

# **MSc Social Research Methods**

## **Programme handbook 2016-2017**

**LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE**

## INTRODUCTION

### **WELCOME TO THE DEPARTMENT OF METHODOLOGY AND TO THE MSC SOCIAL RESEARCH METHODS.**

We hope that this booklet contains most of the information you need while studying for your MSc. Please hang on to this handbook because you will need to consult it from time to time during the year. We trust that the content is correct at the time of going to press (September 2016); however, we may have missed some errors, and circumstances may change during the year. The Department reserves the right to withdraw or alter particular courses and syllabuses and other details, but we hope to give you plenty of notice should this be necessary. The handbook should serve as a guide to the Department and to your MSc programme. Please read it carefully and if, over the year, you have any comments or suggestions about the contents do let us know.

In addition to the information in this handbook, you should familiarise yourself with the LSE regulations on taught Masters degrees. The up-to-date version of these can be found on the School's website at:

[lse.ac.uk/resources/calendar/taughtMasters.htm](http://lse.ac.uk/resources/calendar/taughtMasters.htm).

The regulations specify the general School rules and practices for most aspects of your study, including teaching, supervision, assessment and degree classification, as well as the basic reciprocal obligations and responsibilities of staff and students. It is very important that you read and understand these regulations.

We hope you will have a happy, stimulating and productive time in the Department of Methodology. Please ask your Academic Adviser, the Programme Director or the Administrators if you have any questions or problems at any time.

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## Who's Who in the Department

|   |                |                      |                                 |
|---|----------------|----------------------|---------------------------------|
| <b>Dr Audrey Alejandro</b><br>LSE Fellow  | <b>COL7.07</b> | <b>TBC</b>           | <b>TBC</b>                      |
| <b>Professor Kenneth Benoit</b><br>Professor of Political Research<br>Methodology & Head of<br>Department | <b>COL8.11</b> | <b>020 7955 6812</b> | <b>k.r.benoit@lse.ac.uk</b>     |
| <b>Dr Flora Cornish</b><br>Associate Professor  | <b>COL8.09</b> | <b>020 7955 6792</b> | <b>f.cornish@lse.ac.uk</b>      |
| <b>Dr David Hendry</b><br>Assistant Professor   | <b>COL7.05</b> | <b>TBC</b>           | <b>d.hendry@lse.ac.uk</b>       |
| <b>Esther Heyhoe</b><br>Graduate Teaching<br>Administrator  | <b>COL8.07</b> | <b>020 7955 7639</b> | <b>e.heyhoe@lse.ac.uk</b>       |
| <b>Professor Jonathan Jackson</b><br>Professor of Research<br>Methodology                                 | <b>COL8.05</b> | <b>020 7955 7652</b> | <b>j.p.jackson@lse.ac.uk</b>    |
| <b>Dr Alasdair Jones</b><br>Assistant Professor   | <b>COL8.12</b> | <b>020 7955 6924</b> | <b>a.jones@lse.ac.uk</b>        |
| <b>Dr Eleanor Knott</b><br>LSE Fellow   | <b>COL7.07</b> | <b>TBC</b>           | <b>TBC</b>                      |
| <b>Dr Jouni Kuha</b><br>Associate Professor   | <b>COL8.04</b> | <b>020 7955 6835</b> | <b>j.kuha@lse.ac.uk</b>         |
| <b>Dr Ben Lauderdale</b><br>Associate Professor   | <b>COL8.10</b> | <b>020 7107 5439</b> | <b>b.e.lauderdale@lse.ac.uk</b> |
| <b>Esther Sidley</b><br>Research and Communications<br>Administrator                                      | <b>COL8.07</b> | <b>020 7955 6947</b> | <b>e.sidley@lse.ac.uk</b>       |
| <b>Dr Indraneel Sircar</b><br>LSE Fellow  | <b>COL8.02</b> | <b>TBC</b>           | <b>i.sircar@lse.ac.uk</b>       |
| <b>Dr Jen Tarr</b><br>Assistant Professor   | <b>COL8.06</b> | <b>020 7955 6950</b> | <b>j.s.tarr@lse.ac.uk</b>       |
| <b>Dr Chana Teeger</b><br>Assistant Professor   | <b>COL7.06</b> | <b>TBC</b>           | <b>c.teeger@lse.ac.uk</b>       |
| <b>Gillian Urquhart</b><br>Departmental Manager   | <b>COL8.07</b> | <b>020 7955 7639</b> | <b>g.urquhart@lse.ac.uk</b>     |

## Term Dates 2016-17

### Michaelmas Term

Thursday 22 September – Friday 9 December (*Teaching begins on Monday 26<sup>th</sup> September*)

### Lent Term

Monday 9 January – Friday 24 March

### Summer Term

Monday 24 April – Friday 9 June

The School will also be closed on English public holidays. In 2016/2017 these will be:

|                     |   |
|---------------------|---|
| Christmas Closure   | Thursday 22 December – 2 January 2017       |
| Easter Closure      | Thursday 13 April – Wednesday 19 April 2017 |
| May Bank Holiday    | Monday 1 May 2017                           |
| Spring Bank Holiday | Monday 29 May 2017                          |
| Summer Bank Holiday | Monday 28 August 2017                       |

For departments that operate them, including the Department of Methodology, Reading Weeks are the weeks beginning 31 October 2016 and 13 February 2017.

Department of Methodology exams are held in Summer Term but please be aware that some outside options may be examined in Week 0 of Lent Term. More information can be found here:

<http://www.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/LentTermWeek0Exams.htm>.

## About the Department

Research methodology is not an end in itself; it is a means to the end of supporting and improving the 'quality' of empirical research in substantive areas of the social sciences. To this extent the Department has always had an outward looking approach and actively sought to avoid the 'ghettoisation' of research methodology. Thus, members of the Department work closely with colleagues in other LSE academic departments. We are all social scientists of varying disciplinary enthusiasms whose claims about social phenomena are warranted on the basis of empirical evidence. All staff conduct research in one of the social sciences and their research output is submitted to an affiliated academic department as their contribution to the Research Excellence Framework (REF).

Our commitment to high quality teaching is more than rhetorical. Understanding research methodology is not merely the accumulation and critical evaluation of knowledge from library sources. To gain a practical and useful knowledge of research methods, what might be called a researcher's way of thinking, requires a combination of lecturing, worked examples, engagement in class activities and individual academic advisory support. The Department operates on the presumption that almost any committed student, including those with only basic mathematics, can master the subject matter providing that the teaching and support is appropriate. The Department has a continuing commitment to course evaluation and improvement.

The Department takes the view that social scientific research methods comprise what are generally known as the quantitative and qualitative approaches, and that a well-trained social scientist will be well versed in both traditions. This is exemplified in the MSc Social Research Methods, in which the compulsory courses cover both quantitative analysis and qualitative inquiry.

## **Communication within the Department**

### **Personal LSE e-mail Account**

**It is a requirement that you use your LSE e-mail account for all communication with the School and the Department as it is the School's primary means of contact.** E-mail can be accessed off-campus using webmail and remote desktop or by using e-mail clients for laptops and mobile phones. For instructions on how to access your e-mail off campus visit: [lse.ac.uk/intranet/LSEServices/IMT/remote](http://lse.ac.uk/intranet/LSEServices/IMT/remote).

### **Change of address**

It is important that you keep the School informed of your private address and telephone number. Any changes to your current address can be made via LSE for You which is located via the Apps tab on the home page of the LSE website. Your address is protected information and will not be disclosed to a third party without your permission unless it is for reasons of official School business.

### **Contacting Staff**

You can speak to members of staff in person at the LSE, or contact them by phone or e-mail. Office Hour appointments with teaching staff should be made via the LSE for You booking system.

### **The Study Room (COL8.13)**

When it is not in use for seminars, meetings and other Department events, the department study room (COL8.13) and equipment in it are for the exclusive use of students of the MSc Social Research Methods. It is a common room/study room, a useful place to meet fellow students and hold study groups. The PCs within the room are equipped with software packages used in analytical research including statistical analysis packages, qualitative analysis software, and tools for text analysis. The Study Room is accessed by your LSE ID card. The room can also be booked out by MSc SRM students – please contact Esther or Gillian for further details.

### **Staff-Student Meeting**

Staff-Student Liaison Committee (SSLC) meets once per term. This provides an opportunity for a general discussion about how students are finding the course and for students to raise issues of concern. It also enables discussion on issues which affect the student community as a whole. All students are invited to attend. Students can also send in any comments or issues they would like to be raised anonymously to Esther Heyhoe.

The SSLC also elects one representative to attend the Taught Graduate Students' Forum. More information can be found here: [lse.ac.uk/studentrepresentation](http://lse.ac.uk/studentrepresentation).

### **Departmental Administration**

The Graduate Teaching Administrator (Esther Heyhoe) may be consulted if you cannot find answers to your queries from written information, the School website or Student Services.

