



**GRADUATE STUDY IN THE  
INSTITUTE OF SOCIAL PSYCHOLOGY**

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*2007-2008*

MPhil/PhD IN SOCIAL PSYCHOLOGY

THE LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE

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# 1. The Institute

Welcome to the Institute of Social Psychology. This handbook contains essential information about how the Institute works, the facilities available for the support of research students, the rights and obligations of students and staff, and other useful information. You are advised to read it carefully and to keep it handy for future reference.

This Handbook should be consulted in conjunction with the Graduate School Handbook, and the School Calendar.

For information on PhD regulations please also visit the relevant pages at <http://www.london.ac.uk/>.

Enquiries can be emailed to [enquiries@lon.ac.uk](mailto:enquiries@lon.ac.uk).

## **1.1 General information**

### **1.1.1 About the LSE**

The London School of Economics and Political Science is a major world centre of research and teaching in the social sciences. It has an outstanding reputation, not only in Economics (where five former staff members have won Nobel Prizes), but also in all the Social Sciences and closely related subjects such as History, Law and Philosophy. LSE's location in central London is central to its identity. Its buildings form part of the skyline of a cosmopolitan capital city, crowded and bustling, rather than part of a peaceful rural campus. There is a constant interchange of ideas and knowledge between teachers and taught and between the School and the world of many of its studies. Many LSE students and staff come from outside the UK; over half of the students are postgraduates, making LSE one of the largest concentrations of advanced study in its various fields. In its lively variety LSE thrives on an atmosphere of openness to new ideas, discussion and debate. The LSE Library is one of the world's major collections of social science material – over 3 million items are on open access.

### **1.1.2 LSE Race Equality Statement**

The London School of Economics and Political Science is committed to promoting an environment of race equality. As such, the School is committed to promoting equality of opportunity and good race relations between persons of different racial backgrounds whilst working towards the elimination of unlawful discrimination.

#### Principles

LSE's mission, as defined in its Strategic Plan, is to be a world-class University Centre of the Social Sciences in the heart of London. Diversity of students and staff is pivotal to this objective, and is supported by Article 13.2 of the School's Articles of Association (dating from 1999), which reads:

"Everyone shall be entitled to equal treatment on the basis of individual merit and without unfair discrimination as regards admission to and membership of the Court of Governors and status as Governor, Council member, officer and employee of the Company, and as student or other individual associated with the Company, and as regards access to the benefits, facilities and services provided by the Company."

More information on this policy can be found at:  
<http://www.lse.ac.uk/resources/raceEquality/policy.htm>

### 1.1.3 Schools Policy on Disability

The London School of Economics and Political Science is committed to complying with the Disability Discrimination Act 1995 (DDA) and the Special Educational Needs and Disability Act 2001 (SENDA) by:

- Maximising accessibility to the School's services and activities for staff, students, alumni, visitors, and prospective staff and students with disabilities, and to ensure that no-one is treated less favourably on the ground of disability.
- Developing a culture of inclusion and diversity in which people feel free to disclose a disability, should they wish to do so, and to discuss reasonable adjustments in order to promote equal participation in the School's services and activities. In adherence to the Data Protection Act 1998 (DPA 1998), such information shall be passed on only with consent and where there is a legitimate reason to do so.
- Reviewing, monitoring and revising, as appropriate, all School systems, procedures, facilities, services and buildings in compliance with the DDA and SENDA in addition to the Human Rights Act 1998 (HRA), which includes the right not be denied access to education.
- Creating, maintaining and disseminating information about services, support and facilities available for staff, students, alumni, visitors and prospective staff and students with disabilities.

For the purpose of this policy, the term "disability" has the same meaning as that given in the DDA and SENDA:

*'a physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities'*.

In recognition of evolving case law, this includes, but is not limited to: sensory impairments, learning disabilities, mental illness, clinically recognised severe disfigurements, cancer, HIV/Aids, progressive conditions even at an early stage, conditions which are characterised by a number of cumulative effects such as pain or fatigue and a past history of disability.

This policy was agreed by the School Council 25th June 2002.

### 1.1.4 Induction information

#### Study Skills Support

The School offers a range of study support facilities, via the Library, IT Services, the Teaching and Learning Centre (TLC), the Language Centre, and Academic Registry. These include study skills classes and workshops, library and IT skills classes, language classes and careers advice. Easy access to various events and support activities are available via the TLC web site: <http://learning.lse.ac.uk/>.

#### English Language Support

The LSE Language Centre offers free language support for non-native speakers to improve their Academic English skills. Details of these courses, and of modern language courses offered to LSE students, can be found at:

<http://www.lse.ac.uk/Depts/language/InsessionalSupport.htm>.

#### St Philip's Medical Centre at the LSE

St Philip's Medical Centre at LSE offers general practice care for students living in a large area of London, including night and weekend emergency cover. The Medical Centre has four doctors and two nurses. The medical centre offers a comprehensive service including a **gynaecologist, dentist, ophthalmologist, osteopath and acupuncturist**.

Four counsellors in the Medical Centre provide **advice, counselling and psychotherapy**, available free of charge to all students whether you are registered with the health service or not. This includes an emergency drop-in service daily between 4pm and 5pm. Sessions can

be booked by phone (020 7955 7016) or in person on that day. For further details, please refer to the Medical Centre's Web pages: <http://www.lse.ac.uk/collections/medicalCentre/>

### **Student Union Student Advice Centre**

The Students' Union (SU) has a Student Advice Centre incorporating a **welfare officer**, **housing advisor** and **counsellor**.

The advice centre is located on the second floor of the East Building in room E297. You may visit the centre in person or ring them on 020 7955 7145. Opening hours are Monday - Friday: 10am to 5pm. Outside of these hours, messages can be left on the ansaphone and calls will be returned as quickly as possible. Alternatively, refer to the Advice Web page <http://www.lsesu.com/main/support/advicecentre>.

The Union also provides four Welfare Advisers who can help on a range of problems such as **financial**, **childcare needs**, **immigration** and **disability**. All advice and counselling services are strictly confidential.

### **Other Welfare/Support Services Available at the School**

The LSE **Chaplaincy** provides a focus for information and support for students interested in spiritual issues as well as those already committed to a particular faith.

The School has a member of the academic staff who advises students with **disabilities**. The member of Institute staff with specific responsibility for dealing with disability-related issues is Daniel Linehan.

The Adviser to Women Students offers advice and support to **women students** with personal problems and is available to discuss all issues of concern to them.

More information about these welfare services is available at <http://lse.ac.uk/resources/schoolServices/studentAdvisers.htm>

### **Financial Aid**

The Financial Support Office of the Graduate School can give advice on financial aid. In addition, opportunities exist on occasion for students to participate in ongoing research as research assistants to specific faculty members.

### **Library Facilities**

The Library is the national library of the social sciences. It is one of the world's greatest social science libraries and a major resource for both postgraduate teaching and research. It has recently undergone a major refurbishment designed to improve facilities for social science researchers. The Library's collections cover the social sciences in the widest sense and are particularly strong in economics, politics, sociology, and the social, economic and international aspects of history. LSE students have access to the Library's extensive research collections. The Main Collection contains books and journals in all major subject areas of relevance to the LSE. It includes millions of books and approximately 31,000 journal titles, 10,000 of which are current subscriptions. The interdisciplinary nature of the LSE's teaching and research interests is reflected in the range of materials available. In addition to the Main Collection there are also many collections of primary materials that support original research.

The Library has exceptionally comprehensive collections of governmental and intergovernmental documents from all over the world. These documents contain a wealth of information on public policy issues at both national and international levels. Governmental documents include those from the United Kingdom, United States (federal), France, Germany, Australia and Canada. Intergovernmental documents include policy papers from the European Commission and European Parliament, documents from the United Nations Security Council and General Assembly, and reports from the World Bank and International Monetary Fund. There is also an almost complete set of the documents of the League of Nations from between the two world wars. As part of these collections, the Library has

always placed a great emphasis on obtaining as many statistical series as possible. The many thousands of series held include population statistics, social indicators and, in many cases, more detailed figures relating to particular products, commodities or services. The Pamphlets Collection contains pamphlets published by trade unions, political parties, activists, pressure groups and others since approximately the mid-nineteenth century. Many of these pamphlets are rare and enable the researcher to study the development of social and political arguments using the very medium, the pamphlet, which provided a major form of communication at the time. In some cases, microfiche reproductions of major collections are acquired in order to provide access to important research materials. Examples include United States declassified documents and parts of the Labour Party archives.

The Library is not only a storehouse of published materials but also includes extensive archives of original manuscripts and papers. Electronic publishing is expanding rapidly and LSE's Electronic Library reflects this. The Electronic Library includes both bibliographical research tools (indexes and abstracts) and full-text resources, such as newspapers, journals, statistics and government reports. Most of the sources can be accessed from any machine on the LSE network - so it is not necessary to go to the Library to use them. Freely available to all students are such services as the Social Sciences Citation Index, the International Bibliography of the Social Sciences, recent issues of some journals in electronic form, leading UK newspapers in full text such as the Financial Times and the online catalogues of other libraries throughout the world. There are also many subject-based abstracting and indexing services that enable details of journal articles, working papers and other publications to be traced. Statistical series are also increasingly available in electronic form. Statistics from the OECD, United Nations and World Bank are readily accessible on the School network. In addition, the Data Library provides access to a whole range of specialist datasets - primarily of interest to LSE research students and staff.

Electronic services of particular interest to psychology include PsycInfo which is produced by the American Psychological Society and indexes articles from over 1300 psychology journals from 1887 to date. All students are issued with ATHENS passwords which enables them to access this service via the Internet from any location including outside the campus.

The library subscribes to a growing collection of electronic journals. These include all major titles published by the British Psychological Society (including British Journal of Psychology, British Journal of Social Psychology and the British Journal of Educational Psychology) from 1999 onwards.

The Library has amongst the longest opening hours of any UK university library – typically open from 0800 until 2300 Monday to Friday, and on Saturdays and Sundays, 1000 until 2100, during term.

You may also find it helpful to seek out reading materials outside LSE. When there is heavy demand on course material references can often be found in Senate House Library (Malet Street, London WC1) or the Institute of Education Library (Bedford Way, London WC1).

### **Technical Facilities**

The Institute of Social Psychology has its own highly skilled technicians, and provides excellent research support facilities. The facilities include specialist electronic and mechanical workshops, assistance in the design and writing of computer programmes to run studies, digital video editing suites and multi-media authoring and production facilities. The workshop technicians provide advice and training on the use of any technical facilities to be used in research. The facilities available include cassette and minidisc recorders, handheld, lapel and conference microphones, transcription machines, camcorders, tripods, video recorders, and computer software for running social psychology experiments (e.g., ERTS, Inquisit). There are a number of dedicated laboratories for use by students carrying out research in social psychology – these include a multimedia presentation lab, a general multimedia and interactive computing lab, a specialised multimedia authoring, analysis and cross platform development lab, two general computing laboratories and an observational lab (with two-way mirrors). In preparing research students for conference presentations, we regularly use these facilities to videotape them giving mock presentations, which they can

then use as feedback on their presentation skills.

### **www. Site**

The Institute has its own website on the Internet (<http://lse.ac.uk/collections/socialPsychology/>) which contains a wealth of information about the Institute. Both the Library and IT Services provide plentiful information about accessing the Internet and you are able to sign up for short courses or teaching sessions in order to familiarise yourself with the use of these facilities.

### **Career Guidance**

The Careers Service provides a range of facilities catering for those at each stage of jobhunting, from choosing a career, to locating potential employers and managing the recruitment process. There is an information library with reference and take-away material covering most career options and most areas of the globe. This includes details of employers who are recruiting, current and predicted vacancies, daily papers and periodicals, plus advice about applying and being interviewed. Information is available about further study, vocational and academic, both in the UK and overseas. The noticeboards in the Institute and the Institute's Public Folders are full of much relevant information concerning employment and further study.

For those of you undecided about your career various facilities are available including computer-aided careers guidance packages. Careers advisors are available for 'quick queries' (10 minutes or so), Monday to Thursday, 2.30-4.30pm. Advice can be given on a variety of matters, from choosing a career to fine-tuning applications. Longer interviews may be booked in the mornings. Throughout the Michaelmas and Lent Terms there is an extensive programme of talks and presentations given by different employers, together with practical seminars to hone application and interview skills.

The Careers Service is part of the University of London Careers Advisory Service, the largest careers service in the UK. Students may consult additional information in their library at 49-51 Gordon Square.

The LSE Careers Service is in W610 , Sixth Floor, Tower Three, and the opening times are 10am - 5pm, Monday to Thursday; 11am - 5pm, Friday (during term and vacations, except when LSE is closed).

There is also a recruitment service known as LSEJobOnline. This has been formed to assist current students or graduates at LSE in their search for new full time employment in the UK. They have a vacancy board which displays a range of job opportunities and they are also contactable if you are not sure what you are looking for, or if you are thinking about a career change.

The Institute holds a Careers Seminar for all MSc students in the Michaelmas Term (MT) and there is also a careers adviser in the Institute, Dr Caroline Howarth, who you can contact.

More information is available on: <http://www.lse.ac.uk/collections/careersService/>

### **PhD Professional Development Programme**

A series organised by The Teaching and Learning Centre.

More information is available on:

<http://www.lse.ac.uk/collections/TLCPHD/academicAndProfessionalDevelopmentProgramme.htm>

## General Information

### Health and Safety

The London School of Economics and Political Science is a relatively low risk environment, nevertheless the School is committed to achieving the highest standards of health and safety for its workforce, students and visitors to the School. The School has a Safety policy, which has been endorsed by the Academic Board, which sets out health and safety responsibilities and the School's arrangements for complying with relevant health and safety legislation.

Each Head of Department is required to appoint a Safety Co-ordinator (*usually the Departmental Manager*) to co-ordinate health and safety issues for the department. Accidents or any enquires concerning health and safety matters should be made to the Safety Co-ordinator in the first instance.

The School also employs a full time Health and Safety Officer, who's role is to give advice on any health and safety issue, advise on best practice when devising and implementing health and safety measures and to monitor the operation of the School's health and safety arrangements. Ann O'Brien, the Health and Safety Officer can be contacted on extension 3677 or by email: [ann.o'brien@lse.ac.uk](mailto:ann.o'brien@lse.ac.uk)

### Fire

Basic information on the action to take in the event of a fire is given below; this information is also given on 'Fire Action Notices', which are posted on each floor and adjacent to emergency exits.

- Everyone has an important role in ensuring that the School's measures to prevent fire operate effectively.
- The School has sophisticated fire safety systems installed in its buildings. It is a criminal offence to misuse or tamper with them!
- Do not block fire escape routes; it may result in persons being unable to exit the building safely in the event of a fire.
- Do not wedge open fire doors, these are designed to protect escape routes and prevent the spread of toxic smoke and fumes. (*The majority of deaths in fires are the result of inhalation of toxic smoke & fumes*).
- Do not overload electrical sockets, or tamper with plug fuses.
- Take care with portable heating appliances; always check with the Estates Department to ensure the building's electrical supply is capable of taking the load. Radiant heaters i.e. fires with an exposed element or flame must not be used.
- LSE operates a No Smoking Policy throughout the School. For the avoidance of doubt, smoking is not permitted in any public areas, toilets, lecture theatres, meeting rooms, seminar rooms, common rooms and offices.

### On Discovering a Fire:

Operate the nearest fire alarm (break glass call point) and dial **666**:

- Give the precise location of the fire.
- Do not attempt to tackle the fire unless you have been trained to do so.
- If you have been trained, attack the fire if possible using the appliances provided, but without taking risks.
- Proceed to the assembly point.

### On Hearing the Fire Alarm:

- Proceed to your assembly point, using the nearest available fire exit route.
- Close the doors behind you as you leave and if possible close windows too.
- If you are a wheelchair user or have mobility difficulties that prevent you from using the stairs make your way to the nearest fire refuge point.
- Use the telephone in the refuge point to let the Control room know where you are, wait in the refuge area for further instructions.

Know:

- Your means of escape routes, primary and secondary.
- Your nearest Fire Alarm break glass call point.
- Where your assembly point is for your building.
- Know who the Fire Marshals are for your work area.

#### **In the Event of Fire:**

- Remain Calm.
- Leave quietly without stopping to collect your belongings, without rushing and without attempting to pass others.
- Lifts must NOT be used.
- Follow the instructions of the Fire Marshal or Warden or the Security Staff.
- If there is not a designated Fire Marshall for your particular floor or work area, on arriving at the assembly report to the Senior Fire Marshal and let them know which floor or work area you have come from and whether or not it has been cleared.
- Remain at the designated Assembly point until you receive further instructions.
- DO NOT re-enter the building until you are told it is safe to do so by a LSE Fire Marshal.

#### **LSE Codes of Practice**

You can find details of the School's "Code of Practice for Taught Masters Programmes" in your LSE Graduate School Handbook. These codes detail the obligations which the School has to you and the obligations and responsibilities which you have to the School. Please take time to consult them.

#### **Student Services Centre**

Routine enquiries can be made at the Student Services counter, which is open between 9.45am and 5.15pm (3.45pm on Wednesdays) during term time, and 9.45am and 4.45pm (3.45pm on Wednesdays) outside of term time. The Student Services Centre can also advise and assist you. It keeps the official records of your studies at the School, so if you change your address during your studies, it is essential that you notify the Office. If you do not, you may miss vital information.

#### **Dean of Graduate Studies**

The Dean of Graduate Studies has a wide range of duties concerned with relations between the School and its students. He is available to any graduate student who wishes to raise any problem, academic or otherwise. The Dean will see students by appointment or during his open office hours as published outside his office (A202).

### **1.1.4 About the institute**

In 1996 the School celebrated its centenary. There were courses of lectures in psychology at the School from an early stage given by such luminaries as Rivers and Thouless. In 1933 the School considered offering appointments to Wertheimer and Lewin but failed to do so, despite strongly positive references for both from Koffka. Lewin went on to create social psychology as an experimental discipline in America. Modern social psychology is a product of the post-World War II years. Psychologists appointed to the academic staff of the School during these years formed part of the much larger teaching group in sociology. It was not until 1964 that a separate Department of Social Psychology was formed with the creation of the first Chair of Social Psychology at a UK university. Hilde Himmelweit, who was a Reader in Social Psychology at the School, was appointed to the Chair. The MSc Degree in Social Psychology was the first specialised degree in Social Psychology in the UK, with its first cohort of students being recruited in 1964/65. The MSc in Organisational and Social Psychology commenced in 1992/93 while the MSc in Social and Public Communication is of a more recent vintage and had its first intake of students in October 2003, with the MSc Health, Community and Development commencing in October 2005.

The Institute has eleven members of academic staff (Professor George Gaskell is also Director of LSE's Methodology Institute) and approximately 140 graduate students it is the

largest concentration of social psychologists in Europe and has an active interest in a wide range of theoretical, methodological and applied issues. Its research atmosphere still benefits from the legacy of Emeritus Professor Rob Farr and the late Professor Hilde Himmelweit, whose work established the LSE as a centre for the study of societal and sociological forms of social psychology. Understanding social phenomena in their social contexts is a key aspect of the research conducted in the Institute. Among the range of current interests are health, social representations, community, racism, ethnicity, culture, communications and the media, organisational psychology, the social construction of technology, gender, economic psychology, sexuality, social identities and risk in society. The Institute also maintains active teaching and research links with The Methodology Institute, The Gender Institute, The Interdisciplinary Institute of Management and the Departments of Sociology and Social Policy. See pages 61-63 for a listing of the current research interests of members of the academic staff.

More than three-quarters of our students come from abroad, reflecting our international outlook, our historical grounding in both American and European traditions of research, and our strong interest in promoting interchange and dialogue between these traditions and the ideas and practices of academics and social activists from other parts of the world. We have distinguished academic visitors from abroad and have well-established research and collaborative networks stretching from South and North America to Africa, Eastern Europe and Asia. The academic staff and their research students are frequent contributors to international meetings on all five continents. Our former students include many professors, lecturers, researchers, professionals and policy makers in the worlds of business, the media, NGOs and social and public policy now working in the UK, the rest of Europe, North and South America and other parts of the world. Many of our students go on to hold academic positions in universities both in the UK and abroad. Our alumni hold positions in a variety of international organizations including the UN and the WFP. Others have entered a variety of occupations including social research, marketing, media and broadcasting, industry, personnel, consulting and teaching.

The Institute recognises that research flourishes in a supportive environment. The formal and informal arrangements for the MPhil/PhD programme are correspondingly aimed towards providing a sound environment that is conducive to research, encouraging students to take full advantage of the range of advice and specialist knowledge available in the Institute and in the School as a whole, and monitoring and assisting student progress in a regular way so as to help students to complete their theses within reasonable time. In return, we expect students to do their part. Conducting research is a collaborative venture, with rights and responsibilities on both sides.

Key to completing your research successfully is the network of support and advice available to you. This divides broadly into formal and informal support structures. On the formal side, your central support will be provided by your personal Supervisor, whose task it is to oversee your academic and personal welfare; in addition to this, the Institute's PhD Programme Director plays a general tutorial role to all research students and can offer an independent view of your progress, as can the Head of the Institute. Both the Head of the Institute and the Programme Director are also available to discuss any difficulties that you might experience, including uncertainties about supervision. If there are remaining issues that you wish to discuss, the Dean of the Graduate School welcomes approaches from research students. Of course, the Dean of the Graduate School, the Head of the Institute and the PhD Programme Director are available to have off-the-record confidential discussions about any aspect of your experience as a research student at the School. In addition, since the Institute operates an "open door" policy for research students (i.e., there is a presumption that members of staff will make themselves available to any research student regardless of whether a formal supervisory link exists or not), there is scope for obtaining different perspectives on the practical and theoretical aspects of your research. All members of staff (including your Supervisor, the Head of the Institute and the PhD Programme Director) have one or more designated "office hours" per week, when they are available to see students without a prior appointment – these are posted on staff members' office doors. When your registration has been up-graded from MPhil to PhD (see below) you can approach the other members of your thesis committee (in addition to your supervisor who is also a member of that

committee). They will have read draft chapters of your thesis as part of the up-grading process and so will be familiar with your work. Still more formal channels include the Institute Staff/Student Committee and the Dean of the Graduate School's Research Students' Sub-Committee, where agenda items on general matters of policy and provision can be raised.

