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**1 Introduction to the department, the faculty and its history**

Welcome to UCL Department of Science and Technology Studies, which we abbreviate "STS". We are part of UCL's Faculty of Mathematics and Physical Sciences, or "MAPS". This is a fantastic place to be, and I think you've made a great choice. We have award-winning tutors and public engagement. We have fantastic academic programmes. We’ve worked hard to create modules and degrees that inspire. We’re proud of the work we do, and we're ready to run alongside you as fast as you want to travel.

STS is an interdisciplinary centre for studying science. Sometimes, we focus on science as a body of knowledge and a set of methods. Sometimes, we focus on it as a product and producer of culture. Science has many histories, philosophies, and sociologies. It provides us with a medium for exploring fundamental questions. Science also has specialised approaches to communication, public engagement, and policy. We focus on these, too. All together, we are one of the most intellectually diverse communities at UCL. This brings us enormous strength. The more you join our academic programmes, the more you'll grow, too.

STS is respected across UCL for our dedication to teaching and learning. We commit ourselves to creating academic experiences that reward hard work. We also keep careers in mind. Over the past two years, we've reviewed our curriculum and assessment to ensure we are training you for the next decade, not the past one. Indeed, for more than twenty years, STS has helped students grow into the futures they defined for themselves. Some have moved at slow and steady paces. Others have found themselves well-positioned to take advantage of opportunities when they arose. No matter which path you find yourself taking over your time at UCL, you'll have STS encouraging you towards ambitious futures and more opportunities.

This is your time. Take the lead. Let us help.

Professor Joe Cain
STS Head of Department

STS wants people to think about science differently. We want to understand science as a force in modern society. We want to understand what underpins its successes and failures. We want to understand its boundaries and concentrations. We want to know why, while people sometimes love science and sometimes hate it; they increasingly use science to do things in our lives.

**1.1 STS postal address**

UCL Department of Science and Technology Studies
Gower Street
London WC1E 6BT
sts@ucl.ac.uk | 0207 679 1328 | www.ucl.ac.uk/sts

This postal address is for staff use only. Students are not permitted to use UCL postal facilities and post received by STS for a student may not be delivered. We accept no responsibility for receipt.
1.2 STS location

STS has offices in two locations:
- STS Gordon Square:
  22 Gordon Square, entrance via basement at rear of building
- STS Hampstead Road:
  132 Hampstead Road, third floor

Teaching activities are situated throughout the UCL Bloomsbury Campus.
UCL provides an interactive map service:
www.ucl.ac.uk/maps

1.3 STS reception

If you are lost for direction, the best place to turn is STS Reception. The STS Professional Services team can direct you.

STS Gordon Square, 22 Gordon Square, room G2
Open: 09:00-17:00 M-F
Telephone: 0207 679 1328  sts@ucl.ac.uk

The STS Student Handbook provides general information and key information relating to the operation of STS degree programme. This includes key dates, department policies on coursework submission and penalties that may be applied, as well as contact details for key people. It is intended as a first point of reference for queries and contains links to relevant official documents and online resources. The primary course of rules and regulations for all UCL students and degrees is the UCL Academic Manual
http://www.ucl.ac.uk/srs/academic-manual
1.4 Explanation of the relationship between department and faculty

Your degree is defined by three layers of regulations. Students are expected to familiarise themselves with documents applying to their degrees. Regulations set by UCL [http://www.ucl.ac.uk/ugas]

UCL Academic Manual [http://www.ucl.ac.uk/srs/academic-manual]

Regulations set by MAPS Faculty [http://www.ucl.ac.uk/mathematical-physical-sciences]

Regulations set by STS “local rules” [http://www.ucl.ac.uk/sts/study]

The hierarchy of these rules is simple: UCL rules in the Academic Manual override all rules and regulations set by faculties and departments. Faculty rules override rules set by departments.

1.5 Key staff members within the department and faculty

<table>
<thead>
<tr>
<th>Role</th>
<th>Person</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Department</td>
<td>Professor Joe Cain</td>
<td><a href="mailto:j.cain@ucl.ac.uk">j.cain@ucl.ac.uk</a></td>
</tr>
<tr>
<td>Department Manager</td>
<td>Lori Coletti Campbell</td>
<td><a href="mailto:sts-da@ucl.ac.uk">sts-da@ucl.ac.uk</a></td>
</tr>
<tr>
<td>Faculty Dean</td>
<td>Professor Ivan Parkin</td>
<td><a href="mailto:i.parkin@ucl.ac.uk">i.parkin@ucl.ac.uk</a></td>
</tr>
<tr>
<td>Faculty Manager</td>
<td>Donna Williamson</td>
<td><a href="mailto:d.williamson@ucl.ac.uk">d.williamson@ucl.ac.uk</a></td>
</tr>
<tr>
<td>Faculty Academic Tutor</td>
<td>Dr Caroline Essex</td>
<td><a href="mailto:c.essex@ucl.ac.uk">c.essex@ucl.ac.uk</a></td>
</tr>
</tbody>
</table>

2 Departmental staff related to the programme

2.1 STS programme tutors

STS programmes - our degrees and modules - are managed by "programme tutors". They also manage the programme of personal tutors to ensure students get the support they require. This forms the second layer of academic and pastoral support.

<table>
<thead>
<tr>
<th>Role</th>
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<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Programme Tutor</td>
<td>Dr Simon Werrett</td>
<td><a href="mailto:sts-ugtutor@ucl.ac.uk">sts-ugtutor@ucl.ac.uk</a></td>
</tr>
<tr>
<td>(TBC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postgraduate Taught Programme Tutor</td>
<td>Dr William MacLehose</td>
<td><a href="mailto:sts-msctutor@ucl.ac.uk">sts-msctutor@ucl.ac.uk</a></td>
</tr>
</tbody>
</table>

3 Key dates

3.1 Term dates, exam/assessment period, core activities (Centrally Provided)

An academic year is called a "session". Each session has three "terms". Term 1 is in the Autumn; Term 2, the Winter. These are the main teaching terms. Term 3 is the Spring,
after Easter. For undergraduates, Term 3 primarily is used for revision and examinations. For postgraduate taught students, this primarily is used for skill-development associated with their dissertation.

Term 1 is twelve weeks long, including an induction week for the whole session. Induction Week is used for orientation activities for new students in preparation for their studies.

Term 2 is eleven weeks. Both Term 1 and 2 have "reading weeks" midway. These are natural stopping points in the programme of study. Students are expected to undertake work related to their degrees during reading weeks; however, STS holds no mandatory lectures or meetings during those weeks. Some programmes require attendance on campus during reading weeks. STS does not.

Postgraduate taught programmes follow the same session and term calendars as undergraduates. However, their programme requires work over a full calendar year. Full-time students are required to attend for one full calendar year; part-time students, two calendar years. This means there is required work to undertake during the summer months, and the last item of assessed work in the degree is the dissertation, or research project, normally due at the end of August.

### 3.1.1 UCL Term Dates: 2016/17

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Term</td>
<td>26 September 2016 – 16 December 2016</td>
</tr>
<tr>
<td>Second Term</td>
<td>09 January 2017 – 24 March 2017</td>
</tr>
<tr>
<td>Third Term</td>
<td>24 April 2017 – 09 June 2017</td>
</tr>
</tbody>
</table>

For those departments that operate them, College Reading Weeks are the weeks beginning Monday 7 November 2016 (Week 7), and Monday 13 February 2017 (Week 6).

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christmas College Closure</td>
<td>Close 5.30pm Friday 23 December 2016</td>
</tr>
<tr>
<td></td>
<td>Open 9.00am Tuesday 3 January 2017</td>
</tr>
<tr>
<td>Easter College Closure</td>
<td>Close 5.30pm Wednesday 12 April 2017</td>
</tr>
<tr>
<td></td>
<td>Open 9.00am Thursday 20 April 2017</td>
</tr>
<tr>
<td>Bank Holidays</td>
<td>Closed - Monday 01 May 2017</td>
</tr>
<tr>
<td></td>
<td>Closed - Monday 29 May 2017</td>
</tr>
<tr>
<td></td>
<td>Closed - Monday 28 August 2017</td>
</tr>
</tbody>
</table>

Further information:
- [Term dates 2016-17](#)

### 3.1.2 UCL Examination Periods 2016-17 TO BE CONFIRMED

STS postgraduate students undertaking the core module (HPSCGA01 – Introduction to Science and Technology Studies), the exam is usually timetabled for mid-January and is therefore arranged outside of main examination period. All postgraduate students will be advised of the date at the start of term.
All other examinations for HPSC modules are held during term 3. The examination timetable is published via Portico (the Student Information system) in March. Students will receive an email from Student Registry Services (Exams) asking you to confirm that you have been registered for the correct modules and the correct exams. It is essential that you check your personal timetable to ensure that you are entered for the correct examinations.

Examinations for undergraduate affiliate students not attending UCL in term 3 are offered an alternative assessment, usually an additional essay.

STS students who require special dispensation for examinations, with conditions such as dyslexia, eye or back problems and other medical conditions, may request reasonable adjustments to complete an exam. Applications for students to apply for these dispensation are usually communicated at the end of term 2.