### **Reference Letters**

If you need a member of staff to write a reference or letter for you, please plan ahead so that the staff member concerned has time to process your request.

## The MSc Social Research Methods

The official degree regulations for MSc Social Research Methods can be found at [lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/2015\\_MScSocialResearchMethods.htm](http://lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/2015_MScSocialResearchMethods.htm)

and more detailed information on each course in the **course guides** at [lse.ac.uk/resources/calendar/courseGuides/graduate.htm](http://lse.ac.uk/resources/calendar/courseGuides/graduate.htm).

This one-year programme draws on the range of expertise available within the Department as well as related academic departments, in order to provide an advanced training in social research methodologies. The syllabus for the MSc meets and goes somewhat beyond the Economic and Social Research Council's requirements for the first year of a 1+3 PhD programme, and it is designed to provide training for doctoral research and as a pre-professional training for careers in social research in the public and private sectors. The MSc may be taken full-time over a calendar year, or part-time over two years.

### Aims and Objectives:

The MSc aims to provide:

- the skills of 'practical scholarship' built on a thorough grounding in the principles of quantitative and qualitative social research;
- advanced training in both quantitative and qualitative research methodologies;
- experience in the design, collection, analysis and reporting of empirical social research;
- experience of computer analysis of both quantitative and qualitative data;
- training as a precursor to doctoral research and/or for employment in social research in the public and private sectors.

The programme outcomes are:

- understanding of quantitative and qualitative research methodologies;
- understanding of conceptual and methodological questions underlying quantitative and qualitative research;
- ability to design, conduct, analyse and report a social research project.

### Course Content

All students will take core courses in (a) Quantitative Analysis, (b) Qualitative Research Methods and (c) Research design, and will (d) submit an MSc dissertation. In addition, they will take additional courses to the value of one unit (from the Department of Methodology or elsewhere in the LSE) as set out in the official degree regulations.

### Quantitative Analysis

Different courses are offered according to students' previous knowledge. Those with little background in the field will take courses designed to equip them with a critical understanding of statistical material, and training in statistical methodology, for both interpretation and implementation. More advanced students will attend courses dealing with the application of multivariate methods. At all levels, the lectures will be accompanied by classes in which the methods are implemented using standard statistical software.

### Whether to take MY451 & MY452 or MY452 & MY455?

The Department expects students reading for the MSc Social Research Methods to take MY452 & MY455. These are the standard courses for the degree and a decision to deviate from that norm (and take MY451 & MY452) must be approved by your Academic Advisor.



MY451 is designed for people who have no background in quantitative methods. If you fall into that category, then you may be given permission to take MY451 & MY452. However, taking the standard combination of MY452 and MY455 will provide you with a competitive edge in the job market; potential employers are likely to expect that you are familiar with quantitative methods up to the level of MY455.

### **Fundamentals of Social Science Research Design (MY400)**

This course aims to introduce the broad range of research design options and to foster an appreciation of these alternatives for particular research objectives. Drawing on a variety of examples from the social scientific literature, this course will explore design considerations and options across quantitative and qualitative research, including issues of data quality, analysis, reporting and reproducibility.

### **Qualitative Research Methods (MY421)**

The Department expects students to take MY421 in the Michaelmas Term. Students learn how to collect data using methods including interviewing, focus groups, participant observation, and documentary and historical work. The course then covers analysis, including thematic analysis, content analysis and discourse analysis. Issues of research design, quality indicators, epistemology and ethics are addressed. The course has the dual aims of equipping students with conceptual understandings of current academic debates regarding qualitative methods, and with practical skills to put those methods into practice.

### **Specialist Fields**

As well as choosing optional Department of Methodology modules students can also study a course from one of the following disciplinary areas related to their substantive interests: **Statistics, Social Psychology, Social Policy, Sociology, Philosophy, Government, Management, Decision and Policy Sciences, Population or International Development.**

### **Academic Advisers**

All students on the MSc programme are assigned a personal Academic Adviser. Their role is to give advice, monitor progress, assist with any problems that may arise and to be available in the future to provide references etc. Students should expect to meet with their Academic Advisers at least once a term. Students are invited to take the initiative in setting-up the meetings. The MSc Programme Director sees all the students at the beginning of the year and acts as a quasi-Academic Adviser for all students.

### **How to select courses in the substantive discipline of the MSc**

First of all students should consult the degree regulations which outline the courses normally available to students within a particular MSc Programme. Under the School's regulations it is possible to take 1 Unit outside those set out in the degree regulations. This should be discussed with your Academic Adviser. To take a course outside the regulations the approval of the Academic Adviser and the convenor of the particular course is necessary. Students will have the opportunity to discuss course options at the induction meeting.

You will need to choose all of your courses, including any compulsory ones and your dissertation, in LSE for You. Course choice opens for browsing during Welcome Week so that you can get used to the system however you will not be able to make any choices during this period. The system opens fully from **23<sup>rd</sup> September 2016** but you will only be able to access the 'Graduate Course Choice' option in LSE for You when your admissions paperwork is completed. The deadline for course choices for postgraduate students is **10<sup>th</sup> October 2016**. The system will re-open at the beginning of Lent Term so you can make any changes that are

needed for Lent Term.

To choose your courses first visit [lse.ac.uk/coursechoice](http://lse.ac.uk/coursechoice). Here you will find links to the programme regulations which outline your available course choices and a course guide for each of them. You will also find tutorials on how to use the Graduate Course Choice system.

### **Dissertation supervisors and selecting a dissertation topic**

The dissertation is a key component of the MSc programme. Here students bring what they have learned in their taught courses to bear on a substantial piece of empirical research. The research may involve primary data collection or secondary analysis of existing data. More details of the dissertation and the dissertation seminars (which together come under the course code MY499) can be found on page 15.

The supervisor of your dissertation is normally the member of staff who is able to provide the best quality supervision for the student's particular research interests. The process of matching students to supervisors is a mixture of staff interests (some dissertation topics draw upon current staff research), student preferences, guidance from the MSc Programme Director and approximate equity in the number of dissertations per staff member.

Throughout the Lent and Summer terms the supervisor will be available, by appointment, for consultation on the various stages of the research. Supervision ends by 14 July 2017 at the latest – the exact date will be determined by the individual supervisor. The deadline for submission of dissertations via Moodle is 5pm on Friday 11 August 2017.

### **Auditing Courses**

You may wish to audit some courses which are not part of your programme, and for which you will not gain credit. You may audit the lectures of any courses in the School in which you are interested subject to the approval of the teacher responsible, but you may not normally attend the associated seminars if you are not registered on the course. The exception to this is courses audited in the Department of Methodology where we allow auditors to attend both lectures and classes (where resources allow). Please contact Esther Heyhoe if you wish to audit any Methodology courses. It is courteous to introduce yourself to the teacher responsible for any course you intend to audit regularly.

## Suggested Reading for MSc Social Research Methods

A Agresti & B Finlay, *Statistical Methods for the Social Sciences* (4<sup>th</sup> Ed., Pearson Prentice Hall, 2009)

P Alasuutari, L Bichman, J Brennan & J. Brannen, *Handbook of Social Research Methods* (SAGE, 2008)

JD Angrist and J Pischke, *Mostly Harmless Econometrics: An Empiricist's Companion* (Princeton University Press, 2007)

M Bauer & G Gaskell, *Qualitative Researching with Text, Image and Sound* (Sage, 2000)

H Brady & D Collier, *Rethinking Social Inquiry: Diverse Tools, Shared Standards* (Rowman & Littlefield, 2004)

AF Chalmers, *What is this Thing Called Science?* (3<sup>rd</sup> Ed., Open University Press, 1999)

U Flick, *An introduction to qualitative research* (5<sup>th</sup> Ed., Sage, 2014)

BH Flyvberg, *Making Social Science Matter: Why social inquiry fails and how it can succeed again* (Cambridge University Press, 2001)

B Geddes, *Paradigms and Sand Castles* (University of Michigan Press, 2003)

A Gelman and J Hill. *Data Analysis Using Regression and Multilevel/Hierarchical Models* (Cambridge: Cambridge University Press, 2007).

N Gilbert, *Researching Social Life* (4<sup>th</sup> Ed., Sage, 2015)

G Hoinville & R Jowell, *Survey Research Practice* (Heinemann, 1978)

G King, RO Keohane & S Verba, *Designing Social Inquiry* (Princeton University Press, New Jersey, 1994)

SL Morgan and C Winship. *Counterfactuals and Causal Inference: Methods and Principles for Social Research* (Cambridge: Cambridge University Press, 2007).

