Programme Specification
Postgraduate Programmes

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Awarding Body/Institution	University of London
Teaching Institution	Goldsmiths, University of London
Name of Final Award and Programme Title	MSc Psychology of Social Relations
Name of Interim Award(s)	Postgraduate Certificate in Psychology of Social Relations Postgraduate Diploma in Psychology of Social Relations
Duration of Study/Period of Registration	1 year full-time or 2 years part-time
UCAS Code(s)	N/A
HECos Code(s)	(100498) Social Psychology
QAA Benchmark Group	Psychology
FHEQ Level of Award	Level 7
Programme Accredited by	N/A
Date Programme Specification last updated/approved	July 2018
Primary Department/Institute	Psychology

Departments which will also be involved in teaching part of the programme
Institute of Management Studies

Programme overview

This unique programme will introduce you to a range of social and developmental psychological approaches to studying the psychology of social relations. It will be attractive to students intrigued with when and why humans form social relationships and the consequences of such relationships for individuals and society.

You will learn why social relationships hold the key to understanding human nature. Humans have a fundamental 'need to belong' and form relationships. Positive relationships lead to higher well-being, personal development and well-functioning societies, whereas a lack or dysfunctional relationships lead to poor psychological well-being, unhealthy development and conflict or violence within society.

This programme will teach you about the different psychological approaches to studying social relations in children, adolescents and adults, drawing from different areas of study within psychology (e.g., social and personality psychology, developmental psychology, educational psychology, clinical psychology, social neuroscience). These approaches are relevant to anyone interested in understanding social relations between individuals (i.e., families and friendships) and social groups within a variety of settings (e.g., schools, the workplace, social movements). The programme will also introduce different strategies aimed at improving social relations between individuals and groups (e.g., intergroup contact, bullying interventions, mentoring schemes).

The programme will offer the opportunity of an ESRC recognized research methods training, which will be useful for students wishing to pursue doctoral training or work in careers where such skills will be appreciated by employers in private and public sectors. Given the importance of social relationships for motivation and well-being and given societal issues that arise out of social and racial inequalities and conflicting cultural values, this programme will offer useful insights for diverse careers related to counselling, education, businesses, and government/non-profit organisations. Moreover, you will benefit

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from conducting research in cosmopolitan London, where diverse socio-cultural groups co-exist in relative harmony.

Programme entry requirements

Entry requirements will normally be a good degree (2:1 or above) in Psychology or a related subject (e.g., Sociology and other social science fields, health sciences, biological/cognitive science, education) with a research component. In exceptional circumstances, other degrees and professional qualifications may be considered. Applications from overseas students are welcome. Overseas students will be required to have an undergraduate degree (equivalent to at least 2:1) in Psychology or related subject. Students whose first language is not English will be asked to provide evidence of their English language skills (e. g., an IELTS score of 6.5 or equivalent).

Aims of the programme

The broad aims of the programme are to:

1. Develop your understanding of how and why social relationships affect human motives, behaviours, and outcomes, in diverse settings across all stages of human development;

2. develop your knowledge and understanding of psychological approaches and common psychological methods for studying social relations in children and adults;

3. develop a thorough knowledge of psychological theories and interventions in relation to improving social relations in a range of social settings; and

4. equip you with transferable knowledge and skills required to undertake psychological research, including the design, implementation and interpretation of studies and communication of outcomes.

What you will be expected to achieve

Students who successfully complete the **Postgraduate Certificate** will be able to:

Knowledge and Understanding		Taught by the following modules
A1	Demonstrate conceptual knowledge and awareness of the various approaches to examining research involving social relationships	Across all compuslory and optional modules
A2	Critical evaluation of issues in examining social relations across different types of relationships (e.g., groups vs close relationships)	Critical Issues in the Psychological Study of Social Relations
A3	Critical analysis of the central roles that various types of social relations play in influencing human motives and behaviours and outcomes (e.g., personal development, wellbeing), throughout the lifespan	Critical Issues in the Psychological Study of Social Relations, and across the optional modules
A4	Critical analysis of roles that various types of social relations play in affecting societal/group outcomes (e.g., group behaviour, group crashes, societal harmony, organizational health, etc.)	Critical Issues in the Psychological Study of Social Relations, and across the optional modules
A5	Critical evaluation of psychological theories and interventions that can be used to improve social relations across a range of social settings	Critical Issues in the Psychological Study of Social Relations
A6	Critical analysis of how theoretical approaches to examining social relations can be readily applied to	Critical Issues in the Psychological Study of Social Relations and across

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	different settings (e.g., education, clinical, organisational, and ordinary everyday interactions)	optional modules

Cognitive and Thinking Skills		**Taught by the following modules**
B1	Critically analyse and integrate different theoretical perspectives in explaining various individual and group motives and behaviours as well as individual and societal outcomes	Across all compulsory and optional modules
B2	Formulate coherent and persuasive interpretations and arguments for describing various individual and group behaviour, informed by existing research	Across all compulsory and optional modules
B3	Critically analyse and evaluate popular sentiments and existing policies involving social relations in various settings (e.g., government, education, clinical, organisational)	Critical Issues in the Psychological Study of Social Relations, and across the optional modules

Subject Specific Skills and Professional Behaviours and Attitudes		**Taught by the following modules**
C1	Produce high quality written reports demonstrating intellectual rigour	Across all compulsory and optional modules

Transferable Skills		**Taught by the following modules**
D1	Critical analysis and evaluation of empirical research findings and other relevant policy related to social relations introduced by various organizations	Critical Issues in the Psychological Study of Social Relations Across option modules
D2	Use of internet and electronic databases for research	Across all compulsory and optional modules
D3	Ability to construct and develop evidence-based written arguments	Across all compulsory and optional modules
D4	Ability to effectively orally communicate research findings to others	Critical Issues in the Psychological Study of Social Relations
D5	Recognition of personal, interpersonal, and group attributes (e.g., personality traits, interpersonal dynamics, group composition) that will facilitate better personal, interpersonal, and group outcomes (e.g., display of leadership skills, better relationships, group cohesion)	Critical Issues in the Psychological Study of Social Relations Across option modules

Students who successfully complete the **Postgraduate Diploma** will be able to:

Option 1: Completing all the requirements of the full MSc programme, with the exception of the Research Project (120 CATS).

