



Media and
Communications

The background features a stylized city skyline composed of various sized squares and rectangles in shades of red, purple, and grey. This skyline is overlaid on two large, semi-transparent circles: a red one in the foreground and a purple one behind it. A large, solid dark teal triangle points upwards from the bottom right corner of the page.

Doctoral Programmes in Media and Communications and New Media, Innovation and Literacy

2015/2016

lse.ac.uk/media@lse

 @MediaLSE

TERM DATES AND SCHOOL CLOSURES

ACADEMIC YEAR 2015/16

Michaelmas Term

Thursday 24 September – Friday 11 December 2015

Lent Term

Monday 11 January – Thursday 24 March 2016

Summer Term

Monday 25 April – Friday 10 June 2016

School Reading Weeks are the weeks beginning Monday 2 November 2015 and Monday 15 February 2016.

The School will also be closed on English public holidays. In 2015/2016 these will be:

Christmas Closure	Wednesday 23 December 2015 – Friday 1 January 2016
Easter Closure	Thursday 24 March – Wednesday 30 March 2016
May Bank Holiday	Monday 2 May 2016
Spring Bank Holiday	Monday 30 May 2016
Summer Bank Holiday	Monday 29 August 2016

**Some facilities, such as the Library, may open on some of these dates. The School will issue updates throughout the year.*

MEDIA AND COMMUNICATIONS DOCTORAL PROGRAMME STAFF

Director of Doctoral Programme
and convenor of MC500

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The Department of Media and Communications will be moving location to Towers 2 and 3 from November 2015.

LETTER FROM THE DOCTORAL PROGRAMME DIRECTOR



Dear all,

Welcome to the Department of Media and Communications and our two MPhil/PhD programmes in **Media and Communications** and in **New Media, Innovation and Literacy**.

Each one of you has the opportunity this year to encounter new ideas and to make your own contributions to understanding the central role of the media and of communication in society. Each of you brings a wealth of experience that can further enhance the research environment of our Department.

Undertaking a PhD is a major commitment that requires a strong sense of purpose and discipline on your part, but can also be one of the most intellectually enriching and creative periods of your life. Throughout this exciting time with us, our research administrator, my colleagues and I will provide every support possible to help you achieve your potential and make this a very rewarding experience for each of you.

In my role as Director of MPhil/PhD Programmes this year, I want you to feel able to approach me to make suggestions or to seek advice by email or by appointment – you can simply also stop me in the corridors if it is something that can be dealt with quickly.

I would like to wish you all the best for this academic year and look forward to getting to know you and working with you. Enjoy your time at LSE!



Dr Bart Cammaerts

Associate Professor and Director of PhD Programmes

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ABOUT LSE AND THE DEPARTMENT OF MEDIA AND COMMUNICATIONS

LSE

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

THE DEPARTMENT OF MEDIA AND COMMUNICATIONS

With 91 per cent of research outputs ranked world-leading or internationally excellent (REF 2014), the Department of Media and Communications provides an excellent research-based education to its doctoral students. Its mission is to guarantee the highest quality graduate research training in media and communications and to undertake original social science research in the field, emphasising in particular, the relationship between media, technology and social change. Our new cohort of first year PhD students arrive as several students have recently or will very soon submit their PhD theses, so this year we shall have about 35 doctoral students and will offer all the opportunity to develop their research skills and ideas in a global centre of excellence in media and communications research.

INFORMATION ABOUT THE DEPARTMENT AND THE MPhil/PHD PROGRAMMES

This Handbook should be read in conjunction with the Department of Media and Communications website, student intranet (Moodle) and with the extensive handbook published for MSc students in the Department, which has detailed information about LSE, your department and the facilities available to graduate students at the School.

Please note, however, that, although we require first year doctoral students to take some of the Department's core taught graduate courses, which are also offered to MSc students, much of the published information on formal course registration and assessment does not apply to doctoral students.

"I found it very useful to be proactive in supervisions. Request meetings, submit work, even if it's not very good, and start a dialogue with your supervisor about your project."



IMPORTANT SCHOOL CONTACTS

LSE Dean of Graduate Studies

Dr Sunil Kumar

Room OLD.1.07

s.kumar@lse.ac.uk

lse.ac.uk/intranet/students/academicSupportServices/home.aspx

LSE Research Degrees Unit
(PhD administration)

Matt Brack / Loraine Evans

Room V600

Tel: 020 7955 7153 or 7761

researchdegrees@lse.ac.uk

LSE Teaching and Learning Centre

Dr Sarabajaya Kumar

Development Adviser for PhD students

Tel: 020 7955 6079

s.kumar3@lse.ac.uk

lse.ac.uk/intranet/LSEServices/TLC/TLCPhD/Home.aspx

LSE Careers Service

Catherine Reynolds

Careers Adviser for PhD students

Tel: 020 7107 5284

c.reynolds1@lse.ac.uk

lse.ac.uk/intranet/CareersAndVacancies/careersService/PhDsResearchStaff/Home.aspx

Financial Support Office

Rose Harris

Deputy Financial Support Manager

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Deputy Financial Support Manager

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lse.ac.uk/intranet/students/moneyMatters/financialSupport/Home.aspx

APPLICATION AND ADMISSION

ENTRANCE REQUIREMENTS

Applicants to either of our doctoral programmes should possess (as a minimum) a high level pass in an appropriate Master's degree, together with at least an upper second class honours degree or equivalent in an appropriate subject from a UK university or its equivalent elsewhere and preferably a distinction for their Master's dissertation. Graduates from the Department's own Master's degrees must normally have achieved an average mark of 68 per cent or better (pass mark, 50 per cent), and a distinction in their dissertation (70 per cent or more) to be eligible for admission to the doctoral programme.

APPLICATION PROCEDURES

Applicants should ensure that they have read the detailed information available on the Department website:

lse.ac.uk/media@lse/study/Applicants_and_OfferHolders/MPhil_PhD.aspx

Applications are handled by the LSE Graduate Admissions Office, tel. +44 (0)20 7955 7160: **lse.ac.uk/study/graduate/home.aspx?utm_source=external-homepage&utm_medium=prospective-students-links&utm_campaign=graduate**

The application form and full details of entrance requirements and procedures are published online from October of the calendar year prior to entry. There is also an online form for ordering a printed prospectus and application form.

Applications should be submitted by 11 January 2016 if the applicant wishes to be considered for funding (ESRC for applicants based in the UK/EU and LSE studentships for all applicants). The second and final deadline for submissions is 15 February 2016. Applications should be addressed directly to the LSE Graduate Admissions Office, not to the Department.

THE RESEARCH PROPOSAL

The Department requires the submission of a 2,000-2,500-word essay summarising and justifying your proposed research, to be attached to your formal application. This will provide the selectors with an idea of the topics of interest, and help in matching candidates to potential supervisors. If your application is accepted, you may be permitted to re-negotiate your topic, subject to the Department's ability to supervise the new topic. This research proposal should include the following:

- **Why is the topic interesting and important?** What is the central research question? Is there a theoretical and empirical 'gap' that your research will seek to fill? Is there a theoretical or empirical contradiction that your research will seek to resolve? How will your research take our understanding forward in your chosen (sub-)field? What core theories and concepts will you draw on?
- **Summarise the relevant literature and the field(s) to be contributed to.** What are the main theories in the area? What are the critical empirical phenomena in the area? Specify the key references relevant to the proposed research. How do you position yourself vis-à-vis the theories and concepts you propose to use?
- **How will you address the empirical aspects of the research?** Which methodology is appropriate and why? If the research question requires a combination of different methodologies, how will they be related? Do you foresee any practical difficulties in pursuing the research (e.g. finding suitable participants or data sources)? If so, how might they be overcome?

WRITING SAMPLE

MPhil/PhD students are also required to submit with their application a sample of their academic writing in English.

INTERVIEW

All candidates will be interviewed by their potential supervisors or the Director of the PhD Programme. Interviews can be conducted in person or on the telephone or via Skype/other video conferencing facilities.

INFORMAL ENQUIRIES AND EXPRESSIONS OF INTEREST

In the first instance, enquiries prior to formal application should be made by completing the following webform:

lse.ac.uk/media@lse/study/Applicants/Expression-Of-Interest-in-MPhilPhD-Programme-.aspx

On this page you can upload your CV, educational background details and draft research proposal. You can also specify a particular member of staff who you would like to communicate with. Academic staff's research interests can be viewed on this page:

lse.ac.uk/media@lse/WhosWho/AcademicStaffList.aspx

LSE REGULATIONS AND RESOURCES FOR DOCTORAL STUDY

It is very important that doctoral students familiarise themselves with the Regulations and other vital information for research students:

lse.ac.uk/resources/calendar/research.htm

THE LSE PHD ACADEMY

lse.ac.uk/PhDAcademy

From September 2015 key central services relating to PhD students will be united in one office. The office will form part of the new PhD Academy on the 4th floor of the library which will also house a dedicated teaching room and common room for all PhD students to use. All students will be invited to visit the Academy and find out more about it once induction at Departmental level is complete. If you have any queries about registration, being an ESRC student, finance, professional development please come to the office in the Academy. Academy staff are operating an open door policy for all students and aim to resolve any queries and problems on the spot where possible.

"I found it useful to talk with my supervisor about problems I was unclear about. This dialogue was helpful in clarifying problems, the shape of the project, and what I needed to do next."



ABOUT THE DOCTORAL PROGRAMMES

Media and communications research is developing rapidly, both theoretically and methodologically, in-keeping with the vast expansion in the penetration, technological diversity and social significance of the media globally. Media and communications research is essentially interdisciplinary, drawing on the theories and methods of a range of social science disciplines as they apply to the media, both old and new.

Further, there is a growing interest in the field of interdisciplinary work on new media, innovation and skills development with a focus either on new media literacies or governance and policy issues relating to innovation in the production and use of the new technologies. This led to the introduction for the 2011-12 academic year, the **MPhil/PhD in New Media, Innovation and Literacy**, in addition to the **MPhil/PhD in Media and Communications**.

