



**UNIVERSITY OF
CAMBRIDGE**

**A guide to supervision of undergraduates in the
Psychological and Behavioural Science Tripos**

2019-20

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Introduction

This guide has been prepared for teaching officers, research staff, graduate students and others who would like to supervise for Part IA (the first year), Part IB (the second year) or Part II (the third year) of the Psychological and Behavioural Sciences Tripos (PBS). The aim is to provide a general introduction to the supervision system and how it works.

This guide is a supplement to training which is compulsory for new supervisors, listed on page 3. Details about people to contact for help and support can be found at the end of this guide.

Undergraduates in PBS receive tuition of two different forms: lectures, sometimes supplemented with seminars, which are organised by the PBS Tripos Management Committee; and supervisions, which are organised by either Colleges or Course Organisers. All students have a *Director of Studies* at their College, who has oversight of their students' supervision arrangements. The purpose of the lectures or seminars is for the lecturer to provide a general introduction to a topic. Supervisions, by contrast, are in general discussions between a supervisor and students about the reading that the students have completed, and (usually) the essays that they have written. Whilst lectures are delivered to all the students on a particular course, supervisions are conducted in small groups, usually consisting of the supervisor and two or three students. Supervisions do not involve formal assessments of a student's work, but are a key part of the process through which teaching is conducted.

Expectations of PBS Supervisors:

Preparation for supervisions:

- Students should have one week's notice of the time of the supervision.
- Supervisors must provide guidance about how best to prepare for supervisions. This includes providing reading lists and where appropriate directing students to reading within the paper guides.
- Supervisors should mark work, with written advice for improvement, before the supervision.

The supervision itself:

- A full hour of teaching should be provided (provided that the students have done the work expected of them in preparation for the supervision).
- Students should be taught in a reasonably sized group in which they have the opportunity to participate fully (normally 2 to 3 students).
- The content should be relevant to the course, helping students understand the subject and prepare for the examinations.
- Students' questions should be addressed thoroughly and effectively. Issues that arise from the students' written work or discussion should be provided with constructive feedback.
- Students' opinions should be respected.

- Opportunities should be provided to discuss with the supervisor, in privacy and in full confidence, any problems students perceive in the quality, relevance, or dynamics of the supervisions they are receiving.
- Supervisors should submit all supervision reports by the end of term.

Students themselves:

- Complete the work set to the very best of their ability.
- Hand in work on time (and to ensure that they have agreed on a deadline with the supervisor).
- Arrive on time to every supervision.
- Contribute actively to the supervision and make their opinions known.
- Contact the supervisor in plenty of time if they are unable to make the supervision or complete the work set.

Training

In order to be employed as a PBS supervisor, one must undergo mandatory training. There are two training courses that new supervisors must complete.

New supervisors are required to complete the [University's online training course](#).

Individual PBS Course Organisers may choose to offer bespoke supervisor training sessions for their paper; if so, you will be contacted by the relevant Course Organiser.

The Cambridge Centre for Teaching and Learning offers a range of training sessions on supervision. More information is available [on the CCTL website](#).

The Senior Tutors' Committee also produces [guidance for supervisors](#).

New and experienced supervisors are encouraged to attend all training courses. New supervisors who are unable to attend mandatory training courses may not be allocated students to supervise by Directors of Studies.

The PBS Tripos

PBS is a relatively new Tripos, the first cohort of students began in 2013. PBS, along with the new Human, Social and Political Sciences Tripos, replaces the Politics, Psychology and Sociology Tripos and the Archaeology and Anthropology Tripos. While PBS is new the majority of papers offered to students are not, they were either originally offered under the defunct PPS Tripos or have been 'borrowed' from other degrees. More information on the concept of the PBS Tripos can be found [on the website](#).

The Papers

All papers in PBS are taught across the full academic year, although a number of papers

have components that are lectured on and supervised at specific times. Most papers are assessed at the end of the academic year by means of a three-hour written exam, taking place in late May or June.

For potential supervisors, the first question is whether or not there is a paper that fits your interests and for which you would like to supervise. A list of the papers available in the current academic year is available [on the website](#). You should only ask to be a supervisor of a paper you can adequately support based on the topics that paper covers. You are also strongly encouraged to supervise for only one or two papers, so as to ensure you do not overextend yourself.

