Faculty/School of Health and Social Sciences
Department of Psychology

MSc Applied Psychology and Economic Behaviour Programme Handbook 2020/21

This Handbook is available online or in alternative formats. Please contact Simone Osborn
SO402@bath.ac.uk
if required.

15th October 2020

CONTENTS

ABOUT THIS HANDBOOK

This is the 2020-21 Handbook for students on the MSc Applied Psychology and Economic Behaviour programme.

The contents of this Handbook are accurate at the time of publication 15th October 2020 but information contained within may sometimes be subject to change after this Handbook has been issued.

The Important Links and Information section of this Handbook includes links to information online about both the topics covered in this Handbook and other key topics. It is important that you familiarise yourself with the online information as well as the contents of this Handbook.

In August 2020 we wrote to you to explain how your programme has been adapted in response to COVID-19 safety measures and our 'Bath Blend' approach to learning and teaching for academic year 2020/21.

Information about the structure of your programme (which units you take when, which units are compulsory etc), as well as key unit information (including learning outcomes, synopsis and assessment), for the upcoming academic year can be found online in the Unit and Programme Catalogues (see **Unit and Programme Catalogues** in this Handbook and www.bath.ac.uk/catalogues). You will also receive details about unit content and assessment via the University's online learning environment, Moodle.

You will be informed, normally by your Director of Studies or Unit Convenor, of any further changes that will affect your programme or a unit. See also **Unit and programme changes 2020/21** in this Handbook.

You will be informed via announcements if any services offered by the University will need to be changed as a result of changing circumstances during 2020/21.

While this Handbook signposts information about regulations for students, it does not have regulatory status itself, and the Regulations available online (Regulations for Students: http://go.bath.ac.uk/regulations and Assessment Regulations: www.bath.ac.uk/corporate-information/new-framework-for-assessment) are the most up-to-date and take precedence over the contents of this Handbook. It is your responsibility to take the time to familiarise yourself with the Regulations.

If in doubt about what applies to you, or if your circumstances change, please contact your Director of Studies, Dr Neal Hinvest (email n.hinvest@bath.ac.uk) for advice.

Important links and information

UNIVERSITY INFORMATION ONLINE

This Handbook is an accompaniment to important information available to all students on the University's website. It is expected that you will familiarise yourself with the online information signposted below.

If you cannot find the information you are looking for in this Handbook or on the web please contact the appropriate staff member in the first instance.
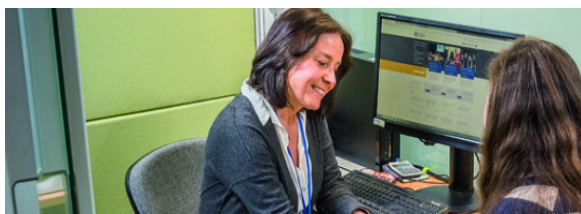
Supporting You

Student Support Services
https://www.bath.ac.uk/professional-services/student-services/

SU Advice and Support Service
www.thesubath.com/advice

Equality, Diversity and Inclusion
https://www.bath.ac.uk/professional-services/equality-diversity-and-inclusion/

Advice for specific groups of students:
International students
www.bath.ac.uk/topics/visas
www.bath.ac.uk/guides/student-immigration-appointments-and-drop-in-sessions
www.bath.ac.uk/campaigns/studying-at-bath-as-an-erasmus-exchange-or-visiting-student
www.bath.ac.uk/guides/academic-engagement-monitoring-for-tier-4-students
Care-leavers
https://www.bath.ac.uk/publications/university-and-leaving-care/
Estranged students
https://www.bath.ac.uk/publications/university-and-estranged-students/
Refugees
https://www.bath.ac.uk/publications/university-and-refugees/
Students with caring responsibilities
https://www.bath.ac.uk/publications/university-and-young-adult-carers/

Pregnancy and maternity

CORE UNIVERSITY SERVICES / INFORMATION

Dissatisfaction with a University service or facility (Complaints)
www.bath.ac.uk/guides/student-complaints-policy-and-procedure