On the informal side, probably the most important support resource is other research students; students who have experienced the same challenges that you face, who work in the same area or with the same methodologies, can provide invaluable advice on how to avoid pitfalls, how to respond to obstacles, and so on. The informal discussions that arise can be invaluable in your research. As a result of the diversity of intellectual and personal backgrounds of our research students, it is often possible to float ideas and receive rapid feedback from someone who has knowledge of an entirely different social science from your background. Additionally, a major source of informal support and advice is the Institute's administrative staff: they have a wealth of experience and knowledge about the Institute and the School, and can be relied on to offer a pragmatic perspective should you have any difficulties.

As a relatively small Institute, we benefit from an informal and friendly atmosphere, which encourages a lively intellectual culture in which creative ideas from many perspectives can be exchanged.

### **1.1.5 A brief overview of the MPhil/PhD programme**

Postgraduate research in the Institute of Social Psychology takes place within an integrated MPhil/PhD programme, which has three streams based on the broad area of research specialization:

- **Social Psychology**
- **Organisational and Social Psychology**
- **Social and Public Communication**
- **Health, Community and Development**

Each stream is very broadly understood. For example, the Social Psychology stream currently includes students whose research ranges from sociological or cultural approaches to social psychology (e.g., social representations, discourse analysis), through areas of social cognition (e.g., attitudes, communication), to cognitive and evolutionary psychology (e.g., mate choice, categorisation). The Organisational and Social Psychology streams include students whose research ranges from discourses about economics and business, through resistance to organisational change, to decision making and its support in organisations. The Health, Community and Development stream covers various aspects of the psycho-social and community-level determinants of health and well-being, and the role of various forms of collective action and community development in promoting health-enhancing individual and social change, particularly in marginalized communities.

Students in all streams are actively encouraged to develop theoretical and empirical approaches that can be applied to real-world settings and phenomena. For example, current research by research students has applications to, *inter alia*, policing and fear of crime, environmental decision making, health behaviour, race relations, team-building in organisations, and the effects of management consultancy on organisations.

Additionally, students are encouraged to develop their own methodological orientation on research: current students employ a range of techniques ranging from experiments and quantitative measurements (e.g., questionnaires, content analysis), through qualitative techniques (e.g., interviews, focus groups), to action research. The methodologies range from those that are traditionally thought of as psychological, through to ones that are more widely used in other social sciences such as sociology and anthropology. All students are encouraged to employ a range of such techniques in their research, and to select those

techniques that are most appropriate to their field of interest, rather than employing a procrustean methodological template to guide their interests.

Hence, although there are three separate streams to the programme, it is quite usual for any one student's research to encompass ideas, methods and data from more than one of these areas. Indeed, the Institute actively encourages students to develop research that also spans other social science disciplines (e.g., sociology, anthropology, philosophy, economics, politics).

The programme involves coursework which will be formally assessed. This includes a broad training in research methods together with the core course from the corresponding Master's programme (Contemporary Social Psychology, Organisational Social Psychology, Social and Public Communication, and Health, Community and Development respectively). In addition you would follow a specialised option course in the Lent Term of your initial year appropriate to the topic of your doctoral research. This latter course will be assessed by coursework alone. You may be exempt from some or all of these course requirements, depending on your prior qualifications. All students are required to attend the Current Research Seminar.

Initial registration of all students is for the MPhil degree. The power to up-grade a student's registration from MPhil to PhD is vested in a three-person Thesis Committee (unique to each research student) chaired by someone other than the student's supervisor. This decision is based on members of the committee reading a number of draft chapters (usually four) and conducting a *viva voce* examination. The committee will meet, normally, not later than 18 months after initial registration for the MPhil for full-time students, and not later than 30 months after initial registration for part-time students. A decision to upgrade registration from MPhil to PhD will apply retrospectively to incorporate the initial period of registration for the MPhil (i.e., your registration for the MPhil counts towards your registration period for your PhD). You would be expected to submit your thesis by the end of your third year of registration full-time, or five years part-time.

## **1.2 Facilities in the institute**

### **1.2.1 Office and study accommodation**

Many students are surprised at the lack of study space available at the LSE. Office accommodation for research students in the Institute is also limited, and since there is increasing pressure on available space, there are always more research students in the Institute than can be comfortably accommodated in the available office space. The Institute aims to maximise the space available to research students within these limits, and allocates available space according to the following criteria.

- *First and second-year Full-time students:*  
Shared space amounting to around 1 day's desk + computer occupation per week\*
- *Third year Full-time students:*  
Shared space amounting to around 3 days' desk + computer occupation per week\*

\* The particular way in which accommodation is shared amongst room occupants is a decision that is left to those occupants.

Part-time students are allocated space on a similar basis – though since they do not attend full-time, they will have correspondingly less space available to them.

Since the amount of space available per student will vary from year to year, these arrangements may be subject to variation.

## **1.2.2 Computer and printing facilities**

In addition to the School and LSE Library computing facilities, computers specifically for research student use are present in all office accommodation. They are all connected to the Schoolwide network and the local network, to enable printing. Laser printing facilities are available in Rooms S316 and S317.

All machines are IBM PC type, with some Macintoshes largely dedicated to specialist computing for media research available elsewhere. The School's standard operating system is Windows 2000, with the standard word-processing software being Word 2000. Data analysis packages are also available (SPSS, NUDIST and ATLAS for quantitative and qualitative analysis), with specialist psychological data collection, graphics, video editing, authoring and WWW development software available in the Institute. Machines are fully networked with access to the LSE Library's Unicorn catalogue system and the Internet. All students are provided with email accounts and network storage space; the School standard email software is Microsoft Outlook. Email can be read and sent from your home via a world wide web connection, if you have an account at home with an Internet service provider.

The Institute's computer support staff are located in Room S82, and your first point of contact should computing difficulties arise, should be IT Cluster Support (extensions: 6049, 7183 and 6321).

Students are requested not to store files on the hard drive of computers in public rooms. Floppy disks can be purchased in the Student Union shop.

The School's Information Technology (IT) Services runs a free IT Induction Programme (ITIP), which is a series of introductory training courses provided by IT Services for students. All of the ITIP courses consist of hands-on practical sessions in the computer classrooms in the St Clements Building. It also runs courses introducing students to the use of software for word-processing and data analysis. All Courses involve the use of the LSE network. Therefore, you must ensure that you know your network username and password when attending a course. These are available from the Information Desk on the Lower Ground Floor of the Library (extension 6728). The opening hours are Monday to Friday from 9.30am to 7pm. Details of the dates, times and locations of courses are available from IT Services.

## **1.2.3 Photocopying**

Photocopying facilities are available on the 3<sup>rd</sup> floor of St Clements Building, in room S315 and in the LSE Library. Cards can be purchased from the Library.

## **1.2.4 Administrative support**

The Institute's Office (Room S302) and the office of the Institute Manager (Room S304) are the twin administrative hubs of the Institute. In general, information about the Institute, administrative matters concerning your research, the whereabouts of academic members of staff, and so on, are available from the administrative staff. The MPhil/PhD Programmes Administrator in S302 and Institute Manager Daniel Linehan (extension 7712; email: [d.p.linehan@lse.ac.uk](mailto:d.p.linehan@lse.ac.uk)) are often available to offer advice or information.

## **1.3 The institute workshop**

The Institute has excellent research support facilities. In addition to the computing facilities noted above, there is also a Workshop staffed by full-time technicians (Room S082). The

Head Technician, Steve Bennett (extension 7715; email: [s.bennett@lse.ac.uk](mailto:s.bennett@lse.ac.uk)), can provide advice on the practicalities of carrying out research and help in design and construction of materials. The technicians also co-ordinate the loan and use of specialist equipment for research (e.g., tape-recorders, transcription equipment, lap-top computers, videotape editing facilities etc.).

## **1.4 Communication and changes of address**

### **1.4.1 Email, surface mail, fax and telephone**

#### **1.4.1.1 Email**

Normal communication is by email, and all students are requested to register with the IT Services Reception (Room S198) at the start of the academic year.

#### **1.4.1.2 Surface mail**

The School does *not* have facilities to receive students' personal mail; use of the School's address for private correspondence is accordingly strongly discouraged, since incoming letters to individual students can take a long time to reach their destination. If there are research-related reasons to have mail sent to the LSE, please inform Daniel Linehan (S304, [d.p.linehan@lse.ac.uk](mailto:d.p.linehan@lse.ac.uk)) in advance, and ensure that letters include the following information: *Your name, Research student, Institute of Social Psychology, Houghton Street, London WC2A 2AE.*

In the normal course of events, students are expected to cover all costs of postage for any letters they send from the LSE. If there are research-related reasons to send mail from the LSE, please discuss this with Daniel Linehan (S304) who will advise on how to proceed. Students are requested *not* to use Institute or School headed paper without first consulting the administrative staff.

#### **1.4.1.3 Fax**

The School and Institute does *not* have facilities to receive fax communications to research students. Nor are there facilities for research students to send faxes. If there is an urgent research-related requirement to either receive or send a fax, please discuss the matter with Daniel Linehan (S304).

#### **1.4.1.4 Telephone**

Except in emergencies, neither the School nor the Institute can take telephone messages on behalf of research students.

All research student offices have their own telephones, which can take incoming calls. Students are able to make outgoing calls within the Greater London area. All other outgoing calls must be made through the central switchboard, and the telephone number to which such calls are made and their length, are recorded for all telephones for all research student offices. Accounts are circulated to all Departments/Institutes at the end of each month. If a research student has a research-related reason to make a long-distance telephone call, this should be discussed in advance with Daniel Linehan (S304). Since the School does not have the resources to cover long-distance telephone calls, research students should expect to be charged for any other long-distance calls made from their offices.

There are also 13 public telephones within the School, 8 of which require British Telecom phonecards, and the remainder are coin-operated.

## **1.4.2 Pigeon-holes and notice boards**

Any incoming surface mail, and internal paper mail for research students will be put in the research student pigeon-hole (in Room S302). Students may also leave messages for other research students via the pigeon-hole. Please note that the pigeon-hole is regularly 'weeded', and messages left for over a month are usually removed to make way for new mail. Hence, it is advisable to check the pigeon-hole on a regular basis.

Notices for research students are also posted on the Institute's notice-boards, in the corridor next to S315. Please check the notice boards for timetables, information about meetings, seminars and other gatherings.

## **1.4.3 Changes of address**

Keeping track of address changes of research students is difficult. If you change address after you have registered with the Graduate School at the beginning of the academic year, please notify all the following of this change:

- Your supervisor(s)
- Student Services Centre
- MPhil/PhD Administrator, S302

## **1.5 Consultation, representation and decision making**

### **1.5.1 The Head of the Institute**

The Head of the Institute is responsible to the School for the administration of the Institute. The Head of the Institute is also available for informal discussions concerning your intellectual and personal experience of conducting research; these may be off-the-record and confidential should you wish.

### **1.5.2 Institute Staff/Student Committee**

Every year, a Staff/Student Committee is elected, and comprises Staff members and two representatives from each of the different student groupings in the Institute. Elections for membership should take place by the fourth week of the Michaelmas term.

The Staff/Student Committee meets twice a term or as necessary, and the majority of the agenda items are set by the student representatives. The administration of the meeting tends to take place via email.

It is a forum in which students can raise *general* questions about policy or procedure concerning their studies, and concerning the quality of provision and facilities. If there are matters that you think should be raised, they should be communicated to your Staff/Student Committee representatives.

Please note that the Staff/Student Committee is *not* the appropriate forum to raise specific matters about individual issues of supervision or other aspects of your particular experience; these should rather be raised according to the procedure noted in Section 2.6.1. Only if the

procedures detailed in Section 2.6.1 fail to yield an adequate solution to a problem that you are facing, should you then raise the matter, through your representatives, at the Staff/Student Committee.

The Chair of the Staff/Student Committee is a member of staff, who undertakes to raise any matters that cannot be dealt with during a given meeting, at the next Institute Staff Meeting. The outcome is then reported back for discussion at the following Staff/Student Committee meeting. The minutes of each meeting are copied to both the Institute Staff Meeting and to the Dean of the Graduate School. These procedures ensure that the Staff/Student Committee is not simply a talking shop, but can be a force for change within the Institute and the School as a whole.

### **1.5.3 Staff meeting**

The Institute's Staff Meeting meets three times a term, to consider all matters pertaining to the administration of the Institute. Since the minutes of the Staff/Student Committee are copied to the Staff Meeting, and matters arising from the Staff/Student Committee meetings are regular agenda items for Staff Meetings, the deliberations of the Staff/Student Committee can provide an input into Institute decision-making. Decisions concerning the composition of your Thesis committee are made at these meetings. Your supervisor, when he or she thinks you are ready to submit your work for up-grading from MPhil to PhD, can request the establishment of a Thesis committee at any of these regular staff meetings.

### **1.5.4 Dean of the Graduate School's research students' sub-Committee**

This committee meets once a term, and comprises members selected from the research student representatives on the Institute Staff/Student Committee. It considers matters arising from the minutes of the meetings of each Department's/Institute's Staff/Student Committee, as well as other matters of interest to research students. It reports to the Graduate School Committee, whose members include representatives from research and Masters' degree students as well as academic staff, and which oversees the work of the Graduate School as a whole.

## 2. Your Research

### 2.1 The student-supervisor relationship

The single most critical element in conducting successful MPhil/PhD research is the relationship between Student and Supervisor.

The initial allocation of Supervisor to Student is based on the supervisor's having requisite knowledge in the Student's chosen field, though this is also subject to the Supervisor's consent. The Supervisor will help to define the area of research, advise on sources and choice of materials and methods and on attendance at seminars. Later on, the Supervisor will discuss the preparation and writing of the Student's thesis.

The supervisor's role is *both academic and pastoral*, providing support that ranges from the intellectual through the practical to the personal. This relationship can take different forms for different Student/Supervisor pairings, and also different forms for a single pairing over time. It is important that the relationship that you develop with your Supervisor is the right kind of relationship for the way that you both work, and for the subject matter of your research.

Since the terms of the supervision relationship are so fluid and broad, it is inevitable that the relationship will vary over time. For example, in the first year or so of the research, it is not unusual for the Student to have a relatively unfocused picture of their research, and so for there to be relatively frequent meetings. These meetings may well seem inconclusive and very discursive, precisely because the research area is ill-defined. Later on, when the ideas have clarified and the focus is sharper, there may be fewer meetings which are more structured. And in the period of writing up the thesis, the meetings may be more frequent but also more businesslike and less discursive, as befits writing a thesis to a deadline.

The moral is that there is no single correct type of relationship: whether and how the supervisory relationship works effectively depends very much on the individuals involved. Within this fluidity, however, the key moral is that you should *learn to manage your Supervisor!* To do this, there are certain issues that you might usefully bear in mind: all revolve, appropriately enough for research in social science, around the role of *communication*:

You should *be proactive* in the relationship – supervision is a *joint responsibility*:

- be active in arranging meetings;
- frame ideas and issues for discussion so as to ensure that you derive maximum benefit from the meetings;
- always go into a meeting with your Supervisor with a clear idea of what you want to gain from that meeting (a formal or informal agenda), and leave it with an equally clear idea of whether you have achieved what you wanted to.

Please try to *keep appointments* punctually, and ensure that, if arrangements have been made for written work to be handed in before the meeting, you adhere to them. If you must break an appointment, please give your Supervisor as much advance notice as you can.

The *style of working* that you adopt with your Supervisor should be made as *explicit* as possible – try to be clear about what you can expect from them, and what they can expect from you. To give you the support you need, they need first of all to know what you need: e.g.,

- if you work best with strict deadlines and precise guidelines, *or* if you work best with more fluid timetables and structures, discuss this with your Supervisor;
- if you work best with regular, frequent meetings, *or* if you work best with more time to ruminate, discuss this with your Supervisor;

- if you want to keep your life outside the research separate from your supervisory relationship, or if you work best with more personal support, discuss this with your Supervisor.

The *type of feedback* that you receive will also depend on the nature of your relationship with your Supervisor. It is important to realise that the best supervision in the longer term is not always the most effusive or positive in the short-term:

- criticism is a vital part of developing research;
- the value of a discussion may not be evident until some time later.

The *communication* between you and your Supervisor will depend on the specifics of your relationship. It is important to establish ground rules for communication with your Supervisor at the outset. e.g.,

- some may not mind being telephoned at home, others might;
- some may use email, others might not;
- some may welcome frequent informal contact, others might not.

The *flow of information* between you and your Supervisor is critical to a fruitful working relationship:

If you are experiencing problems that might impact on your research (e.g., financial, health or other difficulties), let your Supervisor know – they may be able to help.

If you are experiencing difficulties in carrying out an aspect of research that you have agreed should be done, let your Supervisor know – there is more than one angle from which to attack a problem!

There are times in all MPhil/PhD research when the student spends some time on an avenue that turns out to be relatively fruitless, and despond ensues; such a period is quite normal and does not in any way reflect negatively on the ultimate quality of the research – high-quality research is as much about discovering what is not relevant as it is about discovering what is relevant, and no-one's first intuitions are infallible. Once again, though, if you think you have gone along a blind alley, discuss it with your Supervisor.

The average length of time taken for staff to read and comment on written work by students is three weeks. To ensure that Supervisors get an opportunity to read work before it has been handed in, it is important to give staff as much as notice as possible.

If you feel that the feedback or direction that you are receiving from your Supervisor does not meet your expectations, then it is vital to raise this with your Supervisor:

- they may decide to alter their approach;
- they may put you in touch with someone else whose approach more closely mirrors your expectations.

Given these qualities of the relationship, it is not surprising that it sometimes happens that a Student is not allocated to the most suitable Supervisor. This may well happen even though both parties discharge their responsibilities to the best of their ability, and neither is conspicuously at fault or to blame. Supervisors have many demands on their time, and may be hard-pressed to allocate time to supervision; a Student may meet unexpected and unforeseeable academic or personal problems, creating needs which the Supervisor may be unable to meet. In such a case, especially if the ground rules of the supervision relationship have not been explicitly agreed in detail at the outset, it is easy for both sides to become somewhat frustrated with the progress of the research.

In such circumstances, it is important not to panic or become too downhearted. It is preferable to discuss any difficulties with your Supervisor as early as possible, and to nip problems in the bud. Research Students and their Supervisors have much in common. They are both required to engage in original research and to publish the results of that research. Supervisors, too, can develop hang-ups about continuously being original and writing,

irrespective of their other commitments. Bear in mind that both you and your Supervisor would rather experience the short-term embarrassment of admitting that the relationship is not working, than the long-term problems of research that does not come to fruition. If it is too difficult to raise these matters directly with your supervisor, then you should feel free to consult the PhD Programme Director, who will use her good offices to sort out the problem to the best of her ability.

If you wish to transfer from one Supervisor to another, you should discuss the matter with the PhD Programme Director as early as possible. Change of Supervisor may be effected, preferably but not exclusively, in the first academic year of the research. It should be understood, however, that Supervisors are entitled to decide what subjects they can usefully supervise: the School cannot guarantee that Students will be able to work with any particular Supervisor they choose (for example, the School's recommendation is that Supervisors have responsibility for no more than 8 full-time MPhil/PhD Students at any one time), or that they will have the same Supervisor throughout their time at the School. This limitation notwithstanding, it is the Institute's view that ensuring the success of any given MPhil/PhD research project is the responsibility, not solely of the Supervisor, but of the whole Institute.

## **2.2 The role of the supervisor**

The supervisor's role is, as noted above, both intellectual and pastoral. Please consult the Code of Practice for Research Students and their Supervisors for details of the formal requirements on supervisors, and for details of the reciprocal obligations of being supervised. Additionally, here are some of the important aspects of the supervisor's role:

### *Specialist knowledge:*

- Your Supervisor should have knowledge of your research area;
- If your research field touches on areas outside the Supervisor's sphere of competence, your Supervisor is responsible for putting you in touch with specialists who could help you;
- Reciprocally, if you do receive advice and feedback from someone other than your Supervisor, you should let your Supervisor know about this, and discuss lines of demarcation of responsibility for advice.

### *In the first year:*

- your Supervisor should, after discussion with you, taking into account your past experience and qualifications and research area, determine precisely which courses you should take in the first and second year of study (for full-time and part-time students respectively);
- if you are from abroad or from another part of the country, the Supervisor has a responsibility, initially, to ensure that you are not socially isolated and should give advice on accommodation, etc;
- your Supervisor should help you to formulate an explicit plan of work for the first year, aiming towards the Research Proposal/Extended Essay submission (see 2.5);
- you should meet with your Supervisor for formal supervisions at least three times per term.

### *Frequency of meetings:*

- Responsibility for arranging meetings falls *jointly* on you and your Supervisor;
- The actual number of times that you meet your Supervisor for formal supervisions over a term should not fall below the *minimum* set in the Code of Practice (twice a term outside the first year, on average), but should be flexible enough to cope with the ebb and flow of research work:
- if you have an urgent problem, it is your supervisor's responsibility to arrange a meeting at short notice;
- it is usually easier to arrange the date and time of the next meeting at the end of each supervision;

- if your Supervisor is planning to be absent from the School for a period of time, the Supervisor should make arrangements for maintaining contact for that period, or come to an agreement with you over work to be completed in that period, so that the research does not suffer as a consequence.

