



THE LONDON SCHOOL  
OF ECONOMICS AND  
POLITICAL SCIENCE ■



# DEPARTMENT OF GOVERNMENT UNDERGRADUATE STUDENT HANDBOOK 2016/17

[lse.ac.uk/government](http://lse.ac.uk/government)

## UNDERGRADUATE GOVERNMENT PROGRAMMES KEY DATES FOR FIRST YEAR

WELCOME WEEK	
Monday 19 September – Friday 23 September	
Complete <a href="#">registration</a> , organize an IT account and access to email, <a href="#">register on first year courses via LSE For You</a> , sign up for your selected courses on <a href="#">Moodle</a> , attend <a href="#">Welcome Week</a> talks, library induction and welcome drinks receptions, meet your <a href="#">student mentor</a> , read through the Government Department's <a href="#">Useful Information</a> and <a href="#">FAQs</a> pages, ask as many questions as you need to, <a href="#">view your personal timetable</a> , get to know <a href="#">the campus</a> , go to the <a href="#">Disability and Well-being service</a> for learning support (as applicable), view your course <a href="#">Reading Lists</a> and prepare for first lectures and classes	
MICHAELMAS TERM	
Thursday 22 September – Friday 9 December 2016	
Week 1-2	Meet with your academic adviser, familiarize yourself with the campus and attend first lectures and classes.  Volunteer to represent your student-colleagues' views on your programme throughout the year to the Department at the <a href="#">Undergraduate Government Student Staff Liaison Committee (SSLC)</a> and the School at the <a href="#">Undergraduate Students' Consultative Forum</a> , to enhance your cohort's experiences of studying at LSE.
Week 6	Reading Week: 31 October - 4 April 2016 – Catch up on your reading and notes. Undergraduate Government SSLC MT – Give your feedback to your student reps in advance so they can present it to the Department or attend yourself.
Week 8	SSLC MT minutes published on the GV UG Moodle page – see what was discussed and how your feedback will be addressed within the Department.
LENT TERM	
Monday 9 January – Friday 24 March 2016	
Week 1	Review class reports from MT and write up the "student comments" section on LSE For You. Meet with your Academic Adviser to discuss your personal, academic and professional goals for the term.
Week 6	Reading Week: 13-17 February 2017 – Catch up on your reading and notes. Undergraduate Government SSLC ST – Give your feedback to your student reps so they can present it to the Department.
Week 8	SSLC LT minutes published on the GV UG Moodle page – see what was discussed and how your feedback will be addressed within the Department.
Week 10	Read the relevant programme regulations and course guides and decide which courses to take in your second year. Make a note of any that are capped and may require early enrolment to avoid disappointment. Speak to your academic adviser about your courses and make sure you register on LSE for You by MT 2017
SUMMER TERM	
Monday 24 April – Friday 9 June 2017	
Week 1	Review class reports from LT and write up the "student comments" section on LSE For You. Meet with your Academic Adviser to discuss your personal, academic and professional goals for the term.  Attend your revision sessions.  Check your <a href="#">personalised examination timetable</a> and make sure you know when and where your exams will be sitting.
Week 2	Undergraduate Examination period commences.
19-23 June	Undergraduate Government Exam Sub-Board
26-30 June	School Examination Board
3-8 July	Undergraduate results published on LSE for You. Consider your performance and reassess course choice for second year, if necessary.
SCHOOL CLOSURE DAYS 2016-17	
Christmas Closure	Thursday 22 December 2016 – Monday 2 January 2017
Easter Closure	13 April – Wednesday 19 April 2017
May Bank Holiday	Monday 1 May 2017
Spring Bank Holiday	Monday 29 May 2017
Summer Bank Holiday	Monday 28 August 2017
*some facilities such as the library may be open on some of these dates. The School will issue updates throughout the year.	

## Table of Contents

<a href="#"><u>WELCOME TO THE LSE DEPARTMENT OF GOVERNMENT</u></a>	7
1. <a href="#"><u>POLITICAL SCIENCE AT THE LSE</u></a>	8
2. <a href="#"><u>THE DEPARTMENT OF GOVERNMENT</u></a>	9
2.1 <a href="#"><u>Location</u></a>	9
2.2 <a href="#"><u>Organisation</u></a>	9
2.3 <a href="#"><u>The Departmental Tutor</u></a>	9
2.4 <a href="#"><u>The Chair of the Sub-Board of Examiners</u></a>	9
2.5 <a href="#"><u>Academic Staff</u></a>	9
2.6 <a href="#"><u>The Department of Government Professional Services Office</u></a>	9
2.7 <a href="#"><u>The Common Room</u></a>	9
3. <a href="#"><u>STARTING YOUR PROGRAMME</u></a>	11
3.1 <a href="#"><u>Registration</u></a>	11
3.2 <a href="#"><u>Certificate of Registration</u></a>	11
3.3 <a href="#"><u>Settling in at LSE</u></a>	11
3.4 <a href="#"><u>Welcome Week</u></a>	11
3.5 <a href="#"><u>Communication at LSE</u></a>	12
3.6 <a href="#"><u>Email</u></a>	12
3.7 <a href="#"><u>LSE for You</u></a>	12
3.8 <a href="#"><u>Mail</u></a>	13
3.9 <a href="#"><u>Course Choice</u></a>	13
3.10 <a href="#"><u>Intercollegiate Registration</u></a>	13
3.11 <a href="#"><u>LSE100</u></a>	14
3.12 <a href="#"><u>Personal Timetables</u></a>	14
3.13 <a href="#"><u>Class Changes</u></a>	14
3.14 <a href="#"><u>Paying Your Fees</u></a>	15
4. <a href="#"><u>CODES OF GOOD PRACTICE – WHAT IS EXPECTED OF LSE STUDENTS</u></a>	16

5.	<a href="#"><u>SOURCES OF SUPPORT IN THE DEPARTMENT</u></a>	17
5.1	<a href="#"><u>The Undergraduate Administration team</u></a>	17
5.2	<a href="#"><u>Academic Advisers</u></a>	17
5.3	<a href="#"><u>The Departmental Tutor</u></a>	19
6.	<a href="#"><u>SOURCES OF SUPPORT AT LSE</u></a>	20
6.1	<a href="#"><u>Table of Support Services</u></a>	20
6.2	<a href="#"><u>Student Services Centre</u></a>	21
6.3	<a href="#"><u>LSE LIFE</u></a>	21
6.4	<a href="#"><u>Financial Support</u></a>	21
7.	<a href="#"><u>EQUAL OPPORTUNITY AT LSE</u></a>	22
7.1	<a href="#"><u>Equality, Diversity and Inclusion at LSE</u></a>	22
7.2	<a href="#"><u>Services for disabled students including students who have dyslexia</u></a>	22
8.	<a href="#"><u>PROGRAMME INFORMATION</u></a>	23
8.1	<a href="#"><u>Learning Government and Politics at LSE</u></a>	23
8.2	<a href="#"><u>Programme Structure</u></a>	23
8.3	<a href="#"><u>Dissertation (GV390)</u></a>	24
8.4	<a href="#"><u>Changing Programme</u></a>	24
8.5	<a href="#"><u>Interruption/Deferral/ Withdrawal</u></a>	24
8.6	<a href="#"><u>School and Programme Regulations of Study</u></a>	25
9.	<a href="#"><u>TEACHING</u></a>	26
9.1	<a href="#"><u>Introduction</u></a>	26
9.2	<a href="#"><u>Lectures</u></a>	26
9.3	<a href="#"><u>Classes</u></a>	26
9.4	<a href="#"><u>Class Teaching</u></a>	26
9.5	<a href="#"><u>Moodle and Reading Lists</u></a>	27
9.6	<a href="#"><u>The Library</u></a>	27
9.7	<a href="#"><u>Academic Advice and Feedback</u></a>	27
10.	<a href="#"><u>TIPS FOR GETTING THE MOST FROM YOUR TIME HERE</u></a>	29
10.1	<a href="#"><u>Organising your Time</u></a>	29

10.2	<a href="#">What is expected of you</a>	29
10.3	<a href="#">Personal Development</a>	30
10.4	<a href="#">LSE Volunteer Centre</a>	30
10.5	<a href="#">Part-time work</a>	30
10.6	<a href="#">Alumni Association</a>	31
11.	<a href="#">ASSESSMENT</a>	32
11.1	<a href="#">Formative and Summative Assessment</a>	32
11.2	<a href="#">Provisional Exam Bar</a>	32
11.3	<a href="#">Exceptional Circumstances, Extensions and Deferral</a>	32
	<a href="#">Extensions for summative coursework</a>	32
	<a href="#">Deferring your examination(s)</a>	33
	<a href="#">Exceptional circumstances</a>	33
11.4	<a href="#">Marking Procedures</a>	33
11.5	<a href="#">Plagiarism</a>	34
11.6	<a href="#">Assessment Feedback</a>	34
11.7	<a href="#">Examination Timetable</a>	35
11.8	<a href="#">Past Exam Papers</a>	35
11.9	<a href="#">Timed Essays</a>	35
11.10	<a href="#">Department of Government Undergraduate Marking Scheme</a>	36
11.11	<a href="#">Classification Scheme for BA/BSc Degree Programmes</a>	37
11.12	<a href="#">Results and Academic Transcript</a>	37
11.13	<a href="#">Deferred, Discounted or Failed Assessments</a>	38
11.14	<a href="#">Graduation Ceremonies</a>	39
11.15	<a href="#">Department of Government Prizes</a>	39
12.	<a href="#">STUDENT REPRESENTATION AND QUALITY ASSURANCE</a>	40
12.1	<a href="#">The Staff Student Liaison Committee</a>	40
12.2	<a href="#">Undergraduate Students Consultative Forum</a>	40
12.3	<a href="#">The LSE Politics and Forum</a>	41

12.4	<a href="#">LSE Undergraduate Political Review</a> .....	41
12.5	<a href="#">Quality Assurance</a> .....	41
12.6	<a href="#">Student Teaching Surveys</a> .....	41
12.7	<a href="#">National Student Survey</a> .....	42
APPENDIX.....		43
A.	<a href="#">GUIDELINES FOR ORAL PRESENTATIONS</a> .....	43
B.	<a href="#">A GUIDE TO WRITING AND REFERENCING</a> .....	44



## **WELCOME TO THE LSE DEPARTMENT OF GOVERNMENT**

On behalf of the whole Department, I welcome you and express the hope that you will enjoy and make the most of your time with us. Admission to the Department, and to LSE, is highly competitive. Congratulations on getting a place.

