



Department  
of Social Policy

Departments of Social Policy

## Postgraduate Handbook

### Executive MSc Behavioural Science

2016/17

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





September 2016

Dear Social Policy Student,

A very warm welcome to the Department of Social Policy!

Your Department 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. We were also awarded the joint highest marks for the non-academic 'real world' impacts of our work.

The study of Social Policy began at the London School of Economics in 1912. It grew out of the early social work training course of the Charity Organisation Society and the generosity of an Indian industrialist, Sir Ratan Tata, who carried out pioneering work on poverty. This tradition of combining action and research was followed by the ground-breaking contributions of Richard Titmuss, Peter Townsend, Brian Abel-Smith and David Donnison; and led to the development of Social Policy as a discipline and the building of the Welfare State itself in Britain and abroad.

The interests of the Department today embrace virtually all the major issues that confront individual countries and the world today including: how best to provide health care and education; the provision of reasonable housing and social services; the problems posed by ageing populations; poverty, inequality and social exclusion at national and global levels; and the role of national and local government and non-governmental organisations in instigating policy reform and change. The Department's focus is very much on headline issues, as well as on 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 and merge.

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 am sure your time here will be both rewarding and stimulating. Enjoy!

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Stephen Jenkins', written in a cursive style.

Professor Stephen Jenkins  
Head of Department

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**Department of  
Social Policy**



THE LONDON SCHOOL  
OF ECONOMICS AND  
POLITICAL SCIENCE ■

**The School**





## The Essentials

### Term Dates 2016/17

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

#### Michaelmas Term

Thursday 22 September – Friday 9 December 2016

#### Lent Term

Monday 9 January – Friday 24 March 2017

#### Summer Term

Monday 24 April – Friday 9 June 2017

#### School closures

Christmas Closure	Thursday 22 December 2016 – Monday 2 January 2017
Easter Closure	Thursday 13 April – Wednesday 19 April 2017
May Bank Holiday	Monday 1 May 2017
Spring Bank Holiday	Monday 29 May 2017
Summer Bank Holiday	Monday 28 August 2017

### Welcome Week

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

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

The Your First Weeks section of the website provides comprehensive information to help you settle in to life at LSE. These pages will refer you to information regarding what to expect after you arrive, how to open a bank account, what to do if you arrive early or late to LSE, crucial health information, how to set up your LSE IT account, School support services and much more. The Welcome Week guide contains information about events taking place at the start of the academic year, including those specific to the Department, and the Students' Union Welcome Fair, as well as central School welcome events.

### LSE for You

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

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

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

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

## Moodle

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

Moodle is LSE's Virtual Learning Environment (VLE). Moodle is a password-protected web environment that may contain a range of teaching resources, activities, assignments, information and discussions relating to your course. The content of Moodle is the responsibility of your teacher and so it will vary from course to course.

Moodle can be accessed from any computer connected to the internet, on and off campus. To access Moodle go to **moodle.lse.ac.uk** and use your LSE username and password to log in. This page also has links to help and advice on using Moodle. You will also find links to Moodle from a number of web pages including the webpage for 'Staff & Students'. If you have any technical problems with Moodle you should contact the IT helpdesk [it.helpdesk@lse.ac.uk](mailto:it.helpdesk@lse.ac.uk).

## Email

The School will use your LSE email address to communicate with you, so you should check it regularly. Microsoft Outlook is available on all student PCs on the LSE network. You can also access e-mail off-campus using webmail and remote desktop or, on the move using email clients for laptops and mobile phones. For instructions visit: [lse.ac.uk/itservices/remote](http://lse.ac.uk/itservices/remote).

## Key School Services A-Z

### Advice, Communications & Operations

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

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

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

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

### Counselling Service

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

This free and confidential service aims to enable you to cope with any personal or study difficulties that may be affecting you while at LSE. As well as one-to-one appointments, there are group sessions and workshops

throughout the year on issues such as exam anxiety and stress management.

