



Faculty of Health and Social Sciences

**Department of Psychology and
Economics PGT Handbook**

2024/25

**MSc Applied Psychology and Economic
Behaviour**

This handbook is available online or in alternative
formats.

Please contact Simone Osborn so402@bath.ac.uk if
required.

September 2024

[PGTAR VERSION]

Contents

The Departments	2
Introduction to the Departments.....	2
Academic Advisor (formerly known as Personal Tutor)	4
Professional Development, and what support you can expect from your Academic Advisor..	4
The Importance of Professional Development	4
Practical Steps for Professional Development	5
Setting SMART Targets	5
What support will you get from course staff on your journey?	6
What sort of skills could I focus on?	7
Contact information.....	7
External Examiners.....	7
The University's expectations of students.....	8
University regulations	8
Attendance expectations	8
Learning and Teaching delivery	8
Timetables	8
Learning resources, Moodle, and recorded lectures	8
Department prizes.....	9
Research ethics.....	9
Student Representation	9
Assessment	9
Assessment Regulations.....	9
Supplementary assessment	9
Exit awards	9
Switching courses.....	10
Individual Mitigating Circumstances (IMCs)	10
Coursework	10
Assignment briefs, word counts and deadlines	10
Coursework extensions	11
Instructions on how to apply for an extension	11
Late submission of coursework	12
Marking and feedback.....	12

Your course	12
Course and Unit Catalogue	12
Course Specification	12

Purpose and scope

Your handbook for academic year 2024/25 comprises the following three documents which should be read alongside each other:

1. [University information](#)
2. **Department handbook (this document)**
3. Your course specification

All three of these documents were made available to you at the beginning of the academic year and/or the start of your studies. You are expected to familiarise yourself with the contents.

This handbook includes important information about the Department and your course that you should be aware of whilst studying here.

This handbook is available online and can be provided in alternative formats. Please contact *Simone Osborn* so402@bath.ac.uk

The content of this handbook is accurate at the time of publication *September 2024* but information contained within may sometimes be subject to change after this handbook has been issued. You will be informed of any changes and issued with a revised version, if there are any material changes to the information in this handbook.

Please note that links to further information are embedded in the title of each section or in applicable text.

The Departments

Introduction to the Departments

Your course is jointly run by the Department of Psychology and the Department of Economics. The course is hosted by the Department of Psychology.

History of the Department of Psychology

The Psychology Department formally came into existence in 1997, though for 15 years there had been joint degrees in Psychology within the School of Humanities and Social Sciences. The always attractive placement scheme gave students wide opportunities for work experience and often applied dissertations. Many placements were and continue to be international. The early period of the Department of Psychology focused especially on applied dimensions of social and health psychology, and human-digital interaction. The new Department expanded rapidly with innovative and interdisciplinary Masters degrees in Applied Social Psychology, Health Psychology, Research Methods, Science Culture and

Communication, and Human Communication and Computing. In the following decade, more expansion broadened the research and teaching range within psychology, including the introduction of the very successful Doctorate in Clinical Psychology and new Masters courses in Clinical Psychology, Forensic Psychology, and Economic Behaviour. Since 2016, Psychology moved to a new building, 10 West with a multi-million pound investment in new state-of-the-art facilities, including a cross-modal lab, a VR facility, Pain lab, EEG/ERP labs, Social Observation Labs, Testing Labs, and an HCI lab. In the 2021 Research Excellence Framework, 83% of our output was rated as world leading or internationally excellent. Now with over 1000 students across our courses, and with our graduates working in a wide range of fields all over the world, the Department is frequently among the top five in the Guardian University and Times and Sunday Times League Tables. We continue to grow and experiment with innovative thinking in all our research, teaching, and practice.

History of the Department of Economics

The Economics Department at Bath began as the Political Economy Group (PEG) of the School of Humanities and Social Sciences (HSS) when the university was founded in 1966. In the beginning PEG had four economists and one political scientist. When the political scientists left in 1995 there were eleven economists in what then became the Economics Group. There were 12 when that group formed the Department of Economics and International Development in 1997 and 20 when that department morphed into the Department of Economics in 2009. By 2015 there were 34 full-time lecturing staff, plus eight teaching fellows and full-time researchers.

