WELCOME TO THE

Department of Social Policy

Undergraduate Handbook 2019
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Dear Social Policy Student,

A very warm welcome to the Department of Social Policy.

The Department of Social Policy has an international reputation for excellence and is one of the largest Social Policy departments in the UK. The latest Research Excellence Framework (the UK's nationwide assessment of research quality, impact and environment) ranked the Department first in the country for world leading and internationally excellent research. The Department was also awarded the joint highest marks for the non-academic ‘real world’ impacts of our work.

The study of Social Policy has its roots in the Department of Social Science and Administration which was established in 1912. This was a merger of the School of Sociology (founded in 1903 by the Charity Organisation Society to support the training of welfare workers), and LSE. The newly established Department also received funding from the Ratan Tata Foundation in India for research into poverty.

The Department has expanded since then and has had a national and global influence. Clement Attlee was one of the earliest lecturers before moving on to become Prime Minister from 1945-51 – a period of dramatic change in social policies.

The first Professor of Social Administration was Richard Titmuss appointed in 1950; he inspired a generation of students who formed the backbone of the welfare state, staffing social services, working in the community and striving to highlight and address social problems. Further ground breaking contributions were made by Brian Abel-Smith, Peter Townsend and David Donnison. Their work led to the development of Social Policy as an area of study, drawing on disciplines including economics, political science, sociology, and history.

The interests of the Department are varied and include: poverty and inequality, welfare states and labour markets, social security, family demography and family policies, education policy, migration, race/ethnicity, gender, criminology and criminal justice policy, health and social care, social policy and development, and the role played by non-governmental organisations and civil society.

The Department’s focus is on both headline issues and more traditional areas of scholarship. All of these are explored in an increasingly international and dynamic context – one in which national, European and global matters interact.

The interdisciplinary nature of Social Policy means that when you graduate you will be equipped with a broad range of knowledge and skills that can be applied in many different settings. Many Social Policy alumni apply their academic training directly, working as policy specialists in the government, NGO and private sectors. Furthermore, the high-level analytical and research skills developed by our degree programmes are also highly valued by employers as diverse as the media, management consultancy, teaching and the development sector.

You will find LSE to be a vibrant and exciting place. There is much to enjoy, both academically and socially. In particular, you will quickly discover that there are major public events – lectures, debates and so on – almost every day of the week. Being in the centre of the capital city, close to the heart of government and all the main media, LSE is uniquely well-placed to act as a host for the most distinguished of visitors. These occasions will focus on areas close to the things you are here to study, as well as matters well beyond, and I would urge you to make the most of this opportunity.

I hope that your time here will be both rewarding and stimulating.

Yours sincerely,

[Signature]

Professor Anne West
Head of Department
The Programme

Undergraduate Programme Management Team

Clare Gorman
Programme Manager
OLD 2.49
Email: C.Gorman@lse.ac.uk
Tel: +44 (0)20 7 955 6001
The Undergraduate Programme Manager has overall responsibility for the administration of all BSc programmes in the Department.

Come and speak to Clare about: student welfare, course selection, timetabling, exams and assessments and anything else relating to your student experience!

Jake Watkins
Programme Administrator
OLD 2.49
Email: J.Watkins3@lse.ac.uk
Tel: +44 (0)20 7 955 6038
The Undergraduate Programme Administrator works to enhance the student experience through aspects such as teaching, events, assessment and advice.

Come and speak to Jake, in particular, about events, Moodle support, SSLCs, reading lists and assessments.

Dr Hakan Seckinelgin
Departmental Tutor
OLD 2.27
Email: m.h.seckinelgin@lse.ac.uk
Tel: +44 (0)20 7 955 6038
Your Departmental Tutor is a member of the academic faculty. They are responsible for:
• Monitoring the academic and pastoral care provided by members of his or her department, including the provision of reasonable adjustments for students with disabilities or specific learning difficulties.
• Arranging regular termly meetings of the Staff-Student Liaison Committee and the nomination of a representative to the School's Undergraduate Students' Consultative Forum.
• Providing a direct channel of communication between the School and any student who is encountering academic or pastoral difficulties.
• Agreeing, where appropriate, a student's request for course selection outside the degree regulations.
• Agreeing, where appropriate, a student's request for a degree transfer.

Professor David Lewis
Programme Director (BSc ISPP)
OLD 2.40
Email: d.lewis@lse.ac.uk
Tel: +44 (0)20 7 955 6037
Your Programme Directors are members of the academic faculty. They are responsible for:
• Matters relating to the programmes for which they are responsible.
• Supporting student community within the programmes they look after.

In addition to the above, the contacts of all other Faculty within the Department can be found online here: lse.ac.uk/socialPolicy/WhosWho.

Programme Regulations and Course Options

Detailed programme regulations and course guides for all undergraduate options can be found in the School Calendar. lse.ac.uk/resources/calendar/undergraduate.htm


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LSE 100

The LSE Course: Understanding the Causes of Things

LSE100 is one of the flagship interdisciplinary courses for all undergraduates, introducing students to the fundamental elements of thinking like a social scientist. As no complex issue can be fully understood through the lens of a single discipline, LSE100 gives you the opportunity to broaden your intellectual experience and deepen your critical understanding of your own discipline as you test theories, evidence and ideas from a wide range of disciplinary perspectives. In four five-week modules, you will explore ‘big’ questions, such as: ‘How should we address poverty and inequality?’ and ‘Should markets be constrained or unleashed?’ Using these and other issues as case studies, you will explore different types of evidence, forms of explanation and strategies for abstraction and modelling that are used across the social sciences. LSE100’s focus on the core elements of social scientific reasoning will be accompanied by a strong emphasis on critical thinking, research and communication skills.

LSE100 does not follow the standard LSE approach of unseen examinations. Instead you will complete different forms of coursework that are designed to build critical methodological, research and communication skills. Building on a variety of formative work you will complete in the classroom, summative assessments will include written academic arguments, group projects, and short weekly exercises designed to develop your analytical skills.

Advice and Feedback Meetings

At the start of your degree programme, you will be provided with an Academic Mentor. Your Academic Mentor will guide and assist you in your learning development and is also available to help with any personal difficulties. When you arrive as a new student, you should look to arrange an initial advice and feedback meeting with your Mentor during the first week of Michaelmas term to get support during your first weeks at LSE, and to discuss course options. You should aim for a further two meetings during each Term, to discuss progress – the first during weeks 3-5 and the second during weeks 7-9.

Lent Term (LT): you are expected to attend at least two advice and feedback meetings – the first by the end of the second week to discuss MT reports and formative essays, the second in weeks 7-8 to discuss progress and preparation for upcoming exams.

Summer Term (ST): you are expected to attend at least one advice and feedback meetings to discuss LT reports and examination revision progress.

The number of Academic Mentor meetings will increase as you advance in your degree. The Academic Mentoring programme found on the next page highlights the anticipated focus of each meeting and when these will typically be held.

The Academic Mentor’s responsibilities include:
• Providing academic guidance and feedback on students’ progress and performance and to discuss any academic problems they might experience.
• Providing pastoral support on non-academic issues and referring students to the appropriate support services within the School.
• Implementing the provisions outlined in Inclusion Plans (IPs) for disabled students, in liaison with the School’s Disability and Well-Being Service.