The Department of Media and Communications will ensure that doctoral students develop a theoretical background and range of skills in methods appropriate to their own research, taking into account each student's previous study research training and specialisation area. Our programme regulations require that students attend compulsory courses and encourage their attendance at a variety of others, internal and external to the Department, as relevant to their research interests.

Any individual exemptions from or variation to the requirements below must be agreed in writing by 1st November 2015 both by the student's supervisor and by the Doctoral Programme Director.

"I found going to supervision having at least a few questions prepared can serve as a starting point for your conversation."



MPHIL/PHD IN MEDIA AND COMMUNICATIONS

YEAR ONE

Training courses

Compulsory (examined)

MC408/418 Theories and Concepts in Media and Communications I and II (for students without the appropriate background)

Assessed by 1 x 5,000 word essay on a topic to be decided and approved with student's primary supervisor.

MC5M2 Advanced Methods of Research in Media and Communications (includes MY551 Introduction to Quantitative Analysis plus MY552 Applied Regression Analysis).

By agreement, the Department of Methodology components (MY551 and MY552) can be replaced by other more advanced statistics courses or an advanced qualitative course taught at the Department of Methodology. At least one half-unit course of statistics must be included.

Assessed by 1 x 5,000 (in case of two quantitative components) or 1 x 7,000 word essay (in case of a quantitative and qualitative component) and by examination on each quantitative component. Essays are to be on a topic decided and approved with the student's primary supervisor.

Students will not be permitted to select MY500 Fundamentals of Social Science Research Design or MY521 Qualitative Research Methods. A list of Department of Methodology courses can be found here: lse.ac.uk/methodology/courses/Mi_courses.aspx

Students need to pass **ALL** components (both Essay and Examination(s)) for MC5M2, in order to successfully pass the course. A **fail mark** in either/both of these methods of assessment will result in the student having to retake the examination(s) and/or resubmitting the essay.

Optional (examined/not examined)

Other graduate courses relevant to research subject and agreed with supervisor.

Transferable skills courses

Compulsory (not examined)

MC500 Research Seminar for Media, Communications and Culture

Annual Departmental PhD Symposium

Optional (not examined)

MY592 Workshop on Information Literacy

CL104 Digital Literacy

LN988 Thesis Writing

Modern Foreign Language courses offered by the Language Centre. Other graduate seminars of relevance to research subject

Presentation requirements

At least one presentation annually at MC500 Research Seminar for Media, Communications and Culture

YEAR TWO

Training courses

Optional (examined/not examined)

Either MY530 Advanced Qualitative Analysis Workshops or MY555 Multivariate Analysis and Measurement

MY559 Special Topics in Quantitative Analysis: Applied Statistical Computing

ST416 Multilevel Modeling

Other graduate courses relevant to research subject and agreed with supervisor

Transferable skills courses

Compulsory (not examined)

MC500 Research Seminar for Media, Communications and Culture

Annual Joint PhD Symposium for Second Years and above, at LSE, Goldsmiths, Westminster and City

Optional (not examined)

Other graduate seminars of relevance to research subject

Presentation requirements

At least one presentation annually at MC500 Research Seminar for Media, Communications and Culture

Organisation of a Research Dialogues Session

YEAR THREE

Transferable skills courses

Optional (not examined)

MC500 Research Seminar for Media, Communications and Culture

Organisation of a Research Dialogues Session

YEAR FOUR

Students are expected to complete their research.

MPHIL/PHD IN NEW MEDIA, INNOVATION AND LITERACY

YEAR ONE

Training courses

Compulsory (examined)

Any **Two** of:

MC413 New Media, Information and Knowledge Systems

MC418 Theories and Concepts in Media and Communications II

MC402 The Audience in Media and Communications

MC409 Media, Technology and Everyday Life

MC424 Media and Communications Governance

MC425 Interpersonal Mediated Communication

MC430 Data in Communication and Society

Each module is assessed by 1 x 5,000 word essay on a topic to be decided and approved with student's primary supervisor

PLUS

MC5M2 Advanced Methods of Research in Media and Communications (includes MY551 Introduction to Quantitative Analysis plus MY552 Applied Regression Analysis).

By agreement, the Department of Methodology components (MY551 and MY552) can be replaced by other, more advanced statistics courses or an advanced qualitative course taught at the Department of Methodology. At least one half-unit quantitative module must be included.

Students will not be permitted to select MY500 Fundamentals of Social Science Research Design or MY521 Qualitative Research Methods. A list of Department of Methodology courses can be found here: lse.ac.uk/methodology/courses/Mi_courses.aspx

Assessed by 5,000 (in case of two quantitative components) or 7,000 word essay (in case of a quantitative and qualitative component) and by examination on each Statistics component. Essays are to be on a topic decided and approved with the student's primary supervisor.

*Students need to pass each component (both Essay and Examination(s)) for MC5M2, in order to successfully pass the course. A **fail mark** in either/both of these methods of assessment will result in the student having to retake the examination(s) and/or resubmitting the essay.*

Optional (examined/not examined)

Other graduate courses relevant to research subject and to be agreed with supervisor.

Transferable skills courses

Compulsory (not examined)

MC500 Research Seminar for Media, Communications and Culture

Annual Departmental PhD Symposium

Optional (not examined)

MY592 Workshop on Information Literacy

CL104 Digital Literacy

LN988 Thesis Writing

Modern Foreign Language courses offered by the Language Centre. Other graduate seminars of relevance to research subject

Presentation requirements

At least one presentation annually at MC500 Research Seminar for Media, Communications and Culture



YEAR TWO

Training courses

Optional (examined/not examined)

Either MY530 Advanced Qualitative Analysis Workshops or MY555 Multivariate Analysis and Measurement

MY559 Special Topics in Quantitative Analysis: Applied Statistical Computing

ST416 Multilevel Modeling

Other graduate courses relevant to research subject and agreed with supervisor

Transferable skills courses

Compulsory (not examined)

MC500 Research Seminar for Media, Communications and Culture

Annual Joint PhD Symposium for Second Years and above, at LSE, Goldsmiths, Westminster and City

Optional (not examined)

Other graduate seminars of relevance to research subject

Presentation requirements

At least one presentation annually at MC500 Research Seminar for Media, Communications and Culture

Organisation of a Research Dialogues Session

YEAR THREE

Transferable skills courses

Optional (not examined)

MC500 Research Seminar for Media, Communications and Culture

Organisation of a Research Dialogues Session

YEAR FOUR

Students are expected to complete their research.

COURSEWORK SUBMISSION DATES FOR 2015/16 ACADEMIC YEAR (FOR YEAR ONE STUDENTS)

- 1) MC408/418 Theories Essay (5,000 words) – Friday 15 January 2016 (Lent Term, Week 1)
- 2) MC5M2 Methods Essay (5,000 or 7,000 words) – Thursday 24 March 2016 (Lent Term, Week 11)
- 3) MPhil to PhD Upgrade Paper (10,000 words) – Friday 13 May 2016 (Summer Term, Week 3)

The following courses which exist in the Department of Methodology may be of interest to students to audit, or to substitute as per agreement with their supervisors, the PhD programme director and the Department of Methodology. A full list of Department of Methodology courses can be found at lse.ac.uk/methodology/courses/Mi_courses.aspx

Department of Methodology

MY526 Doing Ethnography

MY528 Qualitative Text Analysis

MY555 Multivariate Analysis and Measurement

MY556 Survey Methodology

MY557 Casual Inference for Observational and Experimental Studies

MY559 Special Topics in Quantitative Analysis: Applied Statistical Computing

Shorter workshops:

MY530 Advanced Qualitative Research Workshops

MY591 Computing Packages for Applied Analysis

MY592 Workshop in Information Literacy: finding, managing and organising published research and data

Other courses students may wish to audit, according to their research interests, can be found in other departments whose research overlaps with that of the Department of Media and Communications. These departments have typically been Law, Anthropology, Gender Institute, Sociology, Management and Social Psychology.

"In the end, the PhD is your own project, and you have to take the reins and devise your work plan. You have to ask your supervisor for the advice and guidance you need, and of course you can and should seek advice from every source that might seem useful to you."

DEPARTMENT GUIDANCE ON SELF-PLAGIARISM

- 1) You should avoid significant overlap in the material submitted for assessment to different courses. No coursework, or substantial parts of coursework, can be submitted more than once for assessment, whether on the same or on different courses.
- 2) You should not cut and paste from any one assignment into your thesis or any other assignments. In addition to the self-plagiarism issue, coursework research is generally seen as preliminary work, testing the ground, so to speak, and any research and writing done for the thesis should be further developed and more advanced.
- 3) You may use your MC5M2 assignment to conduct pilot work for your thesis (e.g. develop interview schedules, coding frames, practice data gathering and/or analytic techniques). As such, insights derived from work on these essays can be incorporated into the thesis and other assignments, but it is not allowed to use the writing produced for the purpose of the essays in any other way than by referring to the procedures used in the essay as background material.
- 4) This means for example, the same raw data (transcripts, texts, images) can be used in different assignments and essays for the Department of Media and Communications and the Department of Methodology, but that their treatment and discussion in the context of each should be different according to the guidelines for assessment for each course.

"Writing a PhD is an idiosyncratic endeavour because every project is unique."



BEING A RESEARCH STUDENT

The Department of Media and Communications recognises that research flourishes in a supportive environment. As a small department within LSE, we benefit from an informal and friendly atmosphere, which encourages a lively intellectual culture in which creative ideas from many perspectives can be exchanged. The arrangements for the MPhil/PhD programme are correspondingly aimed towards:

- providing a sound environment that is conducive to research;
- encouraging students to take full advantage of the range of advice and specialist knowledge available in the Department and in the School as a whole;
- monitoring and assisting student progress in a regular way so as to help students to complete their theses within a reasonable timeframe.