W F Whyte, *Street Corner Society - The social structure of an Italian slum* (4<sup>th</sup> Ed., University of Chicago Press, 1993)

DB Wright, *Understanding Statistics: An Introduction for the Social Sciences* (Sage, 1997)

## Assessment

Formal assessment, which counts towards your final degree results (also known as *summative assessment*), can take several different forms. Most MSc courses are primarily assessed by an unseen written examination in the Summer Term. A half unit course is usually assessed by a two-hour examination, and a full unit course by a three-hour examination.

Some courses also include assessed coursework as all or part of summative assessment. Please refer to the course guides on the LSE website to find out the assessment form for each course. When there is assessed coursework, the course convener will give you detailed instructions for it.

For the MSc Social Research Methods programme, one part of the assessment is a dissertation. This has the value of one unit. Further information on the dissertation is given on page 15.

Please note that we are unable to provide feedback on summative assessment.

### Examination dates

All examinations take place in the Summer Term, with the majority of graduate exams taking place in late May to June.

The provisional examination timetable is published on the LSE website no later than the last day of Lent Term, with the final timetable and students individual timetables published on the LSE for You website very early in the Summer Term - further details of exactly when these become available will be circulated nearer the time.

### Late submission of assessed coursework

According to the School regulations,

*If a student fails to submit by the set deadline (or extended deadline as appropriate) the following penalty will apply:*

*Five marks out of 100 will be deducted for coursework submitted within the 24-hours of the deadline and a further five marks will be deducted for each subsequent 24-hour period (working days only) until the coursework is submitted. After five working days, coursework will only be accepted with the permission of the Chair of the Sub-Board of Examiners.*

For further information on this see:

[lse.ac.uk/resources/calendar/academicRegulations/regulationsForTaughtMastersDegrees.htm](https://lse.ac.uk/resources/calendar/academicRegulations/regulationsForTaughtMastersDegrees.htm).

### Plagiarism

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

Any quotation from the published or unpublished works of other persons, including other candidates, must be clearly identified as such. Quotes must be placed inside quotation marks and a full reference to sources must be provided in proper form. A series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as

much as a single unacknowledged long quotation from a single source. All paraphrased material must also be clearly and properly acknowledged.

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

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

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

If you are unsure about the academic referencing conventions used by the School you should seek guidance from your department (webpages, Moodle, Handbook or the administrators), Academic Adviser, the [Teaching and Learning Centre \(TLC\)](#) or the [Library](#) as soon as possible.

The Regulations on Plagiarism can be found at the following web links:

<http://www.lse.ac.uk/resources/calendar/academicRegulations/RegulationsOnAssessmentOffences-Plagiarism.htm>

<http://www.lse.ac.uk/resources/calendar/academicRegulations/statementOnEditorialHelp.htm>

## Award of the MSc degree

The School's "Scheme for the award of a taught Masters degree" can be found at:

[lse.ac.uk/resources/calendar/academicRegulations/TaughtMastersDegreesFourUnits.htm](http://lse.ac.uk/resources/calendar/academicRegulations/TaughtMastersDegreesFourUnits.htm).

It is a set of rules which determine, based on the results of the examinations, when a student is eligible for the MSc degree and, if eligible, what the classification (Pass, Merit or Distinction) of the degree shall be. These general rules are supplemented by the following "local rules" used for the MSc Social Research Methods (the numbers refer to paragraphs of the general classification scheme):

**1. Course critical to assessment:**

For students entering from 2013/14 a Fail in either MY421 or MY452 shall result in a drop of one class in the overall award classification where a Distinction or Merit would otherwise have been awarded. It shall have no further impact where a Pass is to be awarded.

A Fail in courses to the value of 1.0 unit which includes a Fail in MY421 and/or MY452 cannot be compensated under rules 5.2.3(i) or 5.2.3(ii), and shall result in an overall Fail.

Where a student has substituted a more advanced course for MY452 and/or MY421, rule 1 shall apply to the substituted course(s) in place of the course(s) they replace. Any such substitution must be approved by both the MSc Programme Director and the Chair of the Sub-Board of Examiners.

**2. Distinction/Merit borderline (scheme paragraph 5.3.2):**

Classification for students with mark profiles falling into this range will be determined according to an aggregate formula: Distinction if aggregate is 270 or higher.

**3. Merit/Pass borderline (scheme paragraph 5.3.4):**

Classification for students with mark profiles falling into this range will be determined according to an aggregate formula: Merit if aggregate is 240 or higher.

These local rules can also found at:

[lse.ac.uk/resources/calendar/LocalRules/MScSocialResearchMethods.htm](http://lse.ac.uk/resources/calendar/LocalRules/MScSocialResearchMethods.htm).

The **bad fail** mark for Methodology Department courses is **29**.

### Mitigating Circumstances

If you would like the School to consider any mitigating circumstances that may have affected your performance in any assessed course work or examination(s) during this session, you should submit a statement detailing them and their impact upon your studies. This statement should be accompanied by medical and/or other documented evidence. All material should be submitted to the Student Services Centre as soon as possible, and no later than seven days following your last scheduled examination or (for taught graduate students) dissertation/summer project. Further information can be found at:

[lse.ac.uk/intranet/students/registrationTimetablesAssessment/examinationsAndResults/exceptionalCircumstances/illnessExceptionalCircumstances.aspx](http://lse.ac.uk/intranet/students/registrationTimetablesAssessment/examinationsAndResults/exceptionalCircumstances/illnessExceptionalCircumstances.aspx).

## **The Dissertation: MY499**

Your MSc dissertation will form an important part of your assessment. However, this is not something that you need to worry about immediately. Even if you think you know at the start of your degree what you would like to write about, our experience is that these 'pre-decisions' are very often changed by the experience of studying the courses.

### **Guidelines for the MSc Dissertation: MY499**

#### **Aim of the Dissertation**

To conduct an empirical investigation of an issue relevant to the programme content under the supervision of a member of staff.

#### **Objectives of the Dissertation**

To construct a detailed plan of a research project.  
To review a specific literature on the selected issue.  
To identify relevant research questions from the literature.  
To turn general research questions into empirical questions.  
To select and justify an appropriate research design.  
To select and employ suitable methods/techniques to investigate the empirical questions.  
To analyse social data.  
To write a dissertation covering a review of the relevant literature, the research questions, an explanation and justification of the design, a description of the conduct and analysis of the research, and a discussion of the findings in relation to the literature and methodological issues.

#### **The supervisor**

Following the submission of the first project plan a supervisor will be allocated to each student. Students can expect to see their supervisor four times per term and students are expected to take the initiative in making appointments with their supervisor. Please note that supervisory meetings cannot usually be arranged outside term time. The role of the supervisor is to advise on all aspects of the research project including:

- the topic area and relevant literature
- the feasibility of the topic
- the timescale of the research
- the specification of the research questions
- the design and adequacy of methods
- sources of data and access to fields of observation
- analysis and interpretation of results
- structure and style of reporting

#### **The dissertation seminars**

A series of dissertation seminars form a part of the dissertation process. The purpose of the seminars is to introduce various skills and resources that are important in the research process and preparation of the dissertation. The seminars are held in the Department of Methodology and a draft timetable will be provided early in the Michaelmas Term.

#### **Project milestones**

##### **Michaelmas Term**

Dissertation seminars commence.

##### **Lent Term**

In the first few weeks of the Lent term students should explore possible research topics and

discuss these with their academic adviser and with relevant members of staff.

### **1<sup>st</sup> Project plan: January 20 2017**

The project plan to a standard format comprises a summary of the proposed work, its rationale, objectives and likely methodology and a detailed plan for the timescale of the different components of the project.

#### *1<sup>st</sup> Project Plan Contents:*

Project title, Date, Plan number; Key words: 2 on concepts, 2 on methods, 1 on the field of observation; Short summary/abstract (100 words); The field and how to gain access, contingency plan in case it fails; Methodology; A time schedule; Preferred supervisor and other members of staff with whom the project has been discussed.

A Completed Research Ethics Checklist and, if necessary, the longer Research Ethics Review Questionnaire should also be attached. Both can be found at:

<http://www2.lse.ac.uk/intranet/researchAndDevelopment/researchPolicy/ethicsGuidanceAndForms.aspx>.

A copy of this plan should be uploaded via Moodle. Project supervisors will then be allocated to students and students should then arrange an early meeting with their supervisor.

### **End of Easter vacation: Complete first draft of literature review, project design and prepare for project presentation seminar**

The first draft of the literature review is, as suggested by the title, a first draft. It should not be written as your final statement on the topic. As the research progresses you are likely to acquire a more sophisticated and critical perspective and from this to revise your views on the structure, emphasis and interpretation of sources. But such modifications and developments are much easier if you have an outline text on which to work.

### **Early May 2017: Project presentation seminar (COL8.13)**

All students will present a short account of the project's background addressing four issues: the research questions, the concepts, the proposed design and methodology, and the field of observation. Attendance is compulsory on both days of the presentations. The presentations form an integral part of the dissertation process as they allow for feedback and comments on students' progress in a friendly and supportive environment. Details of how presentations should be structured will be discussed in the MY499 seminars but students should aim to speak for around 5 - 10 minutes with no more than three slides. The rest of a student's allotted time will be given over to questions from the floor.

