



**Faculty of Humanities & Social Sciences
Department of Psychology**

**MSc Applied Psychology and
Economic Behaviour
Programme Handbook
2018/19**

This Handbook is available online or in alternative formats.
Please contact your programme administrator Caroline Chapman
c.chapman@bath.ac.uk if required.

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WELCOME

Welcome to the University of Bath. Your programme is delivered by the **Department of Psychology** within the **Faculty of Humanities & Social Sciences (HSS)** (<http://www.bath.ac.uk/hss>). The Faculty (one of three Faculties and one School in the University – see below and <http://www.bath.ac.uk/departments>) comprises six departments.

Economics <http://www.bath.ac.uk/economics>

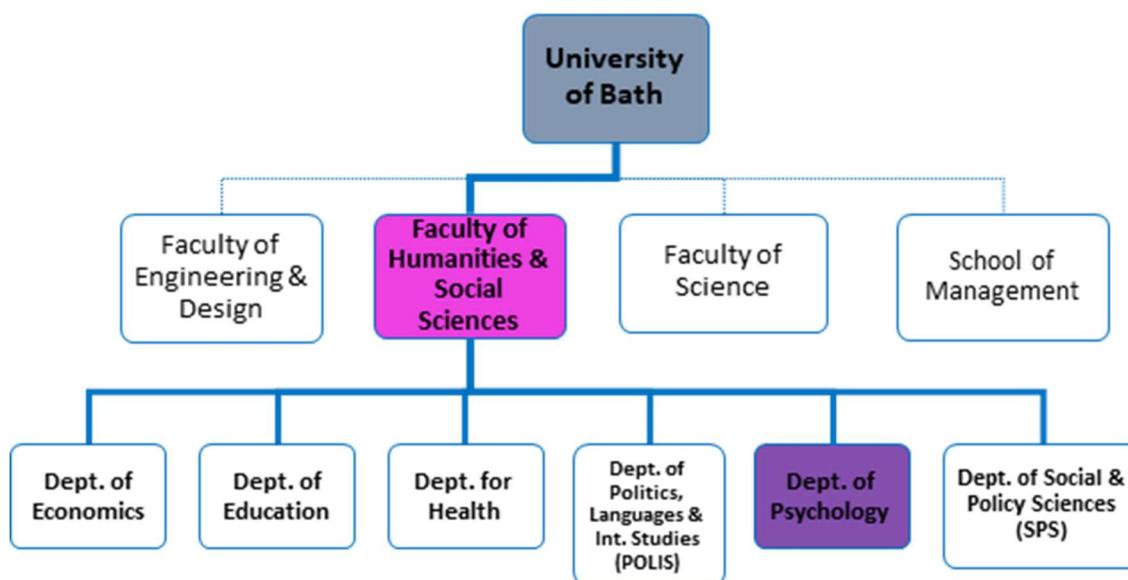
Education <http://www.bath.ac.uk/education>

Health <http://www.bath.ac.uk/health>

Politics, Languages & International Studies <http://www.bath.ac.uk/polis>

Psychology <http://www.bath.ac.uk/psychology>

Social & Policy Sciences <http://www.bath.ac.uk/sps>



Faculty Taught Programmes administration

Undergraduate and Postgraduate Taught (Masters) programmes are delivered by academic staff in departments, with administrative support provided by our Taught Programmes Team. Our Taught Programmes Team consist of expert Managers, Officers, Administrators and Administrative Assistants, located in Hub Offices across our Faculty buildings – 3 East, 1 West North, 1 West and 10 West.

Our Taught Programmes Team is responsible for all aspects of administrative support for all taught programmes in the Faculty, ensuring that services are efficient, effective and adapt to changing circumstances. We provide students with support and advice from registration to graduation, and support academic teaching staff in our departments.

Our duties include:

- managing administrative processes of the Faculty's taught programmes
- acting as a central point of contact for staff and students seeking advice
- offering programme-related operational support for academic teaching staff in departments

It is important that you get to know the administrators who look after your particular programme, as they can often provide invaluable guidance on various aspects of the programme. If your administrator is unavailable then please speak to any other of our other administrators listed below, all of whom will be very happy to help you. If you have any problems then please contact one of the Programmes Officers or Managers.

Programme specific email addresses are used to manage enquiries from students and academic staff and these are regularly monitored by designated members of the team.

Our Taught Programmes Team members are based in Taught Programmes Support Hubs across the Faculty.

Taught Programmes Support Hub

Location: 10 West (office 1.02)

Department: Psychology programmes

Programmes Officer: [Andie Barlow](#)

Undergraduate programmes: psychology-ug@bath.ac.uk

- [Cynthia Spencer](#), Undergraduate Administrator

Postgraduate programmes:

MSc Health Psychology: psy-pg-health@bath.ac.uk / MSc Applied Clinical Psychology: psy-pg-clinical@bath.ac.uk / MSc Applied Psychology and Economic Behaviour: psy-pg-apeb@bath.ac.uk / MRes Psychology / MRes Sustainable Futures

- [Caroline Chapman](#), Postgraduate Taught Administrator

Supporting Undergraduate and Postgraduate programmes:

[Emily Horne](#) Programmes Administrative Assistant

Faculty Taught Programmes Management Team

Programmes Managers

- [Elise Merker](#)
- [Abby Stacey](#)

Programmes Officers: fac-hss-pgo@bath.ac.uk

- [Emma Scrase](#) (Health, Education)
- [Kate Difford](#) (Economics, SPS)
- [Andie Barlow](#) (PoLIS, Psychology)
- [Jo Wright](#) (PGT Distance Learning in Health, Education, SPS)
- [Sharon Firkins](#) (MRes Programmes Coordinator)

ABOUT THIS HANDBOOK

This Handbook is intended for the MSc Applied Psychology and Economic Behaviour programme in the academic year 2018/19.

Please note that the contents of this Handbook are accurate at September 2018 but that information may sometimes be subject to change after this Handbook has been issued. Your Director of Studies or Unit Convenor will inform you of any changes that will affect your programme or a particular unit. For further information about unit and programme changes, see the **Unit and programme changes** section in this Handbook.

While this Handbook signposts information about **regulations for students**, it does not have regulatory status itself, and the Regulations available online (Regulations for Students: www.bath.ac.uk/publications/regulations-for-students and Assessment Regulations: www.bath.ac.uk/registry/nfa) are the most up-to-date and take precedence over the contents of this Handbook.

If in doubt about what applies to you, or if your circumstances change (for example if you are returning from a suspension of study, or transferring to a different programme) please contact your Director of Studies, Dr Neal Hinvest for advice.

YOUR PROGRAMME

Welcome from the Director of Studies

I wish you all a very warm welcome to the MSc in Applied Psychology and Economic Behaviour. Over the next year you will be engaged in learning and research in the interdisciplinary field of behavioural economics. Our programme embodies innovation and forward thinking, in terms of the learning opportunities for our students and within its structure. The MSc prides itself on truly interdisciplinary teaching built in at its heart. You will have access to a range of expertise from members of staff from the Department of Psychology and the Department of Economics.

Our learning environment will introduce you to new topics within other fields. These fields focus on understanding human behaviour but may take quite different perspectives on how to go about this. You will be challenged and pushed outside the “comfort zone” of your original degree but meeting this challenge head will significantly improve your understanding and personal development. The key to developing an interdisciplinary mind-set is to challenge yourself to listen carefully to the perspectives and experience of others and critically evaluate how your perspective may improve by integrating new knowledge with your own expertise.

You will not learn only from members of staff. One fantastic feature of this masters is the difference in academic and professional backgrounds within you, our students. You will learn from each other. Take the time to know your colleagues and listen to, and understand, their perspectives. We are all joined together by a drive to understand human decision-making at a deep level and our differences is what will push us to increase our understanding.

I wish you every success in your time here.

Dr Neal Hinvest
Director of Studies
MSc Applied Psychology and Economic Behaviour

STAFF LIST

Key contacts include your Director of Studies (a member of academic staff who has overall responsibility for the programme) and your programme administrator, specifically:

Name	Role	Dept	Room	Ext	email
Dr Neal Hinvest	Director of Studies, Lecturer	Psychology	10 West 2.30	3691	n.hinvest@bath.ac.uk
Dr Tim Mullett	Lecturer	Psychology	10 West 4.30	3367	t.l.mullett@bath.ac.uk
Prof Greg Maio	Professor	Psychology	10 West 4.37	4647	g.r.maio@bath.ac.uk
Dr Andrew Weyman	Reader	Psychology	10 West 4.31	5279	a.weyman@bath.ac.uk
Dr Maria Cubel Sanchez	Senior Lecturer, Deputy Director of Studies	Economics	10 West 2.12	6197	m.cubel.sanchez@bath.ac.uk
Dr Alistair Hunt	Lecturer	Economics	Wessex House 8.56	3244	a.s.p.hunt@bath.ac.uk
Dr Martin Meier	Professor	Economics			m.meier@bath.ac.uk
Dr Stylianos Asimakopoulous	Senior Lecturer	Economics	3 East 4.44	3014	s.asimakopoulous@bath.ac.uk
Caroline Chapman	Programme Administrator	Faculty of Humanities and Social Sciences	10 West 1.02	5597	c.chapman@bath.ac.uk

Dr Neal Hinvest is the Director of Studies for the MSc in Applied Psychology and Economic Behaviour. Neal is responsible for the overall running of the course and overseeing students' welfare. Should you have any questions or queries you can contact him at the above e-mail address.

Internal messages are usually sent by email and you should make a point of checking your account every day. You can also access your account via the internet by typing <https://mail.bath.ac.uk> or clicking on 'Webmail' on the University's internal home page. **You must ensure that your email inbox does not become full otherwise emails cannot be sent to you and you therefore run the risk of missing important information.**

The best way to contact staff is by email. If you want to send hard copy mail to a member of staff, you can hand this to the administrator in the 10 West programme office who will place it in the appropriate 'pigeon-hole' (mail box) or internal mail.

Should you have any queries or problems (that you have not been able to resolve using the various sources of information in this handbook and elsewhere) we strongly recommend you talk to us. Any issues relating to your work then please contact either the lecturer concerned or your Director of Studies (most academic staff are available at specific times of the week). Administrators are available in office hours (typically 10.00 to 12.00, 14.00 to 16.00, Monday to Friday).

You can collect your post from the pigeon holes located in 10 West. Any mail addressed to you care of the University or the Department, internal mail, and messages from members of staff will be placed there, and you can also leave messages for other students. You should check your pigeon-hole as soon as you arrive at the University and at least once a week thereafter. The Department cannot accept responsibility for mail not collected by students. Any post should be addressed as follows:

Your name C/O
The Department of Psychology
MSc Applied Psychology and Economic Behaviour
University of Bath
Claverton Down
Bath BA2 7AY

EXPECTATIONS

It is a University Regulation that you attend regularly. If you are not able to do so, or will be absent for longer than three days due to ill health, then you must contact your Director of Studies to discuss your situation and an appropriate course of action.

Further information

See Regulation 3: www.bath.ac.uk/publications/regulations-for-students

Attendance of Units

As a postgraduate student you will benefit from a pro-active and mature approach to learning. To this end, we encourage an interactive as well as a didactic teaching environment, with students actively contributing to the educational experience of the group as a whole. In many cases, as part of this collective educational experience, we have students working in groups, and then making presentations to the class as a whole. Sometimes these presentations might be formal. This rich learning environment, be it in lectures or in group activities, obviously relies on students attending and participating in all activities.

We expect you to attend all lectures and participate in any group-work activities (unless mitigating circumstances dictate otherwise). Non-attendance would not only reduce your own learning experience but could potentially reduce that of others in the group. In order to reinforce this principle, in **some units, students who have not attended timetabled group activities (even if non-assessed) may have unit marks deducted.**

PROGRAMME AIMS AND LEARNING OUTCOMES

The MSc Applied Psychology and Economic Behaviour programme comprises a number of Aims and Learning Outcomes which are listed below. Key information (including this Handbook, various forms and other links) can be found on the [MSc Applied Psychology and Economic Behaviour programme Moodle page](#)

Synopsis and academic coherence of programme

This programme will equip students with a deep understanding of how the integration of Psychology and Economics can be applied to a wide range of real-world behaviours. At its core, this programme explores the decisions that people make within the workplace, with the aim of understanding why individuals makes heterogeneous decisions and how an understanding of this leads to significant improvements in modelling human choice behaviour at both the micro and macro levels.

Educational Aims of the Programme

The programme is purposely designed to have at its core an interdisciplinary perspective on current real-world issues related to this field of study. Units are deployed with an interdisciplinary team of staff providing content and students have the freedom to develop their own ideas and interests within the field. A key component of the programme is working in interdisciplinary teams with fellow students from different backgrounds, alongside teaching from experts in the field who routinely collaborate with industry and thus appreciate contemporary needs of stakeholders.

Current ways of advancing understanding through theoretical and empirical methods are covered. Students have the opportunity to practise both methods through practical, hands-on, means, with the result that they develop a comprehensive knowledge of methods applicable to their field of study and a working knowledge of how to apply those methods and analyse their output in a meaningful manner that meets current industry and academic needs. In addition, students form the ability to process (incomplete) data in an informed way and develop both independent and team working skills at a professional level.

To summarise, the programme is founded upon an interdisciplinary approach in which the student engages with a unique learning experience with an applied focus. The core educational aims of the programme are:

- To deliver into the workforce individuals with a deep, interdisciplinary, understanding of the psychological and economic science elucidating human factors in decision-making
- To empower students to show a thorough understanding of the modelling of human decision making and how psychological science can be integrated with this to create enriched models of choice behaviour

Intended Learning Outcomes

Intended learning outcomes that only apply to the PGCert are marked with an “*”. All intended learning outcomes listed below apply to the MSc.

