits
JUNIOR	60 - 89 credits
SENIOR	90 - 120 credits

Graduation Requirements

In order to obtain a Bachelor's degree, a student must:

1. Obtain a minimum of 120 units of credit.

2. Have at least 18 Upper Division courses, of which at least 15 courses must be taken at Richmond.²
3. Have a cumulative Grade Point Average (GPA) of 2.0 or higher AND have a cumulative Grade Point Average (GPA) of 2.0 or higher in all courses for the Major.
4. Satisfy all the requirements within a major field of study. See the University Website for a list of all majors offered and their individual course requirements.
5. Satisfy the Basic Skills of the General Education Requirements.
6. Satisfy the Core Curriculum requirements.

Semesters at Richmond

There are two semesters at Richmond: Fall and Spring. There are also two summer terms: Summer I and Summer II which are short, condensed sessions, and some of the rules and regulations presented above may vary to accommodate this.

Finding out More

You should consult the University Catalog and access the University website for more detailed information about Academic Advising.

Again, please do not hesitate to contact your academic adviser or any one of the Academic Advising team if you have questions about or comments on the points covered in this Guide, or any other matter related to Academic Advising.

5.0 PROGRAM ORGANISATION

First Year Seminars

Richmond's First Year Program is designed to facilitate successful student transition to the academic, social and cultural challenges of an international university in a global city. Multidisciplinary First Year Seminars engage students as active learners, encourage reflection on goals and personal development, and develop core academic skills. In addition to the First Year Seminars, faculty, staff, alumni, and peer student leaders provide a range of activities and workshops that promote leadership, foster a growing commitment to Richmond's unique environment and prepare students for their global futures.

All new students are required to take ONE of the following 4 credit courses in their first semester at Richmond. These exciting new seminars are designed especially for new students and are an innovative, important component of the first year program.

The courses are taught by some of Richmond's most experienced faculty who have developed the inventive topics broadly based on their scholarly interests and research

² Of the 15 Richmond courses a minimum of 12 have to be from the Economics area. Further please note that the 12 must include ECN 301 and ECN 302.

activities. The professors are all highly experienced and the classes are aimed to be challenging, interactive and enjoyable.

In addition to the regular three hour a week meeting time for each subject based course, all students will attend special sessions every Wednesday afternoon. These important theme based sessions will introduce students to key topics related to living in global London and the challenges of university life. Students will begin to set up their own electronic Personal Development Plan (PDP) that they will develop throughout their university career – and beyond.

These nine courses satisfy one of Richmond's Core Curriculum Requirements. Students with appropriate transfer credits will be exempted from this course. Once new students have satisfied their tuition payments, students will have the opportunity to select the First Year Seminar of their choice. Enrolment is limited to 25.

There is normally a wide variety of topics available, allowing you to choose one that might be of special interest. The following list is typical of every Fall semester.

FYS 01 THE WIRED WORLD
 FYS 02 UTOPIA AND DYSTOPIA
 FYS 03 CHANGING STAGES – LANDMARKS IN THEATRE
 FYS 04 HOLLYWOOD AND HISTORY: THE PAST THROUGH FILM
 FYS 05 CULTURE AND IDENTITY
 FYS 06 MYTH, MAGIC AND SCIENCE
 FYS 07 HEROES OF ENVIRONMENTALISM
 FYS 08 THE PHILOSOPHY OF ETHICS
 FYS 09 IN/VISIBLE LONDON
 FYS 110 BOND & BEYOND
 FYS 111 IN SEARCH OF WEALTH: AN ECONOMIST'S JOURNEY THROUGH TIME

Personal Development Portfolio

The PDP is a practical tool that is designed to help you create, store and organise your learning/development. You will collect items for this portfolio that represent the process of reflection (what you've done, what you can do, what you are doing, what you want to do) and use it throughout your University life and beyond. It should contain not only a collection of the assignments professors set you, but anything else related to your academic, extra-curricular and personal development at Richmond. You will be able to reuse items you put in, make connections for different purposes, share relevant parts with your peers, adviser/professors, prospective employers.

Benefits To Students (on the road to being successful)

Engaging with the PDP process should enable you to:

- Adopt a proactive approach to academic leaning and extra-curricular activities

- Improve your awareness of the skills you are developing
- Become more independent and self-reliant
- Capitalise on your leaning in a variety of contexts
- Improve your employment prospects

Your PDP will enable the faculty/your adviser to provide you with more effective academic advising and guidance, and help us give you the support you need.

Getting Started

In your first semester, we will help you set up your electronic (e-) portfolio, but to start, it should contain your timetable, degree planner for your major (if you have already decided on a major), transfer credits (if applicable) and any other things you want to put in.

You should add to this:

1) **“My Time Management Schedule”** (see pages 5-7 in your *Study Skills Tool Kit* booklet for guidelines.)

- 2) Set at least **3 targets** for the semester and reflect on how they may achieved. (This can be in point form – no need to write an extended essay!)

This will set you on the correct path for your future career

The Richmond Core Curriculum

The Richmond Core Curriculum is required of all students and combines study in several major branches of knowledge with intercultural courses across the curriculum and progresses to a selection of intercultural courses in the upper division. The total number of courses required is ten, arranged in three levels. The same course may be used to meet a Richmond Core requirement and a major requirement. A writing proficiency component is an important part of most Richmond Core courses. Through Richmond’s general education program, students will gain breadth of knowledge as they progress toward a degree. Students will normally be required to meet the University degree requirements that are in effect at the time they enter the University.

Level One (six courses)

Numerical—a mathematics course above MTH 100.

Experimental—a laboratory science course.

Behavioral—a course in the social sciences (excluding SSC 101) or ECN 103.

Expressive—a practical course in studio art, theatre, or creative writing.

Temporal and Spatial—a course in the humanities or social sciences with both a historical perspective and a broad geographic perspective.

First Year Seminar

Level Two (three courses)

Students select one intercultural 200- or 300-level course (from an approved list) from each of three of the following academic areas: Art, Design, and Media; Business Administration and Economics; Communications; Computing, Mathematics, and Science; Humanities; Social Sciences; Theatre (see the university catalog for a list of approved courses that satisfy these requirements). Level Three courses may be substituted for Level Two courses in the same academic area. Students in the honors program may substitute honors core courses for up to two of the three requirements at Level Two.

Level Three (one course)

Students select one course in the upper division from an approved list of intercultural courses, not in the area of their major (see the university catalog for a list of approved courses that satisfy these requirements). The scheduling of prerequisites will ensure that these courses are reached through the students' selection of Level One and Two courses. A list of courses allowed in the Richmond Core follows the Richmond Core Planning Form

Proficiency requirements and basic skills

ENG 115 Principles of Academic Writing
ENG 215 Principles of Academic Research

Information literacy

ENG 215 includes database and internet research skills. Additionally, all students must have gained such awareness of computer capabilities and such practical experience in computer operations as are appropriate to the field of their major. In each of the majors in the curriculum, provision has been made for students to identify and use relevant computer applications.

Mathematics

Students entering Richmond are required to take the mathematics placement test (unless exempted by prior qualification). If the results indicate that a student is not prepared to take higher mathematics courses, he or she must first take MTH 100 Fundamentals of Mathematics.

Students majoring in programmes offered by the Department of Business and Economics are expected to achieve a reasonable level of competency in the use and application of mathematics.

As such Economics students need to complete the following classes: MTH 105: Pre-Calculus; MTH 114: Calculus with Analytical Geometry; MTH 118: Probability and Statistics I; and MTH 218: Probability and Statistics II.

Please note that MTH 118 and MTH 212 (or MTH 122) are treated as substitute classes and as such only one of them can be completed for academic credit.

Graduation Requirements

In order to graduate with a BA or BS degree, a student must earn a minimum of 120 credits. Usually this means taking five courses (15 credits) per semester for four academic years. Regardless of the number of credits earned, students must satisfy all graduation requirements specified in the catalog and summarized in the Degree Planning Document. Students must also achieve a cumulative GPA and a major GPA of at least 2.0. The major GPA is the GPA for all lower and upper division major requirements, as listed in the section of the catalog on BA and BS degree requirements. In cases where there is a choice of courses that satisfy the major, the higher grade will be used in calculating the GPA.

Upper Division Course Requirement

In addition to general education and major requirements, students must complete at least 18 upper division courses (normally 54 credits). Of these 18 upper division courses, at least 15 courses (normally 45 credits) must be taken at Richmond; and of these 15 courses, at least 12 courses (normally 36 credits) must be taken in the major.

Students with 75 or more transfer credits

At most 75 transfer credits may be applied towards a Richmond degree, since at least 45 upper division credits must be taken at Richmond.

