DEPARTMENT OF STATISTICAL SCIENCE

Undergraduate Student Handbook

2024/25

PROVOST

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

DEPARTMENT OF STATISTICAL SCIENCE

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

The Programme Administrator is **Karen Leport** (stats.ugt@ucl.ac.uk).

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 –

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

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.

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 all first and second year and some final year students. 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. You normally have different academic tutors in Terms 1 and 2.

Problem classes

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.

discounted software. Visit the IT Essential for new students page for details of all IT services available.

All students are encouraged to download the

Further information:

UCL Moodle
Student Guides for Moodle

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 45) and on selected items of non-assessed work. Feedb u 2 11.04 Tf1 0 0 1 3

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Grade	Mark	Interpretation
C	50.00% to 59.99%	Reasonable understanding of the subject, and a reasonable level of ability in the appropriate skills. 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%	Basic but limited understanding of the subject, together with some basic ability in the appropriate skills. There may be many mistakes, but there will be clear evidence of some relevant knowledge.
F	1.00% to 39.99%	Not of pass standard. At the higher end of the scale a very limited understanding may be present, but answers will present little evidence of relevant knowledge and contain many mistakes, irrelevancies or misunderstandings. At the lower end, answers will show little or no understanding of either the questions or the subject.
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

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 the Departmental 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 45). 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 Departmental Tutor for potential intervention via the Support to Study Procedure.

Ensure that you leave yourself enough time to complete each exercise sheet. Weekequen

student must have taken a maximum of 150 credits at Level 4 and a minimum of 90 credits at Level 6 over their entire programme.

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

Language modules

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

Compulsory Modules

Code	Title	Level	Credits	Term
STAT0035	Project	6	30	1 & 2
STAT0042	Statistical Machine Learning	6	15	1
STAT0043	Inference at Scale	6	15	2

Optional Modules

You must select at least 15 credits from the following.

Code	Title	Level	Credits	Term
COMP0010	Software Engineering[2]	5	15	1
COMP0022	Database and Information Management Systems	6	15	2
MATH0033	Numerical Methods	6	15	1
STAT0007	Introduction to Applied Probability	5	15	2
STAT0008	Statistical Inference	6	15	1
STAT0009	Stochastic Systems[3]	6	15	1
STAT0010	Forecasting	6	15	2
STAT0011	Decision and Risk	5	15	2
STAT0013	Stochastic Methods in Finance	6	15	1
STAT0014	Medical Statistics 1	6	15	1
STAT0015	Medical Statistics 2[4]	6	15	2
STAT0018	Stochastic Methods in Finance II[5]	6	15	2
STAT0019	Bayesian Methods in Health Economics[6]	6	15	2
STAT0020	Quantitative Operational Risk Modelling	6	15	

Objectives

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

Fundamental ideas of probability theory and applied probability.

Appropriate methods of statistical inference, in a variety of standard situations and over a range of applied areas.

At least one major statistical computer package.

Mathematical methods associated with the above areas.

Code	Title	Level	Credits	Term
PSYC0039	Introduction to Psychology	4	15	2
STAT0040	Programming Fundamentals	4	15	1
STAT0041	Algorithms and Data Structures	5	15	1

Year 3

When choosing your Year 3 modules, please bear in mind that you must have selected a

modern quantitative techniques. As a graduate of the programme, you should be able to profit from the general numeracy and reasoning skills acquired in order to take up trainee positions in accountancy, finance, insurance or management, or to proceed to a position as a statistician in industry, commerce or public organisations. The programme is also designed to provide you with a preparation for postgraduate study in statistics, economics or finance.

Curriculum

Year 1

Compulsory Modules

Code	Title	Level	Credits	Term
MATH0002	Economics I (Combined Studies)	4	30	1 & 2
MATH0045	Calculus and Linear Algebra	4	15	1
MATH0046	Calculus in Several Dimensions	4	15	2
MSIN0004	Accounting for Business	4	15	2
STAT0002	Introduction to Probability and Statistics	4	15	1
STAT0003	Further Probability and Statistics	4	15	2
STAT0004	Introduction to Practical Statistics	4	15	1 & 2

Year 2

Compulsory Modules

Code	Title	Level	Credits	Term
MATH0047	Advanced Linear Algebra	5	15	1
STAT0005	Probability and Inference	5	15	1
STAT0006	Regression Modelling	5	15	1
STAT0007	Introduction to Applied Probability	5	15	2
STAT0023	Computing for Practical Statistics	5	15	2

Optional Modules

You must select at least 15 credits from the following.