Knowledge and Understanding	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe key theories within Psychology and Economics relevant to the field of study* • Illustrate the advantages of an interdisciplinary route to advancing understanding of human real-world decision-making* • Explain, and apply, valid approaches to gathering empirical data, apply valid analytical technique to this, and explain the output* • Identify real-world needs within relevant workplaces, e.g. businesses, the third-sector
Intellectual Skills	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Systemise theoretical and empirical work from Psychology and Economics* • Evaluate the application of knowledge within Psychology and Economics to contemporary needs within industry* • Formulate, and evaluate, new hypotheses to advance the field and propose and carry out novel work to test these • Apply valid methodology to answer hypotheses • Apply valid and robust statistical and other analytical techniques commonly used in this field of study*
Professional Practice Skills	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Acquire professional training in this interdisciplinary field to equip them for careers in areas where human decision-making is to be investigated including, but not limited to, financial institutions, commercial companies, public sector organisations and the third sector* • Evaluate and contribute to economical and psychological debates* • Act independently in planning and implementing tasks within this interdisciplinary field
Transferable/Key Skills	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Communicate their conclusions clearly to specialist and non-specialist audiences • Establish a critical facility in developing research questions

	<ul style="list-style-type: none"> • Show enhanced problem-solving skills through a firmer grasp of analytical and technical methodology • Continue to advance their knowledge and understanding in applied Economics and Psychology* • Show evidence of the possession of research skills training relevant to a commercial workplace*
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Semester one is made up of units that provide an understanding into core topics within Psychology and Economics, including key theories of choice behaviour, research methods, statistics and modelling. Successful completion of semester one (36 credits) is a stopping-off point when students may be considered for the award of a PGCert.

In semester two there is a 48 credit unit. This unit will include four topics that explore current issues within the field. The topics may adapt between years to provide students with a cutting-edge, interdisciplinary, education related to the current state of the field and real-world issues. There are regular small group tutorials where students engage with academic staff members to develop two projects, commonly one empirical and one literature review/theoretical work. These projects take an integrative view of the topics covered in semester one and, particularly, semester two, picking elements across Psychology and Economics to deliver innovative insight into the application of Psychology to applied economic behaviour. The teaching component and tutorial component are balanced to allow students to devote time to small group sessions in which development of the projects will be the focus. This provides an enriched learning environment where students significantly benefit from dedicated, individual, attention. Students receive regular, formative, feedback from their Academic Supervisor(s) on the development of their project. Progress of individual students will be monitored both by the supervisor and individual students themselves so as to enable support for student's individual learning needs. Students also give two group oral presentations at the end of semester two on their two projects to obtain further feedback to obtain feedback on the development of their projects.

Semester three is comprised of time in which students can work individually on their projects, in Bath or remotely, with much early support from their Academic Supervisor(s), and dedicated contact time in semester three, as a means of confirming their readiness to demonstrate independent research and writing skills in the project.

PROGRAMME DESCRIPTION: STRUCTURE OF THE PROGRAMME

Please note that the content of the programme description below is correct at the time of production of this Handbook and that programmes and units may be subject to reasonable change (see **Unit and Programme Changes** below).

Current versions of unit and programme descriptions are available via the online Unit and Programme Catalogues: www.bath.ac.uk/catalogues

Programme code	THXX-AFM77 MSc Applied Psychology and Economic Behaviour (Full-time)
Programme title	MSc Applied Psychology and Economic Behaviour
Award type	
Award title	MSc in Applied Psychology and Economic Behaviour, with the following intermediate qualifications. THXX-AFC77 PG Cert Applied Psychology and Economic Behaviour (Full-time – exit award only)
Mode of Attendance	Full Time
Length	12 months
State any designated alternative programme(s)	PG Certificate in Applied Psychology and Economic Behaviour (DAP for MSc) comprising 36 TSC
Approving body and date of approval	

2018/19

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	SRU status	Taught, or Project credits	Notes
4	1	S1	XX50221	Psychological and Economic Perspectives into Decision-Making	C	18	Yes		TSC	
		S1	XX50222	Statistical and Mathematical Modelling	C	18	Yes		TSC	
		S2	XX50223	Professional Skills Development	C	6			TSC	
		S2/S3	XX50224	Contemporary Issues in the Understanding of Decision-Making	C	48	Yes		DPC	This unit is housed within both semesters 2 and 3

Assessment weightings and decision references

Stage	Weighting within programme	NFAAR-PGT decisions reference See NFAAR-PGT information at: www.bath.ac.uk/registry/nfa
Stage 1		All assessment: Appendix 11 / 13
Stage 2		All assessment: Appendix 11

Further information

Section in this handbook on **Assessment**.

Definitions of assessment terms: www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-02.pdf

UNIT AND PROGRAMME CATALOGUES

This is where you will find details about all individual units for the current academic year:

www.bath.ac.uk/catalogues

The Catalogues also provide links to the University's assessment regulations, showing how these are applied to programmes of study.

MSc Applied Psychology and Economic Behaviour 2018-19

IMPORTANT DATES

Timetable Week No.	Date 2018/19	Event
	September	
	Tuesday 25 Sept	Programme Induction
	October	
1	Monday 1 Oct	Semester 1 Teaching begins
4	mid Oct (tbc)	SSLC meeting (student academic reps)
	November	
7	Wednesday 14 Nov	XX50222 Lab report 1, assessment deadline 13:00
8	Wednesday 21 Nov	XX50221 Essay, assessment deadline 13:00
	December	
10	early Dec (tbc)	SSLC meeting (student academic reps)
12,13,14	Mon 17 Dec – Fri 4 Jan	Christmas vacation
	January 2019	
15	Wednesday 9 Jan	XX50222 Lab report 2, assessment deadline 13:00
16	Wednesday 16 Jan	XX50221 Project Proposal, assessment deadline 13:00
18	w/c Monday 28 Jan	Inter semester break
	February	
	Monday 4 Feb	Semester 2 Teaching begins
20	mid Feb (tbc)	SSLC meeting (student academic reps)
	March	
	April	
29	mid April (tbc)	SSLC meeting (student academic reps)
30, 31	Mon 22 April – Fri 3 May	Easter vacation
	May	
33	Wednesday 15 May	XX50223 Portfolio, assessment deadline 13:00
35	Thursday 30 May and Friday 31 May	XX50224 Oral Presentations
	September	
49	Wednesday 4 September	XX50224 Empirical research project report, and XX50224 Theoretical work/review, assessment deadlines 13:00

UNIT DESCRIPTIONS

XX50221: PSYCHOLOGICAL AND ECONOMIC PERSPECTIVES INTO DECISION-MAKING

UNIT CONVENOR: Tim Mullett

Unit description

<p>Aims</p>	<ul style="list-style-type: none"> • To provide an interdisciplinary perspective into how the disciplines of Psychology and Economics interact to elucidate the psychological and economic factors that underlie human economic choice behaviour. • To present theoretical models, developed through interdisciplinary research at the intersection between the disciplines of Psychology and Economics, that predict human economic choice behaviour • To critically evaluate models of human economic choice behaviour from the broader societal context
<p>Learning Outcomes</p>	<p>On completion of the units students will:</p> <ul style="list-style-type: none"> • Identify the key areas where theoretical models of judgement and decision-making either have been or potentially can be applied to real-world problems • approach new problems and show how insights from psychological and economic science can be brought to bear on them • critically evaluate the empirical success of real-world applications of the relevant theoretical models • understand how agent-based simulations can provide insight into the emergent behaviour of groups in social and economic contexts
<p>Skills</p>	<p>Intellectual:</p> <ul style="list-style-type: none"> • To think creatively and analytically • To learn independently and to be able to assess own learning needs. • To critically evaluate and assess research and evidence as well as a variety of other information. • To gather information, data, research and literature from a number of different sources. • To synthesise information from a number of sources in order to gain a coherent understanding. • To utilise problem solving skills. <p>Professional/Practical:</p> <ul style="list-style-type: none"> • To effectively and efficiently apply principles of human decision-making in a professional and business context. • To have a sound knowledge of the principles and practice of psychology and economics in a professional and business context • To have a sound knowledge of methods and strategies of effective human decision-making.
<p>Content</p>	<p>This unit will introduce an interdisciplinary perspective elucidating human economic decision-making in a broad range of contexts. Research from both Psychology and Economics will be drawn upon to deliver this perspective. The impact of the synthesis of both perspectives and how this synthesis can be used to create predictive models of human choice behaviour will be covered</p>

XX50222: STATISTICAL AND MATHEMATICAL MODELLING

UNIT CONVENOR: Maria Cubel Sanchez

Unit description

Aims	<ul style="list-style-type: none">• To equip students with the skills to interpret common statistical analytical techniques within Psychology• To equip students with skills to interpret common statistical techniques employed within Economics and modern econometric techniques
Learning Outcomes	On completion of this unit students will: <ul style="list-style-type: none">• Be able to run, and interpret, statistical tests, using appropriate analytic software• Learn how to use appropriate computer-based analytical tools to analyse data and to handle data sets• Demonstrate an understanding of fundamental concepts in mathematics and statistics and be able to apply these concepts to economics• Demonstrate an understanding of material needed for empirical quantitative analysis• Demonstrate knowledge of the theory and practice of modern econometrics, particularly applied econometrics• Demonstrate the development of the habit of rigorous thought, knowledge and understanding to be able to carry out applied econometric research• Develop the critical insight to appraise econometric results obtained by other researchers
Skills	Intellectual: <ul style="list-style-type: none">• To think creatively and analytically• To learn independently and to be able to assess own learning needs.• To gather information, data, research and literature from a number of different sources.• To synthesise information from a number of sources in order to gain a coherent understanding.• To utilise problem solving skills.• To work independently Professional/Practical: <ul style="list-style-type: none">• To have a sound knowledge of the principles and practice of psychology and economics in a professional and business context• To develop writing skills for a professional and business contexts
Content	This unit introduces to the student a range of statistical techniques common within the Disciplines of Psychology and Economics. Topics covered will typically include linear algebra, multivariate calculus and constrained optimisation, differential and difference equations, basic probability theory, univariate and multivariate statistics and hypothesis testing.

XX50223: PROFESSIONAL SKILLS DEVELOPMENT

UNIT CONVENOR: TBC

Unit description

Aims	This unit provides students the opportunity to develop practical and intellectual skills relevant to a career in this field
Learning Outcomes	<p>On completion of this unit students will:</p> <ul style="list-style-type: none">• Be able to identify the skills required for a variety of careers relevant to the field• Be able to reflect on their own skills and identify ways in which they can improve these• To start to develop thoughts and strategies regarding continuing professional development post-graduation• Communicate research to both expert and lay audiences• Demonstrate an understanding of the issues of leadership, effective communication, and productive collaboration with peers in research and professional settings• Plan, monitor, adjust and document self-learning to improve performance (e.g. continuing professional development; CPD)• Engage in structured reflection on own performance and skills development• Discuss examples of ethical dilemmas in business practice, and the role of professional codes of practice
Skills	<p>Intellectual:</p> <ul style="list-style-type: none">• To think creatively and analytically• To work independently• Working with others• To utilise problem solving skills• To critically evaluate and assess research and evidence• To synthesise information from a number of sources in order to gain a coherent understanding• To reflect upon personal development• To reflect upon the skill needs of potential employers in the relevant field <p>Professional/Practical:</p> <ul style="list-style-type: none">• Create professional development plans• Start to create habits to continually monitor professional development• Oral presentation skills• Writing skills
Content	<p>This unit provides students with the opportunity to engage with their own personal development, synthesising knowledge from a variety of sources in order to set out goals and plans for personal development aligned with career aspirations.</p> <p>Practical, relevant, work-based skills will be focused upon, for example written and oral communication for a variety of audiences, time management and workload planning.</p> <p>Students will engage in structured reflection on own performance and skills development</p> <p>Students will also discuss a number of ethical dilemmas and relate them to professional codes of practice.</p>

XX50224: CONTEMPORARY ISSUES IN THE UNDERSTANDING OF DECISION-MAKING

UNIT CONVENOR: Neal Hinvest

Unit description

Aims	This unit spans several topics, taught in an inter-disciplinary format by experts from the Department of Psychology and the Department of Economics. The unit covers issues at the cutting-edge of the field. The unit significantly broadens the student's understanding of contemporary issues at the intersection between Psychology and Economics. Students will use an interdisciplinary perspective to develop novel applications, models or knowledge that advance the field.
Learning Outcomes	By the end of the unit, the students should be able: <ul style="list-style-type: none">• To develop an interdisciplinary perspective on how humans make, and how to predict, choices• To select and justify the focus, scope and methodology of a study in applied psychology and economic behaviour• To carry out independent research in human decision making• Critically review, employ and engage with the appropriate literature on the study area• Draw appropriate conclusions from the research study, being aware of its strengths and limitations• Effectively and efficiently, apply principles of psychology and economics.• To present independent analysis, argument and/or application of theory in a coherent fashion• To develop critical, analytical problem-based learning skills
Skills	Intellectual: <ul style="list-style-type: none">• To think creatively and analytically• To communicate an argument• To evaluate others arguments and research• To learn independently and to be able to assess own learning needs.• To critically evaluate and assess research and evidence as well as a variety of other information.• To gather information, data, research and literature from a number of different sources.• To synthesise information from a number of sources across multiple disciplines in order to gain a coherent understanding.• To utilise problem solving skills. (• To work independently.• To work as a team Professional/Practical: <ul style="list-style-type: none">• To effectively and efficiently apply principles of Psychology and Economics within a range of economic and business contexts Transferable Skills: <ul style="list-style-type: none">• To be aware of ethical issues in carrying out research.• Inter-personal and communication skills.• Essay, research, preparation and writing skills.• Time management and administration skills.• Presentation skills and verbal communication.

	<ul style="list-style-type: none"> • Advanced information technology and computing technology (e.g. SPSS) • To solve problems in a variety of situations. • To prioritise workloads. • Independent and group working skills. • Advanced oral communication skills. • Advanced numeracy skills.
Content	<p>This unit provides students with the opportunity to further consolidate an interdisciplinary perspective at the intersection between Psychology and Economics. Students will work on two projects which will apply acquired knowledge from semesters 1 and 2 to address a knowledge gap and/or application.</p> <p>The unit affords each student the opportunity to deeply explore topics from an inter-disciplinary viewpoint. This unit encompasses both a taught component and a series of small-group tutorials in which students will obtain an enriched learning environment benefiting from more focused, small-group, tuition.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Applications of an interdisciplinary perspective to understanding contemporary knowledge gaps in economic behaviour, for example, attitudes to environment or financial decision-making • How to create enriched models designed to predict human decision-making, taking into account psychological variables • The application of social psychology to multi-agent economic behaviour • Applications of neuroscience and psychophysiology to understanding human decision-making (Neuroeconomics) • The impact of human psychological development on the decisions we make • Individual differences in decision-making • The impact of emotions on economic decision-making • Behaviour change as regards economic choice behaviour

TIMETABLES

Programme and unit timetable information can be found online at: www.bath.ac.uk/timetable

You can also use MyTimetable to create a customised programme timetable that can be downloaded into an electronic calendar: www.bath.ac.uk/timetable/MyTimetable

Since timetables are subject to change we recommend that you check these regularly (whilst the programme team will endeavour to inform people of changes, it is the student's responsibility to check for changes).

