

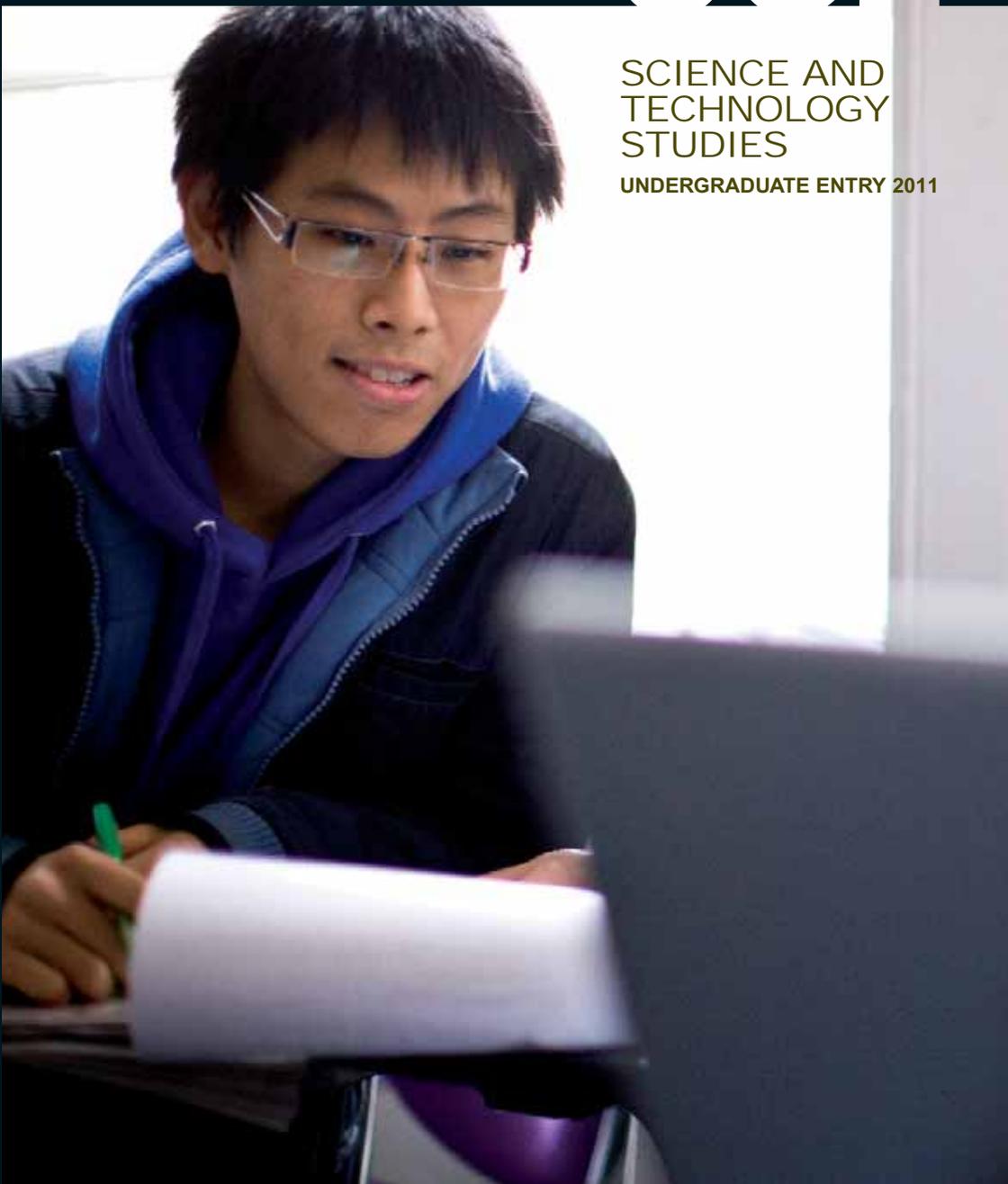
LONDON'S GLOBAL UNIVERSITY



UCL

SCIENCE AND
TECHNOLOGY
STUDIES

UNDERGRADUATE ENTRY 2011



Science and Technology Studies degree programmes

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Applications

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SCIENCE AND TECHNOLOGY STUDIES

Undergraduate entry 2011

UCL UCAS Code: UCL U80



V550

History and Philosophy of Science BSc
3 years



V551

History, Philosophy and Social Studies of
Science BSc 3 years



L391

Science and Society BSc 3 years

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WELCOME

to UCL and to the Science and Technology Studies degree programmes

Your choice of which degree programme to study, and which university to study at, is an important and personal decision. It will influence the next few years of your life as you study, and consequently shape your future life and career.

