



THE LONDON SCHOOL  
OF ECONOMICS AND  
POLITICAL SCIENCE ■

WELCOME TO THE

**Department of  
Psychological and  
Behavioural Science**

Executive MSc Behavioural Science 2019 ■







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Connect with the LSE community  
[studenthub.lse.ac.uk/welcome](https://studenthub.lse.ac.uk/welcome)





Care

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LSE

Deposing the Disposition: Experimental Evidence from the LSE

solvent

5.970	35.950	1.720
1.720	520.137	1.720
1.190	833.760	1.720
0.781	10.200	1.720
	10.200	1.720

Benna G



# Welcome from the Programme Director and Head of Department

I'm writing to welcome you to the Department of Psychological and Behavioural Science, and to share some helpful information to refer to throughout your studies.

LSE is a special place, and our department is a dynamic and growing community of academics and students investigating human psychology and behaviour. Our department conducts cutting-edge research that is applied to the real world, and your academic experiences here can contribute to this mission.

Our department has a specific approach to psychology and behavioural science, which is based on research questions from the real world, tested with academically rigorous methodology, and applied in society. "From the world to the lab and back again" is a phrase you'll hear often in this community of researchers, academics, and students. We use psychological insights to better understand human behaviour, cognition, communication, organisations, and cultures.

Behavioural science is currently at the forefront of study into human behaviour, and we are thrilled that you will be joining the first generation of properly trained behavioural scientists. We received a large number of high calibre applications from around the world and you are to be congratulated on your success in obtaining a place on this innovative programme. You will be joining a diverse and international cohort and we have no doubt that you will learn a considerable amount not only from your teachers, but from your fellow students as well.

I very much look forward to welcoming you in September for what I anticipate will be an inspirational, fun and exciting year ahead.



**Professor Paul Dolan**  
**Head of Department**

# Key staff



## Professor Paul Dolan

is Programme Director and Head of Department and teaches **PB450E** Behavioural Science and Policy.

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## Dr Barbara Fasolo

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## Dr Matteo M. Galizzi

is Programme Director and teaches **PB471E** Research Methods for Behavioural Science and **PB413E** Frontiers in Behavioural Science Methods.

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## Dr Grace Lordan

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**Professor Alex Wood**

runs workshops and seminars that complement **PB471E** Research Methods for Behavioural Science and **PB413E** Frontiers in Behavioural Science Methods.

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Please check the departmental website for a full list of academic staff, their research interests, and contact details.

[lse.ac.uk/PBS/People](https://lse.ac.uk/PBS/People).





# The Programme

## Introduction

The Executive MSc Behavioural Science is offered by the Department of Psychological and Behavioural Science. Reflecting the interdisciplinary nature of the subject, students will be taught by renowned experts from LSE and elsewhere. The programme has been designed to provide a suite of integrated courses for individuals seeking to advance their career in behavioural science.

The programme will provide high-quality teaching on the latest developments in behavioural science and its applications through the taught courses. After this, students will pursue an independent piece of research within the field of behavioural science. The teaching sessions will consist of academic lectures, seminars and workshops, individual meetings with tutors, as well as social events and invitations to lectures given by high profile visiting academics and policy makers.

## Programme Aims and Objectives

The programme is taught by experts from a range of backgrounds, and this allows students to obtain a well-rounded development of the public, private and third sectors. It aims to introduce or expand the use of behavioural science in the students' working environments, and thus extend the boundaries of scientific knowledge by contributing towards the development of the science itself. Students who have successfully completed the programme will be able to demonstrate the following:

- The ability to master the key theories of behavioural science and their validity based on the latest available evidence;
- An ability to critically think about and assess (expected) outcomes of interventions/policies that either disregard or encompass a behavioural dimension within them;
- An understanding of the methods and techniques required in designing and practically implementing lab and field studies, and evaluating behavioural interventions;
- A thorough grounding in key behavioural sub-disciplines;
- Strong communication skills, both written and oral;
- An ability to conduct an independent research project of their own choosing, and thus develop the research and time management skills requisite for completing such an assignment.

## Taught Courses and Teaching Dates

Please refer to the calendar ([lse.ac.uk/resources/calendar](https://lse.ac.uk/resources/calendar)) for detailed information about individual courses.

### 9-20 September 2019

**PB450E** Behavioural Science and Policy  
**MG406E** Behavioural Decision Science

### 6-17 January 2020

**PB471E** Research Methods for Behavioural Science  
Either  
**PB454E** Policy Appraisal and Ethics  
Or  
**PB453E** Corporate Behaviour and Decision Making

### 20 April-1 May 2020

**PB413E** Frontiers in Behavioural Science Methods  
Either  
**PB434E** Behavioural Science in an Age of New Technology  
Or  
**PB457E** Organisational Culture

## Responsibilities

We expect you to be fully engaged with your studies throughout the programme. Specifically, we ask that you:

- Attend all lectures and seminars
- Come prepared to class
- Participate in class discussions
- Submit coursework and assessments on time
- Are aware of deadlines and plan your work accordingly
- Come prepared for meetings with academic faculty
- Have an awareness of what plagiarism is and how to avoid it
- Regularly check your LSE email account

In return, you can expect to:

- Be given timely access to reading lists and other course materials
- Receive timely and constructive feedback on your assessments
- Receive support and guidance throughout the dissertation process, via in-person and Skype meetings
- Receive support and guidance on academic matters outside the teaching sessions, e.g. via online office hours
- Receive prompt and efficient administrative support

## Communication

The most efficient method for us to contact you is via email. Readings and lecture notes will be posted regularly on Moodle. After you arrive at LSE we will contact you using only your LSE email. We therefore suggest that if you prefer to receive messages on another email you should set up your LSE email to enable all messages to be forwarded.



# Assessments

For all taught courses, you will be required to submit one piece of formative assessment and one piece of summative assessment.

**Formative** assessments do not count towards your final degree. The purpose of formative assessments is to provide you with informal feedback, which will help you to develop your analytical and writing skills ahead of summative coursework submissions. **Summative** assessments do count towards your final degree and are designed to evaluate your level of academic achievement.

All assessments should be submitted electronically via the submission portal on the relevant course Moodle page by 12pm (UK time) on the due date. Please note that strict penalties apply for any late submissions.

Word limit: **The word limit for each assessment is the maximum, and it is important that you do not exceed this.** If you do, the markers will make a judgement based only on the content up to the word limit.

## Programme Regulations

The Executive MSc Behavioural Science is a sixteen month programme, consisting of six taught half unit courses and a compulsory full unit dissertation. The programme is classified according to the [Scheme for the Award of a Taught Masters Degree for Students Entering In or After Academic Year 2008/09](#).

This scheme should be read in conjunction with the [Regulations for Taught Masters Degrees](#), the relevant [Taught Master Degree programme regulations](#), [Local Rules](#) and the relevant on-line Taught Masters course guides. All marks count towards classification.



