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I am delighted to welcome you to UCL Australia and the School of Energy and Resources. We are fortunate to be housed in an outstanding facility in the heart of Adelaide and you will find the environment here very conducive to your studies. You will be studying for a unique qualification: a multidisciplinary postgraduate degree that combines an in-depth technical knowledge of the energy and resources sector with the option of undertaking an industry research project. Therefore, upon graduation you will benefit from a depth and breadth of technical and practical skills that will enable you to pursue a career in the energy and resources sector with a particular emphasis upon policy, strategy, and planning. In addition, you will have an internationally-recognised qualification from one of the world’s foremost universities; an invaluable asset in a sector that recognises few geographical boundaries.

One of the key points of UCL’s International Strategy is our commitment to furthering the notion of education for global citizenship. In this you will have an important part to play, both while you are with us at UCL and later during your career.

Our approach is characterised by what the Vice Provost (International) calls ‘global citizenship attributes’. UCL aims to produce graduates who are:

- critical and creative thinkers;
- ambitious but also idealistic and committed to ethical behaviour;
- aware of the intellectual and social value of cultural difference;
- entrepreneurs with the ability to innovate;
- willing to assume leadership roles: in the workplace, the community and the family; and
- highly employable and ready to embrace professional mobility.

It is true that while UCL students in London gain a UK experience, as a UCL student in Australia, your UCL experience will be different. No less, but different. There are few degrees in the world where you have the opportunity to see some of the world’s largest mines, tour the complete range of energy generators and be hosted during your research year in one of the world’s most dynamic economies.

This Programme Handbook summarises the core information, including the formal set of university rules, policies and student services.

I hope you find the programme stimulating, rewarding, testing and at all times challenging.

Dr Ady James
Director of Teaching
INTRODUCTION

UCL Australia is an academic department of UCL within the Faculty of Engineering Sciences. As such, students are required to abide by usual UCL policies and procedures as set out in this document and elsewhere.

PROGRAMMES OF STUDY

Graduate Certificate and Graduate Diploma in Energy and Resources: Policy and Practice

Both these programmes are designed to equip students with a rigorous and thorough understanding of sustainable management of energy and natural resources. Both programmes offer coursework components of the Master's programme.

Students must successfully complete four courses from the suite of taught courses available to be awarded the Graduate Certificate. Students must successfully complete eight courses from the suite of taught courses with at least three courses taken from the core offerings to be awarded the Graduate Diploma.

Courses that have a research component cannot be taken as part of the Graduate Certificate nor the Graduate Diploma.

Master of Science in Energy and Resources Management

Year One

In the first year, MSc students must complete eight taught courses. Students will complete a single course at a time; and each course is about four weeks in length.

Each course comprises a similar format. In week one, students will undertake an intensive classroom-based programme of lectures, tutorials and group work, gaining a theoretical understanding of the key concepts. They will also learn through case studies and hear from visiting national and international experts. Over the following three weeks students must complete coursework as well as sit a three hour closed book examination.

Research data, material, industry context and other curriculum content will vary depending on the course. In some courses it may include a field trip or a site visit, while in others students are expected to complete desktop modelling or reviews of existing primary research. Opportunities for group activities and student-led excursions to supplement the course content are encouraged as part of the School’s inquiry values. Generally, the coursework component is worth 40% of the course’s final mark whilst the three-hour closed book examination is worth 60%. Full details on each course are provided in Chapter 1.
Year Two
The second year of the MSc requires students to complete either a research project or a combination of taught courses and two small research projects. Students who choose the research project undertake a focussed topic in a contextualised learning environment, possibly based with an industry host. The project will be assessed by means of a dissertation, supported by an oral presentation to members of the academic staff.

The key objective of the research stream in year 2 is to provide students with a learning environment that allows them to integrate theory and practice through demonstration of a substantial research project.
Chapter 1- Taught Courses

The graduate programmes in energy and resources at UCL Australia are multidisciplinary, combining comprehensive knowledge of contemporary theory and practice in the sustainable management of energy and resources. This chapter describes in detail the taught courses, including course content, and learning outcomes, for each.

Note: the academic calendar is available at UCL Australia’s website - http://www.ucl.ac.uk/australia

Recommended Preliminary Reading

It is not necessary or recommended to read all the preliminary readings, however they will provide you with a broad background to the discipline as well as prepare you for some of the discussions to be held during the teaching weeks.

Specific pre-reading for individual courses will be published prior to the start of each teaching week.

- International Energy Agency (IEA) (2014) Energy Technology Perspectives - Electrification is the future
- The Economist, on a weekly basis.
- The Australian Financial Review, on a daily basis.
SERAG001 Energy Technology Perspectives

Course content
The defining challenge of our time is climate change. There is now little doubt that our continued use of fossil fuels to generate energy is the main contributing factor. For a sustainable future, we must decarbonise our energy system. However, at the same time, the demand for energy is increasing. Hence, we must find ways to reduce this demand, through efficiency measures and behavioural change.

The three priorities for energy policy are security of supply, a sustainable, liberalised market and minimal environmental impact. For a sustainable energy future, what will be required will be an appropriate integration of various environmentally benign energy technologies and fuels. This course considers an overview of current energy technologies, their relative costs, and their environmental footprints. It investigates key aspects of future energy systems, such as the potential impact of embedded distributed generation, smart networks and the integration of different types of technologies into the energy 'mix'; including renewable energy technologies and nuclear power, and more radical and fundamental changes that will be required to meet stringent emission reduction requirements by 2050. How to engage communities into this radical transformation and the role of policies in achieving the objectives will also be discussed.

This course includes a three-day industrial field trip to visit energy facilities, including conventional and non-conventional generators and their fuel input sources, transmission assets and major energy consumers. The industrial field trip is usually run in the second week with no additional cost to students.

Student learning outcomes
Successful completion of this course will enable students to:
• Have an understanding of conventional energy technologies and their role in climate change.
• Be able to assess low carbon energy alternatives, their role in a decarbonised energy system and their impact on decision support tools in policy making.
• Have awareness of the impact of distributed energy generation resources on existing energy systems.
• Critically evaluate the practical implications of achieving a decarbonised energy system, from an engineering, economic

SERAG002 Resources Development and Sustainable Management

Course content
This course examines the fundamentals, workings and technical components of energy and mineral resource developments in general, and their applications in the Australian and global industry. In particular, it provides an all-round grounding in the technologies, concepts, methods and terminology used in mining and upstream oil and gas projects. Technical aspects of resources development are discussed; ranging from resources and reserves classification, exploration methods, impact of geological and reservoir uncertainty on concept selection and production, and how the right combination of technology and decision making can improve project value. It will also cover key concepts and techniques for the development and implementation of environmentally benign energy and mineral resources and approaches for incorporating sustainable development and management.

In week two students will have the opportunity to spend a day the South Australian Onshore Oil and Gas Training Hub to get a better understanding of upstream petroleum production methods. Students on this course will also have the opportunity to participate in a two-day field trip to a major minerals asset to provide context to the theory learned in the classroom. The field trip will include two nights’ accommodation. There is no additional cost to students for either trip. Dates for the field trip to be determined, but will be outside of classroom teaching week.

Student learning outcomes
Successful completion of this course will enable students to:
• Illustrate the differences between resources and reserves, and explain why and how resources are characterised and developed.
• Characterise the structure and key developments of the Australian energy and mineral resources industry.
• Understand how key concepts in economics and finance can be applied to evaluating resource projects.
• Critically assess the major mineral and petroleum techniques, processes, methods and practices.
• Comprehend the principles of EIA/EIS processes.
• Identify and examine interactions between mineral and petroleum processes with the environment and sustainable development concepts.
SERAG003 Economics of Energy, Resources and the Environment

Course content
Economic efficiency and sustainability of many of the earth’s natural resources is achieved through the functioning of commercial markets operating in the absence of market distortions. However, where distortions are present, or where the resource in question is not traded through conventional market mechanisms (e.g. the natural environment), then intervention is justified in order to achieve efficiency in the production and use of these resources. This module commences by addressing the concept of the economics of pollution and the use of market-based instruments to deliver an optimal level of output for this unpriced “good”. International oil and gas markets are then analysed in the context of the politics of the Middle East and OPEC, resource nationalism and development issues, the distinction between resources and reserves, and the role of technology. The liberalisation of “natural” monopolies, such as gas and electricity markets, will also be critically analysed.

Student learning outcomes
Successful completion of this course will enable students to:
• Identify the fundamental principles of the economics of natural resources.
• Explain the concept of external impacts of resource use and methodologies for supporting ‘the polluter pays principle’.
• Understand how a value is placed on environmental damage and the potential hazards of doing so.
• Explain the design and operation of the gas and electricity markets.
• Identify major factors impacting on the world oil market and their wider economic and environmental ramifications.
• Describe the economic theory underpinning environmental regulation and critically discuss contemporary Australian climate change policy.

SERAG004 Law for Energy and Resources

Course content
This course will examine the legal regulation of energy actors and activities principally from an international perspective.

The course will start with an introduction to international energy law, where the international framework will be introduced. This will include an introduction to international law relevant to the management of natural resources at international as well as regional and national level. Relevant issues in international energy law, such as sovereignty over natural resources, jurisdiction and international dispute settlement, will be discussed.

After a general introduction to international energy law, the course will focus on relevant international legal issues, including: climate and renewable energy law; the regulation of electricity markets in the EU and Australia; international energy trade and investment along with dispute settlement mechanisms; and finally petroleum agreements.

Student learning outcomes
Successful completion of this course will enable students to:
• Understand the international legal framework for the management of energy and of natural resources and solve key issues of international energy law.
• Understand the relevant legal framework for issues regarding climate and renewable energy law and explain key concepts.
• Explain the regulatory set-up for electricity markets from an international perspective in general and concretely from an EU and Australian perspective.
• Analyse the special nature of an investment dispute and assess the relevant legal framework surrounding investment protection issues.
• Understand the relationship between resource companies and host governments and analyse issues related to, and clauses, in petroleum agreements.
SERAG005 Project Management for Energy and Resources

Course content
This course addresses the principles of energy and minerals project management techniques, introducing students to the range of business and organisational issues that affect projects and the tools and techniques needed to manage them. It provides in-depth knowledge of project initiation, planning, implementation, handover and close-out. Topics will include project financial appraisal including cash flow, rate of return on investment, decision making and cost-benefit analysis. Project management techniques will include project life cycle analysis, work breakdown structures, task responsibility matrices, scheduling techniques, risk management, and monitoring and control tools. The course covers analytical tools and project management methodologies that can realistically be applied in the energy and resources sector.