In selecting subjects and universities you need to be well-informed, with access to reliable and up-to-date facts. In the following pages we describe degree content and structure, the specialist resources and expertise you will access, and the skills you will develop, and aim to provide an authentic insight into student life at one of the world's top universities.

Key facts

- Science and Technology Studies answers questions about science and technology and their role in our world
- UCL's Department of Science and Technology Studies was the first of its kind to offer undergraduate degrees in Britain
- The teaching environment is friendly and supportive with approximately 20 undergraduate students in each of the three years.

What do we offer?

Science and Technology Studies embraces a variety of critical approaches to science and technology, including philosophy, history, sociology and communication studies.

The philosophy of science explores the nature of scientific knowledge, examines how science is carried out, and analyses the claims that science makes about the natural world. The history of science examines how science and technology have developed, and how they relate to cultures in which they are conceived and used. Social studies of science uses the tools of the social sciences to understand science and technology as culture, as institutions and as forms of authority in society, for example in the relationships between scientists and policy-makers. In science communication studies, the resources of media and communications studies are used to analyse popular science and its role in public life.

By taking this multidisciplinary approach, Science and Technology Studies asks and answers questions not only about the nature of science and technology, but also about the ways in which they interact with and reflect the world around them.

To take just one contemporary example: vaccinations are a contentious issue, both in Britain and around the world. Vaccinations work by administering a tiny dose of a disease to train immune systems how to react should the disease be contracted later. Where did this strange idea come from, and how has this technology been implemented? Should a person be obliged to accept the risk of vaccination to protect other people from the diseases that he/she might spread? Is providing vaccinations for all cheaper than caring for the few who get sick? How can we know vaccinations are safe? Who decides who should have vaccinations, and what qualifies someone to administer them? What rights do the people receiving vaccinations have to contribute to decisions about how they are used, and if those people could contribute, what would they say?

By asking such a broad range of questions, and using a variety of analytical tools, Science and Technology Studies aims for clearer understandings of science and technology, their creators and users, and the worlds they inhabit and shape. This department was the first in Britain to offer undergraduate degrees in these subjects. In a society that relies on science and technology, our students are invited to scrutinise, understand and challenge not only contemporary issues in science but also their origins, and possible futures.

“Not only was the degree programme I studied intellectually stimulating in its own right, but I use the lessons I learned every day in a practical way in my work.”

Olympia Brown, a recent graduate and now Science for Schools Co-ordinator, the Royal Institution of Great Britain.

Can you answer these questions?

- What accounts for the extraordinary success science has in explaining natural phenomena?
- What drove prominent scientists – eg, Galileo, Harvey, Newton, Lavoisier, Darwin and Einstein – to investigate the world around them and to seek scientific explanations?
- Are today's scientists driven by the same motivations?
- What has been science's impact on the problems of arms control and human reproduction, the ethical dilemmas of genetic engineering, or our understanding of our place in nature?
- What kinds of images do media reports create of scientific research and how do these images relate to the actual way science is done?

Such questions are central to understanding life in our modern, science-based society. They cross disciplines. They demand a thorough understanding of science and its processes. They require a broad outlook on science and its influences within our culture. Tackling these kinds of questions is one of the things you will do in Science and Technology Studies.

Your degree

The degree programmes are organised on a course-unit system, in which students take a number of individual courses, each assigned a course-unit (CU) value depending on the amount of work involved. UCL has extended this system to assign each course a European Credit Transfer System (ECTS) value. ECTS allows students to gain recognition for academic achievement at participating institutions across Europe, which can assist UCL students who wish to pursue educational or career opportunities throughout Europe. One course unit is equivalent to 15 ECTS credits. Each year a student completes course units to a value of 4.0 CU, equivalent to 60 ECTS credits.