## Disability and Well-being Service

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

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

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

The DWS can also set up Inclusion Plans (IPs), outlining reasonable adjustments such as extended library loans, negotiated deadlines and rest breaks in exams. It runs several interest and support groups, for example the Neurodiversity Interest Group and the Circles Network. For further information please visit the website or email [disability-dyslexia@lse.ac.uk](mailto:disability-dyslexia@lse.ac.uk).

## Financial Support Office

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

### Financial Support

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

Full details and application forms are available from <http://www2.lse.ac.uk/intranet/students/moneyMatters/financialSupport/Home.aspx>

## International Student Immigration Visa Advice Team (ISVAT)

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

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

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

## IT Support

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

*Student IT Help Desk/ Laptop Surgery - first floor, Library* Contact the IT Help Desk ([it.helpdesk@lse.ac.uk](mailto:it.helpdesk@lse.ac.uk)) for

support for School-owned hardware and software on the LSE network, network and email account issues, and general IT queries.

## Language Support

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

### *English Language Support*

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

## LSE LIFE

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

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

LSE LIFE offers

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

and much more ...

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

## Library

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

Your LSE student card is also your Library card. No additional registration with the Library is required. Staff at the Library are available for any enquiries you may have about using their collections and electronic resources.

Follow us at

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

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

## Student Services Centre (SSC)

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

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

- Admissions (drop-in service)
- Certificates of registration
- Course choice and class changes
- Examinations and results
- Fees – process fee payments and distribute cheques (drop-in service)
- Financial support – Advice on scholarships, awards, prizes, emergency funding and studentships (drop-in service)
- Information for new arrivals
- Programme registration
- Graduation ceremonies
- Transcripts and degree certificates
- Visa and immigration advice (drop-in service)

The SSC provides a counter service for students at the following times:

- 11am–4pm every weekday

You can also contact Student Services by telephone. Details of who to contact and more information on advice can be found on the SSC website.

## School Wide Codes and Regulations

### Equality, Diversity and Inclusion

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

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

In practice, this means we expect you to:

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

The School is committed to embedding and mainstreaming equity, diversity and inclusion. For further advice

or information, please visit the School's Equality and Diversity website (<http://www.lse.ac.uk/equityDiversityInclusion>), see our blog, and follow us on Twitter @EDI\_LSE.

### **Access Guides to LSE buildings**

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

## **Regulations and Codes of Practice - The Calendar**

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

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

The School has regulations, policies and procedures covering many aspects of student life and you should familiarise yourself with them. Some of the regulations explain the organisation and conduct of your academic study. These include information about the structure of programmes, assessment, graduation and what to do if illness affects your studies.

### **Codes of Good Practice**

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

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

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

We recommend that you also read the School's Student Charter and Ethics Code.

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

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

The Ethics Code highlights the core principles of LSE life

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

## **Fieldwork Safety**

If you are planning fieldwork or any other off site activity please complete the relevant risk assessment at: <http://www.lse.ac.uk/intranet/LSEServices/healthAndSafety/policy/FieldworkOffsiteVisits.aspx>

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

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

For any further information or advice, please contact the Health and Safety Team

Telephone: 020 7852 3677

Email: [Health.And.Safety@lse.ac.uk](mailto:Health.And.Safety@lse.ac.uk)

## Research Ethics

Research is not only integral to the work of academic staff, but many students will undertake a piece of primary research as part of their dissertation or thesis. Although any particular empirical investigation may be modest in scope, if it involves human participants it is essential that those conducting the research consider and address any ethical implications that may arise. All students are expected to discuss the ethical implications of their research with their Academic Adviser. Where appropriate, a research ethics checklist and a research ethics review questionnaire should be completed and submitted to the Department.