3.2 How UCL and the department will communicate with students (Central and Local)

UCL will communicate with students via:

- **UCL student email** – students should check their UCL email account regularly
- **UCL Moodle** – Moodle is UCL’s online learning space. It is used by module organisers, programme leaders, departments and faculties to provide essential information.
- **myUCL** – a monthly term-time e-newsletter to all students (undergraduate and postgraduate) at UCL, which covers key internal announcements, events and opportunities
- **UCL Instagram** – UCL’s official Instagram channel, featuring news, events, competitions and images from across the UCL community
- **@ucl Twitter channel** – Sharing highlights of life at UCL from across UCL’s diverse community
- STS also has a social media presence – on twitter @STSUCL, and facebook at www.facebook.com/STSUCL

You must not use UCL accounts to send or receive information that is illegal or will cause reputational damage to the Institution.

4 Programme structure

4.1 The structure of the programme, duration, credits, qualification(s)

Students with questions about their degrees or UCL rules should consult their personal tutor in the first instance. The UCL Academic Manual is the first point of contact for the rules themselves.

For undergraduates, STS local rules define the modules required for completion of a particular degree. For postgraduate taught students, STS maintains degree requirements. Information for both undergraduate and postgraduate programmes are available on the STS website. Students are committed to the local rules in place for the year they started their programme. Later changes to the local rules do not apply.

Should a compulsory module become unavailable during the normal course of study, STS programme tutors will consider substitutions and are the official source for approving these
substitutions. The main criterion for substitution is that the result creates a coherent programme of study within the degree title.

Students transferring into an STS degree must have a written agreement in place prior to their start date in STS. This will identify which previously earned course units (if any) will be substituted for compulsory modules. This must be approved by the appropriate programme tutor. If no agreement exists at the start date for studies within STS, then no substitutes to the prescribed programme will be accepted.

5 Advice on choosing module options and electives

5.1 Choosing modules and electives

Modules are the individual units of study which lead to the award of credit. Many programmes offer students the opportunity to choose between different modules that they are interested in. However some new students will find they do not need to make selections as all their modules are mandatory. If students need to choose modules, their department will advise them of how and when to do this, usually during departmental introductions. There may be a deadline by which students should make their choices, so students should keep an eye out for information from their department. More information on choosing modules in STS and in other departments is outlined in the Module catalogue.

Affiliate Students:
STS Affiliate students will be advised of the process for selecting modules by the STS Affiliate Tutor. Modules may need to be selected before enrolment, or after the student has arrived at UCL.

Part-time Taught Postgraduate students
Part-time Taught Postgraduate students may be unable to pay their fees until they have chosen their modules. Students should check with the UCL Student Fees Team if they are unsure about this by emailing fees@ucl.ac.uk or calling +44 (0)207 679 4125.

Part time Taught Postgraduate students normally register for four modules in their first year. However, you should discuss your study load with your Personal Tutor to ensure that you have the right balance of modules for your programme.

Further information:
- Selecting Modules

5.2 Contact details for staff who can give advice

<table>
<thead>
<tr>
<th>Undergraduate Programme Tutor</th>
<th>Dr Simon Werrett</th>
<th><a href="mailto:sts-ugtutor@ucl.ac.uk">sts-ugtutor@ucl.ac.uk</a></th>
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<td><a href="mailto:sts-msctutor@ucl.ac.uk">sts-msctutor@ucl.ac.uk</a></td>
</tr>
<tr>
<td>Department Manager</td>
<td>Lori Coletti Campbell</td>
<td><a href="mailto:sts-da@ucl.ac.uk">sts-da@ucl.ac.uk</a></td>
</tr>
<tr>
<td>Academic Administrator</td>
<td>Christina Ogunwumiju</td>
<td><a href="mailto:sts-aa@ucl.ac.uk">sts-aa@ucl.ac.uk</a></td>
</tr>
</tbody>
</table>
5.3 Deadlines for choosing modules, and how a student will know if they have secured a place

UCL will advise students on the process of module registration. Registration is undertaken through Portico, which is the student information system in operation at UCL. The deadline for registering for modules is usually two weeks after the start of term. Further information regarding this will be published locally. Modules for the whole year are chosen at this time and we advocate that a total of 4 modules should be chosen for term 1 and 4 for term 2 rather than 5 and 3 or similar variations.

It is possible to change your module selections should you decide that you want to do something different. However, this must be done as soon as possible and certainly NO LATER than 2 weeks after the start of each term for modules within that term. If you wish to change a module, which runs in term 2 during term 1, you will have until end of term 1 to request the change. You will need to send an email to the Academic Administrator to activate this in Portico. Affiliate students will do this in the same way.

STS students are required to obtain the approval of their personal tutor prior to the completion of their enrolment into modules. Normally, the personal tutor will be asked to sign-off all registration requests. **Note: All compulsory modules are already registered against your record in Portico. For first year undergraduate students, there is no need to register your modules separately.**

Students are expected to enter modules suitable to their year of study. Module levels are set after considerable reflection as to degree of difficulty and assumed skills. Programme tutors may restrict entry to modules on this ground. For example, first-year undergraduate students are normally prohibited from attempting intermediate and advanced level modules. Likewise third-year undergraduate students normally are prohibited from attempting introductory modules.

Some limited scope exists within UCL regulations for module substitutions to the STS local rules. Discuss the possible need for this with your personal tutor. Substitutions must contribute to a coherent programme of study within the sought degree. The approval of the appropriate programme tutor is required for all changes to local rules. In every case, a student must secure written approval for any changes, and it is in their best interests to preserve these written records.

Students wishing to register on modules not run in STS normally need to secure permission from the department delivering the module. It is advisable to visit the relevant department to verify the process.

Modules are normally taught over one teaching term. The weekly schedule normally involves a small number of lectures, seminars and tutorials.

**The options for 2nd and 3rd year students are outlined in our module catalogue, which should be used when choosing modules.**

5.4 The above information should also cater to Affiliate students

Affiliate students who are at UCL for term one ONLY should only register with module codes with a suffix of ‘A’, i.e. HPSC1003A. These modules have different assessment patterns, which take into account the fact that term one ONLY students will not be available in the UK to do exams in the following spring term. Affiliate students who are at UCL for all three terms, or just for the Spring term, should register for the normal incarnation of the module code, i.e. HPSC1003.
6 Progression and Award requirements

6.1 Information on how a student progresses through the programme – what does a student need to complete and pass to be awarded a degree; what are the consequences of unsatisfactory progress

Students with questions about their degrees or UCL rules should consult their personal tutor, in the first instance. The UCL Academic Manual is the first point of contact for the rules themselves.

For undergraduates, STS local rules define the modules required for completion of a particular degree. For postgraduate taught students, STS maintains degree requirements. Both sets are posted on the STS website. Students are committed to the local rules in place for the year they started their programme. Later changes to the local rules do not apply. Should a compulsory module become unavailable during the normal course of study, STS programme tutors will consider substitutions and are the official source for approving these substitutions. The main criterion for substitution is that the result creates a coherent programme of study within the degree title.

Students transferring into an STS degree must have a written agreement in place prior to their start date in STS. This will identify which previously-earned course units (if any) will be substituted for compulsory modules. This must be approved by the appropriate programme tutor. If no agreement exists at the start date for studies within STS, then no substitutes to the prescribed.

Undergraduate students, you are expected to complete 12 course units in total across the three years; 4 in each year.

Postgraduate Taught Masters students are expected to complete 180 credits in total, which includes a Dissertation. If you are studying for a Postgraduate Diploma, students are expected to complete 120 credits and for a Postgraduate Certificate – 60 credits. More information in relation to the modules available are outlined in further detail in the STS Module Handbook.

6.2 Modern Foreign Language requirement

UCL is committed to Modern Foreign Language education and requires all UK Honours Degree students to enter UCL with, or have developed by graduation, a basic level of language competence. Students who fail to satisfy the requirement by the end of their programme will not be eligible for the award of an Honours Degree. Students should speak to their personal tutor or programme leader in the first instance if they have any questions about the requirement.

Further information:
- Modern Foreign Language Requirements

7 Our expectations of students

7.1 Hours of study (Central and Local)

Studying a subject in a module involves much more than class time. Students are expected to make good use of independent reading, independent research and self-directed study. They also are expected to commit considerable time to assessed coursework and preparation for examinations.
7.2 Personal study time

In general, both undergraduates postgraduate students are expected to study 150 hours in total for each half-course unit module.

7.3 Attendance requirements and penalties for poor attendance (Centrally Provided)

Attendance Requirements

UCL expects ALL students to aim for 100% attendance, and has a minimum attendance requirement of 70% of scheduled learning, teaching and assessment activities. If a student does not meet this requirement they will not be eligible for summative assessment.

Registers to monitor attendance will be taken at each class. All STS students are expected to sign an attendance register at every class. The module tutor will give students the register to sign at the start of each class. Any student caught signing on behalf of another student will be reported to the Programme Tutor.

The registers are a tool used by the Programme Tutors to assist them in their role by highlighting any student who may be struggling or require additional support

Further information:
- Attendance Requirements

Absence from assessment

Any student who is absent from an assessment must submit a request for Extenuating Circumstances to obtain authorisation for that absence and defer their assessment to a later date. Absences from assessment need to meet the criteria for Extenuating Circumstances and be supported by appropriate evidence.

Further information:
- Extenuating Circumstances

Tier 4 students: Absence from teaching and learning activities

In line with UCL’s obligations under UK immigration laws, students who hold a Tier 4 visa must obtain authorisation for any absence from teaching or assessment activities.

Further information:
- Authorised Absence
- UCL Visa and Immigration pages

7.4 UCL disciplinary policies and expected behaviour (Centrally Provided)

7.4.1 Student Code of Conduct

UCL enjoys a reputation as a world-class university. It was founded on the basis of equal opportunity, being the first English university to admit students irrespective of their faith and cultural background and the first to admit women. UCL expects its members to conduct themselves at all times in a manner that does not bring UCL into disrepute. Students should ensure they read and familiarise themselves with UCL’s Student Code of Conduct and be aware that any inappropriate behaviour may lead to actions under UCL’s Student Disciplinary Procedures.
Further information:
- UCL Student Code of Conduct
- Student Disciplinary Code and Procedure

8 Tutorials and supervision

8.1 What students can expect in terms of academic and personal tutoring (Central and Local)

Academic and Personal Tutoring

UCL is committed to providing all students with the academic guidance and personal support that they need to flourish as members of our active learning and research community. As part of the wider support infrastructure provided by a programme, every undergraduate or taught postgraduate student will be assigned a member of staff who can provide constructive academic and personal development guidance and support. At the start of the year, students should be provided with the name and identity of their personal tutor, the date of their first meeting, and where and when the personal tutor can be found in term time.

8.2 STS tutors

The first points of contact for students are:
- your module tutor: for course help;
- your personal tutor: help with degree, university, and life in general:

STS prides itself on our personal tutoring system. Personal tutors are members of academic staff trained to provide tailored academic advice (related to degrees and university). They also know about resources available elsewhere in UCL for pastoral support. This includes physical and mental health, careers, rights and advice, and financial assistance. UCL also is well-supported with academic and welfare teams for students in need. These resources are listed <http://www.ucl.ac.uk/prospective-students/graduate/life/non-academic-resources/support-welfare>.

Each STS student is assigned a personal tutor. Make the most of this relationship by meeting with your personal tutor on a regular basis. It is a UCL requirement that students should meet with their personal tutors a total of 5 times, 3 of which should be face to face. We will invite you to required termly meetings, but take the initiative and ask for more if that suits your needs. Meet monthly, for instance. Keep the conversation moving. Help your personal tutor get to know you, your academic work, and your aspirations. Personal tutors are most effective when kept in conversation.

Further information:
- Personal Tutors

8.3 How dissertation supervision operates and the expectations of both the supervisor and student

STS Supervisors are here to help in decide the topic of the dissertation and advise about primary and secondary readings, to formulate ideas and hypotheses and to offer guidance on the proposed structure.

Students and supervisors are expected to meet every two weeks in face to face meetings.
First meetings should at first be initiated by the supervisor (UG model), moving towards meetings being initiated by the student (PhD model) reflecting the intermediate status of an MSc.

Supervisors are expected to remain in contact and access in relation to the student throughout the summer. If the supervisor is away from College for an extended period, this should include e-access (supervision by Skype or email).

Supervisors are expected to read and comment on drafts submitted by the student. The number of drafts should be agreed in advance. Drafts should be read and feedback and comments provided to the student at the next meeting. They should provide advice on the submission of research proposal of 2000 words.

Supervisors should advise on the organisation of the dissertation into sections or chapters. Including matters of presentation, such as the title page, contents page, pagination, footnoting and bibliography.

The Supervisor will first mark the dissertation.

The Supervisor will provide a mark and substantial comments on Moodle within a period of one month (an absolute deadline) from the date of submission and the Supervisor will liaise with the second marker to agree a final mark. If the Supervisor and second marker cannot agree a final mark, the Chair of the Board of Examiners will be consulted and the external examiner in the relevant subject area will be asked to intervene and agree a mark with both the first and second marker.

In the event that the student fails the dissertation module, the Supervisor must be available to provide additional feedback on improvements for re-submission.

8.4 Transition Mentors

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

Further information:
- UCL Transition homepage

9 Projects, placements and study abroad (if applicable)

9.1 Finding Dissertations and Supervisors

The expectations of students with regard to the supervisors for dissertations are included in the appendix of this document.

9.2 Information on summer internships

STS will normally fund 3 summer internships. Undergraduate and postgraduate students are encouraged to apply. Funding is normally granted for the completion of a project over 80 hours. Details of those available are advertised in late June.
10 Professional Accreditation
Not applicable.

11 Academic Partnerships
Not applicable.

12 How will students be assessed?
STS prefers a scheme of continuous assessment, with a mixture of formative and summative feedback. Assessment methods vary by module. For any module, students may be assessed through essays, projects, presentations, group work and examination. Module tutors will describe assessment for their module at the start of term and in their module syllabus.

When coursework is assessed, students can expect to receive feedback on the quality, strengths, and weaknesses of their efforts, plus a clearly defined grade or class mark, following UCL’s service standards.

12.1 Essays and other coursework
Module tutors will describe how coursework is to be submitted. Unless otherwise specified, coursework submission should be undertaken through Moodle. In the event of a failure of Moodle, the student will be expected to e-mail their coursework to the module tutor, copied to the default department address <sts@ucl.ac.uk>, prior to the advertised deadline. A screen shot of the error message (including date/time) will be required as supporting evidence. Students are responsible for ensuring that their work is submitted on time.

If an attachment cannot be opened by UCL’s standard package of software - for example, Apple Pages - it may be deemed as not submitted. Please remember to keep a copy of all material uploaded or e-mailed. When a tutor requires submission of material that cannot be delivered electronically, such as a poster, a coursework cover sheet (downloadable from the undergraduate and postgraduate Moodle pages) is to be used and the work delivered to STS Gordon Square, room G2 (Reception).

12.2 Anonymous marking of coursework
UCL policy requires STS to mark coursework anonymously wherever possible. To facilitate this, please submit assessed coursework without your name on the item. Use only your student number/candidate number. Students who have added other identifiers will be deemed to have waived their anonymity in that instance. Your Programme Tutor will also provide you with further guidance on how they prefer the work to be submitted.

12.3 What are the marking criteria and learning outcomes?
STS follows a clear marking procedure for assessed coursework to ensure the marks awarded to students are fair and appropriate. All work is marked in the first instance by module tutors or teaching assistants, and reviewed by a moderator (also known as a "second marker"). These markers assess the work in accordance with the marking criteria and use their academic judgement to determine an agreed mark for the piece of work.
STS assessment criteria are found in Appendix 2 and 3. It is also worth checking each STS Moodle site for the marking criteria for each module.

In addition to this process, a sample of the work is also sent to an examiner who works outside UCL. Their role is to verify the marking process as fair and consistent with UCL regulations. Marks communicated to students during the academic year remain provisional until they have been formally ratified by the STS Board of Examiners, and by other examination boards within UCL.

If you have any concerns about marks for any module, please consult the module tutor in the first instance, and your personal tutor in the second instance, who can route queries as needed.

12.4 What marking scale is in use on the programme?

See Appendix One for UG and PG

12.5 How will marks be combined to reach a classification?

Each year of your degree goes towards the weighing of your final classification. The average year mark from your first year is worth 1, your average year mark from year 2 is worth 3 and your average from year 3 is worth 5. Further information regarding how the final classification is weighted can be found here: https://www.ucl.ac.uk/srs/academic-manual/c8/maps#top

12.6 What is feedback, and how will students recognise it (questions in lectures, emails etc.)? How and when will students receive feedback on their work and what will it look like?

For written assignments, STS will provide feedback that takes the form of being online via the Moodle submission page for the module. Other feedback might include group discussion, peer review etc.

12.7 UCL Standard turnaround time for feedback (Centrally Provided)

UCL Feedback Turnaround Policy

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

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

Further information:

- UCL Feedback Turnaround Policy

12.8 For written examinations, a link to the UCL Examination Guide for Candidates on the Examinations and Awards website (Centrally Provided)
Examinations

Examinations for HPSC modules are normally held during Term 3. The examination timetable is published via Portico in March. Students will be contacted by email when it is available. It is important to check personal timetables to ensure you are registered for the correct examinations.

Examinations for undergraduate affiliate students: Affiliate students not attending UCL in Term 3 will be offered an alternative assessment. Affiliates will be required to complete coursework on a topic of the Module Tutor’s choice in lieu of the examination. Exact dates will be communicated nearer the time.

Special dispensations: Some students require special dispensation for examinations. For instance, students with dyslexia, other special medical conditions, eye or back problems, etc. may fit into this category. These dispensations can include additional time to complete an exam and use of a word processor, or alternative assessment. The UCL Examinations Section makes the arrangements for this and the application deadline is normally early in Term 2. If you feel that you qualify you should discuss your circumstances with your Personal Tutor and register with UCL Disability Services as soon as possible.