Students in the department are introduced to the full range of topics in our field. Our three degree programmes also allow for specialisation:

- **History and Philosophy of Science (V550)** provides thorough grounding in the foundations of science: the history of its concepts and context, the philosophical analysis of methods and concepts, and in-depth reflections on science's place in the growth of knowledge.
- **Science and Society (L391)** investigates science's importance in society and government, as well as science journalism in all media forms and the public understanding of science.

■ **History, Philosophy and Social Studies of Science (V551)** draws from the best of our other degree programmes for broad exposure to the field.

All degree programmes start with a common first year. The courses taken during this year offer broad introductions to major areas of knowledge and expertise within the field. For maximum flexibility, students enrolled in this common first year may switch between degree programmes before the start of their second year. In the second and third years, students take different combinations of courses, depending on the requirements of their degree programme and on their own interests. Available courses range across our many domains of expertise. In each of their three years, students may take one course outside of the department, such as in a specific science, in history or philosophy, or in a language. In all the degree programmes, third-year students undertake a dissertation of their own design. Original research provides an exciting culmination to our degree programmes. In previous years, some third-year dissertations have led to scholarly publications.

Over the course of their degree, students normally enrol in eight courses per year. Most single-term courses carry an administrative value of 'one-half course unit' or 7.5 ECTS. A few courses place heavy demands on students and so carry a value of one course unit.

Each degree prescribes particular courses (see following pages). We also make room in our degree programmes for students either to specialise in one topic or to sample widely across the field. Most students choose more of their courses from within STS than the required minimum. They also have the option to enrol in ancillary courses in many other UCL departments, as well as in other institutions of the University of London.

THE STUDENT VIEW

Polly Pickard

History, Philosophy and Social Studies of Science BSc
Final year

“ The Science and Technology Studies Department offered a programme that was exciting and diverse. I was concerned that other degrees would be restricting. The degree offers such a wide range of courses, leaving you well prepared for life after university. I enjoyed doing some work experience at the BBC last summer. I hope to join the BBC when I graduate, with the aim of becoming a researcher. ”



Some of our students are registered for the Modern Language Plus BA. They study a modern language for one half of their degree. See the Arts and Humanities Faculty website for further details (www.ucl.ac.uk/ah).

History and Philosophy of Science BSc

“History and Philosophy of Science is basically about defining science and learning about its progress throughout time. And there’s no better place to study it than at UCL.”

Nahida Islam, a recent graduate

Students enrolled in this degree programme will have an interest in issues concerning the history of scientific ideas, the nature of scientific discovery, concepts of scientific progress, foundational issues in science, and methodological issues in the practices of history and philosophy.

The third-year dissertation (one course unit, normally 10,000-12,000 words) should develop a specific thesis about a historical topic or philosophical problem within the field.

Programme structure

Common first year	Second and third-year courses
<ul style="list-style-type: none"> • History of Science* • Philosophy of Science* • Science in the Spotlight* • Research Methods in STS* • History of Modern Science* • Introduction to Science Communication • Introduction to Science Policy Studies • One optional course 	<ul style="list-style-type: none"> • Topics in Philosophy of Science* • Science, Religion and Revolution* • Evolution in Science and Culture* • Six courses from: Observation and Discovery in Medicine; History and Philosophy of Chemistry; Life Sciences in the Twentieth Century; Magic to Science; History of Astronomy and Cosmology; Ethics in Science; Outsiders in Science; Philosophy of Physics; Revolutions in Medicine • Dissertation* • Up to one unit of courses from outside STS per year • Other courses as approved by the Undergraduate Tutor
*compulsory course	*compulsory course

Science and Society BSc

“I work in the pharmaceutical industry, and this programme enabled me to understand better the complex and challenging ways scientific information is being shared and regulated between businesses, scientists and the government.”