A standard lecture runs from **15 minutes past the hour to 5 minutes past the hour**, allowing 10 minutes gap between lectures. For example, a '2-hour' lecture scheduled to commence at 10.15 will end at 12.05 (i.e. 1 hour, 50 minutes).

The semester 2 timetable will be available on the above link before the Christmas vacation.

SUBMISSION DEADLINES

It is the responsibility of the student to submit their work correctly by the deadline. For details of coursework deadlines please see the relevant unit Moodle page. Where no extension has been granted and there are no mitigating circumstances, penalties apply for late submission of coursework. Please see the section 'Late Submission of Coursework' in the Assessment section.

You are advised, in the strongest sense, to aim to submit thirty minutes before the deadline, at the very least, and, preferably, one hour beforehand. Doing so means that you will have time to cope with any last minute issues that may arise with submission. **You must also check your documents after submitting them.** It is your responsibility to make sure that the files you submit are readable. It only takes a few moments to check that the documents that you have submitted are appropriate. Submission of incorrect or non-readable documents, for example, will mean that the submission is classed as late and would accrue a penalty. We wish that no one obtains a marks penalty for silly errors thus we need you to take the utmost care with all your submissions.

Moderation

All assessed work will be marked by the Lecturer and a sample of work will be moderated by the internal moderator and then this same sample will be sent to the External Examiner. The sample selected is based on the criteria listed below:

Selection of scripts/essays for Moderation:

- all fails;
- a sample of borderline classifications (39/40, 59/60, 69/70);
- a further representative sample of work from each classification (Pass, Merit, Distinction).

Note: we do not operate a percentage system. However, as a guideline, we might expect a minimum of the following number of marked scripts/coursework (excluding fails) to be selected according to the number of students enrolled on a unit:

10 students: 5
20 students: 7
30 students: 8
40 students: 10

Marking of Projects

All projects are double-marked, i.e. two people mark independently and then consult together with a view to agreeing a final mark. Where a mark cannot be agreed then a third member of staff will be consulted.

The Indicative Marking Guidelines ([Appendix 3](#)) are used for guidance, along with any additional programme-specific criteria.

Penalties

The final marks awarded can be adjusted to reflect a variety of circumstances. These include late submission of coursework (after the deadline), plagiarism (or other assessment offence) and exceeding the stipulated maximum number of words for an essay or project. Marks may also be adjusted (upwards as well as downwards) at the discretion of the Board of Examiners for Units.

UNIT AND PROGRAMME CHANGES

We continually look for ways to develop and improve our programmes. For example:

- it might be desirable to make some updates to the content of the curriculum to reflect the latest developments in a particular field of study
- a review of the assessments across a programme (including feedback received) might identify that changes to an assessment would better support student learning.

Students who would be affected by proposed changes are consulted about them, either via their Staff/Student Liaison Committee or directly, depending on the nature of the change.

In addition, it is sometimes necessary to make changes due to unforeseen or unavoidable circumstances. For example:

- the accrediting body for a programme may require changes to be made to it
- it may not be possible to run a particular unit because a member of teaching staff with specialist expertise leaves the University and we are unable to find a suitable replacement
- it may not be viable to run a particular optional unit in a given year because very few students select it.

In such cases, the University will always try to ensure that any impact on students is minimised and that students are informed of the changes at the earliest opportunity.

All programme and unit changes are managed through a formal process set out by the University. The aim of this is to ensure that changes are academically appropriate and properly supported, take place in a timely manner, and safeguard the interests of students.

HOW YOUR PROGRAMME IS REVIEWED AND MONITORED

The University has in place a number of ways to ensure that programmes remain up-to-date, issues are dealt with and improvements made.

All programmes and units are monitored annually, looking at evidence for what is working well and identifying any actions that need to be taken. Taking account of student feedback, including feedback given through unit evaluation and other student surveys, is a key part of unit and programme monitoring.

Departments also conduct periodic reviews of their programmes. These provide an opportunity for in-depth review and development, involving input from students and from an adviser(s) external to the University.

STUDY AND SUPPORT: GETTING THE MOST OUT OF YOUR STUDIES

ACCESSING UNIVERSITY EMAIL

You will need to use your University username and password to access your University email account. You are able to access your email by going to <http://mail.bath.ac.uk>. Your username also forms your email address (username@bath.ac.uk).

The University will often communicate with you about a range of important matters requiring action from you, including registration, unit enrolment, assessment, degree ceremonies, and matters such as tuition fees, via your University email account. It is a University requirement (Regulation 1.3) that you access your University email account regularly, even if you are out on placement or study abroad.

You therefore have a responsibility to ensure that your University email account can receive incoming mail and that you read your email regularly.

Once you graduate or withdraw from your course, you will receive an email stating exactly when your account will be closed. The email will give at least 30 days' notice.

Further information

Email guidance: www.bath.ac.uk/guides/accessing-your-university-email-and-calendar
Regulation 1.3: www.bath.ac.uk/publications/regulations-for-students

YOUR STUDENT RECORD: SAMIS

SAMIS is the University's student records database. It provides an online portal where you can view details about your registration, update your contact details, and do other things such as viewing exam information, viewing your confirmed assessment results, and (where applicable) choosing optional units.

Further information

<https://samis.bath.ac.uk>

MOODLE

Moodle is the Virtual Learning Environment (VLE) used at the University of Bath. It is used by academic Departments to support learning and teaching at programme and unit level. It provides a platform for the delivery of resources and online activities, and can also support student interaction and collaboration.

Further information

<https://moodle.bath.ac.uk/course/view.php?id=58309>

PERSONAL TUTORING

When you join the University, you will be assigned a Personal Tutor who will help you to get the best out of your university experience. Your Personal Tutor will:

- support you in your academic progress and personal development
- discuss with you programme choices, placement opportunities and future career plans
- provide you with a reference for your placement or career
- guide you to sources of expert help with any personal/welfare issues.

Your Personal Tutor should arrange to meet with you on at least three occasions in your first semester and at least once per semester thereafter. This enables you both to get to know

each other, such that you can raise any issues with your tutor and your tutor can support you fully through your programme. It is important that you attend scheduled meetings with your Personal Tutor and let them know in advance if you cannot attend. Many of these meetings may be in small groups but you can also request a one-to-one meeting.

If you should have reason to wish to change your Personal Tutor, please contact your Director of Studies to discuss the matter.

LANGUAGE AND ACADEMIC SKILLS SUPPORT AND DEVELOPMENT

To help you get the best out of your studies and your future employability, we offer all our students a comprehensive range of free, year-round skills and personal development opportunities designed to complement your academic programme.

These opportunities have been designed to give you choice and flexibility to help you get the support and development you need at the time you most need it.

To develop your academic skills, you can choose from classes, tutorials, drop-in sessions, workshops and online resources, for example:

- create well-written, clearly structured essays, reports and projects
- think critically in order to enhance your writing
- manage information sources and literature effectively
- give polished and effective academic presentations
- manage and analyse numbers, data and statistics
- use IT tools and resources effectively
- enhance your existing language proficiency, or learn a new language.

There are many opportunities available to you through our Careers Service and Students' Union to help you develop your skills and prepare for the workplace. For example:

- writing an effective job application and CV
- succeeding at interview or assessment centre
- leading and managing projects
- chairing meetings
- running a club or society.

Further information

Find out more about the skills support and development opportunities available here:

<http://go.bath.ac.uk/skills>

RECOGNITION FOR EXTRA-CURRICULAR ACTIVITIES: THE BATH AWARD

The Bath Award is open to all undergraduate and postgraduate students. It recognises the experiences, skills and strengths you have gained through participation in extra-curricular activities, volunteering, work experience, part-time work, global opportunities and more. The Award enables you to reflect on your personal development as a student and future employee. Completing the Award will enhance your employability, increase self-awareness of your skills and enable you to articulate these effectively to future employers.

Further information

thesubath.com/bathaward

THE LIBRARY

The Library is open 24 hours a day, all year round and provides print and electronic materials and information services to support study and research across the University. It houses over 520 PCs, wireless networking throughout, and provides areas for both quiet

individual study and group work. Alongside 360,000 printed books, it offers over 26,000 electronic journals, 440,000 electronic books, 90 databases for information, literature and data searching, and digital versions of the University's academic publications, all available across the University and beyond. The Library's copy and print service includes black and white and colour photocopying, laser printing and scanning.

Information specialists, our Subject, School and Faculty Librarians (see the Department's library resources page below), are responsible for services to individual Departments/the School. They provide individual help to students and staff, as well as teaching information skills in Department and School programmes and through general University skills provision. All new students receive library introduction sessions during the induction period.

Further information

This Department's library resources page is:

<http://www.bath.ac.uk/library/subjects/psychology/index.html>

For information on all library services and resources: www.bath.ac.uk/library

COMPUTING SERVICES AND FACILITIES

Using your University username and password, you will be able connect to University computers, University email, the internet, file storage and printing. You will also be able to get access to a range of free software, including Office 365 and antivirus. You can also work from any location using our UniDesk and UniApps service, which gives you access to your files as if you were on campus.

If you'd like to know more about these services and how to access them, visit

<http://go.bath.ac.uk/it-new-students>

IT Support is available from the IT Service Desk on Level 2 of the Library or online at:

<http://go.bath.ac.uk/it-help-form>

If you require learning assistance, Computing Services can support you with your computing needs. The Assistive Technology Team is available to provide advice and support. Additional resources are available, which include the Assistive Technology room, specialist software and computer hardware - including laptops for loan.

The IT shop in the Library stocks popular products such as academic software, DVDs, network cables and headsets. You can order many further IT products through the shop. Prices are often lower than in high street shops.

You can also borrow technology from the Service Desk in support of your studies, for example audio recorders, video cameras and projectors.

Further information

Computing Services: www.bath.ac.uk/professional-services/computing-services

Information for new users: <http://go.bath.ac.uk/it-new-students>

Information for users requiring learning assistance: www.bath.ac.uk/professional-services/assistive-technology

IT shop: www.bath.ac.uk/locations/it-shop

Computing Services Twitter feed: [@UniofBathIT](https://twitter.com/UniofBathIT)

RESEARCH HUB - POSTGRADUATE TAUGHT

The research hub is formed of the psychology labs and equipment, it is run by Dr Susanna Martin (Susie) and Dr Maria Nikolaidou (Mary). They both have a background in psychology and can help you in using the labs and equipment.

Most of our information is hosted on our wiki:

<https://wiki.bath.ac.uk/pages/viewpage.action?title=Research+Hub&spaceKey=EO>

Dr Susanna Martin (Susie)

Experimental Officer

Main contact for:

- Access to the labs
- Research Participation Scheme and foyer posters
- Health and Safety
- Observation Cameras , EEG, Nao Robot, PsychoPy
- Events

Dr Maria Nikolaidou (Mary)

Technician

Main contact for:

- Equipment & Workshop
- Research Community Participation Panel (RCPP)
- Eye Tracker, BioPac, Qualtrics, E Prime
- Research Apprentice Scheme

If you can't find the answer to something or if you are not sure who to contact please use our shared email: psy-experimental-officer@bath.ac.uk

RECORDING OF LECTURES

'Lecture capture' technology is widely used on campus to record lectures. Lecturers on your units will inform you if lectures will be recorded and the recordings made available for you to view again online. Where provided, lecture recordings are made available as an additional resource for personal study and revision purposes, and you can pause and rewind recordings when you re-watch them. The University cannot guarantee recordings (for example in the event of a technical fault) and recordings are not made available indefinitely.

As set out in Ordinance 22.4, students are not permitted to copy or redistribute lecture recordings, or to make their own recordings of lectures. However, the University may permit students with a disability to record lectures where this is a reasonable adjustment under the provisions of the Equality Act, in order to give these students equal access to educational opportunities. In such circumstances the lecturer will be informed that the lecture is being recorded and the student may use the recording for their own personal study purposes only. Students with a disability should contact the Disability Service for further advice.

Further information

Ordinance 22: www.bath.ac.uk/corporate-information/ordinances

Disability Service: www.bath.ac.uk/groups/disability-service

STUDENT REPRESENTATION

Feeding back your views to the University

The University is committed to reviewing and continually improving its practice. The main ways in which we seek feedback are through:

- Staff / Student Liaison Committees (SSLCs)
- surveys
- The SU (Students' Union).

We also use focus groups, Departmental working parties, and various kinds of feedback session.

You can get actively involved in determining how your educational and student experiences are organised by becoming active in The SU or by letting your Department know that you are interested in contributing.

Every Department has a formal system so that all students can comment routinely, in confidence and anonymously on the learning experience they have received. Such comments help us to check that:

- you have a clear idea of the aims and requirements of each unit you study
- our teaching is effective and stimulating
- the advice and feedback we provide on your work is helpful
- our resources are suitable.

You will be asked to complete a short online unit evaluation for units you have studied. You will also be asked to complete surveys periodically on your experience of the programme as a whole. Please complete each evaluation fully, thoughtfully, and candidly. In particular, please tell us not only your opinion but also the *reasons* behind your opinion.

When we receive responses to evaluations, we analyse them – especially the positive suggestions for change and concerns that are voiced. Student feedback and the resulting actions are taken into consideration in annual monitoring of units and programmes. Survey results are discussed at committees where student representatives have the opportunity to input to any action plans developed in response to the issues raised.

Your feedback is important to both the University and The SU. Please keep telling us what is going well and what needs to get better. We will communicate how feedback on units and programmes, and the wider student experience, has been acted upon.

Student representatives

As a student of the University you are automatically a member of The SU (although you have a right to opt out - see section below on **Students' Union membership**). Officers of The SU represent students' interests on University decision-making bodies. In addition, numerous elected student representatives play important roles on various Departmental, Faculty/School and University committees. All student representatives are elected through online elections facilitated by The SU.

