UCL Natural Sciences
22/23 Programme Handbook

Contents:

1 Welcome to UCL

1.1 Provost's Welcome

Dear students,

To those of you who are returning, welcome back. To those of you who are new, congratulations for choosing UCL as your university.

Whatever your degree programme, your UCL education will take you deep into your chosen field and give you its broader context in our rich multidisciplinary academic culture. It will help you develop your skills and your networks and prepare you for your future.

We want you to learn how to think, not what to think, through UCL's research-based approach to education. Our students are our partners and contributors, working alongside world-leading academic staff to pursue excellence, break boundaries and make an impact on global challenges.

As we embark on the next academic year and look forward to a full return to in-person teaching, we hope the pandemic will continue to play less of a role in our daily lives. However the year unfolds, we will make sure that you are able to learn effectively by connecting with a wide range of people (peers, teachers, researchers, and other UCL communities) and cutting edge knowledge and research, while making links to impact in the wider world.

I warmly encourage you to shape your journey at UCL. This is an exciting time to make your voice heard, as we open our brand new campus at UCL East and develop our 2022-2027 strategic plan for education. Take our university-wide surveys and work in partnership with academics to make your programme of study even better.

UCL is a community of great minds. You are a valuable member of that community. I hope you will take every opportunity to shape your time with us, so that your experience is the best possible.

Dr Michael Spence
UCL President and Provost

1.2 Covid-19: Possible Changes to Information

The Government has now removed the COVID 19 restrictions in England. However, please be aware that should circumstances change, the information and advice provided in this handbook/Moodle pages may also be subject to change.

In order for us to be as agile and responsive to your needs as possible, the most current information on the pandemic can be accessed from the main Students' webpages:

- Students' webpages

This includes advice on staying safe on campus:

- Coronavirus Keeping safe on campus

Please remember that your department can also help with many queries, particularly questions about your programme or modules:

- Administrative Queries can be sent to natsci@ucl.ac.uk
- Academic Queries can be sent to your Year Tutor, Personal Tutor or Stream Leader

2 Introduction to the department and parent faculty

2.1 The department and its history

The ambition of the Natural Sciences Department is to extend UCL's specialist frameworks to create the agile scientific talent of the future.

We believe that the most exciting human advances are not derived from the sole heroic efforts of individuals (despite what popular narrative tells us). Our global society requires diverse teams, which bring together wide-ranging expertise to solve the most challenging and complex problems. We need people with experience of collaborating across disciplines; who can identify and exploit connections between ideas and perspectives; and who can communicate with people in different fields of specialism. We need interdisciplinary experts.

Our Natural Sciences programmes aim to develop both expertise and intellectual agility, by combining the study of two science subjects into a single degree. We wanted to enable our students to study both sciences in depth, and within an environment that fosters interdisciplinary thinking from the outset.

Our primary aims are:

- To develop a talented new generation of enterprising science graduates who are equipped to tackle society's challenges.
- To promote and support cross-disciplinary collaboration, leading to the exchange of ideas, knowledge, or expertise.
- To provide a study programme that is oriented towards interdisciplinarity, both in terms of contemporary subject coverage and the types of assessment activity

- To help you progress from a broad foundational subject base to a deep level of specialist scientific knowledge, which is suitable for graduate-entry research

The course is extremely challenging and attracts high-achieving students. The first to graduate from UCL with a degree in Natural Sciences finished the course in 2008. In that year there were only four students graduating with a BSc, and a further nine progressing to the MSci year. As the programme has matured, it has become one of the largest and most comprehensive Natural Sciences courses, graduating approximately 100 students each year. These students have progressed to a diverse range of exciting graduate careers, including research, teaching, finance, management, consulting, technology, and science journalism, to name just a few.

2.2 Core Features

The broad foundation

The programme begins with a broad coverage of selected scientific topics, mathematical know-how and computer practice. The introduction to these topics offers diverse scientific perspectives and enables you to make informed choices about their subject preferences after experiencing some of the teaching. From the very beginning we will challenge you with a diverse range of assessments, which may include (for example) lab assessments, field trips, presentations, essays, quizzes, research paper readings, mini-projects and examinations.

The "stream combination"

The "stream combination" refers to a choice of two complementary science subjects (streams) selected from a list of permitted combinations. The streams are designed to mirror specialist research areas and so offer focussed coverage of content rather than an overview of an entire discipline. The stream combination is selected early in year 1 and is followed throughout the remainder of the degree, with most classes taken alongside students who are studying for a single-science qualification.

The "throughline"

A core spine of programme modules runs throughout the programme and is taken by all students. This includes training in mathematics, scientific communication and computing, and group work that is designed to develop interdisciplinary research skills, professional values, and understanding of topics such as public engagement, science outreach, education, and researcher ethics.

Individual choice

By offering a large range of stream combinations and further pathways of choice within the stream, students can exercise their diverse interests. Although there are restrictions on taught content within the streams to ensure that all students can achieve the required depth and breadth of subject knowledge, academic staff will aim to assist you in developing your individual curriculum, particularly in the latter years of study after essential subject foundations have been acquired.

The "major"

After completing the second year of studies, you can designate one stream as the “major” and undertake a greater proportion of your studies in that stream. Students taking the integrated Masters course are required to define a major stream as preparation for a research project and Masters-Level taught courses undertaken in the final year.

2.3 The relationship between department and faculty

Although the degree is formally administered within the Faculty of Mathematical and Physical Sciences (MAPS), it is a joint endeavour between several departments and divisions. You will study alongside students who are undertaking a single-science qualification. Most classes are taught by departments in the Faculties of MAPS, Life Sciences, Brain Sciences or Engineering. Many of the participating departments date back to the founding of the University in 1826, whilst others have been established more recently in emerging or pioneering disciplines. By studying across two complementary scientific fields you will have the opportunity to acquire skills and attributes required to deal with complex issues, and to devise, sustain and communicate evidence-based arguments in diverse contexts. Exposure to a wide range of different scientific practices, methodologies, assessments and interactions will encourage development of your critical, reflexive and adaptive skills; alongside strong analytical and problem-solving approaches.

3 Key staff members within the department and faculty

3.1 Faculty Staff

The Dean of the Faculty - Professor Ivan Parkin
Head of Education & Student Experience – Zak Liddell
Director of Operations – Donna Williamson
Student Experience Officer – Sophia Macblain

3.2 Department Staff

Prof Geraint Thomas, g.thomas@ucl.ac.uk

Geraint is the Natural Sciences Programme Director. He provides academic leadership and ensures the quality of the student experience. He is also responsible for maintaining and enhancing the high profile of the Natural Sciences Programme across the Faculty, UCL and externally.

Rebecca Spencer, natsci@ucl.ac.uk
Rebecca is the Natural Sciences Programme Manager. Her role includes dealing with registration, student records, programme diets, supporting welfare engagement monitoring, timetabling, overseeing the exam process and provision and coordination of general student support and information.

Dr Ella Metcalfe, e.metcalfe@ucl.ac.uk
Ella is the Natural Sciences Deputy Director, and Chair of the Natural Sciences Departmental Teaching Committee. She is a member of the programme teaching staff and is the academic Year Tutor for students in year 3.

Dr Ali Mozaffari, a.mozaffari-chinjani@ucl.ac.uk

Ali is a member of the programme teaching staff and is the academic Year Tutor for students in year 2. Ali is the Natural Sciences representative at the MAPS Faculty Education Committee and he is the Admissions Tutor for Natural Sciences Programme.

Dr Peter Bratby, p.bratby@ucl.ac.uk
Peter is a member of the programme teaching staff and is the academic Year Tutor for students in year 1. He is Chair of the Natural Sciences Staff-Student Consultative Committee and is the departmental lead for student engagement. Peter also represents the Natural Sciences Programme at the Life Sciences Faculty Education Committee.

Dr Amy Unsworth, a.unsworth@ucl.ac.uk
Amy is a member of the programme teaching staff and is the academic Year Tutor for students in year 4. Amy is the departmental EDI lead.

Abbi McClory, a.mcclory@ucl.ac.uk
Abbi is the departmental Student Support Officer. Abbi helps students across year groups access various internal and external support mechanisms, talk through their challenges and discuss academic concerns. She is the main point of contact for students who have SoRAs and can advise on EC applications.

Enrica Palladino, e.palladino@ucl.ac.uk
Enrica is the Student Adviser. Enrica acts as key point of contact for Year 1 students, supporting students as they transition to university life.

3.3 Year Tutor

The Year Tutor is responsible for providing advice to students on a range of academic and personal issues. If you are experiencing problems which might affect your studies, contact your Personal Tutor or Year Tutor. Study Abroad advice is also provided by your Year Tutor.

Year tutors are:
Year 1: Dr Peter Bratby
Year 2: Dr Ali Mozaffari
Year 3: Dr Ella Metcalfe
Year 4: Dr Amy Unsworth

3.4 Stream Leaders

These staff provide academic oversight at the level of individual streams. They should be your first point of contact if you have questions relating to a specific stream, such as information about optional modules; and they will assist you with the detailed academic content and requirements of the modules from their department/faculty. If you undertake a year abroad, they should be your first point of contact to discuss any module substitutions.

Physics/Astro/Medical Physics	Dr Jasvir Bhamrah, jasvir.bhamrah@ucl.ac.uk
Chemistry streams	Dr Krešo Bučar, d.bucar@ucl.ac.uk
Biomedical Sciences	Dr Paola Vergani, p.vergani@ucl.ac.uk
Neuroscience and Psychology	Dr Velia Cardin, velia.cardin@ucl.ac.uk
Molecular and Cell Biology	Dr Philip Lewis, philip.lewis@ucl.ac.uk
Genetics, Evolution & Environ	Dr Hazel Smith, hazel.smith@ucl.ac.uk
Earth Sciences streams	Prof Pieter Vermeesch, p.vermeesch@ucl.ac.uk
Mathematics & Statistics	Dr Emma Simpson, emma.simpson@ucl.ac.uk

History, Phil & Soc Stud Sci Dr Simon Lock, simon.lock@ucl.ac.uk

3.5 Module Queries

Queries related to a particular module should normally be directed to the module organiser for that module. Their contact details can be found on the Moodle page for the module.

If you have queries or concerns about a module, try contacting the module organiser. If they are un-responsive or unhelpful, please raise the issue with the relevant Student Representative.

3.6 Personal Tutor

Unless you are in your first year of study, your personal tutor will be an academic who is working in an area that is closely related to your major (or preferred) stream. They will be well equipped to give you academic advice, drawing on their own personal experience. Please be conscious of the fact that Personal Tutors may be very busy at some times during the year. Try to give your tutor plenty of notice when you want to arrange a meeting, or if you want a reference, and do not be deterred if you do not receive a reply to your first email. If you have tried on more than two occasions to contact your tutor without success, please inform the Year Tutor.

3.7 Student Representatives

Course Reps are elected to represent students' views to UCL. They attend various committees at Programme, Faculty and University level, and liaise directly with UCLU and UCL staff. Course Reps attend regular meetings with Natural Sciences programme staff to represent you. A list of Reps will be available on the Natural Sciences Moodle page. Concerns can also be raised with Reps through Unitu.

3.7.1 NatSci Student Representatives are divided as below:

Natural Sciences Representatives

These students attend the Natural Sciences Student Staff Consultative Committee (SSCC) and focus on NSCI modules and general NatSci issues.

Stream Representative

Each stream has a student Stream Representative. These students attend the SSCC meetings of the teaching departments as well as the Natural Sciences SSCC.

3.8 Transition Mentors

The Transition Mentors are Natural Sciences students from the higher years of study, who can share with you their recent experiences of settling in at UCL and help you to understand the department and UCL.

4 Tips for getting in touch

4.1 Email guidelines

Here are some general tips that you can follow when writing emails to staff members.

Do:

- Use your UCL email address for all correspondence and check your UCL email account at least every day on Monday – Friday during term time. We will not respond to emails sent from a personal email address.
- Include your student number and say who you are. For instance: “I am a Natural Sciences student resitting year 2. My streams are physics and physical chemistry, and I am planning to major in physics”. You may find it helpful to construct an e-mail signature so that you don’t have to think about doing this every time you write an e-mail. An example e-mail signature is provided in Section 4.2.
- Offer solutions if it is practical to do so. Say what steps you have already taken to address the query, and how successful you think those steps were.
- Continue the “thread” by including all previous responses. Most email clients do this by default. If you have had a separate discussion about the topic with another member of staff, it is possible to include a copy of the previous discussion as an attachment if the information is not sensitive or confidential.
- Be aware that other students may have similar queries. Consider involving the relevant students in your query and consult your Stream Leaders.

Don’t

- Send separate copies of the same email to different people. This is frustrating for staff, who then waste time answering a query that may already have been addressed by somebody else. Instead, decide who is the most relevant person to send the email to, and include the other people in the “c.c.” field.
- Send an email without checking the Natural Sciences Moodle page and Student Handbook first, to see if the answer to your query can be found there. There is also advice on the Moodle page about who is the most appropriate person to contact for each type of query.

4.2 Electronic signature

Here is an example of an electronic signature that you can add to your email.

Your Full Name | BSc Natural Sciences Student (Organic Chemistry and Biomedical Sciences) – Year 2
UCL Student Number 1700000001

The method used to add an electronic signature will depend on the email client that you are using. For example, here are the guidelines when using Microsoft Office.

4.3 Office hours, appointments and drop-ins

Although emails are good for recording information and dealing with discussions that need to take place over time and distance, office hours or appointments may be more appropriate for complex discussions. Do not be afraid of using staff office hours. If the idea of talking to an academic member of staff worries you, try writing down the things you want to say and bring your notes with you to the meeting. Staff will be pleased to see you come prepared, having thought about what you want to discuss and having also done some research of your own to see what other resources or information are available.

Note – meetings and office hours may take place over Teams or Zoom. You should check this with the member of staff.

4.4 Pooling resources

Getting together with a group of fellow students can be a great way to get things done. For instance, if you want to know more about internship /job opportunities, you could consider:

- Organising online internship fairs [some students have already done this]
- Compiling lists of destinations where fellow students have had successes
- Arranging focus groups to compile reports and presenting the findings to the department
- Initiating discussions with the careers service about resources

This type of activity can be very rewarding, because it helps develop your professional and organisation skills, which employers value; and it provides evidence of your "go-getting" attitude. We are keen to facilitate, for example by endorsing ChangeMaker applications, helping with room bookings for events, or simply by providing advice and/or a platform for showcasing your work.

5 Key dates

5.1 Term dates, exam/assessment period, core activities

5.1.1 UCL Term Dates: 2022/23

Term	Dates
First Term	Monday 26 September 2022 to Friday 16 December 2022
Second Term	Monday 9 January 2023 to Friday 24 March 2023
Third Term	Monday 24 April 2023 to Friday 9 June 2023

For those departments that operate them, Reading Weeks are the weeks beginning Monday 07 November 2022 and Monday 13 February 2023.