Carolyn Kingham, recent graduate

This degree is intended for students who are interested in the social and public dimensions of science, and wish to specialise in science policy studies and the communication of science. Many of our students are aiming for careers in journalism, government, NGOs, and science and medical administration or management. The degree addresses problems of funding and promotion of science, regulation and control of research, and democratic debate about science and technology. These are approached from the position of a historically and philosophically informed understanding of contemporary research and its interchange with society.

The third-year dissertation (one course unit, normally 10,000-12,000 words) should focus on a problem in science communication or science policy, or both. The dissertation may incorporate practical work if relevant.

Programme structure

Common first year	Second and third-year courses
<ul style="list-style-type: none"> • History of Science • Philosophy of Science • History of Modern Science • Research Methods in STS* • Science in the Spotlight • Introduction to Science Communication* • Introduction to Science Policy Studies* • One optional course 	<ul style="list-style-type: none"> • Ethics in Science* • Policy Issues in the Life Sciences* • Science in the Mass Media* • Science, Communication and the Citizen • Science, Warfare and Peace • Communication of Scientific Ideas* • Six courses from: Technology and Global Citizenship; Sociology of Science; Popularisation of the Physical Sciences; Life Sciences in the Twentieth Century; New Genetics and Society; Evolution in Science and Culture; Outsiders in Science • Dissertation* • Up to one unit of courses from outside STS per year • Other courses as approved by the Undergraduate Tutor
*compulsory course	*compulsory course

History, Philosophy and Social Studies of Science BSc

Students enrolled in this degree programme will want to combine some of the features of both the History and Philosophy of Science and the Science and Society programmes. The goal will be to obtain a broad appreciation of the full range of work within science and technology studies.

The third-year dissertation (one course unit, normally 10,000-12,000 words) should incorporate at least two perspectives from the historical, philosophical and social approaches to the study of science.

Programme structure

Common first year	Second and third-year courses
<ul style="list-style-type: none"> • History of Science • Philosophy of Science* • History of Modern Science • Research Methods in STS* • Science in the Spotlight • Introduction to Science Communication* • Introduction to Science Policy Studies* • One optional course 	<ul style="list-style-type: none"> • Technology and Global Citizenship* • Sociology of Science* • Science in the Mass Media • Six courses from: Policy Issues in the Life Sciences; Communication of Scientific Ideas; Science, Communication and the Citizen; Science, Warfare and Peace; Popularisation of the Physical Sciences; Life Sciences in the Twentieth Century; New Genetics and Society; Evolution in Science and Culture; Magic to Science; Outsiders in Science; Topics in Philosophy of Science* • Dissertation* • Up to one unit of courses from outside STS per year • Other courses as approved by the Undergraduate Tutor
*compulsory course	*compulsory course

Course list

All courses carry a course-unit value of one half, except the third-year Dissertation which is valued at one course unit. We do not offer every course every year, and reserve the right to amend the list or course content as circumstances may require. Your Personal Tutor and the Undergraduate Tutor will be available to offer advice on course selection.

HPSC1001 History of Science

This course provides a survey of the origins and development of science from the ancient Greeks to 1800. Main themes are the origins of science in the ancient world, the nature of the scientific revolution and the spread of science during the Enlightenment.

HPSC1003 Philosophy of Science

This is an introductory course in the philosophy of science. The focus is on several central problems regarding the nature of scientific knowledge: the demarcation between science and non-science, progress in science, and the empirical confirmation of theories. These issues are studied through the writings of twentieth-century philosophers such as Popper, Kuhn, Lakatos, Feyerabend, and Hempel.

HPSC1004 Introduction to Science Policy Studies

This course introduces students to the roles of science and technology in society and to some of the problems facing contemporary policy-makers. Topics include: the scientific community, the links between science, technology and social change, and the control and regulation of science and technology.

HPSC1007 Research Methods and Study Skills in Science and Technology Studies

This is our team-taught introductory course for all first-year students, designed to ensure everyone has the requisite research, writing and discursive skills to make a success of the programme.

HPSC1008 Introduction to Science Communication

This course introduces the public dimensions of science and technology. It explores the relationship between the professional world of science and the social, cultural and personal spaces in which science contributes to the shaping of society, including the news media, science fiction, activism, advertising and museums.