Students learning outcomes
Successful completion of this course will enable students to:
• Define a project, its characteristics and the role of the project manager.
• Identify the causes of project failure and suggest ways in which these can be overcome.
• Explain the application of the theoretical frameworks within a project environment.
• Produce a project plan.
• Identify their own motivations, strengths and weaknesses as members of a project team.

SERAG006: Macroeconomics and Sustainability

Course content
This module provides an introduction to macroeconomics and climate system dynamics in the context of anthropological emissions of greenhouse gases. The fundamentals of macroeconomics are introduced - namely aggregate output, employment and economic growth, concentrating on how these indicators drive key policies and outcomes related to unemployment and inflation. Particular focus will be paid to the role played by the government and the central bank in formulating fiscal and monetary policy to target economic growth and stability. Furthermore, the tension between economic growth and environmental quality will be examined in detail and related to the construction of economy-environment models.

Student learning outcomes
Successful completion of this course will enable students to:
• Explain the fundamental principles of macroeconomics.
• Describe how the government and central bank employ fiscal and monetary policy to achieve economic stability and growth.
• Understand the origins of the sustainability problem and the concepts of sustainable development.
• Critically assess the relationship between economic growth and environmental quality.
• Understand contemporary issues in macroeconomics and environmental sustainability, including the role of public policy.
SERAG007 International Policy and Geopolitics of Energy and Resources

Course content
This course will provide students with a general overview of the present international policy framework and geopolitical issues for energy and natural resources. The course will cover changes to the political landscape in energy and natural resources and how this has shaped the current geopolitical energy debate.

The course will focus on:
- Energy and natural resources.
- Their geographical location and its context.
- The domestic and external policy response of energy producing and consuming countries.

The course provides students with an understanding of the themes and patterns emerging globally in this area as well as addressing some of the international issues that govern today’s geopolitical energy debate. An understanding of the choices and strategic decisions of energy importing and exporting countries of specific geographical areas will provide students with an overview of how the international policy framework influences individual country strategies, as well as how geographical location of energy sources impact international policy.

Student learning outcomes
Successful completion of this course will enable students to:
- Have a general understanding of what energy geopolitics is and how energy influences policy choices on a global scale.
- Have a more focussed understanding of particular geographical regions and be able to analyse energy issues in those regions from a geopolitical perspective.
- Explain issues facing government energy policy such as the resource curse, energy security and energy dependence as well as linking issues to geographical examples and geopolitical concepts.
- Understand the relationship between energy and resources; geographical location and context; and domestic and external policy responses of energy importing and exporting countries.
- Grasp the geopolitics and revolution of conventional and unconventional energy sources.
- Understand the issues in transporting energy from one geographic location to another including geopolitical aspects of oil and gas pipeline cases.
- Understand the implications of climate change and how it has changed the energy and natural resources policies as well as geopolitical debate and explain specific political issues in relation to the increasing use of renewable energy sources.

SERAG008 Energy Efficiency and Conservation

Course content
This course addresses key concepts and methods for energy efficiency and conservation. Different opportunities for energy efficiency and conservation methods are analysed and market-based barriers, and their potential for removal, identified. The course focuses on innovations emerging from contemporary research, particularly in energy management and efficiency, reducing energy demand through appropriate pricing and the implications of energy supply-demand interaction for pathways to a low-carbon economy. The practical implications of energy efficiency regulations, system behaviour and economics are assessed in the context of engineering constraints. Industrial systems that are examined include heat recovery, cogeneration, compressed air and steam distribution and motor systems, pumps and fans. Opportunities for reducing surface transport energy requirements are also analysed, through considering more efficient engines including hybrid vehicles, enhanced levels of public transport and more appropriate urban design. The potential for government policy measures is assessed in the context of their anticipated impact and cost effectiveness.

Students learning outcomes
Successful completion of this course will enable students to:
- Understand key concepts and methods for energy efficiency and conservation.
- Learn energy management and control techniques.
- Take a systems engineering approach for energy management and conservation.
- Understand policy measures for energy efficiency and conservation.
SERAG009 Political Economy of Oil and Gas

Course content
This course discusses the major international governmental and non-governmental organizations that are involved in global trade, finance, and development. Besides introducing the student to various theoretical frameworks in international political economy, the course examines the inter-relationships among political, economic and social forces through the use of industry specific case studies.

Key topics include: the political economy of world oil and gas markets: resource nationalism; international comparison of oil and gas taxation regimes: production and retail; the role of joint ventures; international oil trade; oil and gas exploration: the role of technology; oil and gas contracts and pricing regimes; the relative costs of technologies for trading in gas (LNG, CNG, pipeline, electricity, etc.); life cycle analysis of an LNG operation; natural gas, shale gas, and coal bed methane: cost structures and environmental impacts; oil and gas prices and end-use efficiency; the European gas market; econometric studies of price and income elasticities for gasoline; and alternative transport technologies and fuels.

Student learning outcomes
Successful completion of this course will enable students to:
• Describe major energy-related problems confronting the international political-economic realm, the resolution of which will require political and economic cooperation among states and nations.
• Differentiate between the energy balances of the developed and developing worlds, while demonstrating an awareness of the different social and economic problems that affect either domain.
• Examine the ability of various inter-governmental and non-governmental organisations to affect issues of global energy-related importance.
• Identify the fundamental principles of resource assessments.
• Explain the market structure of the global oil and gas markets.
• Understand the role played by OPEC and other major market-distorting influences.
• Identify the life cycle costs and emissions footprint of LNG and netback pricing.
• Describe the potential impacts on international markets of non-conventional oil and gas reserves.
• Understand the principles of mineral taxation in the context of oil and gas industries.
• Understand price-driven energy efficiency and technical innovation trends.

SERAG010 Financing Resource Projects

Course content
Major projects generate significant employment, investment, manufacturing and contracting opportunities and are an important contributor to economic prosperity. In addition, investment in those projects plays a major role in increasing private sector productivity. Financing is a key component of successful project delivery. Within this industry sector, innovative solutions are needed to extend the reach of project finance to new delivery models. In light of this, the main topics covered include Fundamentals and rationale of project financing, Analysis of project via capability and risk management, Security arrangements and legal structure, Role of credit ratings and project evaluation, Ownership and financial structuring, Legal documentation and funding sources.

Student learning outcomes
Successful completion of this course will enable students to:
• Develop an in-depth, applied understanding of the Capital Asset Pricing Model (CAPM) and related financial asset pricing techniques and their issues, including risk free rate, equity premium, capital structure (debt-to-equity) planning, and other issues relating to Beta (β).
• Develop an understanding of principal company financial performance measurement and management including several of the more widely applied tools such as EVATM CFROI, economic profit, CVL/5D, NPV-DCF and others.
• Understand how to develop integrated financial plans that seek to balance different (and sometimes conflicting) liquidity and performance objectives of company managers and which also take into account both near-term and longer-term funding requirements.
• Understand company life cycle perspectives as applied to financial risk, investment and capital structure planning.
• Understand how to develop capital financial planning schemes which seek to achieve maximum company worth whilst applying leverage that is appropriate to present circumstances and realistic prospective performance of the companies involved.
• Examine CAPEX (capital expenditure) alternative analysis approaches including advantages and disadvantages of each, implications for company value (using discounted cash flow techniques) and cash management.

SERAG011 Social Licensing

Course content
Increasingly, the resource and energy sectors are facing ever greater expectations from the community – ranging from environmental or social impacts through to providing opportunities for developing social, economic and regulatory development. Most of all, there is an expectation that industry will listen and take account of external stakeholders’ viewpoints in their actions. Failure to meet these expectations can result in the community withdrawing their support for a development, or even entire industries, in turn leading to costly delays or in some cases the removal of regulatory permission as well.

Over the last 20 years much of industry has adopted principles of sustainable and equitable development to help build and prevent losing its ‘Social Licence to Operate’ within the community. In reality, however, industry now faces more challenges to its operations than ever before. Understanding who their stakeholders are, how they interact and their concerns is an obvious first step in engagement. However, rapid changes in communication and social media are changing how the community organises and interacts with business and government, often at a rate that outpaces industry and with much greater efficacy. Stakeholders may have very different perspectives or belief systems and the ground rules which they operate from may not be those which industry is familiar with. Not only is the information delivered to stakeholders important, but also the delivery and how feedback is received and acted upon. Perhaps most difficult is that a ‘Social Licence’ may be constantly changing, and very hard to measure.

Like any other business function, stakeholder engagement needs to be managed. It should be driven by a well-defined strategy and have a clear set of objectives, timetable, budget, and allocation of responsibilities. All staff should be made aware of the program, understand why it is being undertaken and the implications it might have for project outcomes. Companies that take a systematic approach grounded in business operations are likely to get better results in terms of the time and resources they invest, and should be able to track and manage stakeholder issues and risks more effectively. But integrating strategies aimed to develop maintain a Social Licence to Operate across businesses is difficult and adoption and monitoring success remains a challenge. Perhaps the greatest change in thinking required by industry, however, is to work out how to incorporate an uncertain and potentially changing Social Licence to Operate into project planning, as well as the need for greater flexibility across the entire project life cycle in order to accommodate better solutions for all stakeholders.

Student learning outcomes
Successful completion of this course will enable students to:
• Identify and analyse key stakeholders.
• Determine information to be disclosed.
• Plan, design, implement and evaluate stakeholder consultation activities.
• Implement grievance management processes.
• Design stakeholder involvement initiatives for project monitoring.
• Adapt to different communication styles.
• Apply key listening and questioning skills required to build sustainable relationships.
• Embed best practice stakeholder engagement practice in planning, approval and decision-making processes.
SERAG012 Water Resources Management

Course content
This course will cover the hydrologic cycle; the physical and human geography of water resources; sustainability of water resources projects, policies and strategies; the pricing of water; water management systems and technologies; water for the energy and minerals sector; cultural, economic, social, political, organizational and institutional factors in water management; climate change and its effect on water resources; water resources and their role in conflicts; water resources in developing and in developed societies, and their mutual influences.

Student learning outcomes
Successful completion of this course will enable students to:
• Identify the fundamental characteristics of water as a natural resource.
• Comprehend all aspects of integrated water resource management.
• Explain the concept of external impacts of resource use and methodologies for supporting 'the polluter pays principle'.
• Explain the design and operation of water markets.
• Identify major factors impacting on the world water resource and their wider economic and environmental ramifications.
• Describe the potential impacts on water resources arising from climate change.
• Understand the principles of managing water supply, wastewater treatment and urban infrastructure projects.
• Recognise the socio-economic factors impacting on effective water solutions.
• Understand the governance and institutional frameworks underpinning water resource management.