The *Course Organiser* is the staff member responsible for the delivery of a specific paper. The PBS Tripos Management Committee asks its Course Organisers to provide students and supervisors with a *paper guide* for each paper. This document contains the aims and objectives of the paper, lecture titles and schedules, readings and suggested supervision and essay topics. These paper guides are available on the PBS Moodle pages and are updated every summer.

The paper guide is usually the main resource for a paper, and should contain sufficient information to enable you to judge the issues you would like to teach. Course Organisers are happy to provide guidance and advice concerning the range of material which should be covered in supervision work for any particular paper.

When you find a paper for which you'd like to supervise, you should contact the Teaching Secretary. The Teaching Secretary maintains a list of potential supervisors and provides these to Course Organisers and Directors of Studies, who assign supervisors to particular students. You should indicate whether you are able to supervise for the full year, or for specific terms only. Please be aware that indicating your interest in a particular paper does not necessarily mean that you will be able to supervise; there are a number of factors in the allocation of supervisors each year. If you are not able to supervise at first, we are happy to keep you on the list of potential supervisors for further allocations throughout the year.

Information on supervision arrangements for specific papers can be found in the relevant paper guide.

Arranging Supervisions

It is formally the responsibility of the Colleges, and therefore Directors of Studies, to arrange supervisions for students, however in many cases this has been delegated to the Course Organisers of particular papers. It can also be the case that a Course Organiser aims to arrange supervisions for their paper, but a Director of Studies may choose to opt out of this arrangement and organise the supervisions for their students themselves.

The list of potential supervisors created by the Teaching Secretary is sent to all PBS Course Organisers, to check the qualifications of proposed supervisors. The list is then sent to Directors of Studies and Course Organisers, and published on the PBS DOS Moodle page so that Directors of Studies can easily find supervisors' information.

For Part I teaching, Directors of Studies from those Colleges that require a supervisor for the papers PBS 1, PBS 2 or PBS 3 should get in touch with the supervisors on that list, to pair supervisors with their students. For third-year PBS papers (PBS 6-10) it is typically the Course Organiser who uses the list of potential supervisors to select supervisors for the paper. The Director of Studies/Course Organiser may wish to meet with supervisors initially,

especially if the supervisor has no previous experience.

The PBS Tripos 'borrows' optional papers, including PBS 4, from other Triposes, which have various policies for arranging supervisions. The Chair of the PBS DOS Committee has compiled a list of supervision arrangements on optional papers.

The number of supervisions required varies from paper to paper and from student to student. The recommended number for a given paper is usually listed in that paper's guide, but can also be discussed with the Course Organiser or Director of Studies. Typically, students require **between six and eight supervisions per paper**, each lasting one hour, across the year. If the supervisor thinks that the student needs more than four hours of supervision per term, he or she should consult with the student's Director of Studies before arranging these supervisions, unless specific arrangements to the contrary are listed in the Paper Guide. Given the broad scope of most papers, supervisors may feel able to supervise only a limited range of topics, but supervisors should cover a substantial part of a paper, rather than one or two topics only. This provides continuity for students and enables them to plan and follow a regular course of study. The supervisor should inform the Course Organiser of the areas that he or she intends to cover, so that additional supervision can be arranged if necessary.

Timing, Location and Conventions of Attendance

Supervisors should contact the students in their tutorial group as early in the term as possible to arrange supervision dates and times. When supervising in groups, you should be aware that you may need to consult the entire group before setting a usual date and time, as students may be taking different paper combinations with different requirements.

Supervisions normally take place at regular intervals, usually once a fortnight. The time and place should be agreed with the student in advance and a minimum of one week's notice should be given. Though many supervisors prefer to hold supervisions in their own Colleges, there are teaching rooms available in the Department which can be organised through the receptionists. Each supervision normally lasts one hour, and it is important to ensure that you are ready to begin at the scheduled times.

Students must attend supervisions, and most Colleges charge undergraduates for supervisions missed without good cause or sufficient warning. If a student misses a supervision without notice, or regularly cancels supervisions at the last minute, **the Director of Studies should be informed**. It is legitimate to claim payment for a supervision missed without sufficient warning (of, say, one day's notice).

Selecting Topics

In most cases it is neither feasible nor desirable for a supervisor to try to cover the whole range of material on any paper. It is best to concentrate on a set of topics which form a sensible and well-balanced course of study. Ideally the selection of topics should take account of a student's preferences. But the aim should be to ensure that the topics form a coherent set and that they cover a sufficiently broad range of material to prepare the student well for the exam.