## **2.3 The role of the PhD Programme Director**

The PhD Programme Director has a general pastoral and intellectual tutorial role for all MPhil/PhD students. The role involves collating end of year progress reports, acting as overseer of relations between students and their supervisors, and advising on whatever matters cannot be resolved within the normal Student/Supervisor relationship. If any difficulties arise, they can be brought directly to the PhD Programme Director. The discussions may be off-the-record and confidential should you wish, and matters discussed will only be raised with your Supervisor with your express permission. The Programme Director is available to see students without a prior appointment during her office hour, which is posted on the door of her office. She may also be approached by telephone or email, and also have an administrator working for her in room S302.

## **2.4 Research training**

A research degree is a training in research methods and a preparation for a research or academic career. During the first year, students are advised to acquire the necessary tools for their research tasks.

### 2.4.1 Courses for research students

The MPhil/PhD programme includes taught courses on both methodology and theory. The precise courses you are required to attend may vary from student to student, and you may be exempt from some or all of these course requirements, depending on your prior experience and qualifications. These matters should be discussed with your Supervisor at your first formal supervision meeting. The criteria for successful completion of these courses are given in the School calendar.

#### **2.4.1.1 Methodology courses**

The Institute offers core methodology courses, each associated with a different MSc programme and stream of the MPhil/PhD programme. They are, respectively, for the streams in Social Psychology, Organisational and Social Psychology, and Social and Public Communication.

#### **PS448 Research Methods for Social Psychology 1** consisting of:

PS430 Research Techniques for Social Psychology (Michaelmas term and Lent term)

MI451 Quantitative Analysis 1: Description and Inference (Michaelmas term)

MI454 Qualitative Social Research: Interview, Text and Image (Michaelmas term)

If you register for PS448 you will automatically be included on PS430, MI451 and MI454.

#### **PS449 Research Methods for Social Psychology 2** consisting of:

PS430 Research Techniques for Social Psychology (Michaelmas term and Lent term)

MI452 Quantitative Analysis 2: The Generalised Linear Model (Michaelmas term recommended)

MI454 Qualitative Social Research: Interview, Text and Image (Lent term)

If you register for PS449 you will automatically be included on PS430, MI451 and MI454.

The Methodology Institute also offers a range of courses more directly suited to covering the methodological and practical matters concerned with completing PhD research. You are strongly advised to attend MI5A1,2 and 3:

MI5A1 Authoring a PhD and Developing as a Researcher: Getting Started  
MI5A2 Authoring a PhD and Developing as a Researcher: The Middle Years  
MI5A3 Authoring a PhD and Developing as a Researcher: The Endgame

More details about these and the following courses can be found in the links from here:  
<http://www.lse.ac.uk/resources/calendar/courseGuides/research.htm#generated-subheading16>

Additionally, you are strongly recommended to attend at least one of MI451, MI452, MI455, MI453 or MI454 as below:

- MI451            **Quantitative Analysis 1: Description and Inference**  
                    **Teacher responsible:** Dr Satoshi Kanazawa, Dr Paul Mitchell
- MI452            **Quantitative Analysis 2: The Generalised Linear Model**  
                    **Teacher responsible:** Dr Jouni Kuha
- MI455            **Quantitative Analysis 3: Applied Multivariate Analysis**  
                    **Teacher responsible:** Dr Jouni Kuha
- MI453            **Fundamentals of Social Research**  
                    **Teacher Responsible:** Prof George Gaskell
- MI454            **Qualitative Social Research: Interview, Text and Image**  
                    **Teachers Responsible:** Dr Martin Bauer, Prof George Gaskell

Also the following course may prove useful:

- MI541            **Seminar in Survey Methodology**  
                    **Teacher Responsible:** Dr Patten Smith

#### **2.4.1.2 Core courses**

The core course that you are required to take will depend on the stream of the MPhil/PhD programme on which you are registered; your performance on this course will be formally assessed. The courses are, respectively, for the streams in Social Psychology, Organisational and Social Psychology, Social and Public Communication, and Health, Community and Development.

#### **PS400 Contemporary Social and Cultural Psychology**

**Teacher responsible**  
Dr Sandra Jovchelovitch, S307

#### **Availability**

This is the core course for MSc Social and Cultural Psychology. Optional for MSc Social and Public Communication. Students without a prior degree in psychology (or its equivalent) may only attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible. Students on MSc Organisational and Social Psychology and MSc Organisational and Social Psychology (Research) who are exempt from taking PS443 may enrol.

## **Core syllabus**

Selected topics in modern social psychology.

## **Content**

The relationship between the individual and society; social psychology in historical perspective; epistemological issues in social psychology; self and society; social identity, attribution theory; social representation; attitudes; the relations between culture and psychology; applied aspects of social psychology.

## **Teaching**

Lecture (PS400) (two-hours) x 20 MT; Class (PS400.A) (one hour) x five MT.

## **Written work**

One written assignment of 5,000 words required.

## **Reading list**

R M Farr, *The Roots of Modern Social Psychology*, Blackwell, 1996; H Tajfel, *Human Groups and Social Categories; Studies in Social Psychology*, CUP, 1981; C Fraser & G Gaskell, *The Social Psychological Study of Widespread Beliefs*, Clarendon Press, 1990; R M Farr & S Moscovici (Eds), *Social Representations*, CUP, 1984; K Danziger, *Naming the Mind: How Psychology Found its Language*, Sage, 1997; M Billig, *Arguing and Thinking: A Rhetorical Approach to Social Psychology*, CUP, 1987; J Israel & H Tajfel, *The Context of Social Psychology*, Academic Press, 1972; K Deaux & G Philogene, *Representations of the Social*, Blackwell, 2001; S Moscovici, *Social Representations: Explorations in Social Psychology*, Polity, 2000.

In addition Reading lists on specific topics will be distributed during the course.

## **Assessment**

1. A formal three-hour examination in the ST: three questions from a choice of 10 (50%).
2. One written assignment of not more than 5,000 words (50%).

## **PS404**

### **Organizational Social Psychology**

#### **Teacher responsible**

Professor Patrick Humphreys, S303

#### **Availability**

Core course for MSc Organisational and Social Psychology and MSc Organisational and Social Psychology (Research). Optional for MSc Social Research Methods. Students on degrees without a psychology or media component may only attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible.

## **Core syllabus**

The course addresses both the social psychology of organisations and social psychological processes within organisations. It also provides multidisciplinary coverage of the organisational contexts in which social psychologists may work in a variety of professional domains. A basic familiarity with social psychological methods is assumed but their application within organisational processes and contexts will be examined in detail within the course. Issues and techniques in organisational investigation, discourse, decision-making and change management are covered with emphasis on their social psychological aspects.

## **Content**

**Lectures/seminars in the MT:** These will cover key social psychological concepts and

theories and their application to the understanding of organisations and the implementation of change processes. The specific topics covered include: Introduction: critique of the tradition and logic underlying organisational psychology; history and frameworks in organisational analysis; "Scientific" management; Taylorism and Fordism; the Human Relations movement and the Socio-Technical approach; understanding and aiding the creative transformation of organisations on work: a social psychological perspective; organisational representations; social processes in organisations; the cultural image of organisations; cultural processes in organisations; changing working lives; knowledge and organising; job design, motivation and stress; from groups to teams in organisations; frameworks for understanding organisational decision-making: discourses, communication and space; organisational transformation; management of change; resistance and organisational learning; concepts of 'community' in organisations, empowerment in communities; implications for practice.

**Seminars in the LT:** These will centre on discussion of practical and research applications in domains where organisational social psychological investigation and analysis may play a leading role. Each topic will be presented by a member of LSE staff or invited external expert working in the domain.

### **Teaching**

Lecture (PS404) (one-and-a-half hours) x 20 MT; Seminar (PS404) (one-and-a-half hours) x 10 LT. Class (PS404.A) (one-hour) x five fortnightly MT devoted to the further analysis of specific organisational issues.

### **Written work**

One written assignment of not more than 5,000 words.

### **Reading list**

Reading lists on specific topics will be distributed during the course. Texts which are recommended for general use throughout the course are: S Clegg & C Handy, *Studying Organisations: Theory and Method*, Sage, 1998; E H Schein, *Organisational Psychology* (3rd edn), Prentice Hall, 1988; G Morgan, *Images of Organisation* (2nd edn), Sage, 1997; E Jaques, *Requisite Organisation*, Casson Hall, 1989; A Bryman (Ed), *Doing Research in Organisations*, Routledge, 1988; D Hoskins & I Morley, *A Social Psychology of Organising*, Simon and Schuster, 1992; K E Weick, *Sense Making in Organisation*, Addison Wesley, 1995; P Humphreys *et al* (Eds), *Decision Support in Organizational Transformation*, Chapman & Hall, 1997.

### **Assessment**

1. A formal three-hour examination in the ST: three questions from a choice of 10 (50%).
2. A written assignment of not more than 5,000 words (50%) communication technologies.

## **PS429**

### **The Social Psychology of Communication**

#### **Teacher responsible**

Dr Derek Hook, S308

#### **Availability**

This is a full-unit core course intended for students enrolled on MSc Social and Public Communication (Standard), MSc Social and Public Communication (Research), MSc Media and Communications and MSc Media and Communications (Research). Other students may access this course subject to space and following discussion with the Teacher responsible.

#### **Core syllabus**

The course examines core theories towards a social psychology of communication. Issues raised will refer to verbal and non-verbal, face-to-face, rumours and mass mediated, as well

as private and public, communal and strategic forms of communication. The second half of the course will provide an overview of applied communication research in various professional areas of public communication.

### **Content**

Theories of communication covered in the course include evolutionary theory, classical rhetoric, diffusion research, pragmatics and relevance theory, semiotics and system theory and the theory of communicative action. Issues will be raised as to the critical analysis and the design of communicative action. Issues will be raised as to the critical analysis and the design of communication efforts in professional fields such as business corporations, NGOs, scientific professional bodies, health promotion, governments and political parties, police campaigns, and international organisations.

### **Teaching**

20 x one-and-a-half hour weekly lectures. 10 x one-hour weekly seminars.

### **Written work**

An assignment of not more than 5,000 words is required.

### **Reading list**

No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

J Habermas, *Theory of Communicative Action*, Vol 1 + 2, Polity Press, 1997; R Heath & B Jennings, *Human Communication Theory and Research: Concepts, Contexts, and Challenges* (2nd edn), Lawrence Erlbaum, 2000; A Mattelart & Mattelart, *Theories of Communication: a Short Introduction*, Sage, 1998; D McQuail, *McQuail's Mass Communication theory* (4th edn), Sage, 2000; R Rice & C Atkin, *Public Communication Campaign*, Sage, 2000; E Rogers, *Diffusion of Innovation*, Free Press, 1995; D Sperber & D Wilson, *Relevance: Communication and Cognition*, Cambridge, 1995.

### **Assessment**

1. A formal three-hour examination in the ST: three questions from a choice of 10 (50%).
2. A written research assignment of not more than 5,000 words (50%).

## **PS461**

### **Health, Community and Development**

#### **Teacher responsible**

Professor Catherine Campbell, S387

#### **Availability**

MSc Health, Community and Development students. Other students may access this course with the agreement of the teacher responsible.

#### **Core syllabus**

Application of the principles of community social psychology to public health and health promotion, with particular attention to the psycho-social and community-level determinants of health-related behaviour and of participation in collective action for community development.

### **Content**

This course examines the psycho-social determinants of community development for health, and more particularly the role of participation, partnerships and collective action in the promotion of health and the management of disease. This material is contextualised within a

multi-level framework of health spanning the individual, community and social levels of analysis, and driven by an interest in the challenge of building social environments that enable and support the possibility of health. Viewing communities as mediators between the individual and social dimensions of health, the bulk of the course focuses on the social psychology of grassroots participation, collective action, partnerships and community development for health - relating health and community development to social identities, social representations and local knowledge, empowerment, critical thinking and the public sphere. Particular attention is given to the mechanisms underlying individual/social change in building health-enabling social environments, and implications for the design and evaluation of practical community health strategies. All this material is contextualised within wider debates and controversies about the global nature of public health, mainstream vs. alternative development policy, the respective roles of local and global social movements, and the potential for participation to alleviate the negative health impacts of social inequalities (especially relating to poverty and gender). The course concludes with a focus on the incorporation of social psychological perspectives into the design and evaluation of community development for health programmes.

### Teaching

Lectures/Seminars (two hours) x 20 MT; Class (one hour) x five MT.

### Written work

One 5,000 word written assignment in the MT, which counts for 50% of the total assessment.

### Reading list

P Freire, *Education for Critical Consciousness*, New York: Continuum (1973); M Seedat, (Ed), *Community Psychology: Theory, Method and Practice*, Cape Town: Oxford University Press (2001); S. Hickey and G. Mohan (Eds) (2004) *Participation: from tyranny to transformation?* London: Zed; M. Murray and C. Campbell (Guest Editors) (2004) Special Edition on Community Health Psychology. *Journal of Health Psychology*, 9 (2); R Chambers, *Whose Reality Counts? Putting the First Last*. London: ITDG (2003); J Pottier, A Bicker & P Sillitoe (Eds), *Negotiating Local Knowledge: Power and Identity in Development*. London: Pluto; J Habermas, 'The public sphere: an encyclopedia article'. In S Bronner & M Douglas (Eds), *Critical Theory and Society: a Reader*, London: Routledge. Pp. 136-142; M Foucault, *Power/Knowledge. Selected Interviews and other Writings 1972-1977*, London: Harvester Wheatsheaf (1980); D Hook (Ed) *Critical Psychology*. University of Cape Town Press (2004); S Jovchelovitch & C Campbell (Guest Editors) Special edition on Health, Community and Development. *Journal of Community and Applied Social Psychology*, 10; I Martin-Baro, *Writings for a Liberation Psychology*. London: Harvard University Press (1994); C Campbell, *Letting them Die: why HIV Prevention Programmes Fail*, Oxford: James Currey.

### Assessment

1. A formal three-hour examination in the ST: three questions from a choice of 10 (50%).
2. One written assignment of 5,000 words in the MT (50%).

#### 2.4.1.3 Specialist option courses

You will be expected to follow a specialised option course, assessed by coursework alone. The range of options available in 2005-2006 is:

Evolutionary Social Psychology (0.5 unit)  
Cognition and Culture (0.5 unit)  
Issues in Organisation and Social Psychology: Organisational Life (0.5 unit)  
Knowledge Processes in Organisations (0.5 unit)  
Social Psychology of Economic Life (0.5 unit)  
Representations, Institutions and Communities (0.5 unit)  
Social Psychology of Health (0.5 unit)  
Corporate Communications (0.5 unit)  
Science, Technology and Resistance (0.5 unit)  
Theory and Practice of Organisational Development (0.5 unit)

Social Psychology of Racism, Multiculture and Resistance (0.5 unit)

Plus any other option course which is offered in the School and is relevant to your research, subject to the consent of your supervisor and the teacher responsible for the course.

### 2.4.2 Auditing other lectures

The School is happy for MPhil/PhD students to 'audit' courses that interest them, without being assessed. If you wish to audit a course, you should contact the teacher responsible for the course (see Calendar) before going to the first lecture.

### 2.4.3 The current research seminars

You will also be expected to attend and participate in all meetings of the Current Research Seminar:

PS950            **Current Research in Social Psychology**  
**Teacher responsible:** PhD Programme Director.  
25 x 2 hour meetings, all terms.  
Mondays 12 - 2pm, S318

These compulsory seminars are the core meetings for all research students. The topics of the seminars are set by the participants, and range from practical issues concerning carrying out research, through general methodological and conceptual discussions. It is also a forum in which students will be expected to give presentations of their research. Your attendance and performance at the seminar will be monitored and will form part of the evaluation of your progress at the end of each academic year.

### 2.4.4 Social Psychology Institute seminars

The Institute also runs regular seminars, on Tuesday afternoons, in which distinguished external speakers are invited to give presentations on their research. After each seminar, there is an informal gathering with drinks and snacks, providing an opportunity to carry on discussion in a relaxed setting. All research students are expected to attend these seminars.

### 2.4.5 English language courses

The language employed in all seminars at the School is English; all written work is also submitted in English. These activities require a high level of competence in the English language. Acceptance of a place to study at LSE is taken by the Institute as an indication from you that your level of competence in the English language is high enough to accomplish the demanding tasks of oral debate and written argumentation in the language. If English is not your first language, and you are uncertain of your ability, then you are strongly recommended to consider further language training before coming to the LSE. Students who do not have English as their first language are required to pass one of the standard tests of English for non-native speakers: the required level of pass for the IELTS examination is 6.5; and for the TOEFL test, it is 603 (or 250 if you take the computer based test). In practice, however, these levels of pass represent the *minimum* language skills required to *begin* research at the LSE; the Institute expects all students who do not have English as their first language to develop their English language skills further by taking appropriate courses during their first year at the LSE.

The LSE's Language Studies Centre offers courses in English (free of charge) at various levels, in the Language Laboratory, on the 7th floor of Clare Market Building. The Language

Studies Centre offers a pre-session course in English Language, which runs for two weeks during September. During the academic year, it offers in-session EAP support (English for Academic Purposes). Information about these and other courses can be obtained from John Heyworth (extension 7933; email: j.heyworth@lse.ac.uk).

## **2.4.6 Other languages**

The Institute has an international approach to research, and as a result, it is recommended that students take advantage of the opportunity available to develop skills in a language other than English. The LSE's Language Studies Centre offers courses in various languages at differing levels of ability.

## **2.5 Milestones in MPhil/PhD research**

It is important to note that the MPhil and PhD are different research qualifications. Although the PhD is widely taken to be the basic qualification for an academic career, particularly in the older universities, this is by no means the case for other research careers. An MPhil is a substantial and valid qualification in its own right.

The difference between an MPhil and a PhD thesis:

An MPhil thesis is required to be:

- “a record of original work or an ordered and critical exposition of existing knowledge in any field”;
- not more than 50,000 words in length;
- completed by a full-time student (normally) within two years (a part-time student in three years).

A PhD thesis should be:

- “a distinct contribution to knowledge of the subject and afford evidence of originality, shown either by the discovery of new facts or by the exercise of independent critical power”;
- not more than 100,000 words in length;
- completed by a full-time student (normally) within three years and not more than four years (a part-time student normally within five and not more than six years).

These word lengths are inclusive of notes and essential appendices, but not of references or non-essential appendices.

### **2.5.1 Key stages in carrying out MPhil/PhD research**

There are several key stages in carrying out MPhil/PhD research. They are as follows.

#### **2.5.1.1 Research training**

An essential part of the MPhil/PhD programme involves research training, in both methodological and theoretical matters (see above): this training is a pre-requisite for independent research. Together with your Supervisor, you will develop an individually-tailored package of taught courses that you will attend during your first year (full-time students) and possibly in your second year also (part-time students). These will be drawn from the range of MSc courses provided in the Institute of Social Psychology, and those provided by the Methodology Institute.

### 2.5.1.2 The extended essay and confirmation in MPhil/PhD research student status

The early stages of research are concerned with defining a precise research topic and conducting a literature survey.

- It is not uncommon for the initial development of this part of the work to be hesitant, hazy and frustrating; crises of confidence are a normal part of this process;
- It is also quite common to begin with a rather large and all-encompassing research topic, and gradually to hone it down into something which is sufficiently precise to be tractable in a short period of time.

You may also find, part of the way through your literature survey, that there are papers that have addressed the topic that you are interested in;

- in many ways, this is a benefit, because it frames the topic for you;
- your approach might then be to attempt to re-frame it, and find alternative explanations for phenomena.

Throughout this period, discuss your thoughts (however ill-formed they may appear to you!) with your Supervisor.

Try talking to students in their second or third years of study about their experiences.

The outcome of this work must be written up as an **Extended Essay** of around 13,000 words and handed in to be evaluated by the **Thesis Committee** for your research. The Thesis Committee is unique to each student and comprises:

- Your Supervisor;
- Another member of the Institute's academic staff with research interests that clearly overlap with or are clearly similar to the student's thesis topic\*;
- Another member of the Institute's academic staff with research interests that overlap less with or are less similar to the student's thesis topic\*;
- \*Either of the non-Supervisor members of the committee may act as Chair.

Students are occasionally surprised or concerned that their Thesis Committee is deliberately chosen so that it includes one member whose research interests and expertise interests are somewhat different from the topic of their thesis. The reasons for this concern the Institute's aim to provide feedback and discussion of the research from as broad a range of perspectives as possible: *successful research must make a contribution to social psychology considered as a whole*. Please see Section 2.5.1.3 for more information about this.

To be confirmed as a **MPhil/PhD student**, your Extended Essay should have certain key qualities, though its precise details and format will vary from one student to another (they should be discussed with your Supervisor). In general, a satisfactory Extended Essay should incorporate the following three sections:

A. A *Literature Survey* of 10 000 words, in which you outline your research question, and show how your research question arises from problems or gaps in the existing theoretical and/or empirical research literatures.

This survey should pay attention to the following issues:

- *What* is the problem or question under investigation?
- What *theoretical issues* will be raised and what concepts or framework will be employed?
- What *empirical issues* will be raised?
- *Why* is the problem or question theoretically and/or empirically important or interesting?
  - For an MPhil proposal: argue why it will be "a record of original work or an ordered and critical exposition of existing knowledge in any field"
  - For a PhD proposal: argue why it will be "a distinct contribution to knowledge of the subject and afford evidence of originality, shown either by the discovery of new facts or by the exercise of independent critical power"

B. A precisely formulated *Research Proposal* of 3000 words which address the following questions:

- *How* is the problem to be tackled or the question answered? i.e.,
  - what *methods* are to be employed and why are they chosen in relation to the research question and its theoretical dimensions?
  - what kind(s) of *data* do you anticipate collecting?
  - Provide an overview of how you will select your sample/ data sources; what data-collection instruments/ techniques you will use; how you intend to analyse your data.