SERAG016 Nuclear Energy

Course content
This course will look at the fundamentals of electricity generation using nuclear energy. It will begin as a study of the basics of naturally occurring radioactivity, the interactions and effects on matter and of reactor designs based on these. As well as covering traditional reactor design for the generation of electricity it will look at technology under development, covering different fuels and coolants. Taking a systems view the course will then look at the full lifecycle of the nuclear industry from extraction, through processing, to decommissioning and storage strategies. This will include an appreciation of the infrastructure and social changes needed to support the industry. The use of nuclear energy will be discussed from a historical perspective; looking at how the economics, technology investment, safety and the public perception plays a part in shaping the industry; appreciating the context of a rapid changing power generation sector.

Student learning outcomes
Successful completion of this course will enable students to have:
• A basic understanding of how nuclear energy is used to generate electricity.
• An understanding of how fuel is extracted, processed and turned into fuel for nuclear reactors.
• An understanding of the major issues associated with decommissioning of nuclear energy power stations and storage of spent fuel.
• Knowledge of the global distribution of nuclear generation and how it compares to other generation methods.
• An understanding of the economics of nuclear energy. This will include some appreciation of the infrastructure needs and the social issues associated with developing a nuclear industry; including training and skills development.
• An understanding of the safety case for nuclear energy and its relationship to public perception.
• An understanding of the likely trends in technology development in the industry.
SERAG017 Big Data Analytics in Energy and Resources Management

Course content
The future of energy and resource management will require us to use less coal, oil and gas for power and electricity generation. There are currently several major projects for changing energy sources to renewables and for decreasing usage, especially at the level of individual households. An example of a very rapidly moving area is the combination of solar photo-voltaic and wind technologies with energy storage devices that could solve the intermittency problem with renewables. This combination of technologies is projected to lead to less energy usage, especially in combination with sensors providing big data analytics (BDA) for monitoring, managing and thereby decreasing electricity usage through changing people’s behaviour, which is well known from other areas and is starting to become a reality in the management of energy. It is predicted that behavioural change is a fundamental requirement for accompanying the developing countries’ demand for increasing electricity usage. This module will prepare the students for the BDA methods available to better manage our energy and resources.

Student learning outcomes
Successful completion of this course will enable students to understand:

- BDA origin, processing and handling;
- how BDA is used in other applications (outside energy and resource management applications);
- how BDA is used and how it can be used in energy and resource management applications;
- how BDA is used and how it can be used in future energy and resource management applications for changing behaviour.
Chapter 2 - Research

MSc in Energy and Resources Management

The second year of the MSc offers students the opportunity to undertake a full-year research project (research stream) or two smaller research projects (coursework stream). Students will be expected to commence the full-year research project in February or July depending on their original commencement date.

SERAG013 Research Project A
SERAG014 Research Project B

Each course is the equivalent study load of two taught courses.

Course content
These courses will provide students the opportunity to pursue short independent research projects over eight weeks of full time study. Students will choose a research topic from a provided list of possible topics that each address a state of the art problem in the area of energy and resources management. The study will comprise a supervised individual reading of the relevant literature and subsequent investigation in the selected area, in consultation with a member of the academic staff. Students will be introduced to research methodologies and the specific tools necessary for their selected topic. The students will write a 6,000 word report to present their findings which, along with a final oral presentation, will form the basis of assessment.

Student learning outcomes
Each course allows students enrolled in the coursework stream of the MSc the opportunity to complete a separate short research project in the area of energy and resources management; students will generally investigate different topics for SERAG013 and SERAG014. A key objective of this project is to provide students a contextualised learning environment that allows them to integrate theory and practice through the demonstration of a research project in their area of interest.

At the end of the course, students will be able to:
- Produce a literature review.
- Design a project methodology with regards to an area of interest.
- Scientifically, technically and critically evaluate the results of their methods and analyses.
- Draw well-informed conclusions about the issue and make recommendations as appropriate.
- Communicate results both via written project/report on the subject matter and by oral presentation to their project supervisor and other members of academic staff.
SERAG099 Research Project

Course content
This course will provide students the opportunity to conduct an in-depth, independent research project over two semesters of full time study. Projects may be industry-focused and address a problem in the area of energy and resources management. Study in this topic will comprise a supervised individual reading of the relevant literature to develop and then carry out a research investigation into a selected area, in consultation with their academic staff supervisor and, where relevant, industry-based hosts. Students will be introduced to research methodologies and the tools necessary for their selected topic via introductory sessions and regular workshops across both semesters. Students will be expected to meet regularly with supervisors and present regular updates of their progress to staff and other students via workshops and oral presentations. Students will write a 15,000 word dissertation which presents their findings and produce a research poster. Assessment will be based on a dissertation and an oral examination.

Student learning outcomes
This course allows students the opportunity to complete an independent research project over two semesters to develop an in-depth knowledge of a specific area of energy and resources management. A key objective of this project is to provide students a contextualised learning environment that allows them to integrate theory and practice through the demonstration of a research project in their area of interest.

Students will be able to:
- Analyse complex problems and use appropriate scientific and professional tools to solve them.
- Produce a literature review.
- Design a project methodology with regards to an area of interest.
- Retrieve and analyse information from a range of sources.
- Collect and assess the nature and significance of data, and their relevance to given problems.
- Scientifically, technically and critically evaluate the results of their methods and analyses.
- Draw well-informed conclusions about the issue and make recommendations as appropriate.
- Communicate technical and non-technical information clearly and effectively, to both specialist and non-specialist audiences.
- Communicate results both via a written 15,000 word dissertation on the subject matter and by oral presentation to their supervisor(s) and other members of academic staff.
Chapter 3 – Scheme of Award

UCL Australia’s MSc, Graduate Diploma, Graduate Certificate and PhD are approved programmes of UCL and also meet the standards required by the Australian Qualifications Framework (AQF) for a Masters, Graduate Diploma, Graduate Certificate and PhD degree.

The [UCL Academic Manual](#) is the source of reference for all matters relating to overarching UCL regulations concerning the rules of examinations and Schemes of Award.

Subject to the UCL Academic Regulations for Students, UCL’s Australian Board of Examiners may amend these principles and may exercise its discretion in their application according to the circumstances of each candidate.
3.1 Masters of Science (MSc) in Energy and Resources Management

In addition to UCL’s minimum requirements as set out in the UCL Academic Manual, the Programme Board of Examiners has prescribed the following requirements:

3.1 Award dependent details:
Students take the following elements:

Research Stream
- 8 taught courses, each with a weighting of 20 UCL credits, 8 ECTS (total weighting 160 UCL credits, 64 ECTS), and
- 1 individual research project, concluding with a dissertation (total weighting of 160 UCL credits, 64 ECTS).

OR

Coursework Stream
- 12 taught courses, each with a weighting of 20 UCL credits, 8 ECTS (total weighting 240 UCL credits, 96 ECTS)
- 2 individual research projects, each with a weighting of 40 UCL credits, 16 ECTS (total weighting 80 UCL credits, 32 ECTS)

1.2 Award independent rules:
In year 1, students must take the 4 core courses, each with a weighting of 20 UCL credits, 8 ECTS, together with any other 4 taught courses offered at the time of enrolment (total weighting 160 UCL credits, 64 ECTS) ¹

In year 2 students choose either the Research stream or the Coursework stream.

Research Stream
- Pass eight courses and the individual research project (dissertation) at 50% or above.

Coursework Stream
- Pass 12 taught courses and two research projects at 50% or above.

For an award of a Masters degree, students must have completed 320 UCL credits, 128 ECTS or the equivalent 3200 learning hours and obtained an overall average mark of 50% or greater which must include a mark of 50% or greater for the dissertation.

1.3 Classifications
The award of Merit must be given to students on Masters programmes if they have satisfied all of the following criteria, but do not meet the criteria for an award of distinction:
   a) The overall weighted average mark over 320 credits or equivalent is 60% or higher; and
   b) The mark for each dissertation is 60% or higher; and.
   c) There are no marks below 50%, no re-sit marks, and all marks are first attempts.

The award of Distinction must be given to students on Masters programmes if they have satisfied all of the following criteria:
   a) The overall weighted average mark over 320 credits or equivalent is 70% or higher; and
   b) The mark for each dissertation is 70% or higher; and
   c) There are no marks below 50%, no re-sit marks, and all marks are first attempts.

1.4 Study Options
In the event that students enrolled in the MSc do not/cannot complete the full programme, they are able to apply to withdraw from the MSc and apply for the Graduate Certificate or the Graduate Diploma. Provided they meet the conditions as detailed in the Scheme of Award, they will be able to graduate.

Alternatively, students are able to apply for direct admission to the Graduate Certificate or the Graduate Diploma and, subject to satisfactory performance, may be eligible to progress to the MSc.
3.2 Graduate Diploma (Grad Dip) in Energy and Resources: Policy and Practice

In addition to UCL’s minimum requirements, as set out in the UCL Academic Manual, the Programme Board of Examiners has prescribed the following requirements:

2.1 Award dependent details:
Students take the following elements:
any 8 taught courses, each with a weighting of 20 UCL credits, 8 ECTS (total weighting 160 UCL credits, 64 ECTS) with at least 3 of the taught courses taken from the core offerings.  

2.2 Award independent rules:
For an award of a Graduate Diploma, students must have completed 160 UCL credits, 64 ECTS, or the equivalent 1600 learning hours and obtained an overall average mark of 50% or greater.

2.3 Classifications
The award of Merit must be given to students on Graduate Diploma programmes if they have satisfied both of the following criteria, but do not meet the criteria for an award of distinction:
   a) The overall weighted average mark over 160 credits or equivalent is 60% or higher; and
   b) There are no marks below 50%, no re-sit marks, and all marks are first attempts.

The award of Distinction must be given to students on Postgraduate Diploma programmes if they have satisfied both of the following criteria:
   a) The overall weighted average mark over 160 credits or equivalent is 70% or higher; and
   b) There are no marks below 50%, no re-sit marks, and all marks are first attempts.

3.3 Graduate Certificate (GradCert) in Energy and Resources: Policy and Practice

In addition to UCL’s minimum requirements as set out in the UCL Academic Manual, the Programme Board of Examiners has prescribed the following requirements:

3.1 Award dependent details:
Students take the following elements:
any 4 taught courses, each with a weighting of 20 UCL credits, 8 ECTS (total weighting 80 UCL credits, 32 ECTS).  

3.2 Award independent rules:
For an award of a Graduate Certificate students must have completed 80 UCL credits, 32 ECTS or the equivalent 800 learning hours and obtained an overall average mark of 50% or greater.

3.3 Classification
The award of Merit must be given to students on Graduate Certificate programmes if they have satisfied both of the following criteria, but do not meet the criteria for an award of distinction:
   a) The overall weighted average mark over 80 credits or equivalent is 60% or higher; and
   b) There are no marks below 50%, no re-sit marks, and all marks are first attempts.

The award of Distinction must be given to students on Graduate Certificate programmes if they have satisfied both of the following criteria:
   a) The overall weighted average mark over 80 credits or equivalent is 70% or higher; and
   b) There are no marks below 50%, no re-sit marks, and all marks are first attempts.

Notes:
1 Research projects are not considered a taught course. Research projects cannot be taken by students enrolled in either the Graduate Certificate or Graduate Diploma programmes.

2 In the Australian HE system a Graduate Certificate and Graduate Diploma are equivalent level awards of the UK FHEQ level 7 Postgraduate Certificate and Postgraduate Diploma awards.
Chapter 4 – Rules and Regulations

4.1 Assessment of thesis, examinations and coursework

These rules must be read in consultation with the overarching UCL regulations as found at UCL Academic Manual.

The standard grading system for UCL is:
- D - Distinction (70% or above);
- P - Pass (50%-69%) or
- F - Fail (49% and under)

Results are provisional until such time as they are approved by the Board of Examiners which meets in July and December of each year. For this reason the result you will receive at the end of each course will be a provisional overall letter grade. A full transcript with marks achieved will be available via Portico at the end of each semester once they are endorsed by the UCL Australia Board of Examiners and approved by the UCL Board of Examiners.

The following sets out the criteria that assessors look for in a mainly written submission, where students would be required to gather together the subject material; order, explain and discuss it; set out an argument(s) for its interpretation and draw conclusions based on their argument(s/discussion.
<table>
<thead>
<tr>
<th>Marks</th>
<th>0-39</th>
<th>40-49</th>
<th>50-59</th>
<th>60-69</th>
<th>70-85</th>
<th>86-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fail</td>
<td>Demonstrates little knowledge of the field. Demonstrates significant weaknesses in the knowledge base, and/or simply reproduces knowledge without evidence of understanding. Shows little or no critical ability. Poor, inconsistent analysis.</td>
<td>Demonstrates knowledge of the field and awareness of current evidence and issues, but with some notable weaknesses. Lacks knowledge and understanding of some key areas. Offers some appropriate analysis, but with some significant inconsistencies which affect the soundness of argument and/or conclusions. Demonstrates very limited critical ability.</td>
<td>Demonstrates a sound knowledge and understanding of material within a specialised field. Demonstrates an understanding of current theoretical and methodological approaches and how these affect the way the knowledge base is interpreted. Provides evidence of relevant and sound analysis within the specialised area, with some critical evaluation. Is able to analyse complex issues and make appropriate judgements.</td>
<td>Produces work with a well-defined focus. Demonstrates a systematic knowledge, understanding and critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the academic discipline, field of study or area of professional practice. Is able to evaluate methodologies critically and, where appropriate, to propose new hypotheses. Is able to deal with complex issues both systematically and creatively, making sound judgements in the absence of complete data.</td>
<td>Produces work of exceptional standard, reflecting excellent understanding. Displays mastery of a complex and specialised area of knowledge and skills, with notable critical awareness of current problems and/or new insights at forefront of field. Shows excellent ability to evaluate methodologies critically and, where appropriate, to propose new hypotheses. Deals with complex issues systematically and creatively, making excellent judgements.</td>
<td>This work meets and often exceeds the standard for distinction, as described in the 70-85 band, across all sub-categories of criteria: knowledge and understanding of subject; intellectual skills; research skills; use of research-informed literature and other scholarly practices; and skills for life and professional employment. This work is of publishable quality, with only very minor amendments, and would be likely to receive that judgement if submitted to a peer-reviewed journal. Work is of such a quality that the student is clearly highly capable of doctoral research in the discipline and, in principle, should be prioritised for a postgraduate research grant.</td>
</tr>
</tbody>
</table>

**Knowledge and understanding of field, and intellectual skills**  
* e.g. analysis and synthesis; deploying logical argument supported by evidence; focus on topic; drawing conclusions

**Research and enquiry**  
* e.g. framing and creating questions; using appropriate methods for gathering evidence; awareness of methodological benefits/limitations; ethics and integrity; analysis of evidence; communicating findings for a given context and audience
| Scholarly practices | Fails to evidence or discuss/apply appropriate examples of literature relating to current research and advanced scholarship in the field. References to literature/ evidence and use of academic conventions are flawed/irrelevant. | Can evidence and discuss/apply examples of literature relating to current research but lacks critical engagement. References to appropriate literature/ evidence and use of academic conventions are insufficient and/or inconsistent. | Can evaluate critically examples of literature relating to current research and advanced scholarship in the field. Makes consistently sound use of appropriate academic conventions and academic honesty. | Is able to evaluate critically a range of literature relating to current research and advanced scholarship in the discipline. Makes consistently good use of appropriate academic conventions and academic honesty. | Is able to evaluate critically, with notable insight, a range of literature relating to current research and advanced scholarship in the discipline.  |  |
|---|---|---|---|---|---|
| Professional skills and attributes | Significant weaknesses evident in key areas such as digital literacy, communication, problem-solving and project management. Inability to adapt. Inability to work flexibly, independently and/or as part of a team. | Demonstrates generally effective employability skills, including communication and problem-solving, but with some problematic areas of weakness. Limited ability to adapt. Ability to work flexibly, independently and/or as part of a team, but with areas of weakness. | Shows a consistently good level of employability skills, including team working, project management, IT/computer literacy, creativity and flexibility. Demonstrates capabilities to support effective communication in a range of complex and specialised contexts. Shows consistent ability in tackling and solving demanding problems. Can plan and direct own learning. Demonstrates ability to advance own knowledge and skills. Demonstrates the independent learning ability required for continuing professional development. | Shows a high level of employability skills, including team working, project management, digital literacy, creativity and flexibility. Demonstrates very effective communication in a range of complex and specialised contexts. Demonstrates self-direction in tackling and solving demanding problems. Can act autonomously in planning and implementing tasks at a professional or equivalent level. Demonstrates attitudes needed to advance own knowledge, understanding, and skills. Demonstrates the independent learning ability required for continuing professional development. | Shows a very high level of employability skills, including team working/leadership, project management, digital literacies ad practices, creativity and flexibility. Demonstrates very high level communication skills in a range of complex contexts, and ability to write at publishable standard. Demonstrates autonomy and notable originality in tackling and solving demanding problems. Shows a high level of consistency and autonomy in planning and implementing tasks at a professional or equivalent level. Demonstrates the skills and attitudes needed to advance own knowledge and understanding, and to develop new skills to a high level. Demonstrates the independent learning ability required for continuing professional development. |

| Level 7: Marks | 0-39 | 40-49 | 50-59 | 60-69 | 70-85 | 86-100 |
This set of criteria is appropriate to a written submission, particularly one where the student is required to build an argument and draw conclusions from a set of disparate material, collected (and selected) by the author him or herself. It is, however, very difficult to provide criteria that fit all possible forms of assessment. If students are in any way unsure of what they are required to produce, they should arrange a consultation with the Course Leader. Please note, however, that once the work has been submitted and the deadline is passed, the work cannot be returned, and the grade awarded will stand, whether this is a Pass or Fail. If unsure, students should always seek advice before submitting their work.

4.2 Course Credit (Accredited Prior Learning - APL)

Accredited for Prior Learning (APL) takes account of a student’s previous study and avoids repetition of material by granting credit for UCL courses and or all allowing variation of the programme diet for individual students. For taught postgraduate programmes only UCL credits will be considered for APL. Credit for external courses is not available for taught postgraduate programmes. Specific information is available at UCL Academic Manual - Qualifications and Credit Framework.

International students holding student visas are reminded that their enrolment and completion within the time of their electronic Confirmation of Enrolment (eCoE) may be varied due to APL and/or credit by shortening the student's programme duration. International students having already completed a UCL programme, wishing to apply for APL or credit transfer are advised to contact Student and Registry Services at the time of enrolment as well as the Department of Immigration and Border Protection (DIBP) at their earliest convenience to discuss this further.

For students wishing to undertake studies at UCL Australia as part of another degree programme, the following course credit (APL) will apply:

Holders of a UCL
(a) Graduate Certificate may receive APL for up to 60 credits,
(b) Graduate Diploma may receive APL for up to 120 credits.

For students wishing to undertake studies at UCL Australia as part of another degree programme, the following course credit (APL) will apply:

University of South Australia (UniSA)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit arrangement</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA</td>
<td>Four courses of credit towards the twelve course credit MBA.</td>
<td>Course selection will depend on which stream is chosen.</td>
</tr>
</tbody>
</table>

University of Adelaide

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit arrangement</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA</td>
<td>24 units of credit (four courses)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Specified credit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Economics of Energy, Resources and the Environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Financing Resource Projects</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unspecified Credit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Any two courses from the remaining ten available</td>
<td></td>
</tr>
</tbody>
</table>

Flinders University

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit arrangement</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Public Administration (Policy)</td>
<td>18 units (one semester) of credit in total, including:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9 units of specified credit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Project Management for Energy and Resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Climate Change Modelling and Policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9 units of unspecified credit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Any of the other courses.</td>
<td></td>
</tr>
</tbody>
</table>
4.3 Period of Registration

The period of registration for taught programmes are as follows:
Graduate Certificate: 6 consecutive months full-time study or up to 2 years of part-time/flexible study.
Graduate Diploma: 1 year of full-time study or up to 3 years of part-time/flexible study.
Master of Science: 2 years of full-time study or up to 5 years of part-time/flexible study. Part time study is not available for students commencing in February 2016.