The rapid growth in the last 15 years reflects the Department's growing research reputation, its graduates' enviable employability, and its consequent ability to recruit excellent students both in the UK and overseas. In 2001 the undergraduate courses were given the highest possible rating of 24 out of 24 by the national Quality Assurance Agency in its Economics Subject Review.

The Department has a very successful undergraduate degree course in Economics and two bespoke joint honours degrees in Economics & Politics and Economics & Mathematics. It also has successfully taught postgraduate courses in Economics & Finance, Applied Economics, Economics, Economics for Business Intelligence and Systems (offered jointly with the Department of Computer Science and the School of Management) and Applied Psychology and Economic Behaviour (offered jointly with the Department of Psychology).

The Department's current research groups are: 'Economic Theory', 'Macroeconomics and Finance', 'Labour, Education and Health Economics', 'Public and Environmental Economics', and 'Econometrics'. These groups reflect the traditional sub-fields and methodological approaches in Economics and play a vital role in realising synergies between researchers within the Department and in communicating our work to the wider academic community.

Since 2017, the Department has further refined its research infrastructure by introducing four dedicated Research Themes that cluster academics in the Department around real-world challenges that typically transcend classical research group boundaries: 'Innovation and Productivity', 'Governance of Institutions and Systems', 'Social Determinants of Health', and 'Sustainable Living'. These themes bring together researchers from all our research groups

with the aim of addressing topical issues in a collaborative and multi-disciplinary manner. Furthermore, they facilitate discussion and collaboration with external stakeholders on economic issues of interest to wider audiences.

Academic Advisor (formerly known as Personal Tutor)

At the start of 2024/25 the role of Personal Tutor was renamed Academic Advisor to better reflect the nature of the role.

When you join the University, you are assigned an academic staff member as an Academic Advisor. They will act as a personalised point of contact throughout your time here, supporting your transition, and your academic and personal development. It is important to respond to communications and requests from your Academic Advisor, and to attend scheduled meetings.

Your Academic Advisor should arrange to meet with you on three occasions during your first semester and offer at least one meeting per semester on an ongoing basis for the remainder of your studies. This includes when away on placement or study year abroad. Your Academic Advisor can provide information and guidance about:

- your transition into the University community and your academic studies
- unit choices, placement opportunities and future career plans
- sources of support with any personal matters or situations involving your health and wellbeing that may be impacting your studies
- providing you with a reference for work experience, internships, your placement, further studies, or career
- Supporting your professional development during the course (see below)

Professional Development, and what support you can expect from your Academic Advisor

The Importance of Professional Development

Professional development is a continuous process of acquiring new knowledge, skills, and experiences to improve your capabilities and career prospects. Your professional development is vital for several reasons:

Enhancing Competence and Confidence: Developing professionally equips you with the latest knowledge and skills in your field, increasing your competence and confidence.

Career Advancement: Engaging in professional development activities can open doors to new job opportunities, promotions, and career growth.

Networking Opportunities: Professional development often involves networking with peers, mentors, and industry experts, which can lead to valuable connections and collaborations.

Adapting to Change: The fields of psychology and economics are continually evolving. Professional development helps you stay current with new research, methodologies, and technologies.

Personal Growth: It fosters a sense of accomplishment and personal growth, contributing to overall job satisfaction and motivation.

Practical Steps for Professional Development

To effectively develop professionally during your MSc program, consider the following practical steps:

Set SMART Targets: Establishing clear, achievable goals is essential. SMART targets ensure your goals are Specific, Measurable, Achievable, Relevant, and Time-bound.

Engage in Continuous Learning: Take advantage of workshops, seminars, online courses, and conferences to expand your knowledge and skills.

Seek Mentorship: Find mentors who can provide guidance, feedback, and support. Mentors can be faculty members, industry professionals, or experienced peers.

Participate in Research Projects: Get involved in research projects to gain hands-on experience, enhance your research skills, and contribute to the academic community.

Develop Soft Skills: Improve your communication, teamwork, leadership, and problem-solving skills. These are crucial for professional success in any field.

Build a Professional Network: Attend networking events, join professional associations, and connect with alumni to build a strong professional network.