## Assessment Summary and Dates

Course	Formative Assessment	Summative Assessment
<b>PB450E</b> Behavioural Science and Policy	Format: Short essay/essay plan Word count: 750 words Referencing required: Yes <b>Deadline: 7 October 2019</b>	Format: Essay Word count: 4,000 word essay Referencing required: Yes <b>Deadline: 18 November 2019</b>
<b>MG406E</b> Behavioural Decision Science	Format: To be carried out in the seminars Word count: N/A Referencing required: N/A	Format: Two part report Word count: 3,000 words (1,000 for part 1, 2,000 for part 2) Referencing required: Yes <b>Deadline: 16 December 2019</b>
<b>PB471E</b> Research Methods in Behavioural Science	Format: One hands-on practical task related to one of the main stages of a behavioural science project Word count: 500 words Referencing required: No <b>Deadline: 3 February 2020</b>	Format: Portfolio of hands-on practical tasks related to the main stages of a behavioural science project Word count: 2,000 words Referencing required: No <b>Deadline: 16 March 2020</b>
<b>PB453E</b> Corporate Behaviour and Decision Making	Format: Based directly on summative assessment Word count: 1,000 Referencing required: No <b>Deadline: 17 February 2020</b>	Format: Case study based on a fictional consultancy project Word count: 4,000 Referencing required: Yes <b>Deadline: 13 April 2020</b>
<b>PB454E</b> Policy Appraisal and Ethics	Format: Essay Word count: 1,000 Referencing required: Yes <b>Deadline: 17 February 2020</b>	Format: Essay Word count: 4,000 words Referencing required: Yes <b>Deadline: 13 April 2020</b>
<b>PB413E</b> Frontiers in Behavioural Science Methods	Format: Brief research plan that will serve as basis for summative assessment Word count: 500 words Referencing required: No <b>Deadline: 11 May 2020</b>	Format: Research proposal plan Word count: 3,000 words Referencing required: Yes <b>Deadline: 22 June 2020</b>
<b>PB434E</b> Behavioural Science in an Age of New Technology	Format: Five minute presentation to prepare for the summative assessment Word count: N/A Referencing required: No <b>Deadline: 25 May 2020</b>	Format: 15-20 min video presentation - students are required to propose an intervention that relies on technological tools Word count: Annotated bibliography that contains a) a list of scientific references you used for the presentation; and b) a short text below each reference (1-2 sentences) describing why exactly the reference is important in the context of your presentation. No word limit. Referencing required: Yes <b>Deadline: 20 July 2020</b>
<b>PB457E</b> Organisational Culture	Format: One brief Word count: 500 words Referencing required: Yes <b>Deadline: 25 May 2020</b>	Format: Essay Word count: 3,000 words Referencing required: Yes <b>Deadline: 20 July 2020</b>



## Assessment Criteria

This section should be read in conjunction with the School Regulations and Code of Practice for Taught Masters Degrees.

The Department is committed to transparency and clarity in its assessment criteria. These General Assessment Criteria are intended as broad guides for what examiners will be hoping to find in written work. Please note, however, that assessment of written work is more of an art than an exact science: these notes are for general guidance only. **Please also note that some courses, such as MG406E, will have different assessment criteria.**

Overall, assessment is carried out not according to a checklist of separate contents, but in a more integrated way that assesses the piece as a whole and allows for deficits in one aspect of the piece to be compensated for by particular merits in another aspect. The type of questions posed require some novel thinking and/or synthesis across areas of the discipline. With such questions there may be some core of important material but there are usually a number of acceptable ways of framing that material and of introducing other relevant arguments. Moreover, since all coursework essays and exams must be of restricted length, you must decide which theories and findings are critical to your own argument. Thus an important skill to develop is determining which content to omit, and appropriate omissions will depend on the argument that you wish to present.

The assessment normally involves three primary categories: **Presentation, Content, and Critical Judgment.** In the assessment of a formative or summative assignment the writing of feedback to students on the three criteria of presentation, content, and critical judgment the examiners look for the following:

### Presentation

- Clarity and precision of expression, including grammar, punctuation, spelling, etc.
- Consistency and relevance to the purpose or to the title of the essay or assignment
- Explicitness, clarity and coherence of structure
- Clarity and coherence of appropriate sections, such as introduction and conclusion

### Content

- Evidence of comprehension of issues or problems relevant to the topic under discussion
- Evidence of knowledge of theories or studies bearing upon the topic
- Evidence of wide reading and accurate citation of references
- Clear development of argument

### Critical Judgment

- Clarity, depth and thoroughness in the analysis of theory, data and issues under discussion
- Imaginativeness and sophistication of thought
- Critical insight and ability to appropriately evaluate different sources of information
- General coherence of argument

The precise ways in which these three criteria apply will depend on the nature of the specific assignment in question. Please also bear in mind that assessment deliberately attempts to arrive at a holistic view of a piece of work, so that limited performance on one criterion may be compensated by exceptional performance on another. Occasionally, therefore, it is possible that a classification will be awarded where its assessment on one of the criteria does not meet the typical profile (e.g., a borderline Distinction may be awarded where the quality of Excellent work regarding both Critical Judgement and Content assessment is felt to significantly compensate for Presentation that is Good but not quite Excellent)

With this caveat in mind, broad qualitative characterisations of the five categories are offered below. Note also that the qualities described are intended to be indicative of these categories but not to offer exhaustive specifications.

### Distinction (70-100)

Work of exceptional quality, demonstrating a high level of conceptual ability and a thorough and consistent approach – typically, Excellent Critical Judgement, Presentation and Content. It is distinguished by a pattern of:

- A thorough understanding of the topic and its implications.
- A clearly expressed and convincing argument which is used to develop a coherent and logical framework within which to answer the question or address the topic, and which is well grounded in existing theory and research.
- Excellent and appropriate grammar, punctuation, spelling and sentence construction.
- Clear, and often imaginative, structure.
- Evidence of independent research or reading, going beyond lecture and seminar handouts.
- The absence of irrelevant or extraneous material.
- An insightful argument showing signs of originality.
- (Where relevant) Skilled use of referencing and/or appropriate stylistic conventions (e.g., APA).
- (Where relevant) Mastery of analytic techniques or research methods.

### Merit (60 – 69)

Work of a very good standard demonstrating comprehension, clarity of thought and expression. Work in this range displays the ability to handle the relevant literature in an analytical manner - typically, Good Critical Judgement, Presentation and Content. This work will generally show less independence of thought and mastery of detail than is required for a mark in the Distinction range, and there may be some misjudgements with regard to issues that are not central to the argument. It is distinguished by:

- A good understanding of the topic and its implications.
- General familiarity with relevant literature.
- An ability to select and organize material to provide a clear and logical line of argument.
- Good grammar, punctuation, spelling and sentence construction.
- Clear structure.
- Some evidence of independent thought or reading.
- General avoidance of irrelevant or extraneous material.
- (Where relevant) Competent use of referencing and/or or appropriate stylistic conventions (e.g., APA).
- (Where relevant) General competence in analytic techniques or research methods.

### Pass (50 – 59)

Work of a moderate to good standard. This work will usually involve an accurate description of relevant theories or research, or may display a basic competence in the application of research methods or analytic techniques - typically, Fair Critical Judgement, Presentation and Content. It is distinguished from work in the Merit category by the level of analysis displayed and by the coherence with which the material is organised. There may also be some errors or misjudgements, or omissions of important details. It is characterised by several of the following:

- A fair understanding of the topic and its implications.
- Basic familiarity with relevant literature.
- Evidence of an attempt to answer the question or address the topic.
- Reasonable grammar, punctuation, spelling and sentence construction.
- A reasonably well-structured account.
- Little evidence of independent thought, or of independent research.
- The inclusion of some irrelevant or extraneous material, or some minor errors.
- (Where relevant) Competence in referencing and/or or appropriate stylistic conventions (e.g., APA), but with some errors.
- (Where relevant) Basic competence in analytic techniques or research methods, but with some minor errors or omissions.