Full details of examination regulations and guidelines can be found in the Exams and Awards website

Further information:
- Examinations and Awards website
- Examination Regulations
- Examination Irregularities and Plagiarism procedures

12.9 For coursework submissions, clear information about where and how to submit work, including details of any electronic submission methods and the technical support available

Each Moodle site will contain assessment information and will provide you details of how the tutor will prefer you to submit your coursework. These instructions must be followed. If you encounter submission issues, please follow the instructions in section 10.2.

12.10 Information about penalties for late submissions

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

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

Further information:
- Late Submission Penalties
- Extenuating Circumstances
12.11 Information about absence from assessment

Any student who is absent from an assessment must submit a claim for Extenuating Circumstances to obtain authorisation for that absence and defer their assessment to a later date. Absences from assessment will need to meet the criteria for Extenuating Circumstances and be supported by appropriate evidence.

In line with UCL’s obligations for students studying under a visa, Tier 4 students must also obtain authorisation for any absence from teaching or assessment activities under the Authorised Absence procedures.

Further information:
- Extenuating Circumstances
- Authorised Absence Policy

12.12 Information about word counts and penalties

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

STS will specify word counts in their assessments where appropriate. If students submit work in excess of the word count, markers are not obliged to mark beyond the maximum word count and proportionate penalties may apply, but will not exceed 10 percentage points (or equivalent).

Further information:
- Word Counts

12.13 Information about the consequences of failure

Reassessment

The Programme Scheme of Award describes the modules which students must complete and pass in order to achieve their degree. Where a student fails to meet these requirements at the first attempt, and there are no Extenuating Circumstances materials to explain that failure, they may be reassessed on one more occasion only, unless they have been awarded a degree, are eligible for the award of a degree, or have been excluded from UCL on the grounds of academic insufficiency or as a result of misconduct. Students who have passed a module are not permitted to resit or repeat that module.

Timing of Reassessment

Reassessment must be made at the next scheduled occasion, which may be almost immediately, in the late summer period or in the next academic session, depending on the programme structure and the student’s circumstances.

Masters/ MRes Dissertation/ Research Project (PGT only)

The Programme Board of Examiners will determine whether the student should either:
- a) Resubmit the dissertation in the same academic session, or
- b) Interrupt and re-register in the following academic session in order to resubmit at the end of the first term and be considered for the award of a degree in January, or
c) Interrupt and re-register in the following academic session in order to resubmit at the next scheduled occasion and be considered for the award of a degree at the end of that academic session.

Where a student must be reassessed in a significant proportion of the taught modules, and this might affect performance in the dissertation or research project, the Programme Board of Examiners may recommend that the student undertakes the reassessment for the taught modules in the current academic session, and re-registers in the following academic session in order to resubmit their dissertation.

Resit Marks

Students will receive the higher of the marks achieved at the first or second attempt, whether for the original module or a substitute module. Marks will be included in the classification calculation for the year in which the module was originally taken.

For eligible undergraduate students:
If the mark obtained at reassessment is in the referral band (30 to 39 in the Faculty of Mathematical and Physical Sciences or 35-39 elsewhere), students may be offered referred assessment provided they satisfy all other requirements.

Format of Reassessment

Students will normally only be reassessed in those module components which they have failed.

Substitution of Failed Module(s)

Subject to Faculty approval, modules up to the value of 30 credits across the whole programme may be substituted for modules that have been failed. The assessment for the new module will be treated as a second attempt. All applications for the substitution of new modules must be made by the Faculty to UCL Assessment & Student Records.

Further information:
- Reassessment

Referred Assessment

On a limited number of undergraduate modules, students who achieve a mark of 35 to 39 (or 30 to 39 in the Faculty of Mathematical and Physical Sciences) may be eligible for Referred Assessment. Eligible students will be asked to undertake an additional assessment in the summer and, if they are successful, the mark for that module will be capped at 40 and the student will be permitted to progress to the next year of the programme. Students in their final year, including those registered on Integrated BSc programmes, are not eligible for referred assessment.

Further information:
- Undergraduate Referrals

12.14 Information about accepted referencing methods on the programme

For preferred referencing style, please consult your module tutor as it may vary depending on which module, department you are studying in.

12.15 Information about academic integrity (plagiarism) in the discipline

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. All UCL students are required to read UCL guidance on plagiarism including what it is and tips on how to avoid plagiarism <www.ucl.ac.uk/current-students/guidelines/plagiarism>.
Plagiarism constitutes an examination offence under UCL regulations, and it important that students understand what constitutes plagiarism and how to avoid it. UCL regulations governing plagiarism apply to all student work, including examinations, assessed coursework and non-assessed coursework.

Self-plagiarism is an examination offense, too. This occurs when a student attempts to obtain credit for the same work twice, and it can apply to work submitted to multiple modules, degrees, or institutions.

All assessed coursework is submitted to plagiarism detection software, which uses a mixture of online and print sources for comparison. Other techniques may also be used.

12.16 Information about UCL’s examination irregularities and plagiarism procedures

UCL students are expected to be aware of and adhere to UCL’s referencing and examination requirements as a condition of their enrolment:

- **For examinations**, the *UCL Examination Guide for Candidates* is published annually on the Examinations and Awards website. All candidates for written examinations must ensure they are familiar with the requirements for conduct in examinations set out in this guide.
- **For coursework submissions**, students must ensure that they are familiar with the UCL Library Guide to References, Citations and Avoiding Plagiarism which provides detailed guidance about UCL’s referencing and citation requirements. Students should also ensure that they are familiar with the specific referencing requirements of their discipline.

UCL will use plagiarism detection software to scan coursework for evidence of plagiarism against billions of sources worldwide (websites, journals etc. as well as work previously submitted to UCL and other universities). Most departments will require students to submit work electronically via these systems and ask students to declare that submissions are the work of the student alone.

Any student suspected of examination misconduct, plagiarism, self-plagiarism, collusion, falsification or any other form of academic misconduct which is likely to give an unfair advantage to the candidate and/or affect the security of assessment and/or compromise the academic integrity of UCL will be investigated under the Examination Irregularities and Plagiarism procedures. If misconduct is found, students are likely to be failed for that assignment and/or module. Serious or repeated offences may lead to failure of the whole year, suspension or even expulsion. A breach of copyright or intellectual property laws may also lead to legal action.

Further information:
- [UCL Examination Guide for Candidates](#)
- [Library Guide to References, Citations and Avoiding Plagiarism](#)
- [Examination Irregularities and Plagiarism procedures](#)
- Students can also seek advice from the [UCL Union Rights and Advice Office](#)

12.17 Information about research ethics, approvals process, code of conduct, etc. on the programme (where applicable)

Students involved in research with humans need to complete the ethics proforma available on the website: [http://www.ucl.ac.uk/sts/research/research-ethics](http://www.ucl.ac.uk/sts/research/research-ethics). Ethics approval must
be received by the Director of Research before research with participants can be undertaken. You will be able to receive confirmation that you have been granted Ethics approval.

12.18 Information about Marking, Second-Marking and Moderation

**Marking, Second-Marking and Moderation**

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

12.19 Information about the External Examiner process and how to access reports via Portico (Centrally Provided)

**External Examining at UCL**

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

Each External Examiner submits an annual report. Faculties and departments are required to reflect on any recommendations and address any issues raised in a formal response. The report and response are discussed with Student Reps at the Staff-Student Consultative Committee, and are scrutinised by Faculty, Department and Institution-level committees. Students can access their External Examiner’s report and departmental response via their Portico account or by contacting their Departmental Administrator in the first instance or Student and Registry Services directly at examiners@ucl.ac.uk.

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13 Extenuating Circumstances and Reasonable Adjustments

13.1 Information about Reasonable Adjustments (Centrally Provided)

**Reasonable Adjustments**

UCL will make Reasonable Adjustments to learning, teaching and assessment to ensure that students with a disability are not put at a disadvantage. UCL also provides Reasonable Adjustments for students who might not consider themselves to have a ‘disability’ but who nevertheless would benefit from additional support due to an ongoing medical or mental health condition.

Further information:

- [Reasonable Adjustments](#)
- [Student Disability Services](#)
13.2 Information about Special Examination Arrangements (Centrally Provided)

Special Examination Arrangements

Special Examination Arrangements (SEAs) are adjustments to central or departmental written examinations which can be made as a Reasonable Adjustment for students with a disability or longer-term condition or as a form of mitigation for students with shorter-term medical Extenuating Circumstances. This may include, but is not limited to extra time, a separate room, rest breaks and specialist equipment. Students must make an application to use the special examination facilities.

Further information:
- Special Examination Arrangements – guidance and forms
- Special Examination Arrangements - regulations
- Student Disability Services
- Reasonable Adjustments regulations

13.3 Information about when, where and how to submit a claim for Extenuating Circumstances (Centrally Provided)

Illness and other Extenuating Circumstances

UCL recognises that some students can experience serious difficulties and personal problems which affect their ability to complete an assessment such as a sudden, serious illness or the death of a close relative. Students need to make sure that they notify UCL of any circumstances which are unexpected, significantly disruptive and beyond their control, and which might have a significant impact on their performance at assessment. UCL can then put in place alternative arrangements, such as an extension or a deferral of assessment to a later date.

Longer-term conditions

The Extenuating Circumstances regulations are designed to cover unexpected emergencies; they are not always the best way to help students who might have a longer-term medical or mental health condition or a disability. Although there may be times when it is necessary for such students to use the EC regulations, students should make sure they are aware of, and take advantage of, all the other support mechanisms provided by UCL such as:

- Reasonable Adjustments
- Special Examination Arrangements
- Interruption of Study
- Student Disability Services
- Student Psychological Services
- Student Support and Wellbeing
- Support to Study Policy
- UCL Student Mental Health Policy

Further information:
- Extenuating Circumstances Regulations
- Grounds for Extenuating Circumstances
- Extenuating Circumstances Form
13.4 Information on Support to Study Policy and Fitness to Study Procedure

Students with physical or mental health concerns are encouraged to make contact with the available support services as early as possible so that UCL can put in place reasonable adjustments to support them throughout their studies. However there may be occasions when a student's physical or mental health, wellbeing or behaviour is having a detrimental effect on their ability to meet the requirements of their programme, or is impacting on the wellbeing, rights, safety and security of other students and staff. In such cases UCL may need to take action under the Fitness to Study Procedure.

Further Information:
- Support to Study Policy
- Fitness to Study Procedure
- Student Disability Services
- Student Psychological Services
- Student Support and Wellbeing
- Learning Agreements, Barring, Suspensions and Terminations of Study
- Student Disciplinary Code and Procedures
- UCL Student Mental Health Policy

13.5 Information on local fitness to study or practise policies (if applicable)

Students returning from a period of Interruption to Study should contact Student Support and Welfare to ensure that they are fit to return to study.

Further Information:
- Student Support and Wellbeing

14 Changes to Registration Status

14.1 Information on how to change, interrupt or withdraw from a programme

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

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

14.1.1 Changing modules

If a student wishes to make changes to their individual modules, an application must be made by the Departmental Tutor to the Examinations Office, via the Faculty Office. The deadline for changes to modules during the session is 27 January each year. Any student wishing to make a change after this date must be referred to the relevant Faculty Tutor.

Further information:
- Changes to Registration Status

14.1.2 Changing programme

If a student wishes to transfer from one UCL degree programme to another, they must make a formal application. The deadline for change of degree programme during the
academic session is 31 October each year. Students should login to their Portico account and complete the online application under the 'C2RS Home' menu.

Further information:
- Changes to Registration Status

14.1.3 Interruption of studies
If a student requires a temporary break from their studies and plans to resume their programme at a future date, they must apply for a formal Interruption of Study.

Further information:
- Changes to Registration Status
- Interruption of Study

14.1.4 Withdrawing from a programme
If a student wishes to leave their degree programme prior to completing their final examinations they must apply for a formal withdrawal from their studies. Once withdrawn, the student cannot return to the programme at a later date. Applications must be made in advance of the effective date of change. Students should login to their Portico account and complete the online application under the 'C2RS Home' menu.

Further information:
- Changes to Registration Status

15 Student Support and Wellbeing

15.1 Information regarding central wellbeing and support services, including what services are offered, locations and contact information

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

15.1.1 The Student Centre
The Student Centre provides front-line administrative services to UCL students and should be the first port of call for queries about Student Support and Wellbeing. They can also provide advice about a range of Student Records enquiries and fulfil requests for proof of student status.

Further information:
- Student Centre website

15.1.2 Student Disability Services
Student Disability Services provide a comprehensive range of support services for students who have a disability which impacts upon their studies at UCL. They support students with physical and sensory impairments, specific learning difficulties, autistic spectrum disorders, mental health difficulties, and long-term health conditions. As well as arranging for adjustments to learning environments, the team loan out specialist equipment and provide one-to-one tutoring and support for students with specific learning difficulties.
15.1.3 Student Psychological Services

Student Psychological Services is dedicated to helping UCL students with personal, emotional and psychological concerns. The Student Psychological Service team is diverse and consists of a variety of highly trained and experienced professionals. There are currently two psychiatrists and ten therapists on staff with varying kinds of psychological training and expertise.

Further information:
- Student Psychological Services

15.1.4 International Student Support and Welfare

The International Student Support and Welfare Team provide specialist support and advice for all non-UK students at UCL. As well as immigration information, they help to support students through the transition to university in the UK by organising the International Student Orientation Programme (ISOP) at the start of each term, and arranging regular workshops for international students which tackle particular issues.

Further information:
- International Student Support and Welfare

15.1.5 Accommodation

UCL Residences provides a range of convenient, cost-effective accommodation options including three Halls of Residence, providing catered accommodation close to the main campus, self-catered student houses, intercollegiate halls shared with other colleges of the University of London and help for students in finding private accommodation across London.

Further information:
- UCL student accommodation enquiries
- Private accommodation enquiries

15.1.6 Financial support

At UCL we understand students can face a range of financial issues. We aim to help and advise students as much as possible, so that they have more control over their own financial situation. The Student Funding Team offer online information and one-to-one support through appointments as well as a drop-in service. Students with a more complex or sensitive circumstances can make an appointment with the Student Funding Welfare Adviser.

Further information:
- UCL Financial Support
- Current Students/ Money

15.2 Information about registering with a doctor and out-of-hours support services (Centrally Provided)

15.2.1 Registering with a Doctor
Students are strongly encouraged to register with a doctor as soon as possible after they arrive in London so that they can access healthcare as quickly as possible if they become ill or injured. When attending a university in the UK students are also advised to be vaccinated against Meningitis C.

The Ridgmount Practice is a National Health Service (NHS) practice providing healthcare and dental services for students living within its catchment area (i.e. near the main UCL campus). Students can also choose to register with a practice closer to where they live if they prefer. The Ridgmount Practice also runs a Walk-in Surgery which any UCL student can attend, even if they are not registered with the practice.

Further information:
- Register with a Doctor
- Ridgmount Practice website

### 15.2.2 Out-of-hours support and information helpline
UCL works in partnership with Care First to provide an out-of-hours support and information helpline. The helpline is free of charge and includes access to information specialists who are trained by Citizens Advice and to professionally-qualified and BACP-accredited counsellors who can help students with a range of emotional and psychological difficulties.

Further information:
- Care First

### 15.2.3 Crisis support - immediate help
If a student is in crisis there are a range of UCL and external sources of help such as Nightline, Ridgmount Medical Practice, Hall Wardens, Student Psychological Services and the Samaritans.

Further information:
- Crisis Support – immediate help

### 15.3 Information on how students can access support/information related to Equality and Diversity
UCL fosters a positive cultural climate where all staff and students can flourish, where no-one will feel compelled to conceal or play down elements of their identity for fear of stigma. UCL is a place where people can be authentic and their unique perspective, experiences and skills seen as a valuable asset to the institution. The Equalities and Diversity website brings together a range of information on issues relating to race, gender, religion and belief, sexual orientation, and disability amongst other equalities initiatives at UCL.

Your Equality and Diversity Officer in STS is: Lori Coletti Campbell (sts-da@ucl.ac.uk)

Further information:
- Equalities and Diversity
- Support for Pregnant Students
- Support for Students who are Parents
- Religion and Belief Equality Policy for Students
- UCL LGBT Student Support Pages
- UCL Chaplain and Inter-Faith Adviser
15.4 Information about UCL’s Zero Tolerance policy on harassment and bullying (Centrally Provided)

15.4.1 Harassment and bullying

Every student and member of staff has a right to work and study in a harmonious environment. UCL will not tolerate harassment or bullying of one member of its community by another or others and promotes an environment in which harassment and bullying are known to be unacceptable and where individuals have the confidence to raise concerns in the knowledge that they will be dealt with appropriately and fairly.

STS staff work to prevent all forms of harassment. Any student who believes they have suffered any form of harassment should report the incident to their personal tutor, in the first instance; the programme tutor, in the second.

Staff have the authority to ban students from classrooms (indeed, from any UCL facility) for disruptive behaviour and to recommend UCL disciplinary action for persistent difficulties.

Further information:
- UCL Policy on Harassment and Bullying
- UCLU Rights and Advice Centre

15.4.2 Sexual Harassment

It is unacceptable for any person at UCL, whether staff or student, to be subjected to any unwanted and persistent behaviour of a sexual nature. UCL is working with UCLU to implement a two-year action plan to tackle issues of sexual harassment and make sure that staff and students have access to relevant training. Any UCL student experiencing sexual harassment may access confidential support from a range of sources including their personal tutor or any other member of staff in their Department or Faculty who they trust, their Hall Warden, a UCLU student officer, the trained staff in the UCLU Rights and Advice Centre, or the UCL Student Mediator.

Further information:
- UCLU Zero Tolerance to Sexual Harassment

15.4.3 Support for students who have been affected by sexual violence

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

Further information:
- Support for Students Who Have Been Affected by Sexual Violence

15.5 Information on university-wide learning resources and key contacts for support

15.5.1 UCL Library Services

UCL has 19 libraries and a mixture of quiet study spaces, bookable study rooms and group work areas. Each library has staff that students can ask for help. The UCL Library Services page has information for students about using the library, services available, electronic resources and training and support.
Further information:
- Library information for students

15.5.2 UCL Information Services Division (ISD)
The UCL Information Services Division (ISD), the primary provider of IT services to UCL, offers IT learning opportunities for students and staff in the form of ‘How to’ guides, e-learning resources, teaching and learning spaces and training courses. The ‘How to’ guides provide step-by-step guidance to all of ISD’s key services, including email and calendar services, user IDs and passwords, print, copy and scanning, wifi and networks.

E-learning services available to students include Moodle, Turnitin and Lecturecast and allow students to access online course materials or take part in online activities such as group work and assessment discussions. Students can also re-watch lectures and use interactive tools in the classroom.

UCL ISD also supports a number of learning and teaching rooms and spaces, many of which are equipped with specialised Audio Visual Equipment that can be used to enhance learning at UCL. A map of computer workrooms is available on the ISD website. There are also opportunities for digital skills development, offering face-to-face training in areas such as data analysis, programming, desktop applications, UCL business systems and more, along with individual support through drop-ins and online learning opportunities.

Students have access to the print@ucl services. This means that you can print to any device around the campus using your UCL id card. Students are given an initial amount of £12 for print services per annum. Depending on your printing needs this will need to be credited by yourselves. Print jobs are saved for 24 hours under your user id and then discarded unless you specifically request to keep them via the print@ucl website. You can only use the facility if you are on campus. It is not available remotely.

15.5.3 UCL Centre for Languages & International Education (CLIE)
The UCL Centre for Languages & International Education (CLIE) offers a range of degree preparation courses for Undergraduate and Taught Postgraduate international students, as well as courses satisfying UCL’s Modern Foreign Language requirements and a diverse portfolio of UCL summer schools. Over 17 foreign languages (including English) and teacher training courses are provided across a range of academic levels to support UCL students and staff and London’s wider academic and professional community.

Further information:
- CLIE homepage

15.6 Information on department/faculty library spaces/resources, IT provision/support, social spaces etc.
STS provides its students with a common room. This is located on the third floor of 22 Gordon Square. It is open on Monday-Friday from 9.30am to 5pm. Students are also permitted to use the kitchen facilities situated adjacent to the common room. It is essential that all students maintain these facilities and students are expected to clean up after themselves. Failure to look after this space will result in the facility being closed to students.
15.7 How to access Moodle and support contacts (Centrally Provided)

Moodle is UCL’s online learning space. It includes a wide range of tools which can be used to support learning and teaching. Moodle is used to supplement taught modules, usually by providing essential information and materials; it may also be integrated more fully, becoming an essential component of a module. Some modules may also have content, activities, collaboration tools and assessments for students to use within Moodle.

Further information:
- Moodle
- Frequently Asked Questions
- Quick Start Guide

15.8 Portico – what it is and why it is important. Who to contact for support

Portico is the main UCL student information system which is used by all students for:
- Updating personal data such as addresses or contact numbers
- Completing online module registration
- Viewing information about programmes/modules
- Viewing examination timetables and results
- Pre-enrolment and re-enrolment
- Applying for graduation ceremonies

Further information:
- Portico login
- Portico Helpdesk

16 Student representation

16.1 Information on UCLU, how to run for election and how to find a representative

UCLU is a registered charity that provides a range of services to support UCL students and helps them develop skills and interests while at UCL. UCL students are automatically members of UCLU (but can opt out), and the Union is run by seven full-time student sabbatical officers who are elected by cross-campus ballot each year and take a year out of their studies in order to work for the Union.

Further information:
- UCLU website
- Membership information (including how to opt out)

16.2 Student societies

UCL students currently run over 250 different clubs and societies through UCLU, providing a wide range of extra-curricular activities for students to get involved with during their time at UCL.

Further information:
- UCLU Clubs & Societies

16.3 Information on StARs (Student Academic Representatives)
The principal function of the Union is to represent the needs and interests of all UCL students at a college, local and national level. Central to this mission are elected Student Academic Representatives (StARs). StARs are elected to represent students’ views and interests. They sit on various programme, faculty and University level committees and act as the voice of students, ensuring that UCL takes the needs of students into account in its decision making. StARs also liaise with UCLU and UCL staff to resolve issues.

Being a StAR is an opportunity not to be missed. Participants can gain a StARs certificate and, if applicable, Higher Education Achievement Report (HEAR) Accreditation in recognition of their contribution to students and UCL. In order to do this, StARs need to attend skills training provided by UCLU, demonstrate their attendance at departmental meetings, and submit a termly reflective statement about their experience and what they’ve learned.

Further information:
- StARs page

16.4 Role of the Staff-Student Consultative Committee (Centrally Provided)

Staff-Student Consultative Committee
Every department at UCL has a Staff-Student Consultative Committee (SSCC) that meets at least twice a year. The SSCC provides a forum for discussion between staff and student representatives (StARs). This is an important opportunity for students to give feedback on their learning experience and is central to maintaining and improving the quality of education at UCL.

16.5 Other ways (specific to the department/programme) that students can give feedback, including local processes and key contacts.

STS students will be given the opportunity to provide feedback for each module they complete via Opinio, which is an online questionnaire. They will also have the opportunity to provide feedback for the programme generally in the same way.

16.6 UCLU Rights & Advice Centre (Centrally Provided)

UCLU Rights & Advice Centre
The UCLU Rights & Advice Centre is a service available to UCL students to help with any difficulties that might occur while at UCL. The Rights & Advice Centre’s trained and experienced caseworkers can give advice about:
- Immigration - including applying for a Tier 4 visa
- Academic - including examination irregularities and student complaints
- Housing - including contract checking and housemate disputes
- Employment - including unpaid wages and part time employment contracts
- Many other legal and university matters

Students can make an appointment or attend a drop-in session for free, confidential and independent advice and support.

Further information:
- UCLU Rights and Advice Centre

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

**Informal Resolution**

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

**Formal Complaints**

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

Further Information:
- [Student Complaints Procedure](#)
- [UCL Union Rights and Advice Centre](#)

## 17 Student feedback

### 17.1 The importance of feedback and how UCL uses the results

UCL’s goal is to put students’ feedback, insights and contributions at the heart of our decision-making. We value students’ feedback and work with students as partners in the process of shaping education at UCL. Last year, as a direct result of student feedback, we extended library opening hours, opened new study spaces and scrapped graduation ticket fees for students.

### 17.2 Student surveys and how UCL uses the results, including information about the NSS, PTES and Student Barometer

One of the principal ways in which UCL gathers and responds to student feedback is via online student experience surveys such as the National Student Survey, The Postgraduate Taught Experience Survey and the Student Barometer. Whether it’s about teaching, accommodation, or facilities, surveys are a chance for students to have their say about what works and what needs improving, to help us make sure that UCL is as good as it can be for current and future students. Each survey usually takes just a few minutes to complete, all responses are anonymous and some include a generous prize draw. Every piece of feedback is read and the results of each survey are then shared with staff right across UCL – including President & Provost Michael Arthur.

Further information:
- [UCL Student Surveys](#)

### 17.3 Student Evaluation Questionnaires – when they occur and why they are important

Departments also run Student Evaluation Questionnaires on individual modules throughout the year. This gives students the opportunity to feedback about the teaching
on their specific modules, helping departments to continuously improve learning, teaching and assessment. Feedback from SEQs feeds into the Annual Student Experience Review process.

17.4 The ASER process and how student representatives are involved

UCL’s Annual Student Experience Review (ASER) process requires all departments to undertake an annual self-evaluation, looking at student feedback from surveys and student evaluation questionnaires as well as other data about student performance and academic standards, such as the feedback provided by the External Examiner. This helps Departments to understand what is working well and what might need improving, and feeds into a development plan detailing how good practice will be shared and how issues will be resolved over the coming year. Student Academic Representatives have the opportunity to shape and influence the evaluation and development plan through discussions at Departmental and Faculty committees. Once agreed, the reports and action plans are published on Faculty/ Departmental intranet sites where they can be viewed by students. They are also made available to External Examiners.

Further information:
- Annual Student Experience Review

18 ChangeMakers

18.1 About the project, who they are and how a student can find out more or become involved

UCL ChangeMakers encourages students and staff to work in partnership with each other on educational enhancement projects to improve the experiences of students across UCL. **UCL ChangeMakers Projects** support students and staff in running projects to improve the learning experience at UCL. Anyone with an idea, or who wants to get involved, can submit a proposal for funding and support. **UCL ChangeMakers Scholars** help students and staff to improve specific aspects of the educational experience in departments. Scholars are recruited from the network of Student Academic Representatives (StARs) in selected departments.