Knowledge and Understanding		**Taught by the following modules**
A1	Demonstrate conceptual and methodological knowledge and awareness of the various approaches to examining research involving social relationships	Across all compulsory and optional modules

A2	Critical evaluation of issues in examining social relations across different types of relationships (e.g., groups vs close relationships)	Critical Issues in the Psychological Study of Social Relations
A3	Critical analysis of the central roles that various types of social relations play in influencing human motives and behaviours and outcomes (e.g., personal development, wellbeing), throughout the lifespan	Critical Issues in the Psychological Study of Social Relations, and across the optional modules
A4	Critical analysis of roles that various types of social relations play in affecting societal/group outcomes (e.g., group behaviour, group crashes, societal harmony, organizational health, etc.)	Critical Issues in the Psychological Study of Social Relations, and across the optional modules
A5	Critical evaluation of psychological theories and interventions that can be used to improve social relations across a range of social settings	Critical Issues in the Psychological Study of Social Relations, The Interpersonal Self, Social Psychology of Social Issues, and the Family and Child Mental Health
A6	Critical analysis of how theoretical approaches to examining social relations can be readily applied to different settings (e.g., education, clinical, organisational, and ordinary everyday interactions)	Critical Issues in the Psychological Study of Social Relations and across optional modules
A7	Critical analysis and evaluation of ethical issues arising out of conducting studies with participants	Critical Issues in the Psychological Study of Social Relations Research Design and Analysis

Cognitive and Thinking Skills		**Taught by the following modules**
B1	Critically analyse and integrate different theoretical perspectives in explaining various individual and group motives and behaviours as well as individual and societal outcomes	Across all compulsory and optional modules
B2	Formulate coherent and persuasive interpretations and arguments for describing various individual and group behaviour, informed by existing research	Across all compulsory and optional modules
B3	Critically analyse and evaluate scientific material, independently identifying shortcomings and limitations for specific studies and methods overall.	Across all compulsory and optional modules, but specifically in Research Design and Analyses
B4	Critically analyse and evaluate popular sentiments and existing policies involving social relations in various settings (e.g., government, education, clinical, organisational)	Critical Issues in the Psychological Study of Social Relations, and across the optional modules
B5	Apply principles of rigorous experimental design to data collections in a variety of different situations, including online data collection	Compulsory Modules

Subject Specific Skills and Professional Behaviours and Attitudes		**Taught by the following modules**
C1	Identify suitable research design/intervention, keeping in mind ethical considerations, across a variety of settings	Across all compulsory and optional modules
C2	Use electronic databases and resources to search for relevant research papers and reports	Research Design and Analysis

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C3	Use statistical software (e.g. SPSS)	Research Design and Analysis, Statistics
C4	Communicate the results of their own research and that of others	Critical Issues in the Psychological Study of Social Relations Research Design and Analysis
C5	Produce high quality written reports demonstrating intellectual rigour	Across all compulsory and optional modules
C6	Identify and resolve ethical issues arising out of conducting studies with participants, especially for research involving working with special groups or sensitive topics	Critical Issues in the Psychological Study of Social Relations Research Design and Analysis

Transferable Skills		**Taught by the following modules**
D1	Critical analysis and evaluation of empirical research findings and other relevant policy related to social relations introduced by various organizations	Critical Issues in the Psychological Study of Social Relations Research Design and Analysis Across option modules
D2	Use of internet and electronic databases for research	Across all compulsory and optional modules
D3	Ability to construct and develop evidence-based written arguments	Across all compulsory and optional modules
D4	Ability to effectively orally communicate research findings to others	Critical Issues in the Psychological Study of Social Relations, Research Project, Research Design and Analysis
D5	Ability to synthesise complex information in to concise forms readily understood by others	Critical Issues in the Psychological Study of Social Relations Research Design and Analysis Option modules
D6	Recognition of personal, interpersonal, and group attributes (e.g., personality traits, interpersonal dynamics, group composition) that will facilitate better personal, interpersonal, and group outcomes (e.g., display of leadership skills, better relationships, group cohesion)	Critical Issues in the Psychological Study of Social Relations Across option modules

Option 2 (Research Oriented Psychology of Social Relations): Critical Issues in the Psychological Study of Social Relations, Research Design & Analysis, Research Project, and 2 out of these option modules: The Interpersonal Self, Social Psychology of Social Issues, and the Family and Child Mental Health

Knowledge and Understanding		**Taught by the following modules**
A1	Demonstrate conceptual and methodological knowledge and awareness of the various approaches to examining research involving social relationships	Across all compulsory and optional modules
A2	Critical evaluation of issues in examining social relations across different types of relationships (e.g., groups vs close relationships)	Critical Issues in the Psychological Study of Social Relations, Research Project, The Interpersonal Self, Social Psychology of Social Issues, and the Family and Child Mental Health
A3	Critical analysis of the central roles that various	

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	types of social relations play in influencing human motives and behaviours and outcomes (e.g., personal development, wellbeing), throughout the lifespan	Critical Issues in the Psychological Study of Social Relations, The Interpersonal Self, Social Psychology of Social Issues, and the Family and Child Mental Health
A4	Critical analysis of roles that various types of social relations play in affecting societal/group outcomes (e.g., group behaviour, group crashes, societal harmony, organizational health, etc.)	Critical Issues in the Psychological Study of Social Relations, and across the optional modules
A5	Critical evaluation of psychological theories and interventions that can be used to improve social relations across a range of social settings	Critical Issues in the Psychological Study of Social Relations, The Interpersonal Self, Social Psychology of Social Issues, and the Family and Child Mental Health
A6	Critical analysis of how theoretical approaches to examining social relations can be readily applied to different settings (e.g., education, clinical, organisational, and ordinary everyday interactions)	Critical Issues in the Psychological Study of Social Relations, The Interpersonal Self, Social Psychology of Social Issues, and the Family and Child Mental Health
A7	Critical analysis and evaluation of ethical issues arising out of conducting studies with participants	Critical Issues in the Psychological Study of Social Relations Research Design and Analysis Research Project

Cognitive and Thinking Skills		Taught by the following modules
B1	Critically analyse and integrate different theoretical perspectives in explaining various individual and group motives and behaviours as well as individual and societal outcomes	Across all modules
B2	Formulate coherent and persuasive interpretations and arguments for describing various individual and group behaviour, informed by existing research	Across all modules
B3	Critically analyse and evaluate scientific material, independently identifying shortcomings and limitations for specific studies and methods overall.	Across all compulsory and optional modules, but specifically in Research Design and Analyses
B4	Critically analyse and evaluate popular sentiments and existing policies involving social relations in various settings (e.g., government, education, clinical, organisational)	Critical Issues in the Psychological Study of Social Relations, and across the modules
B5	Apply principles of rigorous experimental design to data collections in a variety of different situations, including online data collection	Compulsory Modules

Subject Specific Skills and Professional Behaviours and Attitudes		Taught by the following modules
C1	Identify suitable research design/intervention, keeping in mind ethical considerations, across a variety of settings	Across all modules
C2	Use electronic databases and resources to search for relevant research papers and reports	Research Design and Analysis Research Project
C3	Use statistical software (e.g. SPSS)	Research Design and Analysis Research Project

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C4	Communicate the results of their own research and that of others	Critical Issues in the Psychological Study of Social Relations Research Design and Analysis Research Project
C5	Produce high quality written reports demonstrating intellectual rigour	Across all compulsory and optional modules
C6	Identify and resolve ethical issues arising out of conducting studies with participants, especially for research involving working with special groups or sensitive topics	Critical Issues in the Psychological Study of Social Relations Research Design and Analysis Research Project

Transferable Skills		Taught by the following modules
D1	Critical analysis and evaluation of empirical research findings and other relevant policy related to social relations introduced by various organizations	Critical Issues in the Psychological Study of Social Relations Research Design and Analysis Across option modules
D2	Use of internet and electronic databases for research	Across all modules
D3	Ability to construct and develop evidence-based written arguments	Across all modules
D4	Ability to effectively orally communicate research findings to others	Critical Issues in the Psychological Study of Social Relations, Research Project, Research Design and Analysis
D5	Ability to synthesise complex information in to concise forms readily understood by others	Critical Issues in the Psychological Study of Social Relations Research Design and Analysis Option modules
D6	Ability to work collaboratively, under supervision, and effectively with others in team environments	Critical Issues in the Psychological Study of Social Relations Research Project
D7	Recognition of personal, interpersonal, and group attributes (e.g., personality traits, interpersonal dynamics, group composition) that will facilitate better personal, interpersonal, and group outcomes (e.g., display of leadership skills, better relationships, group cohesion)	Critical Issues in the Psychological Study of Social Relations Across option modules

Students who successfully complete the **MSc programme** will gain an understanding of, and will learn to:

Knowledge and Understanding		Taught by the following modules
A1	Demonstrate conceptual and methodological knowledge and awareness of the various approaches to examining research involving social relationships	Across all compulsory and optional modules
A2	Critical evaluation of issues in examining social relations across different types of relationships (e.g., groups vs close relationships)	Critical Issues in the Psychological Study of Social Relations, Research Project, and The Interpersonal Self, Social Psychology of Social Issues, and the Family and Child Mental Health

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A3	Critical analysis of the central roles that various types of social relations play in influencing human motives and behaviours and outcomes (e.g., personal development, wellbeing), throughout the lifespan	Critical Issues in the Psychological Study of Social Relations, and across the optional modules
A4	Critical analysis of roles that various types of social relations play in affecting societal/group outcomes (e.g., group behaviour, group crashes, societal harmony, organizational health, etc.)	Critical Issues in the Psychological Study of Social Relations, and across the optional modules
A5	Critical evaluation of psychological theories and interventions that can be used to improve social relations across a range of social settings	Critical Issues in the Psychological Study of Social Relations, The Interpersonal Self, Social Psychology of Social Issues, and the Family and Child Mental Health
A6	Critical analysis of how theoretical approaches to examining social relations can be readily applied to different settings (e.g., education, clinical, organisational, and ordinary everyday interactions)	Critical Issues in the Psychological Study of Social Relations and across optional modules
A7	Critical analysis and evaluation of ethical issues arising out of conducting studies with participants	Critical Issues in the Psychological Study of Social Relations Research Design and Analysis Research Project

Cognitive and Thinking Skills		**Taught by the following modules**
B1	Critically analyse and integrate different theoretical perspectives in explaining various individual and group motives and behaviours as well as individual and societal outcomes	Across all compulsory and optional modules
B2	Formulate coherent and persuasive interpretations and arguments for describing various individual and group behaviour, informed by existing research	Across all compulsory and optional modules
B3	Critically analyse and evaluate scientific material, independently identifying shortcomings and limitations for specific studies and methods overall.	Across all compulsory and optional modules, but specifically in Research Design and Analyses
B4	Critically analyse and evaluate popular sentiments and existing policies involving social relations in various settings (e.g., government, education, clinical, organisational)	Critical Issues in the Psychological Study of Social Relations, and across the optional modules
B5	Apply principles of rigorous experimental design to data collections in a variety of different situations, including online data collection	Compulsory Modules

Subject Specific Skills and Professional Behaviours and Attitudes		**Taught by the following modules**
C1	Identify suitable research design/intervention, keeping in mind ethical considerations, across a variety of settings	Across all compulsory and optional modules
C2	Use electronic databases and resources to search for relevant research papers and reports	Research Design and Analysis Research Project
C3	Use statistical software (e.g. SPSS)	Research Design and Analysis Research Project Statistics
C4		Critical Issues in the Psychological

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	Communicate the results of their own research and that of others	Study of Social Relations Research Design and Analysis Research Project
C5	Produce high quality written reports demonstrating intellectual rigour	Across all compulsory and optional modules
C6	Identify and resolve ethical issues arising out of conducting studies with participants, especially for research involving working with special groups or sensitive topics	Critical Issues in the Psychological Study of Social Relations Research Design and Analysis Research Project

Transferable Skills		Taught by the following modules
D1	Critical analysis and evaluation of empirical research findings and other relevant policy related to social relations introduced by various organizations	Critical Issues in the Psychological Study of Social Relations Research Design and Analysis Across option modules
D2	Use of internet and electronic databases for research	Across all compulsory and optional modules
D3	Ability to construct and develop evidence-based written arguments	Across all compulsory and optional modules
D4	Ability to effectively orally communicate research findings to others	Critical Issues in the Psychological Study of Social Relations, Research Project, Research Design and Analysis
D5	Ability to synthesise complex information in to concise forms readily understood by others	Critical Issues in the Psychological Study of Social Relations Research Design and Analysis Option modules
D6	Ability to work collaboratively, under supervision, and effectively with others in team environments	Critical Issues in the Psychological Study of Social Relations Research Project
D7	Recognition of personal, interpersonal, and group attributes (e.g., personality traits, interpersonal dynamics, group composition) that will facilitate better personal, interpersonal, and group outcomes (e.g., display of leadership skills, better relationships, group cohesion)	Critical Issues in the Psychological Study of Social Relations Across option modules

How you will learn

The teaching and learning methods to which you will be exposed have been designed in recognition of: (a) the different knowledge routes to learning; (b) the learning requirements of different types of information and skills; and (c) the need for students to engage in a complementary range of learning activities leading to the synthesis of academic knowledge and professional skills/competencies.

To achieve the learning outcomes, you will experience a range of teaching/learning methods. You will attend lectures, seminars, tutorials, computer lab classes and workshops. The combination of teaching modes is determined by the nature of the module. Many lectures and seminars will be led by both leading academic researchers as well experts working in different areas (e.g., health, education, government, non-profit, and business sectors) allowing you to integrate and compare theoretical knowledge to applied areas. You will also be encouraged to attend various external talks on topics related to social relations, both at Goldsmiths and at outside institutions around London. Details of such talks will be widely

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circulated.

You will attend lectures in order to provide the background theoretical knowledge that is then used in practical activities to develop the skills and competencies in the application of psychological knowledge. The learning outcomes are assessed by a variety of means: extended essays; research design coursework; written examinations; an oral presentation and a dissertation based on a substantive research project.

Learning and teaching strategies are detailed in relation to the specific modules. You will find them on module outline proposals, in the programme handbook, and on the VLE (learn.gold). The VLE will be used for each module and across the programme, enabling you to access learning materials (e.g., lecture notes, reading, video/audio materials) and to a range of discussion forums and chatroom groups outside the physical classroom. Web links to issues related to social relations will also be posted via the VLE. You will also use the VLE for each module t submit your coursework and dissertation, and will receive detailed feedback, which you can discuss with the lecturers in person.

These teaching/learning methods are integral to the acquisition of specific skills and critical analysis needed for understanding psychology of social relations across a variety of settings, but also provide the opportunity for discussion and debate. An aim of the course is to facilitate independent thought and enable you to develop a critical perspective.

How you will be assessed

You will be assessed through a variety of different methods - coursework, exams, oral presentation and dissertation (see programme structure below).

You will receive feedback on written work (essays and coursework) in the form of structured numerical feedback, relating to the logic of arguments, their coherence, references, coverage of background literature, as well as in the form of written constructive criticism, highlighting the major strengths and weaknesses sufficient to allow students to know how to improve their work.

The reliability and validity of these forms of assessments are assured by group meetings between teaching staff. In addition, all written work is either second marked or moderated. Detailed criteria for marking bands are provided for students in the Programme Handbook (listed below as well).

Evaluation is vital for squaring the curriculum design principles of aims, content and process with outcomes; and the model adopted has iterative links between these elements, designed to diagnose strengths and weaknesses of existing provision, as well as monitoring the success of innovations. This process is designed to encourage students to be actively involved in the learning process, and to be concerned with issues of quality.

Coursework submitted for formative assessment will be returned with an advisory classification; summative assessment is assigned a percentage mark.

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/Exceptional)	Represents the overall achievement of the appropriate learning outcomes to an exceptionally accomplished level. A mark in the 80s or even the 90s will be awarded in the case of really accomplished level work, demonstrating high levels of scholarship and originality, although grades in the 90s should be reserved for work deemed to be outstanding, and of publishable quality.

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70-79%	Distinction	Represents the overall achievement of the appropriate learning outcomes to an excellent level. Overall the work shows evidence of rigorous analytical research in its conceptualisation; an excellent level of response to the set tasks; the conceptual coherency of the work is strong and ideas are researched and deployed within a clearly defined contextual framework. The work shows ample evidence of sustained academic enquiry, draws on a wide range of sources all of which are critically evaluated; issues are readily identified and contextualised using appropriate theoretical frameworks; A mark of 70% - 79% is likely to be awarded to work that: 1. addresses the topic in an explicit manner 2. announces its structure at the start and stick closely to this announced structure 3. has relationships between statements that are very easy to recognise 4. gives wide-ranging and appropriate evidential support for claims that are made The mark awarded will depend on how successfully the work is judged to meet the above-mentioned criteria.
60-69%	Merit	Represents the overall achievement of the appropriate learning outcomes to a good level. Overall evidence of a very good level of response to the set tasks; the conceptual coherency of the work is good and ideas are researched and deployed within a defined contextual framework. The work shows evidence of sustained academic enquiry, draws on a wide range of sources most of which are critically evaluated and synthesised within a clear argument/structure; most issues are identified and contextualised using appropriate theoretical frameworks A mark of 60% - 69% is likely to be awarded to work that: 1. attempts to address the topic or answer the question 2. has a detectable structure which is adhered to for the most part 3. has relationships between statements that are generally easy to follow 4. has a good quality line of argument 5. supports claims by reference to relevant literature 6. Within this category, the mark awarded will depend on how successfully the work is judged to meet the above-mentioned criteria.
50-59%	Pass	Represents the overall achievement of the appropriate learning outcomes to a threshold level. Overall mainly adequate level of response to the set task; the conceptual coherency of the work is largely adequate and ideas are researched and deployed with an inconsistent recognition of the need for a contextual framework. The work shows some evidence of the identification of relevant issues; limited range of sources; evidence of some analytical and contextual skills but inconsistently employed. A mark of 50% - 59% is likely to be awarded to work that: 1. presents relevant material but fails to use it to answer the question or address the issue