UCL Closure	Dates
Christmas College Closure	Close 5.30pm Friday 23 December 2022
	Open 9.00am Tuesday 03 January 2023
Easter College Closure	Close 5.30pm Wednesday 5 April 2023
	Open 9.00am Thursday 13 April 2023
Bank Holidays	Closed - Monday 01 May 2023
	Closed - Monday 29 May 2023
	Closed - Monday 28 August 2023

Further information:

- Term Dates 2022-23

5.1.2 UCL Examination Periods 2022-23

The dates of the Examination Period will be circulated in due course

6 How UCL and the department will communicate with you

UCL will communicate with you via:

- **UCL student email** – You should check your UCL email regularly.
  - UCL student email

- **Natural Sciences News Bulletin – Weekly news bulletin sent from the Natural Sciences department.**

- **UCL Moodle** – UCL's online learning space, used by module organisers, programme leaders, departments and faculties to provide essential information in addition to learning resources.
  - UCL Moodle

- **myUCL** – A weekly term-time e-newsletter to all students (undergraduate and postgraduate) at UCL, which covers key internal announcements, events and opportunities.
  - myUCL

- **UCL and NatSci Instagram** – UCL and NatSci official Instagram channels, featuring news, events, competitions and images from across the UCL community.
  - UCL Instagram
  - NatSci Instagram

- **@ucl Twitter channel** – Sharing highlights of life at UCL from across UCL's diverse community.
  - @ucl Twitter channel

- **Unitu** – Online platform which allows students to provide feedback to Course Reps and the programme team.
    - Unitu

7 Hours of Study

7.1 Timetabled events

This time is made up of formal learning and teaching events such as lectures, seminars and tutorials, as well as independent study.

An undergraduate on a full-time degree course should expect to spend around 40 hours per week on their studies. Normal contact time is on weekdays, although fieldwork may take place at the weekend or during vacations.

Each module has a module organiser who has overall responsibility, and commonly teaches most of it. Classes are typically scheduled in blocks of one, two or four hours. The remainder of the time, outside the scheduled learning hours should be spent on tutorials, reading, preparation of essays, answering problem sheets and coursework, and completing practical work.

Undergraduate teaching should not be scheduled on Wednesday afternoons, to keep this time free for extra-curricular activities such as sport. However, some departments may schedule non-compulsory teaching on Wednesday afternoons (e.g. lab groups where there are alternative lab sessions that students may attend). Occasionally, events may also be scheduled in consultation with affected students.

The number of contact hours per week that you will experience will depend on your study programme, options, and year of study. The teaching schedule is available prior to the start of each term and you will be able to obtain a copy through the online timetable system with your UCL ID. You can also access your timetable via the student information service Portico. Any questions or concerns about timetabling should be directed to Year Tutors or the Programme Manager.

All students except those taking some 4th-year Intercollegiate courses will have a Reading Week in terms 1 and 2. Lectures and problem-solving tutorials will not be held, but some practical classes may continue as normal, and field trips or mandatory in-course-assessments may also be scheduled. You are strongly advised to use this opportunity to catch up with work or broaden understanding by additional reading or discussion.

7.2 Personal study time

The undergraduate teaching day is comprised of formal learning and teaching events such as lectures, seminars and tutorials, as well as independent study. However, the bulk of the work is done outside contact hours! This is when we expect students to write up coursework, read around topics, practice with example problems, etc

Assigned private study may include reading, preparing essays and reports for tutorials and coursework assessment, and completing any practical work that was not finished during the timetabled period. You should also read around the subject thoroughly. Many of your

modules will have a recommended book or a reading list and the module organiser may assume that you are reading your way through the list.

7.3 Attendance requirements

UCL expects students to attend all the scheduled learning events which appear on their timetable as this gives students the best chance of academic success. This includes all events set out in the programme handbook or those provided to students during a module, including personal tutorials.

A new Attendance policy is currently under development and will be available from the main Students' webpages. The MAPS Faculty will escalate an issue with attendance as below:

Trigger 1:

50% of all teaching events that contribute to a student's overall attendance missed over a **14 day period** or no attendance of teaching events that contribute to a student's overall attendance at all over a **7 day period**.

Trigger 2:

50% of all teaching events that contribute to a student's overall attendance missed over a **28 day period.**

Trigger 3:
50% of all teaching events that contribute to a student's overall attendance missed over a 42 day period.

- Students' webpages

7.3.1 Student Visa students: Absence from teaching and learning activities

In line with UCL's obligations under UK immigration laws, UCL is required to report to UK Visas and Immigration (UKVI) when a student has not been engaging with their studies. RegisterUCL is used by departments and the central Student Immigration Compliance team to report on student attendance. This is not only to meet the UKVI requirements, but also to identify any problems as early as possible to ensure action is taken to advise or assist the student.

Further information:

- Student visa responsibilities

8 Our expectations of students

8.1 UCL Code of Conduct

UCL enjoys a reputation as a world-class university. It was founded on the basis of equal opportunity, being the first English university to admit students irrespective of their faith

and cultural background and the first to admit women. UCL expects its members to refrain from interfering with the proper functioning or activities of UCL, or of those who work or study at UCL. Students should ensure they read and familiarise themselves with UCL's Student Code of Conduct and other related policies and should be aware that any inappropriate behaviour may lead to actions under UCL's Student Disciplinary Procedures.

Further information:

- UCL Code of Conduct for Students
- UCL Disciplinary Code and Procedure in Respect of Students
- UCL Prevention of Bullying, Harassment and Sexual Misconduct Policy
- UCL Code of Practice on Freedom of Speech
- Religion and Belief Equality Policy for Students

9 UCL's Student Support Framework

UCL is committed to providing the support you need in order to make the most out of your studies. The Student Support Framework draws together our main academic support processes under one banner to help you understand the options open to you.

- UCL's Student Support Framework

The Framework includes the following components:

Part 1: How to Use this Framework helps you find your way around the different support options open to you. It includes:

- Where to find help and advice
- Information about when to use this framework (for example if you are an affiliate, study abroad or placement student)
- Advice on confidentiality and how UCL will look after your data
- Information on providing supporting evidence
- Links to other support options that are available to you.

Part 2: Types of Support explains how each of the following processes works:

Support process:	Use this if:	What this covers:
Short-term Illness and other Extenuating Circumstances	You have a short-term illness, bereavement or other unexpected emergency.	'Extenuating Circumstances' (often know as 'ECs') are events which are sudden, unexpected, significantly disruptive and beyond your control and which may affect your performance at summative assessment, such as a serious illness or the death of a close relative. You can submit an Extenuating Circumstances claim to access

Support process:	Use this if:	What this covers:
		'mitigation' such as an extension or deferring an assessment to a later date.
Reasonable Adjustments for Disabilities and Long-term Conditions	You have a disability or long-term physical or mental health condition.	UCL can provide longer-term 'Reasonable Adjustments' to support your learning and assessment. This includes setting up a 'SoRA' (Summary of Reasonable Adjustments) with UCL's Student Support and Wellbeing team.
Academic Adjustments	You need long-term or ongoing support with one or more of the following: • You or your partner is pregnant or planning maternity, paternity or adoption leave • You are a parent or carer • You observe religious beliefs or cultural customs • You are affected by any form of harassment or discrimination • You are affected by traumatic world events such as war or terrorism • You are a critical worker (e.g. NHS staff).	Academic Adjustments include long-term reasonable adjustments arranged by your Department if you need additional support with learning, teaching and assessment.
Exam Adjustments	You need additional support to sit an online or face-to-face exam.	Exam Adjustments are specifically for Controlled Condition Exams and Take-Home Papers, and include adjustments such as extra time, rest breaks, a more comfortable chair and specialist equipment. These are available to students with a longer-term disability or health condition, and to students who need shorter-term support e.g. if you are pregnant, or have a broken arm.
Interruption of Study	You are thinking of taking time out from your studies .	Interruption of Study is for students who wish to take a break from their studies and return at a later date. You can take time out from your studies for a wide range of reasons - you might want to take up an internship or placement, take time out to travel, be planning to have children, or be facing personal

Support process:	Use this if:	What this covers:
		challenges which are making it hard to study.
Support to Study	You are having persistent or ongoing difficulties and UCL's other support processes are not providing the right level of help.	Support to Study aims to help you if you are having significant, persistent, longer-term difficulties and UCL's normal mechanisms (e.g. Reasonable Adjustments, Extenuating Circumstances, Interruption of Study) are not providing enough support. We will work with you to put together a Support Plan to help you get the most out of your studies.

The Student Support Framework is just one of the ways in which UCL helps you to get the most out of your time with us:

The Student Support Framework	**Your Personal Tutor**	**Your Department**
The Student Support Framework explains how you can apply for formal support with your studies such as extensions, reasonable adjustments, or taking time out from your studies.	One of your first priorities should be to meet your Personal Tutor. They will help you to get the most out of your studies, and provide support and encouragement during your time with us.	Help is also available from members of staff in your UCL department including academic and professional services staff. You can find their contact details on Moodle or in your Student Handbook.
UCL Student Support and Wellbeing	**FAQs and Enquiries**	**Students' Union UCL Advice Service**
UCL's team of expert wellbeing, disability and mental health staff provide a safe, confidential and non-judgemental space in which you can discuss any issues that may be affecting your ability to study.	askUCL is our self-help centre and student enquiry system. It includes a wide range of Frequently Asked Questions. If you can't find what you're looking for, you can log an enquiry.	The Students' Union UCL provides a free, confidential and independent advice service with a trained and experienced team.

9.1 Key contacts in the department for assistance with any of the above

If you need assistance with any of the above you could contact:

- Personal Tutor
- Year Tutor
- Natural Sciences Programme Manager
- Natural Sciences Student Support Officer
- Natural Sciences Student Adviser

10 Programme structure

This section provides information about how your degree will be structured, from stream choices to module selection.

10.1 Streams

Chemistry:
Organic Chemistry
Physical Chemistry
Inorganic and Materials Chemistry

Earth Sciences:
Earth & Environment
Geophysical Sciences

Life Sciences:
Biomedical Sciences
Neuroscience and Psychology
Genetics, Evolution and Environment
Molecular & Cell Biology

Physics and Astronomy:
Astrophysics
Physics
Medical Physics

Science and Technology Studies:
History, Philosophy and Social Studies of Science

Mathematics and Statistics:
Mathematics and Statistics

10.1.1 Stream-specific entry requirements

Where there is any uncertainty regarding “essential” or “strongly recommended” subject requirements, these must be discussed with programme staff.
The subject requirements listed below refer to A-level or equivalent background.

Stream	Chemistry requirement	Biology requirement	Physics requirement	Mathematics requirement
Physical Chemistry	essential			essential
Inorganic and Materials Chemistry	essential			essential
Organic Chemistry	essential			recommended
Earth and Environment				
Geophysical Sciences			strongly recommended	strongly recommended
Genetics, Evolution and Environment	recommended	essential		
Biomedical Sciences	recommended	recommended		
Neuroscience and Psychology	recommended	recommended		
Molecular and Cell Biology	essential	recommended		

Stream	Chemistry requirement	Biology requirement	Physics requirement	Mathematics requirement
Astrophysics			essential	essential
Physics			essential	essential
Medical Physics			essential	essential
History, Philos. and Social Stud. of Sci.				
Mathematics and Statistics				essential

10.1.2 Permitted stream combinations

The full list of permitted combinations is given in the table below, along with the normal pre-university qualifications required [A-level or equivalent]. Please check the Natural Sciences website for the most up to date combinations.

Stream 1	Stream 2	Pre-requisites
Organic Chemistry	Biomedical Sciences	chem
	Neuroscience and Psychology	chem
	Molecular and Cell Biology	chem
	Genetics, Evolution and Environment	chem, bio
Physical Chemistry	Physics	chem, phys, math
	Astrophysics	chem, phys, math
	Geophysical Sciences	chem, phys, math
	(Mathematics and Statistics)	chem, math
Inorganic and Materials Chemistry	Physics	chem, phys, math
Physics	Physical Chemistry	chem, phys, math
	Inorganic and Materials Chemistry	chem, phys, math
	Molecular and Cell Biology	chem, phys, math
	Geophysical Sciences	phys, math
	(Mathematics and Statistics)	phys, math
Astrophysics	Physical Chemistry	chem, phys, math
	Geophysical Sciences	phys, math
	Molecular and Cell Biology	chem, phys, math
Medical Physics	Biomedical Sciences	phys, math
	Neuroscience and Psychology	phys, math
Biomedical Sciences	Organic Chemistry	Chem
	Medical Physics	phys, math
	(Mathematics and Statistics)	math
Neuroscience and Psychology	Organic Chemistry	Chem
	Medical Physics	phys, math
	(Mathematics and Statistics)	math
Molecular & Cell Biology	Astrophysics	chem, phys, math
	Physics	chem, phys, math
	Organic Chemistry	Chem
	(Mathematics and Statistics)	chem, math

Stream 1	Stream 2	Pre-requisites
Genetics, Evolution and Environment.	Earth and Environment	Bio
	Organic Chemistry	chem, bio
	(Mathematics and Statistics)	bio, math
Geophysical Sciences	Astrophysics	phys, math
	Physical Chemistry	chem, phys, math
	Physics	chem, phys, math
Earth and Environment	Genetics, Evolution and Environment	Bio
Mathematics and Statistics*	Biomedical Sciences	math
	Neuroscience and Psychology	math
	Molecular and Cell Biology	chem, math
	Genetics, Evolution and Environment	bio, math
	Physical Chemistry	chem, math
	Physics	phys, math
History, Philosophy and Social Studies of Science	Any stream apart from Maths & Stats (timetable permitting)	Determined by other stream

*Note: It is not possible to major in mathematics and statistics. However, BSc students may adjust the balance of subjects so that the two streams are equally weighted, subject to discussion with the Natural Sciences Programme Manager.

10.2 Programme details

The degree starts from a relatively broad base, but you will be steered towards a high degree of specialism by the end of the programme. By the third year you will be “majoring” in one stream, taking possibly as much as ¾ of your study in that stream area. The table below shows an outline of the MSci degree. The first three years of the MSci is identical to the BSc degree.

<table>
<tr><th rowspan="2">Cr.</th><th colspan="2">Years of consolidation</th><th colspan="2">Years of specialisation</th></tr>
<tr><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th></tr>
<tr><td>15</td><td>Foundation Module 1</td><td rowspan="3">Stream Choice A</td><td rowspan="5">Major Stream

Including Literature Project (NSCI0004) contributing 15 credits</td><td rowspan="6">Major Stream

Including Research Project contributing up to 75 credits</td></tr>
<tr><td>15</td><td>Foundation Module 2</td></tr>
<tr><td>15</td><td>Foundation Module 3</td></tr>
<tr><td>15</td><td>Mathematics</td><td rowspan="3">Stream Choice B</td></tr>
<tr><td>15</td><td rowspan="2">Stream Choice A</td></tr>
<tr><td>15</td><td>Minor Stream</td></tr>
<tr><td>15</td><td rowspan="2">Stream Choice B</td><td>Core Programme Module</td><td rowspan="2">Up to 15 cr. may be substituted for the major stream subject to approval</td><td rowspan="2">Masters level options</td></tr>
<tr><td>15</td><td>Elective Module</td></tr>
</table>

Variations:

- In year 3, a 90/30 or 60/60 credit major/minor split will be considered where appropriate, and with the approval of the Programme Manager. A 60/60 credit split will only be considered if you are certain that you will not progress to the fourth year of the programme.
- In year 4, up to 30 credits at M-level may be taken outside the major stream, with the approval of the Stream Leader.
- You cannot select Mathematics and Statistics as your major. However, if you are certain that you will not progress to the fourth year of the programme then you may take your literature project in mathematics and statistics, subject of the NSCI0004 module organiser.

10.2.1 Year 1

You begin term one by selecting three foundation modules chosen from

Life Sciences	Earth Sciences
Physics and Astronomy	Probability and Statistics
Chemistry	Science and Technology studies

[subject to meeting the stream-specific entry requirements]. You also will take a course in mathematics (either NSCI0005 or NSCI0006), and you will take Science and Society 1: Communication and Computing (NSCI0010).

You will need to consider carefully the pathway(s) that you may wish to follow in term two and subsequent years to ensure that your choices are suitable. The foundation modules offer a broad introduction to the study of different sciences at UCL, from which you can make an informed decision about your two streams. In the second term you will specialise into your two streams.

By the mid-November you must select your term 2 modules. These choices are determined by your stream combination, though in some streams you may be offered a choice between modules offering a different focus.

10.2.2 Year 2

In year 2 you will take 45 credits from each of your two streams and a compulsory core module.

Within your streams there may be some modules that are compulsory and some that are recommended, as well as options. You will need to plan your full year timetable before the start of the academic year, ensuring that your selections do not create a timetable clash that cannot be resolved.

Your elective may be selected from any department within UCL, if you meet the pre-requisites and are given permission by the department that teaches it. However, students are often recommended to select an option from one of their streams with a view to it becoming their major stream. For more information about optional modules, see the module catalogue below, and consult the Stream Leader for your likely major stream for advice.

10.2.3 Year 3

In year 3 you will choose one of your streams to become your major. If you intend to take the MSci year then your major stream defines what you will do in year 4. Students following the MSci programme cannot select Mathematics and Statistics as their major because this stream is not offered in the MSci year.

You will take 45 credits in your minor stream and 75 credits in your major, (See "Variations") including the module NSCI0004 Literature Project for Natural Sciences. This 15 credit module involves writing a 5000 word critical review of published work in a key topic area related to your major stream. You will be given advice by the department about how to find a supervisor for your project.

You will also complete NSCI0029 Science and Society 3: Evaluation and Pedagogy

Within your streams there may be some modules that are compulsory and some that are recommended, as well as options. You will need to plan your full year timetable before the start of the academic year, ensuring that your selections do not create a timetable clash that cannot be resolved.

10.2.4 Year 4

In year 4 (MSci year) you will complete a research project worth up to 75 credits in your major stream. The remainder of your course load must be comprised of Masters-Level modules. There may be some modules that are compulsory and some that are recommended, as well as options for you to choose from. You must take at least 90 credits in your major stream area.

10.3 Difference between MSci and MSc

The MSci degree is a Masters level qualification, and you achieve the same level of study as a student taking an MSc. The "i" stands for "integrated", because the MSci qualification offers a single qualification instead of separate qualifications for the BSc and MSc. The MSci degree offers 120 credits of study completed over an academic year, whilst a MSc requires 180 credits, which are typically completed over a calendar year.

Either an MSci or an MSc should provide the necessary background qualification to apply successfully for a PhD, which is the standard route to becoming a researcher. Both MSci and MSc are popular with our students, and many go on from the MSci to undertake a PhD. The distinguishing feature of our MSci programmes is the opportunity to undertake a substantial piece of research in your major stream. If this excites you and you are enjoying the Natural Sciences programme, then the MSci could be right for you. On the other hand, if you have a particular interest that is not well catered for by that Natural Sciences programme or you want a change of direction, applying to another MSc course at UCL or another university could be a better option.

Further information

- Natural Sciences website
- UCL Module Catalogue

10.4 Projects, placements and study abroad

All NatSci students undertake group project work in the programme core modules. These modules provide group work skills training, including guidance on ethical group behaviours and the benefits of diverse teams. Some of the stream modules in the first year also feature

group projects. For instance, in the Life Sciences Foundation (BIOS0019) students give a group presentation on an interdisciplinary topic, and in the Introduction to Probability and Statistics (STAT0002) they produce a group review of a research paper. Extended group projects also feature in compulsory second or third year modules for some streams, such as the lab modules CELL0011, PHAS0054.

Research-based education is at the heart of UCL's educational strategy, which means that project work can be found throughout many of the core and optional modules that make up the NatSci programme. For instance, chemistry labs in years 2-3 involve designing and carrying out investigations using research papers as prompts. Students cite the open-ended aspects as a favourite part of the lab, typical feedback being: "It really made me feel like a 'scientist' and as if I was undertaking real research rather than following instructions".

Besides project work that is directly connected to the programme, many students undertake projects at on an extra-curricular basis, such as iGEM, Mars Rover, BrightSCIdea and the "University Physics Competition".

10.4.1 Third year project work

Year 3 features an individual 5000-word literature project and accompanying five-minute presentation for the core programme module, NSCI0004. The work is completed over two terms, with guidance from a supervisor. Students also receive regular workshops covering practical aspects of writing a review and giving a presentation. The workshops are supported by the UCL Academic Communication Centre.

Some students also complete a short internship-style research project for the optional module NSCI0026. These projects are primarily aimed at BSc students who might not otherwise get the opportunity to undertake a research project. Enrolment on the module is also dependent on securing a project supervisor and departmental approval. Students who wish to enquire further should email natsci@ucl.ac.uk.

10.4.2 Fourth year project work

Those who progress to the fourth year of the NatSci Programme undertake a major research project. The projects are weighted at 45, 60 or 75 credits and therefore represent 37.5% to 62.5% of the final year credit. Details will be available on Departmental Moodle spaces and in the Module Catalogue:

- Chemistry
- Physics
- Astrophysics
- Medical Physics
- Life Sciences
- Earth Sciences
- STS

Subject to approval, students can instead enrol on research projects in Natural Sciences: NSCI0023/24/25. Details can be found in the Module Catalogue. Students who wish to enquire further should email natsci@ucl.ac.uk.

10.4.3 Study abroad scheme

A study abroad opportunity is offered as a replacement for the third year of the integrated masters (MSci) programme. Placements are available at destinations in North America,

Canada, New Zealand, Australia, Singapore, Japan. Many of the available opportunities are college-wide exchanges, though others are specific to Faculties or Departments. The complete list of current destinations offered to you can be found on the go-abroad website.

Application takes place during the first term of the second year. A limited number of places are available, which are allocated by the UCL Study Abroad Office based on applicants' academic record (marks) and a personal statement. The process is highly competitive and in a typical year there will be some applicants who do not secure a place. However, Natural Sciences students have a successful track record of competing for places with students on other degree programmes.

If you aren't attracted to the year abroad, but are keen to obtain some global experience, you may wish to apply for a short term global opportunity. These options take place during the summer and they don't contribute to your degree. The range includes international summer schools, research placements and volunteering opportunities. More information can be found on the go abroad website.

Further information:

- Go Abroad

10.4.4 Regulations concerning the year abroad

The year abroad is extremely challenging. To meet the criteria to study abroad, you must have achieved an unweighted average mark of at least 70 in Year 1 and maintain this average in Year 2. You should also be highly independent and resilient, and you may require excellent diplomacy skills!

When you apply for the scheme, you will be asked to rank three potential destinations in order of preference. You should take into account the levels of demand indicated on the go-abroad website, as the chances of success will be reduced if you apply exclusively to destinations that are High Demand or Very High Demand. Those marked as "Very High Demand" typically receive at least ten applications per place.

It is essential that the year abroad provides suitable preparation for the final (MSci) year, that the balance of topics is in-keeping with the Natural Sciences programme structure, and that the course material is appropriate for the level of studies. You will therefore need to compose a module plan in consultation with the Study Abroad Tutor and Stream Leaders. The list of proposed modules must include backups since it is common to be rejected from some modules at the host university.

The year abroad is **not** an extra-mural (non-credit) year. It replaces the third year of the programme and contributes to the degree classification, using the harmonised Scheme B of award. You will receive a module transcript from the host university listing your results, and this document will be used to "translate" your grade to a UCL mark.

Grade translation is necessary because the grade boundaries used in other countries usually do not match those of the UK. At many institutions a mark of 70% would be considered a rather poor performance. Furthermore, some institutions provide only categorical grades, either using a Grade Point Average (GPA) or a cipher (e.g. A+,A,-). These grades are translated using information about the proportion of students who normally achieve each categorisation. The highest grade category is mapped to the threshold mark obtained by the top 10% of students in the UCL Natural Sciences

programme in comparable subject areas. The lowest (pass) grade category is mapped to a threshold mark of 40.

If a student who completes the year abroad does not meet the progression requirements to continue to the fourth year of the MSci, then they may be transferred to the BSc and required to complete the third year at UCL.

10.4.5 Internships from UCL Careers

UCL has web resources, a student toolkit and bookable appointments for students to support them with applications for internships, and guidance in sourcing opportunities.

Further information:

- Internships

10.5 Professional accreditation

The Natural Sciences Degrees are accredited by the Society for Natural Sciences. Accredited programmes have achieved the standards set out in the Society's accreditation framework and are recognised as offering outstanding quality interdisciplinary science education, providing students with excellent learning opportunities and skills development to prepare them for future careers in research, education, business or industry.

The *Society for Natural Sciences* (SNS) is a professional body of scientists, educators and students, working across the disciplinary boundaries of science. The Society's accreditation powers derive from the UK Science Council.

The SNS also offers a membership scheme, which is available to UCL students. Being a member will allow you to network with other members and to contribute to the development of a new professional body for science graduates.

Further information:

- Society for Natural Sciences Website
- Science Council

11 Tutorials and supervision

11.1 Academic and Personal Tutoring

UCL is committed to providing all students with the academic guidance and personal support that they need to flourish as members of our active learning and research community. As part of the wider support infrastructure provided by a programme, every undergraduate or taught postgraduate student will be assigned a member of staff who can provide constructive academic and personal development guidance and support.

At the start of the year, students will be provided with the name of their personal tutor, and information about how meetings will work. Students are encouraged to be proactive in engaging with their Personal Tutor: make sure you reply to emails from your personal tutor in a timely manner and always let them know if you can't attend a meeting. It's important

to build a relationship with your tutor so that you feel comfortable approaching them, should problems arise. Your personal tutor can also provide academic references for you, which is an important reason to build a professional relationship with them.

It is mandatory to see your personal tutor at least twice in the first term, twice in the second term and once in the third term in Year 1, and a minimum of three times per year thereafter. You are encouraged to be proactive in engaging with your Personal Tutor, as it is the responsibility of the student to keep in touch. It's important to build a relationship with your tutor so that you feel comfortable approaching them, should problems arise. Your personal tutor can also provide academic references for you, which is an important reason to build a professional relationship with them.

Further information:

- Personal Tutors

11.2 Transition Mentors

The **UCL Transition Programme** supports new first-year students at UCL, helping them to settle in quickly and achieve their potential. Each first-year student is assigned a **Transition Mentor** for their first term. Transition mentors are later-year students within each department who work with small groups of students on a weekly basis to help them settle in to UCL and London as well as focussing on academic issues and topics specific to their degree programme. First-year students meet their Transition Mentor during the first week of term at their department's 'Meet your Mentor' session.

Further information:

- UCL Transition Mentors

11.3 Project supervision

All Natural Sciences students complete a literature project in the third year. The method of project allocation will depend on your major stream choice. Some departments advertise a list of potential projects, which students rank in order of preference, and projects are subsequently assigned based on academic standing. In other departments students are free to approach individual staff members with requests for supervision based on their areas of research interest. Details about project allocation and expectations will be provided by the NSCI0004 module organiser at the end of Year 2.

MSci students complete a research project in the fourth year. The method of project allocation depends on your major stream choice, and you will be in competition for places with home students from the department of your major stream. Details about project allocation will be posted on departmental websites and circulated by Stream Leaders towards the end of your third year.

12 Advice on choosing module options and electives

12.1 Choosing modules

Modules are the individual units of study which lead to the award of credit. Bespoke module advice is provided for each route. The routes are designed to offer selected, contemporary coverage of trans-disciplinary content, rather than an overview of entire disciplines. Compulsory modules ensure that essential subject foundations are covered, whilst a wide range of optional modules allow exercising your individual interests, particularly in the latter years of the programme.

We encourage you to make good use of the advice that is available from Stream Leaders when selecting your modules.

12.1.1 Using the Common Timetable tool

Use the Common Timetable tool to plan ahead.
Select the "Custom Timetable" and enter the list of module codes that you would like to check the timetable for. You can show up to 10 modules in the same timetable. Check that you have selected the timetable for the appropriate academic Year, as shown at the top right-hand-side of the page. You will not be able to set the date to the next year's timetable until the provisional timetable is published, which is normally during late summer.

Once you have generated the timetable you can use the "Change Display" tab to view particular weeks or to group together events for easier readability. The week numbers are as follows:

- Induction Week : Week 5
- Term 1: Weeks 6-10, 12-16 [Week 11 is reading week]
- Term 2: Weeks 20-24, 26-30 [Week 25 is reading week]
- Term 3: Weeks 35-41

Some modules will have many "instances" of the same timetable event. For instance, a module might have several tutorial groups. In general, events of this nature are not the source of timetable clashes, so you should focus on checking for clashes involving LABS and LECTURES.

Avoid selecting more than 75 credits in any one term, otherwise the workload and timetable will be unmanageable!
Year 3 students: ensure that you select at least 105 credits of Level 6 (Advanced) modules
Year 4 students: ensure that you select 120 credits of Level 7 (Masters) modules [i.e. all credits]

Further information:
- Module Registration Guidance

12.1.2 New Process for Choosing Modules for 2022/23 (continuing students)

Continuing undergraduate students and postgraduate students on programmes of more than 1 year's duration will have an opportunity to make an initial selection of modules for 2022/23 at the end of the spring term, with places being confirmed in the summer.