### Fail (30 – 49)

Work in this category shows some evidence of engagement with the question or topic, but has inadequacies which mean that it does not quite reach the level required of Masters work. It may be poorly written, displaying an inconsistent argument, unsubstantiated assertions, and/or a lack of awareness or understanding of the relevant literature – typically, Unsatisfactory Critical Judgement, Presentation and Content. It may also include significant errors and misunderstandings in the use or description of particular methods or analytic techniques. It is likely to be characterised by several of the following:

- A superficial understanding of the topic and its implications.
- Significant gaps in familiarity with relevant literature.
- Poor grammar, punctuation, spelling and sentence construction.
- A poorly structured account, which is difficult for a reader to follow.
- Little evidence of independent thought, or of independent reading.



### Fail (30 – 49) continued

- The inclusion of irrelevant or extraneous material.
- (Where relevant) Poor referencing and/or major errors in the use of appropriate stylistic conventions (e.g., APA).
- (Where relevant) Significant errors in analytic techniques or research methods.

### Bad Fail (0 – 29)

Work in this category is clearly below the standard expected for a Masters degree, with superficial coverage of a subject and serious errors and misunderstandings - typically, Poor Critical Judgement, Presentation and Content. It is likely to be characterised by several of the following:

- The inappropriate use of technical terms, and/or general evidence of conceptual misunderstanding.
- Little relevance to the question or problem set.
- Little evidence of understanding of the general topic or its implications.
- Very poor grammar, punctuation, spelling and sentence construction.
- Poor structure and very difficult for a reader to follow.
- Few sources cited, and little evidence of basic familiarity with relevant literature.
- The inclusion of a significant amount of irrelevant or extraneous material.
- (Where relevant) Poor referencing and/or little attempt to use appropriate stylistic conventions (e.g., APA).
- (Where relevant) Several significant errors in descriptions of past studies, or the use of analytic techniques or research methods.



## Late Submissions

Coursework deadlines are provided in the Assessment Summary and Dates section above and can also be found on the individual course pages in Moodle. If summative assignments are submitted after the deadline, the following penalties will be applied as specified in the School Calendar:

**Five marks out of 100 will be deducted for coursework submitted within 24-hours of the deadline and a further five marks will be deducted for each subsequent 24-hour period (working days only) until the coursework is submitted.**

Students are strongly advised to plan ahead and aim to upload their coursework a few days in advance of each deadline so that any problems arising close to the deadline can be resolved.

## Extension Requests

If you experience circumstances that are sudden, unforeseen, outside of your control and proximate to an assessment you may apply for an extension to a summative assessment deadline. Any such requests must be submitted ahead of the deadline. You will be required to submit an Extension Request Form as well as supporting evidence. Please refer to <https://info.lse.ac.uk/current-students/services/assessment-and-results/exceptional-circumstances/extension-policy> for Information about the School's Extension Policy and procedures. **Please note that work commitments will not normally be considered.**

## Coursework Submission

- All assignments should be uploaded on Moodle by the deadline, using the formative or summative submission templates available on Moodle.
- All written work submitted for assessment should include a complete bibliography/reference list (unless otherwise specified) using an accepted referencing system, e.g., Harvard or the American Psychological Association (APA).
- For summative assignments, you are strongly advised to use computational plagiarism detection software, such as Turnitin to compare a draft version of your assignment to available online sources.
- Please refer to the Assessments section on the EMBS 2019/20 Moodle page for submission templates and detailed guidance on how to submit your work.

## Academic Honesty

**You are strongly advised to familiarise yourself with the School's regulations relating to plagiarism. Please also refer to the Plagiarism section of this handbook.**

## Essay Writing

These guidelines are advisory only: every essay is different and several different approaches to the same essay question are acceptable. There may also be different requirements depending on the course and type of assessment. Always follow any guidance provided by the course convener.

While you should base your answers to essay questions on sources selected from the reading list, you should also make use of the wide resources within the libraries to research your essay independently. When you have completed most of the reading for an essay, before you begin to write it, you should be able to draft an outline of your answer which indicates the main arguments you will make, the conclusions you will draw, and, probably also, the content of the major paragraphs.

The emphasis in the essay should be on analysis and criticism; avoid excessive description and narrative. Do not make the essay a summary of your notes, but rather focus on your theoretical argument, drawing on your notes as the grounding but not the main substance of the essay.

It may be disappointing but true that you will fare better by avoiding a journalistic style and adopting an academic style which aims for accuracy, logic and analysis, rather than an exciting presentation. Include an introductory paragraph in which you say how you will interpret the essay question and how your essay will provide an

answer. You will need to define key concepts as you use them. Make sure that you refer back to the question so that the essay remains focused. It is generally helpful to provide some detailed examples of the issues discussed. Case studies are sometimes appropriate, but these should be carefully justified and should not dominate the essay. You should also consider alternative arguments or contradictory evidence which raise problems for your line of argument and indicate how you might resolve these problems.

You may include a methodological focus: e.g. what conceptual or empirical difficulties are involved in addressing this question? You may include a historical focus: how has this problem changed over time or how have people previously attempted to address this problem? Include a concluding section in which you sum up the arguments and issues discussed in the body of the essay and link these back to the title of the essay. This conclusion may also refer forward to future developments in research and in society.

Include a complete bibliography at the end of the essay. The bibliography should follow a standard system of referencing so that the reader (who (which?) at some future date is likely to be you!) can retrieve the texts cited. This means that author, title, date and place of publication, publisher and (in the case of journal articles) page and volume numbers must be cited correctly.

Please ensure you keep your own copy of assignments, especially if you require them for reference at a later stage.







# The Dissertation

The dissertation is an integral component of the Executive MSc Behavioural Science. It is an important opportunity to study a research question or problem in depth in an area that interests you. It further gives an understanding of working on a project with specific objectives and deadlines and also a taste of academic research should you be interested in pursuing doctoral studies.

The dissertation is 10,000 words and is undertaken between April and November 2020. The final output will be a piece of work that is written in an article format that is suitable for submission to a peer reviewed journal.

Dr Matteo Galizzi will give two lectures on the dissertation writing process; the first will take place during the January teaching session and the second during the April teaching session. You will also be allocated a supervisor who will advise you during the dissertation process. The role of the supervisor is to provide guidance and feedback based on student input and discussion. The supervisor is not there to do the research for you. You will be able to meet with your supervisor during the April teaching session, and via two Skype meetings during the summer.

Your supervisor will advise you on your approach, coverage, questions to be asked, and the outline structure and research design of the dissertation. It is the student's responsibility to submit to the supervisor, with reasonable notice, material that can form the basis of discussion in any meetings (in-person or via Skype) with the supervisor. In order to maximize the meetings' productivity it is also advisable that you give to your supervisor a list of topics for discussion (e.g. problems and questions that you have) one week ahead of the meeting date. If you do not approach your supervisor he/she will not necessarily chase you - the initiative is on your side.