Reflect and Review: Regularly reflect on your progress and review your goals. Adjust your development plan as needed to stay on track. This is an often-overlooked component of professional development but is vital to make sure your goals are positively serving you towards your goals. Remember, it is perfectly ok to adapt, or even get rid of completely, previously designed plans or objectives that don't serve you anymore and replace them with better ones.

Setting SMART Targets

SMART targets are a powerful tool for setting and achieving your goals. Here's an explanation of each term:

Specific: Clearly define your goal. A specific target answers the questions: Who, What, Where, When, and Why? Example: "I will complete a course in advanced statistical analysis."

Measurable: Ensure your goal is quantifiable. This involves setting criteria to measure your progress and success. Example: "I will complete the course with a grade of 80% or higher."

Achievable: Set a goal that is realistic and attainable given your current resources and constraints. Example: "I will allocate 5 hours per week to study for this course."

Relevant: Ensure the goal is relevant to your broader objectives and aligned with your career aspirations. Example: "This course will enhance my research skills and improve my employability in data analysis roles."

Time-bound: Set a clear deadline for achieving your goal to create a sense of urgency and commitment. Example: "I will complete this course by the end of the semester."

Professional development is an ongoing journey that requires dedication, strategic planning, and continuous effort. By setting SMART targets and actively engaging in development activities, you can enhance your skills, advance your career, and achieve personal growth. Embrace this opportunity during your MSc program to build a strong foundation for your future professional endeavours.

Feel free to reach out to your Academic Advisor, mentor(s), and peers for support and guidance on setting SMART targets.

[What support will you get from course staff on your journey?](#)

Your Academic Advisor will provide support (What is an "Academic Advisor"?). You will meet with your Academic Advisor three times during the first semester, preferably, at least once in person. You can then arrange to meet your Academic Advisor during the second semester and summer period, if required. In your first three meetings, your Academic Advisor will typically follow the process in the table below:

First meeting: beginning of semester	Discuss your professional developments needs and current goals. You should prepare for this meeting by coming with a list of goals and needs and, importantly, who you think may be able to help you achieve these goals.
Second meeting: mid-semester	Review SMART goals. You should prepare for this meeting by coming with a list of SMART goals to discuss.
Third meeting: end of semester	Reflect and review upon SMART goals. What s working? What can be improved? You should prepare for this meeting by taking time to reflect upon your goals beforehand, writing down what is working well and what may need changing in terms of your goals
Further meetings	Reflect and review, setting further SMART goals where appropriate

Professional development needs differ between everyone, and thus the meetings will be different for each student. These meetings are designed to support you, and not be generic.

What sort of skills could I focus on?

It all depends upon your personal development needs, your current skills base, and how honest you are with yourself! There are many resources that you can draw upon that are readily available on the internet but can also be found in books etc. There are also a multitude of other resources, such as podcasts. It's just a case of exploring and seeing what resonates with you. It is a personal journey, after all.

There are many professional development frameworks available (such as the [Vitae Researcher Development Framework](#)), and it is up to you to find one that speaks to your needs. Your Academic Advisor can help appraise the suitability of any framework you intend to use.

Contact information

Name	Role	Dept	Room	Ext	email
Dr Neal Hinvest	Director of Studies, Senior Lecturer	Psychology	10 West 2.30	3691	n.hinvest@bath.ac.uk
Dr Christel Schneider	Director of Learning and Teaching	Psychology	10 West 2.09	6960	cs2522@bath.ac.uk
Simone Osborn	Course Administrator	Faculty of Humanities and Social Sciences	10 West 1.02	3285	Psy-pg-aheb@bath.ac.uk
Dr Janina Hoffmann	Lecturer	Psychology	10 West 4.30	3367	jah253@bath.ac.uk
Jorg Franke	Senior Lecturer	Economics	3 East 4.28	5747	smc93@bath.ac.uk
Mark Brosnan	Head of Department	Psychology			m.j.brosnan@bath.ac.uk

External Examiners

External Examiners are appointed for a course or set of courses and are important in assuring academic quality and standards. Please note that it is not appropriate for students to contact an External Examiner directly. If you have any queries or concerns, please

contact your Director of Studies in the first instance.

Dr Matteo Galizzi, Associate Professor of Behavioural Science; Department of Psychological and Behavioural Science; London School of Economics and Political Science; Houghton Street; WC2A2AE London.