4.4 Attendance

All full-time students should note that they are expected to be in attendance during the semester for the duration of the programme for which they are enrolled. For international students, visa conditions specify that they must satisfy attendance and/or programme requirements and maintain a valid enrolment. The minimum attendance to achieve the award is 80%. Under UCL Regulations, students are allowed to enter for examinations or assessments only if it can be confirmed that they have attended the appropriate course and pursued it satisfactorily. Students may not be permitted to present assessments or take examinations if their attendance is unsatisfactory. Academic staff regard satisfactory attendance and behaviour at lectures, tutorials and other classes (including any relevant laboratory, practical, field and studio work) as obligatory. Where academic staff feel that attendance at a particular event is of benefit to students and it occurs within the teaching or research year, it may be identified as mandatory and students should attend. Students will be given satisfactory notice, nominally 2 weeks, of such events. Students must arrive at any class on time. Late arrivals are very disruptive and often delay the teaching session for everyone. Academic staff reserve the right to refuse admission to those who arrive late.

Students must make themselves available for re-sit exams and/or further assessment on any date specified by UCL Australia, as outlined in the academic calendar.

4.5 Personal Tutor

UCL Australia assigns all students a personal tutor. Normally, students keep the same personal tutor throughout their programme. The personal tutor supports students in academic matters and provides pastoral care as required. A tutor will be able to refer students to the appropriate UCL facilities or services if they are unable to resolve a problem. Students who wish to speak to someone other than their personal tutor should contact Student and Registry Services, in the first instance.

Students must meet their personal tutor at least four times during the academic year. At least three of these meetings must be one-to-one meetings. Part-time students should see their personal tutor at least three times during their first year and at least twice in each of the subsequent years. All students will have a session with their personal tutor during Orientation Week. During the first meeting, personal tutors and tutees should discuss, among other matters, course options, study plans for the coming year and personal tutoring arrangements. It is the student’s responsibility to attend these scheduled meetings. Please note that personal tutors will record absences but are not required to make arrangements for alternative times for scheduled meetings. Personal tutors will see tutees during office hours or by appointment throughout the year.

4.6 Monitoring of Course Progress

UCL Australia will monitor, record and assess the course progress of each student for each course for which the student is enrolled in accordance with the UCL Completion within Expected Duration and Intervention Strategy procedures. International students must also adhere to the UCL Monitoring of Course Progress Policy. All students are monitored on their engagement both from an academic and pastoral care perspective. For students who are not maintaining satisfactory progress as per the Scheme of Award (see Chapter 3) measures will be taken to assist them. These measures will involve the development of an intervention strategy which may include arrangements for professional counselling or in the case of attendance or unsatisfactory outcomes in course examinations, projects and other forms of assessment. An intervention strategy will be signed by both the student and the MSc Course Tutor and implemented as soon as practical. Should the intervention strategy not assist the student to maintain satisfactory academic progress the rules related to progress will apply (see Chapter 3). International students should be aware that this may affect their enrolment in the programme and their student visa to study in Australia.
4.7 Issuing of Grades and Marks

Following the completion of each course, students will be issued with a provisional overall grade. Students will not be issued with the actual marks awarded, as confirmed marks can only be issued by the Registrar’s Division, following finalisation of marks at the UCL Australia Board of Examiners. Results are provisional until such time as they are approved by the Board of Examiners which meets in July and November of each year. For this reason the result you will receive at the end of each course will be a provisional overall letter grade as noted below. Once the final marks are approved students are awarded a grade which also denotes their overall mark.

The standard grading system for UCL is
D - Distinction (70% or above);
P - Pass (50%-69%) or
F - Fail (49% and under)

Feedback

Feedback on coursework will be available via Moodle when the provisional results are released. Students are not permitted to view the examination script, but may contact the course leader to seek feedback on examination and overall performance.
Feedback to students on the assessed work can take the form of:
1. Individual discussions of the strengths and weaknesses and opportunities for improvement
2. Group discussions whereby thematic areas are developed to illustrate strengths and weaknesses within the group as a whole
3. A written feedback sheet indicating the areas in (a) preferable within the context of specific headings which are likely to be developed in a subject specific fashion.

For more information, see [http://www.ucl.ac.uk/srs/academic-manual/documents/main-chapters/chapter-4](http://www.ucl.ac.uk/srs/academic-manual/documents/main-chapters/chapter-4)

A full transcript with marks achieved will be available via Portico at the end of each semester once they are endorsed by the UCL Australia Board of Examiners and approved by UCL Registry.

An official transcript, detailing examinations taken and results achieved, is issued automatically to all graduating students and sent to their contact addresses as held on the PORTICO student system. In addition, all graduating taught postgraduate students will receive an Australian Higher Education Graduation Statement (AHEGS)*. The AHEGS provides a description of the nature, level, context and status of studies completed. It is only issued on completion of an award. The purpose of the AHEGS is to provide more information about individual student achievement and is intended to help students’ potential employers, other universities or any other third party authorised by the student, to gain more insight into programmes of study, modules passed and other verified activity individual students have achieved. The AHEGS conforms to nationally agreed specifications approved by the Australian Government.

UCL will send your degree certificate by special delivery to your contact address on your student record, usually within three months of your award date. Graduation ceremonies are currently held in December of each year.

*AHEGS is the Australian equivalent of the UK Higher Education Achievement Report (HEAR).

4.8 Re-Sit and Substitute Modules

Candidates who have failed to pass a taught course overall have the opportunity to re-sit those elements in which a pass mark was not achieved. Candidates are only allowed to re-sit each failed element once and must re-sit at the first available opportunity. In all other respects, the same conditions as for first-sit candidates apply.

Where a student has taken re-sits, the marks for all attempts must be recorded in PORTICO and reported to the Board of Examiners. The higher of the marks achieved at the first attempt and the re-sit attempt, will apply.

Where a course is substituted for a course previously failed, the assessment for the new course will be treated as a second attempt and no further entry will be permitted, if it is subsequently failed. Where a course is substituted for a course not previously examined, i.e. a course from which the student has withdrawn, entry to examination for the new course shall be treated as a first attempt and one further entry will be permitted.
The External Examiner System

All examinations and coursework are marked twice internally, i.e., within the School, and by an External Examiner, appointed to ensure that marking is fair and consistent, and that the standard of the work is equivalent to comparable programmes of other universities both in Australia and the UK.

The entire examination process is overseen by the UCL Australia Board of Examiners, which meets twice a year, and is chaired by the Director of Teaching of UCL Australia. The Board consists of the External Examiners and Course Leaders (i.e., the Internal Examiners) from all courses making up the programmes offered. This Board of Examiners, together with other Boards at UCL, are overseen by the College Board of Examiners, to ensure that the examination process is carried out in accordance with UCL policy throughout the whole of UCL.

In addition, the External Examiner is asked to complete a questionnaire, and to comment on the courses examined. These are not seen initially by Course Leaders, but are sent directly to the UCL Registrar’s Division, from where they are sent to the Chair of the relevant Board and, if thought necessary, to the Faculty Board of Examiners. If there are matters with UCL-wide implications, and/or matters which raise serious issues, the External Examiner’s report will also be copied to the Chair of the UCL Board of Examiners. This Board will require the individual Boards to consider any problems highlighted. Individual Course Leaders will be expected to reply and, if thought necessary by the MSc Programmes Committee, to put in place any remedial measures to improve the course and its administration and/or assessment methods.

4.9 Students Right to Appeal (Grievance Procedures (Academic and Non-Academic))

If a student is unhappy with the mechanism used, or feels that they have been unfairly treated, in any of the assessments, they have the right to appeal.

All current and prospective students of UCL Australia are entitled to access the grievance procedures set out in the policy, regardless of the location of the campus at which the grievance has arisen, the student’s place of residence or the mode in which they study. There are two types of grievances: non-academic and academic. The academic grievance procedures are for grievances which relate to student progress, assessment, curriculum and awards in a course of study. Grounds for making representation for an academic grievance are restricted to specific areas that are outlined in the policy below.

Complaints are initially handled with the individual(s) responsible for the service or process about which the complaint is being made. If complainants are dissatisfied with the outcome of these attempts at resolution, they may appeal through the official process. The complainant and respondent will not be victimised or discriminated against in any of the stages set out in these procedures and will maintain their enrolment for the duration of proceedings relating to the complaint or appeal. At all stages of these procedures, reasons and a full explanation in writing, for decisions and actions taken as part of the procedures will be given if so requested by the complainant and/or respondent.

UCL Australia treats any complaint that it receives seriously, and ensures that the processes involved are clear, timely, confidential and fair to all parties. Records of grievances and their outcomes will remain strictly confidential to the degree necessary for resolution. Records will be maintained in a separate file (not kept in the student’s official file) and securely held by Student and Registry Services and UCL Academic Registrar for a period of five years. The complainant and respondent will be allowed supervised access to these records. All internal review processes are free of charge to the complainant. Independent review processes undertaken by an external individual or body may incur a cost to the complainant.

A copy of this policy and the associated procedure is available in full on the UCL Australia website at Student Grievance and Appeals Policy.
4.10 Plagiarism

Plagiarism is defined as the presentation of another person’s thoughts or words or artefacts or software as though they were a student’s own. This includes the use of ghost writers, i.e. having somebody produce a piece of original work on your behalf (paid or unpaid). Any quotation from the published or unpublished works of other persons must, therefore, be clearly identified as such by being placed inside quotation marks, and students should identify their sources as accurately and fully as possible. A series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as much as does a single unacknowledged long quotation from a single source. Equally, if a student summarises another person’s ideas, judgements, figures, software or diagrams, a reference to that person in the text must be made and the work referred to must be included in the bibliography.

Self-plagiarism is defined as the presentation of the student’s own thoughts or words or artefacts or software where it has been previously submitted for the award of credit or the completion of a course-unit or module. Any quotation from the student’s own published or unpublished works must, therefore, be clearly identified as such by being placed inside quotation marks, and students should identify their sources as accurately and fully as possible. A series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as much as does a single unacknowledged long quotation from a single source. Equally, if it is a summary of the student’s own ideas, judgements, figures, software or diagrams, a reference in the text must be made and the work referred to must be included in the bibliography.

UCL has a very strong policy for dealing with plagiarism. Students should familiarise themselves with this policy statement and ensure that they do not contravene, either deliberately or unwittingly, any of the rules set out in it, at any time during their programme of study. The policy is so strong, for obvious reasons, that if it is proved a student has plagiarised someone else’s work, they could forfeit their degree and be excluded from all further examinations at UCL. In order to avoid plagiarism, students are encouraged to obtain further information on referencing styles at UCL Library - References, Citations and Avoiding Plagiarism. UCL’s full policy regarding plagiarism is available at Current Students - Plagiarism. UCL uses the sophisticated detection software Turnitin® to scan coursework for evidence of plagiarism.

Students are often encouraged to work together on coursework projects so that they gain as much as possible from the knowledge and expertise of fellow students. This does not mean it is acceptable to make joint submissions. The coursework submitted must be entirely the work of each individual student, and reference must be made, as set out in UCL’s citation guidelines, where another person’s material has been used.