There are many opportunities for elected student representatives. If you are elected to serve on Departmental, Faculty/School or University committees you will be expected to represent the views of your fellow students and provide feedback following meetings.

Student representation on Committees

Departmental level:	<p>Each Department has at least one Departmental Staff / Student Liaison Committee (SSLC). These comprise several elected student members, known as Academic Reps, and an equal or smaller number of staff members. Academic Reps are elected at the beginning of every year through online elections. Their role involves collecting the views of the students on their programme and attending SSLCs where they represent these views to their Department.</p> <p>The SU and the Centre for Learning & Teaching receive minutes of SSLC meetings in order to gain an overview of key themes explored, good practice identified and actions taken. This information helps to inform student engagement activity and summary reports prepared by The SU for the University.</p> <p>There is also provision for student membership of the Department Learning, Teaching and Quality Committee: normally one undergraduate and one postgraduate (taught) representative.</p>
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	<p>Academic Reps attend SU Academic Council meetings. These take place regularly during semester time in order to:</p> <ul style="list-style-type: none"> • keep SU Officers and fellow Academic Reps informed of academic developments throughout the University • discuss common problems and interests affecting Departments • gather student opinions and views to be used by the University and The SU • update Academic Reps on key issues. <p>Do feel free to approach your student Academic Reps at any time to inform them of good practice or areas for enhancement in your units and programme. This is normally the person who represents your year or degree scheme on the Departmental SSLC.</p>
Faculty/ School level:	Student representatives are also elected as Faculty Reps to sit on a number of Faculty/School level committees such as the Faculty/School Board of Studies and the Faculty/School Learning, Teaching and Quality Committee. Faculty Reps are also members of The SU Academic Exec Committee.
University level:	University committees with student representation include the Council/Senate/Students' Union, the University Learning, Teaching and Quality Committee, the Programmes and Partnerships Approval Committee, and Senate.

If you are interested in opportunities to represent student views, please contact The SU: academicreps@bath.ac.uk

The SU runs a full training programme for student representatives including an online course in Moodle, a conference and additional sessions through the Skills Training programme.

If you need to raise a concern, remember there are various routes open to you. You can discuss issues directly with a lecturer, your Personal Tutor, or the Director of Studies. Individual problems are often more readily resolved in this way. The SU Advice and Support Service, described below, also provides students with information and confidential advice.

Further information

SU Academic Representation including contact details for Academic Reps:

thesubath.com/academicreps

Election of Academic Reps: thesubath.com/elections

SU Skills Training programme: thesubath.com/skills-training

Outline election procedures are included in QA48 Student Engagement with Quality Assurance and Enhancement, Annex A: Staff/Student Liaison Committees:

www.bath.ac.uk/quality/documents/QA48_Annex_A.pdf

STUDENTS' UNION MEMBERSHIP

All students registered with the University are automatically given membership of The SU. However, you have the right not to be a member. For further information on opting out of this membership, please go to the Code of Practice for The SU:

www.bath.ac.uk/corporate-information/code-of-practice-for-the-students-union-su

STUDENT SUPPORT

Most students find there are occasions when it can help to talk to someone about a personal problem or issue. In many cases your Personal Tutor, Director of Studies, or Wellbeing Adviser (see the **Wellbeing Service** section below) will be able to help. However, sometimes more specialist help is needed. The University has a range of professional support services that you can approach directly. Your two main contact points are Student

Services at the Roper Centre in 4 West and the Advice and Support Service in the Students' Union.

Student Services

Student Services can provide advice and support on a range of issues including:

- counselling and mental health
- disability issues
- money and funding
- wellbeing and welfare.

You can make an individual appointment or just pop in to our daily drop-in sessions.

Student Services can also provide letters confirming student status for a variety of purposes, which can be requested by logging on to SAMIS: <https://samis.bath.ac.uk>

The Roper Student Services Centre in 4 West is open from 9.30am to 4.30pm throughout the year (tel: 01225 383838). Services are also available from the Virgil Building in Bath city centre.

For the full range of Student Services, see: <http://go.bath.ac.uk/student-services> or email: studentservices@bath.ac.uk

THE STUDENTS' UNION ADVICE AND SUPPORT SERVICE

The Students' Union Advice and Support Service can guide and support you with any problems you may have during your time at Bath. Their professional advisers offer confidential and non-judgemental information, advice and support, and are fully trained to give assistance and empower you to find the best resolution for your issue.

They can advise on a range of topics affecting your education and welfare. They provide academic advice for students wanting to submit Individual Mitigating Circumstances claims (see the section in this Handbook on **Assessment**), support for academic appeals, changing course, placements and more.

The Advice and Support Service can also support students with their housing situations. They can advise students on landlord issues, council tax, contract checking and more. They also offer support with personal issues such as harassment and stress, and offer cost-price condoms and free pregnancy tests.

The Students' Union Advice and Support Service is open Monday to Friday 9.00am to 5.00pm in term time (from 10.00am on Fridays) and 10.00am to 4.00pm during vacations (tel: 01225 386906, email: suadvice@bath.ac.uk)

The Advice and Support Service also supports the Diversity and Support groups – details of which can be found at: thesubath.com/diversity-support

The Students' Union webpage provides the facility for students to report incidents of harassment, discrimination or bullying. Incidents can be reported anonymously if preferred. Details of how to report an incident are available at: thesubath.com/report-an-incident

For the full range of services see: thesubath.com/advice

Further information

A guide to the wide variety of support and information available to students can be found at: www.bath.ac.uk/students and the Students' Union website: thesubath.com

Wellbeing Service

The University's professionally qualified Wellbeing Advisers provide a welfare and wellbeing service to all our students. You can talk to a Wellbeing Adviser about anything and we are also available evenings and weekends.

We hold daily drop-in sessions on campus, including weekends and University vacations. Drop-in sessions are also held at the Virgil Building in Bath city centre and we run activities during vacations for students who remain in Bath.

Further information

www.bath.ac.uk/groups/wellbeing-service

ADVICE FOR INTERNATIONAL STUDENTS

The Student Immigration Service provides immigration advice and support for all international students, including a 'check and send' service if you need to send a Tier 4 visa application to the Home Office. The Service offers workshops, a daily drop-in service, advice via email, phone and web-based platforms, or individual appointments can be made through the Helpdesk in The Roper Student Services Centre, 4 West.

Further information

www.bath.ac.uk/topics/visas

Student Services organise University-wide induction and welcome events in September. Events are also organised for incoming exchange students in the first week of each semester.

Further information

www.bath.ac.uk/campaigns/studying-at-bath-as-an-erasmus-exchange-or-visiting-student

For students who join outside of the standard semester dates, induction and welcome events are organised by the relevant Department.

DEALING WITH A PROBLEM INVOLVING THE UNIVERSITY

We want to ensure that, if you have a problem concerning the University, it is resolved as quickly as possible. As described above, there are student representatives on all formal decision-making committees – at Departmental, Faculty/School and University level. Student representatives help to anticipate potential problems and, when problems occur, to raise them so that they can be dealt with promptly. As a result we can often resolve problems *before* they get to the stage where a formal complaint might be necessary.

The Students' Union offers advice for students on a range of issues through its Advice and Support Service. Its advice is independent of the University. See the section above on **Student Support**.

Complaints

If you do need to make a complaint, there are procedures in place to deal with it, outlined in the University's Student Complaints Procedure (see below).

These procedures are designed to ensure that your complaint will be dealt with in good faith and that you will not be penalised for complaining. When we receive a complaint, we will first seek to deal with it through informal discussion. If this fails to resolve the issue at hand, you can raise the complaint formally.

There are separate procedures for requesting a review of progression or award classification decisions. See the section in this Handbook on **Procedures for Academic Appeals**.

Further information

Student Complaints: www.bath.ac.uk/guides/student-complaints-procedure

Bullying, harassment and victimisation

All our students and employees are entitled to be treated with dignity and respect and to be free from unlawful discrimination, victimisation, bullying, or any form of harassment. This is set out in the University's policy, *Dignity and Respect for Students and Staff of the University of Bath: Policy and Procedure for Dealing with Complaints*. This policy and procedure applies to all staff, students and third parties (e.g. contractors to the University).

Further information

www.bath.ac.uk/equalities

See also the section in this Handbook on **Student Support** for information on reporting incidents of bullying or harassment.

Mediation

If you are involved in a disagreement or dispute, you can seek help from the University's Mediation Service. This service is impartial, non-judgemental, and confidential. Requests for mediation support should in the first instance be made to the Mediation Service Manager.

Further information and contacts

Mediation Service: www.bath.ac.uk/guides/mediation

Mediation Service Manager: 01225 383098 or equalsdiv@bath.ac.uk

ADVICE FOR STUDENTS WITH DISABILITIES, LONG-TERM ILLNESS, AND SPECIFIC LEARNING DIFFICULTIES

If you have a disability and/or specific learning difficulty (such as dyslexia), we strongly advise you to speak to the Disability Service team, your Personal Tutor or Director of Studies as soon as possible and preferably before your programme begins. Referral to the Disability Service will enable us to assess your needs and make arrangements to support you.

Any personal information you give when disclosing your disability will be treated in confidence and made available *only* to relevant members of staff and only *with your permission*. If you don't disclose your disability it may be difficult for the University to provide suitable support to help you during your studies. Disclosure will not disadvantage you in any way.

The Disability Service provides advice, guidance, information and support for a range of needs including:

- Autism Spectrum Disorders/Asperger's Syndrome
- dyslexia and other specific learning difficulties
- mental health
- mobility impairments
- sensory impairments
- health conditions such as epilepsy, HIV, diabetes or chronic fatigue.

A screening process is available if you think you may have a specific learning difficulty/dyslexia.

Disability Advisers are also responsible for making applications for alternative arrangements for exams and assessments. Therefore, if you think that, because of a disability, you need alternative exam arrangements (such as extra time or the use of a computer) please discuss this with a Disability Adviser without delay.

Further information

www.bath.ac.uk/groups/disability-service

PREGNANCY AND MATERNITY

The University is committed to being as flexible as possible in supporting students who become pregnant, decide to terminate a pregnancy or have a very young child. You can seek advice, guidance and support via your Director of Studies, Personal Tutor and the University's Student Services. This will enable us to put in place arrangements that will assist you in undertaking your programme of study.

If you anticipate that you will need an absence from the University, talk to your department. They will offer you an appointment to discuss your options for continuing your studies and how the University can support you.

Further information

www.bath.ac.uk/guides/getting-advice-if-you-are-pregnant-while-studying-or-have-a-young-child

CARE-LEAVERS, ESTRANGED STUDENTS, REFUGEES AND YOUNG ADULT CARERS

The University is committed to supporting students from a wide range of backgrounds and circumstances including those who are care leavers, from a Foyer or are estranged from their family. We are aware of the challenges students may face when starting university and we want you to get the best out of your programme and university experience. We are able to offer you advice and guidance about settling in, academic studies, funding, accommodation, wellbeing and careers. The service we provide is confidential and entirely optional in relation to the level of support you feel that you may need.

Further information

www.bath.ac.uk/guides/additional-support-and-funding-for-care-leavers-foyer-residents-and-estranged-students

www.bath.ac.uk/guides/financial-support-for-refugees

www.bath.ac.uk/guides/students-with-caring-responsibilities

EQUALITY, DIVERSITY AND INCLUSION

Everyone at the University of Bath has a responsibility for promoting equality and fostering good relations between all members of the community, students and staff, and also for eliminating unlawful discrimination, harassment and victimisation against anyone for reasons of age, disability, gender, pregnancy and maternity, race (this means colour, nationality including citizenship, ethnic or national origins), religion or belief, sexual orientation, or transgender status. The new equality duty also covers marriage and civil partnership with regards to eliminating discrimination in employment.

Further information

There is a range of information and resources available at www.bath.ac.uk/equalities or email: equalsdiv@bath.ac.uk

Accessibility

An access guide is available which outlines the disabled access features and route plans at the University of Bath:

www.disabledgo.com/organisations/university-of-bath/main-2

CAREERS SERVICE

The University Careers Service can support you through the career planning process, whatever your career aspirations. In addition to providing support with developing your employability, and guidance on how to make informed career decisions, Careers Advisers can help you by providing feedback on your CV and applications, and your interview technique. The Careers Service also provides a wealth of careers information, and access to

resources such as online aptitude tests. Being in regular contact with several hundred major employers, the Careers Service is also a fantastic source for graduate job vacancies for Bath students, as well as the organiser of several major careers fairs each year.

Further information

The Careers Service is open throughout the year, including the vacations.

Check the web site for opening times: www.bath.ac.uk/students/careers

The web site includes the *Myfuture* vacancies portal.

Contact careers@bath.ac.uk or 01225 386009 or follow the Careers Service on Twitter @CareersatBath or Facebook (search for BathUniCareers).

ASSESSMENT

FEEDBACK TO STUDENTS ON ASSESSMENT

During your programme, you will receive feedback on assessed work. Feedback on assessments may take different forms, depending on your subject and the type of assessment. You will be informed of the timing and nature of the feedback you will receive on each assessment, including whether the piece of work itself will be returned to you. For formal written examinations, students may receive general feedback to the group rather than individual feedback. You can discuss feedback you receive on assessments alongside your performance and progress in your studies at meetings with your Personal Tutor.

Coursework:

- Students will be provided with a typewritten copy (or access to a prepared webpage or Moodle page) of the assessment topic for a given unit within three weeks of the start of the unit. This should indicate the due date of the work and the percentage of the total mark it comprises.
- Students should be informed of the provisional mark awarded for assessed work and receive typewritten feedback within 15 working days.
- If these steps are not being followed students should inform the Director of Studies. If matters are not resolved satisfactorily contact the Head of Department.

ACADEMIC INTEGRITY: REFERENCING AND PLAGIARISM

Plagiarism is the use of any published or unpublished work without proper acknowledgement in your references. Plagiarism occurs when a student 'borrows' or copies information, data, or results from an unacknowledged source, without quotation marks or any indication that the presenter is not the original author or researcher.

Another form of plagiarism (and hence cheating) is auto-plagiarism or self-plagiarism. This occurs when a student submits work (whether a whole piece or part of a piece) without acknowledging that they have used this material for a previous assessment.

