



HPSC0155

Science Communication

Final Project

Syllabus

v1

Session	2023-24
Web	profjoecain.net/0155
Moodle	profjoecain.net/0155moodle
Timetable	no set timetable
ReadingList	profjoecain.net/0155read

1. Description

The Master's degree culminates in a science communication project of the student's own design. This project is documented by a project proposal in Term 3 and a final product submitted near the end of the summer. Student work is guided by an academic supervisor. It also is supported by a variety of key skill programmes. Students are expected to construct a project that includes (1) original work and research, (2) deliberate and well-considered methodological choices, and (2) relevance to significant general conversations in the discipline of science communication. The project is a substantial part of the degree, and it should represent the very best work a student can produce.

2. Essential information

2.1 Module convenor

The **convenor** organises the module, guides students through initial stages of development, monitors supervisory contributions, and troubleshoots should problems arise. They also oversee the assessment process and ensure comparability of marking.

The **supervisor** is your first point-of-contact. The **convenor** is your second point-of-contact.

Convenor	Professor Joe Cain
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2.2 Summary of assessment

Assessment		
	0%	Title and Topic (form to complete)
	20%	Proposal (1,000 words)
	80%	Final Project (10,000 words or equivalent)

2.3 Schedule

Date	Activity
Term 1	Informal conversations about projects
Term 2	Workshops to help develop ideas and manage formalities
27 March 2024	Title and Topic due
Term 3	HPSC0155 will have activities during Term 3, and attendance is expected. Students need to plan to be in London for in-person work until the end of Term 3. Time in London may extend longer depending on the project.
29 May 2024	Proposal due
02 September 2024	Final Project due
end-September 2024	Project Showcase

All due dates are 17:00 London time.

3. Aims and Objectives

3.1 Aims

The science communication final project is the culmination of the Master's programme. The overall aims focus on research, project management and project delivery to a high professional standard. The goal is not simply to create communication products. It also is to reflect on practice: demonstrate an intellectual engagement with key theories and concepts of communication as a discipline.

General aims for the module are:

1. plan their project in advance, using a proposal to describe their undertaking, describe how it will be managed, and reflect upon its value
2. work independently and manage a complex project within strict time constraints
3. comply with relevant ethical, safety, and documentation processes
4. reflect on the strengths and weaknesses of methodology, understanding how to improve in future work
5. demonstrate an intellectual engagement with key theories and concepts of communication as a discipline

In addition, students on the portfolio pathway will be encouraged to:

- reflect on the strengths and weaknesses of technical skills
- understand how to develop new technical skills quickly
- peer assess work using comparable techniques

In addition, students on the research pathway will be encouraged to:

- undertake independent research that makes an original contribution to knowledge, or produces a novel synthesis of existing materials relevant to significant conversations in the discipline
- relate original research to existing literature on the subject
- relate research to general themes in relevant scholarly literatures and conversations

3.2 Objectives

By the end of this module, all students should be able to:

1. plan a substantial project
2. comply with ethical, safety, and documentation processes
3. assemble findings into a substantial product
4. use expert knowledge in the subject of their project
5. demonstrate skilled use of research methods appropriate to their research questions
6. relate their work to key concepts and conversations in communication as a discipline
7. network towards using expertise relevant to their project while working as an independent learner

In addition, students on the portfolio pathway should be able to:

- deliver creative outputs that meet high professional standards
- demonstrate expert knowledge of practical skills involved in producing creative output
- reflect on the strengths and weaknesses of the outputs they create
- comment constructively on the work of their peers undertaking comparable work

In addition, students on the research pathway should be able to:

- generate original data, and incorporate existing data or literature, relevant to their research questions
- relate original data to existing literature, or to create a novel synthesis of existing materials
- advise on the strengths and weaknesses of their methodology, with constructive commentary on how they might improve their efforts in future work

4. Two Pathways for Final Project

Students have a choice of pathways for their final project.