HPSC1010 Science in the Spotlight

An introduction to history, philosophy, and social studies of science, including key concepts in science and technology studies. The focus will be on classic and contemporary case studies in these disciplines. This course is intended as a foundation for later courses in science and technology studies.

HPSC1011 History of Modern Science

This course explores the development of the sciences from 1850 to the present, in their social, political and cultural contexts, with particular emphasis on the twentieth century. Topics include science in different national contexts, science and war, the development of key new disciplines (such as quantum physics and genetics) as well as the development of older ones. Emphasis will be on the physical and life sciences, with some consideration of the social sciences.

HPSC2001 Policy Issues in the Life Sciences

This course provides students with a critical overview of policy issues arising from developments in the biological sciences. The course covers a variety of issues, including: medical research policy, biotechnology and public policy, debates about the social acceptability of recombinant DNA research, biology and its publics, controlling biological weapons research and animal experimentation.

HPSC2002 Science in the Mass Media

An introduction to media studies for those interested in relations between science and the media. What science gets covered in print and on TV? How and why is that material selected? How can we investigate the effects of media coverage on public knowledge of or attitudes towards science? The course gives a short survey of relevant empirical and theoretical work in media studies, and public understanding of science.

HPSC2003 Topics in Philosophy of Science

For those who have taken HPSC1003, or with equivalent background, this course explores in depth some of the current debates in the philosophy of science. Topics include: explanation, realism and laws of nature.

HPSC2006 Ethics in Science

This course uses theories of ethics from philosophy and sociology to explore science-related issues that we encounter in the mass media and in our daily lives, such as doping in sport, climate change, the arms trade, cloning and stem-cell research.

HPSC2007 History and Philosophy of Chemistry

This course examines some of the highlights in the history of chemistry from around 1750 to the early twentieth century. Our main focus is on understanding the ways in which the past scientists thought and worked – in creating, evaluating and using new theories and practical methods. We also look at the practical applications of chemistry and the broader social, economic and cultural contexts in which chemistry developed, as well as its relation to other scientific disciplines such as physics and biology.

HPSC2009 Observation and Discovery in Medicine

In this introductory course we use philosophy of science to explore how medical treatments are deemed to 'work', considering the observed effects of treatments, the understanding of mechanisms of disease, and the role of clinical judgment. We also consider the nature of our medical observations, and explore how concepts of 'disease' and 'health' vary according to sociological and historical context.

HPSC2011 Science, Communication and the Citizen

This course looks at citizens' understanding of, and critical engagement with, science. It traces the development of the idea of 'public understanding of science', and its replacement by notions around 'science and society', with the accompanying drives in the UK and elsewhere for dialogue between scientists and the public. The course also looks historically at how science communication, and the barriers and opportunities it meets, have been conceptualised.

HPSC2012 Science, Religion and Revolution

This course examines the great transformation that took place between 1550 and 1700 which brought modern science into being. Topics include the break with ancient thought, the rise of the mechanical world view, the new empirical and mathematical methodologies, the work of Galileo, Bacon, Descartes, Harvey and Boyle, as well as the Newtonian synthesis and its reception.

HPSC2014 Science and Global Citizenship

Global climate change provides an ideal case study to explore the role of science in global political arenas. Is there a global community around climate change, and if so who speaks for it, and how are their voices heard? What are our rights and obligations as global citizens? Scientists can speak authoritatively on important global phenomena, but how does scientific advice on global issues relate to broader political processes?

HPSC2015 Technology and Global Citizenship

Mobile phones are used by over two billion people, and provide one of the means by which a global community can be sustained. Technological systems both shape and are shaped by global aspirations, organisations and markets. Yet their effects can also be resolutely local. The course explores recent scholarly work which shows how technological decision-making can be opened up to broader communities.

HPSC2016 Science, Communication and the Global Community

Science claims to be 'universal knowledge', but is it global? Information technology enables a global community of scientists, yet science benefits some parts of the world more than others. This course looks at how globalisation is changing social life, governance, and communication and research in science, and at what it means to be a scientific citizen in the 'network society'.

HPSC2017 Action for Global Citizenship

This is an action-based group-work course in which students develop and implement a project, related to an issue of global significance. Through this they, and a wider community, enhance citizenship and leave a legacy of new understanding, better practice or improved social relations.