### **By early June 2017: Progress and strategic planning meeting**

Students should discuss with their supervisor progress on data collection and analysis and may wish to write this up as a final project plan. The final version of the project plan should reflect any changes in the scope and substance of the research, and a revised timetable (with particular emphasis on the organisation of the research through to completion in August) should be drawn-up. This constitutes the student's commitment to the final scope and substance of the project.

**July 14 2017: End of Supervision** (at the latest; exact date to be determined by individual supervisors)

**August 11 2017 (by 5pm): Submission of an electronic copy of dissertation via Moodle**



The dissertation should be typewritten (A4 double spaced), of no more than 10,000 words and must include a full bibliography and an abstract. An appendix should include 'raw data' such as summary of interview transcripts, survey or content analysis code books etc. The appendix should not normally extend beyond 10 pages. The 10,000 word limit excludes tables, figures, bibliography and appendix.

### **Guidance notes on the writing of the MSc Dissertation**

As in other forms of assessment it is the written text that is evaluated. However much time and effort has gone into the research work, the assessment stands or falls on the quality of the report. To this extent the structure and clarity of the report is crucial. There is no single right way to write a dissertation because each project is unique and a body of research results is polymeric, inviting a variety of different interpretations. That said there are ways and means of writing a good report and the following guidelines set out the broad structure and other considerations to be taken into account.

#### **1. Abstract (300 words)**

The abstract should succinctly review the research questions, the design and methods and the key findings of the study. Accordingly, the abstract will be revised as the analysis proceeds and findings are written-up.

#### **2. Introduction (Circa 3000 words)**

The introduction sets the scene. Whether the research is inspired by a social issue or by a problem in the literature, it should be set in its broader conceptual context, and the potential contribution of the proposed research explained. The relevant research literature will be critically reviewed, leading to a specification of the research questions or hypotheses. Clearly in some 3000 words it is not possible to cover all the literature on almost any topic. A particular skill is to determine what the relevant literature is, and what is not so relevant. Thus a judicious selection must be made, highlighting the key findings and controversies that provide the justification for the research that is conducted.

#### **3. Statement of research question and/or hypotheses (circa 300 words)**

Here the objectives of the research are stated clearly and concisely. In this section the rationale for the research should be explained and its potential contribution outlined. In other words, what is the research focus, how will this research contribute to the social scientific literature on the selected phenomenon and go beyond what is already known?

#### **4. Research design (circa 700 words)**

Here the research strategy is outlined and a justification presented for the particular approach(es) selected to investigate the stated research questions. If an experimental design, or a content analysis, or qualitative interviewing is used this should be justified. On what criteria was the method used considered to be appropriate; why were other approaches rejected?

One can think in terms of the indication of the method in the same way that medical interventions are more or less well indicated for different illnesses. An aspirin is good for headaches but not so good for other ailments. Note however, that for a secondary analysis of an existing data set this section on design will be shorter and limited to a description of the data set, sample characteristics etc.

## **5. Methodology (circa 500 words)**

While the research questions are normally of a general nature, in order to conduct empirical research these need to be made concrete and amenable to empirical investigation, the process of operationalisation. There are two issues here:

### *The sampling of respondents and corpus construction.*

Whether the design involves an experiment, a survey or a set of qualitative interviews the issue of sampling/case selection needs to be discussed in detail. On what basis was the sample/case selected and why? For experiments and surveys this involves sampling respondents from some population, while for qualitative interviewing the issue may be one of sampling significant currents of opinion.

For corpus construction using media or documentary material the procedure for selection of materials from what is likely to be an unknown population should be described.

For an MSc project it may be helpful to outline the ideal strategy, that which one might employ without time/financial constraints, and then to state how the actual method was selected and what limitations in terms of data quality this more feasible and practicable strategy entails.

### *Design of instruments.*

Instruments refer to questionnaires, topic guides for interviews, stimuli for experiments, coding frames for the analysis of a corpus etc. Whatever instrument is used, it should be fully documented and developmental/pilot work briefly reported.

## **6. Procedure (Circa 500 words)**

The procedure is the recipe for conducting the research, after all the ingredients are assembled. How were the interviews conducted, were they recorded and later transcribed? Was an experiment carried out in a laboratory or in the field? Who carried out the coding of the corpus?

## **7. Results and interpretation (circa 4000 words)**

There are different ways of presenting quantitative and qualitative findings.

### **a) Quantitative Research**

#### **Results**

Here the main results in terms of summary statistics, appropriate graphics and significance tests should be reported. These will follow the research questions as specified in a previous section of the report and state whether the relevant hypotheses have been corroborated or not.

#### **Discussion**

Here what has been empirically observed is set in the context of the research objectives and design and in relation to the broader problem area. Hence in the discussion the findings are interpreted in the light of the hypotheses or research questions, and then discussed in the context of the literature reviewed in the introduction. Explanations for disconfirmed hypotheses should be offered, and reflective comments on the research design and methodology given. Given that this is within an MSc in Social Research Methods allow space for some reflective comments on the research design and methodology. Finally the implications should be discussed and further research outlined.

## ***b) Qualitative Research using Interviews***

In qualitative research the results and interpretation often go hand in hand, but in some cases it may be possible to offer a results and discussion separately. For the latter case one might present a summary of the key findings from a set of interviews in a 3 by N tabular form. Here the topic guide and other broad conceptual issues are the analytic headings for the first column (level 1=frames). The second column, describes the themes for each level 1 frames (level 2 = themes). Finally the third column presents exemplary quotations (Level 3=exemplars). This could be based on the outcome of a manual analytic procedure or taken from the output of one of the computer packages for textual analysis e.g. Nudist or Atlas.

Having completed this basic summary of the material the analysis should move towards identifying and interpreting the commonly occurring themes relevant to the broader research questions. This should be presented in a prose account constructed to capture the insights achieved from the research. This is where the social scientific imagination is employed to go beyond what is said to the deeper level of meaning and interpretation. Selected quotations from the transcripts and tables might be used to illustrate key thematic elements. The reader can then refer back to the table of results to check the interpretation.

Where the results and the interpretation are reported simultaneously, as is often the case with qualitative research, it is advised to move directly to the commonly occurring themes, again illustrating these with direct quotations from the transcripts. An explanation should be offered as to how the quotations were selected and the basis on which these are judged to be of importance.

### ***Discussion***

As with quantitative research the discussion will review the key findings and set these in the context of both the research questions and the literature outlined in the introduction. Surprising findings should be identified and explanations offered. Given that this dissertation is part of an MSc in Social Research Methods allow space for some reflective comments on the research design and methodology. Finally the study implications should be discussed and further research outlined.

## **8. References**

All references in the text should be fully cited in alphabetical order. Consider using the "Endnote" bibliographic software available on the LSE network at an early stage in the project work.

## **9. Appendices**

The appendices should include only data, statistical tables or a summary of other data that are judged to be essential in the evaluation of the main text. It is probably not necessary to provide raw data if summary statistics have been reported in the body of the report, but details of complex statistical procedures and relevant outputs, coding frames, code book, questionnaires and a summary of interview transcripts should be included. Note that the appendix should not exceed 10 pages.

## **10. Submission**

The final dissertation should be uploaded in PDF format to the MSc SRM Moodle page by the designated deadline (5pm, Friday 11 August 2017). Your name, candidate number and the name of your supervisor should be on the coversheet. The year of writing would also be useful. No hard copies are required.

## Examples of Dissertations by Recent Students

- Structure of bias in the reporting of Africa's civil conflicts in the UK press
- Sensitivity of conclusions from choosing latent class models in cross-national research
- Migrant fertility in England and Wales: Measuring fertility convergence
- Post-disaster migration patterns: Analysis of survey data from Myanmar
- Moving to the other side of the fence: An investigation into the association between management experience and socioeconomic attitudes
- Electoral systems and information processing by voters
- Complementary or contradictory dimensions of active ageing?
- Measuring the length of the Chancellor's foot: Quantifying how legal outcomes depend on the judges hearing the case and whether such variation can be explained by characteristics of the judges
- Ethnic language maintenance and American identity among second generation immigrants in the United States
- Social representations of the HIV infection amongst women
- Welfare typologies and attitudes to the welfare state: a comparative study of 11 countries
- British converts to Islam: Social psychological explanation
- Female labour force participation before and after the Indonesian financial crisis
- Unmet need for contraception in Cambodia – mixed methods research
- Confronting the right and the left: A content analysis of Figaro and Liberation
- Diverging perceptions? The division of household labour
- Approaching the Local Authority as a single homeless woman: a comparative study of the London Boroughs of Camden and Tower Hamlets
- Does mothers' literacy and schooling increase schooling and academic attainment of children?
- Voices of the People: Exploring the links between education and militancy in Pakistan
- Who blames the poor? Examining predictors of individual-oriented blame-based poverty attributions across the European Union
- Gender: Discourse analysis in and through comics
- Voting after the Crash: The Financial Crisis and the British General Election of 2010
- Roma lack of participation in the labour market: A mixed methods approach
- Are Tea Party supporters in Texas more supportive of education spending if undocumented immigrants are taken out of the equation?