Students with 75 transfer credits will normally be exempt from the Richmond Core Curriculum requirements except for the Level III course. They must still take ENG 115/215 unless exemption from part or all of the sequence is granted on the basis of transfer credits or the English Placement Test, and they must take any lower division major requirements not covered by transfer credit. For more information on transfer credit policies, please consult the University Catalog.

6.0 THE ECONOMICS DEGREE

The educational aims and learning outcomes associated with your Economics degree are encapsulated within the following two paragraphs on Mission and Goals.

MISSION

The Economics Major aims to prepare its students, through education and training, for challenging postgraduate and work-place opportunities in Economics, and its related fields, both in the UK and internationally. In pursuit of this, the Economics Major aims to encourage its students to become independent thinkers and develop strong analytical skills.

GOALS

- To provide students with a general understanding of economic principles and concepts.

- To enable students to understand the process of data and evidence collection, and the ability to organise, present and analyse this.
- To enable students to apply concepts learnt to real problems.
- To encourage students into taking advantage of practical work-placement opportunities.
- To prepare students for entry level career positions as economists and/or prepare them for postgraduate studies in economics or related fields.

Our **Economics with Combined Studies** degree enjoys several distinctive features. The programme is staffed by an international faculty delivering modules to an international student body. Other key aspects, embedded within the University's remaining programmes as well, include the relatively small class sizes across our curriculum. The small classes and our academic advising system make an important contribution to the quality of learning, as well as, providing plenty of opportunities for pastoral care as and when needed. Another distinctive feature of our programme is its strong emphasis on the liberal arts tradition. Our graduates in economics would have benefited from course modules from the arts, humanities, social and natural sciences. Exposure to several of these modules would have ranged in one or more courses at levels running all the way from foundation (freshman) to third (junior) years.

Some of our students make a decision to embark on a full-time, semester-long internship programme as well. These junior and senior students generally self-select into this programme, but are expected to have attained a B- average before their applications can be considered. Our internship office has dedicated staffing who enjoy a close working relationship with students, faculty and the many organisations with whom they have links.

The degree provides students, intent on developing careers as professional economists, the opportunity to acquire many of the skills necessary to fulfill their ambitions. As articulated within the Department of Business & Economics's Mission and Goals, our programme intends to deliver pathways that provide students with the opportunity to be challenged in their studies and with their learning.

Our **Economics with Combined Studies** degree has been designed in such a way as to provide you with the opportunity to meet your educational and professional aspirations. Much of the external context defining our degree is articulated within the departmental Mission and Goals as set out above. Additionally, our US accrediting body, the Middle States Association of Colleges and Schools, together with the University's own traditions, provides the umbrella through which our degree derives its liberal arts (combined studies) characteristics. Our UK accreditation and validation, through the OUVS, contributes to us keeping closely in tune with best practice approaches in the UK. Our degree's observation of the benchmarking guidelines, as laid down by the QAA, forms an important component of how we feel we respond to our external context.

It is also important to note that a large number of students graduating in Economics go on to successfully complete demanding post-graduate programmes in the UK and elsewhere. This provides us with a concrete measure of how closely we are able to respond to the outlined mission and goal statements mentioned earlier.

Subject Specific Skills and Attributes

On successful completion of the department's BA (Hons.) Economics with Combined Studies a student will be able to develop:

- A general understanding of economic principles and concepts.
- A critical understanding of analytical methods, both theory and model-based.
- An ability to apply core economic theory and economic reasoning to applied topics.
- Understanding of relevant mathematical and statistical techniques.
- Understanding of the sources of economic data and evidence, and the ability to organise, present and analyse it.
- An ability to undertake research, particularly involving the use of econometric techniques.
- An appreciation of the history and development of economic ideas and the differing methods of analysis that have been and are used by economists.
- An ability to discuss, analyse and evaluate government policy and to assess the performance of economies and of the global economy.
- An ability to relate differences in economic policy recommendations to differences in the theoretical and empirical features of the economic analysis, which underlie such recommendations.

Additionally, students will carry with them the following transferrable skills:

1. Demonstrate an ability to utilise a variety of learning resources and to compile a literature review.
2. Demonstrate an ability to self-reflect and show sensitivity to the views and opinion of others.
3. Demonstrate an ability to work effectively on an individual basis.
4. Demonstrate an ability to analyse a problem and make recommendations and offer solutions on the basis relevant investigations.

How to select your courses and how often are courses in the Economics area offered?

All our courses are offered at least once per academic year and several are offered a number of times. The table below provides you with the details for this.

Course Planning Cycle				
CODE	COURSE TITLE	Fall	Spring	Summer
		Sections	Sections	Sections
LOWER DIVISION				
Quantitative and Economic core				
ECN 103	Economics of a Developing World	1	1	Not offered
MTH 114	Calculus with Analytical Geometry I	1	1	Not offered
MTH 118 Or MTH 112	Probability and Statistics I Quantitative Methods for Business	1 1	1 1	1
ECN 210	Introduction to Microeconomics	2	2	Not offered
ECN 211	Introduction to Macroeconomics	2	2	1
MTH 218	Probability and Statistics I	Not offered	1	Not offered
ECN 220	Modern Economic History	Not offered	1	Not offered
Research and Information Technology Skills				
MGT 205	Computer Applications in Management	2	1	Not offered
UPPER DIVISION				
ECN 301	Intermediate Microeconomics	1	Not offered	Not offered
ECN 302	Intermediate Macroeconomics	Not offered	1	Not offered
FNN 304	Money and Banking	1	1	Not offered
ECN 352	Economics of Transition	1	Not offered	Not offered
ECN 353	Economic Problems of Developing Countries	Not offered	1	Not offered
ECN 361	Econometrics	Not offered	1	Not offered
ECN 440	Behavioural Economics	1	Not offered	Not offered
ECN 450	International Economics	Not offered	1	Not offered
Advanced Research Courses				
MGT 304	Research Methods	2	2	Not offered
ECN 480	Senior Project	1	1	Not offered
Plus three of the following				
ECN 308	Managerial Economics	1	2	Not offered
ECN 330	Public Economics	Not offered	1	Not offered
ECN 380-395	Special Topics in Economics			Not offered
ECN 483	Internship in Economics	1	1	1
FNN 308	Financial Institutions and Markets	1	Not offered	Not offered
FNN 402	International Finance	1	1	Not offered
INB 304	Country Risk Analysis	1	1	Not offered
INR 455	International Political Economy	Not offered	1	Not offered
PLT 350	Political Economy	1	Not offered	Not offered
PLT 359	The European Union in the New International System	Not offered	1	Not offered

The teaching and learning strategy adopted within B.A. (Hons) Economics with Combined Studies.

The material developed within the Economics degree encourages a structured approach to student learning by emphasizing both the theoretical and the practical aspects of the material they are exposed to in the various modules covered.

The teaching and learning strategy adopted within the Economics degree is based on the understanding that all students will be treated as active learners. Clearly, the precise approach will vary from module to module, depending on the learning outcomes relevant to each class.

The generic components of our teaching and learning strategy normally involve a variety of approaches and include delivering many of the following:

- Regular use of formal lecture sessions in all courses.
- Occasional workshops and seminars in some courses.
- Regular use of individual and/or team-based projects in all courses.
- Regular use of self-directed and directed reading in all courses.
- Peer-tutoring led by advanced students in many courses.
- Use of audio-visual and library resources in some courses.
- Regular use of tutor- and student-led discussion groups via e-learning platforms such as Blackboard in many courses.

The combination of teaching and learning approaches mentioned above develops your knowledge, thinking skills and practical skills.

Your knowledge is acquired through

- Structured lectures and supporting materials
- Directed reading and use of internet materials
- Independent research

Your thinking skills are developed through

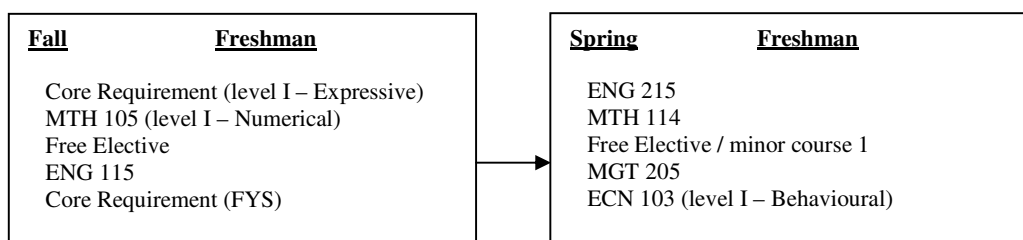
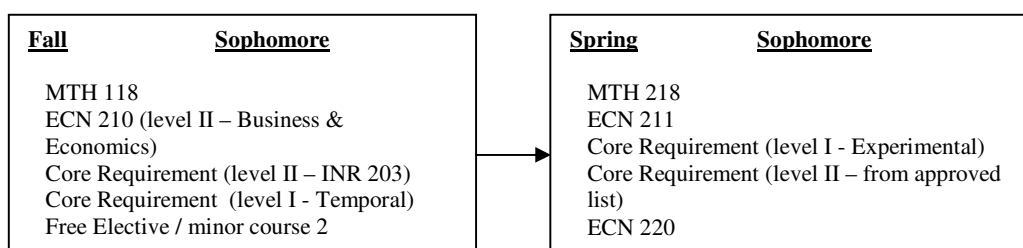
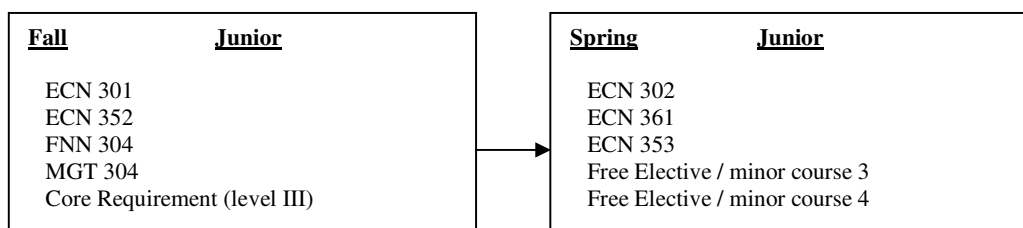
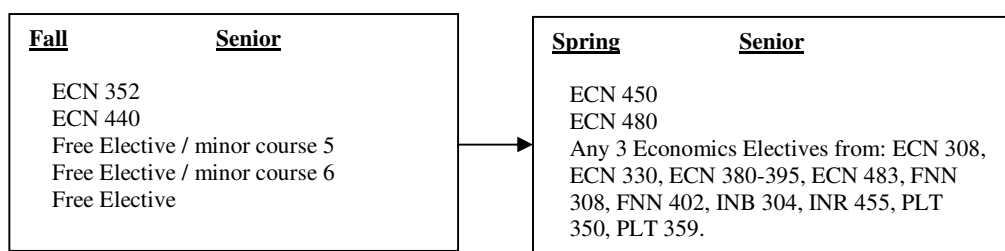
- Conducting research
- Making presentations when appropriate and preparing other assessments
- Helping others to learn

Your practical skills are gained through

- Application of theory to practices encountered during internships
- Using information technology to retrieve and manipulate data

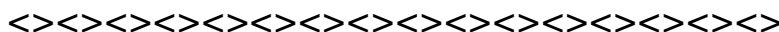
Your Economics degree will stretch you intellectually and also provide you with an excellent set of practical and transferrable skills to be used within the work environment.

The flow chart below provides a suggested route for progressing through the Economics degree. However, please note that the chart assumes that you have arrived at Richmond with no transfer credits. If you have some transfer credits then obviously some adjustments need to be made to what you see in the chart.

YEAR ONE:**YEAR TWO:****YEAR THREE:****YEAR FOUR:****EXAMPLE OF A TYPICAL SYLLABUS****Syllabi**

At the first meeting of each class you will be given a syllabus. The syllabus for each course will include a description, course aims and objectives, learning outcomes, teaching methods, written work requirements, attendance policy and participation, assessment, plagiarism policy and reading list.

The following example is from a Course Outline for the department's **ECN 352: Economics of Transition** forming a core component of your degree.



COURSE:	ECN 352 Economics of Transition
SEMESTER:	Fall 2009
INSTRUCTOR:	P. Dabir-Alai, Ph.D. (Professor of Economics)
CLASS LOCATION:	TBC
CLASS MEETING TIME:	Wednesdays 1.30 – 4.20
OFFICE:	16 Young Street – Room 3.2
OFFICE HOURS:	K: Wednesdays 10.00 – 12.00 R: Mondays 14:00 – 16:00 Other days/times by appointment with Mrs. Jacqui Ryan. She can be reached at: ryanj@richmond.ac.uk
PHONE:	Extension 605
EMAIL:	dabirp@richmond.ac.uk
BLACKBOARD:	Remote log in – http://blackboard.richmond.ac.uk
PREREQUISITES:	ECN 210 AND ECN 211

This course outline should be read in conjunction with the University Catalogue, Student Handbook, as well as the University's website found at <http://www.richmond.ac.uk>

Course Description

Takes a case study approach to the examination of the process of economic transition. Questions such as what priorities led to the changes in Eastern Europe and whether trade and price liberalisation schemes can work and at what cost, will be studied. The alleged death of socialism as an economic and political ideology will also be addressed.

Course Aims and Objectives

On this course you will be exposed to a range of material designed to encourage you to link theory to the practical implications faced by policy makers and the policy choices they make.

Learning Outcomes

The successful student is expected to be able to:

- (i) Develop an understanding of the framework under which an economy's overall performance and priorities may be compared vis-à-vis those of another.

Threshold:

The necessary framework must incorporate awareness of two sets of issues and their inter-relationships. The issues are: a) the role of environmental influences; and b) national objective setting. For a threshold pass students need to demonstrate awareness of both issues and be able to discuss the role of at least 2 environmental influences and know one of the many national objectives discussed in class.

- (ii) Develop an understanding of the concept of an economic *system* and its constituent parts.

Threshold:

Students need to be aware that economists view economic systems as comprising of a set of four inter-related characteristics. They need to be able to discuss in detail at least one of these using basic economic theory and awareness of markets as institutions.

- (iii) Develop an understanding of the concept of input-output analysis with a view to learning about constrained maximization.

Threshold:

Students need to understand the basic concept of a production function as relating inputs to outputs in a mathematical relationship. The minimum knowledge required is to draw a 2 x 2 input-output table, complete the cells, and explain the linkages between the cells using prose.

- (iv) Develop a familiarity with the vast and growing literature on the performance of transition economies from a variety of perspectives.

Threshold:

Students need to demonstrate their understanding that a transition economy is a changing economy, as such all economies are in transition. They need to be able to identify a minimum of 4 papers dealing with the challenges brought about by economic change at the national level, and be able to summarize these succinctly but accurately.

- (v) Develop an understanding of the concept of economic liberalisation within the context of the experiences of a number of transition economies; transition is defined broadly here.

Threshold:

Students need to be able to define what they understand by the term economic liberalization. They need to explain two of the economic conditions that precipitate the onset of reform.

Teaching Methods

A particularly effective approach to engaging in any comparative analysis is to look at the process of change amongst the elements being compared. A course purporting to discuss the economics of transition will benefit from a similar approach. A useful approach, adopted on this course, is to analyze the process of economic transition in some change ‘hot-spots’ chosen from amongst a number of regions. Its canvas remains fairly broad and includes economies in Europe, the Far East, Latin America and the Caribbean, and in Africa. Questions such as what priorities led to the changes in Eastern Europe and whether trade and price liberalisation schemes can work and at what cost, will also be studied. Despite its intention to deal with ‘real world’ issues, classroom discussion is rarely far removed from theory. In a nutshell, the comparative analytical elements will be intellectual, temporal and geographical. Time permitting we shall discuss the alleged death of socialism as an economic and political ideology as well.

Reading ahead of lectures is encouraged and to promote this I am proposing to open up the second lecture slot of our weekly meetings to discussion involving everyone.

Further it is anticipated that students will engage in some individual research toward the preparation of a project. Some additional topics to those suggested here will be provided during the first 3 weeks of lectures. In connection with this it is expected that students will take time to report on the progress of their research periodically throughout the semester. Time slots will be arranged early in the semester to accommodate this.

The Richmond Attendance Policy

A demonstrably regulated attendance policy is required both by UK immigration law and by our accreditation bodies. Attendance is also of key pedagogical importance. Successful progress towards a degree depends on the full cooperation of both students and faculty members. Most courses at Richmond utilize lectures and classroom discussions, which means that regular attendance and active participation in classes are essential parts of the educational process.

Attendance is required in all courses. In any course, students who accumulate more than the permitted number of absences, regardless of the reason, will receive an attendance failure (grade of F) unless they withdraw from the course.

In courses that meet twice per week, students may not have more than four absences.

In courses that meet once per week, students may not have more than two absences.

In summer sessions, due to the intensive nature of the classes, students may not have more than two absences.

Students in the Foundations Program who miss more than three classes may be administratively withdrawn from all three courses in the Program.

Instructors will record attendance on official registers, once the class list has been finalized after Add/Drop week (see under “Adding or Dropping a Course”).

Absences and Petitions

Any absence that falls within the parameters outlined above does not exempt a student from the completion of all required work for a course. The student is responsible for making up any missed work, and for the material covered in any missed class.