HPSC2018 History of Life Sciences

A survey of major themes in the history of the life sciences between 1750 and 1950. Emphasis will be on key intellectual developments, historical contexts, the entanglement of biological research with other activities, and the role biological knowledge has played in understanding the human condition. Topics include: economic natural history, Darwin's *Origin of Species* and reactions, the rise of physiological research and the new experimental ideal, *Drosophila* and history of genetics, and the rise of biochemistry.

HPSC2019 History of the Modern Physical Sciences

An introduction to the history of nineteenth and twentieth-century physics. It includes a survey of the major conceptual and philosophical issues arising from thermodynamics, electromagnetism, relativity, atomic physics and particle physics, among others.

HPSC3002 Science, Warfare and Peace

This course investigates the relationships between science, technology and war, using tools from history, philosophy and sociology of science. It explores military science and technology in their social, political and historical contexts, and looks at the responsibilities of scientists who research and develop knowledge and weapons for use in war.

HPSC3003 Communication of Scientific Ideas

This is a practical course in communicating science, based around three key tasks: (1) writing science news and feature articles suitable for *New Scientist* or the science pages of the 'quality' press; (2) carrying out a radio science interview, such as might be broadcast on Radio Four's *Science Now* or *Medicine Now*; (3) reporting on a piece of novel science to a committee of MPs who need to be aware both of the science content of the work and potential policy issues. Issues in the public understanding of science are discussed from this practical standpoint of communication.

HPSC3004 Dissertation

This is a full-year, one course-unit research course for third-year students. Students undertake a research project of their own design in the field of science and technology studies. An appropriate supervisor is assigned by the Course Tutor, and research progress is discussed in tutorials. Students submit a (normally) 10,000-12,000 word dissertation summarising their findings and deliver an oral presentation on their work.

HPSC3006 Sociology of Science

This course examines the complex relationship between science and society. It also takes a sociological look at the process by which knowledge is constructed through both historical and contemporary studies. The course also introduces students to the main currents of thought which have been influential in sociology of science.

HPSC3007 Topics in the History of the Physical Sciences

In this course you explore a topic in depth through independent research. You take one of a co-ordinated set of research topics, on which you do original work with close guidance by the tutor. (As an example, for 2008/09, the theme was 'Electricity: Innovation and Discovery'.) Although the main focus of the course is on history, philosophical and sociological approaches are very welcome. In most cases, the outcome of the research will be passed on for further development to students taking the course next year.

HPSC3010 Popularisation of the Physical Sciences

This course looks at the popularisation of topics in the physical sciences, making historical, trans-media, and trans-audience comparisons. Examples include: historical comparisons of controversies between the astrophysical and geophysical communities, popularisation of relativity for adults and primary school children, and comparison of television and press coverage of chemistry.

HPSC3012 Life Sciences in the Twentieth Century

A survey of key developments in twentieth-century life sciences: origin of genetics, discipline formation in biochemistry and ecology, synthesis in evolution, discovery of chromosome structure, expansion of molecular biology and biotechnology, sex research, biologists in the Cold War, socio- and macro-biology, and 'modern' natural history. Attention also is paid to the institutional and social context of biological research.

HPSC3013 The 'New Genetics' and Society

For those who have taken HPSC2001, or with an equivalent background, this course examines issues arising from the application of new human genetic information and new technology. Topics include: genetic screening and pre-natal testing, the implications of 'predictive medicine' for employment and insurance, questions of ownership and commercialisation of genetic information, public understanding of genetics and research policy for genetics.

HPSC3014 Magic to Science

This course explores the changing relationship between astrology, alchemy, and magic from the ancient Greeks to the present day. Topics include: magic and science in the ancient world, in China, the Islamic world and Africa, and in Europe from the Middle Ages to the present, as well as Christian attitudes and witchcraft.

HPSC3015 History of Astronomy and Cosmology

This course charts humankind's changing conception of the universe and our place within it. Cosmology is here taken broadly, encompassing not only the origins, nature, and development of the universe, but also of life and consciousness. Topics include: astronomy and philosophy in the ancient world, the new cosmology of the scientific revolution, and the implications of the major scientific theories of the twentieth century.