4.11 Penalties for Over-Length Coursework, including Dissertations

All coursework will have a specified word limit (or page limit with minimum allowable font size), and penalties will apply if a student exceeds this limit. The word limit will be specified by the person setting the piece of work. The word count should include tables, diagrams and illustrations (and their captions) but not the appendices or the bibliography. Appendices should be used sparingly, but can be used to contain sets of similar tables (with just one example in the main text together with a summary table), or spreadsheets setting out repetitive calculations. Appendices can also be used to contain material which a student has used in completing the work, and which will be useful for future reference. Markers are not obliged to read the appendices, so the work must stand on its own without them. Note that markers are not impressed by lengthy, rambling, badly structured essays or reports, padded out to look impressive, but with no real substance, and will instinctively award fewer marks than for a concise, cogently argued piece of coursework.

For submitted coursework, where a maximum length has been specified, the following procedure will apply:

i) The length of coursework will be specified in terms of a word count or number of pages.
ii) Assessed work should not exceed the prescribed length.
iii) For work that exceeds the specified maximum length by less than 10% the mark will be reduced by ten percentage marks; but the penalised mark will not be reduced below the pass mark, assuming the work merited a pass.
iv) For work that exceeds the specified maximum length by 10% or more, a mark of zero will be recorded.
v) The method of measuring the length of coursework should be specified to students in writing. For example, a word count will depend on the software application and a page count on the margins, font and point size.
vi) For discipline specific practices such as bibliographies, tables, pictures and graphs, departments/divisions should specify in writing to students whether these are recorded as part of the maximum length and how
vii) In the case of coursework that is submitted late and is also over length, then the greater of the two penalties shall apply. This includes research projects, dissertations and final reports.

### 4.12 Penalties for Late Submission of Coursework

When each piece of coursework is issued, a submission deadline is given. Please note very carefully that there are serious consequences for not making a submission of each and every part of the assessment for a course. Except if there are mitigating circumstances (normally only certified illness or close family bereavement, when an extension will be agreed between the relevant member of the academic staff and the student).

Where coursework is not submitted by a published deadline, the following penalties will apply:

i) A penalty of 5 percentage marks should be applied to coursework submitted the calendar day after the deadline (calendar day 1).

ii) A penalty of 15 percentage marks should be applied to coursework submitted on calendar day 2 after the deadline through to calendar day 7.

iii) A mark of zero should be recorded for coursework submitted on calendar day 8 after the deadline through to the end of the second week of third term. Nevertheless, the assessment will be considered to be complete provided the coursework contains material that can be assessed.

iv) Coursework submitted after the end of the second week of third term will not be marked and the assessment will be incomplete.

v) Coursework submitted after solutions have been released will receive a mark of zero, and may not be formally marked, even when the coursework was submitted within seven calendar days of the deadline. Nevertheless, the assessment will be considered to be complete provided the coursework contains material that can be assessed.

vi) In the case of dissertations and project reports submitted more than seven calendar days after the deadline, the mark will be recorded as zero but the assessment would be considered to be complete.

vii) Where there are extenuating circumstances that have been recognised by the Board of Examiners or its representative, these penalties will not apply until the agreed extension period has been exceeded.

### 4.13 Extenuating Circumstances

From time to time circumstances arise which are outside your control and which may prevent you from performing to your potential. Such circumstances might include illness, the death of a close relative, or an accident. When such things occur close to your examinations or an assessment deadline, you may feel that your performance will suffer as a result. However, UCL has mechanisms in place to ensure that you will not be disadvantaged in any way provided that your need is genuine and that you follow the procedures approved by the Department.

Your Teaching and Learning Administrator, Personal Tutor or Programme Director can advise you on the best course of action if you are unsure.

[**UCL Extenuating Circumstances Policy**](#)

### 4.14 Quality Assurance

The Tertiary Education Quality and Standards Agency (TEQSA) is Australia’s regulatory and quality agency for higher education. TEQSA’s primary aim is to ensure that students receive a high quality education at any Australian higher education provider.

UCL Australia is quality assured and registered by and reports to the national regulatory and quality agency for higher education, the Tertiary Education Quality and Standards Agency (TEQSA) as part of the TEQSA Act 2011 and Higher Education Standards Framework. The TEQSA Act established TEQSA as an agency. The objects of the TEQSA Act include providing for national consistency in the regulation of higher education and to regulate higher education using a standards-based quality framework and principles relating to regulatory
necessity, risk and proportionality. TEQSA is also a designated authority under the Education Services for Overseas Students Act 2000 (ESOS Act). TEQSA has responsibility under the ESOS Act for Higher education providers registered under the TEQSA Act.

Australia provides some of the world’s most rigorous protection for international students through the Education Services for Overseas Students (ESOS) Act 2000 framework, principally comprising the:

- **ESOS Act 2000**,
- **the ESOS Regulations 2001**,
- **ESOS Registration Charges Act 1997** and the
- **Department of Education, Tuition Protection Service (TPS):**
  - The Education Services for Overseas Students Legislation Amendment (Tuition Protection Service and Other Measures) Act 2012
  - The Education Services for Overseas Students (Registration Charges) Amendment (Tuition Protection Service) Act 2012 and
  - The Education Services for Overseas Students (TPS Levies) Act 2012.

This legislation requires institutions that provide education to international students to meet nationally consistent standards in education delivery, facilities and services. It ensures consistency with the standard of education delivered to Australian students. More information can be found at the website links listed below.

In addition to the ESOS Act and usual UCL procedures and regulations, the UCL Australia further complies with the Australian National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 (hereafter referred to as the "National Code") is registered in Australia under the Training and Skills Development Act (South Australia).

**Reference websites:**
- Tertiary Education Quality Standards Agency (TEQSA)
- Education Services for Overseas Students (ESOS) Act
- The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007
- Training and Skills Development Act (South Australia) 2008
5.1 Tuition Fees

Policy on payment and refund of fees

UCL charges a tuition fee which covers registration, tuition and supervision for each academic year or part of an academic year that a student is enrolled. When a student accepts a place to study at UCL they assume responsibility for the payment of their tuition fees. A student must therefore have sufficient financial resources available in this country to meet the fees, maintenance and other expenses that may be incurred throughout their programme of study.

The 'Admission Response Form' together with this Policy constitute a written agreement between UCL Australia and the student in accordance with the Education Services for Overseas Student (ESOS) Act 2000; ESOS Regulations 2001, National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007.

This policy on payment and refund of fees refers only to students enrolled at UCL Australia.

1. Tuition Fee Payments: Domestic (Australian) Students

Tuition fees due in any academic year become payable prior to the commencement of each semester. For students enrolled full time, the semester tuition fees are paid prior to the commencement of the relevant semester. For students enrolled part-time they are able to pay in advance of each taught course undertaken.

MSc in Energy and Resources Management

Four instalments of AUD16,125* prior to the start of each semester over the duration of the programme (two years) or pro-rata for part-time study at AUD4,031.25* per taught course. For those undertaking the research stream they are required to pay the whole semester fee in advance of the semester.

Graduate Diploma in Energy and Resources: Policy and Practice

Two instalments of AUD16,125* over the duration of the programme (one year) or pro-rata for part-time study at AUD4,031.25* per taught course.
Graduate Certificate in Energy and Resources: Policy and Practice
One instalment of AUD$16,125* over the duration of the programme (one semester) or pro-rata for part-time study at
AUD4,031.25* per taught course.

FEE-HELP (More information on Fee-HELP) students will have their fees automatically deferred and will not receive an invoice for the study period.

2. Tuition Fee Payment: International Students
In order to secure a place on a UCL Australia programme, it is a requirement in Australia that international students pay their first semester tuition fee of A$16,125* (or provide evidence of sponsorship), together with the Australian Government required visa length Overseas Student Health Cover (OSHC), in order to be issued an eCOE that assists them in obtaining a student visa.

Subsequent payments are made semester by semester on an invoice provided by UCL Australia and are payable two weeks prior to the commencement of the semester.

Visa length Overseas Student Health Cover (OSHC) is compulsory for all international students and their families, with the exception of students from countries whose Governments may have Reciprocal Health Agreements for students in Australia. Only some reciprocal health agreements cover students in Australia (students from Norway, Sweden and Belgium), with other only cover visitors to Australia.

Once these fees are paid and there are no outstanding conditions attached to the offer, international students are sent the relevant documentation by UCL Australia in order to apply for a student visa to study in Australia.

In the case of international students who decide to pay more than 50% in advance of total course fees, these fees will be held in a designated account in compliance with the Tuition Protection Service requirements and in accordance with the Dedicated Account Internal procedure.

Please note - tuition fees are a student’s responsibility. If a student is not responsible for payment of tuition fees, it is still their responsibility to inform Student and Registry Services of their sponsor’s details on the Financial Undertaking Form. Should the sponsor or third party default on payment, it will be the student’s responsibility for payment of the tuition fees. If tuition fee payments are not made on time, a student’s enrolment with UCL Australia will be in jeopardy.

* Fees are subject to change

3. Method of Payment
Payment of tuition fees can be made by bank transfer (preferred), by credit card or by a cheque in Australian Dollars only, drawn from an Australian bank, made payable to “University College London”. Due to security implications, the University cannot accept cash. All payments must include the Invoice Number provided.