### School Policy

The LSE research ethics policy and associated ethics review forms can be viewed at the following link:

<http://www2.lse.ac.uk/intranet/researchAndDevelopment/researchPolicy/ethicsGuidanceAndForms.asp>  
[x](#)

All students who plan to undertake research as part of their programme of study must read the LSE Research Ethics Policy and discuss any ethical implications with their Academic Adviser, before undertaking any research.

Ensuring the ethical propriety of their research is a requirement of all academic staff and this is something to which a variety of bodies concerned with the governance and funding of research are increasingly attentive – not only in the UK, but also in many other countries in which LSE based researchers may seek to conduct their investigations. Certain overseas governments have procedures for the approval of all or any research that directly involves their citizens. Collaborating agencies may require that proposed research be independently vetted. In such instances the School has a Research Ethics Committee that may be consulted. Although it would not usually apply to student research projects, there are certain circumstances in which a piece of research may have to be subject to prior independent ethical scrutiny and approval. For example, any research that involves patients of the UK National Health Service must have approval by a Local Research Ethics Committee.

In addition, the following research would also need ethical approval:

- research involving vulnerable groups; sensitive topics
- research involving groups where permission of a gatekeeper is required for access to members
- research conducted without full informed consent
- research involving access to records of confidential information
- research which would induce unacceptable psychological stress, anxiety, pain or humiliation.

## Registration

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

### Programme Registration

At the start of the academic year you will need to formally register on your programme of study. To ensure that you are able to complete this process as quickly as possible, each programme/department is allocated a specific time slot in which to register. At registration, you will be asked to provide proof of your eligibility to study in the UK in order to receive your School ID card. This card will, amongst other things, allow you to

access your library account.

## **Certificate of Registration**

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

A certificate of registration provides proof to organisations, such as the Home Office, council tax offices and banks, that you are registered as a current student at the School. It details your full name, date of birth, term time and permanent home addresses, student number, the title, subject, start and end dates of your programme, registration status and expected date of graduation.

Once you are formally registered with the School you can print out your certificate instantly via LSE for You (LFY) under the 'Certification and Documentation' option. If you require a certificate with information beyond what is on the Certificate of Registration please see [lse.ac.uk/registrydocuments](http://lse.ac.uk/registrydocuments).

## **Interruption / Deferral / Withdrawal / Programme Transfers / Change of Mode of Study**

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

*Interruption:* with approval from your department you can take a break in your studies. Interruptions are one calendar year long. You are usually required to return at the start of the nearest applicable term – be that Michaelmas or Lent term. Summer term interruptions are not possible. For more information, please see [lse.ac.uk/interruptions](http://lse.ac.uk/interruptions)

*Deferral:* if you complete the teaching year but have difficulties in the lead up to or during the exam period, then in exceptional circumstances you can seek to defer assessment(s) to the following academic year. For more information, please see [lse.ac.uk/deferrals](http://lse.ac.uk/deferrals)

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

*Programme Transfers:* 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 on transferring programmes, and sometimes transfers are not possible. All transfer requests are considered by and require approval from both academic departments and the School before being authorised. For more information, please see [lse.ac.uk/programmetransfers](http://lse.ac.uk/programmetransfers)

*Change of Mode of Study (for postgraduate students):* if a change in your circumstances occurs that means that you need to change your study mode from full-time to part-time, you will need to seek authorisation from your academic department. Changing from full-time to part-time study mode is generally acceptable, and your course choice will be amended according to programme regulations. Your fees will also be amended in line with the part-time fees published in the Table of Fees for the same academic year. Changing from part-time to full-time may not always be possible. Requests to change from part-time to full-time study mode will be considered on a case-by-case basis. For more information please see: [www.lse.ac.uk/PTchange](http://www.lse.ac.uk/PTchange)



# **The Department**



## An Overview of Your Department

### Sources of Information

#### Department Web Pages

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

Please refer to the Department website for staff details, programme and course information, news and events, and links to other useful sites.