Students should note in particular that illness does not automatically excuse an absence from class, as the policies detailed above are designed with expectations as to material to be covered in the course, and in consideration of the connection between contact hours and credit awarded (for further information, see under “Student Status”). If the number of absences exceeds that detailed above, regardless of the reason, an attendance failure should be issued.

It should also be emphasized that if a student is late for a class, and enters after attendance has been taken (and an absence has been registered), is it his or her responsibility to alert the instructor to this immediately after class. Changing an attendance entry from “absent” to “late” is entirely at the discretion of the instructor, and such a change will not be considered at any other time than the actual date of the late entry.

If a student wishes to appeal for an exception to the attendance policy, this must be done via the Department Chair of the student’s major. The student must submit an Attendance Policy Petition (forms are available from the departmental administrative assistants). The appeal must be made within 48 hours of the recorded absence, and the Chair’s decision is final.

NOTE: Students who have been issued with an attendance failure may NOT use the Attendance Policy Petition to appeal against this failing grade. The only exception to this is if it is the final absence which is under appeal. Students may not retroactively appeal for forgiveness of previous absences upon receipt of an attendance failure.

Students should consult the University Catalog for more detailed information on the Attendance Policy.

Assessment Method Statement

Your work on this course will be assessed through a variety of ways. We shall use both formative and summative approaches. With formative approaches you will receive feedback which does not contribute to the calculation of your final grade. This feedback is intended to help you improve your overall approach to your learning and enable you to achieve better results. With summative approaches the feedback you receive will be woven into the process that makes up your final grade.

The formative assessment approaches we shall use include general class discussion with respect to current developments that may be newsworthy and somehow impact on the course material. So, for example, during class time, your views on real live issues will be solicited and then commented upon.

The summative assessment approaches we shall use include class discussion regarding very specific matters to do with the readings and any set assignments. In addition to this there will be quizzes, a written essay/project and the final exam as outlined below:

<i>assessment</i>	<i>weight</i>	<i>likely date assessed</i> [□]
Quiz I	10%	week 4
Quiz II	10%	week 10
Essay/project	30%	week 12 [*]
Final exam	50%	December

□ These dates/weeks are good unless otherwise announced in class.

* Ahead of submitting this essay students are asked to submit a 300 word abstract by end of October.

All quizzes and exams are cumulative in terms of their content and their contribution to the calculation of your final grade. The written essay/project will involve you in either one or two pieces of investigative reading and reporting.

More information on the Essay/Project

Options beyond those suggested here will be discussed within the first 3 weeks of class.³

The purpose of the essay/project for this course is to enable you to demonstrate your skills in researching and writing up a project from amongst the areas of work that relate to the material delivered on this course. Even though your essay/project is of fairly modest proportions (around 3000 words) it may be a good idea to try and organize it in a way that allows you to reflect the following structure. Not every element of the following structure will necessarily apply to every essay/project, but most probably will.

- a. Introduction:
 - Provide the context of your 'big picture'. Re-defining the question in your own words.
- b. Methodology:
 - How you collected information, studied it and applied it to your research question.

³ **Recent topics include:** 1. *Liberalization programmes don't work. Discuss critically*; and *'Attempting to classify different economic systems in an age of dominant capitalism is a pointless exercise. Discuss critically'*. 2. *The process and progress of tax harmonisation across the EU: outline the challenges and potential rewards*. 3. *'Neither east nor west'. Provide a critical appraisal of this slogan as a guiding light for determining good economic policy*. 4. *Assess the micro-economic implications of sanctions in a country of your choice*. 5. *The role of commercial banks in the economic revival of transition economies*. 6. *The role of development banks in the economic revival of transition economies*. 7. *Assess the evolving nature of the structure of property rights in a transition economy of your choice and discuss the implications of the changes on how that economy has taken shape in recent years*.

- c. Analysis:
Discussion of large and small issues (paying attention to why and how these fit together).
- d. What do others say?
Provide some evidence of what you read, who you spoke to, what information was obtained and how you see its relevance to your work.
- e. Results:
What have you found that is worth reporting?
- f. Conclusions and a look to the future.

Other information and advice:

1. Manage your time efficiently.
2. Observe the due date/time with care.

How will you be assessed on the essay/project?

Papers that are well-written, balanced and reflective will score highly. Adhering to the above structure is also quite important. Failing to make use of proper citation and providing uncorroborated information will be reflected in the awarding of a poor grade. You must also be prepared to discuss your work orally when called upon to do so.

Overall, 75% is required for an **A** grade on this course, less than 40% is normally an **F**. Also refer to the FAQ section noted later. Please note that all your written work will be assessed according to its clarity, thoroughness, application to real world situations, even its intellectual adventurousness, and use of appropriate citation techniques. In addition to the above information you may find the following table of use:

What do the letter grades mean?

A 4.0	The candidate has demonstrated that s/he has mastery over the skills and knowledge set out for the course of study. S/he has the ability to apply meaningfully the skills and knowledge to problems, and related issues, as these relate to a wide range of settings. In addition the candidate has demonstrated that s/he has an excellent grasp of the skills and knowledge set out for the course of study. S/he has the ability to apply his/her skills to a wide range of issues. S/he ought to be able to critically evaluate issues.
A – 3.7	The candidate has demonstrated his/her ability to grasp complex material. S/he can analyze independently and has a very good ability at applying his/her knowledge and skills to well-defined problem sets.
B + 3.3	The candidate has demonstrated his/her ability to grasp material well beyond the reach of the average candidate. S/he can articulate a case very well and has good problem-solving skills for well-defined problem sets. S/he is capable of independent work.
B 3.0	The candidate has reached a good overall standard. His/her skills and knowledge set permit him/her to conduct an adequate analysis of many difficult problems within her/his field of study. S/he has demonstrated his/her potential for some independent work.
B – 2.7	The candidate displays some ability to do good work. Only with some direction and supervision is it possible for him/her to make a good contribution to his/her field. His/her skills and knowledge set are just adequate to allow him/her to do some independent work in her field.
C + 2.3	The candidate's skills and knowledge set are sufficient to allow him/her the opportunity of performing work in his/her field which meets minimum acceptable standards. Ability to perform independent work is limited.
C 2.0	The candidate's skills and knowledge set are only sufficient to permit work in his/her field. His/her ability to perform independent work is very limited.
C – 1.7	The candidate's skills and knowledge set are barely sufficient to permit work of average quality in his/her field. Ability to perform independent work is very limited.
D + 1.3	Whilst quite weak the candidate has demonstrated potential to do work of only average quality. No basis for working independently at a good level.
D 1.0	The candidate is too weak to make a meaningful contribution other than under the closest of supervision. Problem-solving skills are not well developed at all.
D – 0.7	Really indistinguishable from a failing grade. The candidate has showed just a trace of a relevant skill set thought of as minimum requirements for the field of study.
F 0.0	The candidate has failed to reach minimum passing standards.

Academic Dishonesty

Academic dishonesty is *any action by which a student seeks to claim credit for the intellectual or artistic work of another person or uses unauthorized materials or fabricated information in any academic exercise.*

Academic dishonesty includes receiving or giving assistance in tests and examinations; intentionally impeding or damaging the academic work of others; submitting another person's work as your own, or providing work for this purpose; submitting work of your own that has been substantially edited and revised by another person, or providing an editing service for others; submitting material from a source (books, articles, internet sites) without proper citation and bibliographic reference; paraphrasing material from a source without appropriate reference and citation; submitting substantially the same piece of work in more than one course without the explicit consent of all of the instructors concerned; assisting other students in any of the above acts.

Students who are academically dishonest will receive a failing grade on the work in question or a failing grade for the course as a whole, depending on the importance of the work to the overall course grade and the judgment of the instructor.