Students can consult good examples of previous dissertations by contacting Esther Heyhoe (COL8.07; [e.heyhoe@lse.ac.uk](mailto:e.heyhoe@lse.ac.uk))

# Study Guidelines

## Time Commitment

Students often ask: “How many days a week should I expect to attend?” The answer is somewhat complicated since the schedule varies between terms and across courses. Commitments will depend on your choice of courses and, if you are part time, which year you decide to take which course. There are also one-off workshops in computer packages and occasional seminars or short courses, by academic visitors for example, which you may wish to attend. These will not be scheduled until nearer the time but students will be notified by email and posters will announce dates and times.

Study at Masters level is distinctive. It involves a transition from undergraduate study, where you were introduced to an established body of knowledge, to graduate studies where independent research and analysis is called for. Consequently, you are expected to be even more responsible for your own work, for managing your time and for independently researching essays and other coursework so that you can present your own analysis and evaluation, with strong supporting evidence, of issues and of established conceptual paradigms. **We therefore place a high value on originality** (eg: in applying new theories to familiar problems or critically evaluating established theoretical paradigms by applying them in novel contexts), consistency and incisiveness in argument, clarity of expression and the organization and marshalling of relevant empirical evidence.

## Essay Writing

These guidelines are advisory only: every essay is different and several different approaches to the same essay question are acceptable.

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

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

It may be disappointing but it is true that you will fare better by avoiding a journalistic style and adopting an academic style which aims for accuracy, logic and analysis, rather than an exciting presentation.

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

You may include a methodological focus: e.g. what conceptual or empirical difficulties are involved in addressing this question? You may include a historical focus: how has this problem changed over time or how have people previously attempted to address this

problem? Include a concluding section in which you sum up the arguments and issues discussed in the body of the essay and link these back to the title of the essay. This conclusion may also refer forward to future developments in research and in society.

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

Essays should be uploaded to Moodle. Please anticipate occurrences such as 'flu, family visits, computer failure etc. and make sure you meet the deadlines – don't leave uploading essays until the last minute! Essays are retained by the Department as part of the examination procedure and so are not returned. Please ensure you keep your own copies if desired.

### **Exam Technique**

Some of you may never have taken a three hour unseen examination before and, for others it may have been a long time since doing so. We set unseen exams to assess your knowledge and capabilities over a wide range of material and your ability to write speedily and concisely. They ensure that all students are examined on the basis of their own work. The best preparation for an unseen examination is to thoroughly review the whole course. You will then be able to answer any of the questions that appear on the paper. Cutting corners in preparation for an exam and trying to "spot" questions will restrict your choice in the examination hall. Observing some basic rules will help you perform well.

- Take up to ten minutes to read the questions and decide which you will answer.
- Read the exam requirements. Don't answer two (or four) questions if you are told to answer three.
- Read all questions. Don't just skim them! Make sure you understand what the question is really asking - not what you think it ought to ask!
- Make some very brief notes sketching how you would answer questions. Select the questions you can do best and start with the one you feel most confident about.
- Make sure you spend an equal time on each question. Remember, the last 20% of possible marks on a question are very much more difficult to get than the first 20% on another. The law of diminishing returns cuts in fast!
- Allow up to ten or fifteen minutes to read, and correct, your answers before the exam ends.

Past papers can be found online via the Library website:  
<http://www.lse.ac.uk/library/home.aspx>.

## Learning Resources

### LSE for You

LSE for You is a personalised web portal which gives you access to a range of services. For example, you can:

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

You can also access online tutorials on how to navigate and personalise LSE for You via its login page. Use your LSE network username and password to login via [lse.ac.uk/lseforyou](http://lse.ac.uk/lseforyou).

### Moodle

Moodle is LSE's Virtual Learning Environment (VLE). It is a password protected web environment that contains 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](mailto:it.helpdesk@lse.ac.uk).

### The Library

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

LSE Library is the world's largest social sciences library, with over four million printed items and 1,740 study places including 450 networked PCs and over 200 laptop drop-in points. The whole Library is a wireless zone.

Library collections include the Main Collection, and the Course Collection. The Course Collection includes essential texts from course reading lists with texts set aside for short-term loans allowing better access to key titles. Loan periods for the Course Collection vary from one week to 24 hours. The loan periods are the same regardless of who is borrowing and some of the fines for special Course Collection books (set texts) can be high, and so be sure to pay attention to the loan labels when you begin to use this collection.

The Library houses 32,000 past and present journal titles in print and also subscribes to over 20,000 online journals. The Library website provides the gateway to a wide range of electronic resources.

Special short courses are available in the Library on reference skills (e.g. Endnote bibliographic software, accessing e-journals, using government materials etc.). Check with the Help Desk on the first floor or on the Library's website for more information. A series of Library Companions are also available via Moodle. The Library is open in the evenings and at weekends, including during vacation. 24 hours opening is available during Lent and Summer Terms.

## University of London Facilities: Lectures and Libraries

The LSE is a part of the University of London, and as such has links to some University of London libraries. If you need to research special topics that go beyond the LSE Library collection, students are advised to check if Senate House or the School of Oriental and African Studies libraries hold the required items. Readers' tickets are available by filling out a form distributed through the Library information desk (first floor). Both libraries are within walking distance from the LSE (Russell Square tube station).

You may also be interested in attending special lectures held by various University of London colleges such as Goldsmiths, School of Oriental and African Studies or other University of London departments.

### Public lectures

[lse.ac.uk/collections/LSEPublicLecturesAndEvents/](http://lse.ac.uk/collections/LSEPublicLecturesAndEvents/)

Throughout the year there are special School lectures, open to everyone, usually held in the Old Theatre. Upcoming lectures are advertised on the large computer screens around the School and on the School homepage under 'Events'. You can also sign up to the LSE Events email information service which enables you to receive notification of new events and public lectures at LSE.

### English Language Support and Foreign Language Courses

If English is not your first language the Language Centre can give you advice and support throughout your time at LSE. The support is free and starts as soon as your main course starts. There are specific classes for academic units and information sessions are held during the first days of term to advise you on the most appropriate classes to take. Classes begin in week 2 of the Michaelmas Term. Please see [www.lse.ac.uk/languages](http://www.lse.ac.uk/languages) for information on the English for Academic Purposes (EAP) In-session Support Programme.

The LSE Language Centre also offers an extra-curricular programme in a range of modern foreign languages which is open to all LSE members. Languages currently offered are Arabic, Catalan, French, German, Italian, Japanese, Korean, Mandarin, Portuguese, Russian and Spanish. To help you choose the most appropriate course there are a series of information sessions and individual appointments held during the first weeks of term. Please see <http://www.lse.ac.uk/language/ModernForeignLanguages/Certificate/MFLCertificateHome.aspx> for information on the Modern Foreign Language (MFL) Certificate Course Programme.



# **Support and Guidance**

## **Getting Started**

Once you arrive at LSE it is tempting to start with a relaxed attitude and allow yourself a long settling-in period. You will find that, in fact, time is very short, so that it is important to dive into your work and take it seriously from day one. It is a good idea, for example, to start early on with background reading in preparation for classes and seminars because it is often hard to catch up. You may find that the style of work required is very different from what you are used to. The best way of getting a hang of things is by trial and error: in particular, by doing the course work required of you and paying attention to the feedback you get from the seminar teacher (and possibly your peers as well).

If you feel that you need more help or help of a different kind, you can take advantage of the various types of support programmes run by the School.

## **Academic Adviser support**

At the start of term you will be assigned an Academic Adviser who is a member of academic staff within the Department. Academic Advisers take a personal interest in their students' welfare as well as in their academic studies and progress. Your Academic Adviser is your most important academic link with the Department and the School and will have at least one office hour a week when s/he will always be available to see students. Your Academic Adviser will advise you on which courses to take, on MSc regulations, and on administrative matters generally, e.g. on the prospects of proceeding to higher degrees such as MPhil/PhD. You may expect your Academic Adviser to provide references for you when you apply to other institutions.

Your Academic Adviser may be able to offer advice if your work is affected by illness, financial difficulties, or other crises, and you should keep him/her informed of any disruptions to your progress. It is most important that if you are ill, or have other personal crises, that your Academic Adviser is informed at the time and not later. This is particularly important if such crises affect the handing-in of assessed work or the missing of exams. As well as contacting your academic advisor you should contact the Student Services Centre. The Student Services Centre will keep a record of documentation and will be able to direct you to an appropriate support service if required. Please note advice on school-wide matters is also available from the Graduate Teaching Administrator and Department manager should your Academic Adviser not be immediately available.