Drawing on contributions from leading academics from across the School, as well as 80-minute, MSc-style seminars, you will have the opportunity to collaborate with students from a wide range of departments to explore and debate the causes of and potential solutions to salient social issues. LSE100 is taught over two terms: the Lent term of your first year and the Michaelmas term of your second year. Your classes for LSE100 will begin in January 2020 and finish in December 2020.

Course Options

Programme Options

LSE 100

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• Implementing the provisions outlined in Inclusion Plans (IPs) for disabled students, in liaison with the School’s Disability and Well-Being Service.
Advising/Approving Course Selection
Informing the Programme Manager and Departmental Tutor and School of any student whose progress is not satisfactory.

The schedule on the next page shows the minimum number of expected meetings. If you are experiencing difficulties or are seeking further support, we would encourage you to arrange additional meetings to those set out in the programme and to seek advice early on from your Academic Mentor. If you need to speak to somebody about any issues which cannot be resolved with your mentor, please contact either the UGS Programme Manager or speak to the Departmental Tutor or Deputy Head of Department (Teaching).

Undergraduate Staff-Student Liaison Committee Meeting
Your opportunity to raise issues affecting the undergraduate programmes is through the meeting of the Undergraduate Staff-Student Liaison Committee. The Committee is made up of: the Deputy Head of Department (Teaching), Departmental Tutor, the Undergraduate Programme Support Team, Programme Directors and student representatives for each year and programme of study. Meetings take place once a term and the minutes are circulated to all students. The opportunity to be elected to act as a programme representative will be available at the start of Michaelmas Term. It is a great opportunity to get involved with your student community and pick up some new skills.

Academic Mentoring Programme

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<td>SP399 Dissertation planning (This may be in a group)</td>
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<tr>
<td></td>
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<td>Progress so far</td>
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Lent Term

| Week 1 – 2 | Progress so far | Progress so far |
| | Formative feedback | Formative feedback |
| Week 4 | Beginning to think about your SP399 Dissertation (This may be in a group) | SP399 Dissertation progress meeting |
| Week 7 – 8 | Progress so far | Progress so far |
| | Formative feedback | Formative feedback |
| | | Progress so far |
| | | Formative feedback |
| Week 9 | SP399 Pre-draft submission meeting | |
| Week 10 – 11 | SP399 Provisional research area discussions | SP399 Dissertation draft feedback meeting |

Summer Term

| Week 1 | Exam planning meeting | Exam planning meeting |
| Week 2 – 7 | SP399 first meeting with new AM (This may be in a group) | Exam planning meeting |
| | Which courses interest me for next year? (Can be in a group) | What next after my degree? |
| | Linking to LSE Life and Careers (This may be in a group) | |

From being a member of a student halls committee, vice-president of a society and trustee for the Student Union, I have developed a taste for the kind of career I desire: one that serves others. The key is to be proactive. With world-class resources both within LSE and the SU’s 250+ clubs and societies, opportunity surrounds us. Make the most of it!

Zulek Elumogo, LSESU General Secretary and former Social Policy student
Undergraduate Class Changes

Undergraduate classes are automatically allocated via the School’s timetabling software and class sizes are closely monitored. Students must attend the class to which they have been assigned but in exceptional circumstances, may request to change a timetabled class.

In order to request a change to a scheduled class, you should apply using the LSE For You (LFY) ‘class change request’ function. If you have circumstances which prevent you from attending your scheduled class, you should state the dates and times that you are unavailable. Your request will then be considered by the Departmental Tutor of the department responsible for the course concerned. You may be asked to provide documentary evidence to support your request (such as proof of medical appointments), so please consult your departmental website regarding what is required before submitting a request online. Be sure to remain in your original class group until your change is authorised.

A request for a change of class for a Social Policy course must be discussed with the Departmental Tutor.

Undergraduate Essay Writing

Introduction
- Outline the main points or the ‘nature of the problem’.
- Use signposting (e.g., “First... Second... Third”, or “will begin with... next... finally...”) and present your main argument.
- If you write a good introduction and then follow it, it will help make your paper coherent and logical. It will also make it easy for the reader to know what to expect.

Body of the Text
- Signpost the sections of your text.
- Begin each section of your argument with a strong thesis statement previewing the contents of the section, e.g. “Privatisation is often associated with recent changes in the welfare state; however, its implications are sometimes misunderstood. While privatisation reduced direct state involvement in some sectors, it also increased state control.”
- Where the change in topic may be unclear, use a signposting word “Next, one must consider the importance of privatisation.”
- Summarize the arguments of each section with a short concluding sentence. “In brief, the privatisations of the 1980s helped centralise government power even as they eliminated government ownership.”

Conclusion
- The conclusion is not just a summary; it must conclude the key argument.
- The conclusion could begin: “In conclusion, the last twenty-five years have seen a reshaping of the welfare state, rather than a retrenchment. This reshaping has been driven by a combination of new ideologies and political compromise.”
- Review each of your core points. Give one (or, at most, two) sentences per point.
- Restate your key argument. “For all of these reasons, the welfare state continues to grow, albeit in new directions.”
- Do not introduce new material, such as quotations or examples. One exception is if you are using a pithy quotation for your opening or closing sentence.
- Do not make statements that are not supported by the body of your text.

Citation and Referencing
The appropriate citation of sources is an important tool for scholarship. Be concise. Include only the information that is relevant to the question you are answering. If the information is not related to one of your core arguments, leave it out.

- Back up your arguments with sources.
- Examples from the internet or media are good, but you must demonstrate a clear understanding of the key social policy literature to get a 2:1.
- You need to use a range of source material to get a good mark – two or three references are unlikely to be sufficient.
- The lecture should generally not be used as a source.
- Use correct formatting.

Format
- Text should be clear, readable, and follow standard academic publishing conventions.
- One suggested format for formative essays:
  - Times New Roman or similar serif font
  - 12 point font
  - Line spacing at 1.5
  - Text left justified or fully justified
  - Type your name at the top of the first page (formative essays only)
  - Type the name of the course below your name
  - Type the title of your essay
  - Insert page numbers
  - Staple your essay or send by email if agreed with the class teacher
- For summative essays, please also refer to the submission procedures in the ‘Department’ section of this handbook.

Departmental Essay Writing Sessions

The department runs essay writing sessions for undergraduate students, which cover essay structure, referencing literature and how to develop clear arguments. The Undergraduate Programme Administrator will contact all students during the academic year about signing up for a session.

SP399: The Dissertation

Dissertation Regulations
These are the regulations for SP399, as detailed in the LSE Calendar (2019-20)
Teachrs responsible: Dr Kitty Stewart, Department of Social Policy.
Availability: This is a compulsory course for all students undertaking undergraduate programmes in Social Policy.
Topic/word count: An essay of not more than 8000 words on topic to be approved by the candidate’s Academic Mentor. It is designed to allow a detailed and thorough exploitation of an area of relevance to your degree.
Teaching: You will have preliminary discussions about the topic of your essay with your Academic Mentor in the Summer term of your second year. During the Michaelmas term of your third year, there will be a total of six support sessions covering certain aspects of writing a long essay. Students will agree the title with their Academic Mentor, and submit it to the Programme Support Team, by the end of the Michaelmas term. Academic Mentors can be expected to offer advice on reading, guidance on the construction of the work and comment on an initial draft of the long essay, which should be handed in before the end of the Lent term.

Submission: Students in the third year must submit their completed dissertation to the UG Programme Support Team in the first week of Summer term. You will submit two hard copies as well as an electronic version via Moodle. The exact date, time and location for dissertation submissions will be confirmed to you in the Lent term.

Purpose of the Dissertation
The dissertation is your chance to write a substantial piece of academic work on a topic of interest to you. As such, it is an opportunity to produce a work of scholarship, using the academic skills that you have developed during your course. Regardless of topic, your Dissertation will demonstrate the following skills:
- defining and outlining a topic;
- identifying the salient issues;
- finding or generating the relevant information;
- evaluating its reliability and validity;
- weighing up the evidence on all sides of a debate;
- arriving at a well-argued conclusion;
- organising and presenting the results of your work critically, cogently and coherently.
Dissertation Format

There are two major forms of long essay:

1. A piece of small-scale empirical research, conducted on a topic, issue or debate of broad relevance to social policy. It should critically evaluate earlier work in the field, paying due attention to its contributions, and to any methodological problems and limitations involved, including ethical issues (if any). Your own research should similarly be aware of any potential methodological weaknesses, relate your findings to those of others, and discuss the extent to which your findings have implications for the topic or issue in question.

2. The "library" essay: a critical exposition and review of a topic, issue or debate of broad relevance to social policy. This should pay due attention to previous research and commentary, theoretical problems and controversies, and to key findings and their implications for your essay topic. Since there is no major empirical component to the essay, the Examiners will pay particular attention to matters of scholarship. They will expect your essay to be especially thorough and critical in its handling of the issues, and in its development of the arguments it puts forward.

In practice, long essays are often a combination of these two types and may, in addition, contain other data such as case studies. Your Academic Mentor will be able to help you with this.

Essay structure

A widely accepted pattern usually has most of the following elements:

• title page, including examination number and degree course
• abstract
• introduction (see below)
• literature review
• methods, design, approach to be followed
• analysis/ statement of results
• discussion
• conclusions
• bibliography (see further notes)
• appendices (where appropriate

Introduction: points to consider

Ideally, an introduction should:

• tell the reader how and why you became interested in the topic
• give the reader a sense of why the issue you have chosen is an important and interesting one
• outline what the issue or problem is, and how you propose to tackle it;
• and (maybe) provide a brief list of the chapters and a sentence about what is in each.

If you write the Introduction before writing the essay, have a look at it again when you have finished it to make sure that you have not changed the focus of the essay in the course of writing it. If so, change the Introduction.

Main body of the essay: points to consider

A well-argued essay is easy to follow. Essentially, you are trying to tell the reader a story. You will aid clarity if you break up the argument into clear steps. A properly paragraphed discussion makes your argument easier to follow. Make sure that your paragraphs are not too long.

Conclusions: points to consider

The conclusions drawn should be substantiated from within the body of the essay. It may be appropriate to discuss the implications of your conclusions - for example, for future work.
How We Share Information

Email
Email is the primary channel of communication within the School. Your Programme Support staff and members of Faculty will send important information via email throughout the year, for example: instructions for assessments and exams and invitations to Departmental events.

Make sure you check your LSE email account regularly so you don’t miss any important emails!

Tip: Make sure you check your spam folder and adjust your settings so you don’t miss out any of our emails! If you need help doing this, you can visit the IT Service Desk (info.lse.ac.uk/current-students/dss/essentials/new-student).

Department Current Students Web Page
lse.ac.uk/social-policy/Current-Students

This is a central source of factual information about the Department, its members and activities. The webpages are updated regularly to display information current to each period within the academic year. For example, in our ‘Current Students’ section you will find handbooks, course brochures and advice relating to assessments.

Tip: Why not ‘bookmark’ the Department webpages in your browser, to save you time searching!

Moodle
lse.ac.uk/social-policy/Current-Students

The Moodle page for each course is where course specific information and updates are shared (including course guides, lecture handouts & slides, and reading lists). It is also where you will submit your assessments electronically. You should check the Moodle pages for your courses regularly.

Tip: Use Moodle as an additional source of information when choosing courses.

Student Hub App
info.lse.ac.uk/current-students/student-hub

The Student Hub app helps students find out about all the School has to offer and gives you opportunities to connect and build communities.

This is where we will update you with Departmental and School-wide news, events, announcements and reminders and suggestions of how to make the most of your time at LSE.

The Student Hub app is also an interactive forum, in which you can create your own student community through student groups and where you can connect with Academic members of staff, for example, booking advice and feedback hours with them.

Tip: Why not share your achievements with us to be featured on our noticeboards? Or perhaps you have a piece of news you think the Department would be interested in? Let your Programme Support Team know!

Student Noticeboards

There is a Departmental notice display and an e-noticeboard, both of which are located in the lobby area on the second floor of the Old Building, next to OLD 2.45.

This is where we display current information on Departmental activities, events, achievements and any other information relevant to the Department community.

Tip: Why not share your achievements with us to be featured on our noticeboards? Or perhaps you have a piece of news you think the Department would be interested in? Let your Programme Support Team know!

Social policy as a discipline was born at LSE, and many of the UK’s most important institutions such as the welfare state and the NHS were conceived here. I really appreciate having professors who are not only academic leaders but also practitioners who have worked on the frontline and understand the reality of implementing social policy. Studying social policy here means you debate real world issues with students from across the globe who each have insights into cultural nuances in the delivery of social policy...

Richard Serunjogi, Croydon, UK, BSc Social Policy
Socialising

Student Common Room

The newly refurbished Student Common Room is in Old 2 14 and is available for Social Policy students both as a social and as a general study space. To ensure that the room is secure, the door has been fitted with a digital lock. The code for this lock is C127BY. Please do not share this code with anyone from outside the Department. We encourage you to use this space to get to know one another and we will hold some Departmental events for you within this space occasionally, too. If you need to contact anyone about any issues with the Common Room, please get in touch with your Programme Support Team in Old 2.49 or by emailing socialpolicy.ug@lse.ac.uk.

Financial Help and Support

The Department operates two hardship funds to support students who experience temporary economic hardship during their studies:

Undergraduate Welfare Fund

To provide help to Department of Social Policy undergraduate students in financial difficulty through small grants or loans up to £400.

Contact: Clare Gorman, Undergraduate Programmes Manager: c.gorman@lse.ac.uk

Titmuss Meinhardt Hardship Fund

Available to all Social Policy students in cases of unforeseeable financial need or emergency and where students have been unable to obtain assistance from the School's Financial Support Office.

Contact: Damian Roberts, Department Manager: d.p.roberts@lse.ac.uk

Department Committees and Student Representation

Each term, a number of Departmental meetings allow staff and students the opportunity to meet and discuss issues relating to their programme of study as well as wider School issues.

Programme Meetings

Each degree programme holds regular meetings to discuss and resolve programme/course specific concerns. These meetings are held prior to the Staff Student Liaison Committee Meetings and are normally attended by the Programme Director, the Programme Administrator, the Programme Representative(s) and other relevant course teachers.