If you use someone else's work – say, by summarising it or quoting from it – you must reference the original author. This applies to all types of material: not only text, but also diagrams, maps, tables, charts, and so on. Be sure to use quotation marks when quoting from any source (whether original or secondary). Fully reference not only quotations, but also paraphrases and summaries. Such references should then be included in a bibliography or reference list at the end of the piece of work. Note that the need for referencing also applies to web-based material; appropriate references according to the type of work or image should always be given.

There are several acceptable styles for referencing material, within two general systems: Name/date (e.g. Harvard) and Numeric. **Ask your Director of Studies or Personal Tutor for further information and advice on the referencing style used on your programme.**

Guidance on referencing and plagiarism is available through skills training run by the University and the Students' Union, as well as online resources. Information guides and style sheets are available from the Library, and your Subject Librarian will be able to help with any questions.

Further information

For a range of skills and development opportunities see: <http://go.bath.ac.uk/skills>
Library referencing resources, including style sheets:
www.bath.ac.uk/library/infoskills/referencing-plagiarism
Students' Union Skills Training: thesubath.com/skills-training

ACADEMIC INTEGRITY: TRAINING AND TEST

As a student registered on a University of Bath award, you are required to undertake the academic integrity training and pass the associated test.

The academic integrity training aims to provide all students with a basic knowledge and understanding of good academic practice. This includes an understanding of plagiarism and other assessment offences, and skills necessary to reference your work appropriately.

The training and test are accessed from Moodle by clicking on the link entitled '**Academic Integrity Initiative**': <http://moodle.bath.ac.uk>

If you have any access problems, then please contact your Programme Administrator in the first instance.

When you have completed the training tutorial and are confident that you have understood it, you should undertake the test.

To pass the test you will need to achieve a mark of 85%. You can take the test as many times as necessary until you pass.

If you do not pass the test, you will need to re-visit the training and/or look at the other guidance available to you or as required by your Director of Studies, and then take the test again.

You will not be able to progress beyond the next progression point in your studies, irrespective of your programme marks, until you pass this test. Ultimately this means that, if you have not passed the test, you will not be able to receive your award. Your Director of Studies will be able to confirm when the next progression point occurs for your stage of your programme.

Further information

Academic and information skills:

www.bath.ac.uk/library/infoskills

www.bath.ac.uk/professional-services/academic-skills-programme-asp

Regulation 3.7: www.bath.ac.uk/publications/regulations-for-students

Plagiarism detection and personal data

When you hand in a piece of assessed coursework, you will be expected to make a declaration that the work is your own and, where you have re-used your own work and/or used other sources of information, that you have referenced the material appropriately.

The University uses the Plagiarism Detection Service, Turnitin. This service checks electronic, text-based submissions against a large database of material from other sources and, for each submission, produces an 'originality report'. It makes no judgement on the intention behind the inclusion of unoriginal work; it simply highlights its presence and links to the original source.

Turnitin complies with the European General Data Protection Regulation (Regulation (EU) 2016/679) (GDPR). When you registered with the University, you gave it permission to process your personal data for a variety of legitimate purposes. This includes allowing the University to disclose such data to third parties for purposes relating to your studies. The University, at its sole discretion, may submit the work of any student to the Plagiarism Detection Service (in accordance with Regulation 15.3e – see below) and may make, or authorise third parties to make, copies of any such work for the purposes of:

- i) assessment of the work

- ii) comparison with databases of earlier work or previously available works to confirm the work is original
- iii) addition to databases of works used to ensure that future works submitted at this institution and others do not contain content from the work submitted.

The University will not make any more copies of your work than are necessary, and will only retain these for so long as remains necessary, for these purposes.

Please note that, if at any time the University submits any of your work to the Plagiarism Detection Service, the service will be provided with, and will retain, certain personal data relating to you – for example, your name, email address, programme details and the work submitted. Such data may be transferred by the Plagiarism Detection Service to countries worldwide (some of which may not be governed by EU data legislation) in order for the work to be checked and an originality report generated in accordance with the proper workings of the Plagiarism Detection Service. Personal data is retained indefinitely by the Plagiarism Detection Service upon submission of work. You may ask for your personal data to be removed by contacting the University's Data Protection Officer.

Further information

The University's procedures on Examination and Assessment Offences (QA53) are described at: www.bath.ac.uk/quality/documents/QA53.pdf
Regulation 15, Assessment of undergraduate and taught postgraduate programmes: www.bath.ac.uk/publications/regulations-for-students
University's Data Protection Officer: dataprotection-queries@lists.bath.ac.uk
Further information on Turnitin: [https://guides.turnitin.com/Privacy and Security#EU Data Protection Compliance](https://guides.turnitin.com/Privacy%20and%20Security#EU%20Data%20Protection%20Compliance)

ACADEMIC INTEGRITY: PENALTIES

Any student who is found to have used unfair means in an examination or assessment procedure will be penalised. 'Unfair means' here include:

- cheating - for example, unauthorised use of notes or course material in an examination
- fabrication - for example, reporting on experiments that were never performed
- falsification - for example, misrepresentation of the results of experimentation
- plagiarism, including self-plagiarism (see above)
- unfair collaboration or collusion - representation of work produced in collaboration with another person or persons as the work of a single candidate.

The University's Quality Assurance Code of Practice, QA53 Examination and Assessment Offences, sets out the consequences of committing an offence and the penalties that might be applied.

Penalties for unfair practice will be determined by the Department or by the Faculty/School Board of Studies in line with the procedures set out in QA53. They may include failure of the assessment unit or part of a degree, with no provision for reassessment or retrieval of that failure. Proven cases of plagiarism or cheating can also lead to an Inquiry Hearing or disciplinary proceedings. Claims of inadvertence or ignorance will not be accepted as a basis for mitigation of a penalty.

If you are accused of an offence, the Students' Union's welfare services are available to support you. You have the right to appeal against the outcome of the investigation.

Further information

Examination and assessment offences: www.bath.ac.uk/quality/documents/QA53.pdf
Appealing a decision about an assessment offence:

WORD COUNTS

Written coursework tasks will normally have a word range or limit. This is in order to give an indication of the depth and detail of work required, and to ensure that students' submitted work is comparable. You will be required to declare the word count for your work when submitting it for assessment.

If you do not observe the given word range or limit for the coursework task, for example if you exceed the word limit, then a penalty will be applied. The penalty that would apply should be stated in writing when the assignment task is distributed. You should take note of what is included when calculating the total word count (e.g. whether or not contents pages, appendices, footnotes, bibliographies and other elements that are not part of the main text are included).

You should check with your Director of Studies if you have questions about word counts and penalties.

All items of assessed coursework have a **stated word limit** and the Department of Psychology policy is that all coursework (including the Projects) **should not exceed this word limit**. It is fine to submit work under the stated limit but any coursework which exceeds the stated word limit will be subject to penalties. 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.**

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 1 - 15% over the word limit, 10 marks will be docked;
- if it is between 16 - 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, executive summaries, figures, appendices and reference lists/bibliographies are excluded.

LATE SUBMISSION OF COURSEWORK

You will be expected to hand in all assessed coursework and projects by a specified date and time. This is to ensure fairness to all students who are submitting work.

If there are valid circumstances preventing you from meeting a deadline, your Director of Studies may grant you an extension to the specified submission date. Forms to request an extension are available from your Department. You will need to provide a description of the circumstances which you feel support your request. Your Director of Studies may ask you to produce supporting evidence.

Please note that:

- if you submit a piece of work after the submission date, and no extension has been granted, the maximum mark possible will be the pass mark
- if you submit work more than five working days after the submission date, you will normally receive a mark of 0 (zero), unless you have been granted an extension.

It is not usually possible to mark coursework anonymously if it is submitted after the deadline.

It is important that you speak to your Director of Studies as soon as possible if you become concerned about your submission deadlines.

See also the section in this Handbook on **Submission deadlines**.

INDIVIDUAL MITIGATING CIRCUMSTANCES

Individual Mitigating Circumstances (IMCs) are the conditions which temporarily prevent you from undertaking assessment or significantly impair your performance in assessment. As such, the measure of their severity is not about impact on you, but the impact on your affected assessment.

Full information and guidance on Individual Mitigating Circumstances and Assessment (including definitions of IMCs, in the document “What are Individual Mitigating Circumstances?”) is available at: www.bath.ac.uk/registry/imc/imc-students.html

It is strongly advised that you become familiar with the available guidance so that you understand the process and timescales should such circumstances arise.

You should make yourself familiar with these definitions, in addition to any IMC guidance offered by your Department, and support and guidance offered through the Disability Service (www.bath.ac.uk/groups/disability-service) or the Students' Union Advice and Support Centre (thesubath.com/advice).

Your Department/School will be able to advise you on how to submit an IMC claim, and your Director of Studies can help you to understand the potential implications of your IMC claim on your overall progress and/or award, in light of your academic achievement to date and the assessment regulations for your programme.

Your IMC claim must be submitted no more than three days after the affected assessment. The IMC form is available at: www.bath.ac.uk/registry/imc/imc-students.html

You will also need to submit evidence of how your circumstances affected the relevant assessment(s), for example, a medical certificate in the case of illness or injury.

If you know of a potential IMC that may affect your assessment before you begin an examination period or before a submission date, it is important that you speak to your Director of Studies as soon as possible. After speaking to your Director of Studies, if you do intend to submit a formal IMC claim for the assessment(s) you feel were affected, you will still need to complete the form and follow procedures.

ASSESSMENT PROCESSES

Assessment and marking processes at the University are designed to ensure that assessment of your work is fair and consistent, and that academic standards are appropriate and comparable between the University and other higher education institutions. This is achieved in a number of ways.

Marking: Assessments you will complete during your programme are marked according to:

- *marking criteria (or assessment criteria)* - these are the knowledge, understanding and skills which it has been identified that students should demonstrate in the assessment and which are taken into account during marking. They are based on the learning outcomes being assessed

- *marking schemes* - these are detailed descriptions of how specific numbers of marks should be assigned against individual components of an answer within the assessment task
- *grade descriptors* - these are descriptions of the levels of achievement required in order to get a result within a given band of marks (e.g. 70% or more).

Anonymous marking: The University has adopted a principle of anonymous marking in order to protect students and staff from bias, and the perception of bias, in the marking process. It applies to all examinations and, where practical, other assessment. It is not possible to mark all coursework anonymously as in some types of assessment the student can be easily identified by the marker (e.g. presentations, group work, laboratory work) or it might not be practical, or in the student interest, to do so. You will be informed when your coursework is to be marked anonymously.

Moderation: Both the setting and the marking of assessments are independently checked through a process known as moderation to ensure that questions test the learning outcomes and are set at the right standard, and that marking is consistent and fair. Moderation is conducted by internal examiners and also by your External Examiner (see below).

Boards of Examiners:

Assessment decision-making at the University is the responsibility of Boards of Examiners established at three levels: assessment outcomes go first to *Boards of Examiners for Units*, then *Boards of Examiners for Programmes*, then finally to *Boards of Studies*. Boards of Studies confirm decisions relating to student progression from one stage of the programme to the next and the final award. **The assessment marks you are given initially by markers are therefore provisional up until the point when they have been confirmed by the Board of Studies for your programme.** An official release date is set when your confirmed results will be made available to you via SAMIS (the University's student records system). An academic appeal can only be made in relation to a confirmed result (see the section in this Handbook on **Procedures for Academic Appeals**).

All marks for a unit are reviewed at a meeting of a Board of Examiners for Units which will verify that the assessment process has been conducted appropriately and that the marks are an accurate reflection of the standards achieved. On rare occasions a Board of Examiners may decide to recommend a change to the provisional marks assigned initially, based on evidence that there was a problem with the assessment (for instance, disruption during an examination, or an exam paper that was too easy or difficult) which means that the marks assigned initially do not accurately reflect the standards achieved by the candidates. This adjustment is known as scaling and under these circumstances the marks of all affected students will be changed.

EXAMINATIONS – INFORMATION AND GUIDANCE

Rules and procedures for examinations are set out in the University's Regulation 15 and Rule 2. The dates of the University's formal assessment periods are found on the academic year charts: www.bath.ac.uk/publications/academic-year-charts
You will have access to your personal examination timetable via SAMIS approximately seven weeks before the assessment period begins.

If you have learning or support needs and think you may require alternative examination arrangements please seek advice from the Disability Service and inform your Director of Studies as early as possible.

Further information

www.bath.ac.uk/student-records/examinations/examinations-information

Regulation 15: www.bath.ac.uk/publications/regulations-for-students

Rule 2: www.bath.ac.uk/rules/exam

Disability Service: www.bath.ac.uk/groups/disability-service

EXTERNAL EXAMINERS

An External Examiner is someone from another University or a professional organisation who is suitably qualified and experienced in the relevant field of study. At least one External Examiner is appointed for each taught programme or group of programmes. The role of External Examiner is an important one in assuring that assessment processes are fair and academic standards are appropriate, and supporting the development of your programme. External Examiners look at draft examination papers and samples of assessed work, and attend Boards of Examiners.

Once a year, External Examiners provide a written report on each taught programme. University staff will look at these reports and a response will be made to the External Examiner's comments. Staff/Student Liaison Committees (SSLCs) also discuss External Examiner reports as part of annual monitoring activity.

You can read the latest External Examiner report for your programme, and the University's response to it. See: <http://go.bath.ac.uk/external-examiners-reports>

The External Examiner for your programme is:

Dr Elliot Ludvig, University of Warwick

It is not appropriate for students to make direct contact with External Examiners. If you are dissatisfied with the process or outcome of an assessment, and are considering whether to raise this either informally or formally, the sections of this Handbook on **Procedures for Academic Appeals** and **Dealing with a problem involving the University: Complaints** give some more information about the University's procedures for student complaints and academic appeals. The section on **Student representation** sets out how students can engage with the quality management process through which the University considers and responds to External Examiners' comments and suggestions.

ASSESSMENT REGULATIONS

The University's **New Framework for Assessment: Assessment Regulations: Phases 2 & 3 for postgraduate taught programmes ('NFAAR-PGT')** specifies the rules governing students' progression from one stage of their programme to the next as well as for the award of degrees. The rules cover all areas of assessment, including supplementary assessment and the extent to which failure may be condoned. If you began the first stage of your programme in or after the 2011/12 academic year, NFAAR-PGT applies to you. (If you began before then, please ask your Director of Studies for guidance on assessment).

If at any time you are in doubt about how NFAAR-PGT provisions apply to your work, please consult your Director of Studies.

This section highlights areas of the University's assessment framework for the type of programme you are undertaking. It explains the regulations that govern your assessment and outlines how the University makes decisions concerning your progression through your programme and award. Complete information is available in the NFAAR-PGT document.

Important information

This section may contain terms unfamiliar to you. In addition to the explanations we give below you can find full definitions at:

www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-02.pdf

For full details of the NFAAR-PGT, visit: www.bath.ac.uk/registry/nfa

For information relating to your programme, visit: www.bath.ac.uk/catalogues

Your programme and how you are assessed

Within your programme of study, there are *compulsory units*, (i.e. those units in a programme which must be taken by every student registered on the programme), and *optional units* (i.e. those units you may choose from a range of options).

The **Programme Description: Structure of the programme** section in this Handbook shows the structure of your programme. In the table, compulsory and optional units are labelled 'C' and 'O' respectively.

Please note that you can also access this information via links in your programme's description in the Programme and Unit Catalogues available at: www.bath.ac.uk/catalogues

At the end of the table, there is a link to the relevant appendix of the NFAAR-PGT which states exactly how the assessment rules operate.

The following points will help you to understand how the assessment rules relate to your specific programme, such as pass marks, averaging of marks and dealing with any failures:

Firstly, there are several references below to the persistent generic rules on the extent of any failures of units permitted overall. The rules are that you can only (1) fail and retrieve units, or (2) marginally fail units and have them condoned, **within set limits**. Breaking these rules results in failure of the programme.

- Your programme has Designated Essential Units (DEUs) which you must pass to gain the award you seek; even marginal failure in these units cannot be condoned.
- Your programme is a single-stage programme, so your eligibility for the award you seek will only be judged at the end of the programme. You must also never break one of the persistent generic rules.
- Since your programme has just one stage comprising both the units that constitute the Taught Stage(s) Credits and the Project unit(s), there is no Programme Progression Requirement to get from the taught phase to the Project phase. The status of the different units is indicated in the table showing the structure of your programme.
- Should you fail to qualify for the award of the degree of Master, you may be considered for the award of a related Postgraduate Certificate (subject to your having met the requirements for this award).

The normal pass mark for a unit is 40%. In some units, you might need to achieve a threshold mark in one or more component assessments in order to pass the unit overall. Particular rules apply to failure of units of the 'Taught type', or in the 'taught' stages. They are as follows:

- If you fail any DEUs, you will have to undertake supplementary assessment – unless you have failed so many DEUs that you fail outright or the attempted retrieval would break the rule on how much failure can be retrieved.
- If you fail any non-DEU units badly (i.e. achieve less than 35%), you will have to undertake supplementary assessment – unless you have failed so many units that you fail outright or the attempted retrieval would break the rule on how much failure can be retrieved.
- If you fail only non-DEU units marginally (i.e. achieve 35%-39%), you might be able to progress without supplementary assessment. Whether you do progress will depend on the total credit value of the failed units.

Project units have their own special rule on failure: only cases of marginal failure (i.e. 35%-39%) will be given permission for attempted retrieval through supplementary assessment, and any resubmission that is permitted for marginal failure must be made within a specified

period. Ultimately, you must pass a Project unit (or have an average of at least 40% for them if there are more than one) for satisfactory completion of the requirements for Project elements.

Your unit results are combined as follows to make overall assessment/award decisions:

- The Taught Stage(s) Average (TSA) will be calculated by taking the credit-weighted average of marks for all units required to contribute to the taught stage(s), or by taking the credit-weighted average of marks for all units defined as of 'Taught type' required to contribute to the programme.
- The Project Average (DPA) will be calculated by taking the credit-weighted average of marks for the unit(s) required to contribute to the Project stage(s), or by taking the credit-weighted average of marks for the unit(s) defined as of 'Project type' required to contribute to the programme.
- The Overall Programme Average (OPA) will be calculated by taking the credit-weighted average of marks for all units required to contribute to the programme.

A Board of Examiners will decide at appropriate points whether you are continuing to meet the requirements for the programme (including not breaking persistent generic rules whereby you can only fail and retrieve, or marginally fail and have condoned, units within set limits), and/or whether you have met all the requirements for your target award or any alternative that might be available. The outcomes will depend on both your performance in individual units and your overall performance. Generally, if you pass each of your units, you will progress and, in due course, be recommended for an award.

If you fail units beyond certain credit values, or you fail some too badly, you might break one of the persistent generic rules whereby you can only fail and retrieve, or marginally fail and have condoned, units within set limits, and this will result in failure of the programme - without any opportunity for supplementary assessment. (Further information on supplementary assessment is provided below.)

The criteria for making awards with distinction or with merit are described in the relevant NFAAR-PGT rules (paras. 78-80).

Supplementary assessment

'Supplementary assessment' is the term normally used for an opportunity given to a student to retrieve failure before starting the next stage of a programme, or by the end of the programme if it is a single-stage programme or the failed units are not Stage Required Units (SRUs). It generally involves re-doing coursework or re-sitting an examination. Students undertaking supplementary assessments are likely to have to do so at the University in the summer re-sit examinations.

For the 2018–19 academic year, this period will be 14 August to 23 August 2019.

Each unit's method of supplementary assessment is shown in the online Unit Catalogue.

At supplementary assessment, students will normally have the opportunity to gain credit for units then successfully passed and to have the mark gained reported to them for feedback purposes, but a maximum mark of 40% will be awarded and used in the Overall Stage Average, the Overall Programme Average, the Taught Stage(s) Average, and any award calculation.

In units where the original assessment is a written examination, supplementary assessment may sometimes take the form of reworking an examination paper, known as 'mandatory extra work', rather than re-sitting the examination. In such cases the pass mark is 70% and a mark below 60% is considered a bad fail.

If you pass all your supplementary assessments, you will be able to progress onto the next stage of your programme and/or, as appropriate, be considered for an award. If you do not

pass them all, the outcome will depend on your overall performance including consideration of the rules about passing particular types of units and the persistent generic rules (as set out above).

ACADEMIC APPEALS

Students wishing to submit a request for an academic appeal should refer to Regulation 17 (Conduct of Student Academic Appeals and Reviews):

www.bath.ac.uk/publications/regulations-for-students

You are also strongly advised to read the online guidance provided by the Academic Registry: www.bath.ac.uk/registry/appeals

Independent advice about academic appeals is offered by the Students' Union Advice and Support Centre: thesubath.com/advice

Regulation 17.16 outlines how you may appeal against formal Board of Studies decisions in respect of one or more of the following:

- i) the student's suitability to progress from one stage of the programme of study to the next
- ii) the student's suitability to remain on the programme of study
- iii) the marks/grades, degrees, certificates or diplomas, and the classifications/grades awarded to the student.

The regulation also sets out the grounds on which an appeal can be based (Regulation 17.16). Please note that:

- dissatisfaction with a mark or set of marks, or any other aspect of the properly exercised academic judgement of the examiners, will not of itself be acceptable as a valid ground for an academic appeal (Regulation 17.1)
- students who have concerns about assessment outcomes that have not yet been approved by a Board of Studies should seek advice in the first instance from their Director of Studies. This may include matters such as suspecting errors in the totalling or transcription of marks/grades, or wishing to seek clarification about the marking process (Regulation 17.2).

All academic appeals must be submitted within the timescales set out in Regulation 17. Students must provide the required information and evidence, including a completed AA1 form. The form and further academic appeals guidance are available at:

www.bath.ac.uk/registry/appeals

Student Complaints are dealt with under separate procedures. For more information, see: www.bath.ac.uk/guides/student-complaints-procedure

If you are uncertain as to whether your concerns are a potential academic appeal or a student complaint, please refer to the guidance at:

www.bath.ac.uk/students/support/complaints

GENERAL INFORMATION

THE ACADEMIC YEAR 2018-19

Semester 1

Event	Dates
New student arrivals	Saturday 22 September 2018 - Sunday 23 September 2018
Welcome Week	Monday 24 September 2018 - Sunday 30 September 2018
Semester 1	Monday 1 October 2018 - Friday 14 December 2018
Semester 1 vacation	Monday 17 December 2018 - Friday 4 January 2019
Semester 1	Monday 7 January 2019 - Friday 25 January 2019

Semester 2

Event	Dates
Semester 2	Monday 4 February 2019 - Friday 19 April 2019
Semester 2 vacation	Monday 22 April 2019 - Friday 3 May 2019
Semester 2	Monday 6 May 2019 - Friday 31 May 2019

UNIVERSITY REGULATIONS FOR STUDENTS

All registered students of the University are subject to the University's Regulations for Students. The Regulations contain rules and other important information about being a student at the University of Bath, including regulations governing the payment of fees due to the University, student discipline, fitness to study and those governing attendance, conduct and progress in studies. They also form part of the formal contract between you and the University. You will find references to the requirements of the Regulations for Students throughout this Handbook. You are advised to download a copy of the Regulations and read them carefully as they contain a lot of important information.

Important information

The full Regulations for Students can be found at:
www.bath.ac.uk/publications/regulations-for-students

REGISTRATION STATUS

Note that only registered students may use the University's facilities, such as email, Moodle and the Library. You will be asked to register online at the start of your programme of study and then to re-register at the start of every academic year thereafter until you have completed your programme. It is a requirement that you register when asked to do so. Tuition fees for each academic year are payable at registration in full or in instalments.

Regulation 1.1 explains the requirement to register. Regulations 2.4 and 2.10 explain the consequences of non-payment of tuition fees:

www.bath.ac.uk/publications/regulations-for-students

ATTENDANCE MONITORING

Guidance and requirements on attendance, including the University's Attendance Monitoring and Engagement Policy for Tier 4 students, are available at:

www.bath.ac.uk/guides/attendance-monitoring-for-tier-4-students

This page also sets out information on when and how to request an authorised absence.

CHANGE IN YOUR CIRCUMSTANCES

It is important to ensure that the University holds your correct, up-to-date, personal and academic details within SAMIS, the University's student records database. If you change your address – either your semester-time or home address – please update your details online at: <https://samis.bath.ac.uk>

If you change your name, you will need to provide valid proof of the change. Please speak to your Department or Faculty/School administration, or Student Services in the Roper Centre, for advice on how to do this.

If you are considering suspending your studies, transferring from one programme to another, or withdrawing from your programme, please discuss your situation with your Director of Studies. They will be able to advise you on an appropriate course of action.

It is a University Regulation (3.1) that you attend regularly. If circumstances are such that you are not able to do so, then please contact your Director of Studies to discuss your situation and agree an appropriate course of action.

Your Personal Tutor will also be able to provide support and guidance on matters relating to your programme.

The financial implications of withdrawing from the University or suspending your studies can be significant.

You will find general information at: www.bath.ac.uk/students/finance/changes-to-your-study/withdrawing-or-suspending-from-your-course

The Student Money Advice Team in Student Services and the Student Finance Office will be able to advise you on the implications for fees in your situation and on how to suspend any student funding you are receiving.

If you are an international student holding a Tier 4 visa, you should consult the advisers in the Student Immigration Service about the implications of suspending or withdrawing from your programme: www.bath.ac.uk/topics/visas

You will need to register any change of academic circumstance, including a change of optional units, with the University. Please speak to your Department or Faculty/School administration who will advise you on how to do this.

HEALTH AND SAFETY

The University's Health and Safety Policy Statement is available at:

www.bath.ac.uk/corporate-information/health-and-safety-policy

The Policy Statement is also displayed throughout the campus. Staff within the University Health, Safety and Environment Service (Wessex House 3.12) provide professional advice on health and safety matters and monitor the health and safety performance of the University.

Further information

email: uhse@bath.ac.uk

Current University guidance on fieldwork, work placements and overseas travel:

www.bath.ac.uk/corporate-information/fieldwork-safety-standard

www.bath.ac.uk/corporate-information/placements-and-study-abroad-programmes-safety-standard
www.bath.ac.uk/guides/overseas-travel-safety-guidance

DATA PROTECTION

The University's Data Protection Policy and Guidelines on Data Protection may be accessed via the data protection website: www.bath.ac.uk/data-protection

APPENDIX 1: COURSEWORK GUIDELINES

Writing Your Essay

The following notes suggest ways to plan, organise and write essays.

1. Spend some time thinking over what the question is really about, and think of some lines of argument that address the question asked. Do this both *before* your reading (to structure the reading you do), and *afterwards*, before writing your essay. **Be sure that you are answering the right question.** It is usually very helpful to write an essay plan. Use this plan in the opening sections of your essay. This will help the readers of your essay to map out the route that you will be taking in addressing the question. Another thing that will help readers is to draw together your conclusions in the final paragraph.

2. When you make notes from your reading, do not slavishly copy down what is in the original source. Record key quotations, diagrams or tables, by all means, but otherwise express the arguments in your own words. Always remember to carefully record where your notes are taken from, including website sources. Plagiarism is an academic offense but one that can be easily avoided by creating notes in your own words.

3. An essay should consist mainly of your own words. This does not mean that you cannot draw upon the work of others - on the contrary, it is usually essential for you to demonstrate a good understanding of the existing literature. One way of doing this is to use highly pertinent quotations but these should be employed judiciously. References to existing literature might be in the form of direct quotations or paraphrases.

Direct quotations MUST be enclosed in quotation marks (“...”) and MUST cite the original source, naming the author and giving the page number. You may also paraphrase sections from books or articles, but your essay MUST explicitly acknowledge the original source.

We remind you of the vital importance of acknowledging all direct quotations and referencing paraphrased arguments in the appropriate way. If you do not follow these instructions, this will give the impression of an intention to deceive and be dealt with accordingly. We take issues of plagiarism very seriously.

4. Referencing your citations should be done using The American Psychological Association (APA) style of referencing. This style uses author name(s) followed by year of publication. Resources are available from the library and online which provide detailed guides to referencing using this system. The most widely used source is:

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (Sixth ed.). Washington, DC: American Psychological Association.