The Department and LSE recruit students and faculty from all over the world and our list of distinguished alumni is a long one. I hope that you will find the atmosphere lively and interesting, as well as challenging.

This booklet is concerned with the special arrangements that the Department makes to implement and supplement the School practices set out in the Calendar.

Professor Chandran Kukathas

Head of Department

### Disclaimer

Every effort has been made to ensure that the information in this handbook is correct and up-to-date at the time of publication (September 2016). The online version of the handbook, which may be amended during the year, is the definitive version: in the case of differences between versions, the online version should be considered authoritative. If any of the information in this handbook differs from other sources of information that you have accessed/received, you should consult the Undergraduate Administration team for clarification.



## 1. POLITICAL SCIENCE AT THE LSE

The LSE Government Department is one of the largest and oldest centres of political science in the UK. Political science forms part of the LSE's title and was central to its academic concerns from its foundation in 1895. Indeed, the School's Founder, the Fabian luminary Sidney Webb, was the School's first Professor of Public Administration from 1912 to 1927. A good history of the Department has yet to be written, though Ralf Dahrendorf's *LSE* (1995) gives some of the background. Well-known scholars who have been members of the Department include Graham Wallas, Harold Laski, Leonard Schapiro, Michael Oakeshott, Elie Kedourie, Maurice Cranston, William Robson, Peter Self, William Letwin, Gordon Smith, Kenneth Minogue, John Gray, Keith Dowding and Brian Barry. Its current full Professoriate consists of Cathy Boone, Sumantra Bose, Michael Bruter, Torun Dewan, Patrick Dunleavy, Katrin Flikschuh, Simon Hix, Sarah Hobolt, James Hughes, Paul Kelly, Chandran Kukathas, Valentino Larcinese, Christian List, Martin Lodge, Ed Page, Francisco Panizza, Anne Phillips, Cheryl Schonhardt-Bailey, John Sidel, David Soskice, Mark Thatcher and Tony Travers.

Like the LSE in general, the Department is cosmopolitan: the staff, students and visitors come here from all parts of the world. It is also large by European standards. In a typical year, it has over 120 registered research students (MPhil/PhD), about 360 taught Master's students and over 400 undergraduates (including General Course students). Its staff of full-time academics, tutorial fellows, academic visitors and research officers currently numbers about 40 in a typical year, plus the professional services team and over 30 class teachers. A full listing of academic staff for the current session can be found on the Departmental [website](#), and the Department's entry in the School's Website publication [LSE Experts Directory](#) contains more information about their spheres of expertise.

Although political science at LSE (unlike most other UK universities) is divided between the Departments of International Relations, Government, the European Institute and the Department of International Development (DESTIN) the Government Department covers many of the sub-fields of political science, including Political Theory and Philosophy, Comparative Politics, Global Politics, Nationalism, Public Policy and Regulation, Rational Choice Theory and European Politics and Governance. Its teaching involves close collaboration with other Departments of the School. This collaboration is reflected in its participation in joint degrees at the undergraduate level, as well as interdepartmental MSc programmes.

See [here](#) for a short guide to LSE and its history, see here:

## **2. THE DEPARTMENT OF GOVERNMENT**

### **2.1 Location**

The Department of Government is located on the 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> floors of [Connaught House](#).

### **2.2 Organisation**

The Head of Department, [Professor Chandran Kukathas](#), is responsible for the overall running of the Department. The Department Manager, [Shelly Brindley](#), is responsible for the administration of the Department.

### **2.3 The Departmental Tutor**

[Dr David Woodruff](#) is the Departmental Tutor for the Department of Government.

The Departmental Tutor is responsible for the teaching, academic progress and pastoral support of undergraduate students completing undergraduate Government programmes.

### **2.4 The Chair of the Sub-Board of Examiners**

The Chair of the undergraduate Sub-Board of Examiners for the Department of Government is [Dr Rafael Hortalá-Vallvé](#).

### **2.5 Academic Staff**

During your time at LSE you will have various opportunities, both academic and social, to meet many of the academics in the Department of Government (and perhaps in other departments at LSE). You should make the most of these opportunities as they will enrich your time here.

Full details of the Department's academic staff can be found on the Department of Government [website](#).

The [LSE Experts Directory](#) also features in-depth detail of all full-time academic staff's areas of research and expertise.

### **2.6 The Department of Government Professional Services Office**

The Professional Services Office is CON3.18 and is open for student administration, information and advice from 10.30 am -12.30pm and 1.30-3.30pm Monday to Friday each week.

The key administrative contacts for Undergraduate Government programmes are Carla Seesunkur (Undergraduate Programme Manager and Student Adviser) and Nina Pasquali (Undergraduate Programme Administrator). Carla and Nina can be contacted at [gov.ug@lse.ac.uk](mailto:gov.ug@lse.ac.uk).

### **2.7 The Common Room**

The Department is fortunate to have a student common room which is located on the 5<sup>th</sup> floor in Connaught House. It is accessed using your LSE ID card which also acts as an access card for the campus.

The common room is intended for quiet study and group work. Wi-Fi access and white boards are provided. There are also some lockers, which are available on a first come first serve basis, to undergraduate Government students. The returnable deposit is £10 per annum. Lockers can be requested from the Professional Services office (CON3.18). If lockers are damaged, students will be liable for any costs to repair them.

As there are academic offices and PhD study rooms close by, noise must be kept to a minimum in the common room. Anyone found to be exceeding reasonable noise levels or otherwise misusing this room may be barred from entry.

### 3. STARTING YOUR PROGRAMME

#### 3.1 Registration

In your first week at LSE, please make sure that you formally [register for your degree programme](#). It is essential that you register before teaching begins, as you will not be able to receive teaching until you are a registered student. At registration you will be asked to provide proof of your eligibility to study in the UK in order to receive your student ID card.

#### 3.2 Certificate of Registration

A certificate of registration provides proof to organisations, such as the Home Office, council tax offices and banks, that you are registered as a current student at LSE.

Once you are formally registered with the School you will be able to print out your certificate via LSE for You. The 'Certificate of Registration' option can be found in the 'Certification and Documentation' section of LSE for You. Please be aware it can take up to 4 hours for your change in Registration Status to be picked up by LSE for You so you may have to wait a short time if you've just registered. If you require this certificate to be signed and stamped, staff at the Student Services Centre will be happy to do this for you.

If you require a certificate with information beyond what is on the Certificate of Registration please see [here](#).

#### 3.3 Settling in at LSE

The [Your First Weeks](#) webpages provide comprehensive information to help you settle in to life at LSE. The ['How To' pages](#) provide particularly helpful guides on getting here and getting settled.

#### 3.4 Welcome Week

The [Welcome Week](#) webpages contain information about both compulsory and optional events taking place at the start of the academic year, including those specific to your department, and the Students' Union Freshers' Fair, as well as central School Welcome Week events.

As a minimum, you should attend the following events in held in Welcome Week:

Event	Date	Time	Venue
LSE Welcome Presentation	Monday 19 September 2016	13:00-14:30	Peacock Theatre, Portugal Street
General Course Programme Registration	Monday 19 September 2016	Family Names beginning A to L - 9.30am to 10:45 Family Names beginning M to Z - 3.45pm to 17:00	Hong Kong Theatre, Ground Floor of Clement House

Government Department Induction Session for General Course	Wednesday 21 September 2016	14:00-15:00	32L.G.03
Government Department Induction Session	Thursday 22 September 2016	10:00-11:00	TW1.G.01
Undergraduate Government Programmes Registration	Thursday 22 September 2016	14:00-14:30	Hong Kong Theatre, Ground Floor of Clement House
Government Department Undergraduate Welcome Reception	Thursday 22 September 2016	16:00-17:30	Senior Dining Room, 5 <sup>th</sup> Floor, Old Building

### 3.5 Communication at LSE

It is very important that you keep the Department and the School informed of your current home and term-time addresses, telephone numbers and email addresses. In your first weeks you should check that this information is accurate on LSE for You (see section 3.7 below) and if any of this information changes you must update it on LSE for You immediately.

### 3.6 Email

The School will use your LSE email address to communicate with you so you should check it regularly. You should also use your LSE email account for all correspondence with members of the School.

See [here](#) for advice on how to set up your LSE IT account.

Microsoft Outlook is available on all student PCs on the LSE network. You can also [access e-mail](#) off-campus using webmail and remote desktop, or on the move using email clients for laptops and mobile phones.

### 3.7 LSE for You

[LSE for You](#) (LFY) is a personalised web portal which gives you access to a range of services. For example, you can:

- view or change your personal details
- reset your Library and network passwords
- monitor and pay your tuition fees online
- order certificates and official documentation
- check your exam results

You can also access online tutorials on how to navigate and personalise LSE For You via its login page. Use your LSE network username and password to login.

### 3.8 Mail

Any internal mail that comes to the Department for students will be kept in CON3.18 and you will be notified by email that you have mail to collect. Unfortunately, the department cannot handle any external mail for students.

Messages for members of staff should be handed in at the Department's Professional Services Office (CON3.18) and will be placed in staff pigeonholes.

### 3.9 Course Choice

Course choice will be open from **31<sup>st</sup> August 2016** for new students and in order to generate your personal timetable you should select your first year courses in LSE For You, including all compulsory courses. You can find information about undergraduate course choice on the Student Services Centre web page: [lse.ac.uk/coursechoice](http://lse.ac.uk/coursechoice). All course choices need to be approved by your Academic Advisor so please make sure you've discussed your options with them.

Courses will be available for selection if they fall within the [programme regulations](#) for your degree programme. If a course is not listed in the regulations, you can request it using the 'request unlisted course' button within LFY. This will require additional approval from your Departmental Tutor. Please see the [Department's webpages](#) for guidance on selecting courses which fall outside of your degree regulations.

Tutorials on how to [select courses](#) and [select an unlisted course](#) are available to guide you through the course choice process.

The deadline for course choice for undergraduate students is **7 October 2016**.

Starting in 2017, there will be a Lent Term (LT) course choice period for undergraduate students. This will run from Monday LT 1 until midday on Friday LT 2.

It may be possible to amend your LT courses during the LT course choice period, under the following conditions:

- Students are only able to make changes to LT 0.5 unit courses;
- Students will not be able to make changes to 1.0 unit courses (full-year courses);
- Students will not be able to make changes to Michaelmas 0.5 unit courses.

In order to apply to change their LT course choices, students must complete a course change form which will only be available and accepted in weeks 1-2 of LT. Any forms received outside of the LT course choice window will not be processed. There will be no late course changes permitted.

### 3.10 Intercollegiate Registration

In exceptional circumstances students are allowed to take courses offered at other University of London colleges. The course must fit with your programme of study and you must seek approval from your academic adviser, the Departmental Tutor and the course leader for the intercollegiate course. Information can be found on the [taking a course outside LSE webpage](#).

### 3.11 LSE100

All first year undergraduate students are required to take [LSE100 The LSE Course: Understanding the causes of things](#) and your lectures and classes for LSE100 begin in LT 2016-17. This is an interdisciplinary and innovative course specific to LSE which introduces you to the fundamental elements of thinking as a social scientist by exploring real problems and real questions, drawing on a range of disciplines across the social sciences.

LSE has a long tradition of engaging in public debates and LSE100 brings students squarely into this tradition. No important issue can be fully understood through a single lens and LSE100 aims to produce students who can engage with these issues, bringing a range of perspectives from across the social sciences. In this way, the course broadens the intellectual experience of undergraduates at the School, challenging them to think about important questions in new ways.

LSE100 is taught over two terms: the Lent term of your first year and the Michaelmas term of your second year.

### 3.12 Personal Timetables

The schedule for publication of personal timetables in LSE for You is shown below.

- Continuing students: from Tuesday 20<sup>th</sup> September 2016
- First years: from Friday 23<sup>rd</sup> September 2016
- General course students: from Friday 23<sup>rd</sup> September 2016
- Intercollegiate students: from Friday 30<sup>th</sup> September 2016
- Diploma students (undergraduate course): from Friday 30<sup>th</sup> September 2016

If you have made your course choices in LSE for You by the specified date, but cannot view a personal timetable this may be because you have a timetable clash. If this is the case you should see a message telling you the codes of the courses that are clashing. Please [see here](#) for further information on timetable clashes.

If you make a change to your course choices after the publication date please allow three working days for the changes to appear on your timetable.

### 3.13 Class Changes

The School's Timetables Office is responsible for scheduling and allocating rooms to all of the School's taught courses.

Timetables Office uses an automated process to allocate undergraduate students to classes. In order to request a change to a scheduled class, you should apply using the 'class change request' function in LSE For You. Online change requests are not available for LSE100, due to the small size and group work element of classes. To change an LSE100 class email [lse100@lse.ac.uk](mailto:lse100@lse.ac.uk).

If there are circumstances that prevent you from attending your scheduled class and you need to change class, you should include in your request full details of the dates and times that you are unavailable. The relevant department will then consider your request. You may be asked to provide documentary evidence in support of your application.

The Government Department normally only approves class group change requests for exceptional reasons, such as medical reasons, and not for reasons of personal preference. For further guidance on the Department's approach to approving these requests please see the Department's Frequently Asked Questions page [here](#).

Once the Department has made its decision you will be notified via your LSE email account. If your request is approved, your LSE For You personal timetable will be updated within three working days of the date of approval.

### **3.14      Paying Your Fees**

The School offers two options for [payment of fees](#). You can either pay them in full prior to Registration or by Payment Plan one third of your fees on the 28<sup>th</sup> October 2016, 28<sup>th</sup> January and 28<sup>th</sup> April 2017. If you do not know the cost of your fees, please see the [Table of Fees](#) at [lse.ac.uk/feesoffice](http://lse.ac.uk/feesoffice).



#### **4. CODES OF GOOD PRACTICE – WHAT IS EXPECTED OF LSE STUDENTS**

The [Code of Practice for Undergraduate students](#) explains your basic obligations and responsibilities during your time at the LSE and sets out what you can expect from your Department – and what Departments are expected to provide – in relation to the teaching and learning experience. The Code also covers areas such as the roles and responsibilities of Academic Advisers and the Departmental Tutor, the structure of teaching at the School and examinations and assessment.

We recommend that you also read the following School documents:

The [Student Charter](#) sets out the vision and ethos of the School.

The [Ethics Code](#) highlights the core principles of LSE life.

## 5. SOURCES OF SUPPORT IN THE DEPARTMENT

### 5.1 The Undergraduate Administration and Advice team

The Department's Undergraduate Programme Manager and Student Adviser, Carla Seesunkur, and Undergraduate Programme Administrator, Nina Pasquali, are a point of contact for students seeking advice on academic related and pastoral matters. Both Carla and Nina liaise closely with a range of staff, departments and divisions across the LSE to facilitate access to, and further enhance, the range of services provided to undergraduate students. Carla and Nina can be contacted during office hours (10.30 – 12.30 & 1.30 – 3.30pm during term time) in CON3.18 and at [gov.ug@lse.ac.uk](mailto:gov.ug@lse.ac.uk), and aim to advise and inform undergraduate students on any issues which, directly and indirectly, affect academic progress.

### 5.2 Academic Advisers

The School attaches great importance to the pastoral care of its students and the Academic Adviser system is an integral part of the arrangements made to implement that commitment. Each student, on joining the Department, is allocated to an Academic Adviser who is a permanent member of the academic staff. You should meet with your adviser at least twice per term, with the first meeting usually in weeks 1 and 2 of a term.

The role of the Academic Adviser is:

- To provide students with academic guidance and feedback on the students' progress and performance and to discuss any academic problems they may experience.
- To provide pastoral support on non-academic issues and to refer students, as necessary, to the appropriate support agencies within the School.
- To implement the provisions outlined in individual plans (IPs) for students with disabilities in liaison with the School's Disability Office.
- To maintain regular contact with the student on academic and pastoral issues through direct one-to-one meetings and other means of communication, such as emails.

Less formally, this means in practice that Academic Advisers:

- are the first port of call for **any personal or academic problems** which might confront students,
- give students information about **course options**
- write references, and
- are available to discuss students' summative **assessment results** when these are published at the end of each session.

[Section 1.2](#) of The School's Code of Good Practice requires all Academic Advisers to 'have a good working knowledge of the structure and regulations of the degree programmes in the department' as well as 'a good working knowledge of the various academic and pastoral support agencies in the School.' Therefore, advisers can be relied on for advice on these matters.

The Academic Adviser is responsible for giving students advice about course choices and monitoring academic progress. This entails ensuring that the relevant School regulations are observed and that course choices made are appropriate to the student's interests and abilities and constitute an acceptable academic package. Students also have the responsibility to ensure that their proposed course choices conform to regulations

and are made after careful consideration and thought.

It is important that advisees keep their Academic Adviser up to date with both academic progress and their general wellbeing as Academic Advisers write termly reports about their student's progress which are made available through LSE For You - reports can be written more accurately if Academic Advisers are informed about their student's welfare and academic progress.

The Academic Adviser also has the further task of ensuring that students fulfil their obligations as students (see section 4 for details) and are making proper academic progress. Examination entry is not automatic, but depends upon these conditions being met and is monitored by way of a review of the student's termly class attendance and also the reports on class participation and formative work. In cases where students are not making proper academic progress they may be referred to the Departmental Tutor who may arrange for remedial measures and, in other more serious cases, refer problems to the Dean of Undergraduate Studies.

Academic Advisers are the primary source of references (for future employers, postgraduate study etc.) for students. The Department tries to ensure that the student keeps the same Academic Adviser for the three years of their degree programme but this is subject to changes arising, for example, from academic staff going on sabbatical or changes in their administrative responsibilities. The Departmental Tutor can act as a referee in cases where additional support is needed or where the Academic Adviser is no longer available.

The Head of Department, Chandran Kukathas, has provided the following guidance to advise students on requesting references:

1. "Please give your referees at least three weeks before a reference is due. If you give them less time, do not be surprised if they say that they cannot provide the reference for you.
2. Always remember that senior members of staff in particular may well be asked to write scores of references per term. Often each reference requires updating or adaptation to a specific job or scholarship. It's vastly in your own interest to give your referee enough time to do you justice.
3. Never put down someone's name as a referee without asking them in advance. Provide all the information needed to write the reference. Make sure that you have filled out your part of any form you submit. Busy referees go berserk if they have to chase up students who haven't filled out forms correctly. Remember that it's in your interest to keep your referee happy.
4. Sometimes an application requires a reference from the Head of Department. If so, the usual rule is for your Academic Adviser to produce a draft which I will sign.
5. Once someone agrees to be a referee, he or she has the obligation to do the job on time. Inevitably, busy people writing scores of references sometimes forget so gentle reminders are worthwhile.
6. If you have a problem, see your Academic Adviser in the first instance, and from there Dr David Woodruff (Departmental Tutor); do also feel that you can come to see me if you wish."

If personal difficulties arise between a student and their Academic Adviser then the student should raise the matter with the Undergraduate Administration team, David Woodruff or Chandran Kukathas.

Happily such cases are rare and many students find their relationship with their Academic Adviser to be extremely beneficial to them during their time at the School.

### **5.3 The Departmental Tutor**

The Departmental Tutor (David Woodruff) is responsible for organising the adviser system within the guidelines laid down by the School and the Head of Department. The Departmental Tutor is also available to give advice and help on any matters of concern to students which Academic Advisers are unable to resolve. Certain procedures (e.g. changing degree programme; suspension of regulations) necessitate the approval of the Departmental Tutor before they can be implemented.

## 6. SOURCES OF SUPPORT AT LSE

### 6.1 Table of support services

The list below gives a summary of other sources of support within the School.

<a href="#">Academic Support Services</a>	For information about the <a href="#">Teaching and Learning Centre</a> , <a href="#">LSE LIFE</a> , <a href="#">LSE Student Mentoring Scheme</a> , <a href="#">Library Subject Guides</a> and <a href="#">Moodle</a> .
<a href="#">Careers And Vacancies:</a>	For careers guidance, information on graduate employment, and vacancies exclusive to students and alumni, plus jobs at LSE and information on what it is like to work here.
<a href="#">Faith Centre:</a>	For information about religious services, events, support and the <a href="#">Interfaith Forum</a> .
<a href="#">IT Support:</a>	See the Student IMT webpages for information about the Student IT Helpdesk, the Laptop Surgery, <a href="#">Guidance on Using Social Media</a> and <a href="#">Support for Students with Disabilities</a> .
<a href="#">Language Centre:</a>	For information about the English for Academic Purposes programme: <a href="#">EAP Insessional Support Programme</a> , <a href="#">Learning Support Workshops</a> , and more.
<a href="#">Lesbian, Gay, Bisexual And Transgender Students</a>	For information about the <a href="#">Students' Union LGBT Alliance</a> , the <a href="#">LSE Diversity Blog</a> , external support services and more.
<a href="#">Money Matters:</a>	For information about the <a href="#">Fees Office</a> , <a href="#">Table of Fees</a> , <a href="#">Financial Support</a> , <a href="#">Loans</a> , <a href="#">Part-time Work</a> , <a href="#">Bank Accounts</a> , <a href="#">Council Tax</a> , <a href="#">Financial Problems</a> , and more.
<a href="#">Students With Children</a>	For advice on pregnancy, finances, accommodation and any impact on studies
<a href="#">Teaching And Learning Centre:</a>	For information about <a href="#">Development and Training</a> , online learning support from <a href="#">Learning World</a> and more.
<a href="#">Visas And Immigration:</a>	For advice on immigration options and support while studying at LSE.
<a href="#">Wellbeing, Health And Safety:</a>	For information about the <a href="#">Disability and Well-being Service</a> (see also section 7.2), the <a href="#">Student Counselling Service</a> , the <a href="#">Students' Union Advice service</a> , <a href="#">Healthcare</a> , the on-campus <a href="#">St Phillips Medical Centre</a> and more.

## 6.2 Student Services Centre (SSC)

The Student Services Centre is located on the ground floor of the Old Building. It provides advice and information on the following services

- Course choice and class changes
- Examinations and results
- Fees – process fee payments and distribute cheques (drop-in service)
- Financial Support – advice on scholarships, awards, prizes, emergency funding and studentships (drop-in service)
- Graduation ceremonies
- Programme registration
- Transcripts and degree certificates
- Visa and immigration advice (drop-in service)

The SSC provides a general enquiry service for students between 11am and 4pm every weekday. You can also contact the SSC by telephone. Details of who to contact and more information can be found on their [webpage](#).

## 6.3 LSE LIFE

[LSE LIFE](#) is the School's centre for academic, professional and personal development. They can help you find your own 'best' ways to study, think about where your studies might lead you, and make the most of your time at LSE.

LSE LIFE offers

- guidance and hands-on practice of the key skills you'll need to do well at LSE: effective reading, academic writing and critical thinking
- workshops related to how to adapt to new or difficult situations, including development of skills for leadership, study/work/life balance, and preparing for the working world
- a place to meet and work together with your peers on interdisciplinary group projects and research
- support in making the transition to (or *back to*) university life;
- advice and practice on working in study groups and on cross-cultural communication and teamwork
- ideas and inspiration about academic pursuits and pathways into professional life and much more ...

LSE LIFE is located on the ground floor of the library and is your first port of call to discover what is available for you. The LSE LIFE team, together with advisers and specialists from LSE Careers, LSE Library, the Language Centre and other parts of the School, will be on hand to answer your questions. Sign up for a workshop, come by for help with your homework, or just drop in.

## 6.4 Financial Support

The Financial Support Office (FSO) is responsible for the administration and awarding of scholarships, bursaries, studentships and School prizes. It is located within LSE's Student Services Centre with a daily drop in session during term time between 1pm and 2pm (Mondays, Wednesdays and Fridays during vacations). No appointment is necessary. FSO provide information about funds such as the [Student Support fund](#).

## 7. EQUAL OPPORTUNITY AT LSE

### 7.1 Equality Diversity and Inclusion at LSE

To uphold the commitment to equality of respect and opportunity, as set out in the [Ethics Code](#), the School and department will treat all people with dignity and respect, and ensure that no-one will be treated less favourably because of their role at the School, age, disability, gender (including gender identity), race, religion or belief sexual orientation, marriage and civil partnership, pregnancy and maternity and social and economic background.

In practice, this means we expect you to:

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

The School is committed to embedding and mainstreaming equity, diversity and inclusion. For further advice or information, please visit the School's [Equality and Diversity website](#), see their blog or follow them on Twitter @EDI\_LSE.

### 7.2 Services for disabled students including students who have dyslexia

Disability equality is an important facet of the equality and diversity agenda. LSE acknowledges that disabled students have often overcome additional barriers in order to gain a university place, and is committed to eliminating further unnecessary obstacles and to facilitating equal access to study and university life.

The Disability and Wellbeing Service (DWS) runs three specialist services, all of which are free and confidential:

- The Disability Service, for students with physical/sensory impairments and those with long-term or chronic medical conditions
- The Neurodiversity Service, for students with dyslexia, dyspraxia, Asperger syndrome and other neurodiverse conditions
- The Mental Health and Well-being Service, for students with mental health concerns

The DWS can also set up Individual Plan (IP) for a student, outlining reasonable adjustments such as extended library loans, negotiated deadlines and rest breaks in exams.

It runs several interest and support groups, for example the Neurodiversity Interest Group and the Circles Network. For further information please visit [lse.ac.uk/disability](https://lse.ac.uk/disability) or email [disability-dyslexia@lse.ac.uk](mailto:disability-dyslexia@lse.ac.uk)

### Access Guides to LSE buildings

DisabledGo have produced detailed access guides to the LSE campus and residences, and route maps between key locations. These are available at [lse.ac.uk/DisabledGo](https://lse.ac.uk/DisabledGo)

## **8. PROGRAMME INFORMATION**

### **8.1 Learning Government and Politics at LSE**

Government and Politics, as an area of study, has a single subject matter but permits of a variety of approaches and methodologies. 'Government' tends to emphasize order and unity: 'Politics', conflict and diversity. This dual nomenclature indicates the urge towards singleness and homogeneity, coupled with a propensity to preserve individuality and to resist conformity.

The subject matter concerns the role of state, or the nature and limits of public coercive authority. It focuses on the structures of coercion and of sovereign authority as a means of achieving order and settling conflicts. The manner in which this activity is viewed and this role is conceived varies greatly and it can be therefore analysed and explained at different levels and in diverse ways. Some of the different approaches are conflicting but most tend to be complementary. The study of Government and Politics therefore encompasses history, philosophy/political theory and empirically-based political science.

### **8.2 Programme Structure**

The undergraduate degree programmes offered by the Department, whether single or joint honours degrees, are designed to introduce students to each of these modes of enquiry or types of explanation, while emphasising the shared focus of each degree subject.

All programmes require students to study two core courses; [GV100 An Introduction to Political Theory](#) and [GV101 An Introduction to Political Science](#) which introduce students to the central literature and to the key questions which arise in the study of Government and Politics. These courses are introductory in that they assume no specific study of the subject in advance, and are designed to provide grounding for course choices in the second and third year.

In the second and third years students are given a wide range of courses to choose from which can be spread over a variety of approaches and subject areas.

Under the regulations a strict principle of progression is applied in all subjects. Each second and third year course will have prescribed pre-requisites and these will need to be complied with if the course is to be taken. These arrangements are designed to ensure that students in the department undergo a comprehensive training in the main elements of the study of politics and follow both general and specialized treatments of the nature of government and politics.

#### **Joint programmes**

The Government Department is the lead department for the single honours programme in Government and for the joint programmes in Government and Economics, Government and History, Politics and International Relations and Politics and Philosophy. All students taking those programmes have their 'home' in the Government Department and an Academic Adviser from the department.

Whereas in the case of the single honours programme there is a single core of subjects which constitute the basis of the degree, in a joint honours programme there is a core for each component of the degree and the range of subjects available is constrained by the need to achieve complementarity between the programme subjects.

The elements of the joint programmes are designed to constitute an integrated whole and this is implemented in a number of ways:



- There is sometimes a specifically designed joint bridging course e.g. GV225 Public Choice and Politics in the case of the BSc Government and Economics programme.
- In other cases there is a common subject matter which is treated in different ways e.g. the government and history of a country; or in a course such as GV227 The Politics of Economic Policy.
- There is the possibility of adopting a similar method and approach e.g. rational choice theory to political decisions and processes, and to economic decisions.
- There may be a basic foundation subject e.g. GV100 Introduction to Political Theory which provides a foundation of the study of social science and therefore of economics, or a key element in the understanding of historical experience.

In these various ways students will come to appreciate that there is a degree of interconnectedness between the subjects studied which may not be obvious at the beginning of study. The choices of the courses in the joint degree are not simply based upon availability of subjects but whether these subjects can be combined to form a coherent intellectual experience.

### **8.3 Dissertation (GV390)**

The dissertation (GV390) is available to all final year students. The Department will organise an information session during Lent term of the second year to provide students with more detail about the dissertation. Students are encouraged to think about a research question: a simple and interesting question that their dissertation will aim to answer. Students should have some knowledge of the field in which they hope to take their dissertation and the methods and approach which they can realistically use. Students should also browse the [Department's Self pages](#) to identify a potential supervisor for their dissertation and contact the relevant academic/s during Summer term of their second year about supervising their dissertation.

Students can select the dissertation (GV390) as one of their course options on LSE for You at the beginning of Michaelmas term in their third year. Students are also required to complete a dissertation proposal form and return this to the [Undergraduate Administration team](#) by Monday 10 October 2016.

A series of five practical dissertation training seminars will take place throughout the Michaelmas and Lent terms. These seminars will be coordinated by Professor. Michel Bruter and will involve staff from the Library and also current PhD students. The seminars will address topics such as approaching the dissertation and research design, finding sources in the library and managing bibliographies, finding data, the research experience, and a research clinic on problem solving. The GV390 Moodle course page has a dissertation archive where past dissertations can be accessed.

### **8.4 Changing programme**

If you wish to change your degree programme then the matter should be first discussed, as early as possible, with your Academic Adviser, the Departmental Tutor (David Woodruff) or Undergraduate Programme Manager (Carla Seesunkur). The Departmental Tutor reviews all programme transfer requests and does so against the Department's criteria as set out in the [FAQs page](#).

### **8.5 Interruption/Deferral/ Withdrawal**

If you experience any difficulties during your time at LSE you should make sure that you keep in regular contact with your Academic Adviser and/or the Departmental Tutor. They will be

able to signpost you to appropriate services within the School so that you receive the support to enable you to continue studying successfully.

However, if this isn't the case, you may wish to consider the following options:

[Interruption](#): with approval from your department you can interrupt your programme by taking a break in your studies, normally from the end of one term and for up to one calendar year.

[Deferral](#): if you complete the teaching year but have difficulties during the exams then in exceptional circumstances you can apply to defer an examination(s) to the following year.

[Withdrawal](#): withdrawing means that you are leaving the programme permanently. Before withdrawing you may want to consider interruption so that you have some time to consider your options.