Your Academic Adviser will not necessarily be your Dissertation Supervisor. Your Dissertation Supervisor will be allocated once your topic has been agreed. All members of staff operate regular office hours during term time and you may approach any lecturer if you have any difficulties.

## **Student Services Centre (SSC)**

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

- Certificates of registration
- Course choice and class changes
- Examinations and results
- Fees – process fee payments and distribute cheques (drop-in service)
- Financial Support – advice on scholarships, awards, prizes, emergency funding and studentships (drop-in service)
- Graduate Admissions (drop-in service)

- Graduation ceremonies
- Information for new arrivals
- Programme registration
- Transcripts and degree certificates
- Visa and immigration advice (drop-in service)

The SSC provides a general enquiry service for students between 11am and 4pm every weekday.

You can also contact us by telephone. Details of who to contact and more information can be found on our website:

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

## **Advice, Communications & Operations**

The Advice, Communications & Operations provide advice to students on academic matters (particularly around non-progression, interruption and withdrawals), run the Student Services enquiry counter, co-ordinate Welcome Week and co-ordinate Student Services Centre communications: Their specific responsibilities include:

- Providing the first point of contact for enquiries and signposting enquirers to the appropriate school services
- Coordinating all School Welcome Week events, maintaining the [Your First Weeks](#) web pages and managing the [Off Campus Support Scheme](#)
- Providing one-to-one advice on [School Regulations and Codes of Practice](#)
- Processing applications to the [Repeat Teaching Panel](#) and monitoring attendance
- Producing replacement student ID cards for undergraduate and taught masters students
- Administering the School's student consultative fora and the Departmental Tutors Forum

Contact the Advice, Communications & Operations team with a general enquiry

- In person: at the SSC counter during opening hours
- By email: [ssc.advice@lse.ac.uk](mailto:ssc.advice@lse.ac.uk)
- Over the telephone: 020 7955 6167

## **International Student Immigration Visa Advice Team (ISVAT)**

ISVAT 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 (if you complete an online query form on the [ISVAT web pages](#)) or at the drop-in service at the Student Services Centre. ISVAT run workshops to advise students applying to extend their stay in the UK; and in complex cases, they will make individual appointments.

For more information including drop in times and dates of workshops go to: [lse.ac.uk/isvat](http://lse.ac.uk/isvat).

ISVAT also manages staff and student exchanges through the Erasmus + programme at LSE. For more information on our exchanges, go to [lse.ac.uk/Erasmus](http://lse.ac.uk/Erasmus)

## **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, LSE Access Fund and the Postgraduate Travel fund. Full details and application forms are available here: <http://www.lse.ac.uk/intranet/students/moneyMatters/financialSupport/Home.aspx>

## **LSE LIFE**

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

LSE LIFE offers

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

LSE LIFE is located on the ground floor of the library and is your first port of call to discover what is available for you. The LSE LIFE team, together with advisers and specialists from LSE Careers, LSE Library, the Language Centre and other parts of the School, will be on hand to answer your questions. Sign up for a workshop, come by for help with your homework, or just drop in. For more information you can also visit [lse.ac.uk/lseLife](http://lse.ac.uk/lseLife)

## **Equity, Diversity and Inclusion at LSE**

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

In practice, this means we expect you to:

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

The School is committed to embedding and mainstreaming equity, diversity and inclusion. For further advice or information, please visit the School's Equality and Diversity website ([lse.ac.uk/equityDiversityInclusion](http://lse.ac.uk/equityDiversityInclusion)), see our blog, and follow us on Twitter @EDI\_LSE.

## **Disability equality or students with long-term medical conditions, dyslexia and disabilities**

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

If you think you may need specific arrangements in order fully to access your programme of study at LSE please contact the Disability and Well-being Service and arrange to see one of the advisers. A Support Agreement can be drawn up which sets out any reasonable adjustments that can be put in place which may include alternative exam and assessment arrangements, study support, rest rooms and assistance in the library.

Your right to confidentiality is respected and information regarding your disability or condition is only given out with your permission. Confidentiality is required under the Data Protection Act 1998 which categorises such information as 'sensitive'.

Your right to confidentiality is respected and information regarding your disability or condition will only be given out with your permission and on a "need to know" basis. Confidentiality is required under the Data Protection Act 1998 which categorises such information as "sensitive".

## **Health services**

[lse.ac.uk/collections/medicalCentre/](http://lse.ac.uk/collections/medicalCentre/)

St Phillips Medical Centre

LSE has its own Student Health Service which provides facilities for general medical health. If you are a student at the LSE living within the LSE NHS catchment area, you can register at St Philips Health Centre. The Centre also provides dental facilities, an osteopath, an acupuncturist, and more general first aid, vaccination, travel and contraceptive advice.

## **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 <http://www.lse.ac.uk/tlc/development> and <http://www.lse.ac.uk/counselling>

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

LSE's Student Counselling Service (<http://www.lse.ac.uk/counselling>) offers bookable one to one appointments and daily drop in sessions; its Peer Support scheme <http://www.lse.ac.uk/peersupport> enables students to talk with fellow students if they have any personal worries. The Disability and Wellbeing Service <http://www.lse.ac.uk/disability> provides advice to disabled students, makes LSE Inclusion Plans and helps with Individual Examination Adjustments.

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

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

beyond your studies, making it useful for volunteering, internship and job applications. To find out more, see <http://www.lse.ac.uk/apd/PDAM>

## **LSE Volunteer Centre**

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

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

WP aims to raise aspiration and attainment in young people from London state schools. We deliver a number of projects that encourage young people from under-represented backgrounds to aim for a university education. We need enthusiastic LSE students to be inspiring role models and to contribute to the success of our programmes.

Visit [lse.ac.uk/wideningparticipation](http://lse.ac.uk/wideningparticipation) or email [widening.participation@lse.ac.uk](mailto:widening.participation@lse.ac.uk) for more information.

## **Fieldwork Safety**

If you are planning fieldwork or any other off site activity please complete the relevant risk assessment on our website:

<http://www.lse.ac.uk/intranet/LSEServices/healthAndSafety/policy/FieldworkOffsiteVisits.aspx>

We recognise that you may want to carry out fieldwork in areas of the world that are subject to social or political unrest, high threat of kidnap and ransom or to areas with Foreign and Commonwealth Office warnings. If you do, we are there to help you achieve your aims. We can help provide specialist county or area threat assessments to help you make an informed decision about the viability of traveling to your destination of choice. We can also provide specialist training and equipment to help keep you safe. Please note that the Health and Safety Team may not cover the costs of additional specialist control measures and you may have to secure your own funding.

Please read the Fieldwork Health and Safety Guidance document for further information: <http://www.lse.ac.uk/intranet/LSEServices/healthAndSafety/pdf/Fieldwork-H&S-Guidance-May-2014.pdf>

For any further information or advice, please contact the Health and Safety Team  
Telephone: 020 7852 3677  
Email: [Health.And.Safety@lse.ac.uk](mailto:Health.And.Safety@lse.ac.uk)

## **Codes of Good Practice**

The Codes of Practice for Undergraduates and Taught Masters Programmes explain the basic obligations and responsibilities of staff and students. They set out what you can expect from your departments – and what departments are expected to provide – in relation to the teaching and learning experience. The Codes cover areas like the roles and responsibilities of Academic Advisers and Departmental Tutors; the structure of teaching at the School; and examinations and assessment. They also set out your responsibilities, i.e. what the School

expects of you.

### **Postgraduate students:**

<http://www.lse.ac.uk/resources/calendar/academicRegulations/codeOfGoodPracticeForTaughtMastersProgrammesTeachingLearningAndAssessment.htm>

The Student Charter sets out the vision and ethos of the School:

<http://www2.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/stuCha.pdf>

If you conduct research you should refer to the School's Research Ethics Policy and procedures:

<http://www.lse.ac.uk/intranet/researchAndDevelopment/researchDivision/policyAndEthics/ethicsGuidanceAndForms.aspx>

and also the Code of Research Conduct:

<http://www.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/codResCon.pdf>

### **General School and Programme Regulations:**

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

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

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

- [Regulations for Diplomas](#)
- [Regulations for First degrees](#)
- [Regulations for the consideration of appeals against decisions of boards of examiners for taught courses](#)
- [Regulations for research degrees](#)
- [Regulations for Taught Masters degrees \(before 2009/10\)](#)
- [Regulations for Taught Masters degrees \(entering in or after 2009/10\)](#)
- [Regulations for research degrees](#)
- [Regulations on assessment offences: other than plagiarism](#) (i.e. Exam Misconduct)

And the following web link gives you an A-Z list of relevant regulatory documents where you can find further details of all School Regulations.