		2. has a structure, but one that is rather loose and unannounced 3. has relationships between statements that are sometimes hard to follow 4. has a fair quality line of argument (information drives argument, rather than other way round) 5. tends to make claims without sufficient supporting evidence Within this category, the mark awarded will depend on the extent to which the work is judged to meet the above-mentioned criteria.
30-49%	Fail	Represents an overall failure to achieve the appropriate learning outcomes. Overall the work may not be without merit but not Masters standard. The concepts in question are realised inappropriately or under-developed. The work shows little evidence of the identification of relevant issues; limited and inadequate range of sources; little evidence of analytical and contextual skills, inconsistently employed. A mark of 30-49% is likely to be awarded to work that: 1. fails to adequately address the topic or to answer the question, either by reproducing material that is only partly relevant, or by inaccurately reproducing material that is relevant, or by reproducing only a very small amount of relevant material. 2. lacks a clear structure or framework 3. has relationships between statements that are often difficult to recognise 4. has a poor quality line of argument 5. makes poor use of evidence to support most of the claims that are made The mark awarded will depend on the extent to which the work is judged to meet the above-mentioned criteria.
10-29%	Bad fail	Represents a significant overall failure to achieve the appropriate learning outcomes. Overall inadequate level of response to the set task; the work does not utilise a sufficient range of processes and materials; level of response is not always appropriate or consistent. The range of sources in the work is very limited, there is little interpretation or analysis and it lacks breadth or awareness of a contextual framework. A mark close to 30% might be awarded to an answer that contains some indication that the student can recall something relevant to the question. 20% might be awarded to an answer that contains something that shows that the student has attended the relevant lecture course, even if there is little in the answer that is of direct relevance to the question. A 10% answer contains no evidence that the student knows anything from the literature that is relevant to the question
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes (shall be deemed a non valid attempt and must be re-sat)
0%	Non submission or	A categorical mark representing either the failure to submit

	plagiarised	an assessment or a mark assigned for a plagiarised assessment

How the programme is structured

The programme is comprised of compulsory and optional modules.

Compulsory Modules:
1. Critical Issues in the Psychological Study of Social Relations (15 credits)
2. Research, Design and Analysis (15 credits)
3. Statistical Methods (15 credits)
4. Research Project (60 credits)

The Statistical Methods and Research, Design and Analysis modules are shared with other MSc programmes in the department, required for successful research. The Critical Issues in the Psychological Study of Social Relations and the Research Project are specific to this MSc programme.

Two out of the following 3 Option Modules
1. The Interpersonal Self
2. Social Psychology of Social Problems: Intergroup Perspective
3. The Family and Child Mental Health

Three Other Option Modules, including the remaining option above

Psychology modules with relevance to social relations:
- Investigative Forensic Psychology
- Psychology and Education
- Addictive Behaviours
- Psychology of the Arts, Aesthetics and Attraction

Modules with a focus on general psychological research methods/statistics
- Theoretical Issues in Psychology
- Advanced Quantitative Methods
- Statistical Data Analysis Project

IMS modules with relevance to social relations
The following options are also available to students in this MSc programme from the Institute of Management Studies (IMS). There is a possibility that some of these modules are not available as they may be offered at the same time as one of the Psychology modules above.
- Organisational Behaviour and Health
- Leadership and talent management
- Psychology of marketing and advertising
- Training, coaching and counselling

Please note that due to staff research commitments or other issues, not all of these modules may be available every year.

Several modules are shared with other MSc programmes in the Psychology Department and the Institute of Management Studies (IMS).

The majority of the optional modules (The Interpersonal Self, Social Psychology of Social Problems: Intergroup Perspective, Psychology and Education, Addictive Behaviours, Psychology of the Arts, Aesthetics and Attraction, and The Family and Child Mental Health) also share teaching with final year modules at BSc level in the Psychology Department. For each module, MSc assessment differs

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substantially from BSc assessment, in order to reflect work conducted at the MSc level. You are provided with your own tutorial, separate from the BSc students.

In addition to the taught modules listed below, you would be encouraged to attend the Psychology Department Invited Speaker Series, and any other relevant Postgraduate seminars and career talks.

Progression Requirements and Interim Awards.

Academic Year of Study 1*

Module Title	Module Code	Credits	Level	Module Status
Compulsory modules:				
Critical Issues in the Psychology of Social Relations	PS71074B	15	7	Compulsory
Research, Design and Analysis	PS71054D	15	7	Compulsory
Statistical Methods	PS71020D	15	7	Compulsory
Research Project	PS71075B	60	7	Compulsory
At least two of the following three modules:				
The Interpersonal Self	PS71072B	15	7	Option
Social Psychology of Social Problems: Intergroup Perspective	PS71076A	15	7	Option
The Family and Child Mental Health	PS71093A	15	7	Option
Option modules				
Psychology and Education	PS71066A	15	7	Option
Addictive Behaviours	PS71058A	15	7	Option
Psychology of the Arts: Aesthetics and Attraction	PS71081A	15	7	Option
Investigative Forensic Psychology	PS71077A	15	7	Option
Theoretical Issues in Psychology	PS71026B	15	7	Option
Statistical Data Analysis Project	PS71083A	15	7	Option
Advanced Quantitative Methods	PS71082A	15	7	Option
Organisational Behaviour and Health	IM71030A	15	7	Option
Leadership and Talent Management	IM71001B	15	7	Option
Psychology of Marketing and Advertising	IM71008A	15	7	Option
Training, Coaching and Counselling	IM71032A	15	7	Option

*Part-Time Study (2 years): Students are required to take the compulsory module of Critical

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Issues in the Psychology of Social Relations in Year 1 and the Research Project in Year 2. The other compulsory or option modules can be taken either in Year 1 or Year 2.

For PG Certificate (60 Credits)

Successful completion of the compulsory module of Critical Issues in the Psychological Study of Social Relations, 2 of the following 3 optionmodules (The Interpersonal Self, Social Psychology of Social Issues, and the Family and Child Mental Health), and 1 other modules that can consist of any of the remaining compulsory modules (with the exception of the Research Project) and and option modules. All modules are worth 15 CATS, for a total of 60 credits.