12.1.3 UCL Module Catalogue

UCL's new Module Catalogue gives access to a comprehensive catalogue of all modules across the whole of UCL, published in a consistent, searchable and accessible format. The Natural Sciences department also publish a Module Catalogue detailing the modules available for each stream combination.

Further information:

- Module Catalogue

12.1.4 Module Selection and Verification Deadlines

You will receive an email through the Student Records system, Portico, with details of module registration deadlines. Later on, you will also be asked to check in Portico and confirm that your module registrations are correct. It is important that you check that you are registered for the correct modules so that you are entered for the right assessments.

Module selections cannot be submitted until all modules have been chosen. Selections need to be approved on-line by both the teaching department and the parent department (i.e. Natural Sciences). You will be able to see on Portico whether your module options have been accepted or rejected. If you are rejected from a module, you will be able to select a new module on Portico.

You **MUST** finalize all module selections by the dates noted in the Academic Manual**.** Changes will not be made after these dates. If you wish to make changes to your individual modules you will need to contact your Programme Manager (natsci@ucl.ac.uk) as soon as possible as all changes will need to be approved.

Further information:

- Module Registration

12.1.5 Change of Module Selection

If a student wishes to change a module selection, requests need to be submitted and approved by the department.

Exact deadlines will be published each year in the 'Module Selection Task' on Portico. On Online Programmes, exact deadlines will be set, managed and communicated by the Department.

Further information:

- Portico Login

- Academic Manual Chapter 3, Section 2: Module Selection

12.2 Contact details for staff who can give advice

Each of the individual streams is supported by an academic Stream Leader, who will help you to make decisions about your stream and module choices. They should normally be the first person that you contact if you have queries about module selection. You can also

seek advice about module choices from your Personal Tutor, Year Tutor, or Programme Manager.

There may be some timetable constraints (clashes) with a few streams, and these should be discussed with the Stream Leader, Programme Manager, or Year Tutor

For queries concerning registration on PORTICO contact the Programme Manager at natsci@ucl.ac.uk.

13 Changes to Registration Status

Students wishing to make changes to their registration status should first discuss their plans with their Personal Tutor who can explain the options available and help students to make the right decision. Students should also ensure that they read the relevant sections of the UCL Academic Manual before making any requests to change their academic record.

Applications must be made in advance of the effective date of change.

13.1.1 Changing programme

If a student wishes to transfer from one UCL degree programme to another, they must make a formal application. The usual deadline for change of degree programme during the academic session is the end of **October** each year (for students registering in September, with a later date for students registering in January) to be compatible with module selection deadlines, although later transfers may be possible, where the transfer does not affect module selections. Students should log in to their Portico account and complete the online application. Students are strongly advised to discuss their plan with the departments involved before requesting a change of programme on Portico.

13.1.2 MSci to BSc transfer

The deadline to transfer from the MSci to the BSc is the day before the start of Term 1 of the Masters year. Students who transfer to a Bachelors programme after 1 April can only attend a graduation ceremony in the following year.

If you are studying on a Tier 4 Visa, you will need to contact natsci@ucl.ac.uk to process this change. If not, you can apply for a programme change via C2RS on Portico.

13.1.3 BSc to MSci transfer

The deadline to transfer from the BSc to the MSci is the Friday before the last day of Term 3, Year 3. You may wish to read the requirements to progress to Year 4 prior to applying for a transfer.

You can apply for this programme change via C2RS on Portico.

Further information:

- Changing your degree programme or modules

- Academic Manual Chapter 3, Section 5 Programme Transfers

13.1.4 Withdrawing from a programme

If a student wishes to leave their degree programme prior to completing their final examinations they must apply for a formal withdrawal from their studies. Applications must be made in advance of the effective date of change. Students should log in to their Portico account and complete the online application.

Further information:

- Interrupting or withdrawing from your studies

- Academic Manual Chapter 3, Section 7: Withdrawing from a programme

13.1.5 Informing the Student Loans Company of changes to your student status

If a student makes a change to their programme or registration status during the course of the academic year, it is important that the Student Loans Company (SLC) is notified. The SLC can then re-assess and update its records. Changes could include a student withdrawing from their academic programme, an interruption in studies or transferring to a new programme. The SLC must also be notified when there is a change in mode of study or when a student has returned from an interruption.

To inform the SLC of a change in your student status, a Change of Circumstance (CoC) form must be completed online by your Faculty. See the Key Contacts section for details of who to contact in the Faculty if you require a CoC form to be submitted on your behalf or if you have any related queries.

13.2 Key contacts in the department and faculty for assistance with any of the above

Changes to modules, degree programme, interruptions and withdrawals should be discussed with your Year tutor. The Programme Manager may be able to advise regarding the process on Portico if necessary.

14 Progression, Award and Classification

14.1 Progression through the programme

UCL's Progression and Award Requirements define how many credits and modules students need to pass to progress from one year of study to the next and to be awarded a UCL qualification.

This programme uses the Honours Degree Progression and Award Requirements in the UCL Academic Manual, Chapter 4, Section 6: Progression and Award. The regulations work slightly differently depending on the programme structure. Specific regulations for each individual programme are published in the Portico Progression and Award Rules Tool. Students will be notified when their regulations are available. To find the Tool, students should click on the 'My Programme' box on the 'My Studies' page in Portico. The 'Progression and Award Rules' link is below the programme information.

To progress from one year to the next, or to graduate with an award, you should pass 120 credits in each year of study. If you do not pass 120 credits in a given year, you may nonetheless be considered to have met the progression and award requirements if you satisfy the condonement requirements outlined in the Academic Manual. Students who have passed a module or who meet the condonement criteria are not permitted to resit or repeat.

Additionally, to progress to year 4 of the MSci programme, you must have a 3rd year credit-weighted mean of 59.5% or better and a classification-weighted overall mean of 59.5%, or better. Students who do not fulfil the required criteria to proceed at the end of the 3rd year may be considered for graduation with the award of a BSc Honours degree.

Further information:

- Academic Manual Chapter 4, Section 6: Progression and Award
- Portico Login

14.2 Qualification and Credits Framework

Modules are the individual units of study which lead to the award of credit. Each year of studies carries 120 FHEQ (UK Framework of Higher Education Qualifications) credits, which are awarded upon successful completion of the intended learning outcomes for the modules studied.

For instance, first year modules for the Natural Sciences programme each carry 15 credits, so a total of eight modules must be taken in the first academic year. In later years of study some modules are worth more than 15 credits, such as the research module in y4. There may also be some modules that are not-for-credit. These zero-credit modules are intended for academic or professional development which does not contribute to the classification of the degree.

Each module also has a defined level which is intended to indicate the amount of prior learning that students taking the module would usually require. In general:

- All modules taken in year 1 will be…… level 4 [Basic]
- All/most modules taken in year 2 will be……. level 5 [Intermediate]
- All/most modules taken in year 3 will be…….. level 6 [Advanced]
- All modules taken in year 4 (MSci only) will be…….. level 7 [Masters-level]

There can be some variations. For instance it may be possible to take some Level 5 or 7 modules in the third year. However, you must be aware of the following framework which defines limits on the number of modules that must be taken at the level of qualification to be eligible for an award.

The pass mark for modules at Levels 4,5,6 is 40%, and the pass mark for modules at Level 7 is 50%.

Qualification	FHEQ Credits	Learning Hours	Max credit at lowest level	Min credit at level of qualification

Certificate of Higher Education	120	1200	120 at Level 4	120 at Level 4
Diploma of Higher Education	240	2400	150 at Level 4	90 at Level 5
Ordinary Degree (Bachelors without Honours)	300	3000	150 at Level 4	60 at Level 6
Bachelors with Honours	360	3600	150 at Level 4	90 at Level 6
Integrated Masters with Honours	480	4800	150 at Level 4	90 at Level 6 and 120 at Level 7

The 3 qualifications listed at the top of this table are exit awards for Natural Sciences students who fail to meet the requirements of their enrolled programme of studies, or who withdraw from studies before completion.

Further information:

- Academic Manual Chapter 7, Qualifications and Credit Framework

14.3 How will marks be combined to reach a classification?

Students who have successfully completed the Progression and Award Requirements will be awarded a Classification. The UCL Academic Manual, Chapter 4, Section 7: Classification defines the Classification Schemes for each qualification.

The regulations work slightly differently depending on the programme structure. Specific regulations for each individual programme are published in the Portico Progression and Award Rules Tool. You will be notified when the relevant regulations are available. To find the Tool, you should click on the 'My Programme' box on the 'My Studies' page in Portico. The 'Progression and Award Rules' link is below the programme information.

This programme uses UCL Honours Degree Classification Scheme B in the UCL Academic Manual, Chapter 4, Section 7: Classification.

14.3.1 Year Weightings

The relative weightings attached to the mean mark for each of the years of the programme are outlined below:

Students who began their programme of studies during/after 2018-19 academic year:

	Year 1	Year 2	Year 3	Year 4
BSc	1	3	5	-
MSci AND MSci + year abroad	1	3	5	5

Within each year all credits are equally weighted.
[See Chapter 4, 7.4.3 of the Academic Manual – Honours Classification Scheme B].

Note: For students who completed the Y1 capstone project in academic year 2019/20, the first year will be weighted at 0.

Students who began their programme of studies before 2018-19 academic year:

	Year 1	Year 2	Year 3	Year 4
BSc	1	3	5	-
MSci	1	3	5	5
MSci + year abroad	1	3	2.5	5

In the first year the best 60 credits will be weighted by one, the rest being half-weighted.
In the second and third years the best 90 credits will be weighted by one, the rest being half-weighted.
In the fourth year all credits will be weighted equally.

14.3.2 Coronavirus Mitigations

For the academic years 2019/20 and 2020/21 some adjustments were made to the progression and award rules. These details are outlined in the 'Progression and Award Rules' information that you can access in Portico. Further information can also be found at the following link

14.3.3 Award Classification

Students who began their programme of studies during/after 2018-19 academic year:

Qualifies for First Class Honours (1)	A Final Weighted Mark greater than or equal to 69.50% OR A Final Weighted Mark greater than or equal to 68.50% AND Module marks of at least 70.00% in at least 50% of the Final Year credits
Qualifies for Second Class Honours Upper Division (2.1)	A Final Weighted Mark greater than or equal to 59.50% OR A Final Weighted Mark greater than or equal to 58.50% AND Module marks of at least 60.00% in at least 50% of the Final Year credits
Qualifies for Second Class Honours Lower Division (2.2)	A Final Weighted Mark greater than or equal to 49.50% OR A Final Weighted Mark greater than or equal to 48.50% AND Module marks of at least 50.00% in at least 50% of the Final Year credits
Qualifies for Third Class Honours (3)	A Final Weighted Mark greater than or equal to 40.00

14.3.4 Students who began their programme of studies before 2018-19 academic year:

All degree averages are rounded to the nearest integer. Candidates 1% below a classification borderline zone between classifications are considered for promotion to the higher classification subject to the following:

For an MSci award:

- MSci project mark MUST be in the higher class;
- MSci year average to be in the higher class;
- MSci weighted average to be greater or equal to the BSc weighted average from the previous year
- A preponderance of course-units to be in the higher class

For a BSc award:

- Third year average in the higher class;
- Third year average to be higher than second year average;
- Preponderance of third-year course-units to be in the higher degree class;
- The Literature review (MAPS3001) mark to be in the higher class

Further information:

- Academic Manual Chapter 4, Section 7: Classification
- Portico Login

15 Information on assessment

15.1 How you will be assessed

Each module has its own intended learning outcomes, which are used to align the individual assessments. For example, practical assessments such as lab reports or scientific computing assignments may be designed to help you develop techniques of analysis and enquiry, and/or analyse data to draw conclusions. Group work will allow you to tackle larger and more complex problems and develop your professional and collaborative skills, whilst independent work will allow you to demonstrate and explore your initiative and develop your critical skills.

Examples of assessment you may encounter include written examinations, oral examinations or presentations, podcast/video assessments, poster assessments, practical assignments and reports, multiple choice questionnaires, quizzes, and coursework problem sheets. Many of your modules will feature an unseen examination component that carries a large proportion of the marks, whilst some modules are entirely coursework based.

The terms “formative” and “summative” are often used to distinguish between different types of assessment. Summative assessments contribute to the module mark and are intended to generate evidence of your learning. An examination taken at the end of a

module is an example of a summative assessment. Formative assessments do not contribute to the module mark, but are intended to provide an opportunity for feedback and development. As an example of a formative assessment, you might be asked to submit a one-page summary of a group research investigation so that you can receive academic guidance and an indicative progress grade. Formative work is often paired with a later summative assessment, such as an assessed report or examination, to test what has been learned.

Not all assessments can be neatly described as formative or summative. For example, some modules feature "low-stakes" diagnostic assessments (typically contributing 5%-10% of the module mark), which are intended to monitor and guide your learning or to influence delivery of the curriculum. Examples include coursework problem sheets or in-class tests.

The third-year literature project and fourth-year research project are examples of "synoptic" assessment, meaning that they target many of the programme-level learning outcomes and provide an opportunity for you to draw together different aspects of your learning from across the curriculum in a coherent way.

Information about the assessment for each module can be found in the UCL Module Catalogue.

15.2 Marking criteria and learning outcomes

15.2.1 MSci Learning Outcomes

(A) Subject-Specific Knowledge

1. Coherent and detailed knowledge of key concepts and terminology in two complementary science or science-related disciplines; much of which is at, or informed by, the forefront of scientific research.
2. Critical understanding of current problems and/or new insights in a substantial area of study in a major scientific discipline, at a level of preparation suitable for employment or further study at doctoral level in a related field.
3. Accurately established techniques of analysis and enquiry within two complementary science or science-related disciplines, and demonstrate a practical understanding of how established methods of research and enquiry are used to create and interpret knowledge in one or more scientific disciplines.

(B) Intellectual, Academic and Research Skills

1. Conduct a thorough, critical review of scientific literature, and propose new hypotheses where appropriate.
1. Plan and carry out a research programme independently and assess the significance of outcomes.
2. Recognise overlapping issues and common research themes across more than one field of scientific study, and draw meaningful comparisons between the approaches and methodologies of two science or science-related subjects.

3. Apply learning in different scientific contexts, engage with advanced scholarship in two scientific disciplines, and reflect upon the criteria by which academic work is assessed.
4. Understand ethical and societal responsibilities, environmental impact and sustainability in a scientific context and demonstrate ethical behaviour in your own work.