The University's expectations of students

[University regulations](#)

When you registered with the University you agreed to abide by the Regulations for Students. These are important documents which set out the roles and responsibilities of both you as a student and the University. **You are expected to familiarise yourself with these.**

[Attendance expectations](#)

You are expected to be in attendance and participate in all scheduled learning and teaching activities required by your course. If you require a leave of absence from the University for any reason, please contact: Dr Neal Hinvest Director of Studies

If you are ill, or think that you are likely to be ill, for more than three days, please get in touch with the above-named contact within three days of becoming ill.

Learning and Teaching delivery

[Timetables](#)

Using [MyTimetable](#), you can access your personal timetable and download it into an electronic calendar. MyTimetable updates regularly, so should there be a change to your timetable, it will be reflected.

Any ad hoc changes to your teaching schedule will be conveyed to you via the Announcement forums on Moodle and /or relayed by email using course and unit mailing lists.

[Learning resources, Moodle, and recorded lectures](#)

Moodle is the central place where you will find the majority of your learning resources. Staff will typically post material such as lecture material, relevant articles and activities. Sometimes, you may need to access software to carry out learning activities and assessments. You will be directed to such software at appropriate times during your degree. Lectures are typically recorded but the final decision to do so is down to the individual content provider and content of the lecture. Recorded lectures can be access via Re:view.

Department prizes

There is a prize for the highest overall course average (OCA). This is awarded at graduation.

Research ethics

Research, and researcher, integrity is central to good and proper research. The University has robust and strict policies applied to research to protect all individuals associated with research, including participants and the researchers themselves. Where you will most likely engage with these processes is when you carry out your dissertation. You will be given training in research practices throughout the degree and, more specifically, when and how to engage with the University's ethical approval process.

Student Representation

Mechanisms for student representation are designed to enable you to be an active partner in continually improving your learning and teaching experience. The main ways in which your feedback will be sought will be through:

- Staff/Student Liaison Committees (SSLCs) ([Academic and Faculty Reps](#))
- surveys and evaluations
- [the Students' Union](#)

Assessment

Assessment Regulations

The [Postgraduate Taught Assessment Regulations](#) (PGTAR) set out the rules for your course including: how the University governs your outcomes; progression requirements and what happens if you fail; award eligibility and how your classification is calculated. If your course has **any exemptions** to the Postgraduate Taught Assessment Regulations, you will find this information in your course specification. **You are expected to familiarise yourself with these.**

Supplementary assessment

Supplementary assessment describes the type of assessment you will be expected to undertake either to retrieve failure in a unit's main assessment or in the case of deferred assessment.

More information on the timing of supplementary assessment is provided in PGTAR.

Supplementary assessment may be held during the summer (August). You may be required to return to Bath to sit any in-person supplementary exams during the August supplementary assessment period.

Exit awards

If you leave the University early, without completing your course, you may be eligible for an exit award. You will find information on these awards in your course specification.

Switching courses

If you are considering transferring to a different course, where this would be permitted, you should speak to your Director of Studies in the first instance. In certain circumstances you may be able to or may be required to transfer onto a specific alternative course, known as a Designated Alternative Course (DAC) if you have not met the criteria to remain on your current course of study.

Academic Registry have also published [further information and guidance on assessment arrangements](#). This also includes a link to the [University's Academic Integrity Training and Test](#). **All students will be unable to progress beyond the next progression point in their studies until they pass the test.** The test has a pass mark of 85% but you can take the test as many times as you need to.

Individual Mitigating Circumstances (IMCs)

We acknowledge that you may experience circumstances that disrupt your assessment attempt or performance. Submitting an IMC claim allows you to report any conditions which prevented you from taking assessment or significantly impaired your performance. If accepted an IMC recognises that your assessment was affected.

You are expected to familiarise yourself with the information available about IMCs

including the process for submission, the evidence requirements, how claims are considered and what can (and cannot) happen if a claim is accepted as valid.