For Postgraduate Diploma in the Psychology of Social Relations Structure (120 credits)

Option 1 (all but the Research Project): Successful completion of all modules required for MSc in PSR with the exception of the Research Project (i.e. 3 compulsory modules, 2 out of the following 3 option modules (The Interpersonal Self, Social Psychology of Social Issues, and the Family and Child Mental Health), and 3 other option modules, for a total of 120 credits. All modules are worth 15 credits each.

OR

Option 2 (Research Oriented Psychology of Social Relations): Successful completion of the compulsory modules of Critical Issues in the Psychological Study of Social Relations, Research Design and Analysis, and Research Project, as well as 2 out of the following 3 option modules (The Interpersonal Self, Social Psychology of Social Issues, and the Family and Child Mental Health) for a total of 120 credits. With the exception of the Research Project (60 CATS), all module are worth 15 credits each.

For MSc (180 Credits)
Successful completion of all 4 compulsory modules (105 credits total), at least 2 of the following option modules (The Interpersonal Self, Social Psychology of Social Issues, and the Family and Child Mental Health; 30 credits) and 3 other option modules(45 credits).

DESCRIPTION OF COMPULSORY MODULES

Critical Issues in the Psychological Study of Social Relations 15 Credits
This lecture/seminar module will introduce students to a range of issues on psychology of social relation and allow them to evaluate how this knowledge relates to applied areas. Lectures and seminars will be delivered by internal staff presenting different theoretical perspectives on social issues as well as external applied speakers. Students will be expected to understand how theory can easily translate to diverse applied settings. The lectures will include relationships during childhood, close relationships during adulthood, intergroup and within group processes, and range of applied speakers, including organizational, public sector, and educational.

Research Design and Analysis 15 credits
To provide understanding and skills related to research design and to provide extra support for design aspects of dissertation work. Lecture topics will include: psychology as science and the hypothetico-deductive account, basic concepts (e.g., validity, reliability, sampling, and measurement), experimental designs, quasi-experimental and specialised designs, survey design and analysis, single-case designs, introduction to key concepts of qualitative research, thematic approaches and methods of qualitative research (including , thematic analysis, grounded theory and IPA), and discursive approaches to qualitative research (incl. narrative analysis and discourse analysis).

A student-led seminar series, consisting of 10, two-hour seminars on design and statistics as principled

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argument will run alongside the lectures.

Statistical Methods 15 Credits

This module covers primary statistical analyses used in psychology including multivariate data screening and cleaning; power and sample size determination; factor analysis; multiple regression; analyzing contrasts; univariate and multivariate repeated measures; ANCOVA; MANOVA and psychometrics. After completing this module, students are expected to be able to: a) demonstrate their skills in creating, editing and performing quality control on data-sets in SPSS; b) choose an appropriate statistical technique (from those covered in the module) to answer specific hypotheses when analysing typical psychological research datasets (from a variety of types of research domains); and demonstrate their practical skills in executing these analyses using SPSS and other statistical and computer/WWW resources.

Research Project 60 credits

The research project constitutes a major part of your final mark and requires you to execute and document an original research investigation. The research focus can be on any area of social relations. The purpose of the research dissertation is for students to gain further direct experience of (a) formulating a theoretical question; (b) translating this into testable hypotheses; (c) designing an original study which adequately tests the hypotheses; (d) implementing the research procedures; (e) analysing the data using appropriate statistics; (f) interpreting the results in light of both conceptual and practical considerations; and (g) communicating this information clearly in the form of: (i) poster presentation and (ii) a comprehensive written report.

DESCRIPTION OF OPTION MODULES (CHOOSE AT LEAST TWO OF THE FOLLOWING THREE)

The Interpersonal Self 15 credits

This module will examine self-processes in interpersonal settings, drawing primarily on recent research from social psychology and personality. The course will introduce how interpersonal relationships affect self-concept, identity, self-regulation, and subjective well-being, as well as discuss how self-processes in turn affect the dynamics of relational processes. The course is also designed to offer a bridge to understanding how topics typically examined in clinical settings (e.g., depression, loneliness, delinquent behaviours, perceived low mastery low self-esteem, narcissism, delinquent behaviours, excessive alcohol/drug use, etc.) can be examined from a non-clinical, social psychological perspective.
The module will seek to bridge the current literature in social psychology and personality between self and interpersonal processes among adults. The course will promote an understanding of how self-concept, identity, motivation, and well-being continue to be shaped by our interpersonal interactions, and how self-processes and individual differences in turn affect interpersonal relationships, and promote our scientific understanding of the dynamic nature of this mutual influence.

Social Psychology of Social Problems: Intergroup Perspective 15 credits

The objectives of this module are to expand your understanding of social psychological approaches to major problems in contemporary society. You will learn how to apply social psychology to analyse social problems in intergroup contexts. The lectures will begin with the most general and universal principles of intergroup social psychology addressing intergroup inequalities and bias. We will then apply these principles to specific social problems, such as power imbalances between groups (tyranny) and responses to these imbalances such as pathological obedience, collective action, revolution and war. The module will also address the social psychological mechanisms of escalation of intergroup conflict and some of the extreme consequences – genocide and terrorism.

The Family and Child Mental Health (15 credits)

This module will provide an introduction to the role of family functioning, relationships and dynamics for children's psychosocial development, mental health and wellbeing. The module will consider theoretical approaches to psychosocial relationship research within the family, as well as associated

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mechanisms underpinning their importance for children's psychological adjustment. The active role of the child in their own experiences will be a core focus. Within this framework, we will discuss diathesis stress, vantage sensitivity, differential susceptibility, determinants of parenting, coparenting, parent-child relationships, sibling relationships, and inter-parental relationships in relation to children's mental health, wellbeing and psychosocial development. In addition, we will consider the importance for child outcomes of factors that differ between families as well as those that differ within families for children growing up in the same home. This module will introduce students to cutting-edge developmental research in family social processes and children's psychosocial development, demonstrating the role of both the child and all members of the family. Consideration will also be given to developmentally informed interventions to promote child wellbeing and mental health.

DESCRIPTION OF REMAINING OPTION MODULES (Choose 3, including from remaining option module above)

Addictive Behaviours 15 credits
The module will introduce psychological and neurobiological theories of addiction, considering and evaluating the extent to which behaviours commonly described as 'addictive' – including not only dependence on drugs and alcohol, but also excessive engagement in behaviours such as gambling – are motivated by similar outcomes and reflect the involvement of similar processes. The module will outline individual differences in risk for addiction and consider how these differences interact with features of social environments, such as family and other close relationships, to predict addiction development and relapse. Lastly, the efficacy of different treatment approaches will be considered.

Investigative Forensic Psychology 15 credits
This module will provide students with knowledge of psychological science applied to the investigation of crime and the process of criminal law. Contemporary research from applied cognitive and social psychology will be introduced, evaluated and illustrated by key case studies of criminal investigations. The module will cover current issues in psychology and law selected from: interviewing suspects, false confessions, detection of deception, interviewing witnesses, eyewitness identification, false memories, interviewing children, offender profiling, CCTV, and decision making in forensic contexts.

Psychology of the Arts, Aesthetics and Attraction 15 credits
This module aims to provide students with an introduction into the psychology of art appreciation, beauty and human preference, both from a basic science and an applied psychology perspective. Topics covered will include: (1) History of the psychological and philosophical study of aesthetics and art appreciation; (2) Psychological theories of aesthetic experience, including mere exposure, gestalt psychology, information theory, processing fluency, prototypes, neuroaesthetics and evolutionary psychology, (3) Behavioural and neuroimaging methods used in an experimental psychology approach to aesthetics, (4) Aesthetic perception across the senses, including vision, audition, touch, taste/smell and multisensory aesthetics; (5) Aesthetic perception of bodies, faces and human movement; (6) The role of expertise, cross-cultural and individual differences in aesthetic perception; (7) Brain mechanisms of aesthetic appreciation: reward, interest and curiosity; and (8) Applications of experimental aesthetics in consumer psychology, product design, marketing and market research.

Psychology and Education 15 credits (not offered 2018-2019)
This module will provide an insight into how psychological theory and practice can inform education. The course will provide teaching on how the psychological findings and theory might be applied to the classroom and to education policy. The course will provide a broad overview of many topics relevant to education including; theories of learning, writing and dyslexia, numeracy and dyscalculia, child friendship and bullying, school ethos and belonging and education neuroscience. Students will be encouraged to critically examine the potential for each of these areas to inform education.
A particular focus will be on developing advanced understanding of the challenges faced by those applying psychological theory and practice to education. The syllabus will focus on typical and atypical development in education, and will introduce students to emerging disciplines such as education

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neuroscience.

Theoretical Issues in Psychology 15 credits

This module will acquaint students with the philosophical foundations of psychological knowledge, and allow them to evaluate how this knowledge relates to science as a whole. In addition, the module will provide an overview of different forms of psychological understanding. Current controversies and methods will be explored to consider the limits of current psychological understanding. Topics will include: philosophy of science, rationalism and empiricism in philosophy; the development of psychological science; science vs. non-science; verifiability and falsifiability; subjectivity and objectivity; scope and limits of reductionism; current issues and controversies in psychology; formal logic.

Advanced Quantitative Methods 15 credits

This module builds on the introductory level of statistics and probability theory and aims to provide students with theory and practice in the application of advanced quantitative methods across multiple areas of psychology and neuroscience. To do this module you will first have to have completed the compulsory postgraduate statistics module (PS71020D). Topics include: using R and Matlab in psychological research, logistic regression, resampling and Monte Carlo methods, psychological model fitting, Bayesian inference, structural equation modelling, time series analyses and open science tools.

Statistical Data Analysis Project 15 credits

After completing this module, students are expected to be able to: a) demonstrate their skills in creating, editing and performing quality control on data-sets in SPSS; b) choose an appropriate statistical technique (from those listed in the outline syllabus below) to answer specific hypotheses, when analysing typical psychological research datasets; c) demonstrate their practical skills in executing these analyses using SPSS and other statistical and computer/WWW resources. To do this module you will first have to have completed the compulsory postgraduate statistics module (PS71020D). This module covers the primary statistical analyses used in psychology including multivariate data screening and cleaning; power and sample size determination; factor analysis; multiple regression; analysing contrasts; univariate and multivariate repeated measures; ANCOVA; MANOVA and psychometrics.

Institute of Management Studies Option Modules

Organisational Behaviour and Health 15 credits

This module aims to provide an introduction to individual and organisational health and the ways in which organisational environments can be designed to facilitate this. The lecture covers the following topics: Stressors and symptoms of poor occupational health and wellbeing; Individual differences in the stressor-strain relationship; The management of occupational safety and health; job design; organisational structure, design, culture and climate; and organisational effectiveness and planned change.

Leadership and Talent Management 15 credits

This course is designed to provide students with a thorough understanding of the theory and practice of leadership development and talent management in organisations, including perspectives from training (i.e., that leadership and talent are abilities that are developed), selection (i.e., that leadership and talent are abilities that are recruited). Topics relevant to the process of leadership will also be covered, including performance management and leader derailment; power, influence and negotiation in organizations, and the psychology of teams and teamwork. Special attention will be given to the role of technology in the management of human capital. Students will be introduced to the importance of theory and research-based practice in these fields through extensive case material and practical examples.

Psychology of Marketing and Advertising 15 credits
This lecture course will introduce students to the science of marketing and advertising. It will compare and contrast the old and the new in terms of theory and research, and examine the scientific literature on buyer behaviour and psychology in order to provide the state-of-the-art in the field. The literature which is based on decades of scientific research and hundreds of case studies, critically evaluates the traditional assumptions of marketing, such as loyalty, differentiation, and targeting. Furthermore, it offers new models of marketing which challenge many of the marketing practices encountered in the industry.

Training, Coaching and Counselling 15 credits
This module aims to provide an introduction to the ways in which individuals learn and develop within organisations. After taking this module, the student will be able to: 1) Demonstrate a detailed understanding of the ways in which individuals learn and develop in organisations; 2) Describe the different kinds of development activities as well as their similarities and differences; 3) Understand the broader context of learning and development in terms of the organisation's goals and the individual's long-term career plans; 4) Critically evaluate the theoretical underpinnings of the different development activities and explain the implications of empirical research for this theory; and 5) Understand practical and methodological issues relating to the application of the different development activities in organisations.

ASSESSMENT

The programme structure is based on a Credit Accumulation Transfer Scheme (CATS), whereby the whole MSc course is equivalent to 180 CATS. The following provides a breakdown of CATS across each of the compulsory and optional modules in this MSc.

Academic support

Support for learning and wellbeing is provided in number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

Students are allocated a personal tutor and a Senior Tutor in each department who has overall responsibility progress and welfare. Departments arrange regular communication to students in the form of mailings and meetings as well as regular progress reports and feedback on coursework and assignments. This is in addition to scheduled seminars, tutorials and lectures/workshops.

Every student is assigned a personal tutor who will meet with their student twice a year either face-to-face, as part of a group and/or electronically, the first of which normally takes place within the first few weeks of the first term. Personal tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This way progress, attendance, essay/coursework/assessment marks can be reviewed, and an informed discussion can be about how to strengthen learning and success.

Students are sent information about learning resources in the Library and on the VLE so that they have access to programme handbooks, programme information and support related information and guidance. Timetables are sent in advance of the start of term so that students can begin to manage their preparation and planning.

Taught sessions and lectures provide overviews of coursework themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Coursework essays build on lectures and seminars, so students are encouraged to attend all taught

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sessions to build knowledge and their own understanding of their chosen discipline.

In depth feedback is provided for written assignments and essays via written feedback forms and formative feedback with module tutors/leads is provided to ensure that students' work is on the right track. Feedback comes in many forms and not only as a result of written comments on a marked essay. Students are given feedback on developing projects and practice as they attend workshops and placements.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is clearly provided on the College Website and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The Inclusion and Learning Support and Wellbeing Teams maintain case loads of students and provide on-going support.

The Careers Service provides central support for skills enhancement, running the Gold Award Scheme and other co-curricular activities that are accredited via the higher education achievement report (HEAR).

The Academic Skills Centre works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision throughout the year, which students can access directly at gold.ac.uk/asc/.

Links with employers, placement opportunities and career prospects

The target audience for this unique MSc programme are expected to proceed with a PhD programme or go onto work in people professions which involve understanding social relations and developing effective communication between people and between groups. Although the programme will not focus exclusively on applied areas like clinical, educational, or organisational issues, you will gain strong theoretical knowledge of basic social and developmental psychological research on social relations that can easily be translated into such settings (including clinical, health, educational, organisational, and legal) and learn how basic theory and research findings translate to applied settings. The programme will also offer strong basic research methods and statistical training that will provide immediate transferable skills that many organisations in diverse settings appreciate and look for in applicants.

Thus, students enrolled in this programme may end up working in a variety of settings including, for example, education, health services, criminal system, private service sectors, civil service, local government, NGOs, market research and creative industries. This MSc should also be of interest to people who already work in these areas and who wish to learn more about social relations, to facilitate their career progression by developing new knowledge and academic skills in this area. In addition, this MSc should also be of interest to prospective educational, clinical, organisational, and forensic psychologists who wish to explore the field and to deepen their knowledge of the psychology of social relations (prior to obtaining a professional training) and individuals wishing to enter a career as a research scientist outside Universities. The wide variety of option modules offered are thus intended to introduce you to various careers and research opportunities in a diverse setting.

Moreover, this programme should especially be of interest to students wishing to proceed onto a PhD programme in Psychology, either at Goldsmiths or elsewhere. The programme meets the standards for an accredited ESRC Doctoral Training Centre MSc.

A key aim of the programme is to facilitate opportunities for students to gain work and research experience in applied settings. For the compulsory module, Critical Issues in the Psychological Study of

Social Relations, professional and applied speakers will be brought in to present their area (e.g., business, market research, charity, public sector, education, etc.), and you will be encouraged to engage with the speakers. Students interested in working in applied settings will also be encouraged for their research dissertation topic to work with an external organisation that focus on such issues.

You will also be encouraged to attend talks organized by the Psychology department (e.g., invited speakers, career) and other departments at Goldsmiths (e.g., Institute of Management Studies, Sociology, Education, etc.), as well as make use of the numerous talks/events held in greater London related to the area (e.g., on intergroup relations, business, charity, education, health, government policy, etc.). London is ranked among the top cities in the world for students for the number of universities, institutes, libraries and museums as well as other conferences, debates, and talks that bring in prominent national and international scholars and global leaders (including TEDx and Intelligence Squared), in addition to local academics and leading experts giving talks at informal settings including bookstores, cafes, and pubs. Information about such talks will be regularly announced. Attending such talks will provide insights into additional career prospects as well as provide vital networking opportunities.

The requirements of a Goldsmiths degree

Master's Degrees
All Master's degrees at Goldsmiths have a minimum value of 180 credits. Programmes are comprised of modules which have individual credit values. In order to be eligible for the award of a Master's degree students must have passed all modules on the programme.
Intermediate Exit Points
Some programmes incorporate intermediate exit points of Postgraduate Certificate and Postgraduate Diploma, which may be awarded on the successful completion of modules to the value of 60 credits or 120 credits respectively. Individual programmes may specify which, if any, combination of modules are required in order to be eligible for the award of these qualifications. The awards are made without classification.

Final Classification
There are four possible categories of final classification for Master's degrees: Distinction, Merit, Pass and Fail.

For further information, please refer to the Regulations for Postgraduate Taught Students, which may be found here: http://www.gold.ac.uk/governance/studentregulations/

Programme-specific rules and facts

Candidates must successfully complete all elements of the programme for the award of MSc.

Programme costs

General Costs

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information here: https://www.gold.ac.uk/programme-costs

How teaching quality will be monitored

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.
Programmes and modules must be formally approved against national standards and are monitored throughout the year in departmental staff / student forums and through the completion of module

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evaluation questionnaires. Every programme also has at least one External Examiner who produces an annual report which comments on the standards of awards and student achievement.

This output is considered with other relevant data in the process of Annual Programme Review, to which all programmes are subject, and which aims to identify both good practice and issues which require resolution.

Every six years all programmes within a department are also subject to a broader periodic review. This aims to ensure that they remain current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all of these procedures are published on the webpages of the Quality Office (http://www.gold.ac.uk/quality/).

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