## Dissertation Timeline

### January 2020

- First dissertation lecture with Dr Matteo Galizzi

### April 2020

- Second dissertation lecture with Dr Matteo Galizzi
- First meeting with your dissertation supervisor

### July 2020

- Dissertation proposal due Monday 6th July 2020

### November 2020

- Dissertation submission. Students must submit an electronic copy of their dissertation via Moodle by 12pm on Monday 30th November 2020

## Research Ethics

**It is important to ensure that your dissertation adheres to LSE's Research Ethics Policy. Please refer to the [Research ethics policy, procedures and guidance webpages](#) for more information.**

You should follow the step-by-step guide available on the above page when devising research proposals involving human participants, personal, medical or otherwise sensitive data or methodologically controversial approaches. It provides pointers to direct researchers' thinking about the ethical dimensions of their research.

# Key Information

## Term Dates and LSE Closures – Academic Year 2019/20

### Michaelmas Term (MT)

Monday 30 September – Friday 13 December 2019

Reading Week: Monday 4 – Friday 8 November 2019

### Lent Term (LT)

Monday 20 January – Friday 3 April 2020

January Exams: Monday 13 – Friday 17 January 2020

Reading Week: Monday 24 – Friday 28 February 2020

### Summer Term (ST)

Monday 4 May – Friday 19 June 2020

Summer Exams: Monday 11 May – Friday 19 June 2020

LSE will be closed during the following periods:

### Christmas Closure

Monday 23 December 2019 – Wednesday 1 January 2020

### Easter Closure

Thursday 9 April – Wednesday 15 April 2020

### May Bank Holiday

Friday 8 May 2020

### Spring Bank Holiday

Monday 25 May 2020

### Summer Bank Holiday

Monday 31 August 2020

## Registration

It is essential that you are fully registered with LSE during your time here. When you register for the first time you will need to attend in person, show us the required documents, and collect your LSE Card. Usually you can re-register for subsequent years of study online but sometimes we may need to see you in person again. For more information visit [lse.ac.uk/registration](https://lse.ac.uk/registration)



## Your LSE Card

Your LSE card provides access to buildings and acts as your Library card. It is important that you keep it safe and never share it with anybody else. If your LSE card is lost, stolen or damaged visit [lse.ac.uk/studentIdCards](https://lse.ac.uk/studentIdCards) to find out how to get a replacement.

## Inclusion Plans

If you have a disability, long-term medical or mental health condition you are advised to apply for an Inclusion Plan (IP) as soon possible. The sooner that you let the Disability and Wellbeing Service (DWS) know about your condition the sooner they can work with you to put appropriate support in place. Advisers in DWS can potentially set up one-to-one learning support, mentoring and help you access assistive technology designed to remove barriers to studying. To find out how to apply for an Inclusion Plan visit [lse.ac.uk/inclusionPlans](https://lse.ac.uk/inclusionPlans)

## Student Status Documentation

A certificate of registration provides proof to organisations such as council tax offices, embassies and banks, that you are registered as a current student at LSE. For more information about what a certificate of registration shows visit [lse.ac.uk/studentletters](https://lse.ac.uk/studentletters). You can obtain a certificate of registration from the Student Services Centre during our opening hours which are normally 11am to 4pm, Monday to Friday (these may change during the year and you are advised to check [lse.ac.uk/SSC](https://lse.ac.uk/SSC) for correct times). Your department will not be able to produce a certificate of registration for you. If you are planning to use this document to open a bank account, you will normally need to specify which bank it needs to be addressed to.

The Student Services Centre also offers a range of other documents to prove your student status including certificates of course choice and intermediate transcripts. Some can be produced immediately, and others need to be ordered in advance. For more information about the options available please visit [lse.ac.uk/studentStatusDocuments](https://lse.ac.uk/studentStatusDocuments)



## Interruption

You can take a year-long break in your studies (which we call an interruption) with approval from your academic department and the School. You are usually required to return at the start of either Michaelmas Term or Lent Term as appropriate. Summer Term interruptions are not possible. For more information visit

[lse.ac.uk/interruptions](https://lse.ac.uk/interruptions)

## Withdrawal

Withdrawing means that you are leaving your programme permanently. Before withdrawing you may want to consider interruption so that you have some time to consider your options. For more information visit [lse.ac.uk/withdrawal](https://lse.ac.uk/withdrawal)

## Regulations

**You should familiarise yourself with the LSE regulations, policies and procedures that cover many aspects of student life.**

Some of the regulations explain the organisation and conduct of your academic study. These include information about the structure of your programmes, assessment requirements, the basis on which your final degree is calculated and what to do if you face exceptional circumstances.

You can find links to the [General Academic Regulations](https://lse.ac.uk/general-academic-regulations), Regulations for First Degrees; Regulations for Taught Master's Degrees; Plagiarism, [Appeals Regulations](https://lse.ac.uk/appeals-regulations); and in the LSE Calendar at [lse.ac.uk/calendar](https://lse.ac.uk/calendar)

You can find a full A-Z listing of all of LSE's policies and procedures online at [lse.ac.uk/policies](https://lse.ac.uk/policies)



# Student Services Centre

The Student Services Centre (SSC) is located on the ground floor of the Old Building and can provide advice and information about:

- Certificates of Registration (for bank accounts, travel, council tax etc.)
- Course selection and class changes
- Exams and assessment
- Results
- Graduation
- Support for new arrivals
- Registration (registration for new students normally takes place in Clement House)
- Transcripts and Degree Certificates
- LSE cards
- TfL 18+ Oyster Cards

The SSC is normally open between 11am and 4pm, Monday to Friday. For the most up to date opening hours visit [lse.ac.uk/ssc](https://lse.ac.uk/ssc)

The SSC also hosts a series of specialist drop-in sessions covering:

- Financial support
- Fees, Income and Credit Control Office
- Graduate admissions
- International student visa advice

These sessions run for an hour at various times during the week so be sure to check when the next session is running. In most cases you will need to sign up to attend a session. For more information visit [lse.ac.uk/ssc](https://lse.ac.uk/ssc)

To find out more about the Student Services Centre visit [lse.ac.uk/ssc](https://lse.ac.uk/ssc), follow our page on the Student Hub and follow [@lse\\_ssc](https://twitter.com/lse_ssc) on Twitter.



## What If...

The SSC have developed a series of answers to common “What if...” questions. These cover a broad range of topics including what to do if you’re unwell during an exam; become pregnant; change your name; are not happy with your marks or want to change degree programme.

You can find these questions and answers at [info.lse.ac.uk/current-students/what-if](https://info.lse.ac.uk/current-students/what-if)

## Advice Team

The SSC has a dedicated Advice Team that can provide advice on academic matters (particularly around non-progression, interruption, withdrawal, regulations and exams). If you are not sure who to contact about a query or question then the Advice Team will be happy to help. You can contact the advice team at [ssc.advice@lse.ac.uk](mailto:ssc.advice@lse.ac.uk) or by phone on **020 7955 6167**.

## International Student Visa Advice Team (ISVAT)

ISVAT provide detailed immigration advice for international students on their website which is updated whenever the immigration rules change. The best way to contact ISVAT is to use the query form at [lse.ac.uk/isvat](https://lse.ac.uk/isvat) or to attend one of their drop-in sessions.

ISVAT also manage student exchanges to UC Berkley and through the Erasmus+ scheme. For more information about this visit [lse.ac.uk/erasmus](https://lse.ac.uk/erasmus)

# Student Representation

## Student-Only Forums

LSE's Director, Minouche Shafik, holds Student-Only forums in Michaelmas and Lent terms. The forums are an opportunity for students from across the School to hear from the Director in person and gives you the chance to ask questions and share ideas. Look out for details of where and when forums will be happening on the Student Hub.

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# Quality Assurance

## Quality Assurance Strategy

**LSE's approach to assuring the quality of our teaching is set out in the Strategy for Managing Academic Standards which can be found online in the "internal quality assurance section" of the website at [lse.ac.uk/tqaro](https://lse.ac.uk/tqaro).** As an awarding body LSE must be in a position to assure the standards of its degrees. At the same time, we believe that the design of quality assurance should respect different departmental cultures and academic histories. The strategy sets out broad principles and processes for assuring academic standards and for enhancing the quality of educational provision. As of the 2018-19 academic year this includes devolved quality assurance arrangements, with responsibility for the oversight and modification of existing provision resting with Departmental Teaching Committees.

## Student Teaching Surveys

**In both Michaelmas Term and Lent Term TQARO conducts surveys to assess students' opinions of teaching.**

Teaching scores are made available to teachers, Heads of Departments, the Director of the Teaching and Learning Centre, the Pro-Director (Education) and the Pro-Director (Faculty Development). In addition to producing reports for individual teachers TQARO produce aggregated quantitative data for departments and School-wide bodies. The results can be found online in the "Surveys" section of the website at [lse.ac.uk/tqaro](https://lse.ac.uk/tqaro)



# LSE Services to Support You with Your Studies and in Your Career



## LSE LIFE

**LSE LIFE is the place to develop the skills you'll need to reach your goals at LSE, whether it concerns your academic work or other personal or professional pursuits. LSE LIFE is here to help you find your own ways to study and learn, think about where your studies might lead you, and make the most of your time at LSE.**

LSE LIFE offers:

- Hands-on practical workshops where you can get advice on key areas of university work, including effective reading, academic writing, critical thinking, managing your dissertation research, and organising your time.
- Workshops to learn ways to adapt and thrive in new or challenging situations, including the development of skills for leadership, study/work/life balance, and life beyond university.
- One-to-one appointments with our study advisers for personalised advice on any aspect of your studies at LSE, or simply to talk through your ideas for research or other projects.
- Drop-in sessions with specialists from around LSE covering areas like CV writing, English language advice, finding and referencing academic sources, and statistics support.
- A space to meet and work together with students from other courses and departments.
- Special events to take advantage of what LSE and London have to offer.

Find out more at [lse.ac.uk/lselife](https://lse.ac.uk/lselife), check out workshop materials and other resources on Moodle or just drop by – LSE LIFE is on the ground floor of the Library.

## LSE Library

**LSE Library holds one of the most important social science collections in the world and has all the material that you need for your studies and research.**

Most items are split into collections to help you find what you are looking for:

- The course collection is located on the first floor, holding multiple copies of essential textbooks for your courses. It will have most of your required readings.
- The main collection is housed across three floors, holding wider items for social sciences research.



You can use Library Search to find books and other materials for your studies via [lse.ac.uk/library](https://lse.ac.uk/library). Once you have found what you need, write down its location to help you find it in the Library. To borrow books, use your LSE card and the self-service machines on the ground floor. Taught students can borrow up to 20 books at any one time. You can renew your books online by logging into your Library account at [lse.ac.uk/library](https://lse.ac.uk/library). If you do not return books on time, you will be unable to borrow any more until your overdue item is returned or renewed.

Academic Support Librarians provide subject expertise and personalised support. They also host workshops to help you identify, find, manage and evaluate the information needed for your studies and research. You can find out who your Academic Support Librarian is at [lse.ac.uk/academicSupportLibrarian](https://lse.ac.uk/academicSupportLibrarian). Subject Guides are useful online introductions to finding resources, read yours at [lse.ac.uk/library/subjectGuides](https://lse.ac.uk/library/subjectGuides)

## Language Centre

Whether you are an international student looking for support with your English, interested in taking a Language Centre course as part of your undergraduate degree, or want to learn or improve a language the Language Centre can help.

If English is not your first language, there are plenty of ways you can improve and practise using the English language for your academic work. English for Academic Writing courses are available for any undergraduate or postgraduate student who does not have English as a first language and would like a weekly English language class to help with academic writing for coursework. This support is delivered with [lse.ac.uk/lselife](https://lse.ac.uk/lselife)

You may be eligible to take a language, literature or linguistics course as part of your degree. As an LSE student you can also sign up for a non-degree language course at a discounted rate. As part of the LSE Language Policy, if you are a UK-EU undergraduate and you do not have foreign language at GCSE Grade C (or equivalent), you are eligible to take an MFL certificate course for free!

For more information visit [lse.ac.uk/languages](https://lse.ac.uk/languages)

## LSE Careers

**LSE Careers is here to help guide and support you throughout your time at LSE. We provide a range of careers services and events both online, face-to-face and through one-to-one appointments. We have a jobs board and offer bespoke services for disabled students and PhD students.**

There is lots of information and support at [lse.ac.uk/careers](https://lse.ac.uk/careers) including:

- Information about the services offered by LSE Careers and how to access them
- Support with your career options and insight into employment sectors and recruitment processes
- CV, cover letter and application form advice and examples
- Details of what graduates have gone on to do

LSE CareerHub, our online careers portal, allows you to:

- Discover jobs and opportunities
- Book one-to-one discussions to talk about your career options and receive feedback on your applications
- Explore upcoming events including skills seminars, careers fairs and employer presentations

You can access CareerHub at [careers.lse.ac.uk](https://careers.lse.ac.uk)

Keep up-to-date with events and advice by following [@LSECareers](https://twitter.com/LSECareers)

## LSE Volunteer Centre



**Volunteering is a great way to help develop new skills and meet new people while making a difference and the LSE Volunteer Centre is here to inspire and empower you to volunteer for causes that you are passionate about during your time at LSE.**

We work with organisations to advertise volunteering opportunities across London, the UK and internationally. Whether you are passionate about the environment or human rights or ready to change the world through campaigning or mentoring, we'll have an opportunity for you. We also know that students are busy and we run a comprehensive one-off volunteering programme to make sure you can fit it in.

Looking to meet charities? The first volunteering fair will take place on Monday 7 October and is a great opportunity to speak to over 50 representatives from some truly inspirational organisations. You can find out more about this, as well as the advice and support we can offer, at [lse.ac.uk/volunteercentre](https://lse.ac.uk/volunteercentre) or by following [@LSEVolunteering](https://twitter.com/LSEVolunteering)

## LSE Generate

**LSE Generate is the home of entrepreneurship at LSE.**

We aim to support and scale socially-driven student and alumni ventures, here in the UK and across the globe. We welcome all students and alumni, from those eager to develop and learn entrepreneurial skills to LSE entrepreneurs who have already launched their ventures and need support and advice from the team. Join us for our events, enter the Generate funding competition, pop by and meet us in our co-working space and access all our start-up resources for free. Discover more on our website [lse.ac.uk/generate](https://lse.ac.uk/generate) or keep up to date with Generate news through our social media, [@LSEGenerate](https://twitter.com/LSEGenerate)

# Equity, Diversity and Inclusion (EDI)

As part of the School's commitment to equality of respect and opportunity, and as set out in our Ethics Code, we are all responsible for treating everyone at LSE with dignity and respect. This entails ensuring that no one is treated unfavourably because of their age, sex, disability, gender identity, race, religion or belief, sexual orientation, marital or civil partnership status, pregnancy and maternity status, social or economic background, or their role at the School.

In practice, this means that we are all expected to:

- Treat all members of the School community fairly and with respect
- Act courageously and openly, with respect for the knowledge and experience of others
- Play our part in creating an environment that enables all members of the School community to achieve their full potential in an environment characterised by equality of respect and opportunity
- Actively oppose all forms of discrimination and harassment, including challenging and/or reporting unacceptable behaviour.

If you experience or witness bullying or harassment, please visit [lse.ac.uk/ReportIt](https://lse.ac.uk/ReportIt) to access information on how to report an incident and reach support.

All members of the School are encouraged to complete the "**Consent Matters**" module to learn about how you might positively intervene as a bystander, and to signpost anyone who has experienced any form of bullying or harassment to the support available on the **Making a Choice** hub.

For further advice or information, please visit [lse.ac.uk/EquityDiversityInclusion](https://lse.ac.uk/EquityDiversityInclusion) and follow the EDI Office on Twitter [@EDI\\_LSE](https://twitter.com/EDI_LSE)





# Your Wellbeing and Health

## Student Wellbeing Service (SWS)

SWS brings together two key student facing services; the Disability and Wellbeing Service (DWS) and the Student Counselling Service (SCS). SWS also facilitates the Peer Supporter Scheme. SWS aims to provide you with a single integrated source of help and assistance.

SCS provides a professional, free and confidential service to help you with any problems that you may be experiencing. You can speak to them about academic stresses, as well as personal and emotional difficulties. Visit [lse.ac.uk/counselling](https://lse.ac.uk/counselling) to book an individual appointment, read about drop-in appointments or find out about groups and workshops.

DWS are the first point of contact for students with disabilities, long term medical and mental health conditions, and Specific Learning Difficulties such as dyslexia. DWS can help you to create an Inclusion Plan which is a way of putting in place agreed "reasonable adjustments" to support your studies. Visit [lse.ac.uk/disability](https://lse.ac.uk/disability) to find out more.

Peer Supporters give you the opportunity to talk to fellow students about anything that is worrying you. Peer Supporters are trained to offer confidential emotional support, help and reassurance. You can find out more about the scheme and arrange a chat with a Peer Supporter at [lse.ac.uk/peerSupport](https://lse.ac.uk/peerSupport)

## Health Care in the UK

You are likely to need to access medical care while you are at LSE, even if this is just for routine appointments. In the UK most health care is provided through the National Health Service (NHS).

You are typically eligible for free treatment on the NHS if you fall into one of the following categories:

- You are a UK resident
- You have a Tier 4 visa and have paid the immigration health surcharge
- You are an EU/EEA student with a European Health Insurance Card (EHIC)

This list is not exhaustive and was correct at the time of print. The UK Council for International Student Affairs maintains an up-to-date listing on their website – [ukcisa.org.uk](https://ukcisa.org.uk)

If you are unfamiliar with the NHS search for "NHS Services explained" to find out more. You are usually required to register with a local General Practitioner's (GP) surgery before you can book an appointment. You should register as soon as possible and not wait until you are unwell. The nearest GP surgery is St Philips Medical Centre who are based on the second floor of Pethick-Lawrence House. This surgery will register most LSE students. For more information about the services offered and how to register please visit [stphilipsmedicalcentre.co.uk](https://stphilipsmedicalcentre.co.uk) or call **020 7611 5131**. Alternatively, you can find your nearest GP by using the GP finder function on the NHS website [nhs.uk](https://nhs.uk)

As well as dispensing medicines, pharmacies can also offer advice on common health problems. You do not need to make an appointment, just visit a pharmacy and ask to speak to the duty pharmacists. In an emergency you should dial 999 to call an ambulance. You can also visit your nearest accident and emergency (A&E) department at your local hospital or visit an Urgent Care Centre.

There is a lot more information about Health Care, including details about dentists and opticians, available at [lse.ac.uk/studentHealth](https://lse.ac.uk/studentHealth)

## LSE Faith Centre

**The Faith Centre is open to students of all faiths and none. It is home to LSE's diverse religious activities, acclaimed interfaith programmes and a reflective space for all staff and students.**

The Faith Centre provides a space for student faith societies to meet and worship. The Faith Centre produces a Religion and Belief Guide each year which provides information and contact details for faith groups, you can collect a copy from the Faith Centre reception on the second floor of the Saw Swee Hock Student Centre.

The Faith Centre hosts a range of wellbeing activities including Mindfulness, Yoga, Ashtanga Yoga and Tai Chi. Class details can be found online at [lse.ac.uk/faithCentre](https://lse.ac.uk/faithCentre). The Cave in the Faith Centre is available to all LSE staff and students who need a quiet place for reflection. This space cannot be booked but is open throughout the week.

The Faith Centre runs three acclaimed interfaith leadership programmes which are your chance to explore, question and challenge religious differences and provide a unique opportunity to build relationships and challenge assumptions across faiths. Find out more by visiting the "Programmes" page at [lse.ac.uk/faithCentre](https://lse.ac.uk/faithCentre)

The Faith Centre Director and Chaplain to the LSE, Reverend Dr James Walters, can be contacted on [j.walters2@lse.ac.uk](mailto:j.walters2@lse.ac.uk) for confidential support regardless of religious affiliation. Contact details for our team of Associate Chaplains can be found at [lse.ac.uk/faithCentre](https://lse.ac.uk/faithCentre)

# Exams and Assessments

## Candidate Numbers

Your candidate number is a unique five digit number that ensures that your work is marked anonymously. It is different to your student number and will change every year. Candidate numbers can be accessed in early Michaelmas Term using LSE for You.

## Deferral

If you have difficulties in the lead up to, or during, the assessment or exam then you can seek to defer the assessment or exam, in exceptional circumstances. You will need permission from the Chair of your Sub-Board of Examiners to do this. For more information visit [lse.ac.uk/deferral](https://lse.ac.uk/deferral)

## Extension Policy

If you have difficulties in the lead up to an assessment deadline but think you may be able to successfully submit if you had extra time, you can seek an extension request. You must make this request before the deadline has taken place and you will need permission from the Chair of your Sub-Board of Examiners to do this. For more information visit [lse.ac.uk/extensionpolicy](https://lse.ac.uk/extensionpolicy)

## Exceptional Circumstances

If you miss an assessment that you did not defer, or experience difficulties that you feel may have had an impact on your performance on an assessment you did attempt, even where you were provided with an extension, you should submit an Exceptional Circumstances Form and **corroborating evidence** to the Student Services Centre. This will allow you to alert the Sub-Board of Examiners to the circumstances under which you completed the assessment or exams. For more information visit

[lse.ac.uk/exceptionalcircumstances](https://lse.ac.uk/exceptionalcircumstances)

## Fit to Sit Policy

By submitting your assessment regardless of whether it is coursework, participation in a class presentation or sitting an exam, LSE considers that you have declared yourself fit enough to do so. If you have experienced disruption to your studies (illness, injury or personal difficulties for example) you must think carefully about whether you should attempt the assessment or whether you should consider requesting an extension or deferring the assessment. Requests for an extension or deferral must be made in advance of the assessment deadline.



# Plagiarism

The work you submit for assessment must be your own and all source material must be correctly referenced. Plagiarism is not just submitting work with the intention to cheat. Plagiarism could occur simply as a result of failing to correctly reference the sources you have used. If you are found to have committed an assessment offence (such as plagiarism or exam misconduct) you could be expelled from the School.

Any quotation from the published or unpublished works of other persons, including other candidates, must be clearly identified as such. Quotes must be placed inside quotation marks and a full reference to sources must be provided in proper form. A series of short quotations for several different sources, if not clearly identified as such, constitutes plagiarism just as much as a single unacknowledged long quotation from a single source. All paraphrased material must also be clearly and properly acknowledged.

Any written work you produce (for classes, seminars, exams, dissertations, essays and computer programmes) must solely be your own. You must not employ a "ghost writer" to write parts or all of the work, whether in draft or as a final version, on your behalf. For further information and the School's statement on Editorial Help visit [lse.ac.uk/calendar](https://lse.ac.uk/calendar). Any breach of the Statement will be treated in the same way as plagiarism.

You should also be aware that a piece of work may only be submitted for assessment once (either to LSE or elsewhere). Submitting the same piece of work twice (regardless of which institution you submit it to) will be regarded as the offence of "self-plagiarism" and will also be treated in the same way as plagiarism.

Examiners are vigilant for cases of plagiarism and the School uses plagiarism detection software to identify plagiarised text. Work containing (or that contains) plagiarism may be referred to the Regulations on Assessment Offences: Plagiarism which may result in the application of severe penalties.

If you are unsure about the academic referencing conventions used by the School you should seek guidance from your department, Academic Mentor, LSE LIFE or the Library as soon as possible.

The **Regulations on Assessment Offences: Plagiarism** can be found at [lse.ac.uk/calendar](https://lse.ac.uk/calendar)

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## Results and Classification

### Results

Final results are released using LSE for You once the relevant School Board of Examiners has ratified them. Results are not released to students that have debts owing to the School. Provisional exam results are also made available in LSE for You for students taking January exams and for students on 12 month Master's programmes. For more information on how and when results are released visit [lse.ac.uk/results](https://lse.ac.uk/results)

### Classification Schemes

Degrees are awarded according to the classification scheme applicable to the year in which you started your programme. These schemes are applied by the Boards of Examiners when they meet to ratify your results. You can find the classification schemes at [lse.ac.uk/calendar](https://lse.ac.uk/calendar)

### Transcripts

Continuing students can request intermediate transcripts at the Student Services Centre immediately after ratified results have been published. Final transcripts are made available electronically within a system called Digitary which allows them to be easily shared. For more information about final transcripts please visit [lse.ac.uk/transcripts](https://lse.ac.uk/transcripts)

### Degree Certificate

Your degree certificate will be available for collection at Graduation or can be posted to you. For more information please visit [lse.ac.uk/degreecertificates](https://lse.ac.uk/degreecertificates)



# Fees and Finance

## Fees

**All administration around your fees is handled by the Fees, Income and Credit Control Team.**

LSE offers two options for payment of fees. You can either pay them in full prior to registration or by payment plan. If you have not paid your fees in full before you register you will be placed on a termly payment plan.

For more information about your fees, please visit [lse.ac.uk/financeDivisionExecutive](https://lse.ac.uk/financeDivisionExecutive).

To pay online or to find out about the different payment methods available, visit [lse.ac.uk/feepayments](https://lse.ac.uk/feepayments)

Unfortunately, it is not possible for you to pay in person.

The Fees Office also run drop-in sessions at the Student Services Centre for students who wish to discuss fee related enquiries:

- Check your tuition fees due
- Discuss any concerns regarding payments due
- Check funding or payments made
- Present forms for confirmation and completion
- Request invoices and receipts

For full details regarding tuition fees, charging policy, payment and instalment options, visit [lse.ac.uk/feespolicy](https://lse.ac.uk/feespolicy) for the Tuition Fees Policy.

# Codes and Charters

## LSE Academic Code

**LSE has an Academic Code that sets out what we are doing to deliver a consistent student experience across our School and clarifies what students can expect from their LSE education.**

The Academic Code brings together key principles that underpin students' education into a School-wide policy. Developed in partnership with LSE Students' Union, it sets the baseline to build on teaching standards, academic support, student voice and assessment and feedback – areas that students have told us matter the most to them.

A copy of the Academic Code is included at the end of this handbook.

## The Student Charter

**Our Student Charter, written by students and staff, sets out how LSE's mission and ethos are reflected in the education you can expect to receive at the School, and in the diverse, equitable and inclusive community that we all contribute to and value.**

The charter covers:

- Your education – what an LSE education is and how you can make the most of it
- Our community – what it means to be part of the LSE community and how to contribute
- Your future, our future – how to inspire future generations of LSE students.

You can find out more about the Charter, and read the full version online, just search "LSE Student Charter".

## Codes of Good Practice

**The Codes of Good Practice explain the obligations and responsibilities of students and staff.**

The codes set out what you can expect from your department in relation to your teaching and learning experience, including the roles and responsibilities of Academic Mentors and Departmental Tutors; the structure of teaching at LSE and examinations and assessments. The codes also lay out your responsibilities and what LSE expects of you. You can find the codes of practice at [lse.ac.uk/calendar](https://lse.ac.uk/calendar)

## The Ethics Code

The Ethics Code details the principles by which the whole LSE community is expected to act.

The School expects the highest possible ethical standards from all staff, students and governors. The Ethics Code sets out the School's commitment to the ethics principles of Responsibility and Accountability; Integrity; Intellectual Freedom, Equality of Respect and Opportunity, Collegiality and Sustainability. You can find the Code, guidance and link to the online ethics module "Ethics at LSE" at [lse.ac.uk/ethics](https://lse.ac.uk/ethics)

## Research Ethics

**If you conduct research you should refer to the Research Ethics Policy and procedures.**

Search online for "LSE Research Ethics and Guidance" to find resources on policy, procedure, informed consent, safety, training and support. You will also find the Code of Research Conduct and its associated procedures.

If you have any questions regarding research ethics or research conduct please email: [research.ethics@lse.ac.uk](mailto:research.ethics@lse.ac.uk)



# Systems and Online Resources

## Need IT help?

- Visit the Technology Help Desk on the first floor of the Library
- Email: [it.helpdesk@lse.ac.uk](mailto:it.helpdesk@lse.ac.uk)
- Call: 020 7107 5000.

The Help Desk is open seven days a week during term time and offers a range of services including a laptop surgery.

## LSE for You

**LSE for You is a web portal which gives you access to a range of services. You can access LSE for You at [lse.ac.uk/lseforyou](https://lse.ac.uk/lseforyou)**

LSE for You allows you to:

- View and update your term time (contact) and home (permanent) address
- Reset your IT password
- Access your candidate number
- View your results
- Select your courses

Alternatively you can also access services on the new Student Hub.

## Student Hub

**The Student Hub is LSE's app, designed to help you navigate your day-to-day life at LSE.**

Use the LSE Student Hub app to view your timetable and upcoming deadlines, find your way around campus and keep up to date with news and events from your Department and the wider School. You can also book appointments with academics or support services and create groups with friends and course mates to carry on the conversation outside of class.

Download the Student Hub app on iOS or Android, or you can access the web app at [studenthub.lse.ac.uk](https://studenthub.lse.ac.uk)

## Moodle

**Moodle is LSE's virtual learning environment.**

The majority of taught programmes have a course on Moodle, the online learning platform used at LSE. Moodle courses contain activities such as quizzes, communication tools, resources such as audio and video files, lecture slides, links to recordings of lectures and reading lists. Students may be asked to submit their work electronically to Moodle, and teachers may provide feedback and provisional marks via Moodle. Moodle is managed by your course leader so how it is used will vary from course to course.

You can access Moodle by visiting [moodle.lse.ac.uk](https://moodle.lse.ac.uk)

## Email

**LSE will use your LSE email address to communicate with you so check it regularly.**

Microsoft Outlook is available on all public PCs. You can also access your email off-campus using webmail ([mail.lse.ac.uk](https://mail.lse.ac.uk)) or on the move using clients for laptops and mobile phones. For help setting up email on your device search "LSE mobile email setup".

## Training and Development System

The Training and Development System allows you to book a place on many of the personal development opportunities offered around LSE.

You can access the Training and Development System at [apps.lse.ac.uk/training-system](https://apps.lse.ac.uk/training-system) and login using your LSE username and password.

## Information Security Awareness Training

**LSE hosts an information security awareness course in Moodle. It will help teach you how to spot phishing emails, keep your devices safe and know how to treat your personal data.**

You can access the course at [moodle.lse.ac.uk/course](https://moodle.lse.ac.uk/course), logging in using your LSE username and password.



# The LSE Academic Code

The LSE Academic Code, developed in partnership with LSE Students' Union, sets out what we do to deliver a consistent student experience across our School and clarifies what you (as a student) can expect from your LSE education.

The Academic Code helps us deliver on our commitments to enhance experiences at LSE in partnership with students. Your input is essential to measure success, and the Students' Union has worked with us to redesign student representation at our School, so that you have a stronger voice at LSE than ever before.

The Academic Code should be read in conjunction with the **LSE-LSESU Student Charter**.

1. All full-time undergraduate and taught postgraduate students taking a taught course will receive a minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms, or a minimum of four hours taught contact time per week for a full-unit taught course running entirely in Michaelmas or in Lent term.
2. Students will have the opportunity to receive feedback on **formative** and **summative** work, as set out below. Feedback on assessment due in Summer Term is not required for non-continuing students except for dissertations or capstone projects. There may be exceptional circumstances where the below time frames are not possible and, if this is the case, the reasons for extending the time period will be clearly explained to students as early as possible.
  - 2.1 All assessment submission deadlines and feedback time frames will be clearly communicated to students at the start of each course, including on the course Moodle page.
  - 2.2 Feedback on formative tasks will normally be returned to students within three term weeks of the submission deadline, where students submit their work on time.
  - 2.3 Feedback on summative assessment (excluding exams, dissertations or capstone projects) will normally be provided within five term weeks of the submission deadline, where students submit their work on time.
  - 2.4 Feedback on January exams will normally be provided within six term weeks of the end of the exam period.
  - 2.5 Feedback on Summer exams will normally be provided within four term weeks of the following Michaelmas term.
  - 2.6 Feedback on dissertations and capstone projects will normally be provided within four term weeks of the final mark being made available to students.
  - 2.7 For any summative assessment which is failed, students will have the opportunity to receive feedback in time to prepare for the resit or resubmission. For summative assessment failed in Summer Term, feedback may take the form of general guidance on how to have approached that assessment.
3. All students will have an **Academic Mentor** to advise on academic matters. Academic Mentors should have the necessary expertise and guidance to undertake the role. Ideally, students will keep the same mentor throughout their time at LSE.
4. Students will be invited to meet their Academic Mentor at least twice during each of the Michaelmas and Lent terms. These meetings may take the form of 1-2-1 sessions or small group gatherings, so that mentees can meet one another and discuss issues of mutual interest.
5. In addition to academic guidance provided by the Academic Mentor, students will have access to personal advice, for example with respect to mental health and wellbeing. Students will be clearly informed about who to go to for what kinds of advice and this will be available through various mechanisms, such as Disability and Wellbeing Services, Student Services, and Departments.
6. Staff teaching on LSE programmes will be available to students through a minimum of 35 **office hours** (for full-time teaching staff) during term time. Normally, the expectation is to meet face-to-face, but contact may take other forms that are mutually agreed between the teacher and students.
7. Departments will hold at least one **Student-Staff Liaison Committee** and one Departmental Teaching Committee meeting during each of the Michaelmas and Lent terms, following the guidelines for each type of meeting that we have agreed in partnership with the Students' Union.

## Notes

# Campus Map



## Key

<b>95A</b>	95 Aldwych	<b>LAK</b>	Lakatos Building	<b>PAN</b>	Pankhurst House
<b>ALD</b>	Aldwych House	<b>LCH</b>	Lincoln Chambers	<b>PAR</b>	Parish Hall
<b>CBG</b>	Centre Building Redevelopment	<b>5LF</b>	5 Lincoln's Inn Fields	<b>PEA</b>	Peacock Theatre
<b>CLM</b>	Clement House	<b>32L</b>	32 Lincoln's Inn Fields	<b>PEL</b>	Pethick-Lawrence House
<b>COL</b>	Columbia House	<b>35L</b>	35 Lincoln's Inn Fields	<b>POR</b>	1 Portsmouth Street
<b>CON</b>	Connaught House	<b>MAR</b>	The Marshall Building (44 Lincoln's Inn Fields)	<b>QUE</b>	Queens House
<b>COW</b>	Cowdray House	<b>50L</b>	50 Lincoln's Inn Fields	<b>SAR</b>	Sardinia House
<b>FAW</b>	Fawcett House	<b>LRB</b>	Lionel Robbins Building, Library and The Womens Library	<b>SAW</b>	Saw Swee Hock Student Centre
<b>KGS</b>	King's Chambers	<b>NAB</b>	New Academic Building	<b>SHF</b>	Sheffield Street
<b>1KW</b>	1 Kingsway	<b>OLD</b>	Old Building	<b>STC</b>	St Clement's
<b>KSW</b>	20 Kingsway				

LSE Building
 LSE Building Development
 Information
 Cycle Hire Station



All buildings have wheelchair access and lifts, except , 95A, KGS, KSW\*, 5LF, 50L, POR\* and SHF.

\*KSW 20 Kingsway (Language Centre only), \*POR 1 Portsmouth Street (Shop only).



**[lse.ac.uk/PBS](https://lse.ac.uk/PBS)**



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