- pathway 1: produces a practice-based portfolio accompanied by 3,000-word reflective paper
- pathway 2: research project culminating in a 10,000-word paper or briefing

Students choose their pathway in Term 2, and they are assigned a supervisor at the end of Term 2. Working with their supervisor, students develop their ideas in a project proposal during Term 3.

4.1 Pathway 1: Practice-based Portfolio

Some students want to develop a portfolio of creative materials. This might include long- and short-form writing, audio materials such as podcasts, visual materials such as documentaries, or multi-modal materials such as an exhibition catalogue or plan. The ambition should be to produce creative content suitable for professional use.

In practice-based projects, the work goes beyond delivery of outputs. It also will be an investigation of the practice itself. To that end, the portfolio will be accompanied by a reflective essay of approximately 3,000 words developing a rationale for the choices made while creating the product *as well as* providing a theoretical grounding for the work and reflections on strengths and weaknesses of the portfolio as delivered. Reflection should show integrated learning from across the degree as a whole. It should contextualise the portfolio's contribution to our understanding of science communication as a field of practices and it needs to be informed by relevant scholarly literature. In a sense, the outputs offer a case study of the theory.

The portfolio and reflective essay are assessed as a combined whole. One mark is provided, and feedback will relate to both elements as an integrated package.

The amount of material in a portfolio will vary depending on the choice of outputs. HPSC0155 is a 60-credit module and 600 hours of work are expected. That equates to 16 weeks of full-time labour, and it is equivalent to the workload of four regular modules in the degree. Supervisors will advise on scale and quantity of work minimum for the portfolio. Table 1 offers an approximate guide; however, students are reminded that quantity is not the same as quality. A high standard of professional effort is expected for every submitted piece in a portfolio. As an example, an extraordinary 10-minute, well-executed audio adventure may be assessed higher than 4x30 minute mundane podcast conversations in which the interviewer is relatively passive. Alternatively, a 10-page Zine with newly visualised data journalism may be assessed higher than a 30-page graphic novel that is derivative and superficial.

Consult your supervisor about minimum expectations. Also keep maximums in view. The latter is important as best practice within the industry as well as good time management within the module. If an editor asks for 2,000 words or 3 minutes or 50 frames, they neither want 50% less nor 50% more. This is why assessment penalises over-delivery as well as under-delivery.

Table 1: Quantity Estimates for Different Types of Creative Output	
Discuss specific cases with your supervisor.	
<i>Type of creative content</i>	<i>Minimum expectations</i>
Moving image (video, film, animation, etc.)	15 minutes
Audio (podcast, immersive episode)	30 minutes
Non-text portfolio of visual material (graphic design, photo, fine art, etc.)	35 content pages or equivalent

4.2 Pathway 2: Research Report

Some students will undertake a novel research project or a substantial literature survey. This will result in a research report that makes an original contribution to knowledge or produces a novel synthesis of existing materials relevant to significant conversations in the discipline. The research report is an essay of 10,000 words.

Several avenues for research are open to students. Historical and archive-based work is one avenue. Sociological work is another. It might take the form of participant observation in a place related to science communication (e.g. The Science Museum) and analyse the practices of science communication of that place. It also might take the form of a substantial content analysis or cultural comparison. Analysis of industry trends is another possible avenue. A literature review of theory or concepts in the discipline of science communication is one option more. STS academic staff have many project ideas, and students should avail themselves of opportunities for wide discussion before fixing their mind firmly on any one selection.

The main focus of any research project should be to advance knowledge about practice or theory in the discipline of science communication.

The format of the research report will vary depending on the project attempted. Consult your supervisor. The default recommendation for a format asks the student to select a research journal appropriate to the subject matter and model their writing explicitly on the format, style, and voice in that specific journal. All journals have advice to authors regarding fine points in writing. In other words, write as though you are preparing an article for publication in the journal chosen.

5. Module Timeline

HPSC0155 is a long-term commitment. Exploration and planning take place during Terms 1 and 2. For time management purposes, the module divides into five phases.