In return, we expect students to do their part. Conducting research is a collaborative venture, with rights and responsibilities on both sides. The key to you completing your research successfully is the network of support and advice available to you. On the informal side, probably the most important support resource is other research students; students who have experienced the same challenges that you face, who work in the same area

or with the same methodologies, can provide invaluable advice on how to avoid pitfalls, how to respond to obstacles, and so on. Additionally, the Department's administrative staff can provide informal support and advice.

More formally, your central support will be provided by your **supervisors** whose task it is to oversee your academic and personal welfare, together with your Thesis Committee. In addition to this, the **Director of the Doctoral Programme**, Dr Bart Cammaerts, has a general tutorial role to all research students and can offer an independent view of your progress or advise on any difficulties that you might experience, including uncertainties about supervision. A **PhD mentoring scheme** is also in operation, providing to year 1 students the opportunity to benefit from the experience and guidance of senior PhD students through individual meetings during the course of the year. If there are issues of policy or provision that you wish to discuss, you may raise these at the **Student/Staff Liaison Committee**. Additionally, the **Dean** of the Graduate School is available to discuss any aspect of your experience as a research student at the School.

THE MPhil/PHD BOARD

- The Department of Media and Communications MPhil/PhD Board, consisting of all supervisors, and chaired by the Director of the Doctoral Programme, is the body responsible for academic standards relating to research students within the programmes and particularly for reviewing their progress towards completion of their degrees.
- The progress of all research students is reviewed annually by the PhD Board, near the end of the Summer Term, and reported to the LSE Research Degrees Unit, together with the Department's approval for each student's re-registration for the following academic year or any condition which must be fulfilled before re-registration.
- It will act as the Appeal Panel when students wish to appeal against the judgements of their Thesis Committee.
- Changes to the formal requirements of the Doctoral Programme may be effected only by the MPhil/PhD Board.



SUPERVISION

Students must read and familiarise themselves with the LSE Regulations, which set out in detail the role and responsibilities of the Doctoral Programme Director, supervisors and students:

www.lse.ac.uk/resources/calendar/research.htm

THE STUDENT-SUPERVISOR RELATIONSHIP

The single most critical element in conducting successful MPhil/PhD research is the relationship between student and supervisor(s). The initial allocation of supervisor(s) to student is based on ensuring that the supervisor(s) have the requisite knowledge in the student's chosen field, though this is also subject to the supervisor(s)' consent. The supervisor(s) will help to define the area of research, offer advice on sources and the choice of materials and methods and on attendance at courses and seminars. Later on, the supervisor(s) will discuss the preparation and writing of the student's thesis.

The Principal Supervisor's role is *both* academic *and* pastoral, providing support that ranges from the intellectual through

the practical to the personal. This relationship can take different forms for different student/supervisor(s), and also different forms for a single pairing over time.

It is important that the relationship that you develop with your supervisor(s) is the right kind of relationship for the way that you and the supervisor(s) work, and for the subject matter of your research. In managing this relationship, there are certain issues that you might usefully bear in mind:

- You should **be proactive** in the relationship – supervision is a joint responsibility. So, be active in arranging meetings and frame ideas and issues for discussion so as to ensure that you derive maximum benefit from the meetings. You should also author and submit brief records of the meetings with your supervisor(s) in the PhD Log (see below).
- Always go into a meeting with your Supervisor with a **clear idea** of what you want to gain from that meeting (a formal or informal agenda), and leave with an equally clear idea of whether you have achieved what you wanted to do.
- Please try to be punctual in attending appointments, and ensure that, if arrangements have been made for written work to be handed in before the meeting, you adhere to them. If

you must break an appointment, please give your Supervisor(s) as much advance notice as you can.

- The **style of working** that you adopt with your Supervisor(s) should be made as **explicit** as possible – try to be clear about what you can expect from them, and what they can expect from you.
- The **type of feedback** that you receive will also depend on the nature of your relationship with your Supervisor(s). Remember that criticism is a vital part of developing research and that the value of a discussion may not be evident until sometime later.
- The **communication** between you and your Supervisor(s) will depend on the specifics of your relationship. It is important to establish ground rules for communication with your Supervisor(s) at the outset. Further, the **flow of information** between you and your Supervisor(s) is critical to a fruitful working relationship – let your Supervisor(s) know of any problems that might impact on your research (e.g. financial, health or other difficulties) or difficulties in carrying out an aspect of research.
- If your research field touches on areas outside the supervisor(s)' sphere of competence, your Supervisor(s) are responsible for putting you in touch with specialists who could help you. Reciprocally, if you do receive advice and feedback from someone other than your Supervisor(s), you should let your Supervisor(s) know about this, and discuss lines of demarcation of responsibility for advice.
- If you feel that the feedback or direction that you are receiving from your Supervisor(s) **does not meet your expectations**, then it is vital to raise this with your Supervisor(s). They may decide to alter their approach or they may put you in touch with someone else whose approach more closely mirrors your expectations.
- If it is too difficult to raise these matters directly with your Supervisor, or if you wish to transfer from one supervisor to another, you should consult the Director of the PhD Programme.



- It should be understood, however, that supervisors are entitled to decide what subjects they can usefully supervise: the School cannot guarantee that you will be able to work with any particular supervisor they choose. The Department of Media and Communications accepts the responsibility for a student's supervision once admitted, and it will do everything possible to ensure the best possible outcome in cases of difficulty.

STUDENT PERSPECTIVE

By Max Hanska-Ahy, MPhil/PhD Media and Communications, graduated in 2013

"Writing a PhD is an idiosyncratic endeavour because every project is unique. It took me quite a while to realise that everything, from my work plan, to the overall design of my project and the relationship to my supervisor would be something quite individual and peculiar to my case. Had I realised this earlier I might have been more proactive in shaping aspects of my work than I was earlier on. In the end, the PhD is your own project, and you have to take the reins and devise your work plan, you have to ask your supervisor for the advice and guidance you need, and of course you can and should seek advice from every source that might seem useful to you. That's an important point, I received at least as much help from the other students on the programme, from colleagues and other researchers interested in my work as I did from my supervisor. So be proactive, if you think someone might have some useful advice, ask them for it.

I also found it very useful to be proactive in supervisions. Request meetings, submit work, even if it's not very good, and start a dialogue with your supervisor about your project. Particularly, I have found it useful to talk with my supervisor about problems that I was very unclear about, and the dialogue was helpful in clarifying the problems, the shape of my project, and what I needed to do next. You don't need to figure out everything before you go to supervisions, go with half-baked ideas. I would also recommend going to supervision having at least a few questions prepared that can serve as a starting point for your conversation. When you have written something you will have some thoughts on what can be

improved, or some problems which you don't know how to resolve. Make sure to note these down, and bring them to your supervision".

PHD LOG

The PhD log allows you to keep an accurate record of the topics discussed and action required when meeting with your supervisors. It is important that you get into the habit of making detailed entries into the log after meeting with your supervisors. The log provides a method of being able to summarise what has been discussed and agreed between you and your supervisors and allows your supervisors to provide further comments if required.

The PhD log can be accessed via the LSE for You portal. **Please note it is COMPULSORY for all supervisors and students to use the PhD Log**

THE THESIS COMMITTEE

Each student will be assigned a Thesis Committee consisting of their principal and second supervisors and another senior member of the Department as Chair. This Committee will act as the review panel for the Upgrade examination, at the end of the first year of registration, which assesses the student's readiness to upgrade to PhD. The Thesis Committee remains responsible for over-viewing the student's progress in subsequent years.

RESEARCH DIALOGUES

PhD students are expected to attend and present in the departmental Research Dialogues. The Research Dialogues take place fortnightly during term time and consist of short presentations by staff, visiting fellows, other LSE researchers and PhD students on work in progress or reflections around keywords in media and communications research. The presentations are brief on purpose so that most of the 90 minute dialogues can be dedicated to discussion amongst those attending. PhD students **in their second and subsequent years are responsible for the organisation of one Research Dialogue each term.**

GUIDANCE ON OUTSIDE HELP TO PHD STUDENTS DURING THE RESEARCH PROCESS

PhD students are encouraged to seek advice on the different aspects of their research in the form of 'peer review' (for example, by presenting at conferences). It is also legitimate for a student to seek outside help with particular aspects of their research for example, in using research organisations to facilitate fieldwork trips. But it is important that external input of this kind is not excessive. Also, there will be aspects of research that students are expected to conduct themselves, within the context that their eventual thesis is expected to be their own original work.

Students are asked to:

- Notify and discuss with their supervisor(s) of any help they are considering using with any aspect of the research process;
- Notify and discuss with their supervisor(s) any advice they are seeking from other departments at the School or from sources outside of the School; and that any help received should be credited appropriately with their work.
- Credit appropriately within their work any help received.

MC500 RESEARCH SEMINAR IN MEDIA, COMMUNICATIONS AND CULTURE

Teacher Responsible: Dr Bart Cammaerts

MC500 Seminar sessions take place weekly in Room 32L.G.08 on Wednesdays 16.00-18.00 in Michaelmas Term Weeks 1-11 and Lent Term Weeks 1-11. The only exception is that Week 6 in both terms will be a reading week, therefore no sessions will be held on those days (Wednesday 4 November 2015 and Monday 17 February 2016).

The seminar is compulsory for Year 1 and Year 2 students and strongly advised for Year 3+ students.

- In the Michaelmas Term, the seminar will offer a set of open dialogues between departmental faculty members focused on current issues in media and communications.
- In the Lent Term, the seminar will be student-led and will include presentations of work-in-progress by the Department's doctoral researchers.

A comprehensive background reading list, as well as suggested reading for each seminar scheduled, is included in the course outline, published on Moodle: <https://moodle.lse.ac.uk/>

Those who take a Leave of Absence (fieldwork) or are away for any other reason in their second year are required to attend the MC500 seminar regularly and to present their work during the following year – a timetable for this should be agreed before the beginning of the Leave of Absence.

"I received at least as much help from the other students on the programme, from colleagues and other researchers interested in my work as I did from my supervisor."



FIVE GOOD REASONS TO MAKE THE MOST OF CORE RESEARCH METHODS TRAINING

A graduate of the PhD programme in Media and Communications has contributed the following testimony, which all new PhD students are urged to read:

Upon starting a PhD, it may seem unnecessary to receive broad training in both qualitative and quantitative research methods, especially if you have already got a clear idea about how you will approach your research question. At the beginning of my first year as a PhD student, I too felt adamant that it wasn't necessary for me to learn about methods I had no intention of applying in the course of researching my PhD. But now that I am finished and have embarked on an academic career, I have some regrets about not having taken more advantage of the research methods training that was made available through the PhD programme.

With the benefit of hindsight (which is always 20/20), here are five good reasons why a broad array of research skills are necessary for PhD graduates and why you should engage fully in the MC5M2 workshops and assignments, including the Quantitative Analysis modules:

- **Defining your PhD research:** A broad understanding of all possible approaches to researching a problem is necessary in order to justify the methodological choices that you will make in the course of your PhD research. Exposure to other methodological perspectives can both complicate and sharpen your research focus: the former by exposing you to ideas that you weren't aware of and encouraging you to take alternative views into consideration, the latter by helping you to develop strong arguments for the choices that you are making. The various research methods can be likened to a complete toolkit. Once you've identified the task that needs doing, having access to a wide variety of tools will help you to work out which is most appropriate for the task. This is a really solid, strategic and systematic grounding to a major research project: the best way to get it off to a good start, in fact.
- **Situating your PhD research:** Even though you may not find it necessary to explicitly refer to every other possible methodological approach in your methods chapter, having these options in mind, and knowing how your selection fits into the broader 'methods universe' will help you to write a better account of what you did, how you did it, and why you did it that way. You may also find that you will need to be able to discuss your methodological choices in a much broader manner at conferences or presentations in which you publicise your research, where you can expect to receive questions such as, 'Why aren't you doing an audience study?' or 'How do you justify your decision to not undertake a content analysis of these texts?' More importantly, such questions might well come up in your viva and by building a solid set of perspectives on all research methods at the beginning of your PhD research, you'll be putting yourself in a much more confident position at its conclusion.
- **Your future research:** Graduating with a PhD indicates the ability to undertake independent research. Although you may not be able to picture this just yet, one day you will be done with your PhD research and ready to start a new project. Are you sure that you want to use the same research method forever? You may find that new research questions require different approaches, or you may wish to apply different methods to the same material or problem in order to develop new insights. An ability to harness alternative methodological perspectives will allow you to escape methodological ghettos and confidently approach new research questions without losing too much time in re-training. Having a broad set of methodological expertise will also assist you with the all-important challenges of securing post-doctoral (and beyond) research funding.
- **Teaching:** Without a doubt, part of your future academic career will involve teaching and assessment. With a solid basic understanding of all research methods, you'll be in a good position to contribute to teaching and assessment on research methods courses (which are increasingly the norm in media and communications programmes, both postgraduate and undergraduate). When it comes to

marking, unfortunately you're unlikely to be assigned student essays only within your preferred area of methodological speciality. Understandably, students expect someone with a PhD in Media and Communications who is tasked with assessing their work to have a good solid understanding of all research methods, their strengths and weaknesses, their appropriateness to research questions, and ways in which they can be combined (or not). As well as helping you to mark students' work more fairly, knowledge of the basics of all methods will ensure that you will be well-equipped to supervise students' dissertations and give them appropriate advice.

- **Engaging with peers:** Whether you're a committed quantitative or qualitative methodologist, you'll need a fair insight into the alternative if you are to be able to properly and respectfully engage with the work of other researchers at conferences or seminars, or indeed in the process of peer review. We all know how frustrating it can be when one's work is 'written off' simply because a reviewer or audience member does not agree with or value the epistemological position of a certain methodological approach. By understanding the basics of all methodological cultures, we can try to avoid those in our own (future) appraisal of others' work.

Postscript. The LSE is well known (and rightly so) as one of the leading social science universities in the world, and as a graduate of the Media and Communications PhD programme, you will be expected to be able to demonstrate strength in **research** and to implement **research-led** teaching. I'm not suggesting that you become an expert in every method – this is neither possible nor necessary. However, I'd encourage you to go above and beyond the minimum Methods requirements as the opportunity to develop these skills comes once in a lifetime – now.

UPGRADE FROM MPhil TO PHD

- The MPhil/PhD Board determines the Department's criteria for upgrading to PhD, and **supervisors are expected to ensure that these criteria are fully discussed with their students during their first year of study.**
- The upgrade materials submitted by the student will be read by the Thesis Committee and judged with respect to their promise for PhD. (For detailed guidelines on the preparation of these materials, see below).
- The MPhil/PhD Board will also require the student to demonstrate satisfactory performance in an oral examination where the presented material will be discussed and assessed.
- The Upgrade is conducted by the end of the first year for both full-time and part-time students. Full time students **must submit a Thesis Proposal to the Department by Friday 13 May 2016 (ST3) – this can be sent by email to j.a.deeley@lse.ac.uk.**
- **The Thesis Proposal (10,000 words) should include:** a substantive statement of the aims, theories and methods proposed for the thesis, a tentative chapter outline, an indicative bibliography and a timetable for completion. Together with the compulsory course assessments, this paper will form part of the evaluation

process, and, together with an oral examination based on the Thesis Proposal, to take place near the end of Summer Term, will determine whether students are permitted to upgrade from MPhil to PhD and continue into their Year 2.

- **Students who do not pass these courses but pass their Upgrade viva can continue to Year 2 of their study under the regime of a 'conditional Upgrade', whereby they need to re-sit and pass the required courses by the end of the second year.**
- **Students who, at the viva, fail to satisfy the Thesis Committee that they have reached the required standard will be permitted to resubmit.** The supervisor(s) and the student will agree a timetable with a fixed deadline for upgrading, which will be forwarded to the Thesis Committee in writing. This deadline will normally be within 3 months, exceptionally 6 months, of the original submission. They will be examined on their resubmission. Students who fail on resubmission will not normally be permitted to continue their registration.
- **Students who fail to upgrade on resubmission** are expected to withdraw from the programme.

- Decisions of the Thesis Committee will be reported to the Department's MPhil/PhD Board.

GUIDELINES ON PREPARING THE THESIS PROPOSAL FOR UPGRADE

Formally, the Thesis Proposal should contain a substantive statement of the aims, theories and methods proposed for the thesis, a tentative chapter outline, an indicative bibliography and a timetable for completion.

Every student will work in a particular way that suits them. However, it is generally the case that the early stages of research are concerned with defining a precise research topic and conducting a literature survey. It is not uncommon for the initial development of this part of the work to be hesitant, hazy and frustrating; crises of confidence are a normal part of this process. It is also quite common to begin with a rather large and all-encompassing research topic, and gradually to hone it down into something which is sufficiently precise to be tractable in a short period of time.

You may also find, as part of the way through your literature survey, that there are papers that have addressed the topic that you are interested in. In many ways, this is a benefit, because it frames the topic for you. Your approach might then be to attempt to re-frame it, and find alternative



explanations for phenomena. Throughout this period, discuss your thoughts (however ill-formed they may appear to you!) with your Supervisor(s). Also, try talking to students in their second or third years of study about their experiences.

The precise details of the Thesis Proposal and its format will vary from one student to another, and they should be discussed with your Supervisor(s). An MC500 seminar, at the end of the MT, will also address the specific requirements of the Upgrade document. In general, a satisfactory Thesis Proposal should address the following questions:

- **What** is the problem or question(s) under investigation? **Why** is the problem or question theoretically and/or empirically important or interesting? To which academic debates does the project aim to contribute? What gap in the literature does it address?
- **Why** will your project be “a distinct contribution to knowledge of the subject and afford evidence of originality, shown either by the discovery of new facts or by the exercise of independent critical power”? [The formal requirement for a PhD].
- **In order to convince your thesis committee that this is the case, the following is required:**
 - An up to date and thorough **Literature Review** which positions the project in relation to the literature.
 - This will require an account of what **theoretical issues** are raised and what concepts or framework will be employed, which paradigms or approaches are adopted as well as rejected?
 - You will also need to explain in minute detail **how** the problem is to be tackled or the question(s) answered.
 - What **methods** are to be employed and why are they chosen in relation to the research question(s) and its theoretical dimensions? What kind(s) of **data** do you anticipate collecting?
- It is useful to begin each draft section with a sketch of the argument to be developed in that section, and to end them, with a brief conclusion, linking to the topic of the next section. Essentially, one should be able to understand the **narrative flow of the thesis proposal**

by reading the introduction and summary sections of each section alone.

- Also important is the formulation of a **realistic timetable** or project management plan, showing the major tasks to be completed and their time-scales.

In the overall research proposal, the candidate should demonstrate that:

- i) They have developed a succinct and original research question (and sub-questions), capable of making novel contributions to the relevant literature and the empirical field of study;
- ii) They have demonstrated a critical understanding of the surrounding literature and can position their research in context with such material;
- iii) They have developed a research methodology, which is capable of addressing the research question(s) and is epistemologically compatible with the theoretical framework;
- iv) They have developed a thesis outline, which demonstrates an ordered and coherent approach to undertaking the research project;
- v) They have developed a timeline for the thesis, which falls within the confines of the PhD regulations.

WHAT TO EXPECT IN THE UPGRADE VIVA

The Upgrade *viva voce* review generally lasts up to 1.5 hours. It is recorded and the student will receive a copy of the recording, together with a formal written response from the Chair and written comments from each Committee member. It can be a quite stressful experience, but one which, provided that the outcome is positive, provides an instructive dry run for the *viva voce* PhD Thesis Final examination.