<http://www2.lse.ac.uk/intranet/LSEServices/policies/home.aspx>

### **What to do if you are ill during your studies:**

Information about the School's procedure can be found here:

<http://www.lse.ac.uk/intranet/students/registrationTimetablesAssessment/examinationsAndResults/exceptionalCircumstances/illnessExceptionalCircumstances.aspx>

### **Paid employment during your studies**

Having to take paid employment during the academic year will not normally be accepted by

examiners as a legitimate mitigating circumstance in the event of a performance at a lesser level than could otherwise have been expected. In the event that a student has no choice but to take some paid employment, under School regulations the total hours cannot exceed 15 hours per week.

## Results and Certificates

The School releases confirmed marks once the relevant School Board of Examiners has ratified them. For further information, please see [lse.ac.uk/results](https://lse.ac.uk/results).

To ensure that your results are released as scheduled, please check your balance on LSE for You to see if you have any outstanding fees. You should contact the Fees Office on [fees@lse.ac.uk](mailto:fees@lse.ac.uk) if you have any queries, as the School will not release your results if you have an outstanding debt.

Transcripts for finalists are issued digitally within ten working days of publication of final results. Continuing students will be able to request an 'intermediate transcript' of results as soon as they are officially published.

For more information, please see [lse.ac.uk/transcripts](https://lse.ac.uk/transcripts).

## Graduation Ceremonies

Graduation ceremonies are held twice a year: in July for students who have followed undergraduate or nine or ten month taught postgraduate degree programmes and in December for students who have followed twelve month taught postgraduate degree programmes. MPhil/PhD research students are presented at both the July and December ceremonies - July for those awarded by 30 April and December for those awarded by 30 September.

For more information, including the dates of future ceremonies and details of the School's overseas ceremonies, please see [lse.ac.uk/ceremonies](https://lse.ac.uk/ceremonies).

## Degree Certificates

The degree certificate gives your full name, level of award, programme of study, and class of degree or other award obtained.

It will be available for collection on the graduation ceremony days for the relevant graduation period in July or December. If you don't collect it at the ceremony, it will be posted to your home address within four to six weeks. It is therefore essential that you keep your details up-to-date on LSE for You. For more information, see [lse.ac.uk/degreeCertificates](https://lse.ac.uk/degreeCertificates)



## **After the MSc**

Career prospects for graduates from the Department are good. A number of our students have gone on to study for a PhD while others have found employment in a variety of organizations e.g. government departments, public bodies, commercial research organizations and university departments in various countries.

### **Further Study - Doctoral Programmes: MPhil/PhD**

Some of you may want to study for a research degree after finishing your MSc. You may want to do so at LSE or elsewhere. Remember, if you want to register for a research degree you need to start thinking about it and planning for it pretty quickly! For example, the deadline for many US universities is 31st December and the deadline for ESRC grant applications is early May - these need to be accompanied by a potential supervisor's letter of support. This means you have to have decided where you want to study and what you want to study before May. Any member of the academic staff will be pleased to advise you.

The Methodology Department now has its own PhD programme, and a good Merit in the MSc Social Research Methods will qualify you to apply for this. Please speak to Dr Jouni Kuha if you are interested in discussing this option.

### **Alumni Association**

LSE's Alumni Association is your lifelong network of over 100,000 alumni. You automatically become a member upon graduation.

The network includes over 70 international and special interest groups as well as a diverse programme of events for all alumni to enjoy.

Membership is free and by registering with the Houghton Street Online community, you will be able to stay connected with former classmates and the School after your graduation. You will receive a monthly e newsletter and the biennial alumni magazine, LSE Connect.

LSE alumni also have access to:

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

For more information about the benefits and services available to alumni, please contact the Alumni Relations team on [alumni@lse.ac.uk](mailto:alumni@lse.ac.uk).

## Research Interests within the Department

**Dr Audrey Alejandro** (LSE Fellow in Qualitative Methodology): Power-knowledge; Innovation; reflexivity; Ethnocentrism; Eurocentrism; North-South scientific relations; Sustainable agriculture and development governance.

**Professor Kenneth Benoit** (Head of Department and Professor of Political Research Methodology): Comparative party competition; The European Parliament; Electoral systems; Transitions to democracy; Statistical methodologies for the social sciences; Measurement and quantitative text analysis.

**Dr Flora Cornish** (Associate Professor in Research Methodology): Community health interventions; HIV prevention; community participation and multi-stakeholder partnerships; the social constitution of intervention success; evidence & evaluation of social interventions; dialogue between grassroots communities and their significant others; pragmatist social science; ethnography; quality/rigour in qualitative research.

**Dr David J Hendry** (Assistant Professor in Research Methodology): Laboratory, survey and field experiments; Social networks; Social pressure; Cultural evolution; Racial and ethnic politics; Survey design; Event history analysis.

**Professor Jonathan Jackson** (Professor of Research Methodology and member of the LSE's Mannheim Centre for Criminology): Criminology; Fear of Crime; Legitimacy and Public Confidence in Criminal Justice; Risk Perception; Justice Reasoning; Attitudes towards Punishment; Survey methodology; Social measurement.

**Dr Alasdair Jones** (Assistant Professor in Research Methodology): Relationship between built form in cities and social practices; Public space; Masterplanned developments; Public transport; Citizenship as experienced in urban settings; sustainable living practices; ethnographic methods.

**Dr Eleanor Knott** (LSE Fellow): Politics of ethnicity and nationalism; Citizenship; Democratization; Post-Soviet politics (Crimea, Ukraine, Russia, Romania and Moldova); Secession and conflict; Comparative political ethnography/interpretivism.

**Dr Jouni Kuha** (Associate Professor in Statistics and Research Methodology): Social Statistics; Categorical data analysis; Measurement; Missing values; Latent variable modelling; Analysis of cross-national survey data.

**Dr Benjamin Lauderdale** (Associate Professor in Research Methodology): US politics (public opinion, Congress, Supreme Court); Legislative voting behavior; Spatial voting models; Latent variable models; Bayesian methods.

**Dr Indraneel Sircar** (LSE Fellow in Quantitative Methodology): Comparative politics; Europeanization; EU enlargement; Environmental governance; Rule of law; Western Balkans; Bosnia and Herzegovina; Serbia.

**Dr Jen Tarr** (Associate Professor in Research Methodology): Qualitative research methods, especially visual and sensory methods and ethnography; Sociology of health and medicine; Visual imaging technologies; Somatic and movement practices, including Alexander Techniques, Pilates and dance.

**Dr Chana Teeger** (Assistant Professor): Qualitative methods; Research design; Race and ethnicity; Education; Political sociology; Inequality; Social theory; Culture; Collective memory; transitional justice.

## Methodology Department Staff Publications

The following presents a selection of research publications by staff in the Department:

- Benoit K., Conway D., Lauderdale B. E., Laver M., and Mikhaylov S. (forthcoming) Crowd-Sourced Text Analysis: Reproducible and Agile Production of Political Data, *American Political Science Review*.
- Nulty, P., Theocharis, Y., Popa, S. A., Parnet, O., and Benoit, K. (forthcoming). Social Media and Political Communication in the 2014 Elections to the European Parliament. *Electoral Studies*.
- Schwarz, D., Traber, D. and Benoit, K. (forthcoming). Estimating Intra-Party Preferences: Comparing Speeches to Votes. *Political Science Research and Methods*, CJO 2015 doi:10.1017/psrm.2015.77.
- Herzog, A. and Benoit, K. (2015). The Most Unkindest Cuts: Speaker Selection and Expressed Government Dissent During Economic Crisis. *Journal of Politics* 77(4, October): 1157-1175.
- Cornish, F. (2015). Evidence synthesis in international development: A critique of systematic reviews and a pragmatist alternative. *Anthropology and Medicine*, 22(3): 263-277.
- Cornish, F., Haaken, J., Jackson, S. & Moskovitz, L. (2016). Rethinking prefigurative politics: Introduction to the special section. *Journal of Social & Political Psychology*, 4(1), 114–12.
- Cornish, F. (2015). Evidence synthesis in international development: A critique of systematic reviews and a pragmatist alternative. *Anthropology and Medicine*, 22(3): 263-277.
- Skovdal, M. & Cornish, F. (2015). *Qualitative research for development: A guide for practitioners*. (Rugby, UK: Practical Action Publishing).
- Jackson, J., Bradford, B., Stanko, B. and Hohl, K (2012). *Just Authority? Trust in the Police in England and Wales* (Oxon: Routledge).
- Jackson, J., Bradford, B., Hough, M., Myhill, A., Quinton, P., and Tyler, T. R. (2012). Why do People Comply with the Law? Legitimacy and the Influence of Legal Institutions, *British Journal of Criminology*, first published online: July 9, 2012, doi: 10.1093/bjc/azs032.
- Jackson, J. (2011). Revisiting Risk Sensitivity in the Fear of Crime, *Journal of Research in Crime and Delinquency*, 48, 4, 513-537.
- Jackson, J., Bradford, B., Hough, M., Kuha, J., Stares, S. R., Widdop, S., Fitzgerald, R., Yordanova, M. and Galev, T. (2011). Developing European Indicators of Trust in Justice. *European Journal of Criminology*, 8, 267-285.
- Green, J., Roberts, H., Petticrew, M., Steinbach, R., Goodman, A., Jones, A. and Edwards, P. (2015). Integrating quasi-experimental and inductive designs in evaluation: a case study of the impact of free bus travel on public health. *Evaluation: The International Journal of Theory, Research and Practice* 21: 391-406.
- Jones, A. (2014). *On South Bank: the production of public space*. (Routledge, Abingdon).
- Jones, A. (2013). A tripartite conceptualisation of urban public space as a site for play: Evidence from South Bank, London. *Urban Geography* 34(8): 1144-1170.
- Jones, A., Goodman, A., Roberts, H., Steinbach, R. & Green, J. (2013). Enlightenment to concessionary public transport and wellbeing: a qualitative study of young people and older citizens in London, UK. *Social Science & Medicine* 91: 202-9.
- Kuha, J. and Moustaki, I. (2015). Non-equivalence of measurement in latent variable modeling of multigroup data: A sensitivity analysis. *Psychological Methods*, 20, 523-536.
- Bukodi, E., Goldthorpe, J. H., Waller, L., and Kuha, J. (2015). The mobility problem in Britain: New findings from the analysis of birth cohort data. *British Journal of Sociology*, 66, 93-117.
- Kuha, J. and Jackson, J. (2014). The item count method for sensitive survey questions: Modelling criminal behavior. *Journal of the Royal Statistical Society, Series C (Applied Statistics)*, 63, 321-341.
- Skrondal, A. and Kuha, J. (2012). Improved regression calibration. *Psychometrika*, 77, 649-669.

- Lauderdale, B. E. and Tom S. Clark. (forthcoming). Estimating Vote-Specific Preferences from Roll-Call Data using Conditional Autoregressive Priors. *Journal of Politics*.
- Hanretty C., Lauderdale B.E., and Vivyan N. (2016). Dyadic representation in a Westminster system. *Legislative Studies Quarterly*.
- Lauderdale B. E., and Herzog A., (2016). Measuring Political Positions from Legislative Speech. *Political Analysis*.
- Eggers, A. C. and Lauderdale, B. E. (March 2016). Simulating Counterfactual Representation. *Political Analysis*.
- Tarr, J. (2011). Educating with the hands: working on the body/self in Alexander Technique. *Sociology of Health and Illness*, 33, 252-65.
- Tarr, J. and Thomas, H. (2011). Mapping Embodiment: Methodologies for Representing Pain and Injury. *Qualitative Research*, 11, 141-57.
- Tarr, J. (2008) Habit and Conscious Control: Ethnography and Embodiment in the Alexander Technique. *Ethnography* 9(4): 477-497.

## Assessment criteria, Department of Methodology

(Please see below for additional comments on courses on quantitative methods.)

| Mark  | Descriptive Equivalent for Exams   | Descriptive Equivalent for Essays   | Descriptive Equivalent for the Dissertation   |
|---|--|---|---|
| <b>Very Good to Excellent</b><br><i>(Distinction)</i><br><br>(70-100) | Perceptive, focused use of a good depth of material with a critical edge. Original ideas or structure of argument. | Breadth or intensity of accessed data or literature plus an original or critical contribution or finding.                   | All the elements of a Merit-level dissertation, plus evidence of excellence in some aspects of the work – for example, a particularly well-chosen research question, innovative or exceptionally well executed data collection, or advanced or innovative methods of analysis used with a high level of skill.<br>A professional project completed to a high standard. Publishable in existing or modified form.  |
| <b>Good</b><br><i>(Merit)</i><br>(60-69)                              | Perceptive understanding of the issues plus a coherent well-read and stylish treatment though lacking originality  | Thorough, clear treatment shows understanding of arguments, contribution and context. Efficient use of data and literature. | A convincing and competently executed piece of empirical social research, with all of the following elements correctly in place and clearly explained: <ul style="list-style-type: none"> <li>- one or more clearly stated, meaningful, interesting and answerable research questions, motivated by appropriate theoretical frameworks and a review of relevant literature;</li> <li>- one or more sets of primary or secondary empirical (qualitative and/or quantitative) data which are appropriate for answering the research questions, with a clear explanation of the data and how they were obtained;</li> <li>- analysis of the data in order to answer the research questions, using appropriate methods of analysis which are correctly used and explained;</li> <li>- answers to the research questions, correctly</li> </ul> |

|  |  |   |   |
|--|--|---|---|
|  |  |   | justified by the analysis of the data, and conclusions and interpretation drawn from the answers.   |
| <b>Satisfactory</b><br>(Pass)<br>(50-59)                                 | A "correct" answer based largely on lecture material. Little detail or originality but presented in adequate framework. Small factual errors allowed.  | Pedestrian treatment of wide literature or database OR adequate treatment of incomplete data or literature "without spark".   | All the elements of a Merit-level dissertation, but with errors or omissions which reveal some lack of competence or understanding.   |
| <b>Unsatisfactory</b><br>(Fail)<br>(30-49)<br>(29 and under<br>bad fail) | Based entirely on lecture material but unstructured and with increasing error component. Concepts are disordered or flawed. Poor presentation. Errors of concept and scope or poor in knowledge, structure and expression. | Very basic approach to a narrow or misguided selection of material. Lacking in background or flawed in arguments. Little effort. Shallow and poorly presented. Lacking in conclusions or conclusions incorrect. | A project where some elements of a Merit-level dissertation are incorrect or incomplete to the extent that the work does not constitute a meaningful and informative piece of empirical social research. For example, this may be because:<br><ul style="list-style-type: none"> <li>- the research questions are missing, uninteresting, unmotivated or unanswerable;</li> <li>- empirical data are missing, inappropriate or inadequately explained;</li> <li>- analysis of the data is missing or incorrect;</li> <li>- answers to the research questions are missing or not justified by the analysis.</li> </ul> |

#### **Assessment of quantitative methods courses:**

The criteria listed above apply also to courses on quantitative methods where appropriate, for example to any parts of their examinations which call for essay-type answers. However, many of these examinations involve instead shorter questions, to which the answers can be relatively unambiguously coded as (fully or partially) correct or incorrect. In the marking, these questions may be further broken down into smaller steps and marked step by step. The final mark is then a function of the proportion of parts of the questions which have been answered correctly. In such marking, the principle of partial credit is observed as far as feasible. This means that an answer to a part of a question will be treated as correct when it is correct conditional on answers to other parts of the question, even if those other parts have been answered incorrectly.

## **Ethics Code**

### **What is the Ethics Code?**

The Ethics Code is a set of six core principles underpinning life at the LSE. It was drawn up by a Consultation Group established by Council in January 2012, after discussions with students, staff, governors, and alumni of the School. It is accompanied by a set of Ethical Guidelines that aim to show how each principle should apply in practice.

It was approved by the Academic Board on 6 June and by Council on 19 June 2012.

The Ethics Code sits alongside and supports the School's key objectives:

to deliver challenging research-led degree programmes in an environment that supports learning and develops independent thinking among our students;

to ensure that our research and teaching remain at the forefront of the social sciences, addressing the evolving challenges of society;

to be among the most internationally-oriented centres of social science excellence in the world;

to extend our engagement with society across our full academic portfolio and in key regions of the world;

to enrol the best students from around the world to benefit from, and contribute to, the learning environment at the School (LSE Strategic Plan 2011-16, 5).

### **Who does it affect?**

The whole LSE community, including all staff, students, and governors of the LSE, are expected to behave in line with the Code.

Council, Academic Board, their subsidiary committees, and the management of the School are responsible for the promotion, implementation, and application of the Code. Decisions should be taken at all levels with reference both to the School's objectives and to the principles set out in this Code.

### **The Ethics Code**

All members of the LSE community, including all students, staff, and governors, are expected to behave in line with the following principles:

**Responsibility and Accountability:** we will uphold this Code and be accountable for following it.

**Integrity:** we will demonstrate independence, consistency, honesty, and transparency in all our activities.

**Intellectual freedom:** we will defend and promote the freedom to pursue, advance, and disseminate knowledge and ideas.

**Respect:** we will treat people with dignity, promote equality of opportunity, and celebrate diversity.

**Collegiality:** we will maintain a scholarly community based on consultation, participation, and good citizenship.

**Sustainability:** we will manage our resources in ways that meet the needs of the present without compromising the options of future generations.