Recommended Reading

All of the following will be referred to (all on library 'red spot' so you need not make any purchases):

- Baer, W. and Love, J.L. (ed.) – *Liberalization and its Consequences – A Comparative Perspective on Latin America and Eastern Europe*, Edward Elgar, 2000. ISBN: 1-84064-436-2.
- Dabir-Alai, P. and Odekon, M. (ed.) - *Economic Liberalization and Labour Markets*, Greenwood Press, 1998. ISBN: 0-313-30358-4.
- Gregory, P.R. and R.C. Stuart - *Comparative Economic Systems*, Houghton Mifflin Company, 1999 (6th edition). ISBN: 0-395-90815-9.
In particular chapters 1 – 6.
- Hirst, P. and G. Thompson: *Globalization in Question*, Polity Press, 1996. ISBN: 0-7456-1245-8.
- Köves, A. and P. Marer (ed.) - *Foreign Economic Liberalization: Transformations in Socialist and Market Economies*, Westview Press, 1991. ISBN: 0-8133-8199-1.
In particular chapters 1, 2, 4 and 18.
- Orłowski, L.T. (ed.) – *Transition and Growth in Post-Communist Countries: the ten year experience*, Edward Elgar, 2001. ISBN: 1-84064-556-3.
- Sachs, J – *The End of Poverty*, Penguin, 2004. ISBN: 0-1410-1866-6.
- Zimbalist, A.; H.J. Sherman and S. Brown - *Comparing Economic Systems: A Political-Economic Approach*, Harcourt Brace Jovanovich, 1989. ISBN: 0-15-512403-X.
- Commander, S. and F. Coricelli (ed.), (1995): *Unemployment, Restructuring, and the Labor Market in Eastern Europe and Russia*, EDI/World Bank: 1995. ISBN: 0-8213-2988-X. As an almost entirely empirical study this volume now represents outdated research, but it is still worth a browse.
- The library should be consulted for the latest issues of the *World Bank Development Report* and the *World Bank Atlas*. Additionally, please consult both current and recent issues of the *Briefing Notes in Economics* published 'in-house' at the School of Business. Please consult the web-site for some useful downloads – this is located at: <http://www.richmond.ac.uk/bne> It is also a good idea to read quality daily newspapers such as the *Financial Times* and/or the *Guardian* on a fairly regular basis. The web-sites for these publications are: <http://www.ft.com> and <http://www.guardian.co.uk>
- Some of the more popular weekly journals, such as the *Economist* magazine, provide good surveys on a variety of topics and should be consulted.

Additionally, you will be issued with a set of notes to complement your readings for this class. These notes will really be a summary of the material and should not be seen as presenting an exhaustive account of all that you need to know.

Assistance

The University Writing Centre is available to all students who need help with academic writing. Venues and times are posted towards the end of the first week of the semester.

The Term Paper Assistance service is operated by the library staff. If you need help with research and/or accessing information, book either 15 or 30 minutes with a librarian. There is also an electronic service that can be accessed by emailing reference@richmond.ac.uk.

Course Schedule – Fall 2009

Week beginning	Topic	Suggested <u>minimum</u> reading
September 7 th	The contribution of economic theory to the debate on transition economies.	Happle & Boyes (article in JEP); Hirst & Thompson (chp1); Gregory & Stuart (chp. 1)
14 th	An optimum approach to cross-sectional classification issues: traditional <i>vs.</i> modern approaches; discussion of the 4 key ingredients.	Gregory & Stuart (chp. 2)
21 st	'Exogenous' factors in determining any given economic outcome. (system-wide, environmental and policy issues)	Gregory & Stuart (chp. 3)
28 th	Prioritizing 'desirable' economic outcomes. (the problem of constrained maximisation)	Zimbalist, <i>et. al.</i> (appendix 8A)
October 5 th	The contribution of hypothesis testing to the assessment of underlying structural differences/similarities. (forecasting approach, dummy variable approach and the Chow test) Quiz I (10%)	Gregory & Stuart (appendix 3A)
October 12 th	<ul style="list-style-type: none"> The evolution of the market system starts with barter Discussion of Economic Liberalisation 	Pierce & Tysome (paper by Robert Clower) Koves & Marer (chapters by Koves and Marer; Choksi, Michaely and Papageorgiou)
19 th	The channels of monetary transmission in transition and other economies	Pierce & Tysome (various chapters)
26 th	Autumn break	General review and preparation for test
November 2 nd	Liberalisation and its sectoral impact	Dabir-Alai & Odekon (<i>esp.</i> general Introduction)
November 9 th	Country case studies: Mexico and Spain Quiz II (10%)	Koves & Marer (chapter by W. Rhodes and de la Dehesa); Dabir-Alai & Odekon (chapter by Keochlin)
16 th	Country case studies: Japan	Koves & Marer (chapter by M. Yoshitomi)
23 rd	Country case studies: Poland Written project (30%)	Koves & Marer (chapter by J. Sachs)
30 th	Regional case studies: Latin America	Baer & Love (<i>esp.</i> chapter by L. Whitehead)
December 7 th	Regional case studies: 'the 1 st 10 years of East European reforms', OR: 'were Choksi, Michaely and Papageorgiou correct?' Regional case studies: Africa NEPAD and other initiatives Revision	Baer & Love (<i>esp.</i> chapter by J. Kochanowicz) Dabir-Alai & Odekon (<i>esp.</i> chapter by F. Ezeala-Harrison) African Development Bank website
December 14 th	Final Exam	

Frequently Asked Questions:

1. *Can I repeat a test on which I performed poorly?*

Generally speaking the answer is no. To allow poor performers to repeat tests places those who did well the first time round at a disadvantage!

2. *Can I do a term paper instead of a test?*

Given the fairly brisk pace of this basically theoretical course it is not possible to schedule extra term papers instead of tests. The course already has a designated writing component.

3. *How many classes can I miss before I am in danger of being withdrawn from it?*

The University policy applies here, you may not miss more than 2 classes, as this course runs as a double session. If you miss more than 2 classes then you should self-withdraw from the class. Remember that arriving late for class (by more than 10 minutes) effectively counts as an absence. 'Withdrawing' entails a visit to the Registrar's office and filling out the necessary forms (and having it signed by your advisor) before the set deadline.

4. *Do you give A's on this course?*

If your work is of a very high standard then you too can receive an A grade. It is in my interest not to lose my reputation as an instructor who grades in a fair manner!!

5. *Should I try and read ahead for this course?*

Absolutely yes. This is one of the reasons why you are given a topic break down of what we shall cover on the course. Reading outside of class time in your own time is the best ways of preparing yourself for this course and the exams you shall face.

6. *Can I use the Internet to prepare for this course?*

My advice is that you should use Internet resources with care. With a few notable exceptions, there are few Internet websites that are directly of use to us on this course.

7. *What about past exam papers, where can I see these?*

A selection of these is available on-line.

8. *I am interested in contributing to the work of the Briefing Notes in Economics, is this possible?*

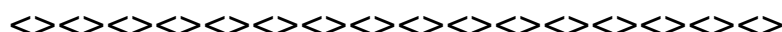
First of all, thank you for looking up this resource! Secondly, yes of course you can. There are 2-3 ways in which you can do this. You can act as an early reviewer of papers sent in for publication. This way, eventually, your contribution will be acknowledged within the pages of the BNE. Another way to get involved is to consider writing a Book Review or a Book Note for a future issue of the BNE. This will get published under your own name and enable you to claim probably your first publication. Alternatively, you can get involved with some of

the administrative tasks that are involved in publishing and distributing the BNE. I ought to also mention that I always favour juniors and seniors in economics for these kinds of involvement with the BNE as they have received enough training for the job! If interested in this project keep in touch!

9. *How do I contact you in a hurry if you are not available on my campus?*

The best way is through e-mail. When getting in touch try and be as specific as possible with the question you have. Long questions are sometimes difficult to understand and to answer!

Finally, have a great semester!



More information on how your work is assessed

In general assessment is by examination, practical projects, work portfolios, book reviews, essays, dissertations, and other forms of written work; oral presentations and participation in group and sub-group work; and individual and group projects.

The department relies upon both formative and summative forms of assessment. Your instructors will use formative assessment essentially to provide you with feedback on work you have done that does not necessarily contribute to your overall grade. Summative assessment, on the other hand, is used for the purpose of helping both you and your instructor to see how your overall grade has been arrived at.

The weight given to final exams is typically within the 25-50% range, whereas mid-terms, when offered, tend to range anywhere between 15% and 30%.