Code	Title	Level	Credits	Term
ECON0004	Applied Economics	4	15	2
STAT0001	Economics 2 (Combined Studies)[11]	5	30	1 & 2

Compulsory Modules

Code

BSc Statistics, Economics and a Language (SEL)

Aims

This programme provides a thorough an intellectually challenging training in quantitative methods, together with a basic knowledge of Economics and a reasonable ability to communicate in a second language in addition to English. As a graduate of the programme, you should be able to profit from the general numeracy, reasoning and linguistic skills acquired in order to take up a trainee position in accountancy, finance, insurance or management, or to proceed to a position as a statistician in industry, commerce or public organisations. The study of a foreign language recognises that increasingly these careers have an international dimension, and upon successful completion of this programme you

Code	
STAT0045	Statistical Design and Data Ethics

Code	Title	Level	Credits	Term
ECON0027	Game Theory	6	15	2
ECON0048	Economics of Finance	5	15	2
MSIN0039				

You must select at least 30 credits from the following, and at least 60 credits of Management options in total across Years 2 and 3:

Code	Title	Level	Credits	Term
ECON0027	Game Theory	6	15	2
MSIN0029	Digital Conversations and Marketing	6	15	2
MSIN0039	Corporate Financial Strategy[40]	6	15	

are unsure about which option to take they should ask about this at the Economics induction meeting.

Year 2

Compulsory Modules

Code	Title	Level	Credits	Term
ECON0019	Quantitative Economics and Econometrics	5	30	1 & 2
MATH0047	Advanced Linear Algebra	5	15	1
STAT0001	Economics 2 (Combined Studies)	5	30	1 & 2
STAT0005	Probability & Inference	5	15	1
STAT0006	Regression Modelling	5	15	1

Optional Modules

You must select exactly 15 credits from the following.

Code	Title	Level	Credits	Term
STAT0007	Inten-GB			

Code	Title	Level	Credits	Term

Appropriate methods of statistical inference, in a variety of standard situations and over a range of applied areas.

At least one major statistical computer package.

Deepened / advanced understanding of statistical theory and its applications in a variety of areas.

Mathematical methods associated with the above areas.

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

Explain the concepts and properties of discrete and continuous random variables, common probability distributions (both univariate and multivariate), and carry out basic calculations associated with these.

Summarise the main features of a set of data, and explain and use basic methods of statistical estimation and significance testing in a variety of standard situations; explain and use basic concepts in the theory of statistical inference.

Explain, and apply to simple situations, basic ideas in applied probability such as Markov chains and Markov processes (discrete states only).

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

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.

Take different perspectives.

Be aware of different possible approaches to problems.

Demonstrate and exercise independence of mind and thought.

Curriculum

Students may be accepted onto the International Programme from Year 1 with the intention of following the first two years of either the Stats, SEF or SEL BSc programmes (but not Data Science, Econ/Stats or SAMB). Alternatively, students starting on one of these programmes may be allowed to transfer to the International Programme after their first year. The Department will only support a limited number of students on the International Programme. Where more students seek to follow the programme than there are opportunities available, the candidates will be selected by the Study Abroad Tutor in conjunction with the Departmental Tutor, based on overall profile of academic performance, enthusiasm and contribution to the Department. Students who wish to study in a language other than English must be able to demonstrate linguistic competence through qualifications and / or following UCL language modules. The Department may ask the UCL Centre for Languages & International Education to assess students seeking to study abroad.

Years 1 and 2 are the same as for the corresponding BSc programme selected at the start of Year 1 except that, if required, a student should take up to 30 credits of language modules in the first two years. These language modules should be taken instead of options named in the programme structure of the selected programme; students will be required to take all of the compulsory first and second year modules of the selected programme.

Year 3 will be the year abroad. Students studying abroad must follow a programme that is to the fullest extent possible agreed in advance with the Study Abroad Tutor. The programme must

be of equivalent depth and quality to the third year of one of our BSc programmes;

be substantially composed of modules in statistics or closely related allied disciplines such as mathematics, econometrics, operations research, computer science;
be of equal workload to that of the UCL third year of one of our BSc programmes, that is, using accepted equivalence measures, be of 120 credits;
be formally assessed by the host institution and the results of the assessment independently reported to the Study Abroad Tutor;
include taught modules / credits, i.e. not consist solely of project work;
be formally documented by the student in an up to date written study plan, signed by the Study Abroad Tutor and kept by the Departmental Tutor.

Due to the variety of international marking systems, Year 3 assessment results will be translated to a “UCL equivalent” for the purpose of degree classification. The translation is done on a case-by-case basis, taking into account the known correspondence between marking scales at different institutions as well as any relevant individual circumstances. No attempt is made to translate marks for individual modules: rather, a single mark for the year abroad is recorded and this is treated as a 120 credit module for the purpose of applying the classification formula (see “Classification scheme” section on page 54).

In Year 4, the choice of modules should complement the ones taken in the year abroad. All 120 credits must be selected at Level 7, at least 90 credits of which should be chosen from amongst the modules offered by the Department of Statistical Science. The module STAT0008: Statistical Inference is compulsory unless the student has already covered this material in equivalent depth during the year abroad. Similarly, a student must also undertake statistical project work amounting to the equivalent of at least 30 credits, either as a compulsory 30 credit Level 7 statistical project in the final year, or by registering for at least a 15 credit project module in each of Years 3 and 4 and undertaking the work over two years. Optional modules must be agreed by the Study Abroad and Departmental Tutors, in order to avoid overlap caused by attending an overseas institution.

BSc/MSci Mathematics and Statistical Science

The MASS degree programme specifications are available from the Department of Mathematics.

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 o5(on)3(alites.)ohp(i)5(nd)3 595.32 841.92( )]TJET

studies. The Stud

Types of support

This section explains how each of the following processes works:

Support process:	Use this if:	What this covers:
Delayed Assessment Scheme	You need a small amount of flexibility to help you manage your wellbeing, student life, and workload due to reasons	

Support process:	Use this if:	What this covers:
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	

ASSESSMENT

Components of summative assessment

For most modules, your final mark is derived from a combination of in-

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 Levels 4, 5 and 6, a final mark of at least 40.00% is required. To pass a Level 7 module, a final mark of at least 50.00% is required. For Statistical Science modules with more than one assessment component, the scheme used for combining the individual marks

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:

- ü Making notes while discussing an assessment with a friend, and subsequently using these as the basis for all or part of your submission.
- ü Telephoning another student to discuss how best to carry out a particular piece of analysis.
- ü 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)

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-

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:

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

If you have genuine problems in meeting a deadline, don't take the easy way out and

Boards of examiners

Marks are finalised at meetings of examiners in the departments offering the modules. When finalising 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 final year students registered on the Data Science, Statistics, SEF, SEL and MSci International programmes are made at the Departmental Examiners Meeting. Recommended degree classifications for the Econ/Stats, SAMB and MASS degrees are made by separate examination boards for these joint progrTQ-d

Some modules may be ‘non-condonable’ i.e. students must pass them. A student’s eligibility for condonement in any given module is determined by the **programme** on which they are enrolled. For all seven of the degree programmes listed at the top of page 2, the modules: STAT0003 Further Probability and Statistics, and STAT0005 Probability and Inference are both non-condonable. These modules introduce and then develop a formal and mathematical framework for the study of probability and statistics that underpins almost all of Statistical Science, including most of the advanced topics studied in Years 2 and 3.

Further information

have met the progression and award requirements if they satisfy all of the following condonement c

First Class Honours (1)	A final weighted mark of at least 69.50% OR A final weighted mark of at least 68.50%, AND Module marks of at least 70.00% in at least 50% of the final year credits
Second Class Honours Upper Division (2.1)	A final weighted mark of at least 59.50% OR A final weighted mark of at least 58.50%, AND Module marks of at least 60.00% in at least 50% of the final year credits

CHANGES TO REGISTRATION STATUS

Students wishing to make changes to their registration status should first discuss their plans with their Personal Tutor or the Departmental 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.

Data Science, Statistics, SAMB, SEF, SEL and Econ/Stats students: please consult the Departmental Tutor (this applies for modules in any subject). For Econ/Stats students, there is also a tutor available in the Department of Economics whom you may consult about the Economics modules in the degree programme.

MSci students: please consult the Departmental Tutor (this applies for modules in any subject). For organisation of the year abroad, please consult the Study Abroad Tutor.

MASS students: please consult the Departmental Tutor in the Department of Mathematics (this applies for modules in any subject). You may also consult the Statistics Tutor to MASS Students about the Statistics modules in the degree programme.

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 (for students registering in September, with a later date for students registering in January) 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 programme or modules
Programme Transfers

Tier 438udentn and changing programmen

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.

Further information:

Interrupting or withdrawing from your studies

Study abroad support

The Study Abroad team provide administrative and welfare support to all undergraduate students undertaking a period abroad as part of their studies, working with colleagues, including Study Abroad Tutors, across academic departments in order to advise and guide students from application through to their return to studies at UCL. The team coordinates a diverse portfolio of global student opportunities via different projects: Student Exchanges and Exchange Agreements, the Turing Scheme, Global Experience (Summer Schools, volunteering abroad, short-term mobility).

Further information:

Go abroad

Accommodation

UCL Accommodation provides a range of housing options which includes two Halls ofum

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:

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 Casework Team
Independent Sexual Violence Advisors
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:

Departmental Teaching Committee

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.

AFTER STUDY

Degree certificates and transcripts

A degree

Further information:

UCL Alumni