#### Facebook

Most programmes have a Facebook page so that you can keep in touch with your fellow students. Ask your Programme Administrator for more details. The Department also has a general Facebook page. Like us to be kept up to date with departmental events, public lectures and interesting research.

[facebook.com/LSESocialPolicy](https://facebook.com/LSESocialPolicy)

#### Social Policy Student News

*Social Policy Student News* is our e-newsletter and is sent out fortnightly during term time. It includes information about departmental events, public lectures, personal development and job opportunities, plus lots of other useful information.

#### Student Noticeboards

There is a Departmental noticeboard 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.

#### Twitter

For news and views follow us on Twitter @LSESocialPolicy

### Socialising

#### Student Common Room

The Student Common Room is in OLD 2.14 and is available for Social Policy students as a social and 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 **C1278Y**. Please do not share this code with anyone from outside the Department.

#### Social Events

We have three major Departmental parties each year. The first, in mid to late October, is a **Welcome Party** for all new students. The second is a **Christmas Party** for all Social Policy students and staff. The third is a **student and staff party** usually held during the last week of Lent term. Dates and further details of all of these events will be circulated nearer the time. In addition, each degree programme usually organises its own social events during the year.

## 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 his/her peers at their departmental Staff-Student Liaison Committees (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 Administrators and the student programme representatives.

### School Committees

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

## 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 students regular access to teachers. This gives you the opportunity to talk to your course teachers on a 1-2-1 basis. If you need clarification on a particular topic, are having any difficulties with the course, or if you are interested in their particular field of study and want to know more, you can visit the course teacher during their advice and feedback hour. You can see any teacher during their advice and feedback hour, even if you are not a student on one of their courses.

All teachers hold an advice and feedback hour at least once a week during term time. Some teachers operate a drop in session, whilst others ask you to book an appointment via LSE for You. You can check a teacher's advice and feedback hour on the *Who's Who* 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 hour, for example because of a timetable clash, you can contact the individual teacher to arrange an appointment at an alternative time.

## Academic Adviser

At the start of your degree programme, you will be assigned an Academic Adviser, who is also usually your dissertation supervisor. Your Academic Adviser 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 Adviser'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 Director and School of any student whose progress is not satisfactory.

You should make arrangements to see your adviser and aim to do so at least twice each term, or more frequently if you are having particular difficulties. You can also use the advice and feedback hour system to keep in touch with your Academic Adviser. Any issues that cannot be resolved with your adviser can be taken to your Programme Director.

## Role of the Programme Director (Taught Post Graduate Students)

A Programme Director is responsible for each taught programme. The responsibilities of the Programme Director include:

- Providing students with detailed information about their programme.
- Providing a programme induction for new students, including information on the selection of options and arrangements for supervision.
- Arranging regular termly meetings with student programme representatives and the nomination of a representative(s) to the Department's Staff-Student Liaison Committee.
- 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 choice outside the degree regulations.
- Agreeing, where appropriate, a student's request for a degree transfer.

# 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 piece(s) of work by the course convener 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 have good cause not to meet a summative assessment deadline because of illness/injury, bereavement or other serious personal circumstances, you should first discuss the matter with the course teacher and seek a formal extension from the Chair of the appropriate Sub-Board of Examiners. This must be done 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.

### **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).

This and supporting documentation must be submitted to the Student Services Centre on the ground floor of the Old Building within seven days of your last exam or your dissertation/coursework submission deadline.

### **Penalties for the Late Submission of Summative Coursework**

If you fail to submit a piece of summative assessment by the set deadline (or extended deadline as appropriate), the following penalty will apply. Five marks (out of 100) will be deducted for coursework submitted within 24 hours of the deadline and a further five marks will be deducted for each subsequent 24-hour period (working days only) until the coursework is submitted. After five working days, coursework will only be accepted with the permission of the Chair of the Sub-Board of Examiners.