Below are some examples of references in this style:

Journals:

Kimata, H. (2006). Kissing selectively decreases allergen-specific IgE production in atopic patients. *Journal of Psychosomatic Research*, 60, 545-547.

Books:

Colgan, A. (2009). *Great artists of the 21st century: fact and fiction*. London: Fantasy Press.

Further information and links on referencing work and plagiarism can be found in this handbook under ACADEMIC INTEGRITY: REFERENCING AND PLAGIARISM

5. Perhaps the best way of ensuring you use your own words is to put your original sources completely to one side when writing your first draft. Rely on the skeleton argument set out in your plan. Another useful technique is to explain the underlying arguments to a friend not

doing the same course, without any direct reference to your source material. Having to communicate an argument verbally to a non-specialist is good practice for effective writing.

6. Ensure you are answering the particular question that has been asked, and not another one that you would *like* to answer. In other words, do not let the structure and content of your essay be determined by what you have read; you should use your sources to fit your answer rather than the other way round. If you set out by trying to find a way of fitting together a lot of sources, your work will almost certainly be muddled and unconvincing. Do not try and incorporate all the notes you may have made on a topic unless they are directly relevant.

7. It is usually better to analyse a few topics in depth in your essay though than to skip over a large number of topics superficially (though you might need to acknowledge the existence of less important ones). Remember it is in-depth understanding, analysis and evaluation of arguments and evidence that is required.

8. It is sometimes helpful to use tables, figures or diagrams. Remember these devices support or illustrate arguments, but are not arguments in themselves. You must explain the key features to the reader. It is often best to create tables or diagrams specifically for your own essays rather than cut and paste from other works. If these are taken from another source – whether directly copied or compiled by you, be sure to acknowledge this properly (see point 3).

9. Use proper sentences, not a series of clauses separated by commas. Do not start sentences with phrases such as “It is said that...” This immediately begs the question of who said it, and on what basis. Do not take other people’s statements for granted: **Analyse and evaluate!** Also be careful in your use of “thus”, “therefore”, “it follows that” etc. The links between preceding and subsequent statements may not be apparent to the reader.

10. You should expect to produce more than one draft of an essay before the final one. If you talk to academics about how they write papers you will see that several drafts are generally necessary to produce a strong argument.

11. Read through your essay carefully and correct spelling and grammatical errors. Use the spelling, grammar and thesaurus facilities of your word processing programme. You should also be reading through the essay with a view to revising it so as to make better sense. One way of doing this is to try reading it aloud slowly to yourself. As you check the essay, ask yourself the following questions. “Is it too long - is there any superfluous material that should be removed?” “Does it answer the question - is there material which does not have a bearing on the question?” Look at your work with the perspective of a prospective reader; will what you have written be absolutely clear for them? Do not include material that is irrelevant to the arguments you are making.

Remember we will be looking for clarity and economy of expression and argument that answers the question that has been set.

Developing your Essay

There are many sources of guidance on how to develop your coursework/essay/project. A particular good site is Writing Skills hosted by the Student Support & Resources at <http://www.bath.ac.uk/students/support/academic/writing/>.

Also:

- The [Academic Skills Centre](#) offers courses and advice.
- The [Postgraduate Skills programme](#) provides courses – many tailored to specific faculties – on academic reading, writing and publication for postgraduate researchers
- [Palgrave Study Skills](#)
- Further guidance on referencing correctly and avoiding plagiarism is provided [in this handbook](#).

Submission of Coursework

The MSc Applied Psychology and Economic Behaviour programme does not require a paper copy of coursework submission. (The Projects are exceptions to this – please see the Project Submission section in [Appendix 2](#)).

Submission is done via a link on the Unit Moodle page and will be subject to the Plagiarism Detection Service turnitin.

Your coursework MUST be submitted with the mark sheet, following the instructions below. This is important to enable it to be marked in the required timeframe and for your feedback to be re-uploaded to Moodle for you to view.

For online submission of assessments you will need your **candidate number** (please note this is not your student number)

In order to locate your candidate number, which you will need when uploading any assignments to Moodle, please follow these instructions.

1. Log into SAMIS using your BUCS username and password:
https://www.bath.ac.uk/samis/urd/sits.urd/run/siw_lgn
2. In the STUDENT TASKS container click on View my Candidate Number
3. Your candidate number is a 5 figure number.
Please note: Previous Bath University students - your candidate number changes each year, so please check you have the correct year.

To submit your work to Moodle:

1. Download the Mark sheet from the 'Assessment' topic on Unit Moodle page and save, adding your candidate number to the front of file name. Do not add your name anywhere in the document or file name, it will be marked anonymously and your candidate number is your identifier.
2. Use this file name convention:
Candidate number_Unit Code_part number.docx
for example: 06439_XX50221_pt 1.docx
3. Insert your candidate number in the space allocated at the top of the mark sheet; you can find this on SAMIS
4. Check the word count of your completed coursework, not including the Mark sheet, and add this to the top of the Mark sheet
5. Check that you have added your coursework submission after the Mark sheet ie. Mark sheet is page 1, coursework starts on page 2.
6. Upload this one file containing the Mark sheet and your Assignment to the submission link on the Unit Moodle page by **13:00** on the due date.

You will receive an email from Moodle to confirm your assignment has been uploaded. You will receive a further email alerting you when your feedback has been uploaded to Moodle.

Please note: if you do not name your file correctly, or upload your assignment in the correct format, or to the correct assignment upload link, your feedback may not be returned to you within the same timeframe as other students. Files that cannot be opened and marked will be treated as non-submissions (unless rectified by the submission date).

Remember: different computers may have slightly different time settings and all computers are liable to have problems which may delay your submission. **Always aim to upload your documents at least thirty minutes prior to the deadline** (and preferably an hour beforehand). This can save you a considerable amount of stress!

Students may be asked to submit **electronic copies** of any coursework, at any time during the programme (for example for staff to check word counts). It is therefore the responsibility of the student to ensure that they keep electronic copies of all assessed work for the duration of the programme. Failure to provide an electronic copy of your work when requested may result in the unit being failed.

Please see previous section on word counts.

Submission deadlines

It is entirely the responsibility of the student to submit their work correctly by the deadline. For details of coursework deadlines see the relevant unit Moodle page or the Important Dates section of this handbook. Where no extension has been granted and there are no mitigating circumstances, penalties apply for late submission of coursework. Please see the section Late Submission of Coursework in the Assessment section.

APPENDIX 2: PROJECT GUIDELINES

PROJECT OVERVIEW

Projects, compared to coursework that you may have produced previously, test your ability to develop a more sustained argument, as well as providing you with the opportunity to analyse a chosen question in more detail. Each project accounts for 24% of the whole MSc programme.

The projects are housed within the *Contemporary Issues in the Understanding of Decision-Making* unit. This unit contains, for the first six weeks, teaching on four contemporary, advanced, topics within the field of behavioural economics. You will also have tutorials from week two running every week in semester 2. These tutorials are designed to provide further opportunities to facilitate an interdisciplinary perspective in key issues in the field and develop your projects. In the summer you will work solely on your projects.

One project will involve setting an experimental hypothesis (or hypotheses) and analysing empirical data to address that hypothesis (or hypotheses). The other project push forward the field in terms of a literature review or theoretical piece of work. You will receive more information in a timely manner as you progress through your MSc.

Developing your Project

There are many sources of guidance on how to develop your coursework/essay/project.

Key sources of advice and help are:

- The [Academic Skills Centre](#) offers courses and advice.
- The [Postgraduate Skills programme](#) provides courses – many tailored to specific faculties – on academic reading, writing and publication for postgraduate researchers
- [Palgrave Study Skills](#)
- Further guidance on referencing correctly and avoiding plagiarism is provided [in this handbook](#).

Departmental guidance can also be found on the programme Moodle page at <https://moodle.bath.ac.uk/course/view.php?id=57873>

Writing your Project

A project will usually be structured like the journal papers you have been reading and the practical reports you wrote as an undergraduate.

If you are unsure of what is required, please read a good book on how to write a project e.g. Murray R. 2002. *How to write a Project*. Berkshire. Open University Press. There are others in the University library. Your academic supervisor should be able to answer any other detailed queries and the taught sessions may provide additional guidance.

Project Word Count

The maximum length for each Project is 5,000 words

Please also see previous section on word counts.

Project Submission Notes

Students must hand in two bound copies and upload an electronic copy to Moodle on or before the deadline.

Hard Copies:

The main text of the project should be printed in black ink in Times New Roman font, point-size 12 with a minimum of one and a half line spacing. Printing should be single sided on white A4 paper within the range 70g to 100g. The margin on the binding edge of the page should not be less than 40 mm. Other margins should not be less than 15 mm.

All papers should be numbered, including introductory pages, appendices, reduced copies of computer print-outs, etc. using a single sequence of Arabic numerals.

You are responsible for ensuring that the printed copy is of sufficiently high quality to ensure that it is clear to read and photocopy (if necessary).

Binding of the paper copies can be done by the university Print Unit, or by any reputable printing outlet and should be METAL WIRO. Students are advised to check with the place they are expecting to get the binding done regarding timings and cost IN ADVANCE.

**WARNING: DO NOT LEAVE IT UNTIL THE LAST MINUTE
TO HAVE YOUR PROJECTS BOUND**

Please use the Coversheet and Title page templates provided on Moodle <https://moodle.bath.ac.uk/course/view.php?id=58313> You must print the project title and your name on the front cover before binding. An example of the Project Cover Sheet is included at the end of this section.

Electronic Copies:

An electronic copy must also be submitted by the deadline to the link provided on Moodle <https://moodle.bath.ac.uk/course/view.php?id=58313>

Please submit only Word files (not pdf) and save using the following naming convention:

username _Name of Programme_ Unit No_ Year of Programme. Extension

for example: abc25_MSc APEB_XX50224_2018-19.docx

The first link is for the Psychology Department and the second is for the University of Bath Library. The Library link will go to a page with explanatory information containing the link to upload your project to, the library will request permission to store the file and seek confirmation about the authorship of the work and the correct referencing of any other material in the project. Please note that the Library normally only keeps dissertations and projects which have been given a merit or distinction award. In accordance with the University retention schedule, all projects will be removed after five years.

Extensions to the deadline **must be approved in advance** by the Director of Studies. These may arise from major medical or personal problems.

Late submissions where no extension has been granted may be subject to a penalty.

Information on **data protection** is available at <http://internal.bath.ac.uk/data-protection>

Guidance notes for students and academics undertaking research can be found at <http://www.bath.ac.uk/data-protection/guidance/index.html>

ORDER OF PROJECT

Quick check list:

1	<p>Title page with copyright* and (if applicable) restrictions** on use</p> <p>*Candidates wishing to include copyright material belonging to others in their theses are advised to check with the copyright owner that they will give consent to the conclusion of any of their material in the project. If the material is to be copied other than by photocopying or facsimile then the request should be put to the publisher or the author in accordance with the copyright declaration in the volume concerned. If, however, a facsimile or photocopy will be included, then it is appropriate to write to the publisher alone for consent.</p> <p>If the author has included in the project confidential information obtained from a third party whose interests also require protection and from whom permission for consultation, photocopying or lending is also to be sought, the third party's name will be inserted after 'the author'.)</p> <p>**Select the statement of restriction on use of the project, as detailed in the template (see below).</p> <p>The statement of restrictions must be signed by the author.</p> <p>Restrictions on the use of theses by others for the purposes of study should be the exception rather than the rule, but when confidential information (e.g. information which is the subject of a patent application) is included in a project, some restriction is obviously necessary. If access is to be restricted, permission must be sought through the procedures set out in the appropriate Regulation. Consult your academic supervisor as soon as possible.</p> <p>An example title page is included at the end of this section</p>
2	<p>Abstract (not more than 250 words)</p>
3	<p>Acknowledgements</p> <p>Include the people who contributed to the work and were indispensable in some way.</p>
4	<p>Declaration of contributions</p> <p>It is a Departmental requirement that students must submit a signed ONE page statement about their contribution(s) to the work presented in the project. This should describe the contributions e.g. ideas, data collection/analysis of all the people who helped to make the research possible as well as the students own contributions. If you have carried out the research as part of a team, it is particularly important that you state your unique contribution to the research. This statement must be signed and dated by the student and their academic supervisor and inserted at the front of the project after the Acknowledgements. The Project will NOT be accepted as submitted, until it contains this statement.</p>
5	<p>Table of Contents & Figures</p> <p>This includes a list of contents and figures in your project with appropriate page numbers.</p>
6	<p>Main body of project</p> <p>The main body of the project will in the format of a scientific piece of work, in a style suitable for a reputable journal within the field.</p>
7	<p>References</p> <p>A Reference list must be provided at the end, of all materials cited in the project. The references should be presented in alphabetical order and must be complete.</p>

	Your literature should be up to date. The APA system of referencing should be used. Guidance is also available on the Library website at: http://www.bath.ac.uk/library/infoskills/referencing-plagiarism
8	Appendices You may include appendices and supplementary material necessary to understand the research methods and findings in greater detail. Appendices will be conceptualised as the supplementary material needed to fully understand the research, but will be ‘appended’ to the main research paper. Do not include in appendices material that should be covered in the main body of the research. You should not attempt to “dodge” the word count as this may negatively influence your mark.
9	Ethical Approval You will need to include a copy of your ethical approval letter/email as relevant.

Templates

XX50224 Project Cover Template

Project

submitted for the

Masters Degree in Applied Psychology and Economic Behaviour

2018–2019

FULL TITLE OF PROJECT HERE

submitted by(*student's name*).....
for the degree of MSc in Applied Psychology and Economic Behaviour
of the University of Bath
2019

Department of
Psychology



UNIVERSITY OF
BATH

XX50224 Project Title Page Template

FULL TITLE OF PROJECT HERE

submitted by(student's name).....
for the degree of MSc in Applied Psychology and Economic Behaviour
of the University of Bath
2019

**COPYRIGHT*

"Attention is drawn to the fact that copyright of this project rests with its author. This copy of the project has been supplied on condition that anyone who consults it is understood to recognise that its copyright rests with its author and that no quotation from the project and no information derived from it may be published without the prior written consent of the author."

****Then Either A OR B (DELETE AS APPROPRIATE):**

(a) If there are no restrictions

"This project may be made available for consultation within the University Library and may be photocopied or lent to other libraries for the purposes of consultation."