## **8.6 School and Programme Regulations of Study**

The School has Regulations, policies and procedures covering many aspects of student life and you should familiarise yourself with them.

Some of the regulations explain the organisation and conduct of your academic study. These include information about the structure of programmes, assessment, graduation and what to do if illness affects your studies.

The following web searches/web links detail the School's Programme Regulations.

- [Regulations for First degrees](#)
- [Regulations on assessment offences: other than plagiarism](#)

See [here](#) for further details of all School Regulations.

## 9. TEACHING

### 9.1 Introduction

Undergraduate courses are typically taught by means of lectures and classes. Lectures start from the first week of Michaelmas term. Students pursue four taught courses each year (see your [programme regulations](#) for further information) and are assessed in these courses in the Summer term.

### 9.2 Lectures

The lecture is the most common teaching method, especially for courses taken by large numbers of students. Lectures are normally 50 minutes long - starting at five minutes past the hour and finishing at five minutes to the hour. The lecturer should speak at a normal rate and will expect students to absorb the material while taking notes. **It is important to learn quickly how to take notes efficiently.**

The important points to remember about lectures are:

- Lectures provide a crucial guide to the subject as taught within the framework of the course.
- You should try to follow the arguments made by the lecturer while taking notes.
- Lectures will usually include suggestions for reading and study.
- You should try to follow-up the reading as soon as possible. If you leave it until later in the year you may have forgotten some of the ideas.

### 9.3 Classes

Small group teaching for courses (10-15 students) takes place in classes. Classes can take various forms. The class teacher may expand on lecture topics or explain difficult concepts or techniques more fully. On other occasions students will give oral presentations of pre-prepared papers or hold debates. If there are issues you do not understand in the lectures or in your readings, you should seek clarification in the class. Classes aim to help students resolve academic problems and to develop oral and written presentation skills (see appendix 1 for advice on oral presentations). Classes are interactive between staff and students so students are required to contribute as well as to listen. This means that you must, in your own interest and that of your fellow students, come to class fully prepared having done the required reading. Students are usually asked to produce two pieces of written work for each course each term, except in the case of methods courses where typically several assignments are set. Formative essays are marked by class teachers, and are usually returned to students within two weeks of submission.

**Classes are an essential element of your learning, which is why they are compulsory.** Classes also form the main means of monitoring student progress. Student attendance and performance is regularly recorded and failure to attend classes or to complete written work is reported to academic advisers and may result in refusal to sit an examination. At the end of each term class teachers write reports and students discuss their reports with their academic adviser at the beginning of the following term. These reports form a permanent record of academic performance at the School, and are used by academic staff when they are called upon to write references.

### 9.4 Class Teaching

The majority of first and second year undergraduate class teaching in the Government Department is taught by advanced graduate students who are completing a PhD degree,

while others will hold a doctorate, having completed their PhD, and may have careers elsewhere. Class teaching provided in the Government Department has been judged first rate—this was recognized by the Quality Assurance Assessment (QAA) in its most recent review of the Department.

Graduate students are given this opportunity to teach in order to give them the chance to develop their academic careers as university teachers but at the same time they are making a valuable and essential contribution to the work of the department. It means that the Department can deliver a much wider range of courses in the department than would otherwise be possible, especially so because of the large number of research students working in the department.

Our class teachers are very carefully selected through formal interview, given specific training and guidance, and their work is carefully monitored by the course convener (who is a permanent academic), the Departmental Tutor and Head of Department. The majority of classes on our third year undergraduate courses are taught by permanent academics within the Department.

It is our objective that the highest standards of scholarship, student care and pedagogical integrity are maintained in all areas of our undergraduate teaching.

## **9.5 Moodle and Reading Lists**

[Moodle](#) is LSE's Virtual Learning Environment (VLE). It is a password protected web environment that contain the weekly reading material for courses, preparatory information for classes, course learning objectives and outlines, also a range of teaching resources, activities, assignments and further information to support and complement courses. The content of Moodle is the responsibility of the course convener and so it will vary from course to course.

You can access Moodle from any device, on and off campus. The [site](#) also has links to help and advice. Some courses may require an 'enrolment key' which the course convener can provide if you do not already have it.

[Reading Lists@LSE](#) is a programme which links the reading lists for each course with the library catalogue and many other electronic sources such as online journals. All Moodle course pages have the Reading List programme linked to it and should be your first point of contact for accessing the Reading Lists directly. Should you need to access a course reading list without using Moodle you can go to the site and enter your LSE username and password.

## **9.6 The Library**

The LSE library is the world's largest social sciences library and will constitute a vital feature of your academic life here at LSE. Your LSE student card is also your Library card and no additional registration with the Library is required. Guidance on tours and using the library can be found [here](#).

## **9.7 Academic Advice and Feedback**

All teaching staff hold weekly term-time office hours where students can receive academic advice and feedback. An office hour is a means for students to gain additional guidance and support from their teacher, and may be used for queries on course material, formative assignments and assessed coursework.

Advice and Feedback sessions for most teaching staff can be booked online through

[LSE For You](#). Log into [LSE For You](#), click on the 'Student' tab and you will see the 'Office Hours' application listed. Once you have booked your appointment you will automatically receive an email notification confirming your booking. If you are unable to attend, you should cancel your appointment through LSE For You as this will free up slots for other students.

## 10. TIPS FOR GETTING THE MOST FROM YOUR TIME HERE

### 10.1 Organising your Time

Below is an idea of the amount of time you should allocate to your degree programme. The guidance given is based on a typical selection of courses, so slight variations may arise.

#### Formal contact hours:

- 4 one-hour lectures per week during the Michaelmas and Lent Terms.
- 4 hours of classes per week.
- Meetings with your Academic Adviser each term to discuss plans and (where relevant) reports of the previous term's progress.

This totals around 167 hours of formal contact over the year for both classes and lectures. A further 720 hours is available for private study and individual work (i.e. roughly four hours and twenty minutes of individual work and private study for every formal contact hour!) During this time you will need to prepare for both formative and summative assessed work. During the Easter break you will also need to prepare for the examinations by revising.

### 10.2 What is expected of you:

You have certain formal obligations during your time at the LSE which include (among other things) attending all classes, submitting the required pieces of formative assessment on time (unless you have been granted an extension), completing the tasks required by your class teachers (such as presentations.), and regularly meeting with your Academic Adviser (see section 5.2). Failure to comply with these obligations can result in you being barred from taking your examinations (see section 11.2) and you must therefore take them very seriously.

If you think that you might have to miss a class or you will be late submitting a piece of formative work, it is essential that in the first instance you keep the relevant class teacher informed and agree a suitable solution with them. If the issue is not isolated (for example, you will miss not one but several classes), then you must also inform your Academic Adviser and ensure that he or she is aware of what is happening and can help you. **Do not wait for problems to occur and accumulate! Inform your class teachers and your academic advisor early so that they can support you.**

You should also show a commitment to:

- Work in your own time between lectures and classes. N.B. The university holidays should not be thought of as just holiday periods but as an opportunity for you to read, reflect and work on your own.
- Work during the Michaelmas and Lent term reading weeks.
- Prepare thoroughly for classes, making sure that you have undertaken the necessary reading and have questions ready to ask at class.
- Make the most of advice, guidance and feedback provided by academic staff.
- Manage your own work schedule and submit your work according to deadlines. This is particularly important as typically formative essays (or sometimes presentations) are likely to be due at the same time so you should ensure that you manage your time effectively.

If at any point you feel that you are facing problems, falling behind or finding it hard to cope with your studies, inform your academic advisor who can help you or refer you for further support. The earlier a problem is spotted and discussed, the more effectively it can be resolved.

### 10.3 Personal Development

There are many ways in which LSE supports the personal development and wellbeing of students, both on and off campus.

#### *Personal development events*

There are lectures and group based workshops across the year on topics such as stress management, overcoming perfectionism and coping with personal difficulties. See the School's [development and training webpages](#).

#### *Student Wellbeing Service: One to One Support*

LSE's [Student Counselling Service](#) offers bookable one to one appointments and daily drop in sessions; its [Peer Support scheme](#) enables students to talk with fellow students if they have any personal worries. The [Disability and Wellbeing Service](#) provides advice to disabled students, provides LSE Inclusion Plans and helps with Individual Examination Adjustments.

#### *LSE Personal Development Aide Memoire (PDAM)*

The [PDAM](#) is a record which you can access and build in LSE for You and which enables you to keep track of the skills and experience you gain through any extra-curricular activity you undertake while you are at LSE, both within and beyond the School. The PDAM is automatically populated from a number of different LSE systems and can also be updated manually. Once completed, it will enable you to provide information and evidence about what you have done beyond your studies, making it useful for volunteering, internship and job applications.

### 10.4 LSE Volunteer Centre

The [LSE Volunteer Centre](#) is based within LSE Careers and is there to help you develop new skills and new friendships while making an impact through volunteering. The volunteer team advertise volunteering opportunities with different charities across London and internationally, with positions ranging from one-off opportunities to part-time internships with charities. The annual Volunteering Fair takes place at the beginning of Michaelmas term and is a great opportunity to meet a wide range of charities and get a feel for the work they do. You can find out more, as well as tips and advice about volunteering, on their webpages or [@LSEVolunteering](#).

#### **Volunteering with LSE's Widening Participation (WP) team**

[WP](#) aims to raise aspiration and attainment in young people from London state schools. They deliver a number of projects that encourage young people from under-represented backgrounds to aim for a university education. They need enthusiastic LSE students to be inspiring role models and to contribute to the success of the School's undergraduate programmes. [Email the team](#) for more information.

### 10.5 Part-time work

The [LSE Careers](#) service is a good source of paid and unpaid part-time work opportunities to complement your studies.

Please note however that the LSE permits 15 hours of part-time work per week in term-time

and depending on your visa, you may work full time during the holidays. You must not miss30

lectures or classes in order to work and always ensure that you prioritise your academic work if committing to a part time job.

Taking paid employment during the academic year will not normally be accepted by examiners as exceptional circumstance in the event that your assessment performance is of a lower level than could otherwise have been expected.

## **10.6 Alumni Association**

LSE's Alumni Association is the official voice of LSE's global alumni community, comprising more than 130,000 people in over 200 countries, nearly 100 regional groups, and 11 special interest groups. Its primary role is to support the alumni programme coordinated by the LSE Alumni Relations team by developing and supporting the network of international and special interest alumni groups and contact networks, and representing the voice of the alumni community within the School.