### **Exceeding the Word Limit**

Written work must not exceed the word limit. If it is clear that a piece of coursework exceeds the set word limit, the markers will make a judgement based only on the content up to the word limit.

## Marking Framework: MSc Programmes

This is a guide to the principal criteria used for the marking of both assessed and 'formative' written work. 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.

CLASS	MARK	CRITERIA			
		STRUCTURE AND CLARITY OF EXPRESSION	AWARENESS AND USE OF LITERATURE	KNOWLEDGE BASE AND UNDERSTANDING	ARGUMENT/CRITICAL ANALYSIS AND CONCLUSION
Distinction	75+	Exceptionally well rounded argument; persuasively written	Excellent use of extensive literature well beyond the reading list which is impressively exploited	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	Argument marshalled in an outstanding manner with excellent integration of theory/conceptual framework; searching questioning, unbiased approach; unambiguous evidence of original and independent thought.
	70-74	Excellent, logically developed argument; very well written	Very good use of wide range of literature to support argument / points	Very good understanding and exposition of relevant issues; well informed; good awareness of nuances and complexities	Well constructed arguments with appropriate use of theory/conceptual framework; questioning, unbiased approach; clear evidence of independent thought; good demonstration of originality of thought
Merit	65-69	Very well developed argument; well expressed	Good use of wide range of literature to support arguments	Clear awareness and exposition of relevant issues; some awareness of nuances and complexities but tendency to simplify matters	High standard of critical analysis with appropriate choice and use of theory/conceptual framework; some questioning of literature
	60-64	Logically presented argument; clearly expressed	Adequate use of standard literature to support arguments	Shows awareness of issues but lapses into description in places	Appropriate choice and use of theory/conceptual framework; attempts analysis
Pass	50-59	Poorly developed argument; meaning not necessarily or entirely clear	Use of narrow range of standard literature to support arguments	Work shows understanding of issue but at superficial level; no more than expected from attendance at lectures; some irrelevant material	Weak understanding or use of chosen theory/conceptual framework; too descriptive and/or analysis too superficial
Fail	40-49	Confusingly structured and argued; meaning unclear	Relies on superficial repeat of lecture/seminar notes	Establishes a few relevant points but superficial and confused; much irrelevant material	No choice or use of theory/conceptual framework; essay almost wholly descriptive; no grasp of analysis with many errors and/or omissions
Bad fail	< 40	Lacking structure and meaningful argument; difficult to understand	No significant reference to literature	Very little or no understanding of the issues raised by the topic or topic misunderstood; content largely irrelevant	No choice or use of theory/conceptual framework; essay almost wholly descriptive; no grasp of analysis with many errors and/or omissions
<b>NOTE:</b> marks < 30 signifies work that is significantly flawed or seriously inadequate; marks < 15 signifies work representing only a minimal or no serious attempt.					

## Plagiarism

**The School and the Department take plagiarism very seriously.** Please read the information below carefully. It is your responsibility to understand the School's definition of plagiarism and the regulations on assessment misconduct and plagiarism. The Regulations on Assessment Offences can be found at the following link and it is important that you have read and understood these regulations **before** you submit any written work.

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

More information on study skills, citation and referencing can be found on the Department's webpages. [lse.ac.uk/socialPolicy/InformationForCurrentStudents/basicStudySkills.aspx](http://lse.ac.uk/socialPolicy/InformationForCurrentStudents/basicStudySkills.aspx)

**If you are uncertain about what constitutes plagiarism, or need help with citation and referencing, it is essential that you talk to your course teacher and/or Academic Adviser as soon as possible. They are there to help!**

### Defining Plagiarism

The School regulations state that:

'All work for classes and seminars as well as scripts (which include, for example, essays, dissertations and any other work, including computer programs) must be the student's own work. Quotations must be placed properly within quotation marks or indented and must be cited fully. All paraphrased material must be acknowledged. Infringing this requirement, whether deliberately or not, or passing off the work of others as the work of the student, whether deliberately or not, is plagiarism.'