Staff-Student Liaison Committee

A student from each year of each degree programme is elected in the first two weeks of Michaelmas Term to represent the views of their peers at their departmental Staff Student Liaison Committee (SSLC). There is one SSLC for undergraduate students and one SSLC for post graduate students (taught and research). Each SSLC meets once in the Michaelmas and Lent terms, and is chaired by the Departmental Tutor (UG) or the Deputy Head of Department for Teaching (PGT). These meetings address wider Departmental and School issues and matters relating to the student teaching and learning experience. Normally, in attendance are Programme Directors, Programme Support Team and the student programme representatives. Student representatives from the SSLC are also encouraged to attend the Department Meeting to ensure that the student voice is heard at faculty level.

School Committees

One student representative from each of the Undergraduate, Taught Graduate and Research Programme student programmes also serve on the Students’ Consultative Fora. The Department will recruit for these posts at the beginning of the Michaelmas term.

Student Community & Opportunities

There are a number of opportunities for Social Policy students to be involved with the Department and its activities. You can find further information about these opportunities on the Social Policy website here: lse.ac.uk/social-policy/Current-Students/student-opportunities

Student Events Committee

A student-led events committee is formed at the start of each academic year. Students on the committee are given a budget and the freedom to organise both academic and social events. The committees are expected to hold regular meetings and organise events throughout the year that are inclusive for all students in the Department.

Green Impact Team

Each year the Department takes part in the national sustainability programme ‘Green Impact’. Green Impact is an accredited programme which empowers teams of staff and students across the School to promote green practices through the completion of workbook actions and project work. Those who volunteer for the Green Impact team will be expected to help organise green initiatives and events throughout the year and promote sustainable practices in the Department and the School.

Yearbook Committee

A student Yearbook Committee is formed at the start of the academic year tasked with creating and developing yearbooks which will serve as souvenirs for Social Policy students due to graduate the following year. Students on the committee are also encouraged to deciding on the design of the book and the content to be included.

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Student Staff Liaison Committee (SSLC) representatives

Please see pages 14 and 26 for further information about the role of a Student Staff Liaison representative in the Department. Students interested in the position will need to submit a 200 word (max) expression of interest which will be made available to students in the Department. In the Michaelmas term week 2 core course lecture those who have expressed interest will be invited to make a brief (1 minute) statement outlining why they wish to be elected. Any student who may wish to stand on the basis of their statement alone may also do so. Students will then vote for who they would like to represent their programme via an online poll by the end of Michaelmas Term week.

How can I get involved?

You should have received information about how to register interest in the various committees and teams during the summer via email from the Department. A session will also be held at the end of Welcome as part of your induction which will provide more information about how you can be involved. If you missed the chance to sign-up for these opportunities at the start of the academic year, and would like to be involved then please contact the Programme Administration team in the first instance.

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Examination and Assessment

Formative Assessment
Formative (non-assessed) coursework is designed to prepare you for the summative (assessed) work that you will complete later in the course. Formative assessment might include essays, problem sets, presentations or mock examinations. The purpose is to provide you with an opportunity for feedback on your work. All courses include some kind of formative assessment and you will be given full information about the required procedure(s) of work by the course convenor and/or your Programme Administrator.

Summative Assessment
Summative assessment counts towards your final degree award. Summative assessment may take the form of a written examination, an essay, a presentation or a combination of two or three of these modes of assessment. The modes of summative assessment are set out in each course guide and you will be given full details of your summative assessment by the relevant Programme Administrator.

Extensions
If you believe that you will be unable to meet a summative assessment deadline because of illness/injury, bereavement or other serious personal circumstances, and you need to request an extension to the submission deadline, you should do so as early as possible and in advance of the deadline. You should make your request as early as possible. Extensions will be granted only where there is good cause backed by supporting evidence (e.g. medical certificate), and where the circumstances are unforeseen and out of the student's control. All evidence must be in English, or accompanied by a certified translation.

Useful information outlining the School’s Extension Policy is available at: info.lse.ac.uk/current-students/services/assessment-and-results/exceptional-circumstances/extension-policy
You can find further information on the Department’s extension process at: lse.ac.uk/social-policy/current-students/assessment-coursework-and-examinations

Exceptional Circumstances
Exceptional circumstances are those which you feel may have had a significant impact on your academic performance during an exam or other summative assessment. Such circumstances might include, but are not limited to, illness, injury, or bereavement. If you wish to make the Sub-Board of Examiners aware of your circumstances, and how these have affected your performance, please complete the Exceptional Circumstances form (available from the Student Service Centre). The form should be accompanied supporting evidence of your circumstances (such as doctor’s letter, hospital note, death certificate or police report).

Other Opportunities

Internship Fund
The Department provides the opportunity to apply for an internship fund for first and second year undergraduate students. This enables you to undertake placements over Summer which would otherwise be unpaid, and to help you with your career and personal development. Funding opportunities are usually advertised in MT term and students are notified by January if you have received funding. For further information please get in touch with your Programme Support Team!

Language Bursaries
The Department provides you with the opportunity to take a non-degree language at LSE’s Language Centre. This is fully funded by the Department Learning a language can give you a fantastic opportunity in the workplace in today’s global society and can help you in your personal development.

Student Academic Mentorship Scheme (SAM)
We encourage students to sign up for the SAM scheme run by LSE LIFE, whereby first year students are mentored by a student from either the 2nd or 3rd year. This is a great opportunity to get peer support and help with your studies and settling into LSE.

Teaching, Supervision and Support

Teaching
Lectures are an integral part of your programme and will introduce themes and ideas on a particular topic before the corresponding class (undergraduate) or seminar (postgraduate). Every lecture at the LSE is open to all students, subject to space in the lecture theatre, so if you would like to attend additional lectures out of interest, and your timetable permits, do take advantage of this opportunity. Attendance at classes/seminars is compulsory and attendance is recorded.

Advice and Feedback Hours
The purpose of “advice and feedback hours” is to give you regular access to teachers. This gives you the opportunity to talk to your course teachers on a 1-to-1 basis. If you need clarification on a particular topic, you may have difficulties with the course, or if you are interested in a particular field of study and want to know more, you can visit the course teacher during their advice and feedback hours. You can see any teacher during their advice and feedback hours, even if you are not a student on one of their courses, so do take advantage of this opportunity!

All teachers hold advice and feedback hours at least once a week during term time. Some teachers operate a drop in session, whilst others ask you to book an appointment via the Student Hub app. You can check a teacher’s advice and feedback hours on the People pages of the departmental website, on the sign outside their office door and, for some courses, on Moodle. If you are unable to attend a particular advice and feedback slot, for example because of a timetable clash, you can contact the individual teacher to arrange an appointment at an alternative time.

Academic Mentor
At the start of your degree programme, you will be assigned an Academic Mentor, who is also your dissertation supervisor. Your Academic Mentor is your tutor and will guide and assist you in your learning development and is also available to help with any personal difficulties.