Further information:
- UCL Changemakers

19 Employability and careers

19.1 Information on UCL Careers contacts and information

UCL Careers provides a wide variety of careers information, one-to-one guidance and events for UCL students and recent graduates. They can provide personalised assistance with career planning, CVs and applications, interviews, further study and entrepreneurship, along with access to career fairs and other employment-related events. UCL Careers is also part of the Careers Group, University of London, providing access to opportunities across London.

Further information:
- UCL Careers homepage

19.2 Internships that are not part of the programme (i.e. Faculty opportunities) if applicable
STS students are usually eligible to apply for funding for one summer internship. Details of these opportunities are usually made public at the end of the term 3.

19. UCL Advances (Centrally Provided)

UCL Advances

UCL Advances, UCL's centre for entrepreneurship and business interaction, helps anyone who wants to learn about, start or grow a business. Its primary role is to promote a culture of entrepreneurship on campus and engagement with entrepreneurs and small businesses beyond UCL’s boundaries. It works to support start-ups and small businesses across London by helping them to access the technical and business expertise of UCL’s staff and students through a series of programmes to help support ambitious young companies.

Further information:
- [UCL Advances](#)

20 Global Citizenship

20.1 What it is, who a student can contact or where they can go to find out more, or become involved

The UCL Global Citizenship Programme is a two-week programme for UCL undergraduates and taught postgraduates offering the chance to put their studies in a global context, learn new skills and see the world differently. The Programme runs for two weeks after summer exams have finished, providing a range of opportunities to help students boost their studies, enhance their future and make an impact on the world. Participation is free and open to all UCL undergraduate and taught postgraduate students on a first come, first served basis.

Further information:
- [UCL Global Citizenship Programme](#)

21 Data Protection

21.1 How UCL uses student information, for what purposes, and the steps taken to safeguard this information; Where to find information security, intellectual property and email policies; Information on how to enquire or make a related complaint

UCL uses student information for a range of purposes connected with their studies, health and safety. UCL takes the protection of student information very seriously and complies with the Data Protection Act (DPA) 1988. Information about students will only be shared within UCL when necessary. UCL may also be required by law to share information with some external agencies for crime prevention or detection purposes, or in order to comply with the University’s obligations as a sponsor of migrants by the Home Office. After students leave UCL their data is retained in the permanent archives.

Further information:
- [UCL General Statement on Data Protection](#)
- [UCL Statement on Confidential Information](#)
- [UCL Information Security Policies](#)
- [data-protection@ucl.ac.uk](mailto:data-protection@ucl.ac.uk)
22 Health, safety & security

22.1 UCL Health, Safety & Security information

UCL’s overall objective is to provide and maintain a safe and healthy environment for staff, students, people who work with UCL and those who visit. Health and safety is an integral part of the way in which UCL’s activities are managed and conducted. The UCL Health and Safety webpage includes further information about health and safety policies and useful guidance and tools for risk assessment.

Further information:
- UCL Health and Safety Policy
- UCL A-Z Safety Guidance

23 After study

23.1 Information on transcripts and how to access replacements (Centrally Provided)

Transcripts
All graduating students will receive an official transcript, detailing examinations taken and results achieved. Transcripts are issued automatically and sent to the contact address held on Portico. Additional transcripts are available via the UCL Transcript Shop.

Affiliate students
Transcripts for affiliate students are issued automatically upon the students’ completion of their study at UCL and are issued to the student’s home university or posted to the student’s contact address.

Further information:
- Transcripts

23.2 Information about the HEAR (Higher Education Achievement Report)

The Higher Education Achievement Report (HEAR) is an electronic transcript of a student’s verified academic and non-academic achievements whilst at UCL. Students who commenced their studies in or after September 2011 will have a HEAR made available to them online each summer - new students will be invited to register for this facility.

Further information:
- Higher Education Achievement Report

23.3 Information on UCL Alumni activities and key contacts

The UCL Alumni Online Community is a global network of more than 200,000 former students of UCL. Alumni can take advantage of a wide range of benefits, services and discounts – on campus, across the UK and globally – including the Alumni Card, access to thousands of e-journals and a free UCL-branded email service. The UCL Alumni Online Community also posts information about events and reunions happening around the world and other ways to get involved, including the UCL Connect professional development series.

Further information:
- UCL Alumni
Appendices
Appendix 1: STS BSc criteria for assessment (general)

This page contains departmental marking guidelines for individual items of assessment. There may be additional criteria specified by course tutors.

(Reviewed: September 2014)

<table>
<thead>
<tr>
<th>Mark</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;70</td>
<td>A (1st)</td>
<td>Distinction. Because this covers a range of thirty points, the following breakdown has been introduced as a guideline: A++ (85-100): Marks awarded to truly exceptional pieces of work. Marks of 90 and above are reserved for research deemed to represent full mastery of the subject, likely publishable in high-quality journal. A+ (80-84): Satisfies all of the requirements for an ’A’ grade (see below), with additional originality, sophistication, or skill going beyond what is expected. A (75-79): Satisfies all of the requirements for an ’A’ grade (see below), but also demonstrates originality, impressive original research, higher critical ability, and a high degree of analytic/synthetic skills. Goes significantly beyond lecture materials and course readings. A- (70-74): Performs the assigned task to an excellent standard, with accuracy and sufficient detail, without significant errors, no major shortcomings. In an essay, a work in this range should use a good number of appropriate sources, go beyond the material covered in lectures, and demonstrate critical ability, analytic/synthetic skills, and impressive research skills.</td>
</tr>
<tr>
<td>60-69</td>
<td>B (2i)</td>
<td>Good. Some critical thinking or reflection demonstrated. Many relevant points made, clearly argued, accurate and coherent. Includes major points in the course material and shows appreciation of their importance.</td>
</tr>
<tr>
<td>50-59</td>
<td>C (2ii)</td>
<td>Satisfactory. A solid piece of work but with gaps, errors or minor misconceptions.</td>
</tr>
<tr>
<td>40-49</td>
<td>D (3rd)</td>
<td>Poor. Inadequately argued and poorly documented. Provides some relevant information but omits many important points and contains a substantial number of errors or misconceptions. Little tie to relevant sources. 40 – This is the minimum passing mark. Barely sufficient evidence to avoid failure, with only a rudimentary knowledge of the subject; contains irrelevant material or significant errors and misconceptions.</td>
</tr>
<tr>
<td>0-39</td>
<td>F* (fail)</td>
<td>Failure. Inadequate in conception, substance or argument. F+ (35-39): A failing item, but one which could be brought to pass standard if either more information was provided, or better use was made of the information. When applied to whole courses, the student may be eligible for referred (supplemental) assessment. F (20-34): Contains some correct items of information not centrally relevant to the topic. F- (0-19): Completely inadequate in conception, substance and argument. No understanding of the course material demonstrated.</td>
</tr>
</tbody>
</table>
# Appendix 2

## STS guidelines: criteria for assessment (PGT level courses)

This page contains departmental marking guidelines for individual items of assessment. There may be additional criteria specified by course tutors.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
</table>
| >70  | A     | Distinction. Because this covers a range of thirty points, the following breakdown has been introduced as a guideline:  
  A++ (91-100): Marks awarded to truly exceptional pieces of work.  
  A+ (84-90): Satisfies all of the requirements for an ‘A’ grade, with additional originality, sophistication, or skill going beyond what is expected.  
  A (77-83): Satisfies all of the requirements for an ‘A-’ grade, but also demonstrates originality, substantial or subtle critical accomplishment, and substantial analytic, synthetic, and technical skills.  
  A- (70-76): Performs the assigned task to a high standard with accuracy and sufficient detail, without significant errors or major shortcomings. Demonstrates a comprehensive level of knowledge and ability to synthesise an exceptionally wide range of materials. Distinctively sophisticated and focused analysis, critical use of sources and insightful interpretation. Outstanding ability to formulate a convincing and coherent argument independently Excellent presentation and comprehensive documentation. |
| 60-69| B     | Merit. Performs the assigned task to a very good standard. Most but not all of the criteria satisfied for an A grade. Less evidence of originality, critical thought and individuality. |
| 50-59| C     | Fair grasp of basic issues. Some, limited critical thinking or reflection demonstrated. Many relevant points made, clearly argued, accurate and coherent. Includes major points in the course material and shows appreciation of their importance but fails to progress beyond routine points. Marks may have been deducted for: limited range and depth of reading; tendency to summarise the work of others rather than to synthesise the fruits of research into a discernible thesis; failure to maintain a consistent narrative and/or argument throughout essay; generalisations beyond the evidence offered; inadequate or inaccurate referencing; poor grammar, punctuation and/or spelling.  
50: minimum passing mark. |
| 49-0 | F (fail) | Failure. Inadequate in conception, substance or argument. Shows a poor familiarity with relevant information and an inability to synthesise material from a range of sources. Demonstrates failure to use sources and an inadequate ability to engage in systematic inquiry. Failure to present a sustained, coherent and effective argument. Inadequate grasp of appropriate principles of documentation and presentation. |
Appendix 3

HPSCGA98 project supervisor best practice guide

The supervisor of a dissertation serves vital roles as mentor and project manager. The primary responsibility of a supervisor is to coach the student towards producing research that is methodologically sound, reflective, ethically produced, and completed within the time available. This coaching role also involves training students for careers as independent researchers. The best dissertations build on the taught components of a degree programme, engage existing scholarship, and generate new data and reflection so as to produce an original contribution to knowledge.