A series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as much as does a single unacknowledged long quotation from a single source.

#### What does plagiarism look like?

The most obvious form of plagiarism is to use someone else's words verbatim without any acknowledgment whatsoever. However, **inadequate referencing is also considered to be plagiarism.** For example, inserting a section of text (of any size) from someone else's work in to your own without quotation marks and a page reference would be plagiarism even if the source were acknowledged. **If you use verbatim material from other sources it must both be in quotation marks and precisely referenced with page numbers.**

When the paraphrased or summarised ideas of another author are used, they should always be acknowledged, including the source and the author(s), for example (Smith et al 2015).

#### Self-Plagiarism

A piece of work may only be submitted for assessment once. Submitting the same piece of work twice (or a significant part thereof, as determined by examiners) will be regarded as an offence of 'self-plagiarism' and will be considered under the School's Regulations on Assessment Offences. This includes work by you previously submitted at a different institution or a different course at LSE. However, earlier essay work may be used as an element of a dissertation, provided that the amount of earlier work used is specified by the department and the work is properly referenced.



## Avoiding Plagiarism

The appropriate citation of sources is an important tool for scholarly work and the responsibility for learning the proper forms of citation lies with the individual student. However, the Department of Social Policy and the School do provide resources to assist students.

If you are unclear about plagiarism and/or require assistance with the academic referencing conventions used by the School you should seek guidance from your Academic Adviser or the Library. Please also see the following resource:

<http://lti.lse.ac.uk/plagiarism/>

Further useful sources of information:

<http://www.plagiarism.org>

<http://www.plagiarismadvice.org/index.php>

## 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.



# The Programme



## Welcome from the Programme Directors

Welcome to LSE and the **Executive MSc Behavioural Science**. Behavioural Science is currently at the forefront of study into human behaviour, and we are thrilled that you will be joining the first generation of properly trained behavioural scientists. We received a large number of high calibre applications from around the world and you are to be congratulated on your success in obtaining a place on this innovative programme. You will be joining a diverse and international cohort and we have no doubt that you will learn a considerable amount not only from your teachers, but from your fellow students as well.

As Programme Directors, we are here to provide you with advice and guidance and we will do all we can to make you feel welcome and settled as soon as possible. In return, we expect you to be fully committed and dedicated to your studies. LSE sets the highest academic standards, but we know that you have the intellectual capacity to meet these. We are aware that postgraduate study in the UK system may be new to many of you but we are confident that the processes will soon become clear to you.

Therese Holmqvist and Anthony King will be your main points of contact throughout the year and they carry out a wide range of duties on behalf of the Programme Directors. They will be able to help you with most of your questions and queries.

We very much look forward to welcoming you in September for what we anticipate will be an inspirational, fun and exciting sixteen months.

**Paul Dolan and Barbara Fasolo**

## Executive MSc Behavioural Science

### Introduction

The Executive MSc Behavioural Science is offered in collaboration between the Department of Social Policy and the Department of Management, and students will be taught by renowned experts from across the School. The programme has been designed to provide a suite of integrated courses for individuals seeking to advance their career in behavioural science.

Many organisations are now taking seriously the idea of applying behavioural insights to their challenges. After all, all challenges ultimately require changing behaviour of one kind or another. Further, many companies and public bodies are recognising the power of 'live testing', that is, of testing their products and policies in real world environments. Part of the motivation for this comes from increasing recognition of the limitations of traditional methods of market research and customer insight.

The programme will provide high-quality teaching on the latest developments in behavioural science and its applications through the six taught courses. After this, students will pursue an independent piece of research within the field of behavioural science. The teaching sessions will consist of academic lectures, seminars and workshops, individual meetings with tutors, as well as social events and invitations to lectures given by high profile visiting academics and policy makers. For each taught course, students will be required to complