DEPARTMENT OF STATISTICAL SCIENCE

Taught Postgraduate Student Handbook

2023/24

DEPARTMENT OF STATISTICAL SCIENCE TAUGHT POSTGRADUATE STUDENT HANDBOOK

The *Department of Statistical Science Taught Postgraduate Student Handbook* has been written for postgraduate students admitted by the Department of Statistical Science to study for one of the following degrees:

MSc Data Science
MSc Statistics
MSc Statistics (Medical Statistics)

The contents also provide information that may be useful for postgraduate students studying Statistical Science as part of the following degrees:

MSc Computational Statistics and Machine Learning (known as CSML)
MSc Data Science and Machine Learning (known as DSML)

However, students on these programmes should refer primarily to the corresponding information published by the Department of Computer Science.

The *Department of Statistical Science Taught Postgraduate Student Handbook* is intended to provide particular information for students registered for the degrees listed above. General information about studying at UCL is given in the UCL Academic Manual and UCL Students sections of the UCL website. It is important that you are aware of these resources.

The information given in this handbook is as far as possible accurate at the date of publication, but the Department reserves the right to make amendments before the commencement of, or during, the academic session to which it refers. Information concerning College regulations and procedures is given for guidance only and is not intended as a substitute for that contained in the UCL Academic Manual and on the main UCL website (available from the web addresses linked above).

Department of Statistical Science, University College London, September 2023.

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PROVOST'S WELCOME

Dear students,

A warm welcome to those of you who are new and congratulations on making UCL your university of choice. To those of you returning, welcome back.

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

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

I warmly encourage you to shape your journey at UCL. Take our university-wide surveys and work in partnership with academics to make your programme of study even better. Each programme also has opportunities for you to volunteer as an academic representative to work closely with your department to improve the student experience.

This is an exciting time to make your voice heard, with our recently opened campus at UCL East and work underway on implementing our 2022-2027 strategic plan for education. Preparations have also begun on marking UCL's bicentennial in 2026 and our student partners will be involved in planning an inspiring programme of events to celebrate this landmark anniversary.

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

Dr Michael Spence
UCL President and Provost

DEPARTMENT OF STATISTICAL SCIENCE

The Department of Statistical Science is a constituent department of the Faculty of Mathematical and Physical Sciences (abbreviated to MAPS). Some information about the Department is provided on the Departmental website. The Department of Statistical Science is located on the first and second floors of 1-19 Torrington Place. Staff offices are all in this location and the Teaching & Learning Office can be found in room 123 on the first floor.

Staff

Academic and teaching staff

Prof Gianluca Baio (Head of Department)

Dr Niloufar Abourashchi	Prof Serge Guillas	Dr Menelaos Pavlou
Prof Gareth Ambler	Dr Nicolas Hernandez	Dr Yvo Pokern
Dr Julie Barber	Dr Tom Honnor	Dr Matina Rassias
Dr Tom Bartlett	Dr Takoua Jendoubi	Dr Omar Rivasplata
Dr Andres Benchimol	Dr Elinor Jones	Dr Javier Rubio Alvarez
Prof Alexandros Beskos	Dr Ieva Kazlauskaite	Dr Kayvan Sadeghi
Dr François-Xavier Briol	Dr Jeremias Knoblauch	Dr Cemil Selcuk
Dr Purvasha Chakravarti	Dr Brieuc Lehmann	Prof Ricardo Silva
Prof Richard Chandler	Dr Baptiste Leurent	Dr Emma Simpson
Dr Alessandra Cipriani	Dr Sam Livingstone	Dr Terry Soo
Prof Codina Cotar	Dr Chak Hei Lo	Dr Katerina Stavrianaki
Prof Maria De Iorio	Dr Sebastian Maier	Prof Ardo van den Hout
Prof Petros Dellaportas	Prof Ioanna Manolopoulou	Dr Alexander Watson
Dr Karla Diaz-Ordaz	Prof Giampiero Marra	Dr Hilde Wilkinson-Herbots
Dr Alex Donov	Dr Robin Mitra	Prof Jinghao Xue
Dr Nuru Giritli	Dr Paul Northrop	
Prof Jim Griffin	Prof Rumana Omar	

Teaching & Learning Office staff

Cassandra Wood (Departmental Manager)

Stephanie Dickinson	Charlotte Lee	Marina Lewis
Dr Russell Evans	Karen Leport	Agnes Somogyi
Anfaal Goolamally		

Staff with particular responsibility for taught postgraduates

MSc Tutor

The MSc Tutor in the Department of Statistical Science is responsible for the day-to-day running of the three programmes listed at the top of page 1. The equivalent responsibility for the CSML and DSML programmes is held by Programme Tutors in the Department of Computer Science. However, the MSc Tutor in the Statistical Science Department acts as the Statistics Tutor to CSML and DSML students, whom they may consult about the Statistics modules in their degree programmes.

The MSc Tutor is **Professor Jinghao Xue** (jinghao.xue@ucl.ac.uk).

Programme Administrator

The Programme Administrator works closely with the MSc Tutor and is the first point of contact for many aspects of your studies. For example, you should contact the Programme

Administrator to notify absence from college, to submit medical documentation or to change a module registration.

The Programme Administrator is **Agnes Somogyi** (stats.pgt@ucl.ac.uk).

Personal Tutor

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 taught postgraduate student will be assigned a member of staff who can provide constructive academic and personal development guidance and support.

At the start of the year, students will be provided with the name of their personal tutor, and information about how meetings will work. Students are encouraged to be proactive in engaging with their personal tutor: make sure you reply to emails from your personal tutor in a timely manner and always let them know if you can't attend a meeting. It's important to build a relationship with your tutor so that you feel comfortable approaching them, should problems arise. Your personal tutor can also provide academic references for you, which is an important reason to build a professional relationship with them.

Your Personal Tutor's name is shown on your Portico record (see "Portico" section on page 9) and it is expected that it will be the same person throughout the whole of your degree programme.

Further information:

- [Personal tutors](#)

Other relevant staff roles

Careers Tutor:	Dr Niloufar Abourashchi
Co-chair of Staff-Student Committee:	Dr Yvo Pokern
Chair of Departmental Teaching Committee:	Prof Ardo van den Hout

If you become unhappy with your degree programme, or a particular module, or with your progress, or if you cannot cope, or if you have other problems, you should immediately discuss the matter with one of the staff members listed above. Such problems are often much simpler to deal with if they are addressed immediately. You will then be directed to an appropriate person for more specialist advice if that is necessary.

Study facilities

Masters students have their own study room (the Postgraduate Study Room, room 116), which contains several PCs. Access requires knowledge of the key-pad entry code, which is provided at induction and can otherwise be obtained from the Programme Administrator. There is also substantial space for studying in the College libraries (see page 13).

How UCL and the Department will communicate with students

UCL will communicate with students via:

- [UCL student email](#) – Students should check their UCL email regularly.
- [UCL Moodle](#) – UCL's online learning space, used by module organisers, programme leaders, departments and faculties to provide essential information in addition to learning resources.

- [myUCL](#) – A weekly 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.

Email

Email is used for communication throughout the College and you will be allocated an email address by UCL. Please check your [UCL email account](#) regularly. There may be urgent messages left for you, e.g. from Student and Registry Services, the Teaching & Learning Office, your Personal Tutor, or from staff teaching modules that you attend.

Your tutors, lecturers and College administrative staff will use your **UCL email address** and expect you to read and act promptly upon all messages sent to you at this address. If you wish to use only your own email address from a provider external to the College, then it is your responsibility to arrange for emails to be forwarded from your College email address. However, UCL cannot be held responsible for mail that is delayed or lost as a result of being forwarded to an external provider. **Any consequences arising from not acting upon emails to your UCL address rest with you.**

DOSSSH

The Department maintains a Moodle space called the "Department of Statistical Science Student Home" ([DOSSSH](#)) to which all Statistical Science students have access. Please check the DOSSSH page regularly. The DOSSSH page contains notices about modules, examinations and other useful information about the Department, as well as downloadable forms and links to resources that are described elsewhere in this handbook.

Processing of personal information

Whilst you are a student at UCL, the College will need to store and communicate information about you. This section summarises UCL and Departmental procedures with respect to such information.

How UCL uses student information

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

Further information:

- [UCL Student Privacy Notice](#)
- [UCL Information Security Group](#)
- [UCL Policy on Electronic Mail (EMAIL)](#)
- [Data Protection](#)
- [Understanding your Intellectual Property (IP) Rights](#)

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

Portico

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

- Updating personal data such as addresses or contact numbers
- Completing online module registration
- Viewing information about programmes/modules
- Viewing module results
- Pre-enrolment and re-enrolment
- Applying for programme transfer
- Planning and recording skills development
- Applying for graduation ceremonies

Further information:

- [Portico login](#)
- [What is Portico](#)
- [Portico support](#)

If you need a document that can be used to [confirm your registration status at UCL](#), you can print out a statement of student status letter via Portico. Just log into Portico and click on the Statement of Student Status link on your Portico home page. Alternatively you can send a request via [askUCL](#) or by email to studentstatus@ucl.ac.uk. Please note that the Department will **NOT** issue certificates of student status or attendance.

It is your responsibility to ensure that your personal details held on the UCL central record are correct and up-to-date. Instructions on how to [update your personal information](#) can be found on the UCL Students website. **Any consequences arising from the failure to correct or update your personal information rest with you.**

References

When you give either the Department's or a tutor's name as a referee, it is important that you complete and sign a "Reference Request" form confirming that you have done so. This applies to **all** references, (e.g. for a landlord, a prospective employer or a research degree programme). The form is available from the DOSSSH Moodle page (see page 9).

CALENDAR OF EVENTS

UCL term dates

Terms for the 2023/24 session are based on the pattern of 12 weeks, 11 weeks and 7 weeks.

First Term	Monday 25 September 2023 – Friday 15 December 2023
Second Term	Monday 08 January 2024 – Friday 22 March 2024
Third Term	Monday 22 April 2024 – Friday 07 June 2024

For those departments that operate them, Reading Weeks are the weeks beginning Monday 06 November 2023 (Term 1, Week 7), and Monday 12 February 2024 (Term 2, Week 6).

Christmas College Closure	Close 17:30 Friday 22 December 2023
	Open 09:00 Tuesday 02 January 2024
Easter College Closure	Close 17:30 Wednesday 27 March 2024
	Open 09.00 Thursday 04 April 2024
Bank Holidays	Closed - Monday 06 May 2024
	Closed - Monday 27 May 2024
	Closed - Monday 26 August 2024

Further information:

- [Term dates and closures 2023/24](#)

Key dates

Term 1

- **Week 0:** New students carry out *College enrolment* and *module registration*. *College enrolment* is organised by Student and Registry Services, who send you information about the procedure before the start of the term. *Module registration* is done using the online Portico system. The procedure will be explained to you during induction (see also "Degree Programme Specifications" section on page 20).

  Foundation Fortnight commences.

- **Week 2:** Beginning of *lectures* for all modules in the Department of Statistical Science.

- **Week 5:** This is the deadline for making Term 1 *module amendments*.

- **Week 7:** This is *Reading Week.* Classes in the Department of Statistical Science are replaced by self-study activities, including some set by the module lecturers. Note that not all departments observe reading week and you **must** attend classes given in other departments if they continue during this time.

- **Week 11:** This is the deadline for making Term 2 *module amendments*.

- **Week 12:** End of all Term 1 *teaching* in the Department of Statistical Science.

Term 2

- **Week 1:** Beginning of *lectures* in the Department of Statistical Science. Students should check their online timetable for the Term 2 tutorial arrangements, and also check for any other timetable changes that may have occurred.

- **Week 6:** This is *Reading Week*. Refer to the corresponding item in Term 1 for details.

- **Week 11:** End of all *teaching* in the Department of Statistical Science.

Term 3

- The *main examination period* spans the majority of this term. The exact dates will be published on the [Exams and assessments] webpage nearer to the time.

- Continuing part-time students begin *selecting their preferred modules* for the following year of study (see "Degree Programme Specifications" section on page 20).

Summer

- Students begin work on their *project* at the start of June, culminating in an oral presentation and submission of the written dissertation at the start of September.

- For students who are required to *resit* elements of the taught component during the summer, these assessments will take place in the *late summer examination period*.

TEACHING AND STUDYING ARRANGEMENTS

Modules

Modules are self-contained, credit-rated blocks of learning and teaching that make up a degree *programme*. Most Statistical Science modules are worth 15 credits and consist of *lectures* supplemented by at least one of the following: *tutorials, workshops, problem classes*. The proportions of these activities vary over modules; details are provided in the [UCL Module Catalogue]. The exception is the 60 credit *project*.

Timetable

The combined teaching schedule for all your modules, plus any programme level events, can be found on your [personal online timetable](#). After making your module selections on Portico, tutorial allocation will be arranged by the relevant Teaching & Learning Administrator before lessons start and your tutorial group will automatically appear in your online timetable. However, it may take one or two days after registration has been approved before all of the classes appear on your personal timetable, particularly for tutorials. Check your timetable frequently, in case alterations have been made. Note also that, once allocated, your tutorial group will **not** be changed unless you can demonstrate a timetable clash, or you have switched your mode of attendance between on campus and online.

Although the timetable states that lectures (and other classes) begin and end on the hour, there is a College-wide agreement that events will **commence on the hour** and will **end at ten minutes to the hour**. This should give you time to get to your next lecture before it is due to start.

Scheduled teaching and learning activities

This section details the various teaching event types commonly employed in the delivery of Statistical Science modules. For other modules, refer to the corresponding information published by the relevant teaching department.

Lectures

These are formal and can involve large groups. Equivalent content will also be made available on Moodle through videos and other forms of material.

Tutorials

Weekly academic tutorials are provided for some modules. These are less formal than lectures and enable you to raise your own questions about course material, as and when they arise from lectures or exercise sheets.

Problem classes

These involve discussing work with the whole class.

Workshops

Workshops, also referred to as "practical classes" within the Department, involve doing set work under guidance from the module staff. Some workshops will take place in (virtual) computer cluster rooms.

Drop-in hours

For modules offered by the Department of Statistical Science, each member of the academic and teaching staff should nominate at least one weekly drop-in hour during term time in which they will be available to answer general queries arising from lectures, problem sheets, etc. If you need to consult a module lecturer, please do so in a drop-in hour. In particular, in the period leading up to any assessment (see "In-Course Assessment" section on page 30) the module lecturer will set aside a fixed time or times at which they will be available to answer questions about the assessment. They will **not** answer queries about the module outside these times until the assessment is over.

Learning resources and key facilities

UCL Library Services

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

The Science Library (in the DMS Watson building, Malet Place) contains an exceptionally good collection of statistical science text and reference books. Copies of most books that are highly recommended for modules taught by the Department are included in the Short Loan Collection on the ground floor in the Science Library. The Collection consists of all subjects of the Science Library and is arranged on open access shelves in one alphabetical sequence under authors. The period of loan for statistical science books is 2 days. Books cannot be taken out of the room without being issued. Other recommended books, for which there is less demand, are kept on the third floor of the Science Library. The loan period assigned to these is one week. There are longer loan periods for other books.

UCL Library Services has developed a set of online training materials, to help users find and use information effectively. Topics covered include finding materials in reading lists; search tips and techniques; accessing electronic resources; referencing; and copyright and plagiarism issues.

Further information:

- Discover UCL Library Services
- Library subject guides
- ReadingLists@UCL

UCL Information Services Division (ISD)

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

There are also opportunities for digital skills development through face-to-face training in areas such as data analysis, programming, multimedia and graphics packages and more. UCL also has a licence for Linkedin Learning which provides thousands of high quality video-based courses from programming to presentation skills. Learning on Screen ("bob") provides students with access to an archive of 65 free-to-air channel programming for educational usage. In addition, Kanopy ("thoughtful entertainment") is available to UCL students, and offers a wide range of movies.

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

ISD provides desktop computers and laptops for loan in a number of learning spaces. Computers at UCL run a Desktop@UCL service which provides access to hundreds of software applications to support students. Students also have access to a range of free and discounted software. Visit the IT Essential for new students page for details of all IT services available.

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

UCL Centre for Languages & International Education (CLIE)

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

Further information:

- [UCL Centre for Languages & International Education](#)
- [CLIE Self-Access Centre](#)
- [Academic Communication Centre (ACC)](#)

Sustainable UCL

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

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

Further information:

- [Sustainable UCL Website](#)
- [Sustainability Student Opportunity Website](#)
- [Green clubs and societies](#)
- [Student Sustainability Council](#)

Moodle

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

All modules in the Department of Statistical Science will have a presence on Moodle, and students registered for these modules should use the service to access online resources such as module information, course notes and assessment material. Students are given additional printing credits, to allow them to print copies of the lecture notes for each of their statistics modules.

Further information:

- [UCL Moodle](#)
- [Moodle Frequently Asked Questions](#)
- [Moodle Quick Start Guide for Students](#)

Calculators

UCL has approved a standard calculator for use in invigilated examinations, which has solar and battery powered variants: Casio FX-85GT X (solar) and FX-83GT X (battery). If you already own one of the following older, discontinued models of the same calculator, you are still permitted to use it: Casio FX83ES, FX83GT+, FX83MS, FX83WA, FX85ES, FX85GT+, FX85GTCW, FX85MS and FX85WA. The use of a non-approved calculator constitutes an examination offence and carries potentially severe penalties.

Statistical tables

Statistical tables may be provided by the College for use in invigilated examinations set by the Department. The currently provided tables are *New Cambridge Statistical Tables* by D.V.Lindley & W.F.Scott.

Feedback on student work

Students receive feedback on all items of assessed work (see "Components of Compulsory Assessment" section on page 30) and on selected items of non-assessed work. Feedback may be given in tutorials, problems classes or electronically. It may take the form of verbal or written comments, either personalised or in the form of general points that emerged from the class as a whole. These comments are intended to help you see what was done well and where there is room for improvement. For assessed work, the comments are also provided to help justify the grade awarded.

For assessed work, feedback will include a *provisional* letter grade. The correspondence between letter grades and percentage marks, along with guidance regarding the interpretation of each grade, is as follows:

Grade	Mark	Interpretation
A+	≥ 80.00%	The criteria for an A grade are all met. Additionally, exceptional quality has been demonstrated with respect to at least two of the following: understanding, insight, depth of analysis or clarity of discussion, with evidence (where appropriate) of relevant knowledge or reading.
A	70.00% to 79.99%	The criteria for a B grade are all met, along with one or more of the following: high quality answers in a wide range of questions, evidence of a very sound understanding, thoroughness of discussion and clarity of expression, evidence of insight, wide knowledge or reading. There may be a small number of relatively minor errors or inconsistencies, but there should not be serious errors in knowledge or understanding.
B	60.00% to 69.99%	Good understanding of the questions asked, good knowledge of the main aspects of the subject and good levels of appropriate skills (such as the ability to carry out calculations and manipulations, and to develop a logical argument), along with a level of understanding appropriate to a Masters qualification. At the higher end of the range, one would expect to see clear expression and presentation. A few mistakes are allowable, providing they are not serious.

Grade	Mark	Interpretation
C	50.00% to 59.99%	Reasonable understanding of the subject (sufficient for a pass at Masters level) and a reasonable level of ability in the appropriate skills. At the lower end of this range, work may differ from scripts in the 46-49 range by showing a wider knowledge or having more convincing answers. At the higher end, work in this category may fail to reach Grade B either because it does not demonstrate a wide enough range of knowledge (e.g. some good answers, but too many questions or part questions either omitted or answered inappropriately), or because skill deficiencies lead to too many mistakes or badly presented answers.
D	40.00% to 49.99%	At the higher end, some limited understanding of the subject may have been demonstrated, but insufficient for a pass at Masters level. This might indicate, for example, a serious but largely unsuccessful attempt at a paper; or that some progress has been made but in an insufficient number of questions or at an insufficient level of analysis. It might also indicate answers that show some knowledge of the main concepts, definitions and terminology but are limited, for example, by errors or ambiguities in notation, or because their relevance to the question is not made clear. At the lower end, a very limited understanding may be present, but answers will present little evidence of relevant knowledge and contain many mistakes, irrelevancies or misunderstandings.
F	1.00% to 39.99%	Answers will show little or no understanding of either the questions or the subject. In practice, one might expect such a mark to arise from a candidate has not made a serious attempt at answering the questions or who has practically no understanding of the subject, to an extent that it would not be appropriate to award an MSc degree.
AB	≤ 0.99	No/ minimal attempt. Marks in this range are awarded to students who are absent or do not submit an assessment, or attempt so little of it that it cannot be assessed.

Model answers

Many Statistical Science modules have regular sets of exercises. These are designed to help students learn and, in most modules, it is essential that students do the exercises in order to understand the subject. Module lecturers are often asked to provide model answers to the exercise sheets. There is a similar demand for model answers to past exam papers. Lecturers do provide model or outline answers to some exercises and to some exam questions, but it is Departmental policy **not** to do so in general, for a number of reasons:

- We do not want to encourage students to "learn answers" but rather to create a culture in which they know that they must work out the answer for themselves. Often it is not the answer, but the process of working it out that is the main learning experience.

- We are trying to encourage independent thought and understanding, so that students can answer (more or less well) different questions, similar questions in different forms, and to solve related problems. Understanding in statistical science, and in mathematics, comes much more from doing than from reading.

- It is important for students to learn how to persevere with a problem when they are "stuck". In the past, we have found that model answers handed out in one year are often passed on to students in a subsequent year, to the detriment of the learning process.

A common argument put forward by students is "Yes, we want to do the exercises, but we would like model answers in order to check that we have the right method and answer". Of course it can sometimes be helpful to look at answers, but it is also important to learn how to verify answers when they are not otherwise available, and to gain the confidence to know when you are right. One function of tutorials is to discuss problems or work through them with the teacher, and this is one way in which answers may be obtained. Part of the skill of the teacher is to help the student to progress without "spoon feeding" the answer.

Having said all of this, the Department recognises that while preparing for examinations in particular, it can be useful for students to have the final answers (rather than complete solutions) to past exam questions: this provides some confidence that the answers obtained while attempting past papers are correct. All teaching staff should provide such "final" answers routinely, for at least one actual or sample paper that is representative for the current course content, via their module Moodle pages (see page 14).

WHAT IS EXPECTED OF STUDENTS

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

Further information:

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

Attendance requirements

UCL expects students to attend all the scheduled learning events which appear on their timetable as this gives students the best chance of academic success. This includes all events set out in the programme handbook or those provided to students during a module, including personal tutorials. A new Attendance policy is currently under development and will be available from the main Students' webpages.

Until that policy is published, the Department of Statistical Science has adopted the following threshold attendance requirements:

- more than 50% of a student's timetabled teaching events over a 14 day period.
- minimal one attendance of a student's timetabled teaching events over a 7 day period.

Attendance will be monitored via RegisterUCL, but students will not be disadvantaged if RegisterUCL fails to record their attendance correctly, for example at venues where there are no working card readers.

Absence from assessment

Any student who is absent from an assessment without prior permission will receive a mark of 0.00% unless they formally request to defer their assessment to a later date by submitting a claim for Extenuating Circumstances with appropriate supporting evidence where necessary (see page 28). If Extenuating Circumstances are not approved, the mark of 0.00% will stand and the student will be considered to have made an attempt.

Visa students: absence from teaching and learning activities

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

Further information:

- [Student visa responsibilities](#)

Studying

Tutorials

Tutorials in the Department of Statistical Science are **compulsory** and provide the opportunity to get personal attention. It is important to prepare yourself by reading through the latest lecture material and trying the relevant exercises sheets **before** the tutorial. Think of questions relating to the course material to ask; make a note of points that you don't understand so that you can have them clarified in tutorials. Have your recent lecture notes and exercise sheets to hand for each tutorial, in particular those relating to material that you know will be discussed.

Lectures, workshops and problem classes

Most new material is presented in lectures; some might be introduced by your trying ideas in workshops. The workshops give the opportunity to solve problems with guidance, a helpful alternative method of learning. In most modules learning is sequential; you need to have met and understood past material in order to follow the current material. You are therefore strongly advised to attend all classes. Teaching staff and demonstrators are able to give some personal attention in workshops; absences are likely to be noted.

Staff sometimes receive complaints from students about disruption (caused by other students) in large classes. All students are respectfully asked to consider others when in the classroom: excessive disruption can have a negative impact on the learning experience for everybody. Any student who is persistently disruptive will be asked to leave the classroom, and will receive an official warning from their Programme Tutor with an appropriate note placed on the student's record.

Exercise Sheets

In the Department of Statistical Science regular, often weekly, exercises are set. Some of this is for in-course assessment, but much of it is to help you to learn the material being taught. You will normally receive feedback on exercise sheets during problem classes, tutorials or workshops, as appropriate for the module. You will generally be expected to hand in your work so that we can monitor your progress. The detailed arrangements for exercises will vary between modules and you will be told about them at the start of each module. **You should ensure that you know what is required for each module that you take**.

Our teaching assumes that you have attempted the exercise sheets, and we may refer to them in subsequent classes and exercise sets. **In-course assessment is compulsory: it contributes to your final mark for that module and non-submission may mean that you cannot pass the module** (see "Assessment" section on page 30). Furthermore, for modules with tutorial classes your tutor will record whether you have submitted each piece of non-assessed work by the specified deadline and whether it is a reasonable attempt (i.e. an attempt of pass standard). The Department of Statistical Science expects a reasonable attempt for at least 70% of non-assessed work in each module. If you fail to satisfy this requirement you may be referred to the MSc Tutor for potential intervention via the Support to Study Procedure.

Ensure that you leave yourself enough time to complete each exercise sheet. Weekly sets of exercises may well need about 5 hours work on them, including reading time. In some modules, more substantial sets of exercises are given out on a fortnightly basis: it is recommended that you start them in the **first** of the two weeks allowed. A prompt start to exercises set for in-course assessment is well advised.

It is good practice to aim for legibility, accuracy and clarity in your solutions to exercise sheets, whether or not they are for in-course assessment (the same applies to examinations, of course!).

Self study

Before a live session, study the material on Moodle, such as videos and notes, carefully. Work through the details slowly and annotate your notes in a different colour to that used in taking them; this can help with revision. It is important to keep on top of each module by reviewing the appropriate notes **before** the next class (lecture, tutorial, problem class or workshop). Read supporting material from textbooks as necessary.

The following will help you understand and communicate your understanding of course material:

- continual practice at solving problems;
- thorough preparation for all classes;
- regular revision of course material as the module progresses;
- seeking help when you have difficulties.

The Department has prepared a self assessment questionnaire to help you to evaluate what you are getting out of your studies and to take responsibility for your own progress. This questionnaire is available on the DOSSSH Moodle page (under the Student Feedback topic). Try completing it for each module during reading week.

Total workload

For a typical 15 credit module, you should expect a workload of about 9 or 10 hours per week – this includes lectures, workshop, problems class, tutorial, reading and exercise sheets, as appropriate for each module. For example, if you are studying the equivalent of four 15 credit modules per term, your total weekly workload is expected to be around 40 hours.

As part of monitoring your own progress, you may find it helpful, in some weeks, to keep a diary of the time you spend actively working.

DEGREE PROGRAMME SPECIFICATIONS

Modules

Modules are the individual units of study that lead to the award of credit. Many programmes offer students the opportunity to choose between different modules that they are interested in. If students need to choose modules, the department will advise them of how and when to do this during departmental introductions.

Module codes

Each module has a code: this consists of a four character prefix that indicates the department responsible for organising the teaching of that module, followed by four numbers to provide a unique code within that department. Modules in Statistical Science have the prefix STAT.

UCL module catalogue

UCL's module catalogue gives access to a comprehensive catalogue of all modules across the whole of UCL, published in a consistent, searchable and accessible format.

The entries for Statistical Science modules include outline syllabuses. Some indication is also usually given of areas where the course material may be applied in practice; this is to help students decide which options might be most suitable for them.

Further information

- [UCL Module Catalogue](#)

Selecting modules

Each degree programme has some compulsory modules that cover the core material. These are then supplemented through the choice of appropriate options to make up a total of 180 credits for the entire programme. To take an optional module, you must register for it on Portico. Instructions on how to do this can be found on the Portico website (log on to Portico and select the "Module registration documentation" option from within the "Module Selection" container). In choosing options, you are advised to try and balance the amount of work evenly between the two terms.

The deadlines for making module selections will be published each year in the "Module Selection Task" on Portico. It is therefore essential that you make sure you research your module choices thoroughly before selecting them. If you want to make a change after you have confirmed your module choices, please consult the Programme Administrator. Changes can be made by the Programme Administrator and you will need to request any changes in good time before the relevant deadline.

Further information

- [Portico login](#)
- [Module registration](#)

Module selection and verification deadlines

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

MSc Data Science

Aims

Data science brings together computational and statistical skills for data-driven problem solving, which is in increasing demand in fields such as marketing, pharmaceutics, finance and management. This MSc will equip you with the analytical tools to design sophisticated technical solutions using modern computational methods and with an emphasis on rigorous statistical thinking.

The programme combines training in core statistical and machine learning methodology, beginning at an introductory level, with a range of optional modules covering more specialised knowledge in statistical computing and modelling.

Objectives

The programme provides opportunities for you to develop and demonstrate knowledge and understanding in the following areas.

- Traditional branches of statistics.

- Algorithms and computational methods for modern statistical inference and their scalability.

- Statistical applications that require the integration of a variety of data sources and customized tools for analysis.

On successful completion of this programme, you will be able to do the following.

- Select appropriate statistical methodologies for a problem at hand, and to set adequate computational trade-offs according to the scale of the problem and goals of the analysis.

- Provide an assessment and communication of the outcomes of an analysis, indicating points of improvement and which reliable conclusions can be drawn, acknowledging uncertainty.

- Lead efforts to extract new insights from available data originally collected with different purposes and with varying levels of error, and to ensure its quality.

Curriculum

Compulsory

Code	Title	Term
COMP0088	Introduction to Machine Learning	1
STAT0027	Foundation Fortnight	1[1]
STAT0029	Statistical Design of Investigations	1
STAT0030	Statistical Computing	1 & 2
STAT0032	Introduction to Statistical Data Science[2]	1
STAT0034[3]	Research Project	Jun - Sep[4]

Optional

Choose four modules, normally at least two from the following list:

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[1] The Foundation Fortnight begins one week before the start of Term 1.
[2] Students may not take both STAT0028 and STAT0032.
[3] The same module code is used for the project modules of all three programmes listed at the top of page 1, but students are expected to select a research topic that is appropriate to their particular field of study.
[4] Training sessions for the project are held throughout the year.

Code	Title	Term
STAT0009	Stochastic Systems[5]	1
STAT0010	Forecasting	2
STAT0011	Decision & Risk	2
STAT0013	Stochastic Methods in Finance	1
STAT0018	Stochastic Methods in Finance 2[6]	2
STAT0020	Quantitative Modelling of Operational Risk & Insurance Analytics	2
STAT0031	Applied Bayesian Methods	2
STAT0043	Inference at Scale	2

and up to two from the following list:

Code	Title	Term
COMP0080	Graphical Models	1
COMP0081	Applied Machine Learning	2
COMP0084	Information Retrieval & Data Mining	2
COMP0087	Statistical Natural Language Processing	2
COMP0197	Applied Deep Learning	2

Subject to the constraints that at least two of the four modules must be taken from within Statistical Science and exactly 60 credits must be selected in total, students may seek to substitute some of these options for other modules offered by the Departments of Computer Science and Statistical Science and/ or may choose one data science-related module offered elsewhere in the College. Such modules are sometimes referred to as *electives* and their registration on Portico will require the assistance of the Programme Administrator. The timetable will not be amended so that you may accommodate an elective module. However, students may usually take electives that clash with occasional workshops for statistics modules: in this case, it is the student's responsibility to catch up on any work missed as a result of the clash.

Please remember that your registration for any non-compulsory module is subject to approval both by the MSc Tutor and by the department offering the module. Attempts to register for unsuitable modules will be rejected. If you are in any doubt as to whether you will be allowed to take a particular module, you should discuss it with the MSc Tutor, **before** attempting to register for it on Portico.

Part time study

The MSc Data Science is available for part time study. The part time MSc is a two year programme. The rules are the same as for the full time programme, with the same compulsory and optional modules (special teaching times are not offered for part time students). Students are expected to split the eight taught modules evenly between the first and second years. It may be permitted to split the eight modules 3:5 or 5:3 over the two years instead, but this has to be approved by the MSc Tutor.

The Foundation Fortnight is taken at the beginning of the first year. It is recommended that students take STAT0032 in the first year, and prerequisites of modules need to be fulfilled, but otherwise there are no restrictions on which modules are taken in which year. Part time students submit their project at the end of their second year. It is possible to arrange with the project supervisor to start to work on the project earlier than full time students, but part time students are not entitled to a higher overall amount of supervision.

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[5] To study STAT0009 Stochastic Systems, students should have previously studied at least one undergraduate introductory module in applied probability covering discrete- and continuous-time Markov Chains.
[6] This module may only be selected in combination with STAT0013 (or with previous equivalent study at undergraduate level).

MSc Statistics

Aims

Statistical science skills are important in all applied sciences (life sciences, medicine and related fields, physical sciences) and are becoming increasingly so in emerging fields that require analysis of complex data such as marketing and finance. There is a constant demand for graduates with these skills in both industry and academia.

The MSc Statistics offers an excellent balance between theory and application and covers traditional theory and methods as well as more modern ideas in statistics such as applied Bayesian methods, generalised linear modelling and object oriented statistical computing. A broad base of training in the important areas of statistical science will allow you to successfully progress into professional employment or research.

The MSc Statistics is a flexible programme. By selecting an appropriate combination of optional modules and a suitable project, you can choose to specialise in the following areas: biostatistics, applied stochastic modelling, quantitative decision making, quantitative analysis for industry, financial mathematics. The first of these has been formalised as a separate award.

Objectives

The programme provides opportunities for you to develop and demonstrate knowledge and understanding in the following areas.

- A selection of traditional branches of statistics.

- Modern ideas of statistics such as applied Bayesian methods, generalised linear modelling and object oriented statistical computing.

- A selection of applications from biostatistics, applied stochastic systems, quantitative decision-making, quantitative analysis for industry, and financial mathematics.

On successful completion of this programme, you will be able to do the following.

- Recognise the structure of the data in a variety of standard situations and define the problem to be solved in statistical terms;

- Construct appropriate designs for experiments and observational studies;

- Select and apply appropriate statistical methods, and interpret the results;

- Carry out a critical evaluation of an analytical method, recognising both its strengths and its limitations.

Curriculum

Compulsory

Code	Title	Term
STAT0027	Foundation Fortnight	1[7]
STAT0028	Statistical Models & Data Analysis[8]	1
STAT0029	Statistical Design of Investigations	1
STAT0030	Statistical Computing	1 & 2
STAT0031	Applied Bayesian Methods	2
STAT0034[9]	Research Project	Jun – Sep[10]

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[7] The Foundation Fortnight begins one week before the start of Term 1.
[8] Students may not take both STAT0028 and STAT0032.
[9] The same module code is used for the project modules of all three programmes listed at the top of page 1, but students are expected to select a research topic that is appropriate to their particular field of study.

Optional

Choose four modules, normally from the following list:

Code	Title	Term
STAT0008	Statistical Inference[11]	1
STAT0009	Stochastic Systems[12]	1
STAT0010	Forecasting	2
STAT0011	Decision & Risk	2
STAT0013	Stochastic Methods in Finance	1
STAT0014	Medical Statistics 1	1
STAT0015	Medical Statistics 2[13]	2
STAT0018	Stochastic Methods in Finance 2[14]	2
STAT0019	Bayesian Methods in Health Economics	2
STAT0020	Quantitative Modelling of Operational Risk & Insurance Analytics	2
STAT0042	Statistical Machine Learning	1
STAT0044	Computational Statistics	2

Subject to the constraint that exactly 60 credits must be selected in total, students may seek to substitute one of these options with another statistics-related module offered elsewhere in the College*.* Such selections are sometimes referred to as *electives* and their registration on Portico will require the assistance of the Programme Administrator.. The timetable will not be amended so that you may accommodate an elective module. However, students may usually take electives that clash with occasional workshops for statistics modules: in this case, it is the student's responsibility to catch up on any work missed as a result of the clash.

Please remember that your registration for any non-compulsory module is subject to approval both by the MSc Tutor and by the department offering the module. Attempts to register for unsuitable modules will be rejected. If you are in any doubt as to whether you will be allowed to take a particular module, you should discuss it with the MSc Tutor, **before** attempting to register for it on Portico.

Part time study

The MSc Statistics is available for part time study. The part time MSc is a two year programme. The rules are the same as for the full time programme, with the same compulsory and optional modules (special teaching times are not offered for part time students). Students are expected to split the eight taught modules evenly between the first and second years. It may be permitted to split the eight modules 3:5 or 5:3 over the two years instead, but this has to be approved by the MSc Tutor.

The Foundation Fortnight is taken at the beginning of the first year. It is recommended that students take STAT0028 in the first year, and prerequisites of modules need to be fulfilled, but otherwise there are no restrictions on which modules are taken in which year. Part time students submit their project at the end of their second year. It is possible to arrange with the project supervisor to start to work on the project earlier than full time students, but part time students are not entitled to a higher overall amount of supervision.

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[10] Training sessions for the project are held throughout the year.
[11] STAT0008 is compulsory for all students unless they can demonstrate that they have already mastered the material, in which case it may be replaced by another Statistical Science optional module. Students who wish to replace STAT0008 by another module will be required to sit a test during Foundation Fortnight.
[12] To study STAT0009 Stochastic Systems, students should have previously studied at least one undergraduate introductory module in applied probability covering discrete- and continuous-time Markov Chains.
[13] This module may only be selected in combination with STAT0014 (or with previous equivalent study at undergraduate level).
[14] This module may only be selected in combination with STAT0013 (or with previous equivalent study at undergraduate level).

MSc Statistics (Medical Statistics)

Medical Statistics is a pathway of the regular MSc Statistics, which means that the same rules for the MSc Statistics also apply, but with some additional restrictions.

Aims

Medical Statistics is a fundamental scientific component of health research. Medical Statisticians interact closely with biomedical researchers, epidemiologists and public health professionals and contribute to the effective translation of scientific research into patient benefits and clinical decision-making. As new and more complex biomedical problems emerge, there are exciting challenges in the novel application of existing tools and the development of superior methods.

The MSc Statistics (Medical Statistics) will provide you with a sound background in theoretical statistics as well practical hands-on experience in designing, analysing and interpreting health studies, covering both trials and observational studies. It will equip you with analytical tools for health care economics evaluation. The research project provides experience in using real clinical datasets.

Objectives

The programme provides opportunities for you to develop and demonstrate knowledge and understanding in the following areas.

- A selection of traditional branches of statistics.

- Modern ideas of statistics such as applied Bayesian methods, generalised linear modelling and object oriented statistical computing.

- Applications of statistics is medicine and biostatistics.

On successful completion of this programme, you will be able to do the following.

- Recognise the structure of the data in a variety of standard situations and define the problem to be solved in statistical terms;

- Construct appropriate designs for experiments and observational studies;

- Select and apply appropriate statistical methods, and interpret the results;

- Carry out a critical evaluation of an analytical method, recognising both its strengths and its limitations.

Curriculum

Compulsory

Code	Title	Term
STAT0008	Statistical Inference	1
STAT0014	Medical Statistics 1	1
STAT0015	Medical Statistics 2	2
STAT0027	Foundation Fortnight	1[15]
STAT0028	Statistical Models & Data Analysis	1
STAT0030	Statistical Computing	1 & 2
STAT0031	Applied Bayesian Methods	2
STAT0034[16]	Research Project	Jun - Sep[17]

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[15] The Foundation Fortnight begins one week before the start of Term 1.

[16] The same module code is used for the project modules of all three programmes listed at the top of page 1, but students are expected to select a research topic that is appropriate to their particular field of study.

[17] Training sessions for the project are held throughout the year.

Optional

Choose two modules from the following list:

Code	Title	Term
CHLD0085	Pharmacometrics	2
STAT0019	Bayesian Methods in Health Economics	2
STAT0029	Statistical Design of Investigations	1
STAT0042	Statistical Machine Learning	1

RESEARCH PROJECT

Guidelines for preparation and submission

Students should plan to take a short break after their written examinations, before starting work on their projects. All supervisors are likely to be unavailable from time to time during the period June-September, attending conferences or on leave. Students should therefore see their supervisors as soon as their examinations are over, to make mutually convenient arrangements for starting work on their projects.

Over the course of the project, student and supervisor should arrange to meet regularly (about once a week, whenever possible) and should agree a suitable timetable for completing the work and producing a written account. The supervisor should advise the student to start to write up the work, and to ask for the supervisor's feedback on their writing, early in this period.

Supervisors will provide feedback on an entire draft of the project dissertation on at least one occasion, providing it is available in at least three weeks before the deadline for submission. Any request for feedback after this deadline is at the discretion of the supervisor. Supervisors should provide feedback within two weeks.

Final (word-processed) dissertations should be handed in by the advertised deadline (this is normally at the start of September). Late submissions will incur severe "lateness" penalties (see "Late Submission Penalties" section on page 30). The STAT0034 Module Organiser will circulate more detailed instructions nearer to the date.

The length of a project dissertation will depend on the topic of the project and may vary considerably. Lengths between 8,000 and 15,000 words (excluding computer programs, tables, graphs, formulae and other output) are generally acceptable. Typical projects are between 10,000 and 12,000 words long.

Each dissertation should include a table of contents, an introduction, a conclusion or discussion section, and a list of references. The reference list should include all references that have been used to support the work reported in the project; and these references should be cited in the text of the dissertation as appropriate to indicate where they have been used, following accepted conventions for citation. The pages should be clearly numbered and should have a left-hand margin of at least 2cm. Examiners attach **considerable** importance to accuracy, clarity and overall quality of presentation.

In addition to the project dissertation, each student will be required to give an oral presentation of their research. The time normally allocated to each presentation is 15 minutes excluding questions, and students are expected to attend and actively participate in the oral presentations of their classmates. Presentations normally take place in early September.

Specific dates for the arrangements referred to in the third and fourth paragraphs above will be provided separately. Please ensure that you are aware of them.

Guidelines for assessment

Project dissertations are read independently by two examiners, one of whom is normally the candidate's project supervisor. Each examiner provides a brief written assessment. A selection of dissertations are also read by a visiting examiner. The final mark is agreed by the whole exam board, which includes the visiting examiner. The final mark should be interpreted in accordance with the guidance notes on page 15.

Examiners will satisfy themselves that the dissertation is the work of the candidate, and will take into account the following points:

- the difficulty and novelty of the project;
- the amount of new methodology/ application knowledge that the student was required to learn;
- the degree of direction required from the project supervisor;
- the student's progress throughout the project.

Subject to these overall criteria, examiners will consider both the content of the dissertation and its presentation, with a higher priority being attached to content. Aspects considered will usually include the following:

- *Content*: amount of work done; extent to which understanding has been demonstrated; quality and accuracy of reasoning, validity of interpretation, relevance of conclusions; critical appraisal, discussion of limitations and suggestions for further work; clarity of objectives; quality of literature review; quality of data organisation and collection (if applicable); quality of programming or use of software (if applicable).

- *Presentation*: layout of dissertation and care in its presentation; structure of the dissertation; use of appropriate judgement in selecting material; clarity of expression, readability and coherence; correctness of grammar and spelling; adequacy of diagrams, graphs and tables (if applicable); quality of presentation of mathematical material (if applicable).

A mark less than 50 will be awarded if the material, though correct, is judged to be wholly reproduced in a purely technical manner.

For a mark over 85, it is expected that the student, in addition to having submitted a well-presented dissertation demonstrating a good understanding of the material and a comparatively high amount of work, will also have shown some initiative rather than simply following instructions. Marks of 90 or more may be appropriate where in addition the technical or conceptual difficulty of the material is very high, or where some of the work could be considered original research on the part of the student.

The length of project dissertation will depend on the topic of the project and may vary considerably. Lengths between 8,000 and 15,000 words (excluding computer programs, tables, graphs, formulae and other output) are generally acceptable. Typical projects are between 10,000 and 12,000 words long. Over-length dissertations will be penalised (see page 30). It is generally required that the amount of work done and demonstrated is high enough, and that the material is presented in a way understandable to fellow students with a comparable background (so 8,000 words may only be an appropriate length for a very theoretical or densely presented dissertation). On the other hand, dissertations should not be too repetitive or contain unnecessary or irrelevant details, which may lead to downmarking. Although the word counts given above exclude appendices, tables and program listings, these items will also be penalised if they are excessive.

Each project presentation will be assessed by two examiners. The examiners make independent notes on the presentation prior to discussing and agreeing a mark. Aspects considered will usually include the following:

- *Content*: was the presentation interesting? Did it focus on the important aspects of the work and flow logically? Was there sufficient detail to be intelligible to statistically literate listeners who do not have an in-depth knowledge of the specific topic? Were there clear aims and conclusions?

- *Presentation skills*: was the verbal presentation confident and clearly audible with varied inflexion? Did the presentation engage with the audience (if applicable)? Were visual aids clear, well produced and well used? Were questions handled appropriately (if applicable)? Was the amount of material appropriate for the time allowed?

UCL STUDENT SUPPORT FRAMEWORK

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

Further information:

- [UCL's Student Support Framework](#)

How to use this framework

This section helps you find your way around the different support options open to you. It includes:

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

Types of support

This section explains how each of the following processes works:

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

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

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

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

The Student Support Framework

The Student Support Framework explains how you can apply for formal support with your studies such as extensions, reasonable adjustments, or taking time out from your studies.

UCL Student Support and Wellbeing

UCL's team of expert wellbeing, disability and mental health staff provide a safe, confidential and non-judgemental space in which you can discuss any issues that may be affecting your ability to study.

Your Personal Tutor

One of your first priorities should be to meet your Personal Tutor. They will help you to get the most out of your studies, and provide support and encouragement during your time with us.

FAQs and Enquiries

askUCL is our self-help centre and student enquiry system. It includes a wide range of Frequently Asked Questions. If you can't find what you're looking for, you can log an enquiry.

Your Department

Help is also available from members of staff in your UCL department including academic staff and departmental administrators. You can find their contact details in this handbook.

Students' Union UCL Advice Service

The Students' Union UCL provides a free, confidential and independent advice service with a trained and experienced team.

ASSESSMENT

Components of summative assessment

For most modules, your final mark is derived from a combination of in-course assessment, i.e. assessment that takes place during the term in which the module is taught, and final examination, which takes place after all the teaching for the module has been delivered.

In-course assessment

At the beginning of each module, the lecturer will provide details of the method and dates of in-course assessment and the amount of work involved. The assessment dates will also be posted on the module Moodle page. **Students should ensure that they have no other commitments on these dates.** The proportion it normally contributes towards the overall mark is given for each module in its [UCL Module Catalogue](#) entry. For students required to resit the in-course assessment without further tuition, an alternative form of assessment may be employed for the second attempt.

Each piece of in-course assessment set by the Department of Statistical Science has its own rubric and the instructions given must be followed. In particular, do pay attention to the consequences of missing the deadline set, non-submission and academic misconduct; any

of these can result in your not passing the module. Teaching staff will set aside extra drop-in hours to discuss assessment-related matters (see page 12); students should respect the lecturers' time by confining queries to these hours.

Some assessments will be uninvigilated, to be worked on outside of class and handed in by a set deadline. For such assessments, you will need to complete a declaration affirming that the submitted work is entirely your own (see "Plagiarism and collusion" section on page 33).

Late submission penalties: Planning, time-management and the meeting of deadlines are part of the personal and professional skills expected of all graduates. For this reason, UCL expects students to submit all assessments by the published deadline date and time, after which penalties will be applied. If a student experiences something which prevents them from meeting a deadline that is sudden, unexpected, significantly disruptive and beyond their control, they should submit an Extenuating Circumstances Form (see page 28). If the request is accepted, the student may be granted an extension. If the deadline has already passed, the late submission may be condoned i.e. there will be no penalty for submitting late.

Further information:

- [Coursework Deadlines and Late Submissions](#)
- [Online Exam and Take Home Paper Durations and Late Submissions](#)

Word counts: some assessments (usually involving the production of reports) carry a specified word count. The rubric 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. The rubric may indicate that the word count excludes appendices. However, this should not be regarded as an invitation to transfer large amounts of surplus text into an appendix and the mark awarded will reflect the standard of judgement shown in the selection of material for inclusion.

Further information:

- [Word Counts](#)

Final examinations

These normally take place during Term 3. Student and Registry Services will contact you with details of your personal examination timetable, normally just before the end of Term 2. Students must ensure that they are aware of the regulations governing assessments and examinations on the [Exams and Assessments](#) website.

Overall module mark

To pass a module at Masters level, a final mark of at least 50.00% is required. For modules with more than one assessment component, the scheme used for combining the individual marks is given for each module in its [UCL Module Catalogue](#) entry.

UCL feedback turnaround policy

Regular feedback is an essential part of every student's learning. It is UCL policy that all students receive feedback on summative assessments within one calendar month of the submission deadline (excluding the UCL Christmas closure period). 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 Programme Tutor or Head of Department.

Further information:

- [Assessment Feedback](#)

Academic integrity

A core principle of learning that we emphasize throughout your time at UCL is **academic integrity**: this amounts to being honest about your academic work. A failure to maintain academic integrity could be classed as academic misconduct (i.e. cheating). The penalties for academic misconduct can be severe, and repeated misconduct can even result in exclusion from UCL.

As a UCL student, you are expected to familiarise yourself with the University's guidance on maintaining integrity in your work. A good starting point is [UCL's Academic Integrity website](#) and you may also find [UCL's Library Guide to References, Citations and Avoiding Plagiarism](#) helpful.

What is, and isn't, acceptable will vary from assessment to assessment. Make sure that you know what is expected of you, whether you are working on an assessment outside of class or sitting an exam. Some important pointers:

- Some uninvigilated assessments may require you to work alone on the allocated task, in which case any collaboration with another student, use of essay mills, or any form of contract cheating, is not permitted and could be classed as misconduct. Other such assessments may permit you to work in a group, in which case collaboration between groups is not allowed.

- The use of AI to help with assessments may be prohibited. Make sure that you check the assessment's requirements. Ask the module lecturer if you're not sure what is acceptable. If you use AI then you must acknowledge this appropriately. For more information about AI and academic misconduct, visit [UCL's AI in assessment webpage](#).

- If you are sitting an invigilated exam you should familiarise yourself with [exam hall requirements](#). It is also a good idea to read UCL's policy on what you can bring in to an exam hall (and what you can't), and expected conduct during an exam, which you can find in the [Academic Manual, Chapter 6, Section 9.2](#).

Academic misconduct

There are a number of different types of misconduct that can arise. A [list is available in the Academic Manual](#). Some misconduct types are discussed in more detail below, and examples of cases which have occurred in the Department of Statistical Science are also given.

UCL has a [procedure for investigating possible academic misconduct](#). While some cases can be dealt with by the module lecturer, most will be handled by the Chair of the Board of Examiners in Statistical Science. If, after suitable investigation, the student(s) is (are) found guilty of academic misconduct, [UCL's penalty framework](#) will be used to decide on an appropriate penalty.