(C) Practical and transferable skills

1. Express arguments clearly both orally and in writing, using technical language appropriately to communicate complex information and research to both specialist and non-specialist audiences.
2. Analyse quantitative and qualitative data to devise and sustain evidence-based scientific arguments, making sound judgements in the absence of complete data.
3. Demonstrate self-direction and originality in tackling and solving problems in complex and unpredictable situations, and exercise the independent learning ability, initiative and personal responsibility required for continuing development as a professional.
4. Work in a collaborative environment, agree group objectives and responsibilities, and evaluate group strategies.
5. Manage self-learning and work to deadlines.
6. Use relevant industry-standard IT software or programming languages.

15.2.2 BSc Learning Outcomes

(A) Subject-Specific Knowledge

1. Coherent and detailed knowledge of key concepts and terminology in two complementary science or science-related disciplines; at least some of which is at, or informed by the forefront of scientific research.
2. Ability to describe and comment on current research in a major scientific discipline.
3. Accurately established techniques of analysis and enquiry within at least two complementary science-related disciplines.

(B) Intellectual, Academic and Research Skills

On successful completion of this programme you will be able to:

4. Read, analyse and reflect critically on scholarly reviews and primary sources, such as refereed research articles and/or appropriate original materials.
5. Carry out practical work appropriate to the subjects of specialism, such as laboratory work or fieldwork.
6. Recognise overlapping issues and common research themes across more than one field of scientific study, and draw meaningful comparisons between the approaches and methodologies of two science or science-related subjects.
7. Apply learning in different scientific contexts, engage with advanced scholarship in two scientific disciplines, and reflect upon the criteria by which academic work is assessed.

8. Appreciate the uncertainty, ambiguity and limits of scientific knowledge and understand how this influences analyses and interpretations which might be based on that knowledge.

(C) Practical and transferable skills
On successful completion of this programme you will be able to:

1. Express arguments clearly both orally and in writing, using technical language appropriately to communicate complex information and research to both specialist and non-specialist audiences.
2. Analyse quantitative and qualitative data to devise and sustain evidence-based arguments, making sound judgements in the absence of complete data.
3. Work in a collaborative environment, agree group objectives and responsibilities, and evaluate group strategies .
4. Manage self-learning and work to deadlines.
5. Use relevant industry-standard IT software or programming languages.

Further information:
- Academic Manual, Chapter 4, Section 10, Interim Qualifications

15.3 What marking scale is in use on the programme?

All work is assessed using the following marking scheme:

Above 70	First Class
60 - 69	Upper Second Class (2:1)
50 – 59	Lower Second Class (2:2)
40 – 49	Third
40	Pass mark*
39 or below	Fail

*The pass mark for Masters Level module (Level 7) is 50%.

Further information:
- Academic Manual, Chapter 4, Section 3.8

15.4 Feedback on your work

From day one on your programme, you'll be getting feedback: it could be comments made in a lecture, discussions in a seminar or tutorial, feedback on practice exercises in class, answers to queries about coursework on a forum or in live Q&A sessions, conversations with other students on the module. Sometimes it's not appropriate for your teacher/tutor to give individual feedback. Instead, they might give generic feedback to the group.

There are many ways of getting feedback and you should be using all of them. Engage with your teaching, contribute to seminars or tutorials; ask questions in lectures – even if it is just to let the lecturer know that you don't understand and you'd like them to go through it again. Ask for formative feedback early on in each module, ideally within the first 4 weeks.

Remember, your work on an assignment isn't finished once you've handed it in. The final stage is feedback and how you make use of it. Your teachers must give an indication of when you can expect to receive feedback on your work.

15.5 UCL Standard turnaround time for feedback

UCL Feedback Turnaround Policy

Regular feedback is an essential part of every student's learning. It is UCL policy that all students receive feedback on summative assessments within one calendar month of the submission deadline. This feedback may take the form of written feedback, individual discussions, group discussions, marker's answers, model answers or other solutions (although students should note that UCL is generally unable to return examination scripts). Students writing dissertations or research projects should also expect to receive feedback on a draft on at least one occasion.

If, for whatever reason, a department/division cannot ensure that the one calendar month deadline is met then they will tell students when the feedback will be provided - it is expected that the extra time needed should not exceed one week. Where feedback is not provided within the timescale, students should bring the matter to the attention of their Departmental Tutor or Head of Department.

Further information:

- Academic Manual Chapter 4, Section 5: Assessment Feedback
- For centrally organised assessments, instructions and Regulations on the Examinations and Awards website

15.6 Exam and award regulations

Please check the Students' webpages for the most up-to-date information:

- Students' webpages

15.6.1 Assessment Regulations

Students must ensure that they are aware of the regulations governing assessments and examinations on the Examinations and Assessment website.

Further information:

- Examinations and Assessments

15.6.2 Intercollegiate Exams

UCL students taking examinations at other colleges as part of the University of London's intercollegiate module sharing scheme should refer to the Student Policy outlined in the Academic Manual, Chapter 8 (Annexe 10: "Intercollegiate Module Sharing with other University of London Colleges – Student Policy").

Further information:

- Academic Manual Chapter 8: Academic Partnerships Framework

15.7 Coursework submission procedures

Arrangements for submission of work vary by department, so you must ensure you follow the procedure that relates to your modules, which should be outlined on the Moodle page.

Digital submission of coursework is usually via the module's Moodle page, either via an Assignment or Turnitin Assignment (which includes a plagiarism check.) Submission via Moodle includes organising your files, uploading, checking, submitting, and re-checking. It is not instantaneous and can take several minutes at least. You should allow yourself sufficient time to ensure your work is successfully submitted before the deadline. You should also be sure to allow time to check you have submitted the right version of your work and, if necessary, resubmit. Do not leave digital coursework submission to the last minute.

Support with coursework submission
The UCL Moodle Wiki provides guidance on how to submit work via Moodle. Technical support is available from UCL ISD.

Further information:

- Moodle for Assessment Wiki
- Turnitin FAQs Wiki
- UCL ISD

15.8 Coursework Late Submission Penalties

Planning, time-management and the meeting of deadlines are part of the personal and professional skills expected of all graduates. For this reason, UCL expects students to submit all coursework by the published deadline date and time, after which penalties will be applied.

If a student experiences something which prevents them from meeting a deadline that is sudden, unexpected, significantly disruptive and beyond their control, they should submit an Extenuating Circumstances (EC) Form. If the request is accepted, the student may be granted an extension. If the deadline has already passed, the late submission may be condoned i.e. there will be no penalty for submitting late.

Further information:

- Academic Manual Chapter 4, Section 3: Module Assessment
- Academic Manual Chapter 2, Section 2: Short Term Illness and Other Extenuating Circumstances

15.9 Absence from assessment

Any student who is absent from an assessment without prior permission will receive a mark of 0.00%/ Grade F unless they formally request to defer their assessment to a later date by submitting a claim for **Extenuating Circumstances with appropriate supporting evidence.** If Extenuating Circumstances are not approved, the mark of 0.00%/ Grade F will stand and the student will be considered to have made an attempt.

Further information:

- Academic Manual Chapter 2, Section 2: Short Term Illness and Other Extenuating Circumstances

15.10 Word counts and penalties

Assignment briefs will include clear instructions about word counts, the inclusion of footnotes, diagrams, images, tables, figures and bibliographies etc. Students are expected to adhere to the requirements for each assessment. Students exceeding these parameters may receive a reduction in marks.

Further information:

- Academic Manual Chapter 4, Section 3: Module Assessment

15.11 Consequences of failure

Students are permitted a maximum of two attempts at any given assessment. If a student fails an assessment at the first attempt they might:

- Be eligible for Condonement
- Need to Resit or Repeat the assessment
- Apply for a Deferral or other support under the Extenuating Circumstances procedures

15.11.1 Condonement

Condonement allows a student to progress from one year to the next and/ or to be awarded a qualification where they are carrying a small amount of failure, as long as their overall performance is of a good standard and the requirements of any relevant Professional, Statutory or Regulatory Bodies are met. Students who meet the Condonement Criteria will not be reassessed.

A student's eligibility for Condonement in any given module is determined by the programme on which they are enrolled - some modules may be 'Non-Condonable' i.e. students must pass them. Condonement applies to module marks falling within a certain range, and students will need to meet defined criteria to be eligible for Condonement.

Further information:

- Academic Manual Chapter 4, Section 6: Progression and Award

Student Guides to Condonement

- Undergraduate Student Guide to Condonement

15.11.2 Reassessment

Depending on the amount of failure, Reassessment may take the form of either a Resit, which usually takes place in the Late Summer, or a Repeat in the following academic session. The marks for modules successfully completed at the second attempt will be capped at the Pass Mark – 40.00% for modules at UG Level/ Levels 4, 5 and 6; 50.00% for PGT modules at Masters Level/ Level 7.

Further information:

- Academic Manual Chapter 4, Section 9: Consequences of Failure

15.11.3 Deferred Assessment

If an assessment has been affected by Extenuating Circumstances (ECs) students may be offered a Deferral i.e. a 'new first attempt' or a 'new second attempt'. If the student successfully completes a Deferral of their first attempt, their module marks will not be capped. If the student successfully completes a Deferral of their second attempt (i.e. they have ECs on a Resit or Repeat), their module marks will be capped at the Pass Mark (i.e. the existing cap will not be removed).

Further information:

- Extenuating Circumstances
- Academic Manual Chapter 4, Section 8: Deferred Assessment

15.12 Academic Integrity

High academic standards are fundamental to ensuring continued trust and confidence in UCL's world-leading research and teaching, as well as the individuals who work and study at UCL. UCL takes Academic Integrity very seriously, and expects students to familiarise themselves with UCL's referencing and citation requirements. A good starting point is the UCL Library Guide to References, Citations and Avoiding Plagiarism. You should also ensure that you are familiar with the specific referencing requirements of their discipline, as these may vary.

Candidates for controlled condition examinations should also familiarise themselves with the requirements set out in the Academic Manual, Chapter 6, Section 9.2 (weblink provided below). It is also very important that you are aware of what items you are permitted to bring into the Examination Halls, so they can ensure you do not unintentionally breach the examination rules.

UCL has a zero tolerance approach to the use of essay mills and contract cheating, as they go against every principle that UCL stands for. These types of service disadvantage honest students and devalue standards in our universities.

The vast majority of students at UCL will maintain their Academic Integrity throughout their studies, but it is important to be aware that UCL may consider breaches to your Academic Integrity as an instance of Academic Misconduct. When Academic Misconduct occurs there can potentially be penalties imposed, and it is important to note that repeated breaches will be taken very seriously and could result in exclusion from UCL (see Academic Manual, Chapter 6, Section 9.3, web-link provided below). For students who are unsure of what may be considered as Academic Misconduct, the procedures in Chapter 6 of the Academic Manual define all such behaviour and how this is taken forwards. UCL also has online tools available to help students identify what behaviours may be considered as Academic Misconduct.

Further information:

- Academic Integrity

- Library Guide to References, Citations and Avoiding Plagiarism
- Academic Manual Chapter 6, Section 9: Student Academic Misconduct Procedure
- Examinations and Assessments

15.13 Academic integrity in Natural Sciences

You are probably familiar with principles of academic integrity and could give definitions of related terms, such as plagiarism and collusion. However, recognition in theory does not automatically lead to success in action. Do you think you could recognise instances of poor practice or academic misconduct in the work of another student? How about in your own work?

You might think most allegations of academic misconduct relate to instances of intentional cheating, but this is not the case. In most reported cases of academic misconduct by Natural Sciences students the offences appeared to have arisen due to ignorance or insufficient attention.

Here are some examples of misconduct by Natural Sciences students that have been penalised in recent years:

- Falsification of data, including uncited use of data obtained by other students
- Sharing of answers on open-book exams
- Working with other students to complete an individual assessment
- Use of material from other sources without attribution to the original author
- Material not in the student's own words (apart from direct quotes)

It is also commonly assumed that poor academic conduct is only exhibited by students who are not performing well. However, there have been several allegations of misconduct against students who have otherwise excelled academically. In some of these cases it has been clear the student worked very hard on the assessment where a penalty for misconduct was applied. Example reasons for this include:

- Poor habits, such as pasting text from academic papers into an essay and then attempting to paraphrase the copied text. A better tactic is to read the paper, put it aside and then summarise key points in your own words.
- Belief that it is acceptable to use the words of another author because they are the authority or because you "couldn't say it better". You should always describe work in your own words, apart from when using direct quotes (see below).
- Failure to indicate where direct quotes have been used through correct use of quotation marks and in-text citations. Try to keep the use of quoted material to a minimum.
- Missing in-text citations. It is not sufficient to provide a list of the references you consulted in the bibliography or reference section. You also need to provide in-text citations that clearly show where the material originates from.
- Poorly executed second-hand referencing: Sometimes a paper that you are reading might reference another paper that you have not read. You can find guidance about how to correctly deal with second-hand references here.

- Poor use of tools provided for checking your work. You can upload your work to Turnitin before you submit your assignment. The report can provide useful insight about your writing (but see below).
- Over-reliance on Turnitin. This is an *assistive* tool, and the generated score is not as useful as the highlighted text. Inserting or deleting words or using synonyms to replace words in a statement do not address problematic use of other authors' work, even if Turnitin does not detect such statements. Conversely, there will be often instances where Turnitin flags a completely innocuous statement such as a long in-text citation.
- Working under last-minute pressure. Writing in your own words needs to be something that you do as you construct your work, not as a final adjustment. Working close to a deadline often leads to cutting corners, and can leave you more vulnerable to inadvertent bad practice.

It is essential that you are equally attentive to your academic skills as to your study of scientific topics. The UCL training module on academic integrity and NSCI modules will provide some guidance, but you will need to continue your independent learning outside of the classroom – for instance, by making use of the tools below:

- Academic integrity resources
- Avoiding plagiarism
- Plagiarism and academic writing moodle course

15.14 Research ethics and code of conduct

Students undertaking research have a duty to look after the health and safety of themselves and anyone else affected by their project, and it is a legal requirement that all research is assessed for risk. The project supervisor will be responsible for ensuring that risk assessments are carried out, though students are often expected to conduct the risk assessment together with their supervisor as a key aspect of professional development. Details about risk assessment will normally be outlined on research project Moodle pages.

Research proposals involving living human participants and the collection and/or study of data derived from living human participants also requires ethical approval. Again, the project supervisor will be responsible for obtaining ethical approval before any data collection can commence, but you should discuss the ethical implications of your project with your supervisor and ensure that you understand the scope and timeline of any arrangements that may need to be put in place.

Ethical approval may also be necessary for some internships, including Changemaker projects, Connected Learning Internships and Innovation Labs. This will be dependent on the work you want to carry out, as the use of research methods such as interviews, focus groups and questionnaires must follow ethical guidelines such as the BERA guidelines for educational research. These aspects will be discussed with you when you apply for the projects.