Phase 1: Informal Conversations

Students are strongly encouraged to discuss possible project ideas with tutors, fellow students, and other science communication professionals. All projects begin with open-ended conversations and scoping exercises. These should be non-committal. Informal conversations should begin in Term 1. They should become increasingly focused. As Term 2 continues, all STS staff welcome conversations, and all staff know students will be seeking to have them. It's the student's responsibility to initiate discussions. All it takes to start a conversation is to email a person and request for time for a short conversation.

To assist in project scoping, the convenor will organise a series of advice sessions during Term 2. These will build on modules and other activities around the department. Student hoping to undertake a research-based project may benefit from our module, HPSC0126 Social Research Methods and Data Analysis in STS.

Phase 2: Title and Topic

The first formal step in the module requires the student to submit a "Title and Topic" document. This will be a form available via Moodle. This is not assessed, but students will receive formative feedback. This will be due near the end of Term 2.

The main purpose of "Title and Topic" is to assign an appropriate supervisor to the student based on their project idea. The project choice is understood to be a provisional but serious attempt to define a topic. At the least, it should give a general indication of focus and method.

Students who do not submit a completed "Title and Topic" document will be assigned a supervisor without consultation. They may also have a project assigned to them by the supervisor.

Fictional sample of titles for practice-based portfolios:

1. "Following Friends: A Saturday-In-The-Life Documentary about Public Engagement with Crystal Palace Dinosaurs. 20 minute film."
2. "One for every planet: audio exploration of UCL's Mullard Space Science Laboratories work on space probes. Probably 3x15 min BBC Radio4 episodes"
3. "Once a Fortnight: I propose writing four feature articles for Nature about four randomly chosen stories from four issues of their journal – one article per fortnight."
4. "My big fat book: first 10k of a trade book about what is fat? is it actually bad? what do I do about having it? how to attack fat-shaming"

Fictional sample titles for research projects:

1. "What do adults do at the zoo? Monitoring adult behaviour in science engagement by surveillance at London Zoo".
2. "Data visualisation of pandemic during COVID comparing UK and Brazil government messaging"
3. "How do university media relations officers develop skills in science communication: surveying communicators in Russell Group universities"
4. "Research paper on sustainability in publishing with a focus on the supply chain"
5. "Features of science influencers on TikTok vs YouTube"

Phase 3: Proposal

All students submit a Proposal near the end of Term 3. This is assessed. The format for their proposal is a "Project Proposal Form" that will be available on Moodle. Criteria for assessment will be described during Term 2.

The aims of the proposal are straightforward:

1. propose the project idea
2. present a plan for its execution
3. describe the rationale for why the project should be done
4. provide some specific intellectual grounding for the project

For a practice-based portfolio, the proposal should identify the types of outputs planned, and it should identify any resources required that the student doesn't have ready access to, such as film-making equipment or a need to travel to a distant location for interview purposes.

For research-based projects, the proposal should identify the research question pursued, the methods used to pursue it, the needs required to start the research, and specific relevant literature preceding the project.

All projects evolve, and students can expect their final work to deviate somewhat from their project proposal. Supervisors will monitor that evolution. Supervisors must be involved in any process that leads to a fundamental change in project ambitions or design.

Where projects require review for methods, safety, or data management, students should attach as appendices the ethics applications prepared for review. These do not contribute to word counts. Applications do not need to be approved at the time the proposal is submitted. Substantial drafts of applications not yet submitted are acceptable but not recommended, as the end of May is very late for seeking approvals for future work. Students must be mindful of the time required for meaningful review of ethics applications, remembering that retrospective requests (i.e., requests for work after data collection has begun) will not be approved.

The purpose of the project proposal is to steer students towards refining their research questions, reviewing existing scholarship and getting their project started in a serious way. A further purpose is to require the student to identify the methods they believe will be most relevant for engaging the research questions to be investigated and to demonstrate their skills in project management.

STS staff will provide substantial feedback with respect to project definition, relevant literature, framing, and methods. By the time the proposal is submitted for review, everything should be in place to start the project.

Writing a proposal is an important transferable skill. You may well have to write project proposals when you get a job, or for PhD applications. It is important to understand how to write such proposals well to have the best chance of success. This is not straightforward. There are often important balances to be struck (e.g. scope of project vs. completion on time) and it is important to get your main idea across clearly and concisely.

The main reason for the attendance requirement in Term 3 is to ensure students have access to in-person consultation with supervisors and others who might provide materially and intellectually to the project. STS will offer a programme in Term 3 for HPSC0155 students, and full participation of students is expected.

Phase 4: Do the Work

Students are expected to commit substantial time to their project during Term 3 and during the summer. HPSC0155 is a 60-credit module and 600 hours of work are expected. That equates to 16 weeks of full-time labour, and it is equivalent to the workload of four regular modules in the degree. If you are devoting significantly less time and effort to your project, you should review your commitments and discuss the load with your supervisor.

In-person engagement with staff and others in the STS community is expected in London until the end of Term 3. Afterwards, depending on the project, remote supervision may be permitted.

Phase 5: Submit

Projects are due approximately at the end of August. The specific details will be noted in the syllabus and on Moodle. Digital upload is required. Students are not required to submit paper copies. Criteria for assessment will be discussed in Term 3.

Please do not leave large amounts of work on your project to the last minute. Short-term last-minute extensions are not usually approved. Part of what is being tested here is your ability to manage a substantial research project and to complete the project on time. Such time management is critical to many commercial and academic projects.

STS wants to celebrate student achievement. After work is submitted, and while marking is underway, STS will organise a "Project Showcase" to highlight work. This likely will take the form of a virtual showcase of work (volunteered by the student and viewable only within the STS envelope) as well as an in-person event during STS's induction week for the next session. For both, the purpose is to allow peers to see each other's work. For the in-person event the purpose is to provide a grand finale for the year just finishing and a networking event for the overlapping cohorts. Engagement with the showcase is optional.

6. Ethics

Ethics is a subject you must discuss with your project supervisor at the very start of your work. Where required, approvals must be in place prior to data collection. Students who fail to obtain appropriate approvals before data collection risk a mark of zero for their project, as unethical research cannot be accepted and demonstrating knowledge of ethical practices is a key learning objective for the module.

Research review is the process of you asking for permission to undertake the research you want to do. All research is reviewed by the supervisor. In some cases (e.g., when research involves more than low risk, when humans are subjects, or when laws place restrictions on what research we can allow) we use formal review processes. UCL includes three subjects in its process of review:

- methods – how will you conduct data collection and analysis?
- safety – what might risk your safety or the safety of others, including your research subjects?
- data – will your data need special handling owing to a sensitive or legal issue?

Your supervisor is the first point-of-contact on research review. They will advise on which elements, if any, of your project require special application. The ultimate responsibility for ensuring compliance rests with the student as the researcher. Training in research review is part of your degree programme.

STS resources on research review are online: <ucl.ac.uk/sts/ethics>.

6.1 Review Methods

Without exception, all research involving “intervention or interaction with living human participants or the collection or study of data derived from living human participants” must receive ethical approval of methods *prior to the start* of data collection.

The main purpose of methods review is to protect our research subjects and ensure we use methods that carry least risk. The main consequence for researchers who use methods review is an increased confidence that their approved methods will be safer and more efficient than might otherwise be the case.

Journalism Methods

If your project is journalistic in nature, methods review is *not* subject to formal application through STS. The ethical standards you will be held to are those in the [“Code of Conduct” for the National Union of Journalists](#). You are expected to show a thorough awareness of this code of conduct when undertaking your final project. You should discuss the relationship between your project and this code of conduct during your supervisions.

Journalistic interviews commonly ask about events a person has been witness to, about factual matters external to the person’s sense of self, and about opinions unlikely to cause introspection, or distress, or psychological revelation.