The viva is conducted by the student's Thesis Committee, which is chaired by the Director of the PhD programme or another senior member of the Department and also includes the principal and second supervisor. Before the viva, the members of the Committee will have read the submission and exchanged written comments. Normally, the Chair will invite the student to say what the research is

about, expecting a few sentences, lasting no more than 2 or 3 minutes – not the history of the project but a brief summary of it. This should be seen as the opening of an informal discussion rather than a presentation or a speech. The committee will then ask questions about theory, conceptual framework and methods, as necessary. The aim is to ensure that the student has an interesting project, which is manageable in a reasonable timeframe, and that there is coherence between research questions, theoretical approach and research design.

When the viva is finished, the student will be asked to leave to allow the committee to discuss, then invited back and told the result, together with brief comments. If it is felt that the work has not met the required threshold, the student is invited to either a) resubmit entirely or b) resubmit some component. The latter may also be requested if the student passes the review, but needs to clarify some aspect.

Normally for full-time students who sit the viva in June, any resubmission must be completed by the end of October, with re-registration contingent on passing. The Committee will decide whether or not a second viva is required. If the upgrading is successful, the Thesis Committee will subsequently be available to offer feedback on developments and progress towards completion: subsequent to the *viva voce* examination, students should feel free to approach members of their Thesis Committee for clarification of points they have raised.

Re-registration for the second year of the programme (or for the third year in the case of part-time students) will normally be conditional on passing the Upgrade.

Students should not plan to take Leave of Absence for Fieldwork before passing the Upgrade.

SECOND YEAR STUDENTS' ASSESSMENT

At the end of the second year, students may submit a 15,000 word document, which consists of any combination of theory, methodology and data analysis that each student may wish to receive feedback on. This submission is to ensure that students have an opportunity to have their work assessed at a later stage in their research. There will be no viva, but there will be a written report from each of the student's Thesis Committee members. Even though the purpose of this submission is formative and not summative (i.e. it is not assessed), students are strongly encouraged to take up this opportunity for additional feedback from their Thesis Committee.

Students in their second year of study are also expected to take responsibility for organising and presenting one of the Department's Research Dialogues held fortnightly during term.

"London is an ideal setting for PhD study in this field, with valuable professional, educational and research benefits resulting from the proximity of media and communications organisations to LSE."



SUBMISSION OF PHD THESIS

Please also see the regulations for doctoral study and the PhD Examination which are published on the website of the LSE Research Degrees Unit:

lse.ac.uk/resources/calendar/research.htm

The minimum length of PhD study at LSE is normally two calendar years full-time or the equivalent in part-time study. The maximum length of registration is normally four years for full-time and eight years for part-time students. Where a student follows periods of both full- and part-time study the maximum length will be adjusted according to the length of registration spent in each mode.

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

An extension beyond the maximum period is only granted in very exceptional circumstances. Requests should be submitted in the penultimate year of registration and should be made using the appropriate form, available from the Research Degrees Unit (RDU) website. Requests for extension have to be agreed upon and justified by supervisors and the Director of the PhD program. The ultimate decision for granting an extension, however, lies with the Chair of the Research Degrees Subcommittee, not with the Department.

Where a request is granted to a student, no further extensions are normally permitted.

SELECTING THE EXAMINERS

The thesis is examined by two examiners: one Internal (LSE or University of London) Examiner and one External Examiner from outside the University of London. Both should be specialists in your field of research, and you may well know them both, though ordinarily you should not have collaborated with either of them on research. Your Supervisor will not be one of your examiners.

FINAL VIVA VOCE EXAMINATION

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

Useful suggestions to prepare for the viva voce include:

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

THE OUTCOME OF THE EXAMINATION

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

ITHENTICATE TEXT MATCHING SOFTWARE

The School offers the use of text matching software (iThenticate) for students to voluntarily check for instances of plagiarism, incorrect referencing and citations, prior to thesis submission.

For students who wish to be set with an account are to contact the Research Degrees Unit (Researchdegrees@lse.ac.uk).

EDITORIAL HELP FOR PHD THESES

Careful attention should be taken by students to the statement made by the School regarding the amount of editorial help that is and is not permitted when editing their thesis. The statement can be viewed at lse.ac.uk/PhDAcademy.

STUDENT APPEALS

Should a student wish to appeal the Department's decision in not allowing them to re-register for the programme or to not allow them to upgrade to PhD status, or to appeal against the result of an MPhil or PhD examination, they are advised to familiarise themselves with the appeals procedures documentation, located on the webpages of the Research Degrees Unit: lse.ac.uk/resources/calendar/research.htm

RESEARCH ETHICS

The School attaches considerable importance to the maintenance of high ethical standards in the research undertaken by its academic and research staff and students. The LSE Research Ethics Policy is written for the immediate benefit of the School's academic, contract research, administrative and fundraising staff, all postgraduate research students, and undergraduate and master's students where their supervisors agree that they are undertaking research, **see link to Research Ethics Policy on the website of the LSE PhD Academy: www.lse.ac.uk/PhDAcademy**

The ethics guidance comprises:

- **LSE research ethics policy** which sets out the School's research ethics policy and the procedure for obtaining independent ethical scrutiny of research proposals by the Research Committee's Ethics Group.
- **LSE research ethics checklist**
- **Ethics review questionnaire for researchers** which sets out a series of questions all researchers should consider when devising and undertaking research.
- **Informed consent** which sets out a series of questions all researchers should consider with respect to obtaining informed consent



"Undertaking a PhD is a major commitment that requires a strong sense of purpose and discipline, but can also be one of the most intellectually enriching and creative periods of your life."

STUDENT REPRESENTATION

THE DEPARTMENTAL MPhil/PHD STUDENT/STAFF LIAISON COMMITTEE

The MPhil/PhD Student/Staff Liaison Committee normally consists of six members, three research students chosen by the research students and three members of staff (including the Director of the Doctoral Programme). It meets at least once a term to discuss and make recommendations where necessary to the Head of Department or, where appropriate, to the MPhil/PhD Board. The minutes are presented to the Department staff meetings. The Committee meeting is chaired by one of the PhD representatives. All PhD students are welcome to attend the SSLC should they wish to. The dates of the Student/Staff Committee meetings will be notified to students in due course.

The following Guidelines for Student Representatives were drawn up by previous PhD Student Representatives:

These recommendations are intended to let student reps know what kinds of responsibilities they are accepting by becoming student reps, and also to ensure an equal division of labour among reps.

Representatives act as spokespeople for other students in the same year, bringing students ideas, suggestions and comments to staff once a term. There are three reps every academic year: one for Year 1 students, one for Year 2 students, and one for students in their Year 3 and above. Reps are generally nominated or come forward as volunteers. It is up to each year to decide how they wish to choose their representative.

- 1) Each rep should act for their own academic year, unless in special circumstances.
- 2) Each rep should be responsible for organising a student meeting of their Year group before the term's student/staff meeting. This will allow students to pass their thoughts, comments and suggestions to the rep who can then relay student input to staff.
- 3) Each rep needs to attend at least 6 meetings.
 - three student/staff meetings (1 per term)
 - three student meetings (1 per term)

in addition, at least one M&C rep must attend the School's termly Research Students' Consultative Forum meetings and the Department's Research Committee meetings.

- 4) Each rep should take notes from the student meeting they organise, one staff/student meeting and the consultative forum. These notes should be circulated to other research students after the meetings.
- 5) We would like to suggest that reps aim to organise one social event (perhaps in tandem with the student meetings) per term.

THE LSE RESEARCH STUDENTS' CONSULTATIVE FORUM

The Media and Communications MPhil/DPhil Student/Staff Committee elects one representative to sit on the LSE Research Students' Consultative Forum, which meets once a term and considers matters arising from the minutes of the meetings of each Department's Student/Staff Liaison Committee, as well as other matters of interest to research students. It reports to the LSE Academic Board and its sub-committees.

THE DEPARTMENTAL RESEARCH COMMITTEE MEETING

In 2014/15, the Department of Media and Communications took the initiative of inviting a PhD rep to each termly Departmental Research Committee meeting, attended by Faculty and chaired by the Research Director. This decision was reached in order to recognise the importance of PhD research to the overall research aims of the department. Normally reps will decide amongst themselves which rep will attend the meetings (three meetings per year).



STUDY FACILITIES FOR DOCTORAL STUDENTS

In addition to the many networked computers and study spaces provided for LSE students around the School and in the LSE Library, research students in the Department of Media and Communications have access to dedicated work-spaces with computers and printers.

A study area specifically for research students is also available on the first floor of the LSE Library: lse.ac.uk/library/services/studyspaces.aspx

The following Guidelines for the use of shared workspace were drawn up by PhD students in the Department:

1) Be considerate and respectful:

People have different needs at different times and the best way to make sure everybody is happy is to be aware of the people around you. Be explicit about what you would like (e.g. if you're working intensely and a conversation is disruptive, say so. If you'd like to use the phone or have a study group, ask the people already in the room if this is ok with them).

2) Phones and mobiles:

- Please take your mobile phone conversations outside the room.
- Take your mobile with you when you leave the room (or switch it off).

3) Log off your computer if you plan to leave the room for more than 15 minutes

4) Clean up after yourself, including papers, food, office supplies etc.

Especially FOOD and MILK (because they can be smelly).

Bring your own cup and take care of it.

Hang up your coat if there is space.

5) Don't take books or other people's belongings out of the room without asking.

6) Visitors:

Try not to leave visitors alone in the room.

PhD students have priority for computers, phone, etc.



FINANCIAL SUPPORT

The website of The LSE Financial Support Office gives an overview of financial support for PhD study:

www2.lse.ac.uk/intranet/students/moneyMatters/financialSupport/Home.aspx

LSE PHD STUDENTSHIPS

LSE offers a limited number of full scholarships for PhD students. The studentships cover fees plus living expenses of £18,000 each year for four years. They are available for Home UK/EU and Overseas students undertaking research in any LSE discipline, subject to satisfactory academic performance at the School. Studentships will be awarded on academic merit and research potential. There is no separate application form for these awards.

lse.ac.uk/intranet/students/moneyMatters/financialSupport/ScholarshipsLSE/PhDAppeal/overview.aspx

LSE STUDENT SUPPORT FUND

The LSE Student Support Fund is for students experiencing financial difficulties which could not have been foreseen before Registration. Also, in particular, the School recognises that many PhD students will have exhausted the funding source(s) they originally planned to use to finance themselves and that some students need slightly longer than three years in which to complete their thesis. Registered students who are in the final stages of a PhD may therefore apply to the LSE Student Support Fund. This is particularly relevant when a student close to finishing cannot quite reach the point of submission because of financial difficulties and may need just a small amount of financial support to achieve this within the normal maximum period of registration. Supervisors will be asked to support applications from students in this position, and to confirm that the student is indeed very close to completion.

UK RESEARCH COUNCILS

ESRC

LSE has been awarded Doctoral Training Centre status by the UK Economic and Social Research Council and has a total of 36 studentships a year spread across academic disciplines throughout the School.

For more information on LSE PhD scholarships, research studentships and student support fund, on ESRC studentships, and on other forms of financial support please see the website of the LSE Financial Support Office, above.

LSE POSTGRADUATE TRAVEL FUND

This fund is intended to assist postgraduate research students with the costs of attending a conference at which they have been invited to give a paper. More information and application forms are available from the LSE Financial Support Office:

lse.ac.uk/intranet/students/moneyMatters/financialSupport/internal/registeredStudents/postgraduateTravelFund.aspx

DEPARTMENT OF MEDIA AND COMMUNICATIONS RESEARCH STUDENT SUPPORT FUND

The Department has a modest fund to provide support for certain research student activities. Students should recognise that these funds are limited and that there is insufficient funding to support every student enrolled in the programme. They should therefore first consider the following alternatives.

- It is expected that students invited to give a paper at a Conference will first apply to the LSE Postgraduate Travel Fund, above.
- Students with ESRC funding should first draw on the ESRC funds held by the Department in their name for research-related expenses.

Students may apply to the Department of Media and Communications Research Student Support Fund if they meet one or more of the following criteria:

Criteria:

- Request for a contribution towards the costs of travel, accommodation or conference/workshop fees where a student has been invited to present a paper.
- Request for a contribution towards the costs of travel, accommodation or conference/workshop fees where a student believes their research will benefit substantially from participation and this is confirmed by the student's supervisor.
- Request for a contribution towards the costs of undertaking fieldwork which forms a necessary part of the student's research project and is confirmed by the student's supervisor.
- Request for a contribution to other essential research-related expenses.
- Request for a contribution towards the costs of fees (only after every effort has been made to explore other sources of financing within and outside the school).

Note that:

- No student should expect to receive more than £400 in one academic year. Funds in any one academic year may be less than this.
- Funding will be made available when a student submits receipts for expenses incurred.
- Normally students applying to this fund will be in their second year or above but in some cases it may be feasible to support students during their first year of study.

Students wishing to apply for funding under this arrangement should fill in an application form (available from James Deeley j.a.deeley@lse.ac.uk) which should detail the purpose and estimated costs they are seeking, together with details of any funding already secured from the LSE Postgraduate Travel Fund or other sources. This should be agreed with their supervisor.

Copies of the application form can be requested and the completed application is to be forwarded by email to the Research Administrator.

Decisions will be taken by the Director of the PhD Programme and will be final.

Final deadline for applications is **31 July 2016.**

PART-TIME TEACHING AND OTHER EMPLOYMENT OPPORTUNITIES

Teaching experience is increasingly important for those who wish to pursue an academic career (job applications frequently ask about teaching skills), and is an additional source of income. The Department of Media and Communications offers a small number of such opportunities for MPhil/PhD students to gain experience of teaching as **part-time teachers**. This teaching is normally only offered to doctoral students who are in at least their second year of registration. It largely involves class/seminar tutoring on the intellectual competences and study skills related to the MSc core courses in the department (MC Labs). There may also be vacancies for Dissertation Officers, who are on call during the summer break to assist MSc students with writing up their dissertation.

Finally, there may be opportunities for students to teach on LSE100, a major new course in the social sciences that is compulsory for all undergraduates. For further info see: lse.ac.uk/intranet/students/LSE100/Home.aspx

The vacancies for teaching in any one academic year are usually publicised in the Summer Term of the previous academic year; those students who are interested in applying for teaching on specific courses are asked to consult their supervisors first. If you are interested in obtaining information concerning the range of opportunities available, please contact the manager of the Department of Media and Communications, Catherine Bennett (c.l.bennett@lse.ac.uk). All part-time teachers who are also registered students at the School are required to attend training provided by the LSE Teaching and Learning Centre, see: lse.ac.uk/intranet/LSEServices/TLC/Home.aspx

All non-native English speakers are further required to take the **English for Teaching Purposes (Language Proficiency) Test** which is to be used to establish the language proficiency of teaching assistants (GTA) by the LSE Teaching and Learning Centre.

The School is committed to supporting teaching assistants, who are encouraged to participate in the wide range of development opportunities for teaching staff at LSE as well as the LSE Postgraduate Certificate in Higher Education (PGCertHE).

RESEARCH AND ADMINISTRATIVE WORK

From time to time, vacancies for paid research or administrative assistance to the Department of Media and Communications or member of its teaching and research staff may arise. All such vacancies are advertised in the first instance to students on the doctoral programmes in this department.

LSE CAREERS

LSE Careers provides a comprehensive careers service for PhD students and recent graduates during and after their PhD; helping students to make the most of their PhD experience, to research career options, network with employers, and find vacancies for jobs and part-time work. We work completely confidentially with students to help them make the best decisions about their career and develop their future plans at whatever stage they are at in the PhD process.

Students **can book an appointment with Catherine Reynolds (c.reynolds1@lse.ac.uk)**, the PhD Careers Consultant at any stage of their PhD.

Each year about 60 per cent of LSE PhD graduates go on to work in education and 40 per cent work in other sectors? About 25 per cent start work outside Europe and the other 75 per cent in UK and Europe.

Make use of the support available to you for your career development.

LSE STUDENTSHIP HOLDERS

Students in receipt of an LSE Studentship will be expected to carry out work for the department as per the requirements of their scholarship. This work will be spread over the first, second and third years of PhD study, with a heavier workload in the first and second years, to allow students to dedicate time to fieldwork in their third year. The department has taken the initiative of forming a Research Hub, which will give LSE studentship holders the opportunity of developing their academic skills assisting faculty in tasks including desk-based research and proposal-writing. Additionally to the Research Hub, there will be some administrative work required of students, such as diary management for the Head and Deputy Head of Department, and assistance with coordinating public events. In terms of time commitment, LSE studentship holders should expect to dedicate, on average, up to 8 hours per week over the first three years.



CONTINUING DOCTORAL STUDENTS AND THEIR RESEARCH TOPICS

Marco ANDERLE

(supervised by Damian Tambini)

Local e-participation and its relations to the local political arena.

Gregory ASMOLOV

(supervised by Robin Mansell)

Crowdsourcing and emergence of spontaneous order in situations of limited statehood

Jess BAINES

(supervised by Bart Cammaerts)

Radical and community printshops in London, 1970s-1990s.

Nikola BELAKOVA

(supervised by Terhi Rantanen)

Civil Defamation and the Media in the Czech Republic and Slovakia

Nicholas BENEQUISTA

(supervised by Robin Mansell)

A poverty of imagination: development journalism and donor accountability.

Fabian CANTE

(supervised by Nick Couldry)

Radio proximities: urban place as resource and project in local radio

Keren DARMON

(co-supervised by Damian Tambini and Shani Orgad)

Framing protests in the New Media Ecology

Brooks DECILLIA

(supervised by Bart Cammaerts)

What role did the news media play in the contested dynamic of framing Canada's military in Afghanistan?

Benjamin DE LA PAVA VELEZ

(supervised by Shakuntala Banaji)

Celluloid Love: On Romantic Love, Ideology and Audience of Romantic Films

Ruth GARLAND

(co-supervised by Nick Anstead and Damian Tambini)

Examining "politicization" in modern UK government communications

Marina GERNER

(supervised by Terhi Rantanen)

The Possibility of Cosmopolitanism among Leading Media Professionals

Panayiota (Naya) HADZIPANI

(supervised by Lilie Chouliaraki)

Between estrangement and attachment: International journalism in times of national crisis.

Gyorgi HORVATH

(supervised by Lilie Chouliaraki)

Gender-based violence in Hungarian media. A critical analysis

Yanning HUANG

(co-supervised by Shakuntala Banaji and Bingchun Meng)

Subaltern China and Online Rhetoric

Cesar JIMENEZ

(supervised by Shani Orgad)

Between the streets and the stadiums: struggling for and over the image of Brazil in the age of 'new visibility'

Anthony KELLY

(supervised by Nick Anstead)

Discourses of Outrage: The Tea Party Movement and the Politics of Public Affect in the Contemporary United States

Paula KIEL

(supervised by Shani Orgad)

Exploring the Digital Afterlife

Angelos KISSAS

(co-supervised by Lilie Chouliaraki and Nick Anstead)

Relocating Ideology in contemporary politics: Media politics as practices of party ideological construction

Nora KROEGER

(supervised by Damian Tambini)

Civil society stakeholders in media governance: An exploratory study on the impact of civic participation on media policy-making in the Taiwanese Anti-Media Monopoly case

Rahoul MASRANI

(supervised by Myria Georgiou and Shakuntala Banaji)

Cinema and the city: how filmic representations have helped create global 'city brands'.

Svenja OTTOVERDEMGENTSCHENFELDE

(co-supervised by Bart Cammaerts and Ellen Helsper)

The Role and Impact of Social Networking Platforms on Journalistic Practices, Notions of Professionalism and Identities in an Age of Post-Industrial Journalism

Vaios PAPANAGNOU

(supervised by Lilie Chouliaraki)

A comparative examination of the role of social media in the mutation of journalistic identity

Cornelia REYES-ACOSTA

(supervised by Ellen Helsper)

The implications of using social network sites (SNS) on the social capital of European youth.

Ziyan WANG

(supervised by Bingchun Meng)

Imagining An Emancipatory Labour Movement? The Mediated Political Struggle of Chinese Migrant Workers in Transitional China.

Xiaoxi ZHU

(supervised by Bingchun Meng)

Globalization of Chinese film industry: representation, nationalism, power struggle

Meagan ZURN

(co-supervised by Bart Cammaerts and Nick Anstead)

Framing the Financial Crisis: Television News and Public Understanding

PHDS AWARDED

Tamar ASHURI

The global vs. the national, shared vs. cosmopolitan memory: the case of co-produced television documentaries (2004)

Amal BENAÏSSA

Blog.Gov: winning the digital hearts & minds – an examination of government blogging as a foreign policy communication tool in the digital era (2012)

Evangelia BERDOU

Managing the bazaar; commercialization and peripheral participation in mature, community-led free/open source software projects (2007)

Nina BIGALKE

Al Jazeera English: Margins of Difference in International English-Language News Broadcasting (2014)

Nina BLACKETT

Mediated transparency: Truth, truthfulness, and rightness in digital healthcare discourse (2014)

David BRAKE

'As if nobody's reading?' the imagined audience and socio-technical biases in personal blogging practice in the UK (2009)

Sarah BROUGHTON-MICOVA

Small and resistant: Europeanization in media governance in Slovenia and Macedonia. (2013)

Ranjana DAS

Interpretation: From Audience to Users (2011)

Heba ELSAYED

A cross class comparison of classed cosmopolitan imaginings in Cairo (2012)

Alexander FREE

Identities, transnationalised service work and outsourcing: Labour in Kenya's call centres (2015)

Iginio GAGLIARDONE

Development and destabilisation: the selective adoption of ICTs in semi-authoritarian regimes (2010)

Maximilian HANSKA-AHY

Democratic norms of communication: a study of deliberative principles, Persian language news services and satellite television in Iran. (2013)

Ellen HELSPER

Internet use by teenagers (2007)

Yukie HORI

Social networks in the network society: new dynamics of networking among women's organizations in Asia (2010)

Anita HOWARTH The role of the media in public policy – a case study of GM food and crops (2012)

Indrek IBRUS

Evolutionary dynamics of the media forms in the open mobile Web (2010)

Mehita IQANI

Consumer magazine covers in the public realm (2009)

May JACOB

Apna Britain: negotiating identity through television consumption among British Pakistani Muslim women in Bradford. (2013)

Helen JOHANSEN

Re-conceptualising party-centred politics in terms of the market: a relationship marketing approach (2008)

Jaewon JOO

Public service broadcasting and multiculturalism: the representation of ethnic minorities in the Korean Broadcasting System (2012)

Daniel KARDEFELT-WINTHER

Internet addiction: examining the potential for online applications to compensate for real-life deficits and unmet real-life needs. (2015)

Joelle KIVITS

Health information on the Internet: researching information seekers and practices in a mediated health context (2005)

Eva KNOLL (supervised by Damian Tambini)

The public value concept in UK media regulation (2012)



Maria KYRIAKIDOU

Media coverage of distant suffering and the mediation of cosmopolitanism: audience discourses of distant disasters in Greece (2012)

Ana Ines LANGER

The case of Tony Blair in historical perspective (2006)

Frederik LESAGE

Networks for art work: an analysis of artistic creative engagements with new media standards (2009)

Patrick McCURDY

'I predict a riot' - mediation and political contention: Dissent's media practices at the 2005 Gleneagles G8 summit (2009)

Tal MORSE

Post mortem: representations of death in news reports. (2015)

Shani ORGAD

The use of the Internet in the lives of women with breast cancer: narrating and storytelling online and offline (2003)

Isabel PAVEZ-ANDONAEGUI

The other side of the screen: women from Latin America in London and their engagement with the Internet. (2014)

Josephine PERRY

Whose news: who is the political gatekeeper in the early 21st century? (2007)

Ulla RANNIKKO

Going beyond the mainstream? An international study on online citizen journalism (2010)

Marco SCALVINI

Muslims must embrace our values: a critical analysis of the debate on Muslim integration in France, Germany, and the UK (2013)

Noam SCHIMMEL

Presidential rhetoric justifying healthcare reform: continuity, change & the contested American moral order and social imaginary from Truman to Obama (2014)

Michael SKEY

Flagging nations? Examining discourses of national identity in contemporary England (2008)

Zoetanya SUJON

Technological citizenship? Questioning new media, cultural politics and emergent citizen territories (2010)

Paraskevi (Vivi) THEODOROPOULOU

The diffusion and adoption of digital television among the first generation digital audience in the UK (2012).

Nancy THUMIM

Mediating self-representations: tensions surrounding 'ordinary' participation in public sector projects (2007)

Sebastian URETA-ICAZA

Machines for living in (2006)

Maira VACA-BAQUEIRO

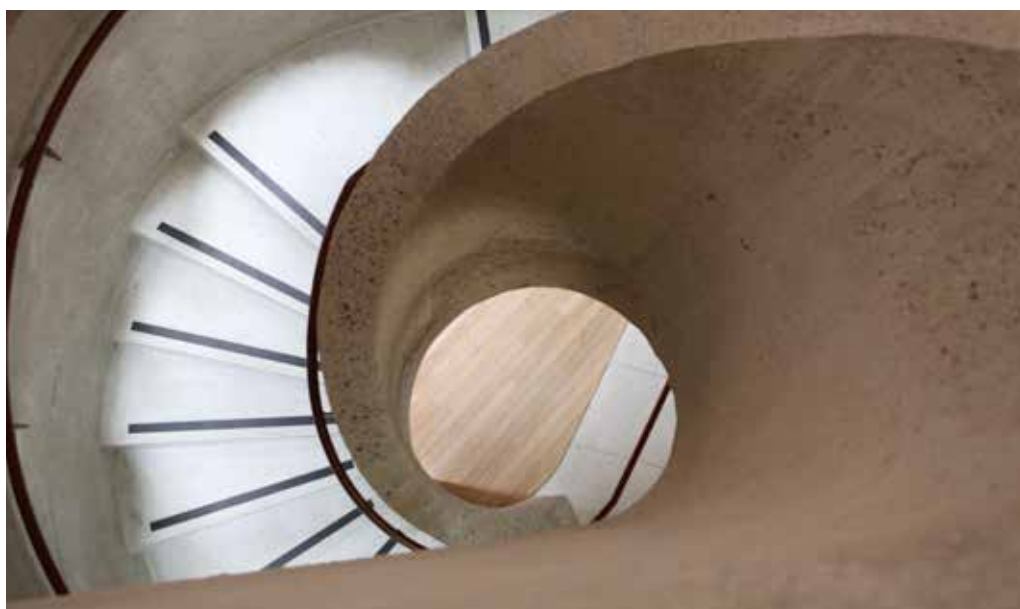
Government communication in Mexico (2015)

Yinhan WANG

'Photographing myself into being': structure, agency and identity in Taiwanese adolescent girls' self-representation online. (2013)

Rafal ZABOROWSKI

Intimacy, ordinariness and Japanese music audiences. (2015)



ACADEMIC STAFF

Full details of Lecturers and LSE Fellows, their research and publications, can be found on their personal web pages at:

lse.ac.uk/collections/media@lse/whosWho/AcademicStaffList.htm

Dr Nick Anstead, Assistant Professor

Dr Shakuntala Banaji, Assistant Professor

Charlie Beckett, Professor and Director of POLIS

Dr Bart Cammaerts, Associate Professor, Director of PhD Programme

Dr Sarah Cefai, LSE Fellow

Lilie Chouliaraki, Professor of Media and Communications

Nick Couldry, Professor of Media, Communications and Social Theory, Head of Department

Dr Seeta Gangadharan, Assistant Professor

Dr Myria Georgiou, Associate Professor, Deputy Head of Department

Dr Ellen Helsper, Associate Professor, Director of Graduate Studies

Sonia Livingstone, Professor of Social Psychology (On Sabbatical Michaelmas Term 2015)

Robin Mansell, Professor of New Media and the Internet, Interim Provost and Deputy Director of LSE 2015-16

Dr Bingchun Meng, Associate Professor

Dr Wallis Motta, LSE Fellow

Dr Shani Orgad, Associate Professor (On Sabbatical Lent Term 2016)

Dr Jean-Christophe Plantin, Assistant Professor

Dr Alison Powell, Assistant Professor

Terhi Rantanen, Professor of Global Media and Communications

Dr Corinne Schweizer, LSE Fellow

Dr Damian Tambini, Associate Professor (On Sabbatical Lent and Summer Term 2016)

Dr Wendy Willems, Assistant Professor (On Sabbatical Michaelmas Term 2015)

Dr Rafal Zaborowski, LSE Fellow



REALLY USEFUL INFORMATION

FEES

If you have not paid in full before or at registration then you will be placed on a termly payment plan. You are expected to pay 1/3 of your fees on each payment date.

Payment is due on the following dates:

28 October 2015	Minimum to pay 33 per cent
28 January 2016	Minimum to pay 33 per cent
28 April 2016	Minimum to pay balance outstanding

Some individual students and nationality groups will have exceptional circumstances and a different payment plan can be arranged, in such cases the plan must be agreed by the Fees Office. Please email fees@lse.ac.uk if you have any questions. If you do not know the cost of your fees, please see the Table of Fees at lse.ac.uk/feesoffice.

Full fee information, including how to pay, can be found here:

lse.ac.uk/intranet/LSEServices/financeDivision/feesAndStudentFinance/Paying%20fees/How_to_Pay.aspx

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 the School.

Once you are formally registered with the School you will be able to print out your certificate instantly via LSE for You (LFY) under the 'Certificate of Registration' option (Please note it can take up to 4 hours for your change in Registration Status to be picked up by LFY).

If you require a certificate with information beyond what is on the Certificate of Registration, please email registry@lse.ac.uk. Your enhanced certificate should

then be available for collection from the Student Services Centre (SSC) within five working days. Additionally, should you require an LFY-produced certificate to be signed and stamped, staff at the SSC will be happy to do this for you.

For more information please see lse.ac.uk/certificateOfRegistration

POSTGRADUATE COURSE CHOICE, SEMINAR SIGN UP AND PERSONAL TIMETABLES

Information about **postgraduate course choice and seminar sign up** can be found on the Student Services Centre web page: lse.ac.uk/coursechoice.

Many courses will have 'controlled access' and you will need to apply to the department teaching the course for permission to take it, before you can select it. If such an application is required, it will be indicated on the LFY course choice system.

All course choices are subject to the approval of your home department.

The deadline for course choices for **postgraduate** students is 16 October 2015.

If you wish to change your course choice after the online system has been switched off, you can do so using a 'late course change' form (available from the Student Services Centre).

For more information please see lse.ac.uk/intranet/students/registrationTimetablesAssessment/Registration/Course/Graduate/pgcoursechoice.aspx

You use LSE for You to select your courses and seminar groups. Personal Timetables can then be viewed in LSE for You.

TIMETABLES OFFICE

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

INTERNATIONAL STUDENT IMMIGRATION SERVICE (ISIS)

ISIS provides detailed immigration advice for International Students on their website which is updated whenever the immigration rules change. They can advise you by e-mail (fill out the web query form on the ISIS website) and at the drop-in service in the Student Services Centre reception. ISIS run workshops to advise students applying to extend their stay in the UK; and in complex cases, they will make individual appointments.

ISIS can advise you on the following (and more):

- Applying to extend your stay in the UK
- Switching immigration categories
- Immigration implications if you need to interrupt your studies or retake your exams
- Correcting the end date of your visa if there has been a mistake
- Bringing your family to the UK or applying for your family to extend their stay inside the UK
- What to do if your visa application is returned as invalid or is refused
- Registering with the police
- What to do if your passport is lost or stolen
- Travelling in and out of the UK
- Working during your studies
- Options for working after your studies (please note we do not advise on the actual application process)

For more information including drop in times and dates of workshops go to: lse.ac.uk/isis



THE LIBRARY

Your LSE student card is also your Library card. No additional registration with the Library is required.

- You are welcome to ask Library staff at the beginning of term for general information, your Library guide and other freebies. You can get started with all the information you need on the Library website lse.ac.uk/library/usingTheLibrary/userGuides/Information-for-students.aspx
- Use the Library Catalogue (lse.ac.uk/library/home.aspx) to find both the Library's print and electronic resources. Locations in the Library are illustrated on an electronic map.
- You can sign up to a course on how to find items from your reading list, and other training events from across the School, at <https://apps.lse.ac.uk/training-system/>
- Staff at the Help Desk on the first floor are available for any enquiries you may have about using our collections and electronic resources.

When inside the Library building, please remember:

- Respect the zone you are in and keep noise to a minimum in Quiet and Silent zones.
- Food cannot be consumed inside the library, although you are able to eat in the Escape area (before the turnstiles) and drinks with lids can be brought into the Library.
- Fully vacate your study space for others when taking a break.
- Do not leave your bags unattended

Follow us at

[www.twitter.com/LSELibrary](https://twitter.com/LSELibrary)
www.facebook.com/LSELibrary

You can also contact the Library with the online enquiry form:

lse.ac.uk/library/enquiriesandfeedback/email.aspx

MOODLE

Moodle is LSE's Virtual Learning Environment (VLE). It is a password protected web environment that may contain a range of teaching resources, activities, assignments, information and discussions for your course. The content of Moodle is the responsibility of your teacher and so it will vary from course to course (not all teachers choose to use Moodle).

You can access Moodle from any computer connected to the internet, on and off campus. Go to <http://moodle.lse.ac.uk/> and use your LSE user name and password to log in. This page also has links to help and advice on using Moodle.

You will also find links to Moodle from a number of web pages, including the webpage for 'Staff & Students'. If you have any technical problems with Moodle you should contact the helpdesk at it.helpdesk@lse.ac.uk

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, the Access to Learning Fund and the Postgraduate Travel fund.

Full details and application forms are available from lse.ac.uk/intranet/students/moneyMatters/financialSupport/Home.aspx

IT SUPPORT

Student IT Help Desk - first floor, Library
Contact the IT Help Desk (it.helpdesk@lse.ac.uk) for support for School-owned hardware and software on the LSE network, network and email account issues, and general IT queries.

Laptop Surgery - 1st Floor, Library
Visit the Laptop Surgery for free advice and hands-on help with problems connecting to LSE resources from personally-owned laptops and mobile devices.

LSE Mobile
Download the LSE Mobile app to access your course timetable, library information, LSE information, maps, guides and more. Search 'LSE Mobile' on the App Store or Google Play to download.

IT Support for students with disabilities
The School is committed to providing facilities and support for students with disabilities. Additional PCs and printing facilities for students with disabilities are provided in the public computer areas in the Library. Other facilities are available in three dedicated PC rooms in the Library (LRB.R25 and LRB.R26). We also provide one-to-one support for students with disabilities who wish to become familiar with assistive technologies and software. This can be arranged by contacting its disabilities.support@lse.ac.uk to arrange an appointment.

Social Media

The School has outlined guidance on the use of social media. You can find the full details here: lse.ac.uk/intranet/LSEServices/policies/pdfs/school/guiSocMedStu.pdf

For contact details and further information about our support services visit lse.ac.uk/imt

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 lse.ac.uk/tlc/development and lse.ac.uk/counselling

One to one support

LSE's Student Counselling Service – lse.ac.uk/counselling – offers bookable one to one appointments and daily drop in sessions; its Peer Support scheme – lse.ac.uk/peersupport – enables students to talk with fellow students if they have any personal worries; and its Disability and Wellbeing Service – lse.ac.uk/disability – provides advice to disabled students and puts Individual Student Support Agreements and Individual Examination Adjustments in place.

LSE Personal Development Aide Memoire (PDAM)

This is a record that you can access and build in LSE for You and that 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. To find out more, see lse.ac.uk/apd/PDAM

QUALITY ASSURANCE

The School's approach to quality assurance is set out in the document "Strategy for Managing Academic Standards and Quality": lse.ac.uk/intranet/LSEServices/TQARO/InternalQualityAssurance/StrategyForManagingAcademicStandards.aspx

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



- ::::: Bridge 🚲 Cycle Hire Station (www.tfl.gov.uk/maps/cycle-hire) ♿ Disabled access 🚪 Disabled lift
 🚫 No entry 🚧 Roads and Footpaths closed 🏗 Buildings under construction

95A	95 Aldwych <i>Aldwych</i>
ALD	Aldwych House <i>Aldwych</i>
CLM	Clement House <i>Aldwych</i>
COL	Columbia House <i>Aldwych</i>
CON	Connaught House <i>Aldwych</i>
COW	Cowdray House <i>Portugal Street</i>
KGS	King's Chambers <i>Portugal Street</i>
1KW	1 Kingsway
KSW	20 Kingsway
32L	32 Lincoln's Inn Fields
44L	44 Lincoln's Inn Fields (not occupied by LSE)
50L	50 Lincoln's Inn Fields <i>Portsmouth Street</i>
LCH	Lincoln Chambers <i>Portsmouth Street</i>
LAK	Lakatos Building <i>Portugal Street</i>
LRB	Lionel Robbins Building, Library

NAB	New Academic Building <i>Lincoln's Inn Fields</i>
OLD	Old Building <i>Houghton Street</i>
PAR	Parish Hall <i>Sheffield Street</i>
PEA	Peacock Theatre <i>Portugal Street</i>
POR	1 Portsmouth Street
QUE	Queens House <i>Lincoln's Inn Fields</i>
SAR	Sardinia House <i>Sardinia Street</i>
SAW	Saw Swee Hock Student Centre <i>Sheffield Street</i>
SHF	Sheffield Street
STC	St Clement's <i>Clare Market</i>
TW1	Tower One <i>Clement's Inn</i>
TW2	Tower Two <i>Clement's Inn</i>
TW3	Tower Three <i>Clement's Inn</i>

DEPARTMENTAL BLOGS



Polis, directed by Charlie Beckett (@CharlieBeckett) is LSE's media think-tank focusing on journalism and society, aimed at working journalists, people in public life and students in the UK and around the world. **Get in touch:** blogs.lse.ac.uk/polis or tweet @PolisLSE.



The Media Policy Project, directed by Damian Tambini (@DamianTambini) promotes media policy communication between academics, civil society, media professionals and policy makers. **Get in touch:** blogs.lse.ac.uk/mediapolicyproject or tweet @LSEmediapolicy.



Parenting for a Digital Future, directed by Sonia Livingstone (@Livingstone_S) explores the task of parenting for a digital future, both in the UK and internationally. **Get in touch:** blogs.lse.ac.uk/parenting4digitalfuture or tweet #P4DF.

This information can be made available in other formats, on request. Please contact: J.A.Deeley@lse.ac.uk

The School seeks to ensure that people are treated equitably, regardless of age, disability, race, nationality, ethnic or national origin, gender, religion, sexual orientation or personal circumstances.

Freedom of thought and expression is essential to the pursuit, advancement and dissemination of knowledge. LSE seeks to ensure that intellectual freedom and freedom of expression within the law is secured for all our members and those we invite to the School.

The London School of Economics and Political Science is a School of the University of London. It is a charity and is incorporated in England as a company limited by guarantee under the Companies Acts (Reg No 70527)

September 2015

Edited by James Deeley

Designed by LSE Design Unit (designunit@lse.ac.uk)

Photography: Nigel Stead, LSE Photo