Health and Safety
www.bath/ac/uk/guides/student-health-and-safety
Be Safe on Campus information (COVID-19)
https://www.bath.ac.uk/campaigns/be-safe-on-campus-and-in-bath-during-the-covid-19-pandemic/

Library and Study Spaces
https://library.bath.ac.uk/home
www.bath.ac.uk/campaigns/where-you-can-study-on-campus-and-in-the-city

Skills Support and Development
http://go.bath.ac.uk/my-skills
www.bath.ac.uk/campaigns/get-ahead-with-skills-at-bath

Learning Technologies & IT Support
https://www.bath.ac.uk/professional-services/digital-data-and-technology/

Careers Service
www.bath.ac.uk/professional-services/careers-service

Data Protection
www.bath.ac.uk/guides/data-protection-guidance

Bullying, harassment and victimisation

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

Disabilities, long-term illness, and specific learning difficulties
http://go.bath.ac.uk/disability-service

SUPPORTING Your Learning
Your Learning
www.bath.ac.uk/guides/your-learning
Bath Blend
Glossary
Year Dates and Timetables

Regulations for students
http://go.bath.ac.uk/regulations

Registration
www.bath.ac.uk/guides/registering-with-the-university

Withdrawing from or suspending your studies
www.bath.ac.uk/guides/suspending-your-studies-or-leaving-the-university

Placements
http://go.bath.ac.uk/placements-information-for-students

Personal Tutoring
www.bath.ac.uk/guides/personal-tutoring

Units and Programmes
www.bath.ac.uk/guides/about-units-and-programmes
Catalogues
Option choices
How your programme is reviewed and monitored

Student Representation and Engagement
www.bath.ac.uk/campaigns/student-engagement-shape-your-university

https://www.bath.ac.uk/campaigns/report-and-support/

SU Code of Practice and membership
www.bath.ac.uk/corporate-information/code-of-practice-for-the-students-union-su

Assessment
www.bath.ac.uk/guides/assessment-guidance-for-students
Assessment processes
Understanding your results
External examiners
Supplementary assessment

Academic Integrity
www.bath.ac.uk/campaigns/academic-integrity-training-and-test

Assessment Regulations
www.bath.ac.uk/corporate-information/new-framework-for-assessment
Definitions of assessment terms

Individual Mitigating Circumstances
www.bath.ac.uk/guides/reporting-individual-mitigating-circumstances-to-the-university

Academic Appeals
www.bath.ac.uk/guides/appealing-against-an-academic-decision

ABOUT THE DEPARTMENT 2020/21

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 multidisciplinary 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 multidisciplinary 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 on will significantly improve your understanding and personal development. The key to developing a multidisciplinary 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.

You join us in a time of uncertainty. The continually changing situation due to the presence of Covid-19 challenges us all. Within the MSc, both staff and students will face new challenges in the co-creation of each individual student's learning experience. We are deploying a blended delivery of the syllabus across online and live learning platforms. This situation will challenge us all to express our most engaged and kind selves, and to dynamically react to a changing environment. The staff team will provide a range of learning opportunities and we all look forward to engaging with you on these.

<div align="right">

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

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KEY CONTACTS/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 Janina Hoffmann	Lecturer	Psychology	10 West 4.30	3367	jah253@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 Subhasish Chowdury	Reader	Econmics	3 East 3.09	4655	smc93@bath.ac.uk
Dr Stylianos Asimakopoulos	Senior Lecturer	Economics	3 East 4.44	3014	s.asimakopoulos@bath.ac.uk
Mr Richard Hatfield	Graduate Teaching Assistant	Economics			Rsh37@bath.ac.uk
Simone Osborn	Programme Administrator	Faculty of Humanities and Social Sciences	10 West 1.02	3285	Psy-pg-apeb@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 overviewing 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, however, in the current environment we suggest that hard copy mail is avoided where possible.

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. 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

Our course integrates teaching and research at the cutting edges of economics and psychology. During this course you will engage with staff from both disciplines. You will also engage with students from different academic and ethnic backgrounds. This leads into our first guiding value of three within the course:

1. Diversity is not only valued, but encouraged. We listen to, and positively value, the different perspectives that each member of our staff and student team offers.

Our course values the student and staff voice. This leads to our second value:

2. Students as well as staff, both individually and as a group, have a responsibility to co-create a positive academic and working experience for ourselves and our colleagues.

Last, but not least, as students on a masters degree, the expectations are high and are different to that of an undergraduate degree. The staff on this course are extremely dedicated to provide engaging and informative learning opportunities. Staff will provide training in academic knowledge and skills development. Our staff are highly approacheable (our students words, not just our own opinion) and are happy for students to ask for further support to help their bespoke training needs. This leads to our third value (which overlaps with our second value):

3. Students are expected to identify gaps in their knowledge, specific skill-set and generic skill-set and set out a feasible work plan to fill these gaps. Where students identify gaps in their training they are expected to individually seek out suitable training, acquiring support from staff if desired and permitting.

Many other values can be given but this list of three guiding principles provides the main ones for now. As you experience the course you will experience the culture of inclusivity, diversity and academic rigour for yourselves.

PROGRAMME AIMS AND LEARNING OUTCOMES

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PROGRAMME DESCRIPTION: STRUCTURE OF YOUR PROGRAMME

The structure for your programme year for 2020/21 can be found in the 2020/21 Unit and Programme Catalogues (see below). This is where you find important information on which units you are taking in which semester and if any units are 'designated essential units' (DEUs) that you must pass.

The content of the Programme Catalogues is correct at the time of publication. Programmes and units may be subject to reasonable change (see also **Unit and programme changes 2020/21** in this Handbook).

UNIT AND PROGRAMME CATALOGUES

This is where you will find details about all years of your programme as well as details about individual units for the current academic year.

regulations, showing how these are applied to this programme of study.

For the online Catalogues, please refer to **Important Links and Information** in this Handbook. See also the section in this Handbook on **Assessment.**

YOUR LEARNING

For 2020/21, the University has developed a blended learning approach called 'The Bath Blend' which combines in-person activities on campus, live interactive learning, and structured independent study.

The Bath Blend approach to programme delivery has been developed to be flexible in the face of possible changes in law, including measures on social distancing, which may occur through the course of this academic year.

Information on IT support and key software for this academic year is available online. Please refer to **Important Links and Information** in this Handbook.

YOUR TIMETABLE

Using MyTimetable, you can access your personal timetable and download it into an electronic calendar.

Your In-Person Teaching (IPT) day and Live Online Interactive Learning (LOIL) sessions will show in your timetable. Links to LOIL sessions can also be accessed through the relevant unit page on the University's online learning environment, Moodle.

When you start your units, you will be able to access associated online material at a time that suits your schedule.

MyTimetable updates regularly, so should there be a change to your timetable, it will be reflected in MyTimetable.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.

PHYSICAL STUDY SPACE – 2020/21

As in previous years, you will be able to book study space on campus and in the city for individual or group study. Information on how to book, and the COVID-19 requirements, is available online. Please refer to **Important Links and Information** in this Handbook.

OPTION CHOICES

If your programme has option choice then information about how and when to choose your option units can be found online (please refer to **Important Links and Information**). If applicable, you will receive an email notification at the relevant point in the year when online unit selection is available and if you need to discuss option choices, please contact your Director of Studies.

RESEARCH ETHICS

Any research carried out is subject to prior approval from the Psychology Research Ethics Committee (PREC) before any data is collected. Information on how to apply to PREC can be found at the PREC wiki page (https://wiki.bath.ac.uk/display/PEC/Psychology+Research+Ethics+Committee+Home). You

the degree.

UNIT AND PROGRAMME CHANGES 2020/21

All programme and unit changes are managed through formal University processes. This is to ensure that changes are academically appropriate, properly supported and are done in a way that safeguards the interests of students.