Supervision is a formal teaching role, with responsibilities. When accepting a research supervision, the supervisor agrees to a time commitment for interacting with the student, both in terms of face-to-face meetings and in terms of reading draft material and commenting in timely fashion. Importantly, a supervisor or other contributor must not function as co-investigator or co-author.

Normally, there is one supervisor per student per project. This is linear to ensure a clear line of responsibility. Other expertise may be drawn, indeed should be drawn, into a project. These other contributors serve as consultants, and they should be recruited on the student's initiative. Simply put, those contributors will not have responsibilities towards project management and student mentoring. They will not be involved in assessing the student's work within the module.

The first point-of-contact within the dissertation module for all supervisors is the dissertation co-ordinator.

Starting point

HPSCGA98 formally begins after Easter Break. Informal conversations are commonplace during Terms 1 and 2. Those informal conversations should be exploratory. Often, they are wide ranging and unfocused. Students are encouraged to discuss their ideas widely and to seek advice from many people. Conversations in this phase are not commitments to supervise.

Before the start of Term 3, students are asked to recruit a supervisor for their project. To avoid ambiguity, we ask students to obtain a formal signature from the person who has agreed to serve in this role. To manage workloads across the whole department, the module co-ordinator may be required to make adjustments in supervisory arrangements.

Formal supervision responsibilities begin at the start of Term 3. For the purposes of time management, supervisors are not asked to commit significant blocks of their time before the formal starting point.

Research proposal

During Term 3, students are required to attend a series of workshops related to research methods. They also are required to submit a project proposal. The latter is assessed. Its purpose is to focus research interests into a specific project with clear research questions, clear methodology, a solid appreciation of relevant literature, and a realistic plan of action. Students should be coached towards ambition. At the same time, they should be encouraged to be realistic, working with tight time and resource constraints.
Supervisors must be familiar with the task as it is assigned in the syllabus as well as the timeline for submission. They also must be aware of the criteria for assessment. These are available from the HPSCGA98 Moodle page.

Ethics review is an essential feature of all research. Supervisors are expected to steer students through the STS research ethics process as appropriate. This must be completed prior to data collection. Students will fail their dissertation if they omit appropriate ethics review, and it is the supervisor’s responsibility to ensure all research meets UCL’s standards of conduct. The first port-of-call for ethics review is the chair of the STS Ethics Sub-committee. Students will receive guidance on how best to document their ethics approval within their dissertations once it has been granted.

During Term 3, the supervisor is expected to meet each supervised student no fewer than three times prior to the submission of a research proposal. If the student does not take the initiative before the end of the first week in Term 3 to organise meetings, the supervisor must be proactive and initiate face-to-face meetings.

Supervisors also are expected to provide substantial and timely feedback on draft material, provided it is submitted within a reasonable and agreed interval (normally one week during this phase of the module).

Normally, supervisors provide first marking for the research proposal, with feedback distributed to the student via the module co-ordinator. Feedback must be completed in a timely fashion to allow for refinements in method and focus as appropriate.

Supervision during the research period

Regular supervision through the research period is essential for project management and mentoring. Best practice sets fortnightly meetings between supervisor and student. More than once per week is excessive. Otherwise, tutors have discretion. Notes should be kept of these meetings, especially as they relate to action points and key deliverables. Some supervisory meetings may be undertaken in groups, provided the needs of individual students are catered for by the supervisor. In support, students and supervisors can be expected to exchange minor emails and telephone conversations between meetings. Excessive digital interaction can be discouraged. Students are expected to increase their independence as their project develops, and supervisory meetings should evolve accordingly.

Not every supervisory meeting must be face-to-face, but STS accepts supervision is a didactic process. While email alone is insufficient, the irregular use of tools such as telephone or Skype-like software is acceptable.

Supervisors are free to remind students that they work within a community of peers. In the context of dissertation projects, consultation with peers can prove valuable.

Supervisors tend to use large blocks of annual leave during the summer. While respecting the importance of leave, students must be made aware of significant periods when a supervisor will be unavailable. Special planning is required when leave is scheduled for the second half of August, when student needs tend to increase sharply. During periods of annual leave, supervisors are not expected to engage students in project work.
Prior to periods of travel for work purposes (such as for their own research or when conferencing), supervisors must provide students with a clear plan regarding contact during their absence. It may be appropriate to set expectations at "no contact". As increasingly independent researchers, students are expected to make their needs clear and to manage the availability of their supervisors as it is presented to them. Likewise, supervisors are expected to help students with project management. In this case, access to supervision simply is something requiring management.

UCL requires departments to monitor student engagement with their programme of study, reporting those who do not attend in a pre-defined manner. Supervisors are required to report non-engagement to STS academic administrators; conversely, our administrators will query supervisors at set points over the research period.

Students should be encouraged to maintain records of their research activities, such as through a research notebook. They also should be encouraged to reflect on their progress with respect to specific milestones in the overall process.

Supervisors are expected to provide pastoral support within the context of the project. Should needs become excessive, they should involve the module co-ordinator in decision making as to appropriate escalation.

In July, STS organises an opportunity for students to discuss their research with peers in a work-in-progress seminar. This is not assessed. Supervisors are encouraged to attend, but attendance is not required.

**Dissertation**

The research project culminates in a written dissertation, normally due at the end of August. Supervisors must be familiar with the task as it is set in the syllabus and the timeline for submission. They also must be aware of the criteria for assessment. These are available on the HPSCGA98 Moodle page.

Supervisors are expected to read draft materials from dissertations and provide substantial feedback in timely fashion. Precisely how this is done should be negotiated between students and supervisors. Supervisors must be clear about their availability to provide this service. Students must allow for reasonable periods of reading and reflection. At a minimum, students must be given the opportunity to have the whole of their thesis read as a draft at least once, given a two-week period for the supervisor to read and reflect in a meaningful way. If it suits the project, this may be done in sections, rather than as one whole manuscript. Best practice is to provide detailed comments on draft segments of the dissertation well in advance of the submission date, then summative comments on a draft of the whole thesis near the deadline for submission.

A supervisor is expected to comment on substantive issues within the dissertation and research project, including methodology, analysis, reflection, connections to existing literature, and argument. The criteria for assessment can serve as a focusing tool for those comments. A supervisor is not expected to comment as a proof reader or copy editor; nor, as a co-author.

After the dissertation is submitted, the supervisor will provide the first marking and summative assessment in a timely fashion, normally within two weeks of submission. They also will discuss their assessment with the designated second marker. If these two cannot agree a final mark,
the Chair of the Board of Examiners must be consulted and the external examiner in the relevant subject area will be asked to decide the matter. Should a student fail the dissertation module, the supervisor must be available to provide additional feedback on improvements for re-submission.
Appendix 4 – STS Staff List

**Teaching staff:**

Prof. Joe Cain – Head of Department, and Professor of History and Philosophy of Biology.
Prof. Brian Balmer – Deputy Head of Department, and Professor in Science Policy Studies.
Prof. Jon Agar – Professor in Science and Technology Studies.
Dr. Chiara Ambrosio – Lecturer in History and Philosophy of Science.
Dr. Karen Bultitude – Senior Lecturer in Science Communication.
Dr. Brendan Clarke – Lecture in History and Philosophy of Medicine.
Dr. Emily Dawson – Lecturer in Science Communication.
Dr. Carina Fearnley – Lecturer in Science and Technology Studies.
Prof. Andrew Gregory – Professor of History and Philosophy of Science.
Dr. Phyllis Illari – Lecturer in History and Philosophy of Science.
Prof. Frank A.J.L. James – Professor of History of Science.
Dr. Simon Jay Lock – Lecturer in Science Communication and Governance.
Dr. William Maclehose – Lecturer in History of Medicine.
Dr. Tiago Mata – Lecturer in Science and Technology Studies.
Prof. Steve Miller – Professor of Science Communication and Planetary Science.
Dr. Jack Stilgoe – Senior Lecturer in Social Studies of Science (Sabbatical 2016-17)
Dr. Emma Tobin – Lecturer in Philosophy of Science (Sabbatical 2016-17)
Dr. Simon Werrett – Senior Lecturer in History and Philosophy of Science.

**Teaching Fellows:**

Dr. Jean-Baptiste Gouyon
Dr. Melanie Smallman
Mr. Toby Friend
Dr. Billy Wheeler
Dr.Meritxell Ramirez-I-Ollé
Dr. Richard Barnett

**Professional Services Staff:**

Lori Coletti Campbell – Department Manager. sts-da@ucl.ac.uk
Susan Walsh – Research and Finance Administrator. sts-rfa@ucl.ac.uk
Christina Ogunwumiju – Academic Administrator. sts-aa@ucl.ac.uk
Malcolm Chalmers – Operations Administrator. sts-operations@ucl.ac.uk