In order to 'pass' a B.A. (Hons) Economics degree students require (amongst other requirements) a cumulative GPA across the entire 120-credit degree of 2.0. This is a 'C' average. The following criteria falls below this threshold and therefore constitutes a fail:

- Work which has been done without proper understanding of the requirements
- Work which is too short, or long and unedited
- Work which lacks structure
- Work which relies on superficial, subjective statements
- Work which uses incorrect or confused information
- Work which fails to make proper use of named references and quotations
- Non-submission of work
- Work which is late after one extension has been given
- Work which is illegible
- Work which, while competent, is either:
 - a. Irrelevant (i.e. does not address the requirements of the assignment)
 - b. Uses unattributed material (plagiarism)

There are three 'pass' grades (and 7 sub-categories of 'pass' grade). The following general criteria are used to distinguish between these grades:

Grade A

2 sub-categories are A (outstanding) and A- (superior)

- Work demonstrating advanced analytical and integrative command of the material and issues
- Work which demonstrates very wide reading and extensive knowledge of relevant theory and recent research
- Work which is very well structured, putting forward cogent arguments which are well supported by carefully evaluated evidence

Grade B

3 sub-categories are B+ (excellent), B (very good work) and B- (good quality work)

- Work developing a questioning and analytical approach
- Work going beyond the basic required reading, to study and discuss recommended texts and articles
- Work indicating an increasing ability to appreciate an extensive body of knowledge and to conceptualize the key theories, issues, debates and criticisms
- Work demonstrating the skills to present a balanced and comprehensive discussion
- Work completed with a thoroughness aimed to get the most learning out of the exercise

Grade C

2 sub-categories are C+ (above average) and C (average); the sub-category of C- represents below average work

- Work which is basically competent but undeveloped
- Work which fulfills the requirements of the assignment at a foundation level, involving:
 - a. Adequate coverage of the essential information specified
 - b. The skill to present the material coherently
- Work which selects relevant named references and quotations

Grade D

2 Sub-categories are D+ and D

- Below satisfactory work

Grade F

- Fail

The Richmond/OUVS quality assurance process

Richmond's various degree programmes are validated by the Open University's Validation Services (OUVS). This arrangement has been in place for several years and, amongst other functions, serves to ensure that each set of the wide variety of assessment instruments in place across the various modules and programmes has been moderated both internally and externally.

Whilst each academic area has developed its own particular approach to the management of this process, all share the same broad objectives of achieving transparency and accountability in setting learning objectives for students and assessing how they achieve those goals and objectives. The Department of Business and Economics has developed a series of multi-layered and very detailed processes in order to address these objectives for students pursuing majors offered by it. The following provides an illustration of some aspects of how these processes function and involve both internal and external scrutiny.

1. Faculty set exams and assignments for their students. All final exams are reviewed internally by subject specialists (we call these colleagues Subject Leaders) other than the primary faculty member setting the exam who check for the clarity, consistency and level of the exam set.
2. The Subject Leaders provide feedback to the primary faculty information about their exams and, if needed, ask them to make corrections and/or amendments to their papers.
3. Once there is agreement on the shape and structure of the final exams these are sent out to our external experts (we call these our External Examiners) who we appoint with consultation with our validators, the OUVS. This process affects all of our 300 and 400 level courses.
4. The external examiners comment on the exams and after reaching agreement with them the exams are adopted for each one of our courses.
5. Once the exams have taken place the faculty offering the course assess student performance on the exams.
6. Faculty members then combine the results for final exams with other assessed components of each course and arrive at a final grade for each student.
7. Subject leaders review final exam grades, plus grades awarded for other major pieces of work completed by each student and make recommendations as to whether the grades remain, or whether they need altering in some way. The recommendation to alter any grade may be the result of one of several possible occurrences:
 - a) A successful student appeal against an awarded grade
 - b) The coming to light of a marginal grade during the internal moderation process, prompting a review of the graded assessment instruments used.
 - c) Recommendation for change of a grade reviewed originally as either an A or an F.
8. The result of all these deliberations is then shared with our External Examiners who also comment on what has been decided internally.
9. For students who are in their final semester faculty perform some additional tasks. These involve conducting a detailed review of the performance of each student's work in order to decide upon the classification of their degree. This is completed on the basis of each student's OU GPA. The OU GPA is computed on the basis of a student's best 15 upper

division courses, ensuring that a minimum of 12 of these are from the major area. The alphanumeric grades (4.0 for an A, 3.7 for an A-, 3.3 for a B+, etc) are multiplied by the credit weight for each class whose grade has been included for the said calculation. The total value for these 15 classes is then divided by the total credit count (normally 45 for 15 three-credit courses). The result of this division provides the student with his/her degree classification according to the following OU GPA's: 3.70 and above represents a 1st Class degree; 3.30 to 3.69 represents an Upper Second; 3.00 to 3.29 achieves a Lower Second; and 2.70 to 2.99 earns the student a Third. A score between 2.00 and 2.69 earns the student a Pass degree.

10. Each graduating student's performance is then reviewed at both an Internal and an External Exam Board meeting in order to agree allocated classifications and decide whether it is necessary to recommend any classification uplifts. Decisions about uplifts in particular are informed by faculty knowledge of each student's particular strengths and weaknesses as well as judgements faculty can bring to the discussion about individual performance in exiting classes. As well as discussions about academic performance, faculty also consider the presence of any extenuating circumstances faced by a student when recommending any uplifts in marginal cases.

Student feedback sessions

Meetings are held every semester at which students are invited to offer their perspectives on how their learning environment has, or has not, helped them with their objectives. These sessions are conducted informally but any major concerns raised will be followed up and taken seriously.

7.0 INTERNSHIP PROGRAM

Employers place ever increasing importance on work experience through internships, when considering applications for employment. Combined with a strong "personal development portfolio" they can provide you with a great advantage when seeking employment. We would strongly encourage you to participate in the program. Take time to visit the internship office and plan your internship as early as possible in your academic career.

What is an internship?

An internship is an unpaid, full-time work-learning placement for which you will be awarded academic credit. You may take an internship for 3 credits, for a duration of eleven weeks in any of the three semesters. It is a challenging but rewarding course to take; a test of your character, the skills you have acquired in your studies, and of your suitability for your intended line of work. In an increasingly competitive graduate careers market, practical experience is an invaluable addition to classroom learning. The Internship Programme provides exposure to the demands of specific jobs and allows you to learn from professionals in your field. You will be able to relate classroom situations to the workplace, make contacts which may prove valuable to your future employment prospects, and gain confidence in your capabilities, creativity and communication skills.

Who is eligible for the Internship Programme?

The Internship Programme is open to Junior and Senior degree students of any discipline with a minimum of 75 credits. Your GPA must be greater than 2.75 (or 3.00 for Finance placements) at the time of application, and you must have the prior approval of your Advisor. See Past Placements by Major

How does it work?

Having developed the format and content of your CV, we contact several suitable organisations and ask them to indicate if they are interested in considering you for internship. If so, you will be required to attend an interview with the organisation before they make a final decision as to whether or not to offer you a placement. Please see our list of Recent Internships (PDF) for an idea of the organisations we have links with. It is a competitive process, not only with your fellow Richmond students, but also with the students of other universities. For this reason we cannot guarantee an internship with specific organisations.

The academic component:

As well as the work-learning placement, you must write an internship report, complete a learning journal and make a presentation on your internship to a panel of advisors and fellow students. The assessment of your academic work is combined with an assessment from your workplace supervisor to make an overall grade between A and F.

8.0 ACADEMIC YEAR

Fall Semester 2010

Move-in Day for New Residential Students	Tuesday August 31
Orientation (check-in from 9:00 A.M.)	Wednesday September 1 – Sunday September 5
Registration	Thursday September 2 – Friday September 3
Residences open for continuing students	Saturday September 4
First day of classes	Monday September 6
Add/Drop period	Monday September 6 – Friday September 10
Priority Registration for spring and summer 2010 (registration after this week will incur a late fee)	Monday October 11 – Friday October 15
Fall break	Monday October 25 – Friday October 29
Last day to withdraw from a course	Monday November 29
Last day of classes	Friday December 10
Study Days	Saturday December 11 – Sunday December 12
Examinations	Monday December 13 – Friday December 17
Residences close	Saturday December 18

Spring Semester 2011

Move-in Day for New Residential Students	Tuesday January 11
Orientation (check-in from 9:00 A.M.)	Wednesday January 12 – Sunday January 16
Registration	Thursday January 13 – Friday January 14
Residences open for continuing students	Saturday January 15
First day of classes	Monday January 17
Add/Drop period	Monday January 17 – Friday January 21
Priority Registration for summer and fall 2010	Monday February 21 – Friday February 25
(registration after this week will incur a late fee)	
Spring break	Monday March 7 – Friday March 11
Last day to withdraw from a course	Monday April 11
Last day of classes	Thursday April 21
Easter Break / Study Days	Friday April 22 – Monday April 25
Examinations	Tuesday April 26 – Friday April 29
Study Days / Bank Holiday	Saturday April 30 – Monday May 2
Examinations	Tuesday May 3
Residences close for non-graduating students	Wednesday May 4
Commencement	Thursday May 12
Residences close for graduating seniors	Saturday May 14

Summer Sessions 2011

First Five-Week Session

Residences open (check-in from 9:00 A.M.)	Sunday May 15
Orientation and Registration	Monday May 16
First day of classes	Tuesday May 17
Bank Holiday	Monday May 30
Last day to withdraw from a course	Monday June 6
Last day of classes	Thursday June 16
Examinations	Friday June 17

Second Five-Week Session

Residences open (check-in from 9:00 A.M.)	Sunday June 19
Orientation and Registration	Monday June 20
First day of classes	Tuesday June 21
Last day to withdraw from a course	Monday July 11
Last day of classes	Wednesday July 20
Examinations	Thursday July 21
Residences close	Friday July 22