In addition to the Bath Blend approach to delivery of your programme in 2020/21, which has already been put in place, it is possible that further changes to your programme may be required. These are more likely to be part of continual development aimed at enhancing your learning experience and maintaining high academic standards and quality. Such changes could be, for example, to update content to reflect latest developments in a particular field of study, or to respond to student feedback on delivery and/or assessment. 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.

As we have already experienced, it is sometimes necessary to make changes due to unforeseen or unavoidable circumstances. Outside of the global pandemic, this could be for reasons such as:
- the accrediting body requiring changes to be made to the course, or,
- being unable to run an option unit because too few students selected it.

When this happens, we always try to ensure that the impact on students is minimised and that those affected are informed of the changes at the earliest opportunity.

Information on how we assure the quality and standards of your programme of study is available online. Please refer to **Important Links and Information** in this Handbook.

GIVING FEEDBACK ON YOUR PROGRAMME TO THE UNIVERSITY

The University is committed to continually improving its practice and aims to engage students as active partners in their education (Education Strategy 2016-21). The three main ways in which your feedback will be sought will be through:
- Staff / Student Liaison Committees (SSLCs)
- surveys and evaluations
- the Students' Union.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.

ASSESSMENT

Full information is available online. For signposts to important information on many aspects of assessment, please refer to **Important Links and Information** in this Handbook.

Any exam-based assessment during the 2020/21 academic year will be online. More information on assessment arrangements for this year, including online assessment, will be provided via the University webpages and updated as necessary.

SUBMISSION DEADLINES

You will be informed of the deadline to submit your assessment. Deadlines are contained within this handbook and within the relevant unit page on moodle.

To ensure fairness to all students, you will be expected to hand in all assessed coursework and dissertations/projects by a specified date and time, and there are penalties for submitting work after the specified deadline. If 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 the Department.

WORD COUNTS

Coursework tasks will normally have a word limit or word range. This, and the penalty for non-compliance, will be confirmed when you receive an assignment.

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** (or on the title page for your projects).

You will be penalised if you are one word over the word limit.

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

- if the work is between 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, abstracts (or equivalent, e.g. executive summaries), figures, appendices and reference lists/bibliographies are excluded.

During your course, you will receive feedback on your assessed work. This feedback may take different forms, depending on the subject and 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. You can discuss feedback you receive on assessments alongside your performance and progress in your studies at meetings with your Personal Tutor.

ACADEMIC INTEGRITY

The University has a wide range of resources available to you to help you understand academic integrity and enhance your academic writing and practice.

It also has in place an Academic Integrity Test you are required to take and pass (the pass mark is 85% but you can take the test as many times as you need to). You will not be able to progress beyond the next progression point in your studies until you pass this test.

When you submit assessment, 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 a plagiarism detection service (currently Urkund), which searches the web and databases of reference material and content submitted by other students, to identify duplicated work. Where practical, all summative assessment is submitted to this service to check for similarities as an initial indicator of whether work has been plagiarised and an assessment offence committed.

Submission of your assessment to the Plagiarism Detection Service - Data Protection statement
The Plagiarism Detection Service complies with European Data Protection legislation. 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) and may make, or authorise third parties to make, copies of any such work for the purposes of:
1) assessment of the work
2) comparison with databases of earlier work or previously available works to confirm the work is original
3) 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.

Assessment offences – penalties

Any student who is found to have used unfair means in an assessment procedure will be penalised. 'Unfair means' here include cheating, fabrication, falsification, plagiarism, unfair collaboration or collusion. Penalties for use of unfair means 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.

Important information on academic integrity, the Plagiarism Detection Service, assessment offences and penalties, and support, as well as the Academic Integrity Test itself, is available online. Please refer to **Important Links and Information** in this Handbook.

IF CIRCUMSTANCES IMPACT ON YOUR ASSESSMENT ATTEMPT

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 about IMCs is available online. Please refer to **Important Links and Information** in this Handbook. **It is strongly advised that you become familiar with the available guidance and related regulations.** It is important to note that extensions are more appropriate for written pieces of work for which the deadline was be moved. A one-off assessment like an exam (which we do not have the this MSc) or in-person oral presentation are more likely to involve an IMC. If you have any questions, get in touch with your Director of Studies.

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 assessment where practicable. 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

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 **Academic Appeals**).

Scaling: 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. A Board of Examiners can decide to recommend a change to the provisional marks, based on evidence that there was a problem with the assessment which means the initial marks do not reflect the standards achieved by students. This adjustment is known as scaling and under these circumstances the marks of all affected students will be changed.

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

Once a year, the External Examiners will provide a written report. University staff, including the Head of Department and Director of Studies, will look at these reports and a response will be made to the External Examiner's comments. External Examiner reports and responses are made available to students. Staff/Student Liaison Committees (SSLCs) also discuss External Examiner reports as part of routine monitoring activity.

The External Examiner for your programme is Elliott Ludvig, Professor of Psychology at the 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 **Academic Appeals** and **Dissatisfaction with a University Service or Facility** (**Complaints**) give some more information about the University's procedures for student complaints and academic appeals. The University's mechanisms for student representation are designed to enable

considers and responds to External Examiners' comments and suggestions.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.

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 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.

The full NFAAR-PGT, and definitions of terms used in it, are available online. Please refer to **Important Links and Information** in this Handbook.

YOUR PROGRAMME AND HOW YOU ARE ASSESSED
Within a 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). There are no optional units on this MSc.

In the Programme and Unit Catalogues, there are links to the relevant appendices of the NFAAR-PGT which state exactly how the assessment rules operate for each stage of your 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 Dissertation/Project type unit(s), there is no Programme Progression Requirement to get from the taught phase to the Dissertation/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 one of those awards).

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:

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.

Dissertation/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 Dissertation/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 Dissertation/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 Dissertation/Project Average (DPA) will be calculated by taking the credit-weighted average of marks for the unit(s) required to contribute to the Dissertation/Project stage(s), or by taking the credit-weighted average of marks for the unit(s) defined as of 'Dissertation/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.

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.

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 -

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).

Academic year dates, including the supplementary assessment period, can be found online. See **Important Links and Information** in this Handbook.

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

More information on arrangements for the 2020/21 academic year will be provided via the University webpages and updated as necessary.

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.

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

If you wish to submit a request for an academic appeal you should refer to Regulation 17 (Conduct of Student Academic Reviews and Appeals), which outlines the process and grounds for an appeal against formal Board of Studies decisions.

You are also strongly advised to read the online guidance on Appeals provided by the Academic Registry.

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

Full information is available online. Please refer to **Important Links and Information** in this Handbook.

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 are strongly advised to read them carefully as they contain a lot of important information.**

For a link to the full Regulations for Students, see **Important Links and Information** in this Handbook.

ACCESSING UNIVERSITY EMAIL

You will need to use your University username and password to access your University email account. 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, assessment, degree ceremonies, and matters such as tuition fees, via your University email account. It is a University regulation 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.

STUDENTS' UNION MEMBERSHIP

All students registered with the University are automatically given membership of the Students' Union; however you have the right not to be a member. Information on opting out of this membership, and the Code of Practice for the Students' Union, are available online. Please refer to **Important Links and Information** in this Handbook.

DATA PROTECTION

The University's Data Protection Policy and Guidelines on Data Protection may be accessed via the data protection website (see **Important Links and Information** in this Handbook).

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.

Guidance and requirements on academic engagement for students who are Tier 4 visa holders, including the University's **Academic Engagement Monitoring Policy for Tier 4 visa holders**, and information on when and how to request an authorised absence, are available online. Please refer to **Important Links and Information** in this Handbook.

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 (see **Important Links and Information** in this Handbook).

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, 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.

The financial implications of withdrawing from the University or suspending your studies can be significant. See **Important Links and Information** in this Handbook.

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. See **Important Links and Information** in this Handbook.

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.

DISSATISFACTION WITH A UNIVERSITY SERVICE OR FACILITY (COMPLAINTS)

We want to ensure that, if you have a problem concerning the University, it is resolved as quickly as possible. The University is committed to continuing review and improvement, and seeks regular feedback from students. There are student representatives on the University's formal decision-making committees who can raise issues so that they can be dealt with promptly. The University is also committed to providing an environment within which students are encouraged to raise any matters of concern in an informal manner as soon as they arise. This often removes the need for formal complaints.

It is expected that most complaints can be resolved at an early stage by discussing the matter informally at a local level. If you have a problem concerning the University, you should bring the matter to the attention of an appropriate member of staff, who will aim to resolve it by informal discussion. If you have attempted to resolve matters informally but are not satisfied with the outcome, you may elect to proceed to the next stage by submitting a formal complaint. You may also submit a formal complaint if the issue involved is too complex or serious for informal resolution.

the University's **Student Complaints Procedure**. 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.

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

The University recognises that making a complaint can be stressful. Students are therefore advised to seek advice and support before making a complaint, from Student Services, or from the Students' Union Advice and Support Centre, whose advice is independent of the University.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.

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.

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 around. 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**! Furthermore, 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 including:

- The Academic Skills Centre offers courses and advice.
- The Academic Skills Programme (ASP) provides academic skills support and enhancement to all students. They run courses, workshops, one-to-one support and drop-ins
- 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 typically does not require a paper copy of coursework submission. (The Projects are exceptions to this – please see the Project Submission section in Appendix 2). You will be informed if a paper submission is required for an assessment.

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

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.

The project is 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 teaching week in semester 2. These tutorials are designed to provide further opportunities to facilitate the development of a multidisciplinary perspective of key issues in the field and to develop your projects. In the summer, you will work solely on your projects.

The project will involve setting an experimental hypothesis (or hypotheses) and analysing empirical data to address that hypothesis (or hypotheses) or developing a 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 Academic Skills Programme (ASP) provides academic skills support and enhancement to all students. They run courses, workshops, one-to-one support and drop-ins
- 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=58313

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 (see the relevant moodle page for this unit for more guidance and advice). There are resources on the XX50112 moodle page. Your academic supervisor should be able to answer any other detailed queries and the taught sessions may provide additional guidance.

The maximum length for the Project is 10,000 words Please also see previous section on word counts.

PROJECT SUBMISSION NOTES

Students must hand in two bound copies of each project (thus four hardcopies in total) and upload an electronic copy to Moodle 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 THERMAL BOUND. 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_2019-20.docx

You will also be asked to submit your projects to the Library and will be given a link for this. 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.

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	**Title page** with copyright* and (if applicable) restrictions** on use
	*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.
	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'.)
	**Select the statement of restriction on use of the project, as detailed in the template (see below).
	The statement of restrictions must be signed by the author.
	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.
	An example title page is included at the end of this section
2	**Abstract** (not more than 250 words)
3	**Acknowledgements**
	Include the people who contributed to the work and were indispensable in some way.
4	**Declaration of contributions**
	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.

5	**Table of Contents & Figures**
	This includes a list of contents and figures in your project with appropriate page numbers.
6	**Main body of project**
	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.
7	**References**
	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. 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

2020-2021

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
2020

Department of **Psychology** | **UNIVERSITY OF BATH**

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 2021

*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."

(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."

APPENDIX 3: MARKING GUIDELINES, MODERATION AND PENALTIES

Marking Scheme

epartment 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

he 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)
Distinction	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				

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)
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)
Very good performance relative to designated learning outcomes				
Merit — 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)
		Good performance relative to designated learning outcomes			
Pass	**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.	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.

		Some evidence of thoughtful analysis.		

		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)
		Poor performance - no credits awarded			
Fai	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.

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

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**