Further information:

Research Ethics:

- https://ethics.grad.ucl.ac.uk/
- https://www.ucl.ac.uk/research/integrity/research-ethics

Code of conduct for research:

- https://www.ucl.ac.uk/governance-compliance/research-governance

15.15 Marking, Second-Marking and Moderation

All work that is submitted for summative assessment is marked by a UCL Internal Examiner or Assistant Internal Examiner. All UCL programmes also include second-marking and internal moderation processes to ensure that marking is consistent and fair. Second-marking can take a number of different forms depending on the type of assessment, but the overall aim is to ensure that marking is as accurate as possible. Internal moderation also helps UCL to ensure that marking is equitable across different modules, pathways, options and electives.

15.16 External Examining at UCL

External Examiners are senior academics or practitioners from other universities who help UCL to monitor the quality of the education we provide to our students. In particular, External Examiners scrutinise the assessment processes on each programme, helping UCL to ensure that all students have been treated fairly, that academic standards have been upheld and that the qualifications awarded are comparable with similar degrees at other UK universities.

Each External Examiner submits an on-line annual report. Faculties and departments are required to reflect on any recommendations and address any issues raised in a formal response. The report and response are discussed with Student Reps at the Staff-Student Consultative Committee, and are scrutinised by faculty, department and institution-level committees. Students can access their External Examiner's report and departmental response via the "My Studies" page through their Portico account either through 'Module Assessment' or 'Summary of Results and Awards' or by contacting their Departmental Administrator in the first instance. On the same "My Studies" Portico page, students can also access UCL wide External Examiners reports for the last three years. For central queries relating to External Examining, please contact Student and Registry Services at examiners@ucl.ac.uk.

16 Prizes

Prizes are awarded in each year to the top-performing or most improved students. The following list of prizes are currently considered (note that not all prizes are awarded in every year). In Natural Sciences, interpretations of "best" and "exceptional" will be based on performance in comparison to other students taking the same modules.

16.1 Faculty Prizes

16.1.1 Kathleen Lonsdale Medal

The Kathleen Lonsdale Medal (formally known as the Faculty Medal) is awarded on the basis of academic excellence to the student who is deemed to have produced outstanding work during the course of their degree programme. Its name celebrates one of our most distinguished alumni. The Faculty Medal is awarded to one or two exceptional graduating students every year, to recognise outstanding academic achievement

Further information:

- Kathleen Lonsdale Medal Winners

16.1.2 Dean's List

The Dean's List, created in 1995, commends outstanding academic performance by graduating students, equivalent to the top 5% of student achievement. It is currently awarded to around 15-20 graduates per year (growing every year as student numbers increase).

Further information:

- Dean's List Commendees

16.1.3 Jackson Lewis Scholarship

The Jackson Lewis scholarship is awarded to the best continuing third year student. The value of each scholarship is £200.

Further information:

- Jackson Lewis Scholars

16.1.4 Faculty Undergraduate Scholarship for Excellence

The Faculty Undergraduate Scholarship for Excellence promotes and rewards excellence among UCL students. They are awarded to the academically most outstanding first- and second-year undergraduate student in the faculty each year.

16.2 Departmental Prizes

16.2.1 Best Literature Project

This prize is awarded to the student who achieves the highest mark in the written component of the Literature Project module

16.2.2 Best Presentation

This prize is awarded to the student who achieves the highest mark in the oral component of the Literature Project module

16.2.3 Best in Year

One prize is awarded to the most outstanding student at each level. A year 1 prize is also awarded for the second-best candidate.

16.2.4 Most Improved in Year

This prize is awarded per level of study to the student who most improves their one-year average in comparison to the previous year of study.

16.2.5 Parton-Lim prize

This prize is jointly named after the two previous Natural Sciences students who were Faculty Medal winners. The prize is to be awarded to the student (or students) that have contributed most to the life of the department.

17 Learning resources and key facilities

17.1 UCL Library Services

UCL Library Services provides support to students online and in person via our libraries. UCL has 14 libraries covering a wide range of specialist subjects with expert staff that students can ask for help. UCL Library Services provides access to a huge range of digital and print resources. The UCL Library Services page has information for students about using the library, services available, electronic resources and training and support. Subject guides provide targeted information on resources and support available, and online reading lists, which are also linked to Moodle modules, will provide students with access to core readings for their modules.

Further information:

- Discover Library Services
- Library Subject Guides
- ReadingLists@UCL

17.2 UCL Information Services Division (ISD)

The UCL Information Services Division (ISD), the primary provider of IT services to UCL, offers guidance on all of ISD's key services, including email and calendar services, user IDs and passwords, print, copy and scanning, wifi and networks on their web pages. 'How to' guides and individual help and support is available from IT Services.

- Help and support

There are also opportunities for Digital Skills Development through face-to-face training in areas such as data analysis, programming, desktop applications and more, along with individual support through drop-ins.

- Digital Skills Development

UCL also has a licence for LinkedIn Learning which provides thousands of high quality video-based courses from programming to presentation skills:

- LinkedIn Learning

Learning on Screen ("bob") provides students with access to a vast archive of 65 free-to-air channel programming for educational usage – you can view TV programmes and films, and listen to radio programmes. In addition, Kanopy ("thoughtful entertainment") is available to UCL students, and offers a wide range of movies:

- Learning on Screen ("bob")
- Kanopy

Digital Education services allow students to access online course materials or take part in online activities such as group work, discussions and assessment. Students can re-watch some lectures using the Lecturecast service and may also use interactive tools in the classroom.

New students are encouraged to complete the 'Digital Education at UCL' course which is available on Moodle, UCL's virtual learning environment, to familiarise themselves with the tools and technology available to support their digital learning experience.

- Digital Education at UCL

ISD provides desktop computers and laptops for loan in a number of learning spaces. Computers at UCL run a Desktop@UCL service which provides access to hundreds of software applications to support students. Students also have access to a range of free and discounted software.

Visit the **IT Essential for new students** page for details of all IT services available:

- ISD IT Essentials for new students

All students are encouraged to download the UCLGo app, available for iOS and Android devices and on the web. The app gives access to the timetable, Moodle, email, Portico, and library loans. It has maps to locate lecture theatres, water fountains, computers and study spaces on campus. It has checklists of things students need to do and sends important alerts, as well as having opt-in notifications on topics of interest. You can also see lists of events hosted by the UCL Students' Union and UCL departments:

- UCL Go

17.3 UCL Centre for Languages & International Education (CLIE)

The UCL Centre for Languages & International Education (CLIE) provides modern foreign language, British Sign Language and English for Academic Purposes (EAP) modules for UCL students. CLIE also heads the UCL Academic Communication Centre (ACC). The ACC offers discipline-specific academic communication support to both native and non-native English speakers currently studying an undergraduate or postgraduate degree at UCL. Evening courses are offered in nine foreign languages across a range of levels to support UCL students, staff and London's wider academic and professional community. Students can access language-learning resources online through the CLIE Self-Access Centre, including films and documentaries and books for self-study.

Further information:

- CLIE website
- CLIE Self-Access Centre
- Academic Communication Centre (ACC)

17.4 Sustainable UCL

UCL launched its Sustainability Strategy in 2019 – one of the most ambitious across the UK higher education sector. It includes many headline commitments – to be a net zero carbon institution by 2030; to be single use plastic free; and that every student has the opportunity to engage with sustainability during their time at UCL. The Sustainable UCL team offers students many different opportunities to learn about sustainability as part of their studies or extracurricular activities.

In particular, students can engage with sustainability in their free-time by joining one of UCL's green clubs and societies or taking part in UCL's Student Sustainability Council to help direct UCL's sustainability vision and represent the students' voice on sustainability.

Further information:

- Sustainable UCL Website
- Sustainability Student Opportunity Website
- Sustainability Strategy
- Green clubs and societies
- Student Sustainability Council

17.5 Natural Sciences Common Room

Students have access to the Natural Sciences Common Room which is located in the Kathleen Lonsdale Building.

17.6 How to access Moodle and support contacts

Moodle is UCL's online learning space. It includes a wide range of tools which can be used to support learning and teaching. Moodle is used to supplement taught modules, in some cases just by providing essential information and materials, but it can also be integrated more fully, becoming an essential component of a module. Some modules may use Moodle to provide access to readings, videos, activities, collaboration tools and assessments.

Further information:

- Moodle
- Moodle Frequently Asked Questions
- Moodle Quick Start Guide

17.7 Portico

Portico is the main UCL student information system which is used by all students for:

- Updating personal data such as addresses or contact numbers
- Completing online module registration
- Viewing information about programmes/modules
- Viewing module results
- Pre-enrolment and re-enrolment

- Applying for programme transfer
- Plan and record skills development
- Applying for graduation ceremonies

Further information:

- Portico Login
- What is Portico
- Portico Support

18 Student support and wellbeing

18.1 Centralised UCL support

18.1.1 UCL Student Support and Wellbeing

UCL is committed to the wellbeing and safety of its students and tries to give assistance wherever possible to ensure that studying at UCL is a fulfilling, healthy and enjoyable experience. There is a wide range of support services for student – the Students website provides more information:

- Student Support and Wellbeing

Students should be aware that, while there are many services on offer, it is their responsibility to seek out support and they need to be proactive in engaging with the available services.

18.1.2 The Student Enquiries Centre

Walk-in Service

The Student Enquiries Centre (SEC) have a physical space that students can visit for walk-in questions and enquiries on the 1st floor of the Student Centre. We can assist you with questions or concerns you may have around your student record and give guidance and information on a range of areas such as Visa, Fees, Study Abroad, Student Support Wellbeing or any matters regarding your studies at UCL.

Our walk-in service opening times are between **10am to 4pm (Monday-Wednesday, Friday) and 11am-4pm (Thursday)**. There will be designated staff members on hand and available to assist you with your questions.

Appointment service

Students can book an in-person appointment with the Student Enquiries Centre. Our service hours for appointments are **10am – 1pm on Mondays, Wednesdays and Fridays and 1pm – 4 pm on Tuesdays and Thursdays**.

Students can book an appointment via the following routes:

1.The Student Enquiries Centre booking form on askUCL:

- Select FAQs on the left side bar, then click on All FAQs
- Click on the 'Log an Enquiry' button in the middle of the page
- Start typing in Enquiries, 'Student Enquiries Centre Appointment Request Form' should appear
- Please complete the form.

2. Our telephone service +44 020 3108 8836*

Appointments are available as 15-minute slots. Please book an appointment at least one working day in advance to allow time for us to process your request.

Telephone Service

You can also contact us via our telephone service:

Student Enquiries Centre Telephone Service: +44 (0)20 3108 8836.
Telephone service hours*: **10am - 4pm on Mondays, Tuesday, Wednesdays and Fridays; 11am - 4pm on Thursdays.**

askUCL

Log an enquiry via askUCL, our online student enquiries system, to ask a question or directions to a particular service. We are currently responding to enquiries between the hours of **9am - 6pm (Monday – Friday)** and will aim to provide you with a response within 5 working days

Accessing our self-service options

Self-service remains the quickest and most efficient way for students to complete certain processes and obtain key documentation. We recommend that students use the following self-service opportunities:

- Launch askUCL to access the comprehensive and extensive database of Frequently Asked Questions (FAQs)
- The letter self-service options on Portico where students can print off a statement of student status (current students) or statement of award (alumni)
- The personal details & address containers on Portico where students can update their preferred name, title and addresses.

Further information:

- askUCL
- Student Enquiries Centre

18.1.3 Student Advisers for First Year Undergraduates

UCL Student Advisers are a key contact for first-year undergraduates for any wellbeing, support and student experience matters. They can help students navigate any aspects of student life that may appear challenging, including policies, assessments and finding the

right kind of support. All UCL departments have dedicated Student Advisers who make contact with students before the start of the academic year to introduce their role and offer individual appointments.

- Student Advisers

18.1.4 Disability, Mental Health and Wellbeing team

The Disability, Mental Health and Wellbeing Team in Student Support and Wellbeing (SSW) provide a safe, confidential and non-judgemental space, in which students can discuss any wellbeing, mental health and/or disability concerns that may be affecting their ability to study. This encompasses any personal or emotional challenges students may be experiencing, mental health difficulties such as anxiety or depression and long-term health conditions. The service also supports students with physical and sensory impairments, specific learning difficulties, and autistic spectrum conditions. As well as arranging for adjustments to learning environments, the team loan out specialist equipment. They provide one-to-one tutoring and support for students with specific learning difficulties and mentoring for students with mental health conditions.

Further information:

- Support for Disabled Students
- Mental health and wellbeing support

18.1.5 Student Psychological and Counselling Services

Student Psychological and Counselling Services (SPCS) is dedicated to helping UCL students with personal, emotional and psychological concerns. The SPCS team is diverse and consists of a variety of highly trained and experienced professionals, who offer short-term CBT and psychodynamic support. There are currently two psychiatrists and ten therapists on staff with varying kinds of psychological training and expertise.

Students wishing to access counselling through SPCS need to first complete an online registration form that can be found through the link below.

Further information:

- Student Psychological and Counselling Services

18.1.6 International Student Support

The International Student Support team provide specialist support and advice for all non-UK students at UCL. They help international students settle into life in the UK and make the most of their time at UCL and in London. This includes practical guidance on healthcare, banking, transport and safety, as well as information about the International Student Orientation Programme (ISOP).

Further information:

- International Student Orientation Programme (ISOP)

18.1.7 Study Abroad support

The Study Abroad team provide administrative and welfare support to all undergraduate students undertaking a period abroad as part of their studies, working with colleagues across academic departments in order to advise and guide students from application through to their return to studies at UCL. The team coordinates a diverse portfolio of global student opportunities via different projects: Student Exchanges and Exchange Agreements, the Erasmus Scheme, Study Abroad, Global Experience (Summer Schools, internships, short-term mobility).

Please note that information on Study Abroad may be subject to change due to Covid-19 – please check the website below for current information, and with your department.

Further information:

- Go Abroad

18.1.8 Accommodation

UCL Accommodation provides a range of housing options which includes two Halls of Residence (catered), self-catered Student Houses and Intercollegiate Halls (both catered and self-catered) shared with other colleges of the University of London. Each Hall has a designated Warden supported by a number of live-in Student Residence Advisers (SRA) to provide support for students and to foster a positive environment within the accommodation.

Further information:

- Wardens and Student Residence Advisers at UCL Residences

18.1.9 Financial support

The UCL Student Funding Office provides a central service aimed at supporting students with money matters. We can assist with scholarship, bursary and loan queries, and help signpost students to sources of funding. We also offer a range of resources and tips on money management. The easiest way to access our information and guidance is online, but for students with more complex circumstances an appointment can be booked with one of our Student Funding Advisers.