9.0 UNIVERSITY PERSONNEL

President, Dr Ian Newbould, newbouldi@richmond.ac.uk, tel: 020 8332 8286

Assistant, Cathie Troy, troyc@richmond.ac.uk, tel: 020 8332 8286

Provost, Professor Robert Leppard, lepparr@richmond.ac.uk, tel: 020 8332 8286

Assistant, Annie Herring, herrina@richmond.ac.uk, tel: 020 8332 8286

Academic

Vice President for Academic Affairs/Registrar, Dr. M. Clare Loughlin-Chow, loughlic@richmond.ac.uk 020 8332 8219

Chair of Department of Business and Economics, Professor Parviz Dabir-Alai, dabirp@richmond.ac.uk, tel: 020 7368 8605

Senior Administrative Assistant: Jacqueline Ryan – ryanj@richmond.ac.uk, tel: 0207 368 8601

Chair of Department of Arts & Sciences - Professor Mary Robert, robertm@richmond.ac.uk, tel: 020 8332 8234

Senior Administrative Assistant: Helen Pether petherh@richmond.ac.uk, tel: 0208 332 8313

Chair of Department of Humanities and Social Sciences, Professor Alex Seago, seagoa@richmond.ac.uk, tel: 020 8332 8257

Senior Administrative Assistant, tbc

Domestic

Domestic Bursar, Cheryl Goodyear – goodyec@richmond.ac.uk, tel: 020 8332 8269

Facilities

Director of Property Services, John McEllistram – mcellisj@richmond.ac.uk, tel: 020 8332 8271

Finance

Vice President for Finance and Administration, William Scott – scottw@richmond.ac.uk, tel: 020 8332 8223

Human Resources

Director of Human Resources, Jane Crichton – crichtj@richmond.ac.uk, tel: 020 8332 8238

IT

IT Operations Manager, Ade Akanji - akanjia@richmond.ac.uk, tel: 020 7368 8617

MIS Technical Manager, Jane Silverleaf – silverj@richmond.ac.uk, tel 020 8332 8280

Security

Security Manager, Geoff Piper – piperg@richmond.ac.uk, tel: 020 8332 8230

Student Affairs

Associate Dean of Student Affairs Kensington, Maggie Antoniak, antonim@richmond.ac.uk, tel: 020 7368 8431

Associate Dean of Student Affairs, Richmond Hill – Allison Cole-Stutz, colesta@richmond.ac.uk, tel: 020 8332 8208

Study Abroad

Director of Study Abroad, Dominic Alessio (from July 2007) – alessia@richmond.ac.uk, tel 020 7368 8413

10. DEPARTMENT OF STUDENT AFFAIRS

The Department of Student Affairs is dedicated to the overall quality of student life at Richmond for all undergraduate and graduate students. Managed by the Vice President for Student Affairs and Dean of Enrolment, the department supports teaching and learning by facilitating student academic, personal, and professional growth; by preparing students for leadership in a global, diverse, and changing society; and by cultivating a caring and supportive campus environment. Further, the main goal of the Department of Student Affairs is to assist students in maximizing their educational experience. It provides:

- resources—available to answer questions and direct students to assistance, both on and off campus.
- advocates—ready to listen and work on behalf of student needs and interests.
- student enthusiasts—working to make campus life at

Richmond is exciting and rewarding. Although the responsibility for fostering the development of Richmond students is the priority of the entire academic community, the Department of Student Affairs provides many opportunities for integrating the intellectual, physical, social, and moral development of students.

Library Services

Richmond has a library on both campuses and while each supports the courses taught at that campus, students have access to, and are welcome to use, either library. The University libraries contain over 80,000 volumes, including videos, DVDs and other multimedia items. The Library also subscribes to some 280 periodical titles, along with some national and international newspapers, and provides access to over 23,500 online periodical titles. A full list of the journal resources along with subject guides to the Internet, help with research, and details of library services can be found on the library's website at <http://www.richmond.ac.uk/resources/library/index.asp> While the University library has a lot to offer in support of the courses taught, students are also able to make use of the document delivery service from the British Library (at no cost to the student). In addition, students are encouraged to visit the many specialized libraries within the London area, and library staff can assist in gaining access to these.

Richmond librarians readily assist all students in the development of research skills and in the effective use of information resources. An Information Literacy and Research Methods course is taught to all students as part of ENG 215, and library staff offer classes at the upper division to all Research and Writing Methods students. In addition, students can receive individual, tailored help on a one-to-one basis, through the online reference service, or through the Term Paper Assistance program. Library Services.

11. ACADEMIC AFFAIRS

Office of Academic Affairs

The Office of Academic Affairs is dedicated to helping students achieve their academic goals within the established academic policies and procedures of the University. The three main responsibilities of this office are:

- administering the academic advising program;
- maintaining the registration and student records systems; and
- monitoring student academic standing and compliance with academic policies.

The Office of Academic Affairs endeavours to ensure that students follow their degree program, register for required courses in the degree, and fulfil their graduation requirements in time for their expected graduation date. Nevertheless, students have the responsibility to be aware of their degree requirements and to monitor their own progress through their degree program.

Academic Policies

Academic Standards Committee

The Academic Standards Committee, chaired by the Director of Academic Advising, considers and acts upon cases of academic dishonesty, rules on student petitions for exceptions to academic policy, and monitors the academic standing of students.

Academic Honesty

Academic honesty is fundamental to the integrity of the University community. Students who are academically dishonest will receive a failing grade on the work in question or a failing grade for the course as a whole, depending on the importance of the work to the overall course grade and the judgment of the instructor. When academic dishonesty is the cause of a failing grade for a course, the student may not subsequently withdraw from the course; however, the normal policy for repeating a course applies. (This policy replaces the F on the transcript by NC (F), indicating that the failure is no longer calculated in the student's GPA.) A second confirmed case of academic dishonesty will normally result in dismissal from the University.

Academic dishonesty is defined as:

Any action by which a student seeks to claim credit for the intellectual or artistic work of another person or uses unauthorized materials or fabricated information in any academic exercise.

Academic dishonesty includes:

- receiving or giving assistance in tests and examinations;
- intentionally impeding or damaging the academic work of others;
- submitting another person's work as your own, or providing work for this purpose;
- submitting work of your own that has been substantially edited and revised by another person, or providing an editing service for others;

- submitting material from a source (books, articles, internet sites) without proper citation and bibliographic reference;
- paraphrasing material from a source without appropriate reference and citation;
- submitting substantially the same piece of work in more than one course without the explicit consent of all of the instructors concerned;
- assisting other students in any of the above acts.

The University's Academic Honesty Policy is spelled out in detail in the university catalog and on the website:

<http://www.richmond.ac.uk/content/academic-affairs/academic-policies-non-compliance-and-exceptions.aspx>

Blackboard

Most courses require papers to be submitted through Safe Assignment, a plagiarism detection system by Blackboard.

Attendance Policy

Successful progress towards a degree depends on the full cooperation of both students and faculty members. Most courses at Richmond utilize lectures and classroom discussions, which means that regular attendance and active participation in classes are essential parts of the educational process. No excuse for absence will exempt a student from the completion of all required work in a course. The student is responsible for requesting assistance from faculty members for making up missed work.

Lower Division

Attendance is required in all courses. In any lower division course, students who accumulate more than the permitted number of absences, regardless of the reason, will receive an attendance failure (grade of F) unless they withdraw from the course.

In courses which meet twice per week, students may not have more than four absences.

In courses that meet once per week, students may not have more than two absences.

In summer sessions, due to the intensive nature of the classes, students may not have more than two absences.

Students in the Foundations Program who miss more than three classes may be administratively withdrawn from all three courses in the Program.

Upper Division

Attendance in classes is required in the upper division. The course syllabus for each upper division course will indicate clearly the attendance policy for that course (i.e., the number of absences allowed before the student receives an attendance failure). Faculty members may not apply an attendance policy that is more stringent than the lower division attendance policy.

Note: During the first week of classes, if a student misses both sessions of a course that

meets twice per week or the one session of a course that meets once per week, the instructor has the right to ask the Registrar to drop the student from the course.

Academic Probation and Dismissal

If at the end of any semester a full-time degree student attains a cumulative grade point average (GPA) of less than 2.0, the student will be informed of this by the Academic Standards Committee and placed on academic probation. Students are limited to at most four courses per semester while on academic probation. If the GPA is still below 2.0 at the end of the next semester of attendance, the student may be dismissed from the University, or may be allowed to continue on academic probation provided significant academic improvement has been made. Failure to raise the GPA to at least 2.0 by the end of a second semester on academic probation will normally result in dismissal from the University.