You automatically become a member upon graduation and membership is free. By registering with the [LSE Alumni Online](#) community, you will be able to stay connected with former classmates and the School after your graduation. You will also receive the monthly *LSE Alumni Echo* e-newsletter and the annual *LSE Connect* alumni magazine.

LSE alumni also have access to:

- Alumni Professional Mentoring Network
- LSE Careers for up to five years after graduation
- An email forwarding address to continue using an LSE email address
- The Library's printed collections on a reference basis, and can borrow free of charge

For more information about the benefits and services available to alumni, please contact the [Alumni Relations team](#).



## 11. ASSESSMENT

### 11.1 Formative and Summative Assessment

The LSE has two types of assessment, formative and summative. Class essays and assignments are examples of formative work and do not count towards the final grade for a course. Assessed essays and unseen examinations are summative assessment and count towards the final course grade. You will complete on average four pieces of formative work for each course. Formative work is not intended to provide a prediction of your likely performance in your final examinations; it is designed instead to measure your progress and to give you guidance on how to improve your academic performance. By contrast, summative assessment is designed to provide a formal evaluation of your academic achievement.

The methods and procedures for the assessment of class work will be communicated to you by your class teacher, and may consist of alphabetical or numerical gradings. Your final examinations are evaluated in accordance with the Department of Government Undergraduate Marking Scheme (page 38) and the [BA/BSc Classification Scheme](#).

Both summative and formative essays must be submitted on time. Any late formative work will be recorded on LSE For You (and may not be marked by your class teacher). The penalty for submitting summative work late is a deduction of 5 marks per day for every working day after the deadline. The deadlines for summative essays are 5pm on the published deadline. All summative coursework should be submitted electronically via the Moodle course page. If you encounter difficulties meeting a deadline, it may be possible for you to obtain a deadline extension – see section 11.3.

Unless a course is assessed by 100% essay, the mark for the summative assessed essay is combined with the exam mark to give a composite course grade. You can view the assessment method for each course in the [course guides](#).

Students should keep to the word limit for formative and summative essays, also the dissertation. The Department may not accept an essay that exceeds the word limit. Students are required to note the word count clearly on the cover page of work.

### 11.2 Provisional Exam Bar

Failure to make satisfactory progress (i.e. non-attendance or non-participation at classes/seminars or non-submission of formative work) can result in you being barred from entering an examination. The first step would be for the Department to apply a provisional exam bar.

For the bar to be lifted, provisionally barred students will be asked to meet a set of conditions, determined by the Departmental Tutor or, if appropriate, the Dean of Undergraduate Studies. Typically, conditions include a requirement of full attendance until the end of the teaching year, sometimes with evidence of class participation (confirmed by the class register and teacher reports). Students who have failed to submit formative work will be expected to catch up on all outstanding work by a deadline set by the Departmental Tutor. For more information, see: [Examination Bar](#).

### 11.3 Exceptional Circumstances, Extensions and Deferral

#### *Extensions for summative coursework*

If you believe that you have good cause to not meet the deadline for a summative assessment (e.g. illness/injury, bereavement or other serious personal circumstances), you

should email the [Undergraduate Programme Manager](#) who will obtain approval for the extension (whilst preserving your anonymity) from the course convener or dissertation supervisor as soon as possible. You should provide a brief explanation of the circumstances that will prevent you from meeting the deadline and also official supporting evidence (e.g. medical certificate). All evidence must be in English.

An extension will be confirmed to you in writing. Where work is not submitted, good cause cannot be evidenced, or an extension, deferral or interruption is not approved, you may receive a fail for the piece of work.

#### *Deferring an examination(s)*

You can seek permission to defer an exam after you have received all tuition (late Lent term) and by no later than the day before an exam. In certain exceptional circumstances, requests to defer may be considered on the day of an exam (e.g. if you suddenly fall ill and are not fit to sit the exam). These requests must be supported by valid evidence of exceptional circumstances. Retrospective deferral requests (i.e. requests made after an affected examination has ended) will **not** be approved. If you miss an exam due to unforeseen difficulties and have not requested a deferral in advance, you should instead follow the [Exceptional Circumstances](#) procedure.

You can also seek permission to defer a dissertation submission to the following academic year. You can request this by no later than 7 days prior to your submission deadline, except in the case of unforeseen and exceptional circumstances. As with the deferral of exams, you should provide evidence of valid extenuating circumstances to support your request.

If you wish to apply for a deferral, you should discuss the matter with the Chair of the Sub- Board of Examiners, Dr Rafael Hortala-Vallve, immediately.

Deferrals will be granted only where there is good cause backed by official supporting evidence (e.g. medical certificate), and where the circumstances are unforeseen and out of the student's control. All evidence must be in English.

Any deferral granted will be confirmed in writing to the student. If a student does not sit an exam but is not successful in securing a deferral, they may receive a fail for that subject.

#### *Exceptional circumstances*

If you are absent from an examination, or feel that your performance in an examination or in any other form of assessment, such as a summative essay or a dissertation, has been significantly and negatively affected as a result of unforeseen circumstances, you may submit proof of exceptional circumstances to the Student Services Centre, together with a completed [Exceptional Circumstances form](#). Exceptional Circumstances will be considered by the Sub-Board of Examiners only when they are unforeseen and out of the student's own control, and if corroborated by official, original evidence such as doctor's letter; hospital note; death certificate; police report; written in English. Please read the School guidance about [Exceptional Circumstances](#).

### **11.4 Marking Procedures**

All summative work (summative coursework, dissertations and exam scripts) must be anonymous and distinguished only by your candidate number which will be made available in LSE For You during the Lent term.

Each script will be marked by an internal marker and moderated by a second marker. In cases

where the markers are unable to agree a mark, the script in question will be sent to an external examiner for a recommended grade. The external examiner will also receive a sample of scripts and other assessed work from the top, the middle and the bottom of the mark range (including some firsts and fails) in order to confirm that internal marking is consistent and of an appropriate standard.

The GV390 dissertation will be marked by two internal markers and a final internal mark will be obtained when the two markers meet to confer and agree marks.

The Chair of the Sub-Board of Examiners (Rafael Hortalá-Vallvé) is responsible for examinations within the Department, ensuring that the proper procedures are followed, as set out in the [Instructions for Examiners](#), in respect of all programmes and courses run by the Department of Government.

### **11.5 Plagiarism**

The work you submit for assessment must be your own. If you try to pass off the work of others as your own, whether deliberately or not, you will be committing plagiarism. If you are found to have committed an assessment offence (such as plagiarism or exam misconduct) you could be expelled from the School.

Any quotation from the published or unpublished works of other persons, including other students, must be clearly identified as such, being placed inside quotation marks and a full reference to all sources must be provided in proper form (see Appendix 1 for advice on referencing). A series of short quotations from several different sources, if not clearly identified as quotations, constitutes plagiarism just as much as an unacknowledged long quotation from a single source. All paraphrased material must also be clearly and properly acknowledged.

Any written work you produce (for classes, seminars, exam scripts, dissertations, formative/summative essays, computer programmes) must be solely your own. You must not employ a “ghost writer” to write parts or all of the work, whether in draft or as a final version, on your behalf. For further information and the School’s [Statement on Editorial Help](#), see link below. Any breach of the Statement will be treated in the same way as plagiarism.

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

Examiners are vigilant for cases of plagiarism and the School uses plagiarism detection software, Turnitin UK to identify plagiarised text. Work containing plagiarism may be referred to an Assessment Misconduct Panel which may result in severe penalties.

The Regulations on Plagiarism can be found [here](#). If you are unsure about the academic referencing policy used by the School you should seek guidance from your Academic Adviser or from the [Library](#).

### **11.6 Assessment Feedback**

[Section 2.9 and 2.10](#) of the Code of Good Practice for Undergraduate programmes: teaching, learning and assessment sets out the School’s policy on assessment feedback

The department aims to provide feedback on summative coursework within four weeks of

submission, but in some cases issues will require further clarification and feedback may be delayed. Course leaders/teachers will aim to provide feedback before the exams, however, given the exam timetable, this will not be feasible in all cases. Feedback for summative coursework will bear a classification but not a numerical mark.

### **11.7 Examination Timetable**

Undergraduate exams take place in the Summer term. The general examination timetables are published on the [Examination Timetable](#) webpage in the Lent term and personal examination timetables are also available on LSE For You.

### **11.8 Past Exam Papers**

For the purposes of revision, past exam papers can be found on the Library website (access can only be gained from the LSE campus) here: [Past Examination Papers](#).

### **11.9 Timed Essays**

The Department has in place a system of timed essays to enable students have examination practice and receive feedback on technique and/or substance. The system is voluntary (students who wish to take a time essay can, but all course conveners are required to make timed essays available on a course) and courses may differ in the arrangements for such essays. The standard pattern is as follows:

1. Course conveners, in consultation with class teachers, set timed essay topics in the Lent term. The topics will be broadly similar to the final exam paper but different in detail.
2. The timed essay topics are made available on Moodle course pages or in class. However students are responsible for finding a time and place to answer a timed essay as the Department does not organise exam conditions.
3. The deadline for submitting a timed essay is the last day of the Lent term.
4. Timed essays which are submitted by the deadline are then marked by the class teacher, with a small sample being referred to the course convener.
5. The class teacher returns the script to the student during the Easter break and feedback is given during office hours at the beginning of the Summer term. If a student is unhappy about a mark, s/he should see their Academic Adviser.

The Timed Essay replaces the final formative essay which students would, otherwise, be expected to complete.