Coursework

Assignment briefs, word counts and deadlines

[A brief overview of what information to expect when students receive their coursework tasks and where to find these instructions and any 'rules'. Please note the following requirements in QA16 regarding the information students can expect:

6.13 Students will normally receive the following information about an assessment task:

- *its weighting in calculating the mark for the unit*
- *the assessment criteria, and any grade criteria relevant to the subject*
- *the timing, nature, and extent of feedback they can expect and whether this is to be accompanied by the return of assessed work*

6.14 Students will receive clear and accurate information which sets out the expectations of the assessment task(s). This will normally include:

- *the requirements of the assessment task(s)*
- *the word limit/range, and the penalty for non-compliance. If a penalty policy is not stated in writing the University default policy will apply*
- *any specific requirements of professional, regulatory, or statutory bodies*
- *any special presentation or referencing preferences/requirements*
- *the date for submission of the work*
- *the dates when any further detailed information about the individual task(s) will be communicated and how they will be communicated*

- *for in-class tests, information on the conditions under which the test will be conducted (e.g., open-book) or other specific requirements*
- *whether the work is to be submitted anonymously]*

The ability to submit a piece of work which is within the stated word limit is one of the criteria taken into account when a piece of work is being marked. Students must state the number of words at the end of each piece of work (or on the title page for your projects). You will be penalised if you are one word over the word limit.

When a piece of work is over the stated word limit the work will be subject to the following penalties:

if the work is between 0 - 10% over the word limit, 5 marks will be docked;

if it is between 11 - 30% over the word limit, 15 marks will be docked;

if the work is more than 30% over the word limit, the work is an automatic fail at 39%.

For the purpose of calculating the word count, headings and subheadings, footnotes, quotes, in text citations for example (Smith et al., 2011), and tables are included. The title, contents pages, abstracts (or equivalent, e.g. executive summaries), figures, appendices and reference lists/bibliographies are excluded.

Coursework tasks will normally have a word limit or word range. This, and the penalty for not adhering to this, will be confirmed when you receive an assignment. Markers may stop reading/marking your work at the point it exceeds the word/page limit.

[Coursework extensions](#)

If you find you are facing circumstances that are preventing you from submitting on time, you can request an extension to your deadline before the work is due. Short extensions are often granted but occasionally there may be a better measure to support you depending on your individual circumstances and the type of assessment. You will need to give a brief explanation of how your circumstances are impacting on your ability to complete on time. Extension requests require evidence to confirm what has happened and when.

[Instructions on how to apply for an extension](#)

If you need to ask for an extension to your coursework or essay assignment deadline, you must request this in good time BEFORE the original submission deadline.

Extension requests are submitted via [SAMIS](#). You will find the form to fill in under "Student Tasks". [See video guidance](#) on how to log a request in SAMIS.

*All extensions will need to be approved by your Director, or Deputy Director, of Studies and you might need to provide evidence. Please note extensions are **not** granted based on*

academic reasons, ie. "If I have more time, I will do better and provide higher quality piece of assessment".

Late submission of coursework

To ensure fairness to all students, you will be expected to hand in all assessed coursework and dissertations/projects by a specified date and time, and [there are penalties for submitting work after the specified deadline](#). **If you are experiencing difficulties completing work on time, please seek help before the deadline.**

Marking and feedback

We have in place processes to ensure that assessment is conducted and marked in a fair and rigorous manner which upholds the academic standards of the University. You can find further information about [such processes, and their purpose, on our website](#).

https://www.bath.ac.uk/publications/postgraduate-taught-assessment-regulations/attachments/Postgraduate_Assessment_Regulations_PGTAR.pdf

Postgraduate Taught Generic Assessment Criteria

This Faculty-level generic assessment criteria is used by academic staff when designing assessment tasks. It shows the standards of work expected for work submitted as part of postgraduate taught courses that use the Postgraduate Taught Assessment Regulations (PGTAR) for the 2024/25 academic year. Academic staff can use these generic criteria to create specific, contextualised criteria for student-facing material. [Learn more about the PGT generic assessment criteria](#).

Your course

[Course and Unit Catalogue](#)

This is where you will find details about individual units for the current academic year. The catalogues also provide links to the relevant assessment regulations.

[Course Specification](#)

Course Specifications set out important key information about your course, including the award title, the intended learning outcomes, and the structure of the course, as well as regulations for meeting the requirements for any exit awards, and any agreed exemptions from your Assessment Regulations. You are expected to be familiar with this document and its contents.