The Academic Mentor’s responsibilities include:
• Providing academic guidance and feedback on students’ progress and performance and to discuss any academic problems they might experience.
• Providing pastoral support on non-academic issues and referring students to the appropriate support services within the School.
• Implementing the provisions outlined in Inclusion Plans (IPs) for disabled students, in liaison with the School’s Disability and Well-Being Service.
• Advising/approving course selection.
• Informing the Programme Manager and Departmental Tutor and School of any student whose progress is not satisfactory.
• You should make arrangements to see your mentor and aim to do so at least twice each term, or more frequently if you have particular difficulties. You can also use the advice and feedback hour system to keep in touch with your Academic Mentor. Any issues that cannot be resolved with your mentor can be taken to your Programme Manager.

Other Support For You
You can come and see the Undergraduate Programme Support Team at any time in OLD.2.49 if you need support throughout your studies. They are usually here at the following times:
Monday – Friday: 9.30am – 5.30pm (term-time)
You can also contact them by phone: 020 7 955 6001 or by email: socialpolicy.ug@lse.ac.uk

Additionally, they run weekly Programme Support “Drop In” sessions during Term Time. You can email socialpolicy.ug@lse.ac.uk to attend one of these sessions. The times will be advertised at the start of Michaelmas Term.

Formative (non-assessed) coursework is designed to prepare you for the summative (assessed) work that you will complete later in the course. Formative assessment might include essays, problem sets, presentations or mock examinations. The purpose is to provide you with an opportunity for feedback on your work. All courses include some kind of formative assessment and you will be given full information about the required procedure(s) of work by the course convenor and/or your Programme Administrator.

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Social Policy: Departmental Assessment and Feedback Strategy

Section 1 – Assessment Aims
Social Policy is an interdisciplinary and applied subject concerned with the analysis of different societies’ responses to inequality and social need. The Department's teaching and assessment approach builds on LSE's commitment to connecting theory with empirical research, and the application of research to 'real world' policy problems.

Learning outcomes:
Upon successful completion of their studies, students will be able to:
• Outline and evaluate contemporary concepts and empirical evidence in relation to the main areas of social policy formulation and implementation
• Critically evaluate the suitability, implications and effects of social policies in different social sectors and across different national contexts

1 This document has been drafted with reference to the LSE Academic Code
Construct persuasive, theoretically informed oral and written arguments in relation to key debates in contemporary social policy

Apply a comprehensive understanding of social policy as a multi-disciplinary field of study to the analysis of social problems

Understand and deploy basic qualitative and quantitative research skills in the study of social policy problems

Each degree programme also has specific learning outcomes linked to QAA standards.2

Each programme has a conceptual "spine" of core courses which, in combination with option courses, ensure the full range of learning outcomes.

**Section 2 - Assessment Process**

The Department provides a combination of different assessment methods within each programme. This approach ensures students develop the relevant knowledge and skills, and allows the Department to test their learning effectively.

**Formative assessment** develops the knowledge and skills that students come to LSE to acquire. Formative assessment is a compulsory part of every course and includes: class/seminar discussions and presentations; essays; problem sets; dissertation proposals and mock examinations. Formative assessment does not count towards the calculation of a student's overall degree classification.

Summative assessment tests whether students have acquired the learning outcomes that are described above. This is achieved through a variety of methods including closed book and take-home examinations, presentations, coursework and dissertations. Summative assessment counts towards the calculation of a student's overall degree classification.

**Marking:**

A marking framework is used by markers for all summative and formative assessment. The Departmental marking framework is included in each programme handbook and is also discussed in classes/seminars. Several courses also have course specific marking frameworks, which you will find on the course’s Moodle page. These are designed to help you as much as possible when planning your work.

For the majority of courses, each piece of summative work is double-blinded marked. The first and second internal examiners then agree the final internal mark. An External Examiner also receives a sample of scripts and other assessed material from the top, middle and bottom of the range in order to confirm that internal marking has been consistent and of an appropriate standard. This provides a third level of assessment scrutiny.

For some courses a system of single-marking with moderation is used for summative work. Each script is marked by a first marker, and a selection of scripts is then ‘moderated’ by a second marker to ensure marking standards are consistent. Scripts that are single-marked are also reviewed by the External Examiner as described above. Course Convenors will inform students if single marking with moderation applies to a particular course.

Extremely careful consideration is given to ensuring that appropriate methods of assessment are used on each individual course and all proposals must be approved at an All Department Meeting. Once approved, final consideration is given by the School’s Undergraduate or Graduate Studies Sub-Committee.

**Plagiarism:**

The Department ensures that the School’s rules on plagiarism are clearly communicated to all students. Each programme handbook clearly sets out the Department’s policy on plagiarism, signposts students to the School’s guidance, and provides examples of what constitutes plagiarism and how to avoid it. Additional sessions that cover plagiarism are incorporated into the teaching for dissertation courses.

**Section 3 – Feedback**

**What is feedback?**

- Feedback is information about students’ work that they can use to make improvements.
- Feedback is an integral part of the teaching and learning process.
- Feedback is a two-way process which is most effective when students engage with it fully.

The Department is committed to providing timely, regular and constructive feedback to students and promotes ‘feedback literacy’ among all its teachers and students. We ensure students understand the full range of feedback methods and opportunities available to them. This encourages them to engage actively with feedback, by learning to recognise when feedback is being given, the different forms it takes, and by understanding how best to use it.

**When and how is feedback given?**

Feedback is given in accordance with the School’s Academic Code and the Department makes every effort to ensure that it is delivered in a timely and effective manner.

**Formative:**

Feedback on formative work is normally provided within three term-time weeks of the submission deadline. It is provided to support and foster student learning, and to prepare students for summative work. Assignments are returned to students with constructive commentary and guidance for future progress. Feedback is provided in two main forms: in writing (normally using the standard form, including a mark), or orally (students are expected to take notes).

Students are also provided with additional feedback opportunities at Academic Mentor meetings and Advice and Feedback Hours.

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2 For further details, see lse.ac.uk/Intranet/LSEServices/TQARO/ProgrammeSpecifications/SocialPolicy/Home.aspx
Summary:
For assessments set in Michaelmas or Lent Term: feedback is normally provided to students within four term-time weeks of submission and, where possible, prior to future summative assessment. Along with written feedback, a provisional mark is provided.

For assessments set in the Summer Term: for students whose degree programme is continuing, feedback is normally provided within four weeks of the beginning of the following term.

Final year graduates and undergraduates will receive feedback on their dissertations within four weeks of the beginning of the following term in which the dissertation was submitted.

Feedback are

The main formal opportunities students have to receive and discuss feedback:

- Here is a link to a helpful guide on how to make the most out of your feedback.
- Support on Using Feedback
- Section 4 – Communication
- Students are informed of the guidelines on assessment and feedback through the following platforms:
  - This Departmental Assessment Strategy document is included in each programme handbook.
  - This document is also circulated to student representatives at the MPT SSLC meeting (the minutes of which will be available to all students), and is also provided to External Examiners.
- The main formal opportunities students have to receive and discuss feedback are
  - Tutorial meetings
  - Advice and Feedback Hours
  - Via email
  - Via Moodle
- Students are expected to
  - Understand when feedback is being given and what it means
  - Ask the person giving feedback for clarification if it is not clear
- Discuss feedback with fellow students – peer review can also be useful feedback

Support on Using Feedback
Here is a link to a helpful guide on how to make the most out of your feedback.