C. A *timetable* or project management plan, showing the major tasks to be completed and their timescales

***You should submit three copies of the material to the Administrator in S302***

NB. Accompanying your Extended Essay, you also need to submit an Ethical Approval Form, which can be found in the Appendices.

If this work is satisfactory, then the Thesis Committee will recommend that you be allowed to register again, to proceed into the next year of the MPhil/PhD programme – that is, they will confirm your status as an MPhil/PhD Research Student.

If your Thesis Committee judges that your work is not satisfactory, then they will recommend to the Graduate School that you not be allowed to continue your registration as an MPhil/PhD student.

In such a case, if you disagree with this judgement, there are Appeals Procedures laid down by the Graduate School, and specified in the Code of Practice for Research Students and their Supervisors.

### **PLAGARISM/ACADEMIC DISHONESTY**

All work submitted as part of the requirements for any examination of the University of London or of the School must be expressed in your own words and incorporate your own ideas and judgements. Plagiarism - that is, the presentation of another person's thoughts or words as if they were your own - must be avoided, particularly in coursework, including essays and reports written in your own time.

Direct quotations from the published or unpublished work of others must always be clearly identified as such by being placed inside quotation marks and a full reference to their source must be provided in proper form. Passing off another student's work as your own is clearly a case of plagiarism.

A series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as much as does a single unacknowledged long quotation from a single source. Equally, if you summarise another person's ideas or judgements, you must refer to that person in your text and include the work referred to in your bibliography. Failure to observe these rules may result in a formal allegation of cheating. You should therefore consult your personal tutor if you are in any doubt about what is or is not permissible. Plagiarism is treated seriously by examiners at UK universities and it could result in your failing your degree overall.

More detailed information on School regulations for assessment offences and plagiarism can be found in the online Calendar. The relevant web address is

<http://www.lse.ac.uk/resources/schoolRegulations/regulationsOnAssessmentOffencesAndPlagiarism.htm>

### 2.5.1.3 Upgrading from MPhil to PhD Status

If the Extended Essay is successful, the next major stage in your research will be Upgrading from MPhil to PhD (should a PhD be your goal). If it is your aim to research for an MPhil, you would still produce the same amount of work to be considered by your Thesis Committee, and still have a *viva voce* meeting with them, but the outcome will be advice about how the work should be developed in order to be adequate for the MPhil, rather than for the PhD.

Upgrading from MPhil to PhD requires the submission **Upgrading materials** – a substantial body of work to be considered by your Thesis Committee. Normally, this will include:

Three draft chapters of your thesis (amounting to around 30,000 words in total):

- it is useful to begin each chapter with a sketch of the argument to be developed in that chapter, and to end them, a summary and conclusion, linking to the topic of the next chapter. Essentially, one should be able to understand the narrative flow of a thesis by reading the introduction and summary sections of each chapter alone.
- although the precise ordering and content of the four chapters to be submitted will vary according to research area (this should be discussed with your Supervisor) typically they will include:
  - an Introduction/Theoretical chapter
  - a Methodology chapter
  - an Empirical chapter (constituting a reasonable portion of the planned empirical content of the thesis)

Your upgrading materials should also include a synopsis of the remaining chapters, including an assessment of the potential conclusions, as well as a precise plan or timetable for completion

***You should submit three copies of the material to the Administrator in S302***

This work is read by your **Thesis Committee** (usually, but not always, with the same members who assessed the Extended Essay), who then discuss it with you in a *viva voce* examination. As for the Extended Essay, the Thesis Committee comprises:

Your Supervisor

- Another member of the Institute's academic staff with research interests that clearly overlap with or are clearly similar to the student's thesis topic\*;
- Another member of the Institute's academic staff with research interests that overlap less with or are less similar to the student's thesis topic \*;
- \*Either of the non-Supervisor members of the committee may act as Chair.

Students are occasionally surprised that their Thesis Committee is deliberately chosen so that it includes one member whose research interests and expertise are somewhat different from the topic of their thesis. The reasons for this arise from the Institute's aim to provide feedback and discussion of the research from as broad a range of perspectives as possible: *a successful thesis should make a contribution to social psychology considered as a whole.*

Hence, by involving staff with different research interests, the process is designed to:

- encourage the student to uncover and state any unarticulated assumptions of their work;
- encourage the student to relate the particular debates in which they are engaged to wider debates in other areas of social psychology, and to debates that involve the discipline as a whole;
- encourage the student to provide clear, theory-neutral explanations for the theoretical and methodological decisions they make.

The outcome is a discussion of the work that is sensitive not only to its qualities when considered from the "theory-internal" viewpoint of someone who is an expert in that specific

area, but also from the “theory-external” viewpoint of someone who has different interests and expertise. In this way, it is anticipated that the resulting research will be viewed as a successful contribution not only to your specialist area, nor to social psychology as constituted at the LSE, but also to the wider community of researchers and practitioners in social psychology. Both members of the committee – whether they share your theoretical orientation or not – are charged with the responsibility of assessing your work objectively.

The Upgrading *viva voce* has two aspects: an examination to assess whether your work can be expected to lead to a successful PhD thesis, and an opportunity for constructive discussion and feedback on your research. In fact, the examination is carried out through the discussion.

We anticipate that all students will arrive at the time for upgrading having completed work of sufficient quality and quantity to be upgraded, and will also have received detailed feedback on this work from their Supervisor. As a result, you should expect the emphasis in the upgrading to be very much on informal constructive feedback and discussion, and less on examination and assessment.

The Upgrading *viva voce* is an unique opportunity in the development of the PhD – an occasion when your work will be read and discussed in detail by two members of staff who are not your Supervisor. It is useful to think about it as a chance to discuss areas of uncertainty or doubt that you have about your work, when you will receive constructive advice and feedback from a range of sources. So you should try to be proactive in raising matters that trouble you.

The Upgrading deliberations accordingly centre around the extent to which the work you have completed is likely, in future, to represent a unique contribution to the stock of knowledge about the subject and to constitute a creative and original piece of research. Since the issues to be discussed range from theoretical implications and assumptions to practical questions concerning the mechanics of the proposed timetable for completion, the *viva voce* can sometimes be a lengthy affair (anything up to three or four hours). Given that you are discussing your ideas and your future, students can sometimes find it a stressful experience – though the prevailing mood will be constructive not combative. In a way, the upgrading *viva voce* provides an instructive dry run for the *viva voce* PhD Thesis Final examination. The discussion is tape-recorded, and you are given the tapes for reference.

To obtain **upgrading to PhD status**, your written work and the *viva voce* discussion must:

Clearly satisfy the *why*, *what* and *how* requirements on the Research Proposal included in the Extended Essay (though, as a result of the flow of research activity, the precise way in which it does so may differ to some degree from that anticipated in your original Research Proposal).

- Demonstrate that the research has the potential to make *an original and scholarly contribution to knowledge of the subject*.
- Demonstrate that you have the requisite skills and knowledge, together with a precise and realistic timetable in order to bring the thesis to *completion in a timely manner*.

The committee will discuss with you the *justification* for each step of the work: e.g.,

- Why is the topic interesting?
- Why is the theoretical apparatus chosen appropriate, and what are the explanatory opportunity costs of that choice?
- Why is the method chosen appropriate?
- How and why were decisions in the method(s) made (e.g., sampling, coding frames, etc)?
- What is the relationship between theory and data?
- Where any aspect of these steps is unclear, the committee will offer alternative ways of framing the issues.

A key question that will be discussed is: *To which literature(s) will the work make a contribution?*

- The committee will expect a precise statement of a *plan for completion*;
- Articulation of the theoretical and empirical work to be completed;
- A timetable for completion;
- Where this is unclear, the committee may offer suggestions for prioritising or ordering the work to be done.

In addition to suggestions for addressing residual imprecision's and uncertainties, the committee will offer *advice* concerning decisions in completing the research and writing up the thesis: e.g.,

- The balance and nature of the theoretical ideas;
- How the data might be best analysed;
- Whether the research requires any further empirical work beyond that already planned.

*Other issues* that you might discuss may concern:

- Locations for publishing parts of the completed or future work;
- Appropriate internal and external examiners for the thesis.

It is in the nature of the Upgrading *viva voce* that issues will be raised that may be of varying relevance to the thesis completion: questions about which suggestions to follow and which to note but not follow directly should be discussed with your Supervisor. If Upgrading is successful, the Thesis Committee will subsequently be available to offer feedback on developments and progress towards completion: subsequent to the *viva voce* examination, you should feel free to approach members of your Thesis Committee for clarification of points they raised

There are three possible **outcomes of the Upgrading *viva voce***: the committee can decide that:

- The Student has successfully been upgraded from MPhil to PhD registration, retrospectively from the date of the *viva voce*;
- The Student has been unsuccessful in being upgraded from MPhil to PhD registration, and the committee recommends that the Student resubmit suitably modified material for a second and final attempt at upgrading, by a specified date (usually, around six months after the *viva voce*);
- The Student has been unsuccessful in being upgraded from MPhil to PhD registration, and the committee recommends that the Student resubmit suitably modified material as a thesis for the MPhil qualification, by a specified date (usually, around six months after the *viva voce*) for a second and final attempt.

If your Thesis Committee judges that you should not be Upgraded to PhD status, and you disagree with this judgement, there are Appeals Procedures laid down by the Graduate School, and specified in the Code of Practice for Research Students and their Supervisors.

#### **2.5.1.4 Submission of thesis title and selection of examiners**

You should keep your Supervisor and the Graduate School informed of any major changes to the working title of your thesis. The **final title** for the thesis must be submitted to the University through the Graduate School Office between six and nine months before submission. In order to submit your thesis, you need also to complete the appropriate "Form of Examination Entry", which is available from the Graduate School Office, between four and six months before you intend to submit. Once this form has been submitted, you then have a maximum period of eighteen months in which to submit the thesis.

The thesis is examined by **two examiners**: one Internal Examiner (who is not the Supervisor) and one External Examiner (from outside the University). Both should be

specialists in your field of research, and you may well know them both, though ordinarily you should not have collaborated with either of them on research. At present, within the federal structure of the University of London, it is usual for the Internal Examiner to come from another College or School of the University. Although you may make suggestions to your Supervisor concerning possible examiners, and your Supervisor will make recommendations to the University about appropriate examiners, the decision on selecting examiners rests formally with the Subject Area Board of the University.

#### **2.5.1.5 Submission of thesis**

Before you submit your thesis, it is advisable to produce one or more draft versions, for discussion with your Supervisor, so that the structure of argument can be clarified, the flow of your narrative made smooth, and the phrasing made as felicitous as possible. The precise way in which this is achieved should be discussed with your Supervisor.

***You are required to submit two bound copies of the thesis to the University of London, Senate House ; it is also advisable to retain two additional copies (one for yourself and one for your Supervisor).***

#### **2.5.1.6 Final *Viva Voce* examination**

Your two Examiners will read your thesis and then you will be examined by a *viva voce* examination, at which (depending on your views) your Supervisor may or may not be present as an observer (but cannot participate, in any case). The *viva voce* is designed to test your ability not only to express your ideas on the specifics of your research, and to defend the viewpoints that you advance in your thesis, but also to debate the implications and scope for future development of those ideas, and to consider where and in what form the ideas might be published. It can be an arduous experience, and it can also be enjoyable. You should discuss your preparations for the *viva voce* with your Supervisor well in advance of it taking place. Useful suggestions to prepare for the *viva voce* include:

- Prepare brief oral summaries of your key arguments beforehand;
- Try to look over the thesis with a dispassionate eye, and note what might appear to others to be weak links or a vagueness in your argumentation;
- Be ready to defend your ideas;
- But also be prepared to be flexible: think in advance about which aspects of your argument are essential to your view, and which might be modified after discussion;
- Think about theoretical and empirical alternatives to the view you have developed – both within your particular field and in other fields;
- Think about the theoretical and empirical implications of your work;
- Bear in mind that the External Examiner may not share your view of the field.

The outcome of the *viva voce* will be a judgement by the Examiners, who compile a Final Examiners' Report, and make one of several recommendations, which are detailed in the Graduate School handbook and also on the form you completed in registering for the degree.

It is reasonably rare for a PhD thesis to be passed with no modifications or alterations at all. At the least, there may be some typographical errors to put right; in other cases, more substantial modifications are necessary. Where there are more substantial modifications, these will be given a precise deadline for completion by the Examiners, and you should be careful to follow precisely the instructions of the Examiners, and discuss the matter in detail with your Supervisor. In these circumstances it helps if your Supervisor was present during the *viva voce* examination.

## 2.5.2 The assessment of the PhD thesis

The British Psychological Society have published *Guidelines for Assessment of the PhD in Psychology and Related Disciplines* (revised version, January 2000). This summarises the kinds of considerations that are brought to bear in best practise in assessing PhD theses. The considerations are divided into two kinds of desirable attributes – *general attributes* (qualities of the thesis as a whole), and *sectional attributes* (qualities of sections or divisions of content). A copy of this publication is available from the MPhil/PhD programme director.

### General attributes

#### ***Presentation and clarity***

- The reader should be able to read the text without difficulty.
- The text should be clear and 'tell a story'.
- The submission should be 'user friendly'. The reader should be able to find his or her way around the submission, locating tables and figures, and being able to cross-reference with ease. A numbering system for chapters, sections, and, sometimes, paragraphs can be very helpful.
- The style should be economic without unnecessary duplication or repetition.
- The bibliography and/or reference list should be complete and accurate.
- It should be possible to gain easy access to tables and figures relating to particular passages in the text, and to examine both data and commentary without effort.
- The submission should be no longer than necessary. Typically this will mean 75- 80,000 words, with an absolute maximum of 100,000 words.

#### ***Integration and coherence***

There should be logical and rational links between the component parts of the thesis. In some cases coherence will be achieved by a series of empirical studies or analyses which build one upon the other in an elegant and compelling fashion. Such a submission will have a true intellectual coherence - a 'golden thread' - in which all parts seem necessary and all parts are inter-related. In other words, there will be an intellectual wholeness to the submission. Such a submission will be outstanding, but this will not be an attribute of every adequate submission.

#### ***Contribution to knowledge***

A submission should be approximately equivalent in quantity and quality to at least two articles of a standard acceptable to a fully refereed journal scanned by Psychological Abstracts. Where candidates have already had portions of their PhD work accepted for publication in such journals, this is prima fade evidence of an adequate standard. Alternatively, the submission should be substantial enough to be able to form the basis of a book or research monograph which could meet the standards of an established academic publisher operating a system of critical peer review for book proposals and drafts.

#### ***Originality and creativity***

The research and the written submission should be the candidate's own work. However, the degree of independence shown may vary according to the research topic, since in some instances students will be working as part of a larger team, while in other instances they will be completely on their own. A candidate should show an appropriate level of independent working. Provided that evidence of independent working is available, research assistants working on sponsored projects should be able to obtain PhD's by presenting appropriate portions of such projects.

### Sectional attributes

#### ***Review of relevant literature***

Candidates should demonstrate that they have detailed knowledge of original sources, have a thorough knowledge of the field, and understand the main theoretical and methodological issues. There should not be undue dependence on secondary sources.

The literature review should be more than a catalogue of the literature. It should contain a critical, analytic approach, with an understanding of sources of error and differences of opinion. The literature review should not be over-inclusive. It should not cover non-essential literature nor contain irrelevant digressions. Studies recognised as key or seminal in the field of enquiry should not be ignored. However, a student should not be penalised for omitting to review research published immediately before the thesis was submitted. A good literature review will be succinct, penetrating, and challenging to read.

### ***Statement of the research problem***

The literature review should have revealed some questions or issues which call for further investigation. Ideally, the problem to be tackled in the research should emerge naturally and inexorably from the literature review.

The research problem may arise as a result of past work which needs to be improved upon. It may be that there is a crucial test which will help to decide between competing theories. The candidate may:

be proposing a novel theoretical or methodological slant on a topic;

- have created an interesting intellectual friction by bringing together hitherto unrelated fields or topics;
- or have developed a new area of application for a method or theory.

A clear and succinct statement of the research problem should be made, together with a set of specific hypotheses, predictions, or questions which the research is designed to address.

There should be some sense that the problem which has been identified is worthwhile.

### ***Methods of enquiry adopted***

Since determination of the most appropriate methodology is not always a straightforward matter, candidates should justify the methods chosen, with an appropriate rationale in each case.

A project may have a mixture of methodologies, suited to the changing needs of the project as it develops. There may, for instance, be initial semi-structured interviews yielding qualitative data, which can be analysed in a sensitive fashion to yield the building blocks for a more quantitative approach. Or, alternatively, the student may start out with an established quantitative methodology, decide it is inappropriate, and then move to qualitative methods to elicit new questions or issues. There are many variants. Potential alternative methods should be rejected on the basis of a reasoned case.

Candidates should be able to demonstrate that the methods used have been chosen through a conscious process of deliberation; and that the criteria for, and advantages and disadvantages of, particular choices of method are well specified.

There should be a sense of planning. This should include a reasoned consideration of the analytic techniques that the methods chosen will require.

### ***Analysis of data***

- The analytic methods used need to be justified and need to be shown to be sufficient for the task. Any problems arising in the analysis should be recognised and tackled appropriately.
- Candidates should show sensitivity to problems of reliability, measurement error, and sources of bias.
- Candidates should understand the assumptions behind the test or tests used.

- Where appropriate, candidates should demonstrate imagination and creativity in identifying and analysing emergent properties of the data which may not have been foreseen.
- The analyses should be clearly linked to the explicit hypotheses, predictions, or questions which formed part of the stated research problem.
- Candidates should be able to demonstrate judgement in the presentation of key summary data within the body of the text, assigning primary data and data of secondary importance to appendices.
- The data should be presented in a well-structured way, so that a clear presentational sequence unfolds.
- In sum, candidates should be able to demonstrate WHY each particular analysis was conducted, HOW the analysis was done, and WHAT the analysis tells us about the data.

### ***Discussion of outcomes***

- The discussion should summarise, without undue repetition, what has been achieved in the research project.
- It should evaluate the project's contribution to the research area.
- Links should be drawn between the candidate's own work and the work reviewed in the literature review.
- The main findings should be interpreted and related to theory (and practice where appropriate).
- There should be reflection on the research process as a whole. This reveals what the candidate has learned during the course of the work.
- In many cases it will be appropriate to include a section in which the candidate discusses the limitations of the research design and methodology in the light of knowledge acquired whilst undertaking the research, and outlines alternative or additional approaches which might be pursued.
- There should be some pointers to future work, either by the candidate or by others.
- An attempt should be made to identify issues which require further clarification.

These are general guidelines that may be useful in producing your thesis. The specifics of any one case may, of course, vary around these guidelines to some degree (in particular, concerning the sectional attributes, since the precise way in which contents of a thesis are divided very often depends on the flow of the research). If in doubt, you should discuss the issue with your Supervisor before writing a draft.

### **2.5.3 Ideal timelines for full-time and part-time PhD students**

Below are brief summaries of *ideal* timelines for completion of important stages in your research. They *are* ideal, and so you can expect that your progress will diverge from this plan to a greater or lesser degree: the extent of divergence should be discussed with your Supervisor. Moreover, the timelines include certain simplifications – they assume that different activities (e.g., theoretical development and data analysis) are separate, when in fact they are more likely to interact; and they assume that the activities are discrete, when in fact they are more likely to be continuous, though with periods of greater and lesser emphasis. So treat them as broad guidelines only.

Note that certain deadlines are *not normally negotiable except under special circumstances*: these deadlines include the date of the submission of the Extended Essay/Research Proposal, the date of the submission of Upgrading material, and the requirements to submit your thesis title and 'Form of Examination Entry' six months before you wish to submit. If you think that your circumstances warrant an extension of these deadlines, please discuss the matter with your Supervisor and the PhD Programme Director well in advance. These deadlines are noted in **bold** over the page.

### 2.5.3.1 An ideal timeline for full-time students

Calendar Month	Month of Study	Year	Event/Activity
Week 1	1	1	Determine, in consultation with Supervisor, taught courses to be taken
October–January	1–4	1	Carry out comprehensive literature search
January–June	4–9	1	Develop theoretical and empirical orientation
March–June	6–9	1	Present research ideas to Current Research Seminar
<b>May</b>	<b>8</b>	<b>1</b>	<b>Submit Extended Essay/Research Proposal</b>
<b>September</b>	<b>12</b>	<b>1</b>	<b>Re-register (conditional on successful evaluation of Extended Essay)</b>
May - December	8 - 15	1–2	Collect and begin to analyse data. Write “Methodology” chapter(s)
January–March	16–18	2	Continue Data Analysis. Write “Theory” chapter(s)
<b>March</b>	<b>18</b>	<b>2</b>	<b>Submit material for Upgrading. Have Upgrading <i>viva voce</i></b>
March–November	18–26	2–3	Complete developments and alterations based on Upgrading <i>viva voce</i>
<b>September</b>	<b>24</b>	<b>2</b>	<b>Re-register as PhD</b>
November–March	26–30	3	Complete first draft of Thesis
<b>December</b>	<b>27</b>	<b>3</b>	<b>Submit thesis title to the University</b>
<b>March</b>	<b>30</b>	<b>3</b>	<b>Submit ‘Form of Examination Entry’ to the University</b>
<b>September</b>	<b>36</b>	<b>3</b>	<b>Submit completed Thesis</b>

### 2.5.3.2 An ideal timeline for part-time students

Calendar Month	Month of Study	Year	Event/Activity
Week 1	1	1	Determine, in consultation with Supervisor, taught courses to be taken in year 2
October–March	1–6	1	Carry out comprehensive literature search
March–January	6–16	1–2	Develop theoretical and empirical orientation
September–January	12–16	1–2	Present research ideas to Current Research Seminar
<b>September</b>	<b>12</b>	<b>1</b>	<b>Re-register</b>
October	13	2	Determine, in consultation with Supervisor, taught courses to be taken in year 2
<b>January</b>	<b>16</b>	<b>2</b>	<b>Submit Extended Essay/Research Proposal</b>
January–February	16–26	2–3	Collect and begin to analyse data. Write “Methodology” chapter(s)
<b>September</b>	<b>24</b>	<b>2</b>	<b>Re-register</b>
February–June	26–30	3	Write “Theory” chapter(s)
<b>June</b>	<b>30</b>	<b>3</b>	<b>Submit material for Upgrading. Have Upgrading <i>viva voce</i></b>
June–August	30–47	3–4	Complete developments and alterations based on Upgrading <i>viva voce</i>
<b>September</b>	<b>48</b>	<b>4</b>	<b>Re-register as PhD</b>
August–January	47–52	4–5	Complete first draft of Thesis
<b>December</b>	<b>51</b>	<b>5</b>	<b>Submit thesis title to the University</b>
<b>March</b>	<b>54</b>	<b>5</b>	<b>Submit ‘Form of Examination Entry’ to the University</b>
<b>September</b>	<b>60</b>	<b>5</b>	<b>Submit completed Thesis</b>

## 2.5.4 The MPhil degree

As noted above, the MPhil is a substantial qualification in its own right. There are two ways in which you might find yourself on track for submitting a thesis for an MPhil rather than a PhD:

You might have decided that this is a suitable qualification for your purposes

The outcome of your Upgrading *viva voce* might be a recommendation that you write up your work as an MPhil thesis, since your Thesis Committee judges that it fails to meet the theoretical, methodological, and/or empirical requirements for the award of a PhD. In the latter case, if you disagree with this judgement, there are Appeals Procedures laid down by the Graduate School, and specified in the Code of Practice for Research Students and their Supervisors.

In both cases, however, you will be expected to submit work for consideration by your Thesis Committee by the same deadlines as noted above. These deadlines, as well as the deadline for submission of the completed thesis differ according to whether you are part-time or full-time:

### Full-time students:

- Submit Extended Essay and Research Proposal by the end of the 8<sup>th</sup> month of study (May in year 1)
- Submit material to Upgrading Thesis Committee by the end of the 18<sup>th</sup> month of study (March in year 2)
- Submit completed MPhil Thesis by the end of the 24<sup>th</sup> month of study (September in year 2)

### Part-time students:

- Submit Extended Essay and Research Proposal by the end of the 16<sup>th</sup> month of study (January in year 2)
- Submit material to Upgrading Thesis Committee by the end of the 33<sup>rd</sup> month of study (June in year 3)
- Submit completed MPhil Thesis by the end of the 36<sup>th</sup> month of study (September in year 3)

Other deadlines for submission (i.e., submission of thesis title and form for examination entry) should also be met.

## 2.6 Monitoring performance and troubleshooting

### 2.6.1 Monitoring student performance

#### Recurring monitoring procedures

*MPhil/PhD Progress Report Forms* - At the beginning of each Summer term, the Graduate School sends to every research student a "MPhil/PhD Progress Report Form", asking for details about progress during the year. This form has sections concerning:

- your view of your progress over the year, and of future work;
- your Supervisor's view of your progress over the year, and of future work;
- the PhD Programme Director' view of your progress, of future work, and any remedial action that might need to be taken.

In reviewing your progress, your Supervisor will consider four main areas:

- the quality of your written work produced over the academic year;
- your progress towards, or the outcome of, the submission of the Extended Essay and being Upgraded;
- your progress towards completing your research in a timely manner;
- your attendance and contributions to the Current Research Seminar.

You are asked to pass the form on to your Supervisor, who will then pass it onto the PhD Programme Director.

*Staff Meeting Reports* - At the beginning and end of each academic session, Supervisors make a brief verbal report on the progress of each of the students at a Staff Meeting. Any action to be taken is then set in train.

### **“One Off” monitoring procedures**

See above (Section 2.5.1) for details of these procedures.

#### *Extended Essay/Research Proposal*

- Full-time students: submit by the end of the 8<sup>th</sup> month of study (May in year 1)
- Part-time students: submit by the end of the 16<sup>th</sup> month of study (January in year 2)

#### *Upgrading Viva Voce Examination*

- Full-time students: submit material by the end of the 18<sup>th</sup> month of study (March in year 2)
- Part-time students: submit material by the end of the 33<sup>rd</sup> month of study (June in year 3)

## **2.6.2 Supervision problems**

We hope that you will not experience any problems in your relationship with your supervisor. However, even the best regulated systems and the best intentions will occasionally produce difficulties. In such a case, the people to whom you might have recourse to discuss any problems or grievances, in the order in which they should be approached, are as follows:

Your Supervisor (if this is possible)

*If this is not possible, or it fails to provide a solution, then:*

The PhD Programme Director (NB, their administrator is in room S302)

*If this fails to provide a solution, then:*

The Head of the Institute

Manager: Daniel Linehan, S304 (extension 7712; email: [d.p.linehan@lse.ac.uk](mailto:d.p.linehan@lse.ac.uk))

*If this fails to provide a solution, then:*

The Dean of the Graduate School;

Dr Julian Fulbrook, A203, extension 7574, email: [j.fulbrook@lse.ac.uk](mailto:j.fulbrook@lse.ac.uk)

Secretary: Nicky Dallen, A202 (extension 7849)

Of course, you may also find that you feel more able to approach a member of academic staff other than those noted above; you should feel free to do so.

### 3. Other matters

#### 3.1 Financial support

It is not uncommon for students to experience financial problems at some point during their research career. In general, the School expects all students admitted to programmes to make adequate arrangements for their maintenance and the payment of their fees, including making allowances for unavoidable increases.

For further information, please see Institute website, the Graduate School Prospectus or contact the LSE Financial Support Office who will be happy to deal with your queries:

Telephone extension 7155/7751;

Email: [financial-support@lse.ac.uk](mailto:financial-support@lse.ac.uk)

Website <http://www.lse.ac.uk/collections/financialSupportOffice/>

Every day drop-in session 1-2pm in Student Services Centre

Some sources of financial help:

*Student Support Fund*: this is the LSE main hardship fund and details are available from the Financial Support Office

*Grants Register* (London: MacMillan), provides a list of sources; copies are available in the LSE Library and in the Students' Union Welfare Office (E297).

*Central Research Fund of the University*: The fund covers expenses for visits abroad, or travelling in this country, or library costs and other general expenses connected with research. Applications for grants from this Fund should be made to the Secretary at Senate House, University of London, London WC1. Applications are considered twice a year.

*Students' Union*: The Students' Union has a sum allocated each year for hardship. Students should consult the Student Welfare Officer in the East Building (Room E297; extension 7145; email: [su.advice-centre@lse.ac.uk](mailto:su.advice-centre@lse.ac.uk)), and are advised to make applications early in the academic year.

*LSE Research Studentship Scheme*: the level of assistance is determined by each department and most usually is a contribution towards fees. Please see the Graduate School Prospectus for details or contact the Financial Support Office for advice.

*Part-time teaching*: see Section 4.3.

*Economic and Social Research Council Research Studentships*: the Institute's MPhil/PhD programme is also recognised by the ESRC:

#### **Modes of ESRC Recognition:**

Ref:	University & Outlet	Type of Recognition
LSE1	London School of Economics Institute of Social Psychology	FTA

FT = Full-time

The list mentions two Modes of recognition: A and B. This relates to whether or not the outlet provides the requisite amount of research training in the first year or foundation stage of a PhD programme.

## **Mode A**

Mode A recognition is given to outlets which provide adequate research training to students in the first year or foundation stage of their research programme in line with the Postgraduate Training Guidelines. **Mode A outlets can accept students who have no previous postgraduate research training.** In addition, Mode A outlets can accept students on a Mode B basis providing the student meets Mode B criteria. On the list, the mode of recognition for these outlets is indicated by an 'A'.

## **Mode B**

Applicants should **only** apply on a Mode B basis (either to Mode A or Mode B recognised departments) when they can demonstrate that they have already received a relevant foundation in research training in accordance with Sections B and C of the ESRC *Postgraduate Training Guidelines*. This is defined *for this year only* as follows:

*If you have a Masters degree gained from a course which had ESRC 'RT' recognition, you have automatic eligibility to apply on a Mode B basis.*

*If you have a Master's degree which was gained in the UK from a course which was not 'RT' recognised or was gained overseas to be eligible for Mode B entry you will need to demonstrate in the application form that the Master's degree, or the first year of a PhD programme elsewhere, contained substantial training in research methodologies and methods which would enable you to undertake an independent research project in a particular subject or interdisciplinary field. Furthermore, it must be demonstrated in detail on the application form that the level of training already received was in line with both the generic and subject specific requirements set out in Sections B and C of the *ESRC Postgraduate Training Guidelines*. The exception to this will be applicants who have a Master's from a course which had previously applied unsuccessfully for 'RT' recognition in either the previous full or interim Advanced Course recognition exercise: any such applications will be treated as Mode A.*

It is essential that candidates discuss their prior research training with the outlet concerned, since the outlet will hold a copy of the Guidelines and can assess whether the candidate's research training experience meets the Guidelines criteria.

## **Deadline for Applicants**

The deadline for applying for studentships is given in the *Guidance Notes* booklets. For information for 2006/2007 awards, you can check the website [www.esrc.ac.uk](http://www.esrc.ac.uk) or request a copy of the *Guidance Notes* from the address below:

The Research Division  
Economic and Social Research Council  
Polaris House  
North Star Avenue  
Swindon.  
SN2 1UJ

Students who wish to apply for ESRC studentships should note that their application requires a detailed research proposal, support from their prospective Supervisor in the Institute, and another academic reference. Hence, it is important to contact the PhD Programme Director

and your proposed Supervisor well in advance of the deadlines. The Institute has an internal deadline of 1<sup>st</sup> March for completed forms to be submitted, in order for well developed research proposals to be considered by academic staff.

## **3.2 School-wide sources of advice**

If the available formal and informal support structures do not yield a solution to a problem, the School has numerous sources of advice and support covering a range of topics. The *Graduate School Handbook* provides a comprehensive listing of such sources of advice, as well as a list of key names and addresses for contact people for research students.

### **Code of Practice for Research Students and their Supervisors**

This information is available in the Graduate School Handbook, which can be obtained from the Student Services Centre, Old Building, Houghton Street.

## 4. Conference presentations, publications and teaching: Completing a PhD and pursuing an academic career

One of the main career choices made by students undertaking the MPhil/PhD programme is to obtain an academic post at a university.

To be successful in applying for an academic post, it is usually necessary to:

- Complete a successful thesis in reasonable time
- Attend conferences and present papers whilst completing the thesis
- Publish papers in academic journals whilst completing the thesis
- Engage in teaching of other students whilst completing the thesis

Completing a successful thesis in reasonable time is the central focus of this Handbook. A few notes on each of the other requirements, in turn. Please note that, although these activities are discussed in connection with obtaining an academic post, the skills that they involve are also of value in non-academic settings.

### 4.1 Academic conferences

At any one time, there will be fewer academic posts advertised than there are candidates who would like to fill them. In order to maximise your chances of success, it is important that potential employers are aware of your availability and area of expertise well in advance of your completing your thesis. An unquantifiable amount of academic work takes place at conferences – making contacts with others working in your field and in related fields, exchanging ideas and obtaining feedback. It is always worthwhile to try to obtain feedback from others in your field: they can provide different perspectives from those offered by your Supervisor or by your Thesis Committee, suggesting alternative explanations or investigations.

Earlier in your PhD career, it is probably useful to just attend a conference in order to gauge the way conferences work, to get an understanding of some of the current ideas and debates in the field, and to make contacts with others working in your field.

A later step is to submit some of your work to a conference in order to present a **Poster** – this involves printing your ideas onto sheets of paper that can be pinned onto a poster board around 2 metres wide by 1 metre high. During appropriate sessions, the poster presenters stand next to their posters, and conference participants wander around and read the posters, providing a chance to discuss your ideas. This is a less stressful way of presenting your ideas than giving a paper, since it allows for more informal contact and exchange of ideas; although presenting a poster is often viewed as a less prestigious activity than presenting a paper, it can be equally valuable in establishing contacts and receiving feedback.

Submitting work as a **Paper** presentation at a conference is the next step. Most paper presentations last 20 minutes, with 10 additional minutes for questions. This can be quite stressful, but is a very rewarding way of presenting your ideas and obtaining feedback.

Another option, available at some (though not all) conferences, is to propose a **Symposium** on the general topic of your thesis. A Symposium is a series of Papers on a single theme, often culminating in a general discussion led by invited discussants. One way of arranging a Symposium is to co-organise it with another research student in your field, and then contact other researchers in your field (not restricted to research students) who, along with you, will give a Paper presentation. Although more work than simply presenting an ordinary Paper, organising a Symposium can make a more marked impression at a conference, and certainly is a positive addition to a CV.

Some conferences publish **Conference Proceedings**; usually this involves publishing the Papers in a volume edited by the conference organisers; sometimes, but not usually, the Poster contributions are also published in proceedings. If a conference does publish its proceedings, it is important to find out whether those Proceedings will have an ISBN/Library of Congress book number – if it does not, then the publication is less useful as a part of your CV; similarly, if the conference and its proceedings are properly refereed, such a publication will be more useful to your CV than a publication where all contributions being accepted regardless of quality.

If you do want to get involved in a Conference, you should discuss this well in advance with your Supervisor; bear in mind that the deadline for submitting contributions to any Conference will usually be at least 6 months before the conference takes place – so if you want to present your ideas at a conference in the 24<sup>th</sup> month of your PhD career, you will probably have to submit the proposal to the conference organisers in around the 18<sup>th</sup> month. This means engaging in advance planning, and often submitting a proposal for a paper of poster before the work is fully complete (e.g., the detailed analysis of data may be incomplete on submission).

The Institute has sophisticated audio-visual facilities which can be employed by students in preparation for major conferences: for example, rehearsal presentations can be videotaped and discussed in order to refine your presentation skills.

Deciding which conference is appropriate to your research is a matter for discussion with your Supervisor. The basic place to begin is with the conferences organised by the British Psychological Society (BPS). The BPS organises two general conferences each year – its Annual Conference around Easter, and its London Conference around Christmas. It also has a range of different Sections, each of which organises its own conference annually – for example, the BPS Social Section, the BPS Cognitive Section, the BPS History & Philosophy of Psychology Section, the BPS Mathematical and Statistical Section. You should consult the BPS website (<http://www.bps.org.uk/>) and its monthly publication *The Psychologist* for details of the different Sections, and of each conference. In general, for academic posts in the United Kingdom, the BPS conferences are the most important places to make contacts and have ones ideas heard: it is advisable to attend at least one appropriate Section Conference and a general Conference in the second and third years of your PhD career.

## **4.2 Publications**

Presenting a paper at a conference is often a useful step in receiving feedback before submitting a modified and elaborated version of the paper to an academic journal. However, a full paper written solely by you will often not be the first form of publication that you should seek.

### **4.2.1 Reviews, comments and journal articles**

Before embarking on submitting a full paper to a journal, you should try one or two other avenues. One is to **review** new books. A timely and incisive critique of a book that is relevant to your field is a useful publication. There are several ways in which such reviewing might be organised. One is to contact a non-academic publication that regularly reviews books – for example, the *Times Higher Education Supplement* publishes reviews weekly. A slight step up is to review books for the BPS magazine *The Psychologist* – normally, such reviews are offered to academics; your Supervisor might nominate you to review a book that they have been offered, for example. Similarly, many journals publish book reviews, and your

Supervisor will often be the first point of contact for books to be reviewed in your field. Of course, you are at liberty to write to the Reviews Editor of a journal to offer your reviewing services in connection with any volume that you feel capable of reviewing.

Having had experience of reviewing, another area to investigate is providing a **comment** on a 'target' published article. Several journals (e.g., *Behavioural & Brain Sciences*) publish target articles for which they solicit comments of about 1000 words from researchers in the area; if there is a target article that is about to be published in your area, you might consider writing a comment of this kind. Here, you are able to briefly criticise the target's approach and advance your own view, and gain some critical feedback from the target author's reply to your comment.

When you come to consider submitting a **paper** or **article** to a journal, there are several factors to bear in mind:

- most papers in psychology are a maximum of 7500 words long;
- few journals welcome general theoretical disquisitions, but usually require the presentation of data;
- since social science is incremental, you should write a paper that intersects with ongoing concerns and debates;
- Remember that different journals are of varying status within their fields:
  - the higher status the journal, the harder it will be to have a paper accepted for publication by that journal.;
  - it is, on the whole, better to have one paper in a top-flight journal than several in low-ranking ones.
- Where your papers are published will tell prospective academic employers about:
  - your research orientation (methodological and theoretical);
  - your intellectual ambitions;
  - whom you view as competing and complementary researchers.
- Selection of appropriate target journals is especially important and difficult for students whose research spans different areas of social psychology or spans different areas of the social sciences. In general, if your goal is to obtain a position in a Psychology Department, then you should aim to publish in psychologically-oriented journals;
- Wherever you aim, *do* make sure that your paper is appropriate to the aims of the journal (e.g., don't try sending a philosophical or highly theoretical paper to an empirically-oriented journal):
  - check the remit of the journal in the 'instructions to authors';
  - look back at recent issues over the last couple of years to ensure that the publishing direction has not changed from the journal's remit as a result of recent changes in Editor.

Having written your paper, buffed it up, and generally produced the best finished product you can, you should submit it to the journal in the *precise format* which they request (usually a variant on the *APA* format – the American Psychological Association format – and given in a section entitled 'instructions to authors'), otherwise it might be sent back to you without being reviewed.

Your paper will then undergo *peer review*, which is:

- by 2 or more academics working in the same area (often, the more prestigious the journal, the greater the number of reviewers);
- usually, though not always, blind (i.e., your name is not made known to the reviewers).

The Editor will then write to you with the decision, and enclose the reviews of the reviewers. The time period of the decision process varies from one journal to another – some make their decisions within 2 months, others can take 6 months or more. If you are concerned about delays in the reviewing process, you should be happy to write to the Editor to request information.

There are several decisions which the Editor may make, based on the reviews:

- Accept for publication without modifications;
- Accept for publication if certain (usually, minor) modifications are made: e.g.,
  - expand or shorten the discussion of one or more points;
  - re-analyse the data in a given way.
- Request you to make major revisions and re-submit the paper to be reviewed again (at which point it might be treated as an entirely new submission); e.g.,
  - present a more compelling argument than before;
  - restructure the paper along certain lines;
  - collect more data to exclude an alternative explanation.
- Reject the paper completely;
- Where you alter the paper in some way, the original reviewers will often be asked to check that you have in fact addressed their points).

People who submit papers to academic journals for the first time are often surprised by the nature of the reviews they receive:

- They may be critical to the point of savagery;
- They may be intemperate and badly argued;
- They may appear to wilfully misinterpret the paper;
- They may make *ad hominem* comments.

However, there are also many cases in which the reviews are:

- Constructively critical;
- Carefully considered and calmly lucid;
- Generous and supportive in their interpretation of the paper;
- Entirely dispassionate and fair.

The modal case is somewhere between the two.

Learning how to interpret reviewers' comments (e.g., learning when apparent rejection does not really mean rejection), how to respond to those comments, and exactly how to modify a paper in response to the review process, is really a matter of time. If you have any doubt at all about how to deal with such matters, you should not hesitate to contact your Supervisor.

If you are lucky enough to have a paper accepted for publication, you will be sent the proofs of the paper prior to publication. It is usual for publishers to require a very rapid return of the proofs once you have corrected them (e.g., anything between 24 hours after receipt to a week). There is then a substantial time lapse before publication – anything between 6-18 months.

#### **4.2.2 Joint publications**

In some cases, you may consider publishing a paper that is co-authored with someone else. Psychology is a discipline in which collaborative research is common – some of the most productive ideas have emerged from collaborations. Sometimes, such collaboration may be between a Student and their Supervisor; at other times, it might be between two (or more) students, or between a student and a different academic.

In the context of your PhD thesis, there are several factors to be borne in mind concerning joint research and publications:

- As stressed in this Handbook, a PhD thesis is required to be a report of an original contribution to the discipline, which is confirmed as the candidate's own work. The regulations governing the PhD do allow for this to include reports of joint work:
  - Students are allowed to include work produced jointly with others if it forms an integral part of the thesis (see paragraph 6.2.2 of Graduate School Handbook);

- The student and other person(s) involved have to provide written statements saying how much of the work they contributed, *but* the writing up of the section concerned in the thesis has to be done by the student.
- Please note however, that the normal expectation would be that such work would be a very small proportion of the thesis.

In joint publications, there may occasionally be a concern about the order of authorship of the article – the working assumption in Psychology is that the first-named author is the ‘senior’ author, in terms of having made the most substantial contribution to the research. This holds unless there is an explicit statement to the contrary.

In the Institute, the general policy is that joint publications should be an equal arrangement freely entered into by both parties:

- Where the topic is that of the Student’s thesis, it is often best for the first author to be the Student, and not the Supervisor (regardless of their alphabetical ordering);
- In cases where alphabetical ordering is used (implying that the authors have equal status), this should be explicitly stated – if possible in a footnote on the first page of the paper;
- Where the topic is not that of the Student’s thesis, then the order of authors becomes a matter of discussion between the authors and should be explicitly agreed before writing begins.

In all cases, you should not enter into collaborative arrangements without first being as explicit as possible about:

- The order of authors;
- The responsibility of each author concerning the production of the research and the writing of the paper.

### **4.3 Teaching**

A different set of skills that prospective academic employers will expect you to have developed during your PhD career concerns teaching. Acting as a *Graduate Teaching Assistant* has additional benefits: it encourages you to refine your presentation skills, and it is a (meagre!) source of income.

Most part-time teaching involves acting as a class or seminar teacher – leading the discussion of students on topics that have already been introduced in an associated lecture. There is very little opportunity to be involved in lecturing.

In order to develop your teaching skills to the best advantage, it is useful to think about them as a portfolio of skills. Although it is tempting to teach on the same course for several years running, it would be more advantageous to your CV to develop your teaching experience in a range of areas.

For example, an ideal portfolio will involve experience in:

- Class teaching on a large, introductory Undergraduate course (eg: SO107 Self, Others and Society: Perspectives on Social and Applied Psychology)
- Class teaching on an Undergraduate course which is in your general field (e.g., SO227 Societal Psychology: Theory and Application, SO228 Social Psychology and Society)
- Class/Seminar teaching on a Master’s course in which you have specialist knowledge (e.g., on a Half Unit option course)
- Teaching on a Methodology course (e.g., as a Demonstrator or as a Project Officer)

Acting as a graduate teaching assistant can take more time than one might imagine: although classes tend to last for only one hour, you will be expected to prepare for each class (i.e., reading around the topic, planning methods of teaching, perhaps writing a handout), and also to engage in marking of essays and keeping of attendance registers. Additionally, for

every class in which you teach, you are also expected to have a specially designated office hour when class members can see you without a prior appointment. So a one hour class can amount to four or five hours work per week. And at the end of the Summer term, you may also be expected to act as a second examiner for courses on which you have taught.

As a result, it is important to ensure that any teaching you undertake does not cause problems with your research. Some students take on 3 classes in an academic session – this is around the maximum that would be advised. It is also perhaps advisable to take on less teaching (if any) in your first year, and also less in your final year. If you are uncertain about whether to teach or how much teaching to take on, you should discuss the matter with your Supervisor or the PhD Programme Director.

Vacancies for teaching in any one academic year are usually publicised in the Summer Term of the previous academic year. Those students who are interested in teaching on specific courses should contact the Institute Manager (S304), Daniel Linehan [d.p.linehan@lse.ac.uk](mailto:d.p.linehan@lse.ac.uk)

If you are interested in being a part-time teacher, you will be expected to attend a 2 day Introductory course organised by the School at the end of the September before the academic session in which you plan to teach.

## **4.4 An ideal timetable for academic-related activities**

Below is a schematic timetable for each of the 4 activities noted above. It is important to read this timetable with caution: first of all, please note that not everyone will be in a position to complete all of these activities during their time on the MPhil/PhD Programme. Completing them will enhance your chances of obtaining an academic post after your PhD; not completing them, however, will not prevent you from obtaining such a post. Second, please note that, as with the details of the 'Ideal Timelines' for completing the PhD given in Section 2.5 above, the dates given are for guidance only and should *not* be read as requirements; different people work at different rates so that some will be more likely to complete these tasks in the times notes than others; and some people work better by pursuing more than one task at once, whilst others work better by focusing on one task at a time. Again, the timing of important conferences in your field may not accord with the details of this timetable. So even if, during your time on the MPhil/PhD programme, you are able to complete all of the activities noted below, you may do so at different points during your research.

The key point is to *plan in advance*: discuss with your Supervisor at the start of the academic year what you hope to achieve in that year, and set some deadlines for developing the work to be submitted.

<b>Month</b>	<b>Thesis Action</b>	<b>Teaching</b>	<b>Conferences</b>	<b>Publications</b>
<b>≤ 8</b>	Submit Extended Essay		Attend <i>BPS</i> or Similar Conference	Book review in <i>THES</i> or Similar
<b>≤ 12</b>	Re-register	Begin teaching on ≥ 1 course		Comment in Journal
<b>≤ 18</b>	Submit Upgrading Materials			
<b>≤ 24</b>	Re-register	Begin teaching on ≥ 1 course	Present Poster or Paper #1 at <i>BPS</i> or Similar Conference	
<b>≤ 30</b>	First Draft of Thesis			Submit Paper #1 to Journal
<b>≤ 33</b>	Second Draft of Thesis		Organise Symposium or Present Paper #2 at <i>BPS</i> or Similar Conference	
<b>≤ 36</b>	Submit Completed Thesis			Submit Paper #2 to Journal

## 5. Applying for a place on the MPhil/PhD programme

Entrance requirements for the programme are as follows. Normally, you should possess a high level of pass in an appropriate Master's degree, together with at least an upper second class honours degree in an appropriate subject from a UK university or its equivalent elsewhere. Graduates from the Institute's own Master's degree in these three areas must have achieved an average mark of 65% or better (pass mark, 50%) to be eligible for admission to the corresponding doctoral programme. Formal applications should be addressed directly to the Graduate School at the LSE, and not to the Institute of Social Psychology. Informal enquiries may, however, be made by contacting the PhD Programme Director in the Institute of Social Psychology.

Applications for a place on the MPhil/PhD programme are handled by the Graduate Admissions Office (please contact them via the web site: <http://www.lse.ac.uk/collections/graduateAdmissions/>). They will provide an application form and other information.

Once your application is passed to the Institute of Social Psychology, it is considered by the Admissions Committee. The criteria for selection include:

- The candidate's past *educational background* (both its subject matter and standard);
- The degree of *support* expressed in the references provided;
- The *appropriateness of the proposed research topic* for supervision by members of the School;
- The *availability of a member of staff* with appropriate expertise to supervise the proposed research;
- The *quality of the research proposal*: the degree of precision, motivation for and insight of the research proposal, as well as its implications (theoretical, empirical and practical).

If there is some uncertainty about any of these questions, and there often is, you may be asked to produce a more detailed research proposal, of between 2000-3000 words. In this, you will be asked to provide information concerning:

- *Why* is the topic interesting?
- *What* is the central research question?
  - is there a theoretical and empirical 'gap' that your research will seek to fill?
  - is there a theoretical or empirical contradiction that your research will seek to resolve?
- Summarise the relevant literature and the fields to be contributed to:
  - what are the main theories in the area?
  - what are the critical empirical phenomena in the area?
- Specify the key references relevant to the proposed research.
- *How* will you address the empirical aspects of the research?
  - which methodology is appropriate and why?
  - if the research question requires a combination of different methodologies, how will they be related?
- Do you foresee any practical difficulties in pursuing the research (e.g., finding suitable participants or data sources)? If so, how might they be overcome?

This will provide the Admissions Committee with an idea of the topics of interest, and help in matching candidates to potential supervisors. If your application is accepted, you may not be restricted to the topic presented in this essay. You may be permitted to re-negotiate their topic, subject to the Institute's ability to supervise the new topic.

Having looked at this Handbook and at the other available information concerning the Institute, you may find that there is a particular member of staff whose research interests overlap with your proposed research, and as a result you may feel that they would be an appropriate Supervisor. If this is the case, you should feel free to make a direct approach to the member of staff concerned, using the contact addresses provided. You may do this either

before or at the same time as proceeding with a formal application. Even if the staff member in question is unable to supervise your research, they may be able to offer advice about a suitable Supervisor. If you are uncertain about these matters, you may also contact the PhD Programme Director. Please note, however, that each year, the receives many more applications than there are available places, and inevitably candidates of high intellectual capability and promise very often fail to obtain a place. This need not mean that you would be unable to find a place at another institution.

# Appendices

## **A1. Research activities in the institute**

The Institute of Social Psychology has three research groups, equivalent to the Sociology Dept's research clusters. We are currently exploring ways in which these can be integrated into the overall set of research clusters within the whole Department of Sociology. Each of the ISP research groups functions in an integrated way, with seminars and events under the group's name.

- Community Health and Development (coordinator: Cathy Campbell)
- Organizational Research (coordinator: Patrick Humphreys)(note that this group incorporates the Complexity Research Group)
- Science Technology and the Public Sphere (coordinator: Martin Bauer)

The areas addressed in these groups are conceptually distinct from the existing Sociology research clusters (although the Science Technology and the Public Sphere research group has concerns which intersect with those of BIOS).

Associated Research:

- Social Psychological Research into Racism and Multiculture (Caroline Howarth)
- Culture and Cognition (Bradley Franks and Andy Wells).

Issues of integration of the research groups will be high on the agenda in the period up to the RAE 2008.

Each of the Research groups of the Institute of Social Psychology provides a research environment, and local and international research links which adds up to a rich intellectual context for both research and students, and provides many opportunities for fostering collaboration, both in terms of intellectual projects (such as joint papers and special editions of journals) and in terms of establishing international networks of academics and practitioners concerned with the application of social psychological principles to the domains addressed by the group.

Each research group:

- Has been highly successful in attracting external research funding
- Has produced a series of internationally recognised research publications
- Is affiliated with interdisciplinary units or networks in LSE and beyond
- Hosts a series of seminars and research meetings
- Offers an environment for the conduct of PhD research
- Informs research-led teaching at the graduate level

Approximately 90% of the research carried out by staff in the Institute of Social Psychology is located within these three research groups (some members of staff split their research interests and activities over two groups). Each group has a critical mass in terms of membership (Academic Staff, research staff and PhD students). The three research group coordinators collectively constitute the Social Psychology Research Committee (Chairman: Professor Gaskell). Details of each of the three research groups are as follows:

## **COMMUNITY HEALTH AND DEVELOPMENT**

**Coordinator: Professor Catherine Campbell**

**Intellectual focus:** The social psychology of community, health and social development, with health being broadly understood in terms of physical, mental and social resources for living.

### **Key members of cluster:**

- **Catherine Campbell, Professor in Social Psychology:** Community participation; partnerships; social development; public health and health promotion; sexuality; HIV/AIDS; stigma; collective action; social change; power and empowerment, southern Africa.
- **Sandra Jovchelovitch, Reader in Social Psychology:** The social psychology of public life and community; Social representations; community development; local knowledge; participation; primary health care in the community; identity.
- **Caroline Howarth, Lecturer in Social Psychology:** Multicultural communities and multicultural identities; racism, resistance and anti-racist strategies; stigma and social representations; involving young people in research

### **Esteem:**

- Campbell: Editorial boards of: *Journal of Health Psych*, *J Community and Applied Social Psych*, *London Review of Education*, *Psychology in Society*, *African AIDS Research*, *Global Public Health*. Carnegie International Fellow at University of KwaZulu Natal. Adjunct Professor of Industrial, organisational and Labour Studies, University of KwaZulu-Natal.
- Jovchelovitch: Associated Editor of *J Community and Applied Social Psychology* ; Editorial boards of *European Journal of Social Psychology*, , *Psicologia e sociedade*. Visiting professor at Maison de Sciences de l'Homme (Paris); holder of a CNPq Visiting Professorship (Brazilian National Research Council).
- Howarth: Editorial boards of: *J Community and Applied Social Psychology*; *Papers in Social Representations*. Member of *British Psychological Society* and the *British Sociological Society*. Associate for the *Centre of Urban and Community Research*, Goldsmiths College, University of London.
- Eri Park, HCD doctoral student: prize for best student presentation at International Theoretical Psychology conference in Toronto, June 2007.
- Chi Nguyen, HCD masters student: prize for best student research on gender by British Psychology Society, Psychology of Women section, 2007.

### **Associated Masters Programmes:**

MSc Social and Cultural Psychology (approx 20 students p.a.) ESRC-recognised research training outlet, 1 ESRC quota studentship

MSc Health, Community and Development (approx 15 students p.a.).

### **Research students:**

Currently: 12 PhD candidates; 5 with ESRC studentships, several with prestigious scholarships from home countries.

### **Funded research:**

- Dynamics of a mature HIV epidemic in Africa. (2003-2008) £1.9-million. Wellcome Trust. (Grantholders: Gregson and Garnett from Imperial College, Campbell)
- Facilitating community responses to HIV/AIDS. (2002-2007) Rolling series of grants to Campbell's South African intervention, currently US\$150 000 per year from PEPFAR.
- Wellcome Trust Masters Research Training Fellowship (2006-8) £54 000. Wellcome Trust. (Grantholders: Campbell and Gregson from Imperial College)
- The social conditions that support successful community mobilization: successful participatory programmes by sex workers in India (2007-2009) £190 000. ESRC-DFID. (Grantholders: Cornish from Glasgow Caledonian, Campbell)
- Underground sociabilities (2006-2009) Grant to Jovchelovitch's research group at Maison de Sciences de l'Homme (Paris).

**Key activities:**

Psychology as social science. High profile lecture series funded by Deputy Director's Discretionary Fund.

Communities and change. One-day conference at LSE.

Annual events organized by SPRRaM: Social Psychological Research into Racism and Multiculture.

Regular HCD seminar series in ISP.

**Outreach:**

Research group members are frequently invited speakers at universities and conferences around the world (e.g. Campbell – Plenary address at International Sociology Association. Jovchelovitch: Keynote address at European Association for Research on Learning and Instruction, Stockholm. )

The group has active working relations with community development NGOs in Africa, Europe, Latin America and Australasia, as well as community groups in the UK.

**Selected projects:**

*Facilitating the training and support of 'barefoot doctors' in deprived communities:* Research group members are working in partnership with the Centre for HIV/AIDS Networking in South Africa and a number of local NGOs on this research-led intervention, seeking to develop the theory and practice of facilitating 'AIDS-competent community contexts'. It involves working with a remote rural community to facilitate (i) the training of local volunteers to serve as 'barefoot doctors' in the care of people living with AIDS in a remote community, and to lead grassroots health programmes, and (ii) to building health-related partnerships between local volunteers and appropriate agencies in the private sector, public sector and civil society.

*Community, Social Representations and Health in Latin America:* This is an ongoing project on the links between the development of community resources, social representations and health in Latin America. This project is a multidisciplinary initiative, which attempts to establish the contribution of community participation and local knowledge to the efficacy of health care delivery. The project involves the mapping out of local knowledge about the community itself and its health resources, as well as how patterns of communication between users and providers of health services impinge on the quality of health care. It intends to identify the different rationalities involved in everyday knowledge and how these rationalities relate to the needs and resources of a community of people.

*Ethnic identities, community, and health inequalities:* This UK-based project has examined the ways in which local community relations serve to promote or undermine peoples' engagement in health-damaging behaviours, or their ability to withstand the negative effects of stress and strain. It has been part of an on-going study of the way in which social environments impact on peoples' opportunities for health and well-being. A major component of the project has focused on ethnic identities, in the context of ethnic health inequalities in England. It has been funded by a series of grants from the UK Health Education Authority and Health Development Agency.

*Social capital and the temporal dynamics of HIV transmission, impact and control in a maturing African epidemic:* This project involves working in with epidemiologists and demographers from the Imperial College School of Medicine and the Harare-based Biomedical Research and Training Institute on a five-year project funded by the Wellcome Trust. Particular attention is given to the role of social capital on health through in-depth case studies of the impact of HIV/AIDS on small local communities on the border of Mozambique and Zimbabwe, in the interests of understanding possible links between group memberships and HIV transmission.

*Asserting identity in a stigmatised, multicultural community:* This project examined the relationship between identity, community and representation in a stigmatised community (Brixton, South London). Working in secondary schools in the same community raised

intellectually challenging questions about the ways in which the institutionalised culture of a school can help or hinder children's struggle for recognition, belonging and ambition. This was funded by a ESRC PhD studentship.

## **ORGANISATIONAL RESEARCH**

**Coordinators: Professor Patrick Humphreys and Dr Lucia Garcia**

### **Intellectual focus:**

**The Organisational Research Group** was established in 1984, specialising in the domain areas of decision making and decision analysis, organisational analysis, modelling and design, management and project management, and eliciting user requirements, designing, developing and evaluating software to support practice within each of these domains of human action. This research has since been applied, generalised and set in context in many projects on innovative and creative decision-making, organisational transformation and sector and community development. The group includes the London Multimedia Lab for Audiovisual Composition and Communication, directed by Carol Lorac and Patrick Humphreys, ([www.londonmultimedia.org](http://www.londonmultimedia.org)) the Knowledge Organisation and Development network (KODE), coordinated by Lucia Garcia and the Complexity Group, directed by Eve Mitleton Kelly.

### **Coordinators' research interests:**

- **Patrick Humphreys**, Professor of Social Psychology, Co-director, London multimedia Lab for audiovisual composition and communication
- **Lucia Garcia**, Lecturer in Social and Organisational Psychology: culture, organisational change and new ways of organising, organisational boundaries and network building; knowledge and the diffusion of innovations, collaborative work, alliances and partnerships; complexity theory and research methods in organisations.

### **Organizational Research Group Membership:**

The researchers and fellows who currently comprise the Organizational Research Group were brought together through joint work undertaken by the group on many national and international research projects, located in the UK, Russia, Latvia, Ukraine, Peru, Chile, Spain, Greece, Brazil, Hungary and other countries. Postdoctoral researchers and doctoral candidates join the group on a project-by-project basis.

### **Research staff and Post-Doctoral Fellows:**

- **Carol Lorac**, Senior research fellow, co-director London multimedia lab for audiovisual composition and communication
- **Eve Mitleton Kelley**, Senior Research Fellow, Director, Complexity Group
- **Vicky Katsioloudes**, Research Officer
- **Melissa Nolas** Research Officer
- **Slavica Slavic**, Research Officer
- **Hannele Huhtala**, Post-Doctoral Fellow

### **LSE Visiting Fellows:**

- **Frederick Adam**, Vice-Chair, IFIP working group on Decision Support Systems, Associate Professor, University College Cork.
- **Garrick Jones**, Partner, Ludic Group, LLP
- **Lewis Pinault**, Partner, Corn Ferry International;
- **Marcello Ramella**, research director, Bermuda financial services bureau
- **Stamatis Skoutas**. Director of Culture, Prefecture of Samos and Ikaria, Greece
- **Caryn Solomon**, Head of Organizational Development, Investec PLC
- **Charles Liasides**, Innovative business developer, Chairman: Arcanum Quest
- **Heather Barnett**, Artist/Curator

### **Research students:**

The Coordinators of the Organizational Research Group: the group have supervised many postgraduate students undertaking doctoral research in these areas, for which it organizes a fortnightly seminar

*PhD students working in related fields:* Goldenberg, Kreideweiss, Roser, Shaw, Sonsino, Soetjijto, Vinson, Voss

*Six Successful PhD Graduations 2001-6* (Sell-Trujillo, Ramella, Calvert, Imas, Huhtala, Steinberg).

#### **Associated Masters Programme:**

MSc Organisational and Social Psychology (approx 50 students p.a.) ESRC-recognised research-training outlet, 1 ESRC quota studentship. These students provide key input to the work of the cluster, undertake internships and relevant research, and some go on to take PhDs in this area and join the group as research students or research officers.

#### **Indicators of Esteem (Organizational Research Group Coordinators):**

**Humphreys:** Elected Chair of IFIP Working Group 8.3: Decision Support Systems 2004-2007; Elected Chair of IFIP International Conference of Creativity and Innovation in Decision Making and Decision Support, 2006; Elected Fellow of the Royal Society of Arts, Industry and Commerce (by nomination of Council), 2002; Coordinator: EU DG1 ALFA Network "CHICA - Community Health Information Communication and Action" (ALR/B7-3011), 2001-; Recipient of the International Federation of Information Processing's Outstanding Service Award, 2001.

**Garcia:** Reviewer for Technology and People, Organisation Studies and International Journal of Knowledge, Culture and Change management. Series of lectures on work and organizational psychology at The Work Foundation, National Children's Bureau, Universidad Autonoma de Madrid, Spain and Universidad del Pais Vasco, Spain. Editor special issue in Complexity and Innovation for the World futures Journal.

#### **Current externally funded research projects:**

- *Intellectual Capital Statement- Made in Europe (InCaS)*. Funded 3,200,000 Euro, 2006-8 by EU Framework 6 programme (LSE is RTD partner, jointly with Fraunhofer IPK, Berlin and the University of Barcelona).
- *Positive Futures Young People's Views*. Funded £250,000 2004-6 by UK Home Office Drugs Strategy Directorate
- *Thematic Area 4: Communication, Complexity, Mediation and Facilitation* LSE/EDS Innovation Technology and Creativity Research programme. Funded £125,000, 2005-10 by EDS
- *Evaluation of `Creative Partnership Programme: Pathways to Value*. Funded £35,000 2006 by Arts Council England
- *The dynamics of partnerships* Funded £10,000 2005-6 by National Children's Bureau Outreach

#### **Research Dissemination Activities of the Group:**

Activities include organizing bimonthly open ORG research seminars; fortnightly open seminar series on Organizational Design and Innovation; Weekly (Lent term) PS404 Organisational and Social Psychology Professional Seminar Series). Organization of IFIP international Conference on Creativity and Innovation in Decision Support at LSE, June 2006 ([www.CIDMDS.org](http://www.CIDMDS.org)). Specialist symposia: (knowledge and new ways of organising, organisational knowledge practices, organisational identity – at EGOS, EAWOP, IFIP and BMA conferences) and annual conferences and workshops (e.g., in 2006, storying collaboration workshop, LSE, Case Studies in Decision Making and Decision Support, Samos)

#### **Future strategy:**

In the last few years there have been revolutionary changes in understanding the nature of effective organisational decision making and how to support it, no longer is management decision-making focused only on managers' need to control the decision process and implementation of its prescriptions. This intersects with new understanding of the nature and

importance of knowledge, communicating and networking in organizations, where decision-making is distributed and takes place in multiple changing contexts. We intend to develop and expand the World-class research and practice in the Organisational Research group now integrates the enabling contexts of *collaborative environments*, *multimedia platforms*, a *design led approach* and *peer-to peer information authoring and communication*. Recognition of the Organizational Research Group's cutting-edge position in these developments has been marked, for example, by IFIP's invitation to us to host its 2006 conference on Innovation and Creativity in Decision Making at LSE. The proposed additional ISP lectureship in this area will strengthen the group. We will also seek to recruit additional researchers to develop our expertise in a relational perspective on organisations and to bid for research grants that reflect this expertise. We will also aim to strengthen our academic links with organisations and practitioners, through the planned research and networking activities of the London Multimedia Lab for Audiovisual Composition and Communication, the KODE network and the Complexity Group.