If you are unsure about how best to select topics for supervision, supervisors can turn to three sources of information and advice. First, there is the list of supervision topics and recommended readings in the Paper Guide. Secondly, the supervisor can consult examination papers from the last two or three years. Copies of old exam papers are available on the website (see the last page). This will give a sense of the kinds of questions and topics which form the core concerns of the paper. Thirdly, you can ask the Course

Organiser; s/he can evaluate whether a proposed set of topics represents a sensible selection.

You may find it helpful to attend some of the relevant lectures when you begin to supervise a paper, so that you are familiar with the issues being discussed. Although lectures are not compulsory, they are a particularly valuable means of bridging gaps between essay topics and of providing general overviews. Some lecturers also provide useful handouts in the lectures. The lecture programme for PBS is published on the [University's Online Timetable](#).

Undergraduates may ask you to recommend particular lectures. Sometimes you will have views; sometimes you may feel that they should experiment with all those on offer, or be able to provide advice about which sets of lectures provide useful background knowledge to the topics that the student intends to study. Some Course Organisers recommend students attend all the lectures for their paper, whilst for some papers the range of lectures is too broad to attend all of them.

Essay Questions

When you choose the topic for a supervision, it is usually helpful to give students a specific question or statement which can serve as the focal point for an essay. The purpose of the essay is to encourage undergraduates to reflect on what they have read and construct an argument around the question, so questions have to be framed with some care. The Course Organiser will provide sample essay questions in the paper guide or on request. Supervisors can also take questions from previous exam papers. But care is needed: exam questions are sometimes quite sharply focused, and undergraduates tend to prepare for the essay that they have been set. So if you give students a very sharply focused question, you should strongly encourage them to read more widely around the topic. You should also make sure that your students are aware of the range of different analytical skills, modes of argument and methods of presenting evidence that are needed to cope with different types of questions.

Reading Lists

Here you can usually draw on the paper guide, though you may wish to supplement this with material of your own choosing. When you set an essay question, you should indicate which books and articles students should try to read. There is no harm in setting a list which is longer than most students will be able to conquer in a week or two; they will have time at the end of term, and during revision, to flesh out their understanding. First year students in particular may need reassurance that they are not expected to read everything on a long list before writing the essay. Go through the list indicating particularly important works. It is usually best to indicate one or two texts for them to start with. In dealing with long, detailed books most supervisors do not specify particular page numbers. Encourage students to work out a way of gaining a sense of the book's overall argument and of finding the relevant material.

The Essay

Undergraduates are required to submit essays for most supervisions, but not necessarily for all. The exact number of essays to be written by each student should be agreed by you and the students in question, in consultation with the Course Organiser or Director of Studies. The practice will also vary from paper to paper. But as a rough guide, for most papers students write six or seven essays for the paper as a whole.

The essay should be handed in well before the supervision, so that you have time to make written comments in the margins and at the end. You should make clear to the students the deadline for handing in the essay. This is at your discretion; some supervisors ask for it to be submitted by 4pm on the day before the supervision is due to be held, whilst others ask for it 48 hours in advance. You should ensure that you have given yourself sufficient time to read and prepare comments on the essays, whatever deadline you choose. Students will often have to be working for their other papers while preparing their work for you so it is also important to give them sufficient time to prepare their work by setting essay questions promptly. Most supervisors do not give marks, but again it is in your discretion to do so. If a student does not produce an essay in time for the supervision, you can decline to teach until it has appeared. But there will be many occasions on which it is better to soldier on, especially if he or she has read some of the literature and can produce a plan full enough to make discussion worthwhile.

Supervisors should be familiar with the techniques of argument and exposition that go into the making of a 'good' undergraduate essay: clear argument, close engagement with the question, and effective use of evidence. In assessing essays, it is important to be aware that cautious and discursive approaches can be as important as the more purely argumentative and self-assertive styles of writing that some academics commend as a model. Supervisors should be sensitive to the fact that students may wish to express themselves in different ways. For example, a survey in the History Faculty found that many female students regarded the argumentative, self-assertive style as a distinctively masculine approach that was quite at odds with the ways that they preferred to write. On occasion, of course, such discursive approaches can lack sufficient edge and focus. However, assertive and argumentative styles of writing may easily slip into mere assertion, disguising thin empirical knowledge.