Electronic funds transfer (EFT)
ANZ Banking Group Limited
121 King William Street
Adelaide SA 5000
Account Number: 8361 07633
Bank BSB: 015010
SWIFT Identification code: ANZBAU3M

OR

Credit card
Payments may be made at Online payment

Please note that payments by credit card attract the following bank surcharge:
- Visa/MasterCard 2.2%
- American Express 2.5%
## 4. Refunds

### Refund of payment of first tuition fees

<table>
<thead>
<tr>
<th>No</th>
<th>Circumstances</th>
<th>Refund amount</th>
<th>Due date of refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The University is unable to provide in full the academic programme offered at any time on or after the agreed starting date. Applicants may choose to accept enrolment in an alternate programme, if available, at no extra cost.</td>
<td>Full refund of tuition fees paid</td>
<td>Within 14 days of programme not being provided.</td>
</tr>
<tr>
<td>2</td>
<td>The University withdraws offer of enrolment due to the applicant not being able to meet conditions of main programme of enrolment (ie English language requirement; academic preparation)</td>
<td>Full refund of tuition fees paid for main programme of enrolment.</td>
<td>Within 14 days of offer being withdrawn.</td>
</tr>
<tr>
<td>3</td>
<td>Offer of a place is withdrawn by the University on the basis of incorrect and/or incomplete information provided by application</td>
<td>Full amount of tuition fees paid less 10% of the annual tuition fee.</td>
<td>Within four weeks of withdrawal of offer</td>
</tr>
<tr>
<td>4</td>
<td>Refusal of student visa by DIBP. Documentary evidence must be provided of the refusal. This also covers delays for student visa applications where the circumstances are beyond the applicant’s control and the delay results in the applicant not being ready to commence their study programme. Independent documentation or evidence of delay must be provided.</td>
<td>Full amount of tuition fees paid</td>
<td>Within four weeks of receipt of official evidence.</td>
</tr>
<tr>
<td>5</td>
<td>The applicant does not enrol after accepting the offer of admission</td>
<td>Full amount of tuition fees paid less 10% of the annual tuition fee.</td>
<td>Within four weeks of withdrawal of offer</td>
</tr>
<tr>
<td>6</td>
<td>The student withdraws from the relevant course of their programme after enrolment but before the census date</td>
<td>Pro-rata refund of tuition fees paid.</td>
<td>Within four weeks of University being notified in writing of withdrawal.</td>
</tr>
<tr>
<td>7</td>
<td>The domestic student who has accessed FEE-HELP, withdraws from the course prior to the relevant census date</td>
<td>Full refund of FEE-HELP amount remitted.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The applicant does not enrol after accepting the offer of admission</td>
<td>Full amount of tuition fees paid less 10% of the annual tuition fee.</td>
<td>Within four weeks of withdrawal of offer</td>
</tr>
<tr>
<td>9</td>
<td>The student withdraws from the relevant course of their programme after enrolment but before the census date</td>
<td>Pro-rata refund of tuition fees paid.</td>
<td>Within four weeks of University being notified in writing of withdrawal.</td>
</tr>
<tr>
<td>10</td>
<td>The domestic student who has accessed FEE-HELP, withdraws from the course prior to the relevant census date</td>
<td>Full refund of FEE-HELP amount remitted.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Student arrives after the first day of classes for which the offer of admission refers, and the University refuses enrolment</td>
<td>Full amount of tuition fees paid for the course in which the student withdrew less 10% unless compassionate or compelling circumstances prevail.</td>
<td>Within four weeks of the University’s decision</td>
</tr>
</tbody>
</table>
5. Refund of Overseas Student Health Cover (OSHC)
If a student has not yet entered Australia they will be eligible to receive 100% refund of their OSHC paid by the University. If the student has entered Australia but not yet started their study programme, they will be refunded 100% of their OSHC less the compulsory minimum three month cover period. If a student has commenced their studies and wishes to withdraw prior to the completion of their study programme, they will be refunded by the health insurance company in accordance with their refund policy.

6. Refund policy in relation to subsequent tuition fee payments

<table>
<thead>
<tr>
<th>No</th>
<th>Circumstances</th>
<th>Refund amount</th>
<th>Due date of refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The student is withdrawing after the first course census date.</td>
<td>Pro-rata refund of tuition fees paid.</td>
<td>Within four weeks of UCL being notified in writing of withdrawal.</td>
</tr>
<tr>
<td>2</td>
<td>The student visa is cancelled.</td>
<td>Pro-rata refund of tuition fees paid.</td>
<td>Within four weeks of UCL being notified in writing of withdrawal.</td>
</tr>
<tr>
<td>3</td>
<td>The student withdraws from their programme after the census date and wishes to apply for an amendment of payment to their fees.</td>
<td>Pro-rata refund of tuition fees paid.</td>
<td>Student notified within 20 working days of receiving request.</td>
</tr>
<tr>
<td>4</td>
<td>The student is disciplined by UCL and their enrolment is suspended or expulsion occurs for any reason.</td>
<td>No refund payable.</td>
<td>N/A</td>
</tr>
<tr>
<td>5</td>
<td>The student abandons study without formally cancelling his/her enrolment directly with UCL. Note: In the case of study abandonment, the student will be liable for all fees until the cancellation process is complete.</td>
<td>No refund payable.</td>
<td>N/A</td>
</tr>
<tr>
<td>6</td>
<td>The International Student visa is cancelled by the Department of Immigration and Border Protection (DIBP) after the commencement of the programme for any reason.</td>
<td>No refund payable.</td>
<td>N/A</td>
</tr>
<tr>
<td>7</td>
<td>The International Student changes their visa status (e.g. receives permanent residency status) during their study period. Note: Where a student changes visa status (e.g. changes education sector) and requires a new visa to be issued, the student is required to bear any and all costs associated with the visa inclusive of medical tests.</td>
<td>No refund payable.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

7. Refund Payments

All requests for refund must be made in writing to the attention of UCL Australia’s Finance Manager, accompanied by a written notice of withdrawal from the course.

All refunds are paid into the nominated bank account in Australian dollars (AUD).
8. Special Circumstances Refunds
As described in the table above and circumstances in 7 or 8 apply, where special circumstances result in you being unable to academically perform and successfully attend and/or complete your studies, you may decide to apply for a Special Circumstances Refund. Special circumstances may also be referred to as compassionate and extenuating circumstances, as determined by UCL Australia.

If you can demonstrate that there are special circumstances in 7 or 8 above in your situation, you may apply for the refund of pre-paid tuition fees.

UCL Australia deems that special circumstances apply where the circumstances:
• Are beyond your control and not due to your action or inaction, and
• Do not occur, or do not make their full impact on you known, until on or after the commencement of the Course, and
• Make it impracticable for you to meet the attendance and/or assessment requirements of the study during the study period in which you were enrolled.

Reasons for the withdrawal or non-completion may include:
• The recent death of a close family member (parent, guardian, sibling, spouse, child);
• Partial or total incapacitation; and/or
• Significant medical or personal circumstances.

Special Circumstances Application Process
1. Complete the Special Circumstances Refund Application form.
2. Lodge the application with Student and Registry Services, within twelve (12) months of the date that you formally withdrew from the study. If you did not formally withdraw, the application must be lodged within twelve (12) months of the last day of the term in which you were enrolled in the study.
3. Ensure that appropriate and adequate independent supporting documentation addressing all the criteria specified in the form and is lodged with Student and Registry Services no later than thirty (30) calendar days after the initial lodgement.

Special Circumstances Outcome
1. You will be sent a letter or email acknowledging receipt of the Special Circumstances Refund form and related information within five (5) working days.
2. You will be advised in writing by the Registrar of your application within twenty (20) calendar days of receipt of the application and all relevant supporting documentation. The notice of the Registrar’s decision will include: a statement of the reasons for the decision; information on your right to have the decision reviewed; and a brief outline of the review process.
3. If the application is successful, the Registrar will arrange for the refund.

9. Review of decisions made under the Policy on Payment and Refund of Fees
Where a student does not believe that UCL Australia’s decision regarding their refund has been made in accordance with this policy, they may be eligible to lodge an appeal, in writing, to Student and Registry Services. The appeal must be lodged within 28 days after the student has been advised of the decision that they are appealing against.

These guidelines and the availability of complaints and appeals processes, does not remove the right of the student to take action under Australia’s consumer protection laws.
10. Deferrals
If a student defers the commencement of their programme to a future study period (as per guidelines above) the first tuition payment received will be transferred to the relevant study period.

Note: For international students, withdrawal or non-completion of your programme may have implications on their student visa.

Tuition Assurance
Under the provisions of the Higher Education Support Act 2003 (HESA) and the associated Higher Education Provider Guidelines for domestic students, and the Education Services for Overseas Students Act 2000 (ESOS Act 2000) and associated amendments for overseas students** University College London is required to provide a tuition assurance arrangement for students who are enrolled in its courses in Australia.

STATEMENT:
Tuition Assurance – Domestic Students
Tuition Assurance – International Students

** See ESOS Act 2000 for definition.

Census Dates
Census dates are available at UCL Australia 2016 Academic Calendar
Chapter 6 – Student Services

6.1 Welfare And Guidance Services

Being a student can be stressful, with concerns about studies, emotional issues, or the difficulties of living in a city far away from friends and family. It is recommended that students speak to the Student Services Coordinator in the first instance who will be able to refer them to the most appropriate local counsellor, with whom they can discuss any concerns in confidence.

Specific questions regarding the study programme should be made directly to the Course Leader or the Academic Director.

In addition, advice and guidance can be obtained from the UCL Student Support website which can be found at UCL Student Support Pages. This website includes advice on various student issues with an on-line peer student support group. The group is only open to UCL students so you students will need to register to get access, but there is no obligation to do anything other than read what has been posted on the website.

International students studying in Australia on a student visa must familiarise themselves with the conditions relating to their visa - Department of Immigration and Border Protection (DIBP) In particular, international students should be aware that their main course of study must continue to be a course in the education sector that matches their student visa, and that they must seek prior approval from the DIBP for certain course changes, or before commencing a new programme, or changing programme.

UCL Australia, has in place arrangements to provide any student with a disability the opportunity to meet with a disability advisor, if required. Arrangements for special exam conditions and information on building accessibility may also be obtained. Contact Student and Registry Services for further information.
6.2 Support for Students

For students who require additional support during their studies, UCL Australia provides personal counselling and academic support. This may include sessions with a counsellor or advisor. This can be done as a request from the student or as part of an intervention strategy to assist them to satisfactory progress in the programme.

UCL Australia also offers students whose first language is not English, additional English language support. This can take the form of one-on-one sessions (in the case of intervention strategies) or group sessions. These are offered to students at no additional cost.

Specific information can be obtained from Student and Registry Services.

6.3 Student Facilities

UCL Australia’s world class facilities are located on the ground and first floors of the Torrens Building in Adelaide’s Victoria Square. Each classroom has state-of-the-art teaching facilities and provides the ability to conduct video conferences. These facilities open the School to the world. There are several computer clusters available for students’ use and the campus also has a wireless network.

Student facilities include:
• a large lecture room, seating 70 students, equipped with audio visual facilities; this also serves as two 30 seat rooms
• a lecture/seminar room, seating up to 24 students, equipped with audio visual facilities
• a library facility with networked desktop computers, a quiet study area, and a networked high volume printer.
• a common study area with networked desktop computers and a partitioned area for quiet study/ discussions.
• a common room for students with a kichenette, AV facilities and access to an outdoor courtyard
• study rooms - study room 1 for year one students and student room 2 for year two students
• an individual locker for each student.