Further information:

- UCL Financial Support

- Manage your Money

18.1.10 Student of Concern

There are many sources of support for students who are having difficulties, but sometimes it is hard to know how to help a student who appears to be struggling, particularly if they seem unwilling or unable to seek the help they need. Anyone concerned about the behaviour of a student, who believes the problem may be related to health and wellbeing issues, is encouraged to complete the online UCL Student of Concern Form:

- Student of Concern

Depending on the concerns raised, Student Support and Wellbeing may respond by offering support or advice to the student or the person who submitted the form, liaise with

support services or, if necessary, work with the relevant authorities to ensure the student is safe.

18.2 GP and out-of-hours support services

18.2.1 Registering with a doctor

Students are strongly encouraged to register with a doctor as soon as possible after they arrive in London so that they can access healthcare quickly if they become ill or injured. When attending a university in the UK students under the age of 25 are also advised to be vaccinated against meningitis (ACWY). The Ridgmount Practice is a National Health Service (NHS) practice providing healthcare for students living within its catchment area (i.e. near the main UCL campus). Students can also choose to register with a practice closer to where they live if they prefer. The Ridgmount Practice also runs a walk-in surgery which any UCL student can attend, even if they are not registered with the practice.

Please note that information on registering with a doctor and NHS service availability may be subject to change due to Covid-19 – please check the websites below for current information.

Further information:

- Register with a doctor
- Ridgmount Practice

18.2.2 Counselling, support and information helpline

As part of a partnership with an organisation external to UCL, we provide an information and counselling helpline. The helpline is free of charge and includes access to information specialists who are trained by Citizens Advice and to professionally qualified and BACP-accredited counsellors who can help students with a range of emotional and psychological difficulties.

Further information:

- Counselling support, and information helpline

18.2.3 Crisis support - immediate and urgent help

If anyone is in immediate danger, medical support can be received by:

- Attending an Accident & Emergency (A&E) department of a local hospital. University College Hospital is the nearest A&E department to UCL's main campus (this A&E department has a dedicated mental health unit)
- University College Hospital
- Calling 999 to request an ambulance if you are unable to reach the hospital yourself

If a student is feeling distressed, urgent medical support can be obtained by:

- Contacting the student's GP surgery to request an emergency appointment

- If the GP surgery isn't open, the free NHS out-of-hours medical line on 111 can help students access the right services.

- Calling the Samaritans on 116 123 to talk to someone at any time, day or night
- Samaritans

- Nightline are available overnight and can help students across London, call them on +44 (0) 207 631 0101
- Nightline

Further information:

- Crisis Support

18.3 Accessing support or information related to Equity and Inclusion

18.3.1 Equity and Inclusion

The Equality, Diversity and Inclusion Team aims to acknowledge, understand, and tackle structural inequities and unjust social power imbalances that affect our communities across the institution. This means recognising how we got here and what needs to be done to ensure equity, inclusion and belonging for those who are not systemically privileged by our society. UCL is a place where people can be authentic and their unique perspective, experiences and skills seen as a valuable asset to the institution.

The Equality, Diversity and Inclusion website brings together a range of information on issues relating to race, gender, religion and belief, sexual orientation, gender identity, and disability amongst other equalities initiatives at UCL.

Further information:

- Equality, Diversity and Inclusion

18.3.2 Inclusion Leads

Inclusion Leads provide support and assistance for students and staff on issues relating to equalities and diversity.

The Inclusion Lead for Natural Sciences is Charlotte Pearce, c.pearce@ucl.ac.uk.

Further information:

- Inclusion Leads

- Support for Pregnant Students

- Support for Student Parents

- Religion and Faith

- LGBTQ+ Students

18.4 Information about UCL's approach to preventing and responding to harmful behaviours

18.4.1 Bullying, harassment, sexual misconduct and/or domestic abuse

Every student and member of staff has a right to work and study without experiencing harm. Bullying, harassment, sexual misconduct and/or domestic abuse of one member of our community by another or others is never ok. UCL is working to eradicate these issues and seeks to promotes an environment in which they are known to be unacceptable and where individuals have the confidence to raise concerns in the knowledge that they will be dealt with appropriately and fairly.

To help with this, UCL has **Report and Support**, an on-line reporting tool where students can report any issues anonymously or with contact details request to speak to an advisor in order to make an informed decision about their options.

Unacceptable behaviour includes:

- Intimidating, hostile, degrading, humiliating or offensive behaviour which has the purpose or effect of violating a person's dignity or creating an intimidating environment.
- Unwanted conduct related to a protected characteristic that has the purpose or effect of violating a person's dignity. The unwanted conduct can be physical, verbal, or non-verbal.
- Unacceptable behaviour of a sexual nature such as sexual harassment, invitations, comments, coercion and promised advancement in exchange for sexual access.

If you experience any of these behaviours, you can report it and/or access support. You can request to be contacted by an advisor or you can report anonymously. With either options you can give as much or as little detail as you wish. The reports are strictly confidential and only shared on a need to know basis.

Students can request to speak to all the following advisors:

- Dignity Advisor
- Crime Prevention and Personal Safety Advisor
- Human Resources Business Manager (if it's about a member of staff)
- Student Mediator
- Student Support and Wellbeing

Further information:

- Report and Support
- UCL Policies on Conduct and Harassment and Bullying
- Dignity at UCL
- Student Mediator
- Students' Union UCL Advice Service

- Active Bystander Programme

18.4.2 Support for students who have been affected by sexual violence and/or domestic abuse

UCL will do its utmost to support anyone who has been, or is being, affected by sexual violence and/or domestic abuse. If a student would like to talk to somebody at UCL, the Student Support and Wellbeing Team can offer advice on the support available both internally and externally.

Further information:

- Report and Support

18.5 Departmental support

18.5.1 Student Support Officer

Students in need of advice, guidance or support should get in touch with the departmental Student Support Officer (SSO).

UCL offers a wide range of assistance for students, but sometimes navigating the referral process for support mechanisms can be a challenging and daunting first step. The Student Support Officer role is there to aid students in making that first step, and helping them on their journey.

They can also help students access external avenues of support, such as NHS Talking Therapies and specialist charities, and offer advice on interruptions, Extenuating Circumstances and Summaries of Reasonable Adjustment (SoRA).

The Student Support Officer for Natural Sciences is Abbi McClory: a.mcclory@ucl.ac.uk

18.5.2 SoRA Contact

Students with a Summary of Reasonable Adjustments (SoRA) should get in touch with the Natural Sciences SoRA contact if they have any queries or concerns about the implementation of their adjustments.

The departmental SoRA contact is Abbi McClory: a.mcclory@ucl.ac.uk

19 Employability and Careers

On completion of your degree you will be able to

- demonstrate coherent, detailed knowledge in two complementary scientific disciplines
- apply accurately established techniques of analysis and enquiry
- describe and comment upon current scientific research and advanced scholarship

Crucially, you will also benefit from the opportunity to adapt and apply your learning across boundaries, developing your abilities to draw connections between topics and develop unique insights. This may make you a highly attractive candidate for some career opportunities.

You should expect to compete successfully for jobs and further study opportunities in the sectors relevant to your main areas of study. Recent graduates have gone into areas such as technology, finance, law and the civil service. Further postgraduate study is also a common destination for leaving students. The most popular industry sectors for Natural Sciences graduates include:

- Accountancy & Financial Services
- IT, Technology & Telecomms
- Publishing, Journalism, or Translation
- Teaching or other educational activities

During your studies you will gain experience using e-learning technologies and you will produce a variety of outputs such as word-processed documents, posters and infographics, presentations, or recordings. You will write your own computer code and will develop your oral and written communication of science through a diverse range of assessments.

Problem solving and data analytic skills are extensively developed across a large fraction of the modules that you will have access to, and the ability to apply these skills to tackle unseen and interdisciplinary problems is challenged and evidenced via project work. Independent critical thinking and creativity are similarly encouraged and developed. All this project work requires excellent team-work and leadership skills, and ability to manage projects. You will be trained in these skills in the programme core modules. Some students develop these attributes further via roles such as Student Academic Representative, Transition Mentor, or leadership roles within the NatSci Student Society.

In the third year literature project module, “critique” and “insight” are key assessment criteria, and the meanings of these terms are discussed in workshops. You will develop your critical thinking and creativity as you move through the programme, via assessments requiring increased levels of sophistication such as open-ended and long-form essay questions or journal clubs.

These attributes are common to all Natural Sciences students, but you will develop greater sophistication in some aspects through the study of your two streams. For instance, students who specialise in Mathematics and Statistics or Physics can expect to develop high levels of proficiency in computing; students who take History, Philosophy and Social Studies of Science can expect to become highly developed communicators with excellent understanding of ethical issues in science. Some students may also have opportunities to use specialist instrumentation.

19.1 Career planning tips and advice

Opportunities are regularly advertised to students via Moodle and email, including the Natural Sciences Weekly Bulletin. You will also receive information directly from other departments where this may be relevant to you. For instance, you will be given access to the Life Sciences Careers Moodle space if you are studying a Life Sciences stream.

Planning tips and careers advice can be found on the NatSci Careers Moodle space. This is a rich source of content and a gateway to opportunities such as jobs and internships, employer careers fairs and presentation, one-to-one advice and support, alumni careers mentors, careers essentials talks, workshops and eLearning, and specialist support such as guidance for international students.

We strongly recommend that you also discuss your career plans with your Personal Tutor. Don't worry if your thoughts about careers are not well developed! Your tutor will be able to help you reflect and frame your perspectives, and they may be able to help you discover ways of gaining experience both within and outside your course. They will also appreciate hearing about how your plans and preferences develop throughout your undergraduate journey. It is very likely that at some stage you will need to ask your Personal Tutor for a career reference, so devote some time in your meetings to address what they might write about you.

Further information:

- NatSci Careers Moodle page

19.2 UCL Careers

UCL Careers provides a wide variety of careers information, one-to-one guidance and events for UCL students and recent graduates. UCL Careers assists them through the entire job hunting process, including exploring options, searching for vacancies, preparing CVs and applications, practicing for interviews, aptitude tests or assessment centres, and providing access to recruitment fairs and other employment-related events. They can also advise on exploring options for further study and funding. Services and events are available to all taught students, researchers (PhD students and postdocs) and graduates (for up to three years after course completion).

UCL Careers also supports employability activities within departments such as work-related learning and internships.

UCL students are helped with applications and sourcing opportunities with web resources and advice. They can book appointments and search for internship and graduate job vacancies via myUCLCareers, this includes our summer internships and global internships schemes.

Further information:

- UCL Careers
- myUCLCareers
- UCL Careers Information on internships

19.3 Internships that are not part of the programme

Internships and studentships are sometimes advertised by the participating departments and divisions of Natural Sciences, and most of these opportunities should be open to you as well. Departments and divisions are committed to ensuring that Natural Sciences students are included on the relevant Moodle pages or mailing lists where these opportunities are announced. If you become aware of any communication channels or

opportunities that you think you have been excluded from, please raise this with a Stream Leadership or by contacting the Natural Sciences Teaching Office.

There are a wide range of scholarships and internship opportunities available within the college, which are advertised on Faculty or central UCL webpages. It is worth searching the UCL website for such opportunities, as schemes are constantly updated. Many students also find funded internship opportunities outside the college. A guide to sourcing internships can be found on the Natural Sciences Careers Moodle page.

Further information:

- Laidlaw Scholarship Scheme
- UCL Careers Extra: Work Based Bursary

19.4 Natural Sciences Innovation Lab

The Natural Sciences Innovation Lab provides the opportunity and funding for you to get involved with projects within one of the two categories below. The projects are student-led, so if you have an idea you'd like to work on but aren't sure if it fits, let us know and we can work with you to make it work!

- Improving the student experience
  Devise and implement ways to improve your course and/or community, for instance by producing teaching and learning resources or developing new programme schemes, societies, or other opportunities.

- Sharing interdisciplinary ideas
  Explore an interdisciplinary area of scientific interest and produce a resource to educate others on what you've learned, such as a video, podcast, or TED style presentation.

For more information, contact Dr Peter Bratby.

19.5 Volunteering

Volunteering is another great way to gain experience and give something back to your community. Natural Sciences students have a strong track record of volunteering, regularly featuring in the top ten of departments with the highest percentage of student volunteers. For more information about volunteering, and opportunities available, visit the Student Union page on volunteering.

Further Information:

- VSU: Volunteering Student Union

19.6 Entrepreneurship at UCL

UCL has a long and successful track record of supporting spin-outs and start-ups developed by its academic and student communities. Many of the student and staff entrepreneurs have won external awards and achieved substantial investment allowing their enterprises to grow and reach their full potential. UCL offers a wide range of support

to students ranging from training programmes, advice on whether an idea has commercial potential, one-to-one sessions with business advisers, funding, competitions and incubator space to help them start or grow their business.

Further information:

- UCL Innovation and Enterprise

19.7 Where to obtain references

Your Personal Tutor should be able to provide a reference. It is your responsibility to maintain a relationship with your Personal Tutor that will allow this.

However, many vacancies (especially academic positions) require two or even three referees. In this case you can also ask your Year Tutor. If you need a reference from your Year Tutor, obtain their agreement before filling in the form on the Natural Sciences Programme Moodle space. Do not ask your Year Tutor for a reference if the position requires only a single referee, as we will expect this to come from your Personal Tutor.

If you are applying for PhD places it is also a good idea to ask your research project supervisor as they will have knowledge of you in a research capacity. Students who have completed internships will also often ask for references from the supervisors of those positions.

20 Student representation

20.1 Students' Union UCL

Students' Union UCL helps you to do more at UCL, experience something you've always dreamt of, turn a curiosity into a new passion and help you reach your potential. The Union cares about the things you care about, it's made up of all kinds of people from all kinds of places and it's there to fight for you when you need someone in your corner.

The Union is the representative body of all UCL students. It's run by students for students and is a registered charity, independent of UCL. All UCL students at every level are automatically members of the Union (but can opt out), and student leaders are elected annually by and from all current students. The elected student leaders who work full time for you are called Sabbatical Officers and they represent students on various UCL committees and influence decisions that matter to students. Alongside the Sabbatical Officers there are more than 2000 other student representatives,-who cover every part of UCL life, from your programme, research studies, department, faculty or the UCL accommodation you live in.

Further information:

- Students' Union UCL website
- Make a Change

20.2 Student Clubs and Societies

Student Clubs and Societies

At Students' Union UCL, there are over 320 different student-led clubs and societies for you to get involved in. Maybe you are interested in sports with our TeamUCL clubs or low commitment exercise with our Project Active scheme? Perhaps you are keen to perform on-stage in the Bloomsbury Theatre or you want to learn about and celebrate different cultures? With such a diverse offering available there is bound to be something that sparks your interest! Clubs and Societies are a great way to develop your skills and find a community at UCL. The Welcome Fair in early October is the perfect chance to meet them all in one place and learn more about what they have on offer!