Further information regarding Academic Policies and Academic Standing are outlined in the University Catalog.

12.0 STUDENT COMPLAINTS PROCEDURES

Introduction

It is a policy of the University to resolve as quickly and fairly as possible any grievance students may have about a programme of study for which they are registered; a service provided by the University; their treatment by any student, staff or faculty member of the University.

The purpose of the complaints procedure is to provide an opportunity for the student to resolve any such problem.

Definition of a complaint

We define a complaint as ‘an expression of dissatisfaction concerning the provision of a program of study or related academic or administrative service, when the complainant has drawn his or her concern to the attention of the University and is not satisfied with the response’. This definition does not include complaints that are covered by the following separate University procedures:

Academic Honesty

<http://www.richmond.ac.uk/content/academic-affairs/academic-policies-non-compliance-and-exceptions.aspx>

Student Conduct Code

www.richmond.ac.uk/cms/pdfs/Handbook_student_conduct.pdf

Grade Appeals

<http://www.richmond.ac.uk/downloads/catalog0506/Academic-Affairs.pdf>

Classification of Degree

<http://www.richmond.ac.uk/content/academic-affairs/open-university-validation.aspx>

Dismissal from the University

<http://www.richmond.ac.uk/content/academic-affairs/academic-policies-non-compliance-and-exceptions.aspx>

Outline of Process

Please note that Richmond operates both an Informal Procedure and Formal Procedure for dealing with Student Complaints.

If a student has a dispute with a staff or faculty member or feels that s/he is being treated unfairly by the University, s/he is strongly encouraged to appeal using the informal process by speaking directly to the person in question. If the student does not feel comfortable doing this, s/he may still pursue the informal process by seeking out the Department Chair for complaints dealing with academic matters or the Associate Dean of Student Affairs at the Kensington or Richmond Hill campuses for complaints dealing with non academic matters.

If, at the end of the informal process, the student is still dissatisfied, s/he may appeal using the formal procedures outlined below by addressing the formal complaint in writing in the first instance to the appropriate Associate Dean of Student Affairs at the relevant campus.

In addition, all Student Affairs staff are trained in conflict resolution as the Office of Student Affairs is generally the first point of contact for student questions and concerns.

The Informal Procedure

A student who is dissatisfied with any aspect of the University experience, outside of academic assessment, is encouraged to raise the cause of that dissatisfaction with the staff member most directly concerned. The staff member will listen carefully to the complaint, collect facts, and make informal notes as required.

If the staff member has immediate responsibility then he or she will take reasonable and prompt action to try to resolve the complaint. A student may expect a response within 10 working days to the informal raising of the complaint.

During this initial informal period, a student may consult for advice and/or informal mediation with the Student Affairs Office.

If the complaint is not satisfactorily resolved by informal discussion with the person concerned, a student should approach the Chair of the Department or the person in charge of the service area in person or in writing. This is still the informal part of the procedures. A prompt written response should be expected.

Short notes will be kept by the staff member for monitoring and reporting purposes and to ensure that remedial action is carried through.

If the complaint is still not satisfactorily resolved then the student should resort to the formal procedures.

If the complaint is against the Chair of Department or Director of Service then the student should proceed directly to the formal part of the procedures.

The majority of complaints should be capable of resolution at this stage.

The Formal Procedure

Students should only resort to the formal procedure:

- when informal resolution has been sought and has failed;
- when the complaint is against the Head of Department or Director of Service.

The formal complaint should be addressed in writing to the Associate Dean of Student Affairs at the relevant campus. The Associate Dean of Student Affairs will acknowledge receipt within five working days and refers the complaint either to the Dean of Academic Affairs or the the Head of Student Affairs depending on the nature of the complaint.

The letter of complaint under should include:

- complainant's contact details and student number;
- the reasons why the previous actions to date have been unsatisfactory;
- a full description of the specific failings of the University in the delivery of the service concerned;
- the desired outcome sought by the complainant.

Should the complaint be about the Dean of Academic Affairs or the Head of Student Services him/herself, then the student should forward the complaint to the President requesting that another senior manager be appointed to deal with the complaint.

Following investigation, a full response should normally be expected within 20 working days from the receipt of the complaint letter. Any recommended remedies will be implemented by the department concerned as soon as possible, and written confirmation of action taken will be sent to the Head of Student Affairs.

If at the end of the process the student is still unhappy with the University actions, s/he may appeal to the Provost or her designated representative, whose decision in the matter will be final.

Rights and Responsibilities

The University will:

- Deal with all complaints within the time limits set out in these notes

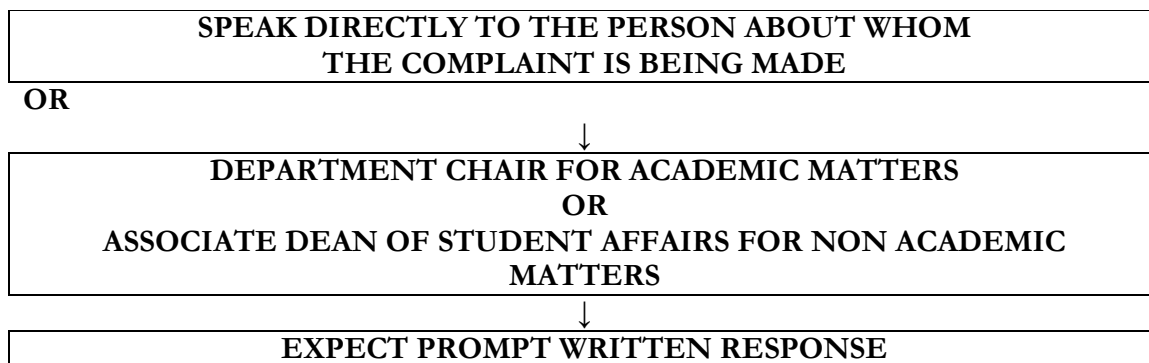
- Make sure that we deal with all the points you raise, and that our replies explain the outcomes clearly
- Handle your complaint confidentially and only give people the information that is needed to carry out a proper investigation and make a full response
- Keep records of complaints separate from other records
- Make sure that no complaint you have made in good faith will be used to your disadvantage in the future
- Always be polite

If you are making a complaint, you should follow the procedures as outlined in this document and confine your communications to the parties mentioned.

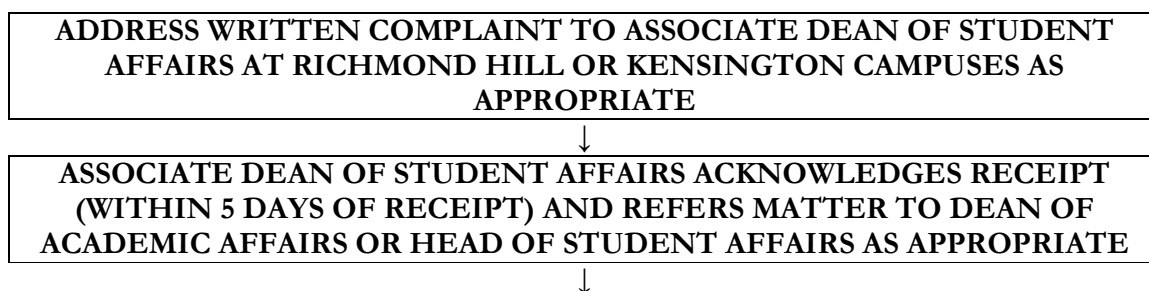
- Give full details of your complaint and your suggested resolution
- Deal sensitively with issues that involve other students or staff, and not name them unless it is necessary
- Ensure that you follow the process outlined in this document and that you confine your communications to the officers/individuals listed in this document.
- Always be polite – abusive or inflammatory language is not acceptable neither is the widespread dissemination of any complaint.

Flow Chart

INFORMAL PROCESS



FORMAL PROCESS



**FULL RESPONSE SHOULD BE RECEIVED WITHIN 20 WORKING DAYS OF
RECEIPT OF COMPLAINT**



**APPEAL MAY BE MADE TO THE PROVOST OR DESIGNATED
REPRESENTATIVE, WHOSE DECISION IS FINAL**

Richmond's Mission

Richmond educates a multi-cultural student body in the American liberal arts tradition, and provides its students with the intellectual and personal skills that will enable them to exercise influence and succeed in an increasingly interdependent and evolving world. The University prepares to graduate students who possess a world perspective and awareness that includes an understanding of cultural distinctions. An internationally minded faculty encourages the ability to communicate effectively so that graduates are well positioned to assume leadership responsibilities in careers in which issues with global implications are addressed.



Student Handbook

ACADEMIC YEAR 2010-2011

Department website:

<http://www.richmond.ac.uk/content/academic-programs/department-of-business-economics.aspx>

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