IT Services

Furthermore, UCL provides help, support and advice to students and staff on a wide range of computing and communication topics. Services include:

• Help desk
• IT documentation
• AV equipment support
• Operation and support of classrooms and computing clusters
• Video conferencing support
• Printing services
• Email systems support
• Moodle and Intranet support
• Computer “infrastructure” services including wireless support
• Network infrastructure trouble shooting and monitoring
• Hardware repairs and maintenance
• Software installation, support and licensing, and
• Technical advice and consulting.

Each classroom has the ability to conduct video conferences. There are a number of computer clusters available for students to use. All PCs have Office 2010 and access to the internet and email. The campus also has a wireless network available for students with personal laptops.
Library Facilities
Once students are formally enrolled with UCL, they will receive automatic registration with the UCL Library with access to UCL’s extensive range of electronic journals and subscriptions. In addition, students will receive access to the journals and other materials provided within the school’s on-site Library.

UCL Australia’s Library is located on the ground floor of the Torrens Building. It provides a quiet study space and computing, printing and copying facilities, as well as a small number of key texts, journals and newspapers/magazines. However, the majority of library resources for students and staff will be accessed online at www.ucl.ac.uk/library.

Here students can source:
• Electronic Collections including electronic journals;
• Databases for finding references to journal articles and conference papers;
• Web resources; and
• Other libraries.

Databases
Examples of databases that UCL Australia students can access include:

• Compendex indexes engineering journals and conference proceedings dating from 1970.
• GEObase is a multi-disciplinary database that indexes and abstracts journal articles and book chapters in human and physical geography, ecology, earth sciences, oceanography, geomechanics, environmental sciences and development studies from 1980 onwards.
• Georef is a geoscience database, indexing journal articles on geology and earth sciences from 1933 onwards.
• GreenFILE is an index of scholarly, government and general interest publications covering all aspects of the human impact on the environment.
• Web of Science (Science Citation Index) holds over 6000 science and social science journals covering natural, physical and biomedical sciences.
• Knovel is an interactive database and e-book provider containing full text science and engineering publications. It includes tables, graphs and equations which can be manipulated and exported.
• Synthesis Digital Library of Computer Science and Engineering is a collection of more than 200 e-books on important research and development topics in engineering and computer science.
• SCOPUS is a large multidisciplinary database containing references to journal articles, conference proceedings, trade publications, book series and web resources.
• Urbadoc is a compilation of European databases covering urban and regional policy and planning.

To assist students to navigate through the myriad of resources, UCL has a help tool called WISE. WISE is a comprehensive, step-by-step online guide to finding and using information effectively.

UCL has strong links with other South Australian universities and industry. All UCL Australia students will receive community borrowing rights to access The Barr Smith Library at the University of Adelaide, located on North Terrace (Link to the Barr Smith Library). An induction session at the University of Adelaide is provided to new students during the Orientation Week.

For further information about Library Resources, students can contact Student and Registry Services or their personal tutor in the first instance.

6.4 In an Emergency

In an emergency – where there is a danger to life or a crime is in progress – you can contact the police, fire department or ambulance by dialling 000 (free call) from any telephone. This number is for emergencies only. If you do not have reception with your own carrier, you can dial ‘112’ (only for GSM / Next G mobile) and your call will be carried by any available GSM network if it is available.

For non-emergency police assistance call 131 444 *.
Reporting a crime
To report a non-emergency minor crime, call the Police Call Centre on 131 444 * or ring your local police station. Bank SA Crime Stoppers encourages members of the community to share information about criminals or crime. You can contact Bank SA Crime Stoppers on telephone number 1 800 333 000* and provide information anonymously, seven days a week.

For any other out of hours emergencies, UCL’s contact number is +61 (0) 448 356 996.

Important Contact Numbers

- Dial 000 from any phone (or 112 from mobile) for police, ambulance or fire emergencies (24-hour Freecall)
- For non-emergency police attendance Phone 13 1444 *
- Royal Adelaide Hospital - Phone 08 8222 4000
- Women’s and Children’s Hospital - Phone 08 8161 7000
- Flinders Medical Centre - Phone 08 8204 5511
- Poisons Information Centre - Phone 13 1126 *
- Crisis Care after hours - Phone 13 1611 *
- Kids’ HelpLine - Phone 1800 55 1800 *
- Lifeline Phone - 13 11 14 * (24-hour counselling service)
- Yarrow Place Rape and Sexual Assault Service – Phone 08 8226 8777 or 1800 817 421* After hours and emergency 08 8226 8787
- Mental Health Emergency Crisis - Phone 13 14 65 *
- Translation and Interpreting Services - Phone 13 1450 *
- RAA Emergency Road Service - Phone 13 11 11 *
- Legal Services Commission Advisory Service (Free legal help) - Phone 1300 366 424 *
- Sunburn - Cancer Council Helpline – Phone 13 11 20 *
- The Migrant Health Service - Phone 08 8237 3900 or 1800 635 566*

* these numbers can only be dialled from within Australia.

6.5 Health Services

Doctors
Doctors are listed under ‘Medical Practitioners’ in the Yellow Pages business telephone directory (www.yellowpages.com.au). It is recommended that students register with a doctor on arrival. A consultation will cost around A$50. This fee may be required to be paid when booking the appointment. The amount paid will depend on the student’s insurance and health cover. Receipts are provided for insurance purposes.

Emergency medical attention
Everyone in Australia has access to emergency medical treatment. Medical attention for life-threatening or acute conditions is available from the accident and emergency unit of any public hospital, 24 hours a day.

If there is a life-threatening injury or acute illness, dial 000 for ambulance transport to hospital. This is a free call from any telephone. It is important to only use ambulances in emergencies.

Dentists, optometrists, physiotherapists
The Yellow Pages lists all providers of these services, however costs for treatment vary. Costs for some dental work can be high, so it is recommended to acquire quotes before treatment.

Medication
In Australia, pharmacies or drug stores are called ‘chemists’. For some medicines a prescription from a doctor is required.

Hospitals
General hospital services are available through a network of public, private, community, religious and other hospitals. The major metropolitan health units are Royal Adelaide Hospital, Queen Elizabeth Hospital, Lyell McEwin Health Service, Noarlunga Health Service, Modbury Public Hospital, Flinders Medical Centre and the Women’s and Children’s Hospital. http://www.sahealth.sa.gov.au/
The Migrant Health service
This is a multilingual access centre providing health care and referral services for people with limited English. The service offers health assessment and screening, counselling, health education and language services. To access this service call 8237 3900.

Ambulance services
Ambulance services are provided state-wide by the SA Ambulance Service, including air ambulance. There is a substantial fee associated with ambulance transportation and it is recommended that students take out ambulance insurance. http://www.saambulance.com.au/

Mental health
People who feel depressed, anxious or suicidal can get free help from a number of support groups. LifeLine (13 1114*) offers 24-hour counselling as well as further information and resources if required. A youth-specific service, Reach Out (also 13 1114; http://www.justaskus.org.au/), offers free help on a range of mental health and health issues that affect young people and students.

Addiction
Advice, counselling and support are freely available to people who have drug, alcohol or gambling addictions.
- Narcotics Anonymous Australia: Ph: 08 8231 4233
- Alcoholics Anonymous Australia: Ph: 08 8346 4004
- Gamblers Anonymous: Ph: 08 8212 6933

Family planning and sexual health
ShineSA (http://www.shinesa.org.au/) offers support services on a range of issues relating to family planning, pregnancy and sexual health. A special ‘Multicultural community’ section on the website has fact sheets in different languages.

6.6 Legal Services

Legal Aid
Every person in South Australia is entitled to use the law to protect his or her rights and interests. The Legal Services Commission (http://www.lsc.sa.gov.au/) offers legal help to people who cannot afford to pay for private legal representation.

6.7 Useful Contacts

UCL Australia Reception: + 61 (0) 8 8110 9960
UCL Australia Out of hours Telephone: 61 (0) 448 356 996.

Community Telephone Numbers
- Bus and Train Timetables: +61 (0) 8210 1000
- Department of Immigration and Border Protection (DIBP): 131 881*
- Office of Consumer and Business Affairs: +61 (0) 8 204 9777
- Landlord and Tenant Advisory Service: +61 (0) 8204 9544
- OSHC Worldcare: 136 742* / 131 484*
- Telephone Interpreter Service (24 hour service): 131 450*
- Adelaide Central Police Station - Wakefield Street: + 61 (0) 8172 5000

* these numbers can only be dialled from within Australia.

For Further Information
- Study Adelaide - http://studyadelaide.com/
- My UCL - http://www.ucl.ac.uk/australia/study/current_students
Note:
The cost of a call to a 13/1300 and 18/1800 number depends on:
- the type of phone you are calling from; for example, mobile, landline, payphone
- the telephone company that provides your telephone service
- the call plan you have chosen.

The following table shows how calls to 13/1300 and 18/1800 numbers are typically charged from different phone types.

<table>
<thead>
<tr>
<th>Phone type</th>
<th>Type of number called/charge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13/1300</td>
</tr>
<tr>
<td></td>
<td>18/1800</td>
</tr>
<tr>
<td>Landline to</td>
<td>Fixed—low charge</td>
</tr>
<tr>
<td></td>
<td>Free</td>
</tr>
<tr>
<td>Mobile to</td>
<td>Timed—rates vary</td>
</tr>
<tr>
<td></td>
<td>Timed—rates vary</td>
</tr>
<tr>
<td>Payphones to</td>
<td>Fixed—low charge</td>
</tr>
<tr>
<td></td>
<td>Free or low charge</td>
</tr>
</tbody>
</table>

Free calls for mobiles to 18/1800 numbers are being introduced by mobile telephone companies. Your mobile telephone company can advise whether this change has been made.

Charges for calls to 13/1300 numbers from landline and mobile phones are different. If you have any queries about call costs check with your telephone company.

Source: Australian Communication and Media Authority (ACMA) website

Updated on 10 February 2016
FAST FACTS ABOUT UCL

- Founded in 1826 with a Global Reputation for Teaching and Research
- Currently Ranked 5 in the QS World University Rankings Industry-specific education
- 29 Nobel Prize winners among former students and academics
- UCL’s founders and members of UCL’s first Council – Jeremy Bentham, Henry Brougham and George Crote – Inspired the founding of colonies in South Australia

“University College London — An intellectual powerhouse with a world class reputation.

*The Times, UK*

FOR MORE INFORMATION
australia@ucl.ac.uk
T +61 8 8110 9960
www.ucl.ac.uk/australia
UNIVERSITY COLLEGE LONDON
CRICOS Provider Number: 03096G