Examples of journalistic questions:

- “what did you have for breakfast this morning?”
- “how does your research contribute to a cure for disease?”
- “how do you think financing affects the ability of big tech to sway politicians?”
- “what makes this machine do that work?”

Social Science Methods

Your project uses social science methods when it seeks to collect data from individuals about personal identity and their sense of self, provokes introspection or self-evaluation, or reaches into sensitive areas (as defined by UK law). Projects using social science methods are subject to **methods review** in the STS research review process.

Examples of social science research questions:

- “How do you think your sexuality influences your interpretation of the data?”
- “In three words, tell me how you felt when you thought they had stolen your data?”
- “Why are you believe that is the morally right thing to do?”
- “How does it feel to wake up every day knowing you have this disease?”

When categorisation is ambiguous, STS normally applies a precautionary principle, considering the research to be of a social science nature.

Methods Not Allowed in HPSC0155

Some methodological choices are prohibited in HPSC0155.

- You cannot involve children (anyone under age 18 years old) in any way
- You cannot involve anyone who can be considered vulnerable according to UK law
- You cannot use social science methods in a country outside the UK

The reasons vary. In general the reason is practical: the time required to obtain methods approval is too long given the time available for the project. Moreover, supervisors cannot be expected to commit the resources needed for appropriate safeguarding. The restriction on international work is in place because UCL wants to avoid practices that might be considered imposed, extractive, or exploitative. UCL also

insists on local engagement in research practices. As a practical matter, we cannot put appropriate systems in place for HPSC0155 projects, so we cannot support projects with international data collection.

6.2 Review Safety

UCL has a duty of care to students during their research. When research requires students to work off-site or in unusual circumstances, a review of safety is required. "Consider safety" is the process STS uses to review safety. The goal of a safety review is to identify significant risks and to consider how best to mitigate or reduce those risk. The safety of people working with you on the project requires consideration, too.

Examples of notable safety risks in project work:

- travel to a location abroad or a location unfamiliar to you
- work unaccompanied with people you barely know or work behind a locked door
- work in environments where hazardous materials or equipment is used
- work when you carry expensive equipment through unfamiliar locations

Mitigation is the process of finding ways to reduce the risks you identify. Examples of mitigations:

- travel to an unfamiliar location: mitigation might involve travelling with a friend, sharing travel details with a trusted person, maintaining a checking-in timetable with a trusted third party or with UCLSafeZone
- work unaccompanied with people you barely know: mitigation might involve keeping only to open public spaces and not working behind locked doors without additional people present
- work in hazardous environments: secure safety equipment and training prior to entry
- carry expensive equipment: use a taxi service to nearest trusted location or arrange a courier to transfer equipment at a later date

In many cases, mitigating risk is a simply matter of astute planning. However, risk mitigation is never trivial. It is core to best practice in all research.

6.3 Review Data

Some data collected in research must be handled in secure ways. This is a legal requirement under data protection. STS uses the "consider data" process to identify how a student researcher will comply with data handling requirements. It also is designed to help students think about professionally data handling and preservation.

6.4 STS Review Procedures

STS research review procedures are described online at www.ucl.ac.uk/sts/ethics.

Some key points in our advice to students on compliance:

1. allow at least two weeks between submitting an ethics application and the date of your first planned data collection
2. your supervisor must approve your research review applications *before* you submit it to the department
3. take credit for doing this well. Note the ethics approval number in the introduction of your project report. You may also include blank copies of consent forms, interview schedules, questionnaires etc. if you feel they provide evidence of your prowess operating in an appropriately ethical manner. Appendices do not count towards your overall word count.
4. do not include confidential information in your dissertation (such as signed consent forms, interview transcripts, or completed questionnaires) without first removing revealing information. Anonymise quotations from research interviews.

As independent researchers, students must comply with UCL policies. This is absolutely vital, and because UCL has legal duties in this area, a project will be penalized for failing to have in place

approvals. For instance, researchers who use living humans as research subjects in any way, but who fail to secure approvals prior to data collection, will receive a mark of zero for this module, at the discretion of the STS Head of Department.

7. Important Policy Information

Refer to the [STS Student Handbook](#). We follow the rules of that handbook.

7.1 Engaging with AI

UCL provides guidance for "[Engaging with AI in Your Education and Assessment](#)".

AI classification

This module has a Category 2 rating regarding use of AI tools.

Category 2: AI tools can be used in an assistive role*

Students are permitted to use AI tools for specific defined processes within the assessment.

AI tools can be utilised to support the development of specific skills as required by the assessment. Students can leverage AI for tasks such as data analysis, pattern recognition, or generating insights. There will be some aspects of the assessment where the use of AI is inappropriate.

Examples of where AI might be used in an assistive category include:

- drafting and structure content
- supporting the writing process in a limited manner
- as a support tutor
- supporting a particular process such as testing code or translating content
- giving feedback on content, or proofreading content.

7.2 Extensions and Mitigations

This is a long-term project, and time management is a learning objective. Short-term extensions normally are not considered.

Information about extensions and mitigations is provided in the [STS Student Handbook](#). Individual tutors cannot grant extensions on their own initiative, so please do not ask. STS respects all SORAs and ECs approved elsewhere in the university; normally, these are communicated to STS automatically.

7.3 Project Feedback

Your feedback and first marks on coursework will be accessible via Moodle, normally four weeks (20 working days) after the submission date. We aim to give formative feedback sooner, normally two weeks. Please note that first marks are provisional and might change after second marking and moderation by external examiners. Marks are confirmed and fixed in summer at the STS Board of Examiners.

Please focus on the feedback provided by the first marker. This is provided to help you improve in future work. You should discuss all your feedback with your personal tutor with the aim of identifying weaknesses and possible routes for improvement.

7.4 Course Communications

Communicate with your supervisor through the channel they recommend.

Communications from the convenor will use several paths:

- Moodle Announcements: the principal means for communications in this module.
Hint: You can set Moodle to “digest” communications (collecting all notices sent in one day into a single email sent once per day). I find “digest” helps keep us organized and avoids disruption hour-to-hour in my day.
- If we have a matter for you specifically, we’ll communicate via your UCL email address. We don’t use other email addresses. I’ll put “0155” in the subject line to help you filter.
Hint: If you want help managing email using filters, see UCL IS’s “how-to” guides:
<https://www.ucl.ac.uk/isd/how-to-guides>

If you need to communicate with the convenor, use email.

8. FAQs

Do I need a project supervisor?

Yes. A supervisor is required.

Do I need a supervisor in STS?

Yes. They must be a member of STS academic staff. This is required to ensure comparability and clarity about the scale of the project as well as to allow for certain quality assurance processes to be in place. The main responsibilities of the supervisor are to assist the student with project management and to advise towards the criteria for assessment.

Can I have two supervisors?

No. HPSC0155 does not permit second supervisors, subsidiary supervisors, or external supervisors. The supervisor’s role primarily is project management and coordination. You don’t need two people for that.

Certainly, your supervisor is not the only person you can consult. Indeed, you are positively encouraged to talk with experts in the area of your project, and you are positively encouraged to talk with others in the STS community, especially your peers. STS does not create formal working relationships beyond the supervisor.

How much time/help can I expect from my supervisor?

You can expect your supervisor to read and comment on a full draft of your project proposal and your project report. You can expect four hours of supervision time from your supervisor, some of which will be one to one and some of which will be in groups. Please discuss with your supervisor how best to use this time.

Please be proactive when using your supervisor. We consider you to be independent practitioners, and it is important that you take control of and are responsible for the management of your own project. This includes organising meetings with your supervisor.

What do I do if my supervisor is not available when I need them?

Contact the convenor should access to your supervisor become a persistent problem.

It is best practice to discuss a time line for your project with your supervisor and to establish a definite timetable. The nature of this timetable will vary with the type of project. This kind of planning is good expectation management.