Different types of academic misconduct are explained below, but note that this is not an exhaustive list; more are described in the [Academic Manual](#).

Plagiarism and collusion

Plagiarism means attempting to pass off someone else's work as your own, while collusion means passing off joint work as your own unaided effort. Both are unacceptable, particularly in material submitted for assessment purposes including take-home papers and coursework that contribute to your overall module mark. Plagiarism and collusion are regarded by the College as academic misconduct and are taken very seriously. UCL uses a sophisticated detection system (Turnitin®) to scan work for evidence of plagiarism and collusion, and the Department reserves the right to use this for assessed work. This system gives access to billions of sources worldwide, including websites and journals, as well as other work submitted to the Department, UCL and other universities. It is therefore able to detect similarities between scripts that indicate unacceptable levels of collusion, as well as material taken from other sources without attribution.

In addition to Turnitin, module staff will have their own procedures to check submissions for plagiarism and collusion. This includes other software-based detection systems for checking the similarity of computer code.

If plagiarism or collusion are suspected, on the basis either of the Turnitin® software or other evidence, [UCL's Academic Misconduct procedures](#) will be used.

Other common forms of academic misconduct

Plagiarism and collusion are not the only forms of academic misconduct. An [extensive list is available in the Academic Manual](#), and here we focus on three other types of misconduct that have occurred in the Department of Statistical Science recently. These are particularly relevant for uninvigilated assessments.

Self-plagiarism is defined in the Academic Manual as 'the reproduction or resubmission of a student's own work which has been submitted for assessment at UCL or any other institution'.

Contract cheating is defined in the Academic Manual as 'commissioning a piece of assessment to be carried out by a third party or knowingly using a commissioned piece of assessment'. This includes, for example, asking someone else to complete parts of an assessed piece of work which you later submit for grading, even if you modify the (part) solutions that you receive.

UCL also have a catch-all category of misconduct that amounts to '**any other conduct that would give an unfair academic advantage to a student**'. This includes any conduct that is not permitted according to the assessment instructions including inappropriate discussion of the assessment or having sight of another candidate's work, or use of AI when this is not permitted.

What isn't acceptable?

Students sometimes find it difficult to know what counts as plagiarism or collusion. The following list is not exhaustive, but gives some indication of what to avoid. It is based on guidelines developed by Nick Hayes of the UCL Pharmacology Department.

You may not:

- Create a piece of work by cutting and pasting material, e.g. texts or figures, from other sources (including websites, books, lecture notes and other students' work).

- Use someone else's work as your own. This includes, but is not limited to:

> ➢ Making notes while discussing an assessment with a friend, and subsequently using these as the basis for all or part of your submission.

> ➢ Telephoning another student to discuss how best to carry out a particular piece of analysis.

> ➢ Employing a professional ghostwriting firm or anyone else to produce work for you.

- Use somebody else's ideas in your work without citing them (this includes AI).

- Ask a lecturer in the Department for help with assessed work, unless you make it clear to them that the work is assessed.

- Help another student with their assessed work. If you do this, you will be deemed to be guilty of an examination irregularity.

What is acceptable?

The following practices do **not** constitute plagiarism / collusion:

- Quoting from other people's work, with the source (e.g. book, lecture notes, website) clearly identified and the quotation enclosed in quotation marks.

- Summarising or paraphrasing other people's work, providing they are acknowledged as the source of the ideas (again, usually this will be via a reference to the book, journal or website from which the information was obtained).

- Asking the module lecturer for help with difficult material, providing it is clear that the question is in connection with the assessment. The lecturer will be able to judge for him or herself what is an appropriate level of assistance.

Some examples

Unfortunately, each year there are some students in the Department of Statistical Science who submit work that goes against the regulations. The consequences can be severe. Below are some examples of recent cases in the Department.

Example 1 Final-year student A had a lot of coursework deadlines in the same week as an important job interview. One of the coursework deadlines was for an extended piece of data analysis, set two weeks previously. Because of his other commitments, student A did not start this piece of coursework until shortly before the deadline at which point he discovered that he did not have enough time to do it. He asked student B for help. The result was that both students submitted essentially identical work using the same computer output. A Departmental panel was convened to investigate the matter. The panel suggested that student B had passed electronic material (computer output and graphics files) to student A, who had used this material in his own submission. Although student A admitted asking student B for help, both students denied exchanging material. They were, however, unable to explain how the similarities in both pieces of work had come about. As a result, the allegation was upheld and both students were penalised. Student A was given a mark of zero for the module in question (this meant that he had no possibility of passing it that year), and student B was given a mark of zero for the coursework component.

Example 2 Students C and D both had to submit some computer code for an assessment, which was worth one third of the total mark for a module. There was considerable flexibility in how to go about the assessment. Although the students submitted code that looked very different, closer inspection revealed that they were carrying out the same procedures in more or less the same order, and that the methods they used to carry out these procedures were essentially the same. Further, these procedures and methods were not used by other students in the class. On investigation, it transpired that the students had discussed the assessment over the phone while sitting in front of their computers. This is unacceptable, and as a result the marks of both students for this piece of assessment were halved.

Example 3 The in-course assessment for a particular module was organised as a multiple choice exam taken via Moodle, to take place outside of lessons. Each student could attempt the one-hour exam at any time of their choosing within a ten day window, but were clearly told that they must work alone. After the exams had been graded, the module lecturer noticed that students E and F had given identical answers to every question (including incorrect answers). Inspection of the Moodle logs revealed that the students had started and finished their attempts at exactly the same time, using IP addresses that were traced to adjacent PCs in the same computer cluster. Students E and F admitted colluding on the in-course assessment and were both given a mark of zero for that component.

Example 4 A student alerted staff to inappropriate discussion that took place during an online open-book exam. The student provided screenshots of solutions to parts of the test paper that had been circulated during the exam via WhatsApp. During the marking process, the module lecturer also noted similarities in the solutions to some questions among a large group of students. The module lead reported the similarity and a large-scale investigation was conducted, which included a departmental panel. Some of the accused students admitted to using the circulating solutions as part of their submissions and penalties applied according to the UCL regulations. The majority of the remaining accused students - who did not admit to using the circulating solutions during the exam – were also penalised as the panel concluded that the similarities in their scripts with the circulating solutions were too striking and on the balance of probabilities did not occur by chance alone.

Example 5 A student who was struggling with a module commissioned a third party to help with completing an online open-book exam. During the marking process, the module lecturer became suspicious of the submission as the questions on the exam paper had been answered in different styles. Given that the module lecturer could not identify any other script with similar style answers to the script in question – making collusion unlikely – the case was forwarded to UCL's central Academic Misconduct panel as a possible case of contract cheating. The panel found the student guilty, and given the severity of the misconduct, the student was permanently excluded from UCL and did not receive an exit award.

Example 6 Two students, G and H, had an upcoming deadline for a piece of coursework. Both were working individually in the library on their respective submissions on personal laptops at adjacent desks. Student G left their laptop for a few minutes, during which time student H took a picture on their phone of student G's uncompleted coursework. Using the pictures, student H took inspiration from student G's approach to the coursework and altered their work accordingly. During marking, the module lecturer noticed that the approach both students had taken was strikingly similar, and on querying the students, student H admitted to have taken screenshots of student G's work while they were away from their laptop. Student H was penalized according to UCL regulations.

How to avoid plagiarism and collusion

If you are found to have committed an offence of plagiarism or collusion, it makes no difference whether or not you intended to do so. Ignorance is no excuse. To avoid committing an offence, a useful rule of thumb is: if in doubt, don't do it. Make sure that any work you submit is your own unaided effort (unless, of course, the assessment allows groupwork). More specific guidance is as follows:

i)   Plan your work schedule carefully, to allow enough time to complete each piece of assessment.

ii) If you have genuine problems in meeting a deadline, don't take the easy way out and borrow a friend's work. Discuss your difficulty with the module lecturer in the first instance.

iii) If you are stuck with an assessment, don't ask another student for help. Discuss it with the module lecturer.

iv) If another student asks you for help with an assessment, or asks to see your work, suggest that they approach the module lecturer instead. Remember: if somebody else copies or uses your work, you will be penalised as well, even if you didn't expect them to use your work in this way.

What to do if you suspect academic misconduct

As misconduct is cheating, and it devalues UCL qualifications for students who achieve their results honestly, students suspecting academic misconduct among their peers may want to alert relevant members of staff accordingly. The quickest way of doing this is to approach the relevant module lecturer directly. However, we understand that you may want to retain some level of anonymity. In this case, please contact Karen Leport (k.leport@ucl.ac.uk). Ms Leport can act as a mediator between you and the module lecturer so that your identity is not revealed.

Examination marks

First and second marking

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

Moderation

The "raw" mark for an assessment may not be the final mark that is awarded. An Internal Examiner, usually the module organiser, will carefully consider *grade boundaries* by examining a sufficient range of scripts and using the grade descriptors summarised on page 15. These boundaries determine the raw mark required to achieve each grade. Once the grade boundaries have been set, the examiner will calculate the associated percentage mark on the UCL scale from 0.00% to 100.00%.

For example, for a particular assessment marked out of 100, the examiner may decide that submissions scoring at least 58/100 meet the criteria for a grade B (equivalent to a percentage mark of 60.00% on the UCL scale), while those scoring at least 71/100 meet the criteria for a grade A (equivalent to a percentage mark of 70.00% on the UCL scale). Therefore a score of 58/100 is converted to 60.00%, a score of 71/100 is converted to 70.00%, while a score strictly between 58 and 71 is converted to the relevant percentage mark using linear transformation.

It should be noted that the examiner may decide that such conversions are not necessary, e.g. a score of 60/100 (and no less) does indeed match the descriptor for a grade B so is converted to 60.00% on the UCL percentage scale, or that grade boundaries may be above or below what is expected as in the example above.

All examiners are required to justify their choice of grade boundaries formally, which the second examiner must agree. The External Examiner (see next section) also reviews this justification and can request changes if necessary.

External examining at UCL

External Examiners are senior academics or practitioners from other universities who help UCL to monitor the quality of the education we provide to our students. In particular, External Examiners scrutinise the assessment processes on each programme, helping UCL to ensure

that all students have been treated fairly, that academic standards have been upheld and that the qualifications awarded are comparable with similar degrees at other UK universities.

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

Boards of examiners

Marks are finalised at meetings of examiners in the departments offering the modules. When finalising the marks, examiners in the Department of Statistical Science compare results between modules of the same difficulty level in order to ensure comparability of standards. Recommended degree classifications for completing students are made at the examiners meeting in their parent department.

Appeals concerning examination results

Where informal resolution is not possible, candidates may appeal against their examination results under one or more of the following conditions:

- Either the examination and/ or classification process was not conducted in accordance with the relevant regulations/ procedures.

- The examiners could not reasonably be made formally aware of special circumstances (e.g. illness) notified by the candidate which significantly affected his/ her performance in the examination. For a candidate to appeal on these grounds, it is necessary to demonstrate that they could not reasonably have submitted the appropriate claim for Extenuating Circumstances by the required deadline (see page 28).

- There has been an arithmetical or transcription error in the compilation of the marks and/ or the result.

- There is substantive evidence that one or more of the examiners can be shown to have been biased or prejudiced against the candidate in one or more specific examinations.

Any such appeal should be pursued via the Academic Appeals Procedure (see page 47). Note that appeals will **not** be considered except under one or more of the conditions above. The Department of Statistical Science would therefore like to reassure all students that all staff in the Department take the assessment process extremely seriously. The marking process described above is designed to ensure that papers are marked fairly and accurately, with all marks agreed by at least three examiners (two internal and one external) and any difficulties discussed by the entire Board of Examiners.

Information about the consequences of failure

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

- Be eligible for Condonement
- Need to Resit or Repeat the assessment
- Apply for a Deferral or other support (see page 28)

Condonement

Condonement allows a student to be awarded a qualification where they are carrying a small amount of failure, as long as their overall performance is of a good standard and the requirements of any relevant professional, statutory or regulatory bodies are met. Students who meet the condonement criteria will not be reassessed. Condonement can be applied only to module marks falling within a certain range, and students will need to meet defined criteria to be eligible for condonement. For modules at Masters level, the condonable range is 40.00-49.99%.

Some modules may be 'non-condonable' i.e. students must pass them. All Masters level research projects are non-condonable. Beyond this, a student's eligibility for condonement in any given module is determined by the **programme** on which they are enrolled. For the MSc Data Science and MSc Statistics programmes, all the taught modules are eligible for condonement. For the MSc Statistics (Medical Statistics) pathway, however, the modules: STAT0014 Medical Statistics 1 and STAT0015 Medical Statistics 2 may not both be condoned. If you are registered on the MSc Statistics (Medical Statistics) pathway and are otherwise eligible for a Masters award, but have achieved marks in the condonable range for both STAT0014 and STAT0015, you will instead be awarded an MSc Statistics, i.e. the medical specialisation will not be recognised in the award title.

Further information

- [Condonement](#)
- [Guide to Postgraduate Condonement](#)

Reassessment

Depending on the amount of failure, reassessment may take the form of either a resit, which usually takes place in the late summer, or a repeat in the following academic session. The marks for modules successfully completed at the second attempt will be capped at the pass mark – 50.00% for modules at Level 7.

Students who fail a Masters research project will normally resit by 31 January of the following academic session. Exceptionally, the Exam Board may decide that the extent of failure is such that the student needs to repeat the dissertation with tuition and fees.

Further information:

- [Consequences of Failure](#)

Deferred assessment

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

Further information:

- [Deferred Assessment](#)

AWARD AND CLASSIFICATION

The award requirements and classification scheme for Masters degrees are based on the marks for two elements: eight taught modules consisting of core and approved optional modules taken by the candidate (as detailed in the "Degree Programme Specifications" section beginning on page 20) and a research project.

Award requirements

For the award of a Masters degree, a student must:

- Pass all non-condonable modules, AND
- Attain marks in the condonable range in no more than 30 taught credits, AND
- Pass the remaining taught credits, AND
- Pass the research project, AND
- Achieve a credit-weighted mean of at least 50.00% across all credits.

Students unable to meet these requirements having exhausted all reassessment attempts may be eligible for an interim qualification, i.e. a Postgraduate Certificate (PG Cert) or Postgraduate Diploma (PG Dip). Any such award will be unclassified.

Further information

- [Masters Award Requirements](#)
- [Interim Qualifications](#)

Classification scheme

A student who meets the award requirements for a Masters degree will be awarded a Pass, Merit or Distinction classification. The following rules will be used to determine the classification:

Qualifies for Distinction	• A credit-weighted mean of at least 69.50% across all credits
	OR
	• A credit-weighted mean of at least 68.50% across all credits, AND • Module marks of at least 70.00% in at least 50% of all credits
Qualifies for Merit	• A credit-weighted mean of at least 59.50% across all credits
	OR
	• A credit-weighted mean of at least 58.50% across all credits, AND • Module marks of at least 60.00% in at least 50% of all credits
Qualifies for Pass	• Meets the award requirements

Specific regulations for each individual programme are published in the Portico Progression and Award Rules Tool. Students will be notified when their regulations are available. To find the Tool, students should click on the 'My Programme' box on the 'My Studies' page in Portico. The 'Progression and Award Rules' link is below the programme information.

The rules published here apply to students who have followed a standard progression. If you started your programme earlier than 2022/23 and subsequently interrupted or repeated some of your studies, your classification may be calculated differently. Please contact your Programme Administrator for further details.

Further information:

- [Classification](#)

Prizes

Departmental

The following sessional prizes may be awarded to students on the MSc Data Science, MSc Statistics and MSc Statistics (Medical Statistics) programmes:

- *MSc Prize*: for outstanding overall performance.
- *Project Prize*: for outstanding performance in STAT0034.[18]

Faculty

The Department may nominate outstanding students for consideration by the MAPS Faculty for the following award:

- *MAPS Postgraduate Prize.*

CHANGES TO REGISTRATION STATUS

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

Further information:

- [Changes to your studies](#)

Changing programme

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

Further information:

- [Change your degree programme or modules](#)
- [Programme Transfers](#)

Tier 4 students and changing programmes

Only some Tier 4 students are permitted to change their programme at UCL without first completing their previous programme. There are some circumstances where a Tier 4 student is permitted to change programme, however please be aware that this could affect your current Tier 4 visa and you could be required to apply for a new visa from outside the UK. Changing to a programme at a lower level than your previous/ current programme is not permitted under Tier 4 regulations.

If you are thinking of changing programmes at UCL and you hold a Tier 4 visa, please get in touch with the Visa Compliance Team for further information: visacompliance@ucl.ac.uk.

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[18] If the same recipient would otherwise be selected for both prizes, there will instead be two prizes for outstanding overall performance (and no Project Prize).

Withdrawing from a programme

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

Further information:

- Interrupting or withdrawing from your studies
- Withdrawing from a Programme

STUDENT SUPPORT AND WELLBEING

Central wellbeing and support services

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

The Student Enquiries Centre

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

- 10:00 to 18:00 on Monday-Wednesday and Friday
- 10:00 to 16:00 on Thursday

Telephone Service: You can also contact us via our telephone service: +44 020 3108 8836. The telephone service hours are:

- 09:00 to 12:00 and 14:00 to 17:00 on Monday-Wednesday, Friday

09:00 to 12:00 and 14:00 to 16:00 on Thursday

askUCL: Log an enquiry via askUCL, our online student enquiries system, to ask a question or directions to a particular service. We are currently responding to enquiries between the hours of 09:00 to 18:00 (Monday – Friday) and will aim to provide you with a response within 5 working days.

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

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

Disability, Mental Health and Wellbeing team

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

Further information:

- [Support for disabled students](#)
- [Mental health and wellbeing support](#)

Student Psychological and Counselling Services

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

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

Further information:

- [Student Psychological and Counselling Services](#)

International student support

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

Further information:

- [International students](#)

Accommodation

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

Further information:

- [Wardens and Student Residence Advisers (SRAs)](#)

Financial support

The UCL Student Funding Office provides a central service aimed at supporting students with money matters. We can assist with scholarship, bursary and loan queries, and help

signpost students to sources of funding. We also offer a range of resources and tips on money management. The easiest way to access our information and guidance is online, but for students with more complex circumstances an appointment can be booked with one of our Student Funding Advisers.

Further information:

- [Financial support from UCL](#)
- [Manage your money](#)

Student of Concern

There are many sources of support for students who are having difficulties, but sometimes it is hard to know how to help a student who appears to be struggling, particularly if they seem unwilling or unable to seek the help they need. Anyone concerned about the behaviour of a student, who believes the problem may be related to health and wellbeing issues, is encouraged to complete the online UCL Student of Concern Form. Depending on the concerns raised, Student Support and Wellbeing may respond by offering support or advice to the student or the person who submitted the form, liaise with support services or, if necessary, work with the relevant authorities to ensure the student is safe.

Further information:

- [If you are concerned about a student](#)

Registering with a doctor and out-of-hours support services

Registering with a doctor

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

Further information:

- [Register with a doctor (General Practitioner)](#)
- [Ridgmount Practice](#)

Counselling, support and information helpline

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

Further information:

- [UCL 24/7 Student Support Line](#)

Crisis support - immediate and urgent help

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

- Attending an Accident & Emergency (A&E) department of a local hospital. [University College Hospital](#) is the nearest A&E department to UCL's main campus (this A&E

department has a dedicated mental health unit).

- Calling 999 to request an ambulance if you are unable to reach the hospital yourself.

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

- Contacting the student's GP surgery to request an emergency appointment.
- If the GP surgery isn't open, the free NHS out-of-hours medical line on 111 can help students access the right services.
- Calling the [Samaritans](#) on 116 123 to talk to someone at any time, day or night.
- [Nightline](#) are available overnight and can help students across London, call them on +44 (0) 207 631 0101

Further information:

- [Urgent and out of hours support](#)

Equality, diversity and inclusion

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

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

Further information:

- [Equality, Diversity and Inclusion](#)

Inclusion Leads

Inclusion Leads provide support and assistance for students and staff on issues relating to equalities and diversity. The Inclusion Lead for the Department of Statistical Science is **Hanna Boeck** (h.boeck@ucl.ac.uk).

Further information:

- [Inclusion Leads at UCL](#)
- [Support for pregnant students](#)
- [Support for student parents](#)
- [Faith and belief](#)
- [LGBTQ+ Students](#)

Bullying, harassment, sexual misconduct and/or domestic abuse

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

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

Unacceptable behaviour includes:

- Intimidating, hostile, degrading, humiliating or offensive behaviour which has the purpose or effect of violating a person's dignity or creating an intimidating environment.

- Unwanted conduct related to a protected characteristic that has the purpose or effect of violating a person's dignity. The unwanted conduct can be physical, verbal, or non-verbal.

- Unacceptable behaviour of a sexual nature such as sexual harassment, invitations, comments, coercion and promised advancement in exchange for sexual access.

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

Students can request to speak to all the following advisors:

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

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

Further information:

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

STUDENT REPRESENTATION

Students' Union UCL

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

The Union is the representative body of all UCL students. It's run by students for students and is a registered charity, independent of UCL. All UCL students at every level are automatically members of the Union (but can opt out), and student leaders are elected annually by and from all current students. The elected student leaders who work full time for you are called Sabbatical Officers and they represent students on various UCL committees and influence decisions that matter to students. Alongside the Sabbatical Officers there are

more than 2000 other student representatives, who cover every part of UCL life, from your programme, research studies, department, faculty or the UCL accommodation you live in.

Further information:

- [Students' Union UCL website](#)
- [Make a change](#)

Student clubs and societies

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

Further information:

- [Students' Union Clubs & Societies](#)
- [Club and Society Events](#)

Departmental student society

Students registered for any of the degree programmes listed at the top of page 2 are eligible for membership of the student-run Statistics Society, which organises social and other activities.

Academic Representatives

Your Students' Union is there to make sure you have the best possible time while you're studying at UCL. One of the ways they do that is by working with departments and faculties to ensure that every student is represented and has a voice in the way that the university works.

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

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

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

Further information:

- [Academic Representatives](#)
- [Find your representative](#)

Staff-Student Consultative Committee

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

It is possible in principle for every interested student to attend the committee meetings (subject to space restrictions). The minutes of previous meetings are available on the DOSSSH Moodle page for students to consult.

Departmental Teaching Committee

This committee oversees the organisation and structure of the degree programmes and modules offered by the Department. It also considers teaching matters arising from meetings of the Staff-Student Consultative Committee. Student representatives (including at least one from each undergraduate year group) are invited to Departmental Teaching Committee meetings.

Students' Union Advice Service

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

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

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

Further information:

- [Students' Union Advice Service](#)

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, Departmental or Faculty Tutor or Academic Representative if they have any concerns about their programme. They can also speak to the UCL Student Mediator or the Students' Union

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. Students' attention should be drawn to the timescales set out in the Procedure.

Further information:

- [UCL Student Complaints Procedure](#)
- [UCL Academic Appeals Procedure](#)
- [UCL Student Mediator](#)

STUDENT FEEDBACK

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

The Department is very interested in how students feel about studying Statistics at UCL and how well we are doing according to the students' point of view. There are a number of ways in which students can give feedback to the Department, some of which are detailed below. Students are also encouraged to give individual feedback to their Personal Tutor (regarding general issues) and to the module lecturers (regarding specific modules). The Department will try its best to take students' opinions into account wherever possible.

Student surveys

One of the principal ways in which UCL gathers and responds to student feedback is via online student experience surveys such as the National Student Survey, annual programme evaluations and the New to UCL survey. Whether it's about teaching, accommodation, or facilities, surveys are a chance for students to have their say about what works and what needs improving, to help us make sure that UCL is delivering an excellent education for current and future students. Each survey takes just a few minutes to complete, all responses are anonymous, and some include a generous prize draw. Every piece of feedback is read and the results of each survey are shared with staff across UCL – including President & Provost Dr Michael Spence.

Further information:

- [You Shape UCL](#)

Module dialogue

Throughout all modules students will be asked to answer short pulse survey questions, on a regular basis. These pulse surveys are important because it helps teaching staff 'check-in' with students, making sure that they can understand and access key aspects such as the content of the module, assessment information and learning resources. This provides an opportunity for students to reflect on their learning and also give constructive feedback by

engaging in a dialogue with staff about the results. Helpful comments and ideas from students mean that changes and improvements can be made to the module before it ends, as well as shaping the module for future students.

UCL ChangeMakers

UCL ChangeMakers helps students and staff work in partnership to make education better at UCL. Students and staff can apply for funding to collaborate on a project focused on enhancing education and students' experience at UCL. Projects address issues that are important to students, often uncovered through student survey data, discussed at SSCCs, raised through Unitu or as the result of ideas from students and/or staff. There are two application deadlines a year, in Terms 1 and 2. Projects are open to all students: undergraduate, postgraduate taught and postgraduate research (MRes).

Further information:

- [UCL ChangeMakers](#)

Student Quality Reviewers

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

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

Students are paid a stipend of £300 for around 25 hours work.

Further information:

- [Student Quality Reviewers](#)

EMPLOYABILITY AND CAREERS

Careers information

Within the Department, there is a careers section included as part of the DOSSSH Moodle page. Job advertisements and information about careers talks, fairs and courses are posted there. Special careers talks arranged by the Careers Tutor.

You may approach members of the academic and teaching staff for a job reference. However, please note that staff cannot supply a reference without your written permission (see page 10). If you require a reference, therefore, you should fill in a form, available from the Departmental Office and the DOSSSH Moodle page (see page 9). This form also contains space for you to provide other relevant information (for example, a description of the position / course you are applying for, and a brief CV). This kind of information will enable staff to write constructive references for you.

UCL Careers

UCL Careers provides a wide variety of careers information, one-to-one guidance and events for UCL students and recent graduates. UCL Careers assists them through the entire job

hunting process, including exploring options, searching for vacancies, preparing CVs and applications, practicing for interviews, aptitude tests or assessment centres, and providing access to recruitment fairs and other employment-related events. They can also advise on exploring options for further study and funding. Services and events are available to all taught students, researchers (PhD students and postdocs) and graduates (for up to three years after course completion).

UCL Careers also supports employability activities within departments such as work-related learning and internships. UCL students are helped with applications and sourcing opportunities with web resources and advice. They can book appointments and search for internship and graduate job vacancies via myUCLCareers.

Further information:

- UCL Careers
- myUCLCareers
- Sourcing and making the most of internships

Royal Statistical Society (RSS) accreditation

The Royal Statistical Society (RSS) accredits taught degree programmes on the basis of information supplied by the awarding institution. RSS accreditation provides reassurance that a programme produces graduates with the technical skills and subject knowledge required of a statistician.

The MSc Data Science*, MSc Statistics and MSc Statistics (Medical Statistics) programmes have been accredited by the RSS. The current period of accreditation covers students who first enrol between September 2017 and September 2023. All students on an accredited programme will be eligible for e-Student membership of the RSS, with the potential to progress along the professional pathway of RSS membership to Graduate Statistician and Chartered Statistician status. The programmes marked * are accredited on a conditional basis. Graduates from these programmes who wish to apply for Graduate Statistician status with the Society must submit a transcript to show that a satisfactory combination of modules has been taken. A table listing the conditions is provided below.

Conditionally Accredited Programme	Condition(s)
MSc Data Science	Either the research project must be in statistics, or at least 45 credits of optional statistics modules must be taken.

Entrepreneurship at UCL

UCL has a long and successful track record of supporting spin-outs and start-ups developed by its academic and student communities. Many of the student and staff entrepreneurs have won external awards and achieved substantial investment allowing their enterprises to grow and reach their full potential. UCL offers a wide range of support to students ranging from training programmes, advice on whether an idea has commercial potential, one-to-one sessions with business advisers, funding, competitions and incubator space to help them start or grow their business.

Further information:

- UCL Innovation & Enterprise

SPORT AND PHYSICAL ACTIVITY

TeamUCL

With 75 Sports Clubs and our very own TeamUCL Sports Leagues, we operate one of the largest university sport programmes in the UK. There are opportunities to learn sports as a beginner, compete for TeamUCL at a national level in British Universities and Colleges Sport (BUCS), or join a department or society team to play against other UCL students in the TeamUCL leagues. UCL has a commitment to support dual-career athletes throughout their studies. If you are a national or international level athlete, find out more about the TeamUCL Elite Athlete Support Programme.

Further information:

- Welcome to TeamUCL

Project Active

Project Active offers low cost, beginner friendly physical activity for all UCL staff and students including weekly classes, social sport and one off events.

Further information:

- Project Active

Bloomsbury Fitness

Bloomsbury Fitness is a gym that gives back. As part of your Students' Union, we offer a quality service while keeping prices low and channelling profits back into student activities. Our campus gym is located at 15 Gordon Street, WC1H.

Further information:

- Bloomsbury Fitness

VOLUNTEERING SERVICES

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

The Service runs three main programmes:

- **Partnerships:** linking students with volunteering opportunities within their network of around 350 community partners.
- **Student-led Projects:** supporting students to set up and run their own community projects.
- **Community Research Initiative:** connecting master's students with community organisations for collaborative research and Knowledge Exchange projects that form their dissertations.

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

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

Further Information

- [Volunteering Services](#)

HEALTH, SAFETY AND SECURITY

Health, safety and security at UCL

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

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

In an emergency: please call **020 7679 2222** or **UCL extension 222** from any UCL phone, before ringing 999. This allows the security team to direct the emergency services to the correct location. If you are off the Bloomsbury campus call **999** and request the appropriate service (police, ambulance or fire brigade).

Safezone App

SafeZone is an app available to all UCL students and staff to make it easier for you to contact UCL Security directly from your mobile device. Landlines at UCL can still contact security by dialling '222'.

Further information:
- [Accidents and Emergencies](#)
- [Emergency contacts](#)
- [Staying safe](#)
- [Safety Services](#)
- [Fire Safety at UCL](#)
- [Security at UCL](#)
- [Safety on and off campus](#)
- [SafeZone App](#)

AFTER STUDY

Degree certificates and transcripts

A degree certificate will be sent to each successful student awarded a UCL degree within three months of conferral of the award. A copy of your official transcript, detailing

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

UCL Student Records can produce additional transcripts for students on taught programmes as well as for affiliate students via the [e-transcript service](#).

Further information:

- [Degree Certificates](#)
- [Transcripts](#)

Graduation ceremonies

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

Further information:

- [Graduation Ceremonies](#)

UCL alumni community

As UCL alumni, you join a global community of over 350,000 former students. All UCL alumni can take advantage of a huge range of exclusive benefits and support, including access to thousands of e-journals, use of the library, a UCL-branded email for life and UCL Careers services for up to three years. Stay connected through reunions, international networks, and interest-based groups. UCL students and alumni can also take advantage of UCL's lifelong learning opportunities through UCL Connect, our professional development programme of panel events, workshops, and resources such as blogs, case studies and podcasts.

Further information:

- [UCL Alumni](#)