HPSC3018 Outsiders in Science

The course examines the scientists whose unorthodox ideas or methods set them apart from the scientific community. Case studies include both historical and contemporary examples, such as astrology, phrenology, morphic resonance, parapsychology, cold fusion and the memory of water.

HPSC3020 Philosophy of Physics

The aim of this advanced course is to explore the relationship between philosophy and physics, with an emphasis on modern physics. The course is organised around two main areas: in the first part, we focus on the philosophy of space and time, and in the second part we focus on scientific revolutions and physical reality. We explore these topics by looking at some episodes from the history of modern physics: Newtonian mechanics, Einstein's relativity theory, and the Copenhagen interpretation of quantum mechanics.

HPSC3022 Special Topics in Science and Technology Studies

This course involves detailed investigation of episodes, themes or problems in the history and philosophy of science, or science and technology studies. Topics vary; recent topics include Colonial Geographies of Science, and Literature and Science: Elective Affinity, or a Tale of Two Cultures?



HPSC3025 Revolutions in Medicine

This course considers whether Kuhn's views on scientific revolutions, which were developed mainly for astronomy, physics and chemistry, apply to medicine. It explores in detail the development of surgery brought about by anaesthetics and antiseptics, in which practical progress in surgery went hand in hand with the development of the new germ theory of disease.

HPSC3027 Evolution in Science and Culture

This course is a historical survey of evolutionary thinking from the Enlightenment to the present. Content includes the history of scientific ideas and context for those ideas. It also considers the influence of evolutionary ideas on society, and vice versa.

Your learning

You will be taught through a number of methods, with an emphasis on those that allow you to interact with staff and fellow students, such as tutorials, seminars, student presentations and museum study visits. With approximately 20 undergraduate students in each of three years, the teaching environment is friendly and supportive.

Courses are normally assessed either by continuous assessment or a combination of continuous assessment and written examination. Some courses may require you to be assessed partly by a presentation, or by group produced coursework. Your final-year project is assessed on the basis of your dissertation.

Living

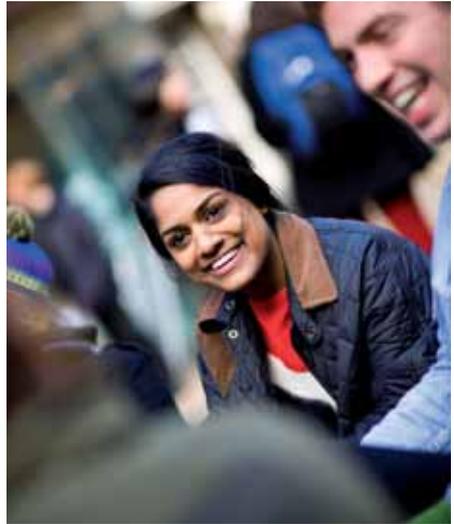
Accommodation

You need not be concerned about finding a place to live as, subject to you meeting our conditions, we will guarantee you a residential place in your first year irrespective of your permanent home address. With catered Halls of Residence and self-catering Student Houses, you can be sure of finding student accommodation at UCL to suit your lifestyle. Please see www.ucl.ac.uk/accommodation for further details.

Support and welfare

By providing support for your academic work and offering a range of services to assist you in your personal life, we help you to get the most from your studies and enjoy your time as a student here at UCL.

Right from the start you can take advantage of UCL's Transition Programme designed to help you settle in to your first year. Your Personal Tutor will guide you through your academic studies and can also direct you to other sources of help and support including the UCL Union Rights and Advice Centre, the Student Counselling Service, and the UCL Health Centre. Full details are available at www.ucl.ac.uk/current-students/support



Recreation

Studying in the centre of one of the world's great capital cities offers almost unlimited opportunities for you to enjoy your time at UCL. London offers unparalleled resources for learning and entertainment, including museums, exhibitions, theatres, shopping, restaurants and cultural festivals.

