

**Status:** Checked out to Catherine Hamilton-Giachritsis.

<h2 style="margin: 0;">Programme Specification</h2> <div style="float: right; border: 1px solid black; padding: 2px 5px;">Show Guidance</div>						
<b>General Information</b> <div style="border: 1px solid black; padding: 2px 5px; width: fit-content; margin-top: 5px;">Print View</div>						
<b>Title</b>	MSc Applied Psychology and Economic Behaviour					
<b>Awarding Institution</b>	University of Bath					
<b>Teaching Institution</b>	University of Bath					
<b>Programme Accredited by</b>	n/a					
<b>Collaborative Provision Type</b>	Not Applicable <span style="float: right;">▼</span>					
<b>Placement Available?</b>	No <span style="float: right;">▼</span>					
<b>Study Abroad Available?</b>	No <span style="float: right;">▼</span>					
<b>Applicable to Entry Year from</b>						
<b>Subject Benchmark Statement(s)</b>	This programme had been developed and is aligned with benchmarks set out by the UK <a href="#">Click here to see 'QAA List'</a> Quality code for Higher Education					
<b>Programme Approved by</b>						
Aims	Learning Outcomes	Assessment	Placement/Prof Acc	Admissions/Support	Show All	Close
<b>Aims; "What is the purpose of this programme of study? What is the programme intended to achieve?"</b>						
<b>Synopsis and Coherence</b>	<p><i>Mission Statement</i></p> <p>To deliver students into the workplace who have a deep understanding of the integration between Psychology and Economics and the application of this to real-world problems within a range of workplaces.</p> <p><i>Outline</i></p> <p>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.</p> <p><b>The programme would suit a student who wishes to work in any area where understanding human decision-making is a critical facet, from industry to health-care to the development of new technologies to policy-making and beyond.</b> Understanding the psychological bases of economic behaviour and empowering behaviour change are key components of the programme.</p> <p>Potential students will commonly be from Economics or Psychology backgrounds but the programme is also attractive to those who have come from other backgrounds where modelling or understanding human behaviour is a component such as Engineering or Sociology.</p>					
<b>Educational Aims of the Programme</b>						

	<p>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.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• To deliver into the workforce individuals with a deep, interdisciplinary, understanding of the psychological and economic science elucidating human factors in decision-making</li> <li>• 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</li> </ul>
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**Learning Outcomes; including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate. Indicate what successful students should be able to do, how well they should be able to do it and the context or conditions in which they should be able to do it. See also FHEQ and SEECguidance.**

<b>Knowledge and Understanding</b>	<p><i>N.B.</i> Intended learning outcomes that only apply to the PGCert are marked with an "**". All intended learning outcomes listed below apply to the MSc.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe key theories within Psychology and Economics relevant to the field of study*</li> <li>• Illustrate the advantages of an interdisciplinary route to advancing understanding of human real-world decision-making*</li> <li>• Explain, and apply, valid approaches to gathering empirical data, apply valid analytical technique to this, and explain the output*</li> <li>• Identify real-world needs within relevant workplaces, e.g. businesses, the third-sector</li> </ul>
<b>Intellectual Skills</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Systemise theoretical and empirical work from Psychology and Economics*</li> <li>• Evaluate the application of knowledge within Psychology and Economics to contemporary needs within industry*</li> <li>• Formulate, and evaluate, new hypotheses to advance the field and propose and carry out novel work to test these</li> <li>• Apply valid methodology to answer hypotheses</li> <li>• Apply valid and robust statistical and other analytical techniques commonly used in this field of study*</li> </ul>
<b>Professional Practice Skills</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• 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*</li> <li>• Evaluate and contribute to economical and psychological debates*</li> <li>• Act independently in planning and implementing tasks within this interdisciplinary field</li> </ul>
<b>Transferable/Key Skills</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Communicate their conclusions clearly to specialist and non-specialist audiences</li> <li>• Establish a critical facility in developing research questions</li> <li>• Show enhanced problem-solving skills through a firmer grasp of analytical and technical methodology</li> <li>• Continue to advance their knowledge and understanding in applied Economics and Psychology*</li> <li>• Show evidence of the possession of research skills training relevant to a commercial workplace*</li> </ul>

**Assessment Methods**

<b>Summary of Assessment Regulations</b>	NFA - fully compliant <input type="button" value="v"/>
<b>Progression Regulations and Awards</b>	
<p><i>For programmes fully compliant with NFA refer to the relevant appendices of the relevant NFAAR</i></p>	