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  - Ask the person giving feedback for clarification if it is not clear
  - Discuss feedback with fellow students – peer review can also be useful feedback

Marking Framework: BSc Programmes
This is a guide to the principal criteria used for the marking of both assessed and ‘formative’ written work. You should check Moodle for tailored marking frameworks for specific courses. The descriptors given are merely illustrative of the standards that markers apply. Feedback from markers will usually include specific comments under each of the four headings below. Overall marks/grades awarded will reflect an overall judgement based on all four criteria, but will additionally take account of the extent to which students have substantively answered the question(s) set.

<table>
<thead>
<tr>
<th>Class</th>
<th>Mark</th>
<th>Structure and Clarity of Expression</th>
<th>Awareness and Use of Literature</th>
<th>Knowledge Base and Understanding</th>
<th>Argument / Critical Analysis and Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>75+</td>
<td>Exceptionally well-rounded argument, persuasively written</td>
<td>Excellent use of extensive literature well beyond the reading list which is impressively exploited</td>
<td>Excellent understanding and outstanding exposition of relevant issues; impressively well-informed; insightful awareness of nuances and complexities. No major room for improvement, given constraints of essay form</td>
<td>Argument marshalled in an outstanding manner with excellent integration of theory/ conceptual framework; searching questioning, unbiased approach; unambiguous evidence of original and independent thought.</td>
</tr>
<tr>
<td>II i</td>
<td>60-69</td>
<td>Well developed argument; well expressed</td>
<td>Good use of wide range of literature to support arguments</td>
<td>Clear awareness and exposition of relevant issues; some awareness of nuances and complexities but tendency to simplify matters</td>
<td>High standard of critical analysis with appropriate choice and use of theory/conceptual framework; some questioning of literature</td>
</tr>
<tr>
<td>II i</td>
<td>50-59</td>
<td>Adequately presented argument; meaning generally clear</td>
<td>Adequate use of standard literature to support arguments</td>
<td>Work shows understanding of issue but at superficial level; no more than expected from attendance at lectures; some irrelevant material</td>
<td>Appropriate choice and use of theory/conceptual framework; attempts analysis</td>
</tr>
<tr>
<td>III</td>
<td>40-49</td>
<td>Confusingly structured and argument; meaning unclear</td>
<td>Use of narrow range of standard literature to support arguments</td>
<td>Establishes some relevant points but superficial and confused; much irrelevant material</td>
<td>Weak understanding or use of chosen theory/conceptual framework; too descriptive and/or analysis too superficial</td>
</tr>
<tr>
<td>Fail</td>
<td>&lt; 40</td>
<td>Lacking structure and meaningful argument; difficult to understand</td>
<td>No significant reference to literature</td>
<td>Very little or no understanding of the issues raised by the topic; topic misunderstood; content largely irrelevant</td>
<td>No choice or use of theory/conceptual framework; essay almost wholly descriptive; no grasp of analysis with many errors and/or omissions</td>
</tr>
</tbody>
</table>

NOTE: marks < 30 signifies work that is significantly flawed or seriously inadequate; marks < 15 signifies work representing only a minimal or no serious attempt.
The School section (page 37) provides some information regarding plagiarism. Please read the information in this section carefully. It is important to understand the School’s definition of plagiarism and to avoid plagiarising in your work, as the School and Department take this very seriously.

We want to support you to avoid plagiarism. Here are some ways in which you can find more information on study skills, citation and referencing:

- The LSE Life webpage and Moodle site, or speaking to your Academic Mentor. They are there to help!
- lse.ac.uk/LSElife
- lse.ac.uk/LSELifemoodle

You can also find further help and information via the Department’s webpages:

- http://www.lse.ac.uk/social-policy/Current-Students/Plagiarism
- Plagiarism Detection of Plagiarism

Examiners are vigilant for cases of plagiarism and the School uses plagiarism detection software to identify plagiarised text. Work containing suspected plagiarism may be referred to an Assessment Misconduct Panel, which may result in severe penalties. In a case of suspected plagiarism, the Department will act according to the School’s Regulations on Assessment Offences.

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Key Information

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

**Michaelmas Term (MT)**
- Monday 30 September – Friday 13 December 2019
- Reading Week: Monday 4 – Friday 8 November 2019

**Lent Term (LT)**
- Monday 20 January – Friday 3 April 2020
- January Exams: Monday 13 – Friday 17 January 2020
- Reading Week: Monday 24 – Friday 28 February 2020

**Summer Term (ST)**
- Monday 4 May – Friday 19 June 2020
- Summer Exams: Monday 11 May – Friday 19 June 2020

LSE will be closed during the following periods:

- Christmas Closure
  - Monday 23 December 2019 – Wednesday 1 January 2020
- Easter Closure
  - Thursday 9 April – Wednesday 15 April 2020
- May Bank Holiday
  - Friday 8 May 2020
- Spring Bank Holiday
  - Monday 25 May 2020
- Summer Bank Holiday
  - Monday 31 August 2020

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**Registration**

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

**Inclusion Plans**

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

**Student Status Documentation**

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

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

**Your LSE Card**

Your LSE card provides access to buildings and acts as your Library card. It is important that you keep it safe and never share it with anybody else. If your LSE card is lost, stolen or damaged visit lse.ac.uk/studentIDCards to find out how to get a replacement.
**Interruption**
You can take a year-long break in your studies (which we call an interruption) with approval from your academic department and the School. You are usually required to return at the start of either Michaelmas Term or Lent Term as appropriate. Summer Term interruptions are not possible. For more information visit [lse.ac.uk/interruptions](http://lse.ac.uk/interruptions).

**Programme Transfer**
You can request to transfer from your current programme to another programme at the same level according to the School’s regulations. There are usually restrictions or conditions on transferring programmes, and sometimes transfers are not possible. All transfer requests are considered by, and require approval from, both your current and new academic department and the School before being authorised. For more information visit [lse.ac.uk/programmeTransfers](http://lse.ac.uk/programmeTransfers).

**Change of Mode of Study**
If you are studying a Master’s programme, and your circumstances change, meaning that you need to adjust your study from full-time to part-time, you will need to seek authorisation from your academic department. Changing from full-time to part-time study is generally acceptable, and your course selection will be amended according to programme regulations. Your fees will also be amended. Changing from part-time to full-time may not always be possible and requests will be considered on a case-by-case basis. It is not normally possible to study an undergraduate programme on a part-time basis. For more information visit [lse.ac.uk/changeMode](http://lse.ac.uk/changeMode).

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

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

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

You can find links to the General Academic Regulations, Regulations for First Degrees, Regulations for Taught Master’s Degrees, Plagiarism, Appeals Regulations, and the LSE Calendar at [lse.ac.uk/calendar](http://lse.ac.uk/calendar).

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

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

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

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

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

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

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

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

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

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

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

Student-Staff Liaison Committees and Student Consultative Fora

Student-Staff Liaison Committees (SSLCs) are one of the most important bodies in the School. Their purpose is to create a forum for students to discuss their experiences, both in and outside of the classroom, with LSE staff. SSLCs are a shared, collaborative endeavour between Departments, the Students’ Union, central School Services, and, most importantly, students themselves.

At the start of the year you will be asked by your department if you would like to represent your programme on the Student-Staff Liaison Committee (SSLC).