UCL has its own fitness centre as well as facilities for a huge range of indoor sports and, in Hertfordshire, outdoor pitches and courts. UCL also has several cafés and bars where you can relax, and our own professionally equipped theatre, the UCL Bloomsbury. Over 130 clubs and societies covering all aspects of politics, arts, religion, culture and entertainment, as well as a wide variety of sports, are run under the auspices of the UCL Union. See www.ucl.ac.uk/study/undergraduate-study for more details.

Funding

Money is a concern for all students. Tuition fees, books, food, clothes and general living expenses all need to be covered. However, surveys show that investing in your education pays off and that London graduates can earn starting salaries which are up to 25% higher than the national average. If you are a UK or EU student you can apply for a loan to cover tuition fees. Loans for maintenance (living expenses) are also available for UK and, in some circumstances, EU students.

As a UK student you may also be eligible for a non-repayable Higher Education Maintenance Grant (HEMG). In addition, UCL Bursaries are available to assist those students who are in receipt of an HEMG with their fees and living expenses. A number of UCL scholarships are offered, some tied to particular departments and others to students from specific countries. Full details are on the web at www.ucl.ac.uk/study/undergraduate-study/fees-and-costs

Your application

Application should be made through UCAS (for the address, see inside front cover). Please quote the codes given on page one of this booklet. If you are interested in more than one of our BSc degrees, please contact us before submitting your UCAS application.

We accept students with qualifications in the natural sciences, social sciences and the humanities.

A levels: AAB-BBB. A pass in a further subject at **AS level** or equivalent is required for all programmes.

IB Diploma: 32-36 points with a score of 15-17 points in three subjects at higher level.

Other qualifications: see www.ucl.ac.uk/prospectus/sts

Suitable applicants are invited to visit UCL for an interview, if feasible. The department currently holds open days for prospective students to meet staff and find out more about our programme. Final decisions are based not simply on formal qualifications but on whole applicant profiles. If qualifications are pending, an offer normally is conditional on a specified level of achievement.

For overseas applicants, UCL's International Office (see inside front cover for contact details) provides specific information and advice on matters such as immigration regulations, tuition fees, sources of scholarships, English language requirements, and accommodation. The International Office also co-ordinates the Erasmus, EU Leonardo and TEMPUS programmes. The department welcomes visiting (affiliate) students from foreign universities for visits lasting one term or one academic year; details on existing visiting programmes can be obtained from UCL's International Office.

UCL University Preparatory Certificates

International students of high academic ability, but whose qualifications are not equivalent to the British system, should consider applying for a UCL University Preparatory Certificate (UPC). These are high-quality one-year undergraduate foundation courses, run by UCL, which aim to help such students gain access to degree programmes at UCL and other leading British universities across a broad range of subject areas.

These courses are not intended for students who have taken, or are taking, A levels or the International Baccalaureate Diploma.

For further details of UCL University Preparatory Certificates see www.ucl.ac.uk/upc or contact UPC Administrators, UCL Language Centre, University College London, 26 Bedford Way, London WC1H 0AP, EMAIL upc@ucl.ac.uk, TEL +44 (0)20 7679 8666.

Your career

In this scientific and technological world, our degrees provide an excellent foundation for many careers. Our graduates acquire a broad view of the institutions, practice, and culture of science and technology, from inside and out. This means they are uniquely qualified for the increasing range of jobs that involve contact between professional science and the wider culture.

- Some pursue careers and further training in science communication: in print, radio and television broadcasting, in museums or science centres, or in education.
- Some take their understanding of science into policy-related or commercial posts involving research funding and administration, regulatory or public interest responsibilities, environmental protection, technology transfer, and government service on national and international levels.

Disclaimer

This booklet must be read in conjunction with UCL's Undergraduate Prospectus. The information given in this booklet is correct at the time of going to press and UCL will make every effort to provide the programmes described herein. However, the booklet is published well in advance of the session to which it relates and UCL reserves the right to

withdraw any programme, and to withdraw or amend the content of any course forming part of a programme, either before or after students enrol. UCL undertakes all reasonable steps to provide educational services but does not guarantee the provision of such services. Please see the detailed Disclaimer in UCL's Undergraduate Prospectus.

Information in alternative formats

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