You also should ask your supervisor about their availability during summer months. Staff are entitled to take leave, and staff have heavy research commitments during the summer. This means their availability can be quite different from your expectations. It’s perfectly polite to ask and to ask especially about the weeks before a deadline.

Tutors are expected to give students substantial advanced warning about periods when they will be unavailable for prolonged periods during the summer. Students are expected to respect these periods of absence and plan their needs accordingly. One distinction is crucial: (1) when staff are on leave, they are off work (i.e., not expected to maintain contact with their supervisees or to undertake UCL duties);

however, (2) when staff are working remotely, they are on work (i.e., expected to maintain contact and to be available for normal duties even if performed remotely).

Email alone is insufficient as a complete supervisory tool. It very likely will be used to supplement face-to-face supervisions. Supervisors also may make themselves available for additional consultation, at their discretion.

What do we do in supervisions? Is it like a class?

No, it is not like a class lecture or seminar. What you do in supervisions depends largely on you. As independent learners, students must take responsibility for arranging these meetings and for proposing the agenda. Describe your needs and be clear where you want assistance. Give your supervisor advanced warning of some of your questions. This is part of the process of “managing your supervisor”, and it is a strategy designed to make the most of the small amount of time you have available to work with them.

It is wise to schedule supervisions well in advance. It is especially unwise to disappear for long periods of time, then reappear with a large set of needs when a deadline is fast approaching.

What happens if I lose my data mid-way through the work?

You still have the deadline to meet. In sum, it's your responsibility to maintain back-ups.

Protect yourself against loss of research material and writing by maintaining a system for secure, redundant, up-to-date back-up. Loss or theft will not be accepted as a reason for failing to meet a deadline. Storage of materials on UCL's IS network is strongly advised, and other mechanisms – such as cloud storage – are advised, too. A copy of physical items, such as written notebooks, can be deposited with supervisors for the duration of the project.

As a warning, loss of project materials through accidents and theft have occurred in the past; these have had devastating effects on the unprepared. All students are advised to create redundancies to protect their project. Again, YOU are in charge of this project and we look to you to show best practice.

Which words count in the word count and which do not?

Words counted towards the total word count include the main body of the report and supporting footnotes or endnotes. The word count does not include: bibliography, front matter (title page, keywords, abstract, table of contents, acknowledgments), appendix material, supplemental data packages, tables, table and figure legends, or documentation of ethics protocols or approvals.

Practical projects are subject to length expectations, too, even though some reasonable allowances are made to account for different formats. Work with your supervisor to ensure you are within the range of tolerance. Our basic expectation is that you produce a scale of work that is commensurate with the 60-credit value of the module. Our longer-range ambition is to see work done to a high professional standard appropriate to the task.

Can I re-use other coursework in my final project?

Students cannot get credit for work twice. This applies across degrees and jobs as well as across modules. Text and ideas in the proposal may reappear in the dissertation if significantly developed or further elaborated; however, UCL's policy on self-plagiarism prevents the same work receiving credit twice. This means rote duplication is not allowed.

Portfolio work cannot be submitted in two different assignments. Research reports cannot reuse research undertaken previously without explicit acknowledgement.

Students should work closely with their supervisors to ensure compliance: better to ask than to guess. Relationships must be explicit – meaning, you must document relationships clearly and openly.

Do I need to keep a project notebook?

Notebooks are not required, but *STS strongly recommends* you keep a regular written account of your work, such as a daily record or a scheduled diary. Digital or paper. Make regular entries that are substantial records of your work. A project notebook can be an invaluable way to record your reflections about the work as it develops (and before you forget the insights you have). It also can prove useful should examiners query research methods, research integrity, or research process.

Project notebooks are a standard part of best practice in many working environments. They help you keep track of work and of the many details that come and go quickly and are hard to recall later. They

help account for your time to managers. In our world where remote working is an important part of employment, these kinds of records can boost the confidence your boss has in you as an employee.
[end]