[Signature]

(b) If there are to be restrictions:

"This project may not be consulted, photocopied or lent to other libraries without the permission of the author for ... years [normal maximum 3 years] from the date of acceptance of the project."*

[Signature]

APPENDIX 3: MARKING GUIDELINES, MODERATION AND PENALTIES

Marking Scheme

The Department of Psychology has adopted a categorical marking scheme for the assessment of all coursework and examinations, and projects as shown on the grid below:

0	5	15	25	35	42	45	48	52	55	58	62	65	68	72	75	80	85	95
---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

The marking scheme uses three points in all classes (except for fail or distinction where there are four or five) for each individual piece of work. These marks are aggregated over all assessed work so the final mark for a unit may include two or more parts which have been averaged.

The following table gives a breakdown of indicative marking guidelines based on this marking scheme.

Indicative Marking Guidelines for Coursework, Exams and Projects

Marking range and overall category assessment	(1) Knowledge and understanding of relevant ideas and methods	(2) Ability to apply relevant ideas and methods to specific problems or issues	(3) Originality, including ability to reflect critically on relevant knowledge and methods, and to develop clear and original arguments	(4) Clarity of expression, presentation of material and overall structure (including referencing)	
Outstanding performance that fulfils and exceeds designated learning outcomes					
95%, 85%, 80%	Knowledge and understanding of material beyond that stipulated in the unit.	Near perfect application of relevant ideas and methods. Incisive analysis of empirical material, leading to strong and accurate conclusions.	Original and insightful. Potentially publishable as a working paper. Worthy of sharing with a wider readership.	Potentially publishable.	
Excellent performance relative to designated learning outcomes					
Distinction	75%	Unusually high level of knowledge and understanding of material stipulated in the unit. A sophisticated grasp of key concepts demonstrated. Very wide range of relevant reading.	Relevant ideas and methods applied clearly and correctly, with appropriate inferences drawn.	A very high degree of analytical and critical ability, originality and insight.	Fully meets formal criteria. Clearly structured, with excellent standard of writing, grammar and referencing.
	72%	Very high level of knowledge and understanding of material stipulated in the unit. Clear understanding of key concepts demonstrated. Wide range of relevant reading.	Relevant ideas and methods applied clearly and correctly, with appropriate inferences drawn.	A high degree of analytical and critical ability, originality and insight.	Fully meets formal criteria. Good structure, with excellent standard of writing, grammar and referencing.
Marking range and overall category assessment	(1) Knowledge and understanding of relevant ideas and methods	(2) Ability to apply relevant ideas and methods to specific problems or issues	(3) Originality, including ability to reflect critically on relevant knowledge and methods, and to develop clear and original arguments	(4) Clarity of expression, presentation of material and overall structure (including referencing)	
A	Very good performance relative to designated learning outcomes				

	68%	Good understanding of relevant knowledge, with evidence of relevant wider reading and evidence of substantial wider reading.	Clear understanding of relevant ideas and methods, with correct application. Good use of empirical material to illustrate points and to justify arguments. No significant weaknesses in competence in the subject.	Strongly argued, with good use of critical appraisal, independent analysis, argument, and/or application of theory.	Has met the criteria well. Shows very good academic writing style and ability. Clear structure and organisation.
	65%	Good understanding of relevant knowledge, with evidence of relevant wider reading and evidence of some wider reading.	Clear understanding of relevant ideas and methods, with mostly correct application. Good use of empirical material to illustrate points and to justify arguments. No significant weaknesses in competence in the subject	Good solid argument, with evidence of critical appraisal, argument, and/or application of theory. Some evidence of originality.	Has met the criteria well. Generally shows very good writing ability, clear structure and organisation.
	62%	Good understanding of relevant knowledge, with evidence of relevant wider reading and evidence of reading from recommended sources.	Clear understanding of relevant ideas and methods, with some correct application. Good use of empirical material to illustrate points and to justify arguments.	Good answer to the question, with key issues and debates identified but there may be some missing elements. Some evidence of critical appraisal, little evidence of originality.	Meets most of the criteria. Writing ability of a very good standard.

Marking range and overall category assessment	(1) Knowledge and understanding of relevant ideas and methods	(2) Ability to apply relevant ideas and methods to specific problems or issues	(3) Originality, including ability to reflect critically on relevant knowledge and methods, and to develop clear and original arguments	(4) Clarity of expression, presentation of material and overall structure (including referencing)	
Pass	Good performance relative to designated learning outcomes				
	58%	Identifies key issues and demonstrates some understanding of relevant concepts, with some evidence of relevant reading.	Competent application of relevant ideas and methods to empirical material. Provides examples to illustrate points and justify arguments. Conclusions arrived at through analysis, rather than just a statement of a position.	A satisfactory answer to the question. Argument developed with some use of critical appraisal. Logical, adequate organisation to the answer. Little evidence of originality.	Has met the formal criteria. Reveals an ability to set out an argument or answer clearly and logically.
	55%	Identifies key issues and demonstrates some understanding of relevant concepts, with some evidence of relevant reading.	Competent application of relevant ideas and methods to empirical material. Provides examples to illustrate points and justify arguments. Conclusions generally arrived at through analysis but not all statements supported.	A satisfactory answer to the question. Argument developed but lacks critical appraisal. Logical, adequate organisation to the answer. Little evidence of originality.	Has met the formal criteria. Reveals an ability to set out an argument or answer clearly and logically.
	52%	Identifies key issues and demonstrates some understanding of relevant concepts, with some evidence of relevant reading. May be thin in content and of limited range.	Competent application of relevant ideas and methods to empirical material. Provides some examples to illustrate points and justify arguments. Some evidence of thoughtful analysis.	A satisfactory answer to the question. Argument developed but lacks critical appraisal. Some organisation to the answer. Little evidence of originality.	Has met the formal criteria. Reveals an ability to set out an argument or answer clearly and logically.
	Satisfactory performance in designated learning outcomes				
	48%	Some knowledge of the material provided and identifies relevant issues, but without evidence of wider reading. May reveal some gaps in knowledge and understanding.	Knowledge of relevant ideas and methods, but weaknesses in their use. Evidence used is relevant. Addresses the question set or proposed. Some ability to argue logically and to organise an answer.	Little evidence of critical ability, work is mainly descriptive, pedestrian and limited.	The candidate has met basic criteria but there are weaknesses. Generally shows adequate writing ability, and appropriate standards of English.
	45%	Some knowledge of the material provided and identifies relevant issues, but shows evidence of only basic reading. Some gaps shown in key areas of knowledge and understanding.	Knowledge of relevant ideas and methods, but weaknesses in their use. Evidence used is relevant. Addresses the question set or proposed to a minimal extent. Ability to argue logically and to organise an answer limited..	Fails to address the question in sufficient detail. Little evidence of critical ability, work is limited and mainly descriptive.	The candidate has met basic criteria but there are weaknesses. Generally shows adequate writing ability, and appropriate standards of English.
	42%	Some knowledge of the material provided and identifies relevant issues, but shows evidence of only basic reading or lecture notes. Some gaps shown in key areas of knowledge and understanding but sufficient to warrant a minimal pass.	Some knowledge of relevant ideas and methods, with weaknesses in their use. Addresses the question set or proposed to a minimal extent. Ability to argue logically and to organise an answer limited.	Little evidence of critical ability, work is limited and mainly descriptive. Does not adequately answer the question set.	The candidate has met basic criteria but there are weaknesses. Generally shows adequate writing ability, and appropriate standards of English.

Marking range and overall category assessment	(1) Knowledge and understanding of relevant ideas and methods	(2) Ability to apply relevant ideas and methods to specific problems or issues	(3) Originality, including ability to reflect critically on relevant knowledge and methods, and to develop clear and original arguments	(4) Clarity of expression, presentation of material and overall structure (including referencing)	
Fail	Poor performance - no credits awarded				
	35%	Only partial knowledge and understanding of key concepts and ideas. Shows poor comprehension of the basic facts and principles. Prone to inaccuracy and tendency to irrelevance. Major gaps in knowledge. Little evidence of reading.	Failure to identify and use appropriate ideas and methods. Arguments lack adequate illustration or empirical support, or empirical material is purely decorative. Failure to address the question clearly enough.	Little evidence of original thought or critical ability.	Weak presentational skills, inadequate or improper referencing. Fails to meet formal criteria in one or more ways.
	25%	There may be a minimal amount of relevant knowledge, but it is muddled and demonstrates a very poor understanding of the subject. No evidence of adequate reading.	The answer may be largely irrelevant to the question. Empirical material incorrect or incorrectly used.	Little evidence of original thought or critical ability.	Fails to meet formal criteria in numerous ways.
	15%	Little if any relevant material, showing lack of understanding and lack of engagement in the pertinent issues. No evidence of adequate reading.	The answer may be totally or largely irrelevant to the question. Empirical material incorrect or incorrectly used.	No originality or critical ability.	Fails to meet formal criteria in numerous ways.
	5%	No answer or little material of any kind, showing lack of engagement in the pertinent issues. No evidence of relevant reading.	The answer may be totally irrelevant to the question. Empirical material incorrect or incorrectly used.	No originality or critical ability.	Fails to meet formal criteria in numerous ways.
	0%	No material.	No material.	No material.	No material.

Moderation

All assessed work will be marked by the Lecturer and a sample of work will be moderated by the internal moderator and then this same sample will be sent to the External Examiner. The sample selected is based on the criteria listed below:

Selection of scripts/essays for Moderation:

- all fails;
- a sample of borderline classifications (39/40, 59/60, 69/70);
- a further representative sample of work from each classification (Pass, Merit, Distinction).

Note: we do not operate a percentage system. However, as a guideline, we might expect a minimum of the following number of marked scripts/coursework (excluding fails) to be selected according to the number of students enrolled on a unit:

10 students: 5

20 students: 7

30 students: 8

40 students: 10

Marking of Projects

All projects are double-marked, i.e. two people mark independently and then consult together with a view to agreeing a final mark. Where a mark cannot be agreed then a third member of staff will be consulted.

The Indicative Marking Guidelines (see above) are used for guidance, along with any additional programme-specific criteria, as illustrated in the sample marksheets below.

Penalties

The final marks awarded can be adjusted to reflect a variety of circumstances. These include late submission of coursework (after the deadline), plagiarism (or other assessment offence) and exceeding the stipulated maximum number of words for an essay or project (if the department operates a penalty system). Marks may also be adjusted (upwards as well as downwards) at the discretion of the Board of Examiners for Units.

APPENDIX 4: BEGINNING RESEARCH IN THE SOCIAL SCIENCES

This guide is aimed at researchers who need to make a systematic search of social science literature. Although not all the information given will be needed every time, the search sequence does generally apply. The University of Bath Library has a wide range of services for the full pursuit of each research topic. You will also have teaching on systematic literature searches as part of your programme.

Current And Past Research In Your Subject

Somewhere somebody will be doing similar work to yours. Ongoing research is best traced by visiting the web sites of research centres and funding bodies, such as one of the seven UK Research Councils, or the *National Health Service*.

Previously-published University of Bath Masters dissertations and PhD theses are available from the Main Counter on Level 2 of the Library for reference only. You can use the on-line *Catalogue* (<http://www.bath.ac.uk/library/catalogue>) to search for author, title and date of publication information about each dissertation/thesis. If you would like to consult a dissertation/thesis, you will need to give Main Counter staff the surname of the author and the publication date. The complete text of theses published from 2008 onwards, plus information about other research output, is accessible via the University's 'Online Publications Store', or *OPuS*, at: <http://opus.bath.ac.uk>

Details of past PhD theses from the universities of Great Britain and the Republic of Ireland can be searched for in the on-line database *ETHOS* at <http://ethos.bl.uk> Conference proceedings can be searched for in the conference proceedings citation indexes in *Web of Science Core Collection*, in the on-line database *Web of Science*, which is accessible via <http://www.bath.ac.uk/library/subjects/psychology/databases.html>

On-Line Bibliographic Databases

The Library's collection of on-line databases will be vital for your literature and data searches. Pertinent literature within psychology can be accessed via <https://library.bath.ac.uk/psychology/home> Literature within economics can be found by accessing <https://library.bath.ac.uk/economics/home>.

You will need your Bath University Computing Services username and password to access the on-line databases from on- and off-campus.

Statistical Sources

National and international statistical compilations are kept together in the Statistics Collection near the Information Point on Level 5 (check the *Catalogue* for details), and are also often available on-line e.g. *Social Trends*, which is made available via the Office for National Statistics website at <http://www.ons.gov.uk/ons/index.html> .

Inter Library Loans and Other Libraries

The Bath collection cannot be comprehensive in all subject fields: no university library achieves this state. However, the great majority of books, articles and reports not held by the Library can be obtained via the Library's Inter-Library Loan Service. Extracts will be sent to you by email; entire books, journals etc. will be supplied to the Library and can be borrowed for a set period. The service is free-of-charge to you, but because it is expensive to operate there is an annual allowance of twenty-five requests. Go to the following web page for more information: <http://www.bath.ac.uk/library/services/ill/index.html>

You can also join the *SCONUL Access* scheme, which enables you to enter any of the participating higher education libraries in the UK and the Republic of Ireland, and to borrow books in their collections. To find out more, go to <http://www.bath.ac.uk/library/other> .

In addition, students may use the specialist collections in the Postgraduate Medical Centre at the Royal United Hospital, Bath, and the Royal National Hospital for Rheumatic Diseases, Bath.

Use Your Departmental (Subject) Librarian

These are professionally-qualified information specialists experienced in assisting a wide spectrum of researchers. Please liaise and consult with them: they will be able to advise on the best sources for your work.

Justin Hodds is the Librarian for the Department of Psychology:

The Library: Room 5.02, Level 5

Tel: + 44 (0)1225 38 4180

Email: J.Hodds@bath.ac.uk or use the 'Ask a Librarian' online enquiry form at <http://www.bath.ac.uk/library/help/askalibrarian.html>

Karina Bradshaw is the Librarian for the Department of Economics:

The Library room 5.1, Level 5

Tel: +44(0) 1225 385613

Email: k.bradshaw@bath.ac.uk or use the 'Ask a Librarian' online enquiry form at <http://www.bath.ac.uk/library/help/askalibrarian.html>