The role of an SSLC representative is central to ensuring that courses and programmes at LSE work effectively. Training will be provided for all SSLC representatives. These forums are a great way for students to make their voice heard at LSE.

Student-Only Forums

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

Quality Assurance

Quality Assurance Strategy

LSE’s approach to assuring the quality of our teaching is set out in the Strategy for Managing Academic Standards which can be found online in the “internal quality assurance section” of the website at lse.ac.uk/tqaro. As an awarding body LSE must in a position to assure the standards of its degrees. At the same time, we believe that the design of quality assurance should respect different departmental cultures and academic histories. The strategy sets out broad principles and processes for assureing academic standards and for enhancing the quality of educational provision. As of the 2019-20 academic year this includes devolved quality assurance arrangements, with responsibility for the oversight and modification of existing provision resting with Departmental Teaching Committees.

Student Teaching Surveys

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

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

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

LSE Library

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

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

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

LSE LIFE

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

LSE LIFE offers:

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

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

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

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

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

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

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

**LSE Volunteer Centre**

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

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

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

**LSE Careers**

LSE Careers is here to help guide and support you throughout your time at LSE. We provide a range of careers services and events both online, face-to-face and through one-to-one appointments.

We have a jobs board and offer bespoke services for disabled students and PhD students.

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

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

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

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

You can access CareerHub at [careers.lse.ac.uk](http://careers.lse.ac.uk) and keep up to date with events and advice by following @LSECareers.

**LSE Generate**

LSE Generate is the home of entrepreneurship at LSE.

We aim to support and scale socially-driven student and alumni ventures, here in the UK and across the globe. We welcome all students and alumni, from those eager to develop and learn entrepreneurial skills to LSE entrepreneurs who have already launched their ventures and need support and advice from the team.

Join us for our events, enter the Generate funding competition, pop by and meet us in our co-working space and access all our start-up resources for free. Discover more on our website [lse.ac.uk/generate](http://lse.ac.uk/generate) or keep up to date with Generate news through our social media, @LSEGenerate.

**Equity, Diversity and Inclusion (EDI)**

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

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

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

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

All members of the School are encouraged to complete the “Consent Matters” module to learn about how you might positively intervene as a bystander, and to signpost anyone who has experienced any form of bullying or harassment to the support available on the [Making a Choice](http://Making-a-Choice/LSE) hub.

For further advice or information, please visit [lse.ac.uk/EquityDiversityInclusion](http://lse.ac.uk/EquityDiversityInclusion) and follow the EDI Office on Twitter @EDI_LSE.
Your Wellbeing and Health

Student Wellbeing Service (SWS)

SWS brings together two key student facing services; the Disability and Wellbeing Service (DWS) and the Student Counselling Service (SCS). SWS also facilitates the Peer Supporter Scheme. SWS aims to provide you with a single integrated source of help and assistance. SCS provides a professional, free and confidential service to help you with any problems that you may be experiencing. You can speak to them about academic stresses, as well as personal and emotional difficulties. Visit lse.ac.uk/counselling to book an individual appointment, read about drop-in appointments or find out about groups and workshops. DWS are the first point of contact for students with disabilities, long term medical and mental health conditions, and Specific Learning Difficulties such as dyslexia. DWS can help you to create an Inclusion Plan which is a way of putting in place agreed “reasonable adjustments” to support your studies. Visit lse.ac.uk/disability to find out more. Peer Supporters give you the opportunity to talk to fellow students about anything that is worrying you. Peer Supporters are trained to offer confidential emotional support, help and reassurance. You can find out more about the scheme and arrange a chat with a Peer Supporter at lse.ac.uk/peerSupport.

Health Care in the UK

You are likely to need to access medical care while you are at LSE, even if this is just for routine appointments. In the UK most health care is provided through the National Health Service (NHS). You are typically eligible for free treatment on the NHS if you fall into one of the following categories:
- You are a UK resident
- You have a Tier 4 visa and have paid the immigration health surcharge
- You are an EU/EEA student with a European Health Insurance Card (EHIC)
- You are a UK resident
- You are a student in the UK who holds an EHIC
- You are a student in the UK who holds an EHIC

This list is not exhaustive and was correct at the time of print. The UK Council for International Student Affairs maintains an up-to-date list of websites on their website – ucasica.org.uk. If you are unfamiliar with the NHS search for “NHS Services explained” to find out more. You are usually required to register with a local General Practitioners (GP) surgery before you can book an appointment. You should register as soon as possible and not wait until you are unwell. The nearest GP surgery is St Philips Medical Centre, which is based on the second floor of Petchwick Lawrence House. This surgery will register most LSE students. For more information about the services offered and how to register please visit nhs.uk or call 020 7611 5131. Alternatively, you can find your nearest GP by using the GP Finder function on the NHS website nhs.uk.

As well as dispensing medicines, pharmacies can also offer advice on common health problems. You do not need to make an appointment, just visit a pharmacy and ask to speak to the duty pharmacists. In an emergency you should dial 999 to call an ambulance. You can also visit your nearest accident and emergency (A&E) department at your local hospital or visit an Urgent Care Centre. There is a lot more information about Health Care, including details about dentists and opticians, available at lse.ac.uk/studentHealth.

LSE Faith Centre

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

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

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

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

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

Exam Timetables

Course by course exam timetables will be available online at lse.ac.uk/exams. For January exams the timetable is usually available towards the end of Michaelmas term, for summer exams it is usually available in Lent Term and for students taking in-year rest and deferral exams, it is usually available in late July. Closer to each exam season, you will also be given access to a personal exam timetable with your room and seat numbers in LSE for you.

Exam Procedures

Anybody taking exams at LSE must read the Exam Procedures for Candidates. It contains all the information that you need to know and is updated each year. The document is less than ten pages and covers topics ranging from candidate numbers to permitted materials to what to do if things go wrong. You can download your copy at lse.ac.uk/exams.

You may only use a calculator in an exam if this is permitted by the relevant academic department. If you are permitted a calculator, it must be from the Casio fx-83 or fx-85 range. If you bring an alternative model it will be removed by invigilators and no replacement will be given. The permitted calculators are readily available in many supermarkets, online retailers and in the SU Shop.

Candidate Numbers

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

Deferral

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

Extension Policy

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

Exceptional Circumstances

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

Fit to Sit Policy

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

Individual Exam Adjustments

Individual Exam Adjustments (IEAs) can be made if you have a documented medical, physical or mental health condition and/or a specific learning difficulty such as dyslexia or dyspraxia. The purpose of IEAs is to provide an environment that gives all students an equal opportunity in exams. These adjustments are confidential and will not be listed on your degree certificate or transcript. In most cases you should apply for IEAs as part of getting your Inclusion Plan in place. However there is a different process for applying for IEAs for short- term, unexpected conditions. For more information visit lse.ac.uk/ieas.

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Results and Classification

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

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

Degree Certificate
Your degree certificate will be available for collection at Graduation or can be posted to you. For more information please visit lse.ac.uk/degrecertificates

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

Fees and Finance

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

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

- 28 October 2019
- 28 January 2020
- 28 April 2020

If you do not know your fees please visit lse.ac.uk/tableoffees

To pay online or to find out about the different payment methods available, visit lse.ac.uk/feepayments

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

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

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

For full details regarding tuition fees, charging policy and instalment options, visit lse.ac.uk/feespolicy for the Tuition Fees Policy

Financial Support Office (FSO)
FSO are responsible for the administration and awarding of scholarships, bursaries, studentships and School prizes.