### 11.10 Department of Government Undergraduate Marking Scheme:

<p><b>First Class Honours (1)</b></p> <p>70-100%</p>	<p>A first-class answer will always engage closely with the question and demonstrate distinction both in the range and command of material covered and in argument and analysis. Answers will have a coherent and logical structure and be written in clear and lucid style, integrating theory and evidence, and with a breadth of reference to relevant literature. A first-class mark may be awarded on the basis of more than one set of criteria. The argument may be particularly sophisticated, fluent and incisive. The answer may show exceptional knowledge and understanding of the issues involved. The approach may be original, suggesting new ways of considering material or issues.</p> <p>Grading within the First Class category will depend on the extent and combination of these qualities of sophistication, understanding and originality. While excellence is required to achieve the lower range in the class (70-74), some answers will be outstanding in these regards, achieving marks in a higher range (75-79); truly exceptional answers will achieve marks of 80 and above.</p>
<p><b>Upper Second (2A)</b></p> <p>60-69</p>	<p>An upper second answer will focus closely on the question and show evidence of an intelligent and broad-based engagement with, and understanding of, relevant material. Arguments will be comprehensive, logically structured and clearly organised and expressed, with wide reference to appropriate literature.</p> <p>Grading within the Upper Second Class depends on the extent and combination of these qualities. Answers at the top of the class will contain evidence of a high ability and show superior judgement, prioritisation and sophistication. Those at the bottom of the Class will still be competent, accurate and exhibit wide reading, but will demonstrate less depth of understanding or argument.</p>
<p><b>Lower Second (2B)</b></p> <p>50-59</p>	<p>A lower second answer will contain work which, though generally competent and broadly relevant, is lacking in sophistication, depth and focus. Answers tend to be limited in examples, organisation and breadth of reference. Answers in this Class may contain sections which are of limited direct relevance to the main argument and display a clumsy and unsophisticated approach and style. Good answers which stray from the question set should normally not be marked higher than a Lower Second.</p> <p>Grading within this Class depends on the extent and combination of these characteristics. Answers at the top of the Class will be reasonably well-argued and show a satisfactory knowledge but unimaginative understanding of the issues involved. Answers which would normally fall in the 2A category but which are too short, rushed, unfinished or badly organised should normally be marked as the top band of the Lower Second Class. Those answers at the bottom end of the Class will contain too much indiscriminate information, or factual errors and inaccuracies. Clumsy prose style or competent but pre-packaged answers that bear a limited relation to the question set will generally fall into the bottom end of the Class.</p>
<p><b>Third (3)</b></p>	<p>A third class answer will show little knowledge of specific issues discussed or their broader context and be deficient in grasp, understanding and breadth of reference. There will be little sustained attempt to develop an argument in response to the question and ideas will be poorly organised and expressed.</p>

40-49	<p>Arguments will be characterised by omission of key points and inaccuracies.</p> <p>Grading within the Third Class depends on the extent and combination of these deficiencies. Answers at the top end of the Class may provide a reasonable answer, but one that is unduly brief, is lacking in organisation, or contains material largely unrelated to the question. Those at the bottom end of the Class will display serious deficiencies in argumentation, logic, understanding of key issues and style.</p>
<b>Fail (F)</b>  0-39	<p>Work that is seriously deficient in knowledge, understanding and salience. The content is mostly irrelevant, with no serious recognition of the demands of the set question. There is no evidence that course material has been understood. Grading within the Class depends on the extent and combination of these deficiencies.</p> <p>An answer at the top end of this Class may refer to themes anticipated by the question and suggest some level of understanding. Yet it will be clearly deficient in key attributes such as knowledge, logical development of argument, etc., and may demonstrate elements of irrelevance and superficiality. Answers where the candidate began to answer the question in an appropriate way, but ran out of time, might fall into this category.</p> <p>Those answers in the middle of the Class may hint at engagement with at least some relevant material. However, the majority of the material will lack relevance, direction, accuracy and substance.</p> <p>An answer at the bottom end of the Class will contain no material of relevance to the question asked. There will be negligible evidence that the candidate has properly understood any of the course materials. Answers where the candidate has barely attempted to answer the question will fall into this bracket.</p> <p>Examiners can award a Zero where the answer is effectively missing, or does not engage at all with the question.</p>

### 11.11 Classification Scheme for BA/BSc Degree Programmes

Undergraduate degrees are awarded according to the [classification scheme](#) applicable to the year in which you started your degree programme. The scheme is applied by the School Boards of Examiners at their meeting in July each year.

The Undergraduate Programme Manager can provide you with guidance on the School's academic regulations and degree classification schemes.

### 11.12 Results and Academic Transcript

Confirmed marks are released by the School once they have been ratified by the School Board of Examiners. For further information, please see [here](#). To ensure that your results are released as scheduled, please check your balance on LSE For You to see if you have any outstanding tuition, halls or library fees. You should contact the [Fees Office](#) if you have any queries, as the School will not release your assessment results if you have an outstanding debt.

[Academic transcripts](#) for finalist students are issued digitally within a few days of the final results being officially published. Continuing students will be able to request an 'intermediate transcript' of results as soon as the results are officially published

### 11.13 Deferred, Discounted or Failed Assessments

Section 16 of the [Regulations for First Degrees](#) sets out the number of attempts a student may make at any given paper. Sections 20 and 22 of the Regulations cover progression to the next year of study.

If a student is not able to progress into the next year of study as a result of deferring or failing an assessment, the [Understanding Results](#) webpage details the options available to the student.

### 11.14 Graduation Ceremonies

Graduation ceremonies for undergraduate students are held in July and take place on campus in the Peacock Theatre. The Student Services Centre will email invitations, which include details of the ticket booking procedure, five to six months before the ceremonies are scheduled to take place. The ceremony itself usually lasts between one and one and quarter hours and is followed by an on-campus drinks reception.

For more information, also details of the School's overseas ceremonies, please see [here](#).

### 11.15 Department of Government Prizes

Students in the Department are eligible for consideration for the award of the following prizes\*:

Prize Name:	Awarded to:	Prize:
<b>The Bassett Memorial Prize:</b>  In memory of Professor Reginald Bassett, Professor of Political Science. £100 in book tokens	The final year student with the best performance in the BSc Government or BSc Government and History programmes.	£100 in book tokens
<b>The Harold Laski Scholarship:</b>  In memory of Harold J. Laski, Professor of Political Science	The third year student in BSc Government with the best performance in 1st year and 2nd year examinations.	£250

<b>Head of Department's Prize in Government</b>	The final year student with the best overall performance in the BSc Government and Economics programme.	£100
<b>The Iain and Louise Crawford Prize:</b>  In memory of the late Iain and Louise Crawford who both worked for the LSE.	The first year student with the best examination performance in GV100: Introduction to Political Science.	£750 per year for each of the student's two remaining undergraduate years.
<b>Department of Government Dissertation Prizes:</b>	Up to three awards to students who perform outstandingly on a Government course dissertation.	£250
<b>Department of Government GV100 and GV101 prizes</b>	Two students with the best formative work mark for GV100: Introduction to Political Theory and two students with the best formative work mark for GV101: Introduction to Political Theory.	A place at the annual Cumberland Lodge departmental trip

*\*These prizes are based upon academic performances in the School. All eligible students are automatically considered and applications are not required. Where a prize is awarded to more than one student, prizes will be split amongst winners (except in the case of the Department of Government Dissertation Prize).*



## **12. STUDENT REPRESENTATION AND QUALITY ASSURANCE**

### **12.1 The Staff Student Liaison Committee**

At the start of the year you will be asked if you would like to represent your programme on the departmental Staff Student Liaison Committee. This is an important Committee as it provides a forum for feedback from students on their programme and for discussion of issues which affect the student community as a whole. The role of an SSLC representative is therefore central to ensuring that courses and programmes in the department work efficiently; and those elected or chosen as a representative will be given training.

#### **Terms of Reference for Departmental Staff-Student Committee (SSLC)**

1. To keep under review and to consider or make proposals for the improvement and modification in the education offered to undergraduate students in the Department.
2. To air student views within the Department on matters relating to the undergraduate experience, in areas such as:
  - curricular development
  - induction, registration and tuition
  - tutoring, lecturing and class teaching
  - administration within the Department and/or School
  - support services, such as the Library, Information Technology and Financial support services
3. To provide information to students on department and School developments affecting the undergraduate experience.
4. To consider matters raised by students through their representatives and to ensure that matters are addressed.
5. To consider matters from the Undergraduate Students Consultative Forum.
6. To elect a student member for the Undergraduate Students Consultative Forum.
7. To send to the Undergraduate Students Consultative Forum minutes of staff/student committee meetings.

#### **Operation of Meetings**

Meetings are held at least three times per year, with the option of additional meetings if requested by staff and/or students. The minutes of these meetings are sent to all students.

The SSLC also elects one representative to attend the relevant School level Students' Consultative Forum.

### **12.2 Undergraduate Students Consultative Forum**

The [Forum](#) seeks and considers the opinions of undergraduate students on matters affecting study at the School, for example by considering issues arising from the minutes of the departmental Staff-Student Liaison Committee.

#### **Membership**

The Dean of Undergraduate Studies (in the chair, ex officio)

One student elected by the students of each department or any institute with undergraduate students.

One sabbatical officer of the Students' Union.

### 12.3 The LSE Politics and Forum

The [LSESU Politics and Forum](#) society aims to provide a forum for debate bringing together students from different political backgrounds who share a common interest in all things political. Events include film nights, guest speakers, debates, and a weekly trip to Westminster to watch Prime Minister's Questions. The Society hopes to provide a friendly, relaxed, and sociable environment where students can share their views on various issues and make some new friends along the way!

### 12.4 LSE Undergraduate Political Review

The [LSEUPR](#) is as an online platform which is dedicated to publishing critical scholarship produced solely by undergraduate students from the LSE, and universities around the world. It offers students opportunities to present their research and ideas through new and innovative non-textual mediums. It also aims to provide undergraduate students with the opportunity to involve themselves with the administrative and editorial dimensions of the LSEUPR. The [team](#) is made up of a group of students from different academic departments across the School, including Government, and the [editorial board](#) comprises of LSE faculty from the departments of Government; Geography and Environment, Economics and Social Policy.

### 12.5 Quality Assurance

The School's approach to quality assurance is set out in the document "[Strategy for Managing Academic Standards and Quality](#)":

It sets out broad principles and processes for assuring academic standards and for enhancing the quality of educational provision.

Students are encouraged to contribute directly to the quality assurance of their courses and programmes. They can do so through the departmental Staff-Student Liaison Committee (or via their representative), by attending Academic and Student Affairs Committee reviews of the Department, and by conscientiously completing School surveys (see below).

### 12.6 Student Teaching Surveys

The Teaching Quality Assurance and Review Office (TQARO) conducts two [School-wide surveys](#) each year to assess students' opinions of teaching, one in each of the Michaelmas and Lent terms. The surveys provide students with the opportunity to give feedback on their lectures, on class/seminar teaching and on courses. They provide lecturers and teachers with important information about the perceived quality of their teaching, and the School with a measure of general teaching standards. They are conducted via paper questionnaires which are distributed in classes and lectures.

Teaching scores are made available to individual teachers, heads of departments, the Director of the Teaching and Learning Centre and the School's Pro-Director (Teaching and Learning). In addition to producing reports for individual teachers, TQARO produces aggregated quantitative data for departments and the School, which provide important performance indicators.