## **SCIENCE, TECHNOLOGY AND THE PUBLIC SPHERE**

**Coordinator: Dr Martin Bauer**

### **Intellectual Focus:**

Social psychological theory and research makes significant contributions to the development of public debates over new technologies such as nuclear power, space technology, computing and information technology, genetic engineering, and recently nanotechnology. At the LSE, the STP group has worked in this context since the mid 1990s.

Social psychology traditionally contributes to the development of new technology within the diffusion paradigm. **Acceptance research** contributes psychometric and sociometric profiles, quantitative and qualitative studies of early adopters, late adopters or laggards, and studies of effective communication to speed up the adoption process. Although this constitutes a major field of enquiry and employment for social psychologists, this **paradigm** has proven its intellectual limited. It is expertocratic; idealistic and unrealistic to black box the techno-scientific process by attributing the deficits to public opinion and its management.

In line with developments in the Sociology of Knowledge (Science and Technology Studies), the social psychological analysis has widened from the study of perceptions, attitudes and values as reactions after the fact to the study of the **innovation processes itself**. The social analysis of innovation moves up-stream. This suggests a range of research questions where social psychology can make a significant contribution. These include

- **Public controversies:** the analysis of public claims making of science and technology. How do controversies affect technical developments?
- **Risk perceptions:** the complex of risk and trust as representations of the future that are socially negotiated and anchored.
- **Public understanding of science** as cultural context for scientific and technological debates and developments; international comparison of this cultural context.
- **Technological imagination:** what is the significance of wild and unrealistic anticipations of 'futures' for the development of technology; how is such imagination and expectations distributed and rooted in life styles, values and everyday life? Is there a deeper reason why 'hype' does not go away?
- **Science communication:** the analysis, evaluation and impact of professional and amateur communication at all stages of the innovation process. What is the changing relationship between science reportage and Public Relations?
- **Public engagement and participation:** Towards an inventory, justification, and evaluation of exercises of public engagement. How does one organise it and what does it offer? How might this relate to a sense of 'citizenship' and developments in democracy?

- **Popular science:** popularising science is not only a genre of mass media productions, but it provides psychological reassurance and public legitimacy for doing the very science it reports (The Fleck hypothesis).

In a corporate perspective, many of these issues refer to Corporate Social Responsibility (CRS) of the high tech sector and are reflected in the recognition of non-market forces in the process of sustainable innovation.

#### **Members of Research Group:**

This group comprises Social Psychology staff members Gaskell and Bauer and their PhD students working in related fields (Jost, Howard, Kolka, Leseeer, Newton, Schlag, Thomopoulos, Veltri)

#### **Research Programme:**

The group's active research programme contributes to the interdisciplinary field of STS, Science and Technology Studies, and its national and international circus of conferences and meetings, and is closely related to the international network on the study of 'social representations'. The group offers a research environment with a lively group of doctoral students and welcomes international visitors who conduct independent research or consult one of the various databases maintained by the research group. The group has close links within the LSE with CARR, BIOS, and the Methodology Institute. On a monthly basis we also host the inter-collegiate London Public Understanding of Science seminar.

#### **ASSOCIATED RESEARCH:**

##### **SOCIAL PSYCHOLOGICAL RESEARCH INTO RACISM AND MULTICULTURE (SPRRaM) Coordinated by Dr Caroline Howarth**

<http://www.psych.lse.ac.uk/socialpsychology/research/racism/sprram/index.php>

#### **Members:**

Eleni Andreoli, Carlos Bruen, Alison Chryssides, Parisa Dashtipour, Japinder Dhesi, Derek Hook, Shira Keshet, Shose Kessi and Mohammad Sartawi

**SPRRaM** is a forum for engaged critical social psychological research into racism and multiculturalism, made up of PhD and academic researchers from the [Institute of Social Psychology](#) and associates from around the globe.

We hope to develop an understanding of how to problematise racialising representations in the process of doing research. We believe that critical social psychological research can play an important role in fostering positive debate about racism and multiculturalism and that through our work we can have a transformative impact on ourselves, our families, our communities and our societies.

With the increasingly evident racialisation of government policies, media reactions and everyday debates in relation to ideological constructions of global security, terror, immigration, crime and social inequalities, a rigorously social psychological analysis of these issues is crucial. In different ways, we attempt to:

- encourage a critical approach to the Social Psychology of racism and multiculturalism
- develop creative methods that highlight both the production and contestation of racialising discourses and practices
- establish a network of researchers who contribute to workshops, conferences and publications.

Together we are establishing a forum for engaged critical social psychological research into racism and multiculturalism. We are developing an understanding of how to problematise racialising ideologies/representations/beliefs in the process of doing research. We hope to

establish an understanding of the transformative potential of research - particularly research in the fields of racism and multiculturalism.

We also are developing skills in collaborative research - which means developing a sense of how to work together, how to resolve differences, and how to promote productive dialogue and debate across difference of perspective/theory/ and even politics.

### **Completed Projects:**

#### **Asserting identity in a stigmatised, multicultural community**

This project examined the relationship between identity, community and representation in a stigmatised community (Brixton, South London). Working in secondary schools in the same community raised intellectually challenging questions about the ways in which the institutionalised culture of a school can help or hinder children's struggle for recognition, belonging and ambition.

Howarth, C. (2002). "Identity in whose eyes? The role of representations in identity construction." *Journal for the Theory of Social Behaviour* 32(2), pp 145-162.

Howarth, C. (2002). "'So, you're from Brixton?' The Struggle for Recognition and Esteem in a Multicultural Community." *Ethnicities* 2(2), pp. 237-260.

#### **Resisting racialisation: Black pupils experiences of school exclusion**

This examined black British students' experiences of inclusion and exclusion and explored the social psychological connections between social exclusion and school exclusion in racialised contexts. This study highlighted the importance of researching the individual and collective possibilities for resistance, contestation and social change in the face of racism. Nottingham Trent University provided funding from the Research Enhancement Fund.

Howarth, C. (2004). "Re-presentation and resistance in the context of school exclusion: Reasons to be critical." *Journal of Community and Applied Social Psychology* 14, pp. 356-377.

#### **Contesting representations of 'race' in predominantly white schools**

Working in a predominantly white primary school I examined young children's representations of racism and whiteness, focussing on the collaborated ways in which they reject, resist and transgress racist discourses. This study used children's drawings and stories as a means of exploring the ways in which they construct and contest the significance of 'race' and racism in their lives.

Howarth, C. (2007) "It's not their fault they have that skin colour, is it?" Racialisation, Representation and Resistance at school. "Within applied representation: Identity as content, process and power". G. Moloney and I. Walker. (Eds) London, Palgrave Macmillan.

Howarth, C. (2007). "I hope we won't have to understand racism one day": Problematising racialised difference in a British primary school. Under review.

### **Research in Progress:**

#### **Mosaic identities: Developing a social psychology of intercultural identities.**

We use art workshops (funded by the Arts Council) as a means of participant observation to explore how children (between 7 and 10 years) and young people (between 11 and 19 years) 'do' or perform identities. These workshops have been designed to promote the development of positive cultural identities and encourage specific social psychological tools to address racism in everyday experiences.

## **Towards a Social Psychology of Resistance: Identities in multicultural Sweden**

The aim of this PhD is to contribute towards the development of a critical social psychology of resistance by drawing from social representations theory, cultural studies and psychoanalytic theory. In Sweden, studies have been conducted which illustrate that in media and in everyday and institutional practices, the category “immigrant” is constructed as “Swedish otherness”. The current research uses data such as Weblogs, magazines and music lyrics. The analysis investigates the ways in which the “immigrant” and “Swedish” identities are produced, combined and ripped apart from each other, a process which involves the interplay of representation, power and unconscious defences. It seeks to understand both how stigmatized identities are resisted as well as how and why particular identities are defended against

## **British Children’s Representations of Muslims**

This research aims to address the impact of ideology on the genesis, development and nature of social representations generally, and specifically, how it may inform children’s understandings of Muslims. Whilst much research has investigated children and ‘racial’ prejudice, very little has addressed children’s understandings of Muslims, despite accusations of Islamophobia in schools and within British adult society. It is not assumed that children are prejudiced towards Muslims; rather the aim of the research is to see how children debate about Muslims and how their representations may be contested and defended by both Muslim and non-Muslim British children alike. In better understanding the ideological component of social representations, it is considered that strategies for combating so-called ‘institutional’ racism and Islamophobia may be more effective.

## **Racialising Representations of Africa: The Role of International Development in Tanzania**

This research is concerned with racialising representations of development in Tanzania and how these representations impact on the identities of the many stakeholders of international development. The aim is to reveal some of the processes that influence the rationale and work of international development efforts using a critical social psychological approach into racism and drawing on postcolonial theory. Despite ongoing concerns to address poverty in Africa and large increases in international Aid, we are nevertheless continuously and persistently inundated with a portrayal of Africa as disease ridden, destitute, violent and corrupt. These images remain largely unchallenged whilst the benevolence of Western governments, institutions and peoples is rarely under scrutiny. Thus, uncovering the contradictions and ambiguities that often exist in international development represents a key concern for development processes in many parts of the world.

## **Folk Sociology vs. Folk Political Theory: The Cognitive Ecology of Intergroup Relations**

Intergroup relations represent one of the most fundamental social problems of our times. A key component of intergroup relations is the process of social categorization. The present research intends to challenge the received wisdom in extant theories, which implicitly or explicitly, assume that there is a single cognitive mechanism underpinning social categorization. Drawing on the Cognition and Culture perspective, it is postulated that that the representation of social categories is the by-product of two distinct cognitive mechanisms, one for representation social coalitions, a Folk Sociology and the second for representing social hierarchies, a Folk Political Theory. In order to lend empirical support to the proposed theoretical framework, experimental research will be conducted using both minimal groups and ‘racial’ groups. The expected contribution of this research will be in providing a more coherent account of the cognitive component of intergroup relations. This is an important goal not only for what answers it will provide us about cognition, but also for its potential contribution to debates about the complex social antagonisms that exist in many parts of the world today.

## **Networks and links outside the School**

Group members have developed links with a range of research, policy and media related organizations. These include the Department of Education and Skills, the Commission for Racial Equality, National Children's Bureau, Save the Children, the Trust for the Study of Adolescence, Diversity, Advisory Centre for Education, Community Empowerment Network and Mama & Dada International. The network has institutional links with a variety of British and South African universities, including universities of Cambridge, Loughborough, Lancaster, Plymouth, Stirling, Sussex, KwaZulu-Natal, Witwatersrand, Cape Town, the Open University.

### **SPRRaM Events and Projects:**

- January 2005: Launch of new MSc option course on *The Social Psychology of Racism, Multiculture and Resistance*
- March 2005: Workshop on *Critical Social Psychology and Racism* at LSE (speakers include Susan Condor, Colin Leach, Tuen van Dijk).
- April 2005: *Flesh and Blood: Psychoanalysis, Politics and Resistance*, LSE conference, with a focus on racism as 'affective economy'.
- June 2005: *International Society of Theory and Psychology* conference; Cape Town: symposium on 'racism'
- July 2005: *International Critical Psychology* conference in Durban; symposium 'whiteness'
- October 2005: Special issue in the Journal of Community and Applied Social Psychology titled *Towards a Critical Social Psychology of Racism* edited by Caroline Howarth and Derek Hook.
- May 2006: International conference and launch of special issue on *White Terror/(Post) Empire* (speakers included Les Back, Ros Gill, Paul Gilroy, Vron Ware, Valerie Walkerdine).
- September 2006: *8th International Conference on Social Representations*, Rome. Symposium on *Resisting racialisation in the media*
- May 2007: LSE workshop on *Current research into racism, multiculturalism, islamophobia*, key speakers included Les Back and Steve Garner.

## **A2. Academic Staff Research Interests and Selected Recent Publications**

### **Dr Martin W Bauer, Lic Phil (Bern), PhD, Reader in Social Psychology and Research Methodology**

Resistance to change; organisational learning; biotechnology and society; public understanding of science; social influence; public opinion and attitudes; motivation and stress; media monitoring; content analysis; qualitative methodology.

Bauer MW & M Bucchi (eds) (2007) *Journalism, Science & Society: Science Communication between news making and public relations*, London, Routledge.

Bauer MW (2006) The paradoxes of resistance in Brazil, in: Gaskell G & M Bauer (eds) *Genomic & Society: legal, ethical and social dimension*, London, Earthscan, p228-249

Bauer MW, Petkova K, P Boyadjieva, G Gornev (2006) Long-term trends in the representations of science across the iron curtain: Britain and Bulgaria, 1946-95, *Social Studies of Science*, 36, 1, 97-129

Bauer MW, S Howard, V Hagenhoff, G Gasperoni & Maria Rusanen (2006) The BSE and CJD crisis in the press, in: *C Dora (ed) Health, Hazard and Public Debate: Lessons for Risk Communication from the BSE/CJD saga*, Geneva, WHO, 125-164 [chapter 6].

Bauer MW (2005) The mass media and the biotechnology controversy, *International Journal of Public Opinion Research*, 17 (1), 5-22 [special issue]

Gregory J, M W Bauer (2003) 'CPS INC: l'avenir de la communication de la science', in *Les Nouveaux Territoires de la Culture Scientifique*, edited by B Schiele, Montreal, Canada, pp41-65.

Bauer MW 'Arenas, platforms and the biotechnology movement', *Science Communication*, 2002 (24), 144-161.

Bauer MW (2002) 'Controversial medical and agri-food biotechnology: a cultivation analysis', *Public Understanding of Science*, 2002 (11), 1-19.

Bauer MW and Gaskell (eds) *Pesquisa Qualitativa con Texto, Imagem e Som*, Petropolis, editora VOZES, 2002

Bauer MW & G Gaskell (eds) *Biotechnology - The Making of a Global Controversy*, Cambridge, CUP, 2002.

**Prof Catherine Campbell, MA Clin (Natal), MA Res (Natal), PhD (Bristol), Reader in Social Psychology**

HIV/AIDS; health; community participation; partnerships; social development; public health and health promotion; sexuality; stigma; collective action; social change; power and empowerment; social capital; social exclusion and social inequalities; health inequalities and social identities of gender, ethnicity and age/youth; UK; Africa.

Campbell, C and Deacon, H (Eds) (2006) *Understanding and challenging stigma*. Special edition of the *Journal of community and applied social psychology*.

Campbell, C, Foulis, C, Maimane, S, Sibiyi, Z (2005) "I Have an Evil Child at My House": Stigma and HIV/AIDS Management in South Africa. *American Journal Public Health*, 95: 808-815,

Campbell, C, Cornish, F and McLean, C (2004) Social capital, participation and health inequalities: obstacles to African-Caribbean participation in 'partnerships' to improve mental health. *Ethnicity and Health*. 9 (3), 305-327.

Campbell, C and Murray, M (2004) Community health psychology: promoting analysis and action for social change. *Journal Health Psychology*, 9(2), 187-196.

Campbell, C (2003) *Letting them die: how HIV/AIDS prevention programmes often fail*. Bloomington: Indiana University Press. Oxford: James Currey. Cape Town: Doublestorey.

Campbell, C and Jovchelovitch, S (2000) Health, Community and Development: Towards a Social Psychology of Participation. *Journal Community and Applied Social Psychology*. 10. 255-270.

Campbell, C and Mzaidume, Y (2002) How can HIV be prevented in South Africa? A social perspective. *British Medical Journal*, 324, 229-232 (26 January).

**Dr Bradley Franks, BSc, MSc (Edinburgh), PhD (Edinburgh), Senior Lecturer in Social Psychology**

Cognitive and social psychology; meaning; cognition and culture; communication and pragmatics; representations of natural and social world, religious beliefs; philosophical issues; evolutionary psychology.

Franks, B. (2003). The nature of unnaturalness in religious representations: Negation and concept combination. *Journal of Cognition and Culture*, 3(1), 41- 69.

Franks, B., & Rigby, K. (2004). Deception and mate selection: Some implications for relevance and the evolution of language. In J. Hurford & M. Tallerman (Eds.), *Prerequisites for the Evolution of Language*. OUP.

Franks, B. (2004). Negation and doubt in religious representations: Context-dependence, emotion and action. *Evolution and Cognition (Special Issue on Cognitive Science, Evolution and Religious Beliefs)*, 10(1), 74-86.

Franks, B. (2005). The Environment in Evolutionary and Cognitive Psychology. *Philosophical Psychology*, 18 (1), 59-82.

**Dr Lucia Garcia, BSc, MSc, PhD, Lecturer in Organisational and Social Psychology**  
Organisational theory and culture; communication and knowledge processes in organisations; networking and organisational change; collaborative work, new ways of organising; complexity theory and research methods in organisations.

Garcia-Lorenzo, L.; Nolas, M. and de Zeeuw, G. (Forthcoming) "Telling stories and the practice of collaboration". *International Journal of Sociology and Social Policy*. Special issue on 'Storying Collaboration'.

Garcia-Lorenzo, L. (Forthcoming) "Stories and decision making: Supporting collective action after a major organisational change." *Journal of Decision Systems*. Special issue on 'Learning from case studies'.

Garcia-Lorenzo, L. (2006) "Innovation and Knowledge Processes in an Inter-organisational Partnership". Pp: 83-104. In: Adam, F. et al. (Eds.) *Creativity and Innovation in Decision Making and Decision Support*. London: Decision Support Press.

Garcia-Lorenzo, L. (2006) "Networking in organisations: Developing a social practice perspective for innovation and knowledge sharing in emerging work contexts". *World Futures Journal*. 62(3):171-192.

With Nolas, de Zeeuw and Sell-Trujillo (Guest editors) (2006) "Complexity and Innovation." *World Futures Journal*. Special issue on Complexity and Innovation. 62(3).

Garcia-Lorenzo, L. (2005). "From networks to networking: Implications of a social practice for organising and knowledge sharing". Pp: 285-297. In: Gossling, T. et al. (Eds.) *Coalitions and Collisions*. The Netherlands: Van der Wolf.

L. Garcia-Lorenzo and M. S. Nolas (2005) "Post-merger concerns: Cultural integration in a multinational corporation." *International Journal of Knowledge, Culture and Change management*. Vol. 4, 289-298.

L. Garcia-Lorenzo (2004) "(Re) producing the organisation through narratives: The case of a multinational." *Intervention*. Vol. 1, 43-60.

L. Garcia-Lorenzo and M. S. Nolas (2004) "The semantic dynamics of a post-merger situation: Linking organisational change, culture and narratives." Pp: 92-99. In: Combes, C. et al. (Eds.) (2004) *Organizational Discourse: Artefacts, Archetypes and Architexts*. KMCP: London.

L. Garcia-Lorenzo; E. Mittleton-Kelly and R. Galliers. (2003) "Organisational Complexity: Organising through the generation and sharing of knowledge." *International Journal of Knowledge, Culture and Change management*. Vol. 3, 275-293.

M. Nocker and L. Garcia-Lorenzo (2003) "Teaming- in-action: stories of knowledge generation and sharing in project teams." *International Journal of Knowledge, Culture and Change management*. Vol. 3, 208-235.

**Prof George Gaskell, BSc, PhD, Professor of Social Psychology**

Risk and trust, economic values; ethical, legal and social aspects of genomics; science technology and social values, qualitative and survey research methods.

Gaskell, G., Allum, N., Wagner, W., Kronberger, N., Torgersen, H. and Bardes, J. (2004). GM foods and the misperception of risk perception. *Risk analysis*, 24. (1). 183-192.

Ten Eyck, T., Gaskell, G. and Jackson, J.P. (2004). Seeds, food and trade wars: Public opinion and policy responses in the US and Europe. *Journal of Commercial Biotechnology*. 10: 3, 258-267.

Gaskell, G., Allum, N. and Stares, S. (2003). *Europeans and Biotechnology in 2002: Eurobarometer 58.0* (europa.eu.int/comm/public\_opinion/archives/eb/ebs\_177\_en.pdf )

Gaskell, G., Allum, N., Bauer, M., Jackson, J.P., Howard, S. and Lindsey, N. (2003) Climate change for biotechnology? UK public opinion 1991-2002. *AgBioForum*, vol 6 nos 1&2.

Gaskell, G. and Bauer, M. (2001). (eds) *Biotechnology 1996-2000: The years of controversy*. London: Science Museum Press.

Gaskell, G. and Allum, N. (2001) Sound science, problematic publics? Contrasting representations of risk and uncertainty. *Politeia* XV11, 63, 13-25.

**Dr Derek Hook, BA, PhD, Lecturer in Social Psychology**

Critical psychology; discourse analysis and theory; image analysis; psychoanalysis as political criticism; theories of communication; technologies of subjectivity, governmentality and affect; postcolonial theory; the critical social psychology of 'race', racism and resistance; space, power and identity; the social constitution of subjectivity in post-apartheid southern Africa; critical qualitative research methodology.

Hook, D. (2007). Foucauldian analytics and psychology. London & New York: Palgrave.

Hook, D. (2006). 'Pre-discursive' racism. *Journal of Community and Applied Social Psychology*. 16, 207-232

Hook, D. (2005). Affecting whiteness: Racism as technology of affect (1). *International Journal of Critical Psychology*. 16, 74-99.

Hook, D. (2005). Monumental space and the uncanny. *Geoforum*, 36, 688-704.

Hook, D. & Howarth, C. (2005). Future directions for a critical social psychology of racism/antiracism. *Journal of Community & Applied Social Psychology*. 15 (6), 506-512.

Hook, D. (2005). The racial stereotype, colonial discourse, fetishism, racism. *The Psychoanalytic Review*, October, Volume 92, Number 5, pp. 701-734.

Hook, D. (2005). A critical psychology of the postcolonial. *Theory and Psychology*, 15 (4), 475-503.

Hook, D. (2005). Genealogy, discourse, 'effective history'. *Qualitative Research in Psychology*, 2: 1-29.

Hook, D. (2004). (Ed). *Critical Psychology*. Cape Town: University of Cape Town Press.

Hook, D. (2003). Language and the Flesh: Psychoanalysis and the Limits of Discourse. *Pretexts: Literary and Cultural Studies*, Vol. 12, No. 1, pp. 43-64.

Hook, D. & Parker, I. (2002). Deconstruction, psychopathology and dialectics. South African Journal of Psychology, Volume 32, Number 2, pp. 49-54.

Hook, D. & Vrdoljak, M. (2002). Gated communities, heterotopia and a "rights" of privilege. Geoforum, 33, 195-219.

Hook, D. (2001). Discourse, knowledge, materiality, history. Theory & Psychology. 11 (4), 521-547.

**Dr Caroline Howarth, BA (Cambridge, UK), MSc, PhD, Lecturer in Social Psychology**  
Contemporary identities; racialisation and multiculturalism; whiteness; resistance; community; inclusive practices at school; representations in the media; qualitative research; critical psychology; involving young people in research.

Howarth, C. (In progress). Racialisation, Re-presentation and Resistance. Representations and Identity. G. Moloney and I. Walker. London, Palgrave Macmillan.

Howarth, C. (Under review). 'It's not their fault they have that skin-colour, is it?' Problematising racism in a British primary school. Political Psychology.

Howarth, C. (2006) School exclusion: when pupils do not feel part of the school community. School Leadership.

Howarth, C. (2006) Race as stigma: Positioning the stigmatised as agents, not objects. Journal of Community and Applied Social Psychology.

Howarth, C. (2006) How Social Representations of Attitudes have informed Attitude theories: the consensual and the reified. Theory and Psychology.

Howarth, C. (2005) "A social representation is not a quiet thing": Exploring the critical potential of social representations theory. British Journal of Social Psychology

Howarth, C. and Hook, D. (2005) Towards a Critical Social Psychology of Racism: Points of Disruption. Journal of Community and Applied Social Psychology.

Hook, D. and Howarth, C. (2005). "Future directions for a critical social psychology of racism/antiracism." Journal of Community and Applied Social Psychology.

Voelklein, C. and Howarth, C. (2005) A review of controversies about Social Representations Theory – A British Debate. Culture and Psychology.

Howarth, C. (2004) Re-presentation and Resistance in the context of School Exclusion: Reasons to be critical. Journal of Community and Applied Social Psychology. (remove 'in press')

Howarth, C., Foster, J. and Dorrer, N. (2004) Exploring the potential of the theory of Social representations in community-based health research - and vice versa? Journal of Health Psychology, pp.

229-243.

Howarth, C. (2002) Identity in Whose Eyes? The Role of Representations in Identity Construction. *Journal of the Theory of Social Behaviour*. 32:2. pp. 145 - 162.

Howarth, C. (2002) Using the Theory of Social Representations to Explore Difference in the Research Relationship. *Qualitative Research*. 2:2. pp 21 - 34.

Howarth, C. (2002) 'So, you're from Brixton?' The Struggle for Recognition and Esteem in a Multicultural Community. (2002) *Ethnicities* 2:2. pp. 237 - 260.

Howarth, C. (2001) Towards a social psychology of community, *Journal of the Theory of Social Behaviour*. 32:2. pp. 223 - 238.

### **Prof Patrick Humphreys, BSc, PhD, Professor of Social Psychology**

Decision making and decision support systems; project management, decision and negotiation; organisational transformation, primary health care resource management; authoring and communication.

Adam, F., Brezillion, P., Carlsson, S., and Humphreys, P. (2006). *Creativity and Innovation in Decision and Decision Support*. Vols. 1 and 2. London: Decision Support Press.

Humphreys, P. and Jones, G. (2006) 'Case study on action research in an accelerated solutions environment'. *Journal of Decision Systems*, Vol 13 (in press).

Humphreys, P. and Jones, G. (2006) The Evolution of Decision Support Systems to enable collaborative authoring of outcomes *World Futures*, Vol. 62, No. 3, 193-222.

Humphreys, P. and Jones, G. The Decision Hedgehog – Enhancing Contextual Knowledge for Group Decision Authoring and Communication Support. In Zaraté, P., Soubie, J. L., Borges, M. and Pino, J. (eds) *Proceedings of the Workshops on Cooperative Systems and Context, and Groupware and Context*, Paris, France, (CEUR-WS, 2005).

Humphreys, P. (2004) 'Discourses involved in organisational decision making.' In Berkeley, D. and Dikaou, M. (eds) *Organizations: Issues of Research and Development in Contemporary Societies*. Athens: Ellinika Grammata, pp 79-100 (in Greek).

Adam, F., Brezillion, P., Humphreys, P. and Pomerol J.C. (2002) *Decision making and decision support in the Internet Age* Cork: Oaktree Press,

Humphreys, P. and Lorac, C. (2002) Enrichment of context for innovative decision making through multimedia communications in extended language. *Artificial Intelligence* 2, pp 35-365.

Humphreys, P. and Brezillion, P. (2001) *Decision Systems in Action*: Paris: Hermes.

Humphreys, P., Lorac, C. and Ramella, M. '(2001) Creative Support for Innovative Decisions.' *Journal of Decision Systems* 10, (2001) pp. 241-264.

### **Dr Sandra Jovchelovitch, BSc (PUC-RS, Brazil), MSc (PUC-RS, Brazil), PhD, Reader in Social Psychology**

Social representations; the social psychology of public life and community; knowledge dialogues; participation; community development; primary health care in the community; mental health.

Jovchelovitch, S. (2007) *Knowledge in Context: Representations, community and culture*. London: Routledge.

Jovchelovitch, S. (2005) La fonction symbolique et la construction des representations: la dynamique communicationnelle ego/alter/object, [The Symbolic Function and the Making of Representation: Understanding the communicative dynamic between self-other-object]. *Hermés*, 41: 51-57.

Jovchelovitch, S. and Guareschi, P.A. (2004) Participation, health and the development of community resources in Southern Brazil. *Journal of Health Psychology* . 9, (2): 311-322.

Jovchelovitch, S. (2001) Social Representations, Public Life and Social Construction. In K. Deaux and G. Philogène (Eds) *Representations of the Social*. (pp.165-182). Oxford: Blackwell.

Jovchelovitch, S. (2000) Health, Community and Development: Towards a social psychology of participation. *Journal of Community and Applied Social Psychology*. 10: 255-270.

#### **Dr Jan Stockdale, BSc, PhD, Senior Lecturer in Social Psychology**

Policing; crime reduction and community safety; young people, criminal activity and anti social behaviour; social exclusion, deprivation and criminal justice; violence and harassment; gender; drug/alcohol use; process, outcome and economic evaluation.

With FitzGerald, M. and Hale, C. (2003) *Young People's Involvement in Street Crime*. London: Youth Justice Board.

With Gresham, P.J. and Bartholomew, I. (2003) *Evaluating the Impact of Crimestoppers*. Home Office  
Online Report 22/03.

With Whitehead, C.M.E. (2003) Assessing Cost-Effectiveness, in K.Bullock & N. Tilley (eds.) *Essays in Problem Oriented Policing: Key lessons from the Targeted Policing Initiative*. Willan Publishing.

With Harper, R.L. and Harper, G.C. (2002) The role and sentencing of women in drug trafficking crime. *Legal and Criminological Psychology*, 101-104.

Stockdale, J. (2001). The Role of the Media. In E. Houghton and A. M. Roche (Eds.). *Learning about Drinking*. Philadelphia: Brunner-Routledge.

#### **Dr Andy Wells, BA (Wales), BSc (CNA), DipCompSci, PhD, Lecturer in Psychology** Cognitive science; history of computation; psychological research methods; philosophy of psychology; evolutionary psychology.

Wells, A.J. (2002). Gibson's affordances and Turing's theory of computation. *Ecological Psychology*, 14(3), 141-180.

Wells, A. J. (2000). Turing machines and the study of human cognitive architecture. *Encyclopaedia of Computer Science and Technology*, 43(28), pps. 337-357.

Wells, A. J. (1998). Evolutionary psychology and theories of cognitive architecture. *Handbook of Evolutionary Psychology, Ideas, Issues and Applications*, Mahwah, NJ: Lawrence Erlbaum Associates, pps. 235-264.

Wells, A. J. (1998). Turing's analysis of computation and theories of cognitive science. *Journal of Cognitive Science*, 22(3), pps. 265-294.

### **A3. Titles of PhD Theses completed in the last twelve years**

- Peter Harris, 1993 *The Shy and the Not-Shy: An examination of Zimbardo's self labelling approach to the psychology of shyness.*
- Martin Bauer, 1993 *Resistance to Change: A functional analysis of responses to technical change in a Swiss bank.*
- Helene Joffe, 1993 *AIDS in Britain and South Africa: A theory of inter-group blame.*
- Marco Cinnirella, 1993 *Social Identity Perspectives on European Integration: A comparative study of national and European identity construction in Britain and Italy.*
- Louise Phillips, 1993 *Discourse and Themasong Rhetoric: Reproduction and transformation of the discourse of Thatcherism across socio-political dramas.*
- Mary Bradbury, 1994 *The Social Construction of Death: A London Study*
- Athena Marouda, 1994 *The Process of Representation and Development of Knowledge in Career Decision Making and Counselling.*
- Andrew Wells, 1995 *The External Tapes Hypothesis: A Turing Machine based approach to cognitive computation.*
- Sandra Jovchelovitch, 1995 *Social Representations and Public Life: A study on the symbolic construction of public spaces in Brazil.*
- Hania Kamel, 1995 *The Role of Mothers in the Social Development of their Infant's Facial Expressions.*
- Rebecca Rouben, 1995 *Leisure: Its meaning and role in the life of adolescents.*
- Thomas Fraser, 1996 *Self Esteem, Social Comparison and Discrimination: A re-appraisal and development of Tajfel's Social Identity Theory.*
- Diana Rose, 1996 *Representations of Madness on British Television: A social psychological analysis.*
- Margaret Murphy, 1996 *Psychological Aspects of Survey Methodology: Experiments on the response process.*
- Marie-Claude Gervais, 1997 *Social Representations of Nature: The case of the Braer oil spill in Shetland.*
- Mohammed Majoub Haroun, 1997 *Social Representations of Islam in the West.*
- Nicola Morant, 1997 *Social Representations of Mental Illness: A study of British and French mental health professionals.*
- Annadis Rudolfsdottir, 1997 *The Construction of Femininity in Iceland.*
- Maria Simosi, 1998 *The Processing of Conflict in Organisational Groups: A case study in a Greek Industrial Company.*

Gemma Penn, 1998	<i>Medicalisation and Representations of Smoking in Public Discourse and Images.</i>
Gemma Harper, 1998	<i>Deconstructing the Beast: Contemporary representations and discourses on the nature of animals in urban Britain.</i>
Jennifer Attride-Sterling, 1998	<i>Becoming Natural: An exploration of the naturalisation of marriage</i>
Danielle Aron, 1999	<i>Production and Reception in British Television Documentary: A genre-based analysis of mass mediated communication.</i>
David Steinberg, 1999	<i>Why Hollywood lost the Uruguay Round: The political economy of mass communication revisited.</i>
Raimund Schmolze, 1999	<i>Resistance to change and flexible responses: Conducting action research with management consultants.</i>
Caroline Howarth, 2000	<i>'So you're from Brixton?' Towards a social psychology of community.</i>
Miltos Liakopoulos, 2000	<i>The debate on biotechnology in Britain: A social psychological analysis of arguments, images and public perceptions.</i>
Dejan Vercic, 2000	<i>Trust in organisations: A study of the relations between media coverage, public perceptions and profitability.</i>
Carlos Parales, 2000	<i>Social Representations of Healthy Eating: An empirical study in Columbia.</i>
Elisabeth Juana Acha, 2001	<i>The Peruvian State and the Nature of the Police Forces</i>
Lucia Garcia-Lorenzo, 2001	<i>Cultural Transitions: Organisational change and its impact in culture.</i>
Ingrid Le-Duc Castro Reguera, 2001	<i>Social Representations of Human Rights: The case of the Patrona and Muchacha relationship.</i>
Arabella Nuila-Hernandez, 2001	<i>Representations of Reproductive Health: A Study about a Mayan Community in the Western Highlands of Guatemala.</i>
Marcelo Ramella, 2001	<i>Taking Part: A Study on Adolescent Sexual Health Promotion in Peru.</i>
Lucia Sell-Trujillo, 2001	<i>Relating as Conocidos: Observing a Social Practice in an Island Context.</i>
Patrick Sturgis, 2001	<i>Political attitudes: The role of information as a determinant of direction, structure and stability.</i>
Henrik Bjorn Svedsater, 2001	<i>On the validity of contingent valuation: A psychological perspective.</i>
Mary Ann Lauri, 2001	<i>The social psychology of social marketing: Promoting organ donation in Malta.</i>
Philipp Bouteiller, 2002	<i>Management in the age of globalisation: A comparative study of intercultural perception and communication.</i>
Syed Muhammed Atif	<i>Identity and the Politics of Representation: The case of</i>

Imtiaz, 2002	<i>Muslim youth in Bradford.</i>
Jonathan Jackson, 2002	<i>Fear of Crime: An Examination and Development of Theory and Method.</i>
Hannele Huhtala, 2003	<i>The Emancipated Worker? A Foucauldian Study of Power, Subjectivity and Organising in the Information Age.</i>
Miguel Imas, 2003	<i>Authoring the organisational decision-making genre: writing managers' stories in Chile.</i>
Flora Cornish, 2004	<i>Constructing actionable worlds: Collective action for HIV prevention among Calcutta sex workers.</i>
Ama De-Graft Aikins, 2004	<i>Social Representations of Diabetes in Rural and Urban Ghana - Cognitive Polyphasia, Emotions and Illness Action.</i>
Nick Allum, 2005	<i>Risk attitudes, social trust and knowledge: public perceptions of gene technology in Britain.</i>
Kate Rigby, 2005,	<i>The Evolution of Sex Differences in Cognition: Mate Choice, Creativity and Concept Combination.</i>
Greg Jost, 2005	<i>Organizational learning and resistance to change: A case study of learning by resistance.</i>
Rebecca Newton, 2005	<i>Resistance to Change: A Functional Analysis during Corporate Mergers.</i>
Alexandra Steinberg, 2005	<i>Emergent knowledge dynamics in innovation: exploring e-business entrepreneurship after the dotcom crash.</i>
Assaf Sharabi, 2006	<i>Behind the Narrative Bars; Taking the Perspective of the Other in the Israeli-Palestinian Conflict: Case Study with Israeli Children.</i>
Anne Katrin Schlag, 2006	<i>Expert and Lay Representations of GM Food: Implications for Risk Communication.</i>
Manuela Nocker, 2006	<i>Teams as Performative Knowledge Space: Co-authoring the narrative from IS development projects.</i>
Russell Luyt, 2007	<i>The Gender Order and Masculinities in South Africa: Comparisons in the Western Cape Province.</i>
Alain Samson, 2007	<i>Culture, Religion and Cognition: Buddhism and Holistic versus Analytic Thought.</i>
Sue Guerrier, 2007	<i>Farmers, Farming and Change: A Social Psychological Analysis.</i>

#### **A4. Titles of MPhil Theses completed in the last nine years**

Joseph Griffin, 1996      *The origins and meaning of dreams*

#### **A5. Higher Doctorates completed in the last nine years**

## **A6. Useful books on carrying out PhD research**

Amongst the plethora of “how (not) to” books on research, the following appear to be particularly useful and have been recommended by current PhD students.

Becker, H. (1986). *Writing For Social Scientists How to Start and Finish Your Thesis, Book or Article*. Chicago: University of Chicago Press.

Becker H.S. (1998) *Tricks of the trade: How to think about your research while you're doing it*. University of Chicago Press

Bolker J. (1998) *Writing your Dissertation in Fifteen Minutes a Day* (Henry Holt & Co)

Cryer, P. (1996). *The Research Student's Guide to Success*. Milton Keynes: Open University Press

Dunleavy, P (2003) *Authoring a PhD: How to plan, draft, write and finish a doctoral thesis or dissertation* (Palgrave Macmillan)

Hart, C. (1998) *Doing a literature review: releasing the social science imagination* (Sage)

Huff, A.S. (1999) *Writing for scholarly publication* (Sage)

\*Phillips, E. M., & Pugh, D. M. (1994). *How to Get a PhD: Managing the Peaks and Troughs of Research*. Milton Keynes: Open University Press. Second Edition

Phillips, E.M. and Pugh, D.S. (1994) *How to get a PhD: a handbook for students and their supervisors* (Open University)

Watson, G. (1987). *Writing a Thesis: A Guide to Long Essays and Dissertations*. London: Longman.

Rudestam, K. and Newton, R. (2000) *Surviving your dissertation*. London: Sage.

McInerney, D. (2001) *Publishing your psychological research*. London: Sage.

Rowena Murray (2002) *How to write a PhD thesis*. Milton Keynes: Open University Press.

Rowena Murray (2003) *How to survive a Viva*. Open University Press

Strunk and White (4<sup>th</sup> edition) *The Elements of Style* (Pearson P T R)

## **A7. Learned societies**

There are a number of learned societies and associations relevant to research in the fields covered by the MPhil/PhD programme in the Institute of Social Psychology. Many of them publish their own journals. Most also offer student membership at reduced rates, and may also organise postgraduate conferences which can be very useful. Some key organisations for our students are:

British Psychological Society  
St. Andrews House  
48 Princes Road East  
Leicester, LE1 7DR  
Website: [www.bps.org.uk](http://www.bps.org.uk)  
Email (student enqs): [student@bps.org.uk](mailto:student@bps.org.uk)

International Communications Association  
PO Box 9589  
Austin  
Texas, USA  
Email: [icahdq@uts.cc.utexas.edu](mailto:icahdq@uts.cc.utexas.edu)

British Sociological Association  
Units 3F/G  
Mountjoy Research Centre  
Stockton Road  
Durham  
DH1 3UR  
Website: [dspace.dial.pipex.com/britsoc](http://dspace.dial.pipex.com/britsoc)  
Email: [britsoc@dial.pipex.com](mailto:britsoc@dial.pipex.com)

## **A8. Ethical Approval Form**

This appears on the next two pages, and the completed version of the form should be submitted along with your Extended Essay. The complete BPS Ethical Guidelines, referred to below, are available to you via the Public Folders. The “Departmental Ethics Committee” currently consists of the Institute’s Professoriat.

## PSYCHOLOGY DEPARTMENT ETHICAL APPROVAL FORM

Tick one box:	<b>STAFF project</b>	<b>POSTGRADUATE project</b>	<b>UNDERGRADUATE project</b>
Title of project _____			
Name of researcher(s) _____			
Name of supervisor (for student research)			Date

		YES	NO	N/A
1	Will you describe the main experimental procedures to participants in advance, so that they are informed about what to expect?			
2	Will you tell participants that their participation is voluntary?			
3	Will you obtain written consent for participation?			
4	If the research is observational, will you ask participants for their consent to being observed?			
5	Will you tell participants that they may withdraw from the research at any time and for any reason?			
6	With questionnaires, will you give participants the option of omitting questions they do not want to answer?			
7	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?			
8	Will you debrief participants at the end of their participation (i.e. give them a brief explanation of the study)?			

If you have ticked **No** to any of Q1-8, but have **ticked box A** overleaf, please give an explanation on a separate sheet.  
 [Note: N/A = not applicable]

		YES	NO	N/A
9	Will your project involve deliberately misleading participants in any way?			
10	Is there any realistic risk of any participants experiencing either physical or psychological distress or discomfort? If <b>Yes</b> , give details on a separate sheet and state what you will tell them to do if they should experience any problems (e.g. who they can contact for help).			

If you have ticked **Yes** to 9 or 10 you should normally **tick box B** overleaf; if not, please give a full explanation on a separate sheet

		YES	NO	N/A
11	Does your project involve work with animals? If yes, please <b>tick box B</b> overleaf.			
12	Do participants fall into any of the following special groups? If they do, please refer to BPS guidelines, and <b>tick box B</b> overleaf.  <b>Note that you may also need to obtain satisfactory CRB clearance (or equivalent for overseas students).</b>			
	Schoolchildren (under 18 years of age)			
	People with learning or communication difficulties			
	Patients			
	People in custody			
	People engaged in illegal activities (e.g. drug-taking)			

**There is an obligation on the lead researcher to bring to the attention of the Departmental Ethics Committee any issues with ethical implications not clearly covered by the above checklist.**