Further information:

- Students' Union UCL Clubs and Societies
- Club and Society Events

20.3 Natural Sciences Society

The Natural Sciences Society is run by Natural Sciences Students to bring NatScis together and give a platform to network and share ideas. The society works with the department and other student groups to arrange talks and networking opportunities, coordinate peer-to-peer academic advice, arrange fun social activities and build links between current students and alumni.

Further information:

- Society Facebook Page
- Society Instagram

20.4 SciCon

SciCon is a non-UCLU student-led group, which grew from a ChangeMaker project, but has close links to the Natural Sciences Department and receives funding from the department. The aims of the group are to:

- bring together world-class research and the next generation of scientists.
- create an environment for a two-way conversation about scientific ideas across all fields.

The group organises regular workshops, talks, and networking events, to stimulate an open-minded exchange of ideas between researchers and students.

Further information:

- SciCon Website

20.5 Academic Representatives

Your Students' Union is there to make sure you have the best possible time while you're studying at UCL. One of the ways they do that is by working with departments and faculties

to ensure that every student is represented and has a voice in the way that the university works.

Every student at UCL will have a Course Representative or a Research Student Representative who will be your eyes, ears, and voice. They'll work closely with staff in your department to make sure that they understand what you most value, and take action to deal with things you'd like to see improve. They'll also work with your Lead Department Representative as well as your Faculty Representatives and the Students' Union to make things better across the whole of UCL.

These Academic Representatives are appointed during early October – if you'd like to take up the role, staff in your department can tell you how. If you take up a representative role, the Students' Union will work closely with you to provide training, support, and advice, and you'll be able to change the experience of everyone on your course or in your department for the better.

Even if you don't fancy taking up a role yourself, keep an eye out for your chance to vote for which students you feel will do the best job.

Further information:

- Academic Representatives
- Find your representative

20.6 Role of the Staff-Student Consultative Committee

Every department at UCL has a Staff-Student Consultative Committee (SSCC) that meets at least three times a year. Staff Student Consultative Committees are meetings where Academic Reps and staff work together to develop solutions to students' concerns, and prioritise areas for improvement. SSCCs are co-chaired by your Lead Department Representative. Some departments have a single SSCC, while others split this into different levels of study. Most commonly, departments operate both an undergraduate and postgraduate SSCC.

20.7 Other ways to give feedback.

Natural Sciences Programme Staff and Stream Leaders will be delighted to receive your feedback and suggestions. We are keen to hear both positive and negative feedback so that we can celebrate and build on the things that work and tackle the things that don't.

Unitu allows you to raise any concerns with Student Representatives who can then pass this information onto staff where necessary.

You can also raise concerns by emailing natsci@ucl.ac.uk or by speaking to your Year Tutor.

Details of Student Representatives will be made available on the Natural Sciences Moodle page.

Further information:

- Unitu Login

20.8 Students' Union Advice Service

The Students' Union Advice Service is available to all current UCL students, as well as those who have interrupted their studies or recently completed their programme. Trained and experienced staff are ready to support you with any difficulties that might occur during your time at UCL. The Advice Service specialises in:

- **Academic issues** - including extenuating circumstances, plagiarism and complaints
- **Housing concerns** - including contract checks and housemate disputes
- **Money and Debt advice** – including budgeting and income maximisation
- **Employment** - including unpaid wages and part time employment contracts
- The team can also offer help and support with many other legal and university matters

The service is free, independent, impartial and confidential. No information shared with the service is shared with your department or any other university staff unless you request it or give your permission. Students can make an appointment or attend a drop-in session for advice and support.

Further information:

- Students' Union UCL Advice Service

20.9 Informal and Formal Student Complaints

Student Complaints

UCL aims to ensure that every student is satisfied with their experience of UCL. However we recognise that from time to time problems do arise and students may wish to express concern or dissatisfaction with aspects of UCL or the quality of services provided.

20.9.1 Informal resolution

Many complaints can be resolved at an informal or local level without needing to submit a formal complaint. Students can speak to their Personal Tutor, Programme Leader, Departmental or Faculty Tutor, Course Representative, or Research Student Representative if they have any concerns about their programme. They can also speak to the UCL Student Mediator or the Students' Union's Advice Service. UCL strongly encourages this kind of resolution and does expect students to have attempted some form of informal resolution before making a formal complaint.

20.9.2 Formal complaints

If an issue cannot be resolved at a local level, students may feel they need to submit a formal complaint using UCL's Student Complaints Procedure. UCL aims to ensure that all complaints are treated fairly, impartially, effectively and in a timely manner, without fear of victimisation. The Complaints Procedure applies across all Schools, Faculties, Academic Departments and Professional Service Divisions. Students' attention should be drawn to the timescales set out in the Procedure.

Further information:

- Academic Manual Chapter 6, Section 8: UCL Student Complaints Procedure
- UCL Student Mediator

- Students' Union UCL Advice Service

21 Student feedback and working in partnership with staff through You Shape UCL

21.1 The importance of student feedback and how UCL uses the results

Our goal is to put students' feedback, insights and contributions at the heart of decision-making. We value students' feedback and work with students as partners in the process of shaping education at UCL. In recent years, as a direct result of student feedback, we have opened the Library over the Christmas closure period and increased study space – including 1000 in the 24 hour new Student Centre, we've focussed more on environmental sustainability and given clearer information about exams and assessments.

The Natural Sciences department encourages students to engage with programme staff to bring improvements to the Natural Sciences programme.

You can provide feedback via anonymous programme and module evaluation questionnaires, by using the student voice platform UnitU, and through talking to your student representatives. The elected NatSci Course Reps attend meetings of the Staff-Student Consultative Committees (SSCCs), both for the NatSci programme and for the contributing departments. The Lead Rep or a nominee also attends the NatSci Departmental Teaching Committee. Through these committees, students receive and contribute to the Annual Student Experience Review (ASER), which draws together monitoring activities that are extended throughout the year into an annual 'health check' exercise and strategic action plan.

You can also engage in academic partnership with programme staff through a range of funded projects, including Natural Sciences "Innovation Lab", the Changemaker projects, and Connected Learning Internships. In the 2020/21 academic year, twelve NatSci Connected Learning Internships and several Innovation Lab projects were completed, covering topics including the core curriculum, Personal Tutoring, and the design of computational teaching materials. NatSci students have also used their unique vantage points to give feedback on online teaching, through peer-to-peer dialogue for a MAPS Faculty project entitled CONSOLE: Conversations On the Natural Sciences Online Learning Experience. For more information about ways to get involved, talk to your Student Representatives, or to Dr Bratby who is the Natural Sciences Student Experience Champion.

21.2 Student surveys and how UCL uses the results

One of the principal ways in which UCL gathers and responds to student feedback is via online student experience surveys such as the National Student Survey, annual programme evaluations and the New to UCL survey. Whether it's about teaching, accommodation, or facilities, surveys are a chance for students to have their say about what works and what needs improving, to help us make sure that UCL is delivering an

excellent education for current and future students. Each survey takes just a few minutes to complete, all responses are anonymous, and some include a generous prize draw. Every piece of feedback is read and the results of each survey are shared with staff across UCL – including President & Provost Dr Michael Spence.

Further information:

- You Shape UCL

21.3 Module Dialogue – what is it and why it's important

Throughout all modules students will be asked to answer short pulse survey questions, on a regular basis. These pulse surveys are important because it helps teaching staff 'check-in' with students, making sure that they can understand and access key aspects such as the content of the module, assessment information and learning resources. This provides an opportunity for students to reflect on their learning and also give constructive feedback by engaging in a dialogue with staff about the results. Helpful comments and ideas from students mean that changes and improvements can be made to the module before it ends, as well as shaping the module for future students.

21.4 The ASER process and how student representatives are involved

The Annual Student Experience Review (ASER)

UCL's Annual Student Experience Review (ASER) process requires all departments to undertake an annual self-evaluation and produce a development plan for how they plan to improve in the coming year. The self-evaluation involves looking at student feedback from surveys as well as other data about student performance and academic standards, such as the feedback provided by the External Examiner, which helps departments to understand what is working well and what might need improving. Academic Representatives are active participants in the evaluation process and creation of the development plan through discussions at departmental and faculty committees, giving students an important role in identifying and planning improvements within their department. Students can view the completed reports and action plans on the faculty/departmental intranet or Moodle pages.

Further information:

- Academic Manual Chapter 9, Section 2: Annual Student Experience Review (ASER)

21.5 UCL ChangeMakers

UCL ChangeMakers helps students and staff work in partnership to make education better at UCL:

- Through ChangeMaker Projects, students and staff can apply for funding to collaborate on a project focused on enhancing education and students' experience at UCL.
- Projects address issues that are important to students, often uncovered through student survey data, discussed at SSCCs, raised through Unitu or identified through

annual reporting mechanisms like the Annual Student Experience Reviewer (ASER).
- There are three application deadlines a year, one per term.

Projects are open to all students: undergraduate, postgraduate taught and postgraduate research.

Further information:

- UCL ChangeMakers

21.6 Student Quality Reviewers

Student Quality Reviewers, where UCL students take an in-depth look at different areas of education and provide detailed feedback and analysis from a student perspective.

Through the Student Quality Reviewer scheme, students can:

- Act as a member of an Internal Quality Review panel;
- Take on a role to review new programmes or support enhancements to assessments through the Programme or Assessment Design Student Partner roles;
- Work with staff to reflect on their teaching practice as a Student Reviewer of Teaching (Peer Dialogue);
- Provide a student view on how teaching can include more diverse perspectives as a Student Curriculum Partner.

Further information:

- Student Quality Reviewers

22 Volunteering Services

22.1 Who we are and how you can get involved

The Volunteering Service at Students' Union UCL exists to connect UCL students with London's Voluntary and Community Sector, primarily through volunteering. It's one of the largest volunteering teams in UK Higher Education, meaning that UCL students have access to opportunities that their peers in other universities often do not.

The Service runs three main programmes:
Partnerships – linking students with volunteering opportunities within their network of around 400. community partners.
Student-led Projects – supporting students to set up and run their own community projects.
Community Research Initiative – connecting master's students with community organisations for collaborative research and Knowledge Exchange projects.

Through community volunteering, students develop new skills and learn how to enact change in the wider world. UCL Student volunteers also report positive benefits on their academic study and well-being.

The Volunteering Service's opportunities can be found on its online directory, where students can search for roles related to their academic studies, by skills developed or by cause. There are plenty of one-off and flexible vacancies that students can fit around their studies and other commitments.

Further Information

- Volunteering Services

23 Data Protection and Intellectual Property

23.1 How UCL uses your information

UCL uses student information for a range of purposes, including the provision of teaching and learning, managing accommodation and ensuring health and safety. Further information about how UCL uses student information can be found in the UCL General Student Privacy Notice.

Further information:

- UCL General Student Privacy Notice
- Privacy notice for COVID-19 NHS Test & Trace data collection
- UCL Information Security Policies
- UCL Electronic (email) policy
- Data Protection
- Intellectual Property Rights: Policy for Students

Students may send queries on data protection matters to the University Data Protection Officer: data-protection@ucl.ac.uk

24 Health, Safety and Security

24.1 Health, Safety and Security at UCL

UCL's overall objective is to provide and maintain a safe and healthy environment for staff, students, people who work with UCL and those who visit. Health and safety is an integral part of the way in which UCL's activities are managed and conducted.

There are three departments that work together to provide a comprehensive system to provide the safe and healthy environment:

1) UCL Security, who cover everything from ID cards and access to our buildings to lost property and keeping people safe who work out of hours;
2) UCL Safety Services, who manage the safety management system including providing advice for risk assessments to training people to work with radioactive samples;
3) UCL Estates who ensure the buildings and sites are safe, including managing contractors, building works and access to equipment such as defibrillators.

In an emergency:
Please call **020 7679 2222** or **UCL extension 222** from any UCL phone, before ringing 999. This allows the safety team to direct the emergency services to the correct location.

If you are off the Bloomsbury campus call **999** and request the appropriate service (police, ambulance or fire brigade).

Further information:

- Accidents and Emergencies
- Emergency Contacts
- Staying Safe
- Safety Services
- Fire Safety at UCL
- Security at UCL
- Safety on and off Campus

24.2 Health and Safety information concerning the department

NatSci students undertake health and safety briefings in the programme constituent departments. Students must pass mandatory lab safety training before they can access the Chemistry labs. Safety equipment and PPE can be found in all teaching laboratories and is regularly maintained. Lab safety information is provided for each module containing practical work, and further information about health and safety for key departments can be found in [1-3]. Some students may be identified as having individual needs, for example due to disabilities. These students are identified via the UCL Summary of Reasonable Adjustment (SoRA) scheme. Personalised health and safety plans are provided for them students by qualified technicians.
[1] https://www.ucl.ac.uk/biosciences/division-biosciences-health-and-safety
[2] https://www.ucl.ac.uk/chemistry/about-us/safety
[3] https://www.ucl.ac.uk/earth-sciences/study-here/fieldwork

25 After study

25.1 Degree certificates and transcripts

Degree Certificates

A degree certificate will be sent to each successful student awarded a UCL degree within three months of conferral of the award.

Further information:

- Degree Certificates

Transcripts

Five copies of your official transcript, detailing examinations taken and results achieved, is issued automatically to all graduating students and sent to their home addresses as held on Portico within 3 months from the date the award is conferred by UCL authorities.

UCL Student Records can produce additional transcripts for students on taught programmes as well as for affiliate students via the UCL Transcript Shop.

Further information:

- Transcripts

25.2 Higher Education Achievement Report (HEAR)

The Higher Education Achievement Report (HEAR) is an electronic transcript of a student's verified academic results and approved non-academic achievements whilst at UCL. Students who commenced their studies in or after September 2011 will have a HEAR made available to them online, via our HEAR provider, Gradintel, each summer - new students will be invited to register for this facility during their first year of study and throughout their students. Students can share their HEAR, free of charge, as a secure electronic token with third parties via their registered Gradintel account.

Further information:

- Higher Education Achievement Report

25.3 Graduation Ceremonies

Following successful completion of their studies, graduation ceremonies are held to celebrate students' achievements:

Please note that information on UCL Graduation Ceremonies may be subject to change due to Covid-19 – please check with the Graduation Ceremonies website below for current information.

Further information:

- Graduation Ceremonies

25.4 UCL Alumni activities and key contacts

As UCL alumni, you join a global community of over 350,000 former students. All UCL alumni can take advantage of a huge range of exclusive benefits and support, including access to thousands of e-journals, use of the library, a UCL-branded email for life and UCL

Careers services for up to three years. Stay connected through reunions, international networks, and interest-based groups. UCL students and alumni can also take advantage of UCL's lifelong learning opportunities through UCL Connect, our professional development programme of panel events, workshops, and resources such as blogs, case studies and podcasts.

Further information:

- UCL Alumni
- Natural Sciences Alumni Society Website
- NatSci LinkedIn Page