Results of the 'course' section of the surveys can be made available to students through the online [course guides](#).

## **12.7 National Student Survey**

The National Student Survey is an annual consensus of all final year undergraduate students in England, Wales and Northern Ireland. The survey asks students opinions about the quality of their degree programme, courses and institution. Institutions use the data to enhance the student experience, inform the choice of prospective students and the data also forms part of the national quality assurance framework for higher education. Final year students are contacted in the Lent term to complete the survey.

Completion of the National Student Survey is important. The results, along with the results from the student teaching survey and discussions at the Staff Student Liaison Committee, are a means for the department to ensure that its undergraduate teaching meets the needs and expectations of students.

## A. GUIDELINES FOR ORAL PRESENTATIONS

Most classes involve students making oral presentations. These can be based on a general overview of a particular topic or an aspect of a topic. They can be focused on a specific question related to the topic for discussion or they may take some other form; in any event the development of good practice for ALL types of presentation involves similar principles.

Under no circumstances should presenters read verbatim from prepared essays or other texts. If papers are written out fully, presenters must speak with reference to, rather than from, the paper.

However it is important to develop an ability to speak from notes even if English is not your first language. Ideally these notes should be as concise as possible and be able to fit onto a large file card, given that short presentations are required. The use of brief headings which can be expanded upon during a presentation is also a good examination technique as during a three hour paper you will have to articulate and develop ideas within a time limit without reference to detailed notes.

Students are expected to express their own ideas and opinions during a presentation. Merely to explain the views of others is not the mark of a good presentation unless specifically requested by your teacher.

In presentations which are not based on specific questions, students should draw attention to issues which are of particular interest and relevant to the class topic. Clear explanation and argumentation are vital.

For presentations geared to particular questions, the structure, relevance and logic of argument are more important. It is not enough to talk about general issues or those which the student might find interesting; ideas and arguments which are relevant to the question must be focused on.

Making presentations interesting enough to hold the attention of the class may depend on the topic but holding the attention of listeners is important in terms of content and style. With regard to the latter, the ability to change voice speed and tone is helpful in retaining the attention of the class. Presenters must ensure that their words are audible and confidently expressed. Clarity of thought and language are also important. All this will require the presenter to be confident in their own ideas and in understanding the ideas of others. The best way to ensure this is by careful and thorough preparation.

Presenters who wish to use visual aids must consult with the class teacher beforehand to ensure these can be made available in the appropriate form.

In the Government Department, oral presentations do not count as part of formal assessment, aside from GV309 Politics of Money and Finance in Comparative Perspective, GV317 The Modern State - Theory and Practice and GV318 Building Democracies from Conflict: Violence, Power-sharing and Institutional Design but class and seminar teachers are required to report a summative grade for class performance/contributions, including presentations. Some class teachers may give students more informal assessment and feedback on their class presentations.

If you are not a native English speaker you may find it helpful to attend the [English for Academic Purposes](#) course offered by the School's Language Centre.

## B. A GUIDE TO WRITING AND REFERENCING

### Footnotes and references

There are several different conventions and it does not matter which one you adopt provided that you cite sources properly, giving all the necessary information, and keep to the same convention throughout. The 'Harvard' system is briefly described below and is used by most students. If you choose to adopt an alternative convention, make sure that it is an acceptable one and that you use it consistently. You will be penalized for poor, inconsistent or sloppy references.

Traditionally, footnotes appeared at the bottom of the relevant page in a smaller font. Alternatively (and the more common modern style) is to put all 'notes' at the end and signal them in the text by a number in brackets ( ), in a single numerical sequence. For example '...in this procedure the agency's practice closely resemble that of private firms, who also deal with this problem in a way which suggests an overriding concern with correctness first and speed of handling second (14)...'

References are scholarly acknowledgments of work referred to or quoted. The 'Harvard system' requires you to include the surname of the author, the date of publication, and the page number, all within brackets: e.g. '...as a glance at the model used by Johnson will show (Johnson, 1991: 334)...'. At the end of the essay you then give a single list of all the references used. This list of references should be arranged alphabetically with full bibliographic information. The alphabetical list should include all the references which have been used (books, articles, reports, government publications, theses, etc.). The references in the alphabetical list should be set out thus:

#### For books

Johnson, B (1991) 'The Art of Referencing', London, Macmillan

(i.e. underline the title of the book)

#### For articles

Johnson, B (1978) 'The Harvard System', Academic Sciences Quarterly 28 (2): 184-207

(i.e. journal title underlined and the volume number and part number given, then the pages)

#### For chapters in books written by one author and edited by another

Johnson, B (1989). 'Referencing for Pedants'. In R Smith and A Jones (eds.) Scholarly Practice, London, Pergamon.

Where you cannot find the author's name, for example in a government report, then use the name of the issuing body.

Amnesian Ministry of the Environment (1991) Hygiene Relating to Food Retailing, Amnesiavill, MoE

Early identification of a fairly precise topic will help you enormously with sources, since the processes of 'serendipity' and chance sightings of books and articles during the pursuit of your other studies (as long as you make a written note of the sources at the time) will save time later, while reflection on your topic in advance of solid work on it may help you to develop ideas which can elude you later in the writing process.

## **Quotations**

### **Short Quotations**

When quoting sixty words or fewer, include the quotation in your text and enclose it in single inverted commas.

*Example:*

As Kant (1970, p. 105) argues the concept of an international right is 'meaningless if interpreted as a right to go to war'.

### **Long Quotations**

When quoting more than sixty words, break off your text with a colon, indent the entire quotation by five spaces, and use double spacing.

*Example:*

There are problems with explaining action in rational terms as Davidson (1982, p.303) has suggested:

"The underlying paradox of irrationality, from which no theory can entirely escape, is this: if we explain it too well, we turn it into a concealed form of rationality; while if we assign incoherence too glibly, we merely compromise our ability to diagnose irrationality by withdrawing the background rationality needed to justify diagnosis at all."

## **Omissions**

When you want to omit part of a quotation, use three spaced full stops within squared brackets.

*Example:*

Issues become a part of the culture of group voting as Berelson *et al.* (1954, p.316) argue:

"In 1948 some people were in effect, voting on the internationalism issues of 1940, others on the depression issues of 1932, and some, indeed on the slavery issues of 1860 [. . .] so there is always an overlapping of old and new decisions that give a cohesion in time to the political system".

## **Quotations within quotations**

### **Short quotations**

*Example:*

Young suggests that 'with Mrs Thatcher the issue was not whether a civil servant was politically on her side but whether he was "one of us".'

### **Accuracy**

Be careful, when quoting from a book, or periodical article, to copy the exact wording, spelling and punctuation of the original.

## Bibliography

A bibliography is a list of relevant works consulted during the preparation of any essay, project or dissertation. It must include all the publications quoted from or referred to in the text; works consulted, even if they are not mentioned in the text, can be included if they are relevant to the topic covered. Keep a list of the full bibliographical details of every work consulted during your research.

The bibliography should come at the end of the essay and it can take the form of one alphabetical list of the works consulted. Alternatively it can be divided into sections, with alphabetical order within each section. Primary sources or unpublished material can be listed separately from published works, or an author's works can be listed separately from the critical works on him/her. Manuscript material should always be listed separately from printed material.

### General Principles

#### Books

*Order of details:* Author

(surname first) Date

Title (underlined) Edition details

(if any) Series details (if any)

Place of publication, publisher, (all in one set of round brackets).

*Examples:*

Berelson, Bernard, Paul Lazarfield and William McPhee 1954 Voting: A Study of Opinion Formation in a Presidential Campaign (Chicago: University of Chicago Press).

Kant, Immanuel (1970) Kant's Political Writings, Hans Reiss (ed.) (1970) (Cambridge: Cambridge University Press).

#### Articles in periodicals

*Order of details:*

Author of article (surname first) Date (in round brackets)

Title of article (in single inverted commas) Title of periodical (underlined)

Volume number

Pages

*Example:*

John, Peter (1994) 'Central-Local Government Relations in the 1980's and 1990's: Towards a Policy Learning Approach' Local Government Studies, 20, pp 412-36.

#### Chapters in books

*Order of details:*

Author of chapter (surname first)

Title of chapter (in single inverted commas) Title of  
book (underlined)

Editor of book (forenames first)

Place of publication, publisher, date (all in one set of round brackets) Pages

*Example:*

Davidson, Donald (1982) 'Paradoxes of Irrationality', in R. Wollheim and J. Hopkins (eds)  
Philosophical Essays on Freud (Cambridge, Cambridge University Press).

## **Thesis**

*Order of details:* Author

(surname first) Title (underlined)

Thesis details (PhD, MLitt) University

or Institution Year

*Example:*

Bricke, Margaret. Management and administration of Scotland 1707-1765 PhD, University of  
Aberdeen, 1982.

## **Government reports** *Order of*

*details:*

Government Department Title of

report (underlined)

Publisher (HMSO usually) Date

Series details (if any)

*Example:*

Great Britain, Advisory Committee on Handicapped Children, Children with specific reading difficulties,  
HMSO, 1972 (The Tizard Report).

## **Conference proceedings**

*Order of details:*

Title of conference (underlined) Place of  
conference

Date(s) of conference

Place of publication, publisher, date (all in one set of round brackets).

*Example:*



Fourth World Congress of Anaesthesiologists London, 9-13 September 1968 (London, Excerpta Medical Foundation, 1969).

## **Electronic Sources**

Citation of references from Internet sites is formatted to be as similar to normal article or book references as possible, with the addition of their internet addresses and the date of your last access. The latter is used because these materials may not be permanently available. To avoid citation of materials that are no longer available in this form, or incorrect addresses, please check, as late as possible in the production of your essay or dissertation, that all internet references can be found at the addresses given in your citations, and update the date of last access accordingly.

## **Websites**

To cite text or data files that may be viewed or downloaded via the World Wide Web, give as much of the following information as is known: author's name, document date (year), title of the work in quotation marks, the title of the complete work if applicable in italics (for example, a full book title if you are citing a chapter), any additional date information provided (month and day), URL (Uniform Resource Locator or address) including full path needed to access the document, and the date of your last access in parentheses. URLs that are too long for one line should be continued on the next line without using a hyphen.

King, Gary, Michael Tomz, and Jason Wittenberg. 1998. "Making the  
Most of Statistical Analyses: Improving Interpretation and  
Presentation." September 7. <http://gking.harvard.edu/preprints.shtml>  
(October 22, 1998)