You should provide written constructive and formative comments on each essay. Regardless of whether you have assigned formal marks, students should be given an indication of the strengths of the essay and how it could be improved. It may be helpful to use the language of the marking criteria (Appendix 1) when giving feedback, as this can help students to familiarise themselves with what examiners will evaluate when marking. Training on marking essays and giving feedback is available through the Graduate Development Programme or your Department. Course Organisers or Directors of Studies can also help you if you feel you need support.

The Supervision

There is no single way of supervising. Different approaches and tones are appropriate for different undergraduates, and at different stages of the Tripos. The intelligence, industry, self-confidence, and articulacy of the student need to be weighed up in deciding how forceful, critical, sympathetic, wide-ranging and talkative you should be as a supervisor. Supervisors should always be aware that overly hostile or exclusively negative criticism can do great damage to undergraduate morale, particularly in the first year. Criticism is an essential part of the supervision process, but it should be done sensitively and be accompanied by suggestions and encouragement as to how the work can be improved.

An undergraduate should come away from a good supervision with a clearer sense of three things. First, the worth of the essay submitted including comment on content, range, depth, structure and, if necessary, style (clarity, grammar, spelling). You may sometimes need to give far-reaching advice on how to improve essay structure and presentation, especially in view of the fact that some examiners are very severe about shortcomings in these areas. Part I students are particularly likely to require help in the basics of essay writing; you will

quickly become aware that the writing skills of home-grown school-leavers vary enormously. But foreign students and some mature students may also need special help in this area. Undergraduates often learn techniques (and gain reassurance) by reading each other's essays.

Secondly, they should gain a sense of the topic as a whole and the relationship of this topic to the rest of the Tripos paper. You will want to test students' understanding of what they have written. You are also encouraged to ask them about matters not covered in the essay, and to make connections between what they *have* written and what they *could have* written with more thought and/or reading. In other words, you will want to clarify and broaden their understanding. Encourage them to have their own agenda and to ask you questions. It is often a good idea to end by asking if anything is still obscure to them, or by discussing how they might deepen their knowledge of the topic, or by encouraging them to relate the topic under discussion to other areas of the paper.

Thirdly, they should have a sense of the variety of possible approaches to the topic, and the problems in reaching a clear-cut understanding of it. You might try testing their comprehension of particular arguments and what sources they have used to understand them. Sometimes it is useful to get them to make a case, and then to make a contrary case, to see which stands up better to questioning. You may wish to encourage scepticism, or deliberately to undermine some assumptions that linger from prior schooling. Be aware that some undergraduates invest a great deal of themselves in their essays, and may take criticism in a very personal manner. Take care in such cases to suggest improvements in a friendly and constructive way, as well as encouraging the student to see that argument and debate can be an enjoyable part of learning.

In general, these three goals are best pursued by discussion; a supervision is not a lecture. On the other hand, do not be embarrassed if you reduce a talkative student to silence from time to time while forcing him or her to think.

New supervisors are encouraged to 'shadow' an experienced supervisor, by sitting in on a supervision for a paper they have asked to supervise for. For this you should contact the relevant Course Organiser.

Supervising in Twos and Threes

Undergraduates will usually be supervised in pairs or small groups, although they may be supervised individually for assessed work. You will consult the Course Organiser and may consult Directors of Studies in making your arrangements. It is important to get the chemistry right; do not be afraid to change a pair at once if they are ill-matched in ability or temperament. Greater care than usual may be needed when criticising written work in larger supervision groups, and it may be desirable to talk to each pupil individually about his or her progress from time to time. But pairing undergraduates can encourage the swapping of ideas, can lighten the atmosphere, and is often more enjoyable for all participants. In particular, it may cheer up students who lack self-confidence to discover that their more forthright peers are not necessarily more acute.

CamCORS: Supervision Reports, Student Problems and Payment

You are responsible for sending supervision reports to the Colleges; individual Colleges are responsible for receiving those reports and giving feedback to students, for evaluating supervisors and for paying them. There is an online system called [CamCORS](#) which supervisors use. On the CamCORS system, supervisors provide brief reports which evaluate

students' work and note any problems arising. CamCORS is also used to claim payment for supervisions from the appropriate Colleges. If a student is having serious difficulties with the work, supervisors are asked to tell the Director of Studies directly by email. The name and email address of the Director of Studies (and the student's personal tutor) can be seen in the link at the top right of the CamCORS report form.

A week or so before the end of Full Term, supervisors must send supervision reports, via CamCORS, to the Colleges. They usually form the basis of the discussion between the undergraduate and the Director of Studies and/or Tutor, to evaluate progress over the term and to consider opportunities for improvement. Most students now have access to the reports on CamCORS. If supervisors do not want the report to be released to the student, they should head it 'Confidential'. Supervisors should receive a cheque in payment within a few weeks after the end of Full Term; if not, you should contact the relevant College's Tutorial Office. Supervisors must complete CamCORS reports in order to receive payment for supervisions, unless prior agreement has been made with the College.

Supervisors must register in order to use CamCORS; this is usually done through the Course Organiser or Director of Studies. Full information and an online introduction to CamCORS is available on [the CamCORS website](#). CamCORS is only used by supervisors; **as such, the Psychology Teaching Office will not be able to advise on CamCORS queries.**

Examination Preparation

Supervisors play a crucial role in helping students to prepare for Tripos examinations. It is therefore important that in preparing and conducting supervisions, supervisors have a clear knowledge and understanding not only of the paper, but also of the expectations regarding examination performance.

The paper guide will contain a general summary of the content of the paper as well as indications of the format of the examination paper. Students also need to be advised more generally about what will be expected of them in the examinations. In this context, supervisors should know that students are expected to have a broad knowledge and understanding of the paper as a whole, which they are able to apply to specific questions. These expectations are reflected in both the limited number and conceptually-focused nature of questions in many examination papers. In particular, students must be advised that not all topics covered during the year will appear on the examination paper. Nor is it likely that any topic will appear each year; if it does, it will probably appear in a different guise. Thus, students should be strongly discouraged from relying on a narrow range of prepared topics or trying too hard to 'question-spot'. Instead, they should be encouraged to revise a wide range of topics in a general manner and to make links between different topics.

Examination answers should demonstrate knowledge and understanding, be analytical and critical in approach, and focus on the question asked. One of the most persistent problems in examination answers is that students try to replicate the essays that they wrote for supervisions, even if the exam question is asking them something subtly (or even explicitly) different from their supervision essay question. This makes it particularly important for students to be able to discuss not just their essays but the topic more broadly, to adopt a variety of perspectives on it, and to be able to apply their general understanding of the topic's themes to particular examples.

In the Easter Term, you may be contacted by an undergraduate whom you have supervised, or by a Director of Studies, to see if you would give a revision supervision before the

examination. There is no obligation on you to accept, although many supervisors are happy to do so. It is usual to get the undergraduate to write some timed essays from past exam papers, and to go through the essays with them, and then to field general questions. No more than one revision supervision should be given without permission from the Director of Studies. Payment for these supervisions can be claimed in the normal way. Students will often ask for explicit information about the content of the exam paper, sometimes under the misconception that all supervisors will have seen the exam paper; it's often worthwhile to inform them that this is not necessarily the case, but also to check with the Course Organiser about any changes to the structure of the exam paper that students should be aware of.

Students with Disabilities

Some students on the Tripos will have registered with the Disability Resource Centre and will need additional support in some areas. Directors of Studies or Course Organisers will contact you with regards to students for whom they have received support assessments; these assessments outline what supervisors can do to improve the learning environment of these students. In most cases, this will involve providing specific types of feedback (for instance, on grammar or spelling), or providing feedback in specific ways (such as written instead of verbal feedback, or directed reading). If you have any queries regarding what is suggested, or need advice on implementing this, please contact the Teaching Administrator, or the [Disability Resource Centre](#).

Students may also disclose disabilities to you directly, without having contacted the DRC. If this happens, you should notify the student's Director of Studies so that appropriate support can be implemented throughout all papers the student is studying; you should tell the student that you will be doing this.

Problems and Feedback

Supervision is an integral part of teaching and learning at Cambridge, and so although most supervisions will run smoothly, if problems do occur they must be rectified immediately. You should notify the student's Director of Studies as soon as possible if you encounter any difficulties with supervision. S/he and the Course Organiser can work with you to fix the problem. You can also contact the Part I or Part IIA Coordinators for the subject in which you are supervising, or the Teaching Administrator for advice or support at any time.

Students who feel they are struggling with supervision are advised to follow the Tripos' complaints procedure, which can be found in the handbooks and on the website.

Students are asked to complete a form at the end of each term, giving anonymous feedback on their supervisions for PBS papers. This feedback is passed directly to the relevant Director of Studies, who may pass on any particularly noteworthy feedback to PBS Tripos course organisers or the PBS Tripos Management Committee.

Sources of General and Further Advice

You will find more advice on supervisions, examinations, and general relevant issues relating to PBS covered both on the PBS website, and in the PBS paper guides.

You can also request to be added to the Moodle site for the Part of the Tripos you are supervising. Moodle is the e-learning platform which holds resources for students, such as past exam papers, lecture handouts and slides. Please contact the Teaching Administrator for access to the relevant Moodle site.

Please send any suggestions for future revisions of this information to the Teaching Administrator.

Contact Information

PBS Tripos Coordinator:

Dr Lee de-Wit: lhd26@cam.ac.uk

Teaching Administrator:

Ms Josephine Simmonds: teaching@psychol.cam.ac.uk

Teaching Secretary:

Mrs Louise White: law23@cam.ac.uk

Course Organisers and contact details:

PBS 1: Introduction to Psychology

Dr Kate Plaisted-Grant: kcp1000@cam.ac.uk

PBS 2: Psychological Enquiry and Methods

Dr Jeff Dalley: jwd20@cam.ac.uk

PBS 3: Social and Developmental Psychology

Dr David Good: dq25@cam.ac.uk

PBS 4: Cognitive Neuroscience and Experimental Psychology

Dr Tristan Bekinschtein: tb419@cam.ac.uk

PBS 5: Research Project

Dr Sander van der Linden: sv395@cam.ac.uk

PBS 6: Developmental Psychopathology

Prof Claire Hughes: ch288@cam.ac.uk

PBS 7: Advanced Topics in Social and Applied Psychology

Dr Lee de-Wit: lhd26@cam.ac.uk

PBS 8: The Family

Dr Susan Imrie: si275@cam.ac.uk

PBS 9: Cognitive and Experimental Psychology

PBS 10: Behavioural and Cognitive Neuroscience

Dr Deborah Talmi: dt492@cam.ac.uk

Websites:

[PBS Part IA](#)

[PBS Part IB](#)

[PBS Part II](#)

[PBS Part IA Moodle site](#)

[PBS Part IB Moodle site](#)

[PBS Part II Moodle site](#)

[List of PBS Directors of Studies](#)

Arrangements for Specific Papers

PART I

PBS 1: Introduction to Psychology

This paper provides an overview of theory and research in psychology. The paper covers five broad topics of psychological research (e.g., Individual Differences, Constructing Social Reality, and Emotion and Reason). Each topic is covered over three weeks, with theories and methods from different psychological sub-disciplines being discussed and compared. This paper does not include practical classes, but only formal lectures. Supervisors should be familiar with the different areas of psychological research, including cognitive, biological, social, and developmental. Supervisors should expect to meet with students six to seven times throughout the year, with three supervisions for each of the long terms and a revision supervision in Easter. Note: This paper is compulsory for first year PBS students, but it can also be borrowed by first year students in: the Archaeology Tripos; the Education Tripos; and the Human, Social and Political Sciences Tripos.

PBS 2: Psychological Enquiry and Methods

This paper covers the core material required for psychological study, including the mathematical and biological knowledge and skills required to engage with the research literature. The course includes formal lectures in the Michaelmas and Lent terms, interspersed with interactive practical and exercise classes. Supervisors for PBS 2 should be familiar with scientific mathematics (notation, graphs, powers, logarithms, probability and statistical hypothesis testing) and the biological basics required for the study of psychology, including human brain anatomy, behavioural genetics, synaptic neurotransmission, methods to infer neural and psychological processes, and neuropsychological assessment.

PART IB

PBS 3: Social and Developmental Psychology

This paper provides an overview of theory and research in social and developmental psychology. In Michaelmas Term, students will cover the following topics in developmental psychology: models of development, risk and resilience, neurobiological development, emotion and self-regulation, family influences on development, siblings and peer relationships, Piaget and constructivism, language development, number concept, working memory, and executive functioning and theory of mind. The Lent Term focuses on social psychology, covering the following topics: history of social psychology, evolutionary and cultural psychology, sociocultural approaches, social cognition, prosociality, well-being, personality and motivation, and the self. Different supervisors will be assigned for students in Michaelmas and Lent term - thus, prospective supervisors need to be comfortable providing supervision on either social or developmental psychology. Supervisors should expect to meet with students three times throughout the term, with an additional revision supervision in Easter. Interested supervisors should indicate which area (social or developmental) they are interested in supervising. Note: This paper is compulsory for second year PBS students, but it can also be borrowed by second year students in: the Archaeology Tripos; the Education Tripos; and the Human, Social and Political Sciences Tripos.

PBS 4: Cognitive Neuroscience & Experimental Psychology

This paper is the Natural Sciences Tripos Part IB subject Experimental Psychology. This paper is compulsory for second year PBS students, but it can also be borrowed by second year students in: the Archaeology Tripos; the Education Tripos; and the Human, Social and Political Sciences Tripos.

PART II

PBS 5: Research Dissertation

All PBS Part II students must complete a research project on a psychological topic supported by a supervisor, written up in a 7,000 word dissertation. Students are assigned one based on preferences from a booklet published during the summer. Further details on the aims and administration of the research dissertation can be found in the Project Guide on the PBS Part II Moodle page.

PBS 6: Developmental Psychopathology

This 4-module paper aims to provide students with a sound knowledge of contemporary and clinically salient topics in developmental psychopathology and the main areas of debate within this field. It builds on the foundation established in PBS 3. By covering advanced contemporary developmental and clinical research and theories, this paper should enable students to develop their skills in critical analysis and evaluation of empirical research. In particular, supervision and exam questions will provide students with opportunities to examine topics at hand with at least five different kinds of 'voice': historical changes in ideas; methodological challenges and solutions; developmental perspectives; dialogue between research with typical and atypical groups; implications for policy or intervention. The first three modules will be delivered in Michaelmas term, enabling students to use the Winter break to extend their reading and make informed decisions about module choices. Students must prepare supervision essays for at least three modules and are encouraged to attend all lectures. Between six and eight supervisions are given for this paper. Usually, the lecturer responsible for the module (or a supervisor identified as suitable by the lecturer) also gives supervisions, and arranges these directly with the students (often by taking details in the first lecture of their series). Students may not choose to have supervisions in all modules.

PBS 7: Advanced Topics in Social and Applied Psychology

This is an advanced level paper. Areas to be examined vary from year to year. This year, lectures will focus on four domains. First the use of applied behavioural insights in addressing real world challenges such as climate change and immigration. Second the course will explore advanced topics in personality and individual differences, such as the ability to assess personality from digital footprints, the neural basis of personality, and the relationship between personality and criminality. Third the course will explore the challenges faced in translational research, in psychology and more generally, with a particular focus on conflict resolution. Fourth, the course will explore the psychology of social influence, and in particular explore how digital platforms (social media) might change the nature of social influence. The paper is taught by the usual combination of lectures and supervisions. There are no practical classes. Between six and eight supervisions are given for this paper. Usually, the lecturer responsible for the module (or a supervisor identified as suitable by the lecturer) also gives supervisions, and arranges these directly with the students (often by taking details in the first lecture of their series). Students may not choose to have supervisions in all modules.

PBS 8: The Family

In addition to psychology, this interdisciplinary paper draws on material from sociology, social anthropology, social history and other relevant disciplines. Psychological and social perspectives on family relationships and child development are examined in relation to specific topics such as motherhood, fatherhood, adolescence, marriage, divorce, ethnicity and cross-cultural perspectives, dysfunctional family relationships, and new family forms. Theories of family life are studied as well as methodologies of family research. There will be

8 two-hour lectures in Michaelmas, 8 two-hour lectures in Lent and a revision lecture in Easter term. Students are expected to attend 3 supervisions in Michaelmas and 3 in Lent from a choice of 8 supervision topics per term that relate to the lecture topics. Supervision essay topics are available in the Course Guide. Students should sign up for supervisions on an online sign-up system, advertised in the first lecture. Supervisions are carried out by members of the Centre for Family Research.

PBS 10: Cognitive and Experimental Psychology

PBS 11: Behavioural and Cognitive Neuroscience

These three papers are formed of students attending specific lecture series from Papers 2 and 3 of NST Part II Psychology.