<p>document (<a href="#">UG</a>, <a href="#">PGT</a>, <a href="#">FD</a>, <a href="#">HY</a>, or <a href="#">CPD</a>)</p> <p>Note any significant features relevant to the "Assessment in the programme context" sections of the relevant NFAAR document.</p> <p>Set out any approved exemptions from NFA.</p> <p>Set out progression and assessment regulations where these do not comply with <a href="#">NFA</a>.</p>	<p>PG Certificate: Students leaving prematurely may be eligible for a PGCert if 30 credits are fulfilled through semester 1</p> <p>The programme assessment and progression regulations are covered by the university's "New Framework for Assessment: Assessment Regulations: Phases 2 &amp; 3 for postgraduate taught programmes (NFAAR-PGT)" – see: <a href="http://www.bath.ac.uk/registry/nfa/index.htm">http://www.bath.ac.uk/registry/nfa/index.htm</a>.</p> <p>Specific regulations for the masters are summarised in Appendix 11 – see: <a href="http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-11.pdf">http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-11.pdf</a></p> <p>Details of 'Stage Required Units' and 'Designated Essential Units' can be found in the Programme Description in Annex 1</p>
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Students leaving an undergraduate programme prematurely may be eligible for a [Certificate of Higher Education](#) or a [Diploma of Higher Education](#).

[Click here to see 'Indicators of Quality & Standards'](#)

### Placement and Professional Accreditation

<p><b>Details of Work Placements Requirements / Work Based Learning / Industrial Training Requirements</b></p>	<p>There are no placements or work-based learning components. A programme of seminars/workshops will run through semesters one and two where students can engage with industry practitioners to further develop their understanding of the applied nature of their field of study and to develop professional networks.</p>
<p><b>Details of Study Abroad Requirements</b></p>	
<p><b>Details of Professional Accreditation</b></p>	

### Admissions and Support

<p><b>Admissions Criteria including APL/APEL arrangements</b></p> <p>Only refer to APL, APEL or direct entry with advanced standing if regular use is likely to be made or is not possible.</p>	<p>Typically a 1st or 2:1 Honours degree (or equivalent) in Psychology or Economics or other social science or business-related discipline (e.g. business administration, finance, accounting, international trade, banking, financial management, public finance, politics) or other programme which includes a significant economics or modelling component (e.g. physics, engineering).</p> <p>You must demonstrate basic quantitative skills, acquired through modules such as microeconomics, mathematics or statistics.</p> <p>A 2:2 Honours degree (or equivalent) in subjects with a high economic or psychological content may be considered in exceptional circumstances.</p> <p><b>English Language requirements</b> (certificates must be dated to within two years of the start of the programme of study):</p> <ul style="list-style-type: none"> <li>• IELTS 6.5 (with no less than 6.0 in each of the four components)</li> <li>• PTE Academic of 62 with no less than 59 in any component</li> </ul> <p>Applications from current undergraduate students should include a transcript of the subjects they are taking in their final year, even if they do not have all their results at the time of application. Two references are required. At least one of these should be an academic reference</p> <p>Pre-sessional language training can be arranged through the University's Academic Skills Centre if students wish to improve their English proficiency before commencing their studies.</p> <p>Exemptions to some units may be permitted for those who already have relevant postgraduate English-medium qualifications or appropriate professional experience. In all cases the university's QA procedures will be followed, namely 'QA45 Accreditation of Prior Learning'.</p>
<p><b>Details of Support Available to Students</b></p> <p>[link to Ac Reg quality page]</p>	

<p><b>Department and Programme Specific Support Information</b></p> <p><i>e.g. induction programmes, any peer mentoring schemes, regular department events</i></p>	<p>All students attend an enhanced induction. This induction covers pertinent information for new starters regarding orientation around the programme, Departments and University. Students engaged in the programme will likely be following a career trajectory in professional or industry pathways and, as such, a focus on potential careers is necessary early on in the programme. In liaison with the Careers Service, an enhanced, bespoke, series of seminars and workshops related to job hunting and acquisition will be run within the induction programme. This will empower all students in their ability to find, and acquire, jobs.</p> <p>An online pre-session course covering basic theory within the interdisciplinary field and basic modelling and statistical techniques is run in the summer before the start of the programme. This serves as an approachable introduction to some of the key concepts within the field. All students are invited to take part in the pre-session course. The pre-session course is not assessed, serving as an introduction to the field of study and to prepare the student for the start of the programme.</p> <p>All students will be allocated a Personal Tutor who is responsible for monitoring and supporting the academic progress and general welfare of their students. Within semester one students will liaise with their Personal Tutor at multiple time-points to monitor progress and set independent learning goals. The Departments of Psychology and Economics operate a policy of approachability so that students can easily interact with staff at mutually convenient times, except where the assessments themselves require demonstration of independent working. Students will be able to contact the Director of Studies as another point of contact and support.</p> <p>Staff in these roles will be able to respond to many of the questions and concerns raised by their students. However, there is also a range of specialist student support services that will offer both information and advice to support these staff working with their students, as well as take referrals to work more directly with the students. Students can also self-refer to these services.</p>