FSO can also provide information about funds such as the Student Support fund and the LSE Access fund. You can find out more about FSO and download application forms at lse.ac.uk/financialsupport

FSO hold drop-in sessions in the Student Services Centre, can be contacted by phone on 020 7955 6609 or by email at financial-support@lse.ac.uk

Cheque Collection
Some payments are made by cheque.

If you are asked to collect a cheque then you can collect it from the Student Services Centre during normal opening hours (usually 11am to 4pm, Monday to Friday). You do not need to wait for a drop-in session.
The Codes of Good Practice explain the obligations and responsibilities of students and staff.

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

Your programme comprises a number of courses, which are usually worth half (0.5) or a full (1.0) unit. Undergraduate students will take courses to the value of four units per year. The number of courses postgraduate students take varies by programme but can be found at [lse.ac.uk/calendar](http://lse.ac.uk/calendar). You will need to select all of your courses, including any compulsory ones, in LSE for You.

### When to Select Courses

Undergraduate course selection will open in early September. Postgraduate course selection will open for browsing at the beginning of Welcome and open properly just before term starts. Course selections need to be made by the beginning of Week 3 of Michaelmas Term. You will be able to make changes to Lent Term half unit courses in early Lent Term. For the exact dates visit [lse.ac.uk/courseSelection](http://lse.ac.uk/courseSelection).

### How to Select Your Courses

#### 1. Find the courses you’d like to take

Go to [lse.ac.uk/findcourses](http://lse.ac.uk/findcourses) to access the tools and information to help you decide which courses you want to take this academic year. Make sure that you identify a few back-up courses in case your first choice is not available.

You should make sure that you attend any departmental course selection meetings and seek advice from your Academic Mentor or Departmental Tutor before finalising your course selections.

The LSE calendar is the place to check for programme regulations detailing which courses you are permitted to take. It also provides course guides for every course at LSE, including student feedback. You can find the calendar online at [lse.ac.uk/calendar](http://lse.ac.uk/calendar).

LSE Course Finder is a tool to help you choose which courses to take within your programme regulations. Course Finder allows you to browse available courses by unit value, keyword, department and assessment type. You can build a shortlist of courses and compare the lecture timetables for that shortlist. Course Finder is available from late August.

You may also wish to look at course content on Moodle and check the teaching timetable to detect potential clashes.

Some departments have capped or controlled access courses which means that places are limited. For undergraduates these are allocated on a first come first served basis, for postgraduates there are a number of different selection methods. You can find more information about this at [lse.ac.uk/courseSelection](http://lse.ac.uk/courseSelection).

#### 2. Select your courses in LSE for You

Go to [lse.ac.uk/selectcourses](http://lse.ac.uk/selectcourses) for step by step instructions on how to select your courses on LSE for You. Remember to select any compulsory courses and, if applicable, your dissertation. The process differs for undergraduate and postgraduate students.

#### 3. Check your timetable and Moodle enrolments

Undergraduate students are allocated to all teaching centrally and you will receive your personal timetable in LSE for You during Welcome.

Postgraduate students may be able to use Seminar Sign-up in LSE for You after you have made your course selections and they have been approved by the department responsible for teaching the course.

You will automatically be given access to the Moodle page for your courses a few hours after selecting your courses on LSE for You. If you change courses you will not be removed from the old course on Moodle automatically so you will need to do this manually.

### Changing Class or Seminar

Undergraduate students are only able to change class in exceptional circumstances, to request a class change apply using the “class change request” tool within LSE for You. You should include details of why you need to change class and outline your availability for alternative classes. You may be required to provide evidence in support of your request.

Postgraduate students should either use Seminar Sign Up if it is enabled for your courses or contact the department responsible for teaching the course.

### Can’t See Your Timetable?

If you can’t see a course on your timetable after the relevant publication date there are five common reasons:

- You have not registered/re-registered for this academic year
- You have not selected the course in LSE for You
- You have selected a course which creates a clash on your timetable (undergraduate only)
- You have made changes within the last 48 hours (the timetable can take up to two days to regenerate)
- Your seminar has not yet been allocated by the relevant department (postgraduate only)

### Access Guide to LSE Buildings

AccessAble have produced detailed access guides to the LSE campus and route maps between key locations.

### Getting Help

There is more detailed information, contact details and answers to frequently asked questions online at [lse.ac.uk/courseSelection](http://lse.ac.uk/courseSelection).
The LSE Academic Code

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

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

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

1. All full-time undergraduate and taught postgraduate students taking a taught course will receive a minimum of two hours taught contact time per week when the course is running in the Michaelmas and/or Lent terms, or a minimum of four hours taught contact time per week for a full-unit taught course running entirely in Michaelmas or in Lent term.

2. Students will have the opportunity to receive feedback on formative and summative work, as set out below. Feedback on assessment due in Summer Term is not required for non-continuing students except for dissertations or capstone projects. There may be exceptional circumstances where the below timeframes are not possible and, if this is the case, the reasons for extending the time period will be clearly explained to students as early as possible.

   2.1 All assessment submission deadlines and feedback time frames will be clearly communicated to students at the start of each course, including on the course Moodle page.

   2.2 Feedback on formative tasks will normally be returned to students within three term weeks of the submission deadline, where students submit their work on time.

   2.3 Feedback on summative assessment (excluding exams, dissertations or capstone projects) will normally be provided within five term weeks of the submission deadline, where students submit their work on time.

   2.4 Feedback on January exams will normally be provided within six term weeks of the end of the exam period.

   2.5 Feedback on Summer exams will normally be provided within four term weeks of the following Michaelmas term.

   2.6 Feedback on dissertations and capstone projects will normally be provided within four term weeks of the final mark being made available to students.

   2.7 For any summative assessment which is failed, students will have the opportunity to receive feedback in time to prepare for the resit or resubmission. For summative assessment failed in Summer Term, feedback may take the form of general guidance on how to have approached that assessment.

3. All students will have an Academic Mentor to advise on academic matters. Academic Mentors should have the necessary expertise and guidance to undertake the role. Ideally, students will keep the same mentor throughout their time at LSE.

4. Students will be invited to meet their Academic Mentor at least twice during each of the Michaelmas and Lent terms. These meetings may take the form of 1-2 1-hour sessions or small group gatherings, so that mentees can meet one another and discuss issues of mutual interest.

5. In addition to academic guidance provided by the Academic Mentor, students will have access to personal advice, for example with respect to mental health and wellbeing. Students will be clearly informed about who to go to for what kinds of advice and this will be available through various mechanisms, such as Disability and Wellbeing Services, Student Services, and Departments.

6. Staff teaching on LSE programmes will be available to students through a minimum of 35 office hours (for full-time teaching staff) during term time. Normally, the expectation is to meet face-to-face, but contact may take other forms that are mutually agreed between the teacher and students.

7. Departments will hold at least one Student-Staff Liaison Committee and one Departmental Teaching Committee meeting during each of the Michaelmas and Lent terms, following the guidelines for each type of meeting that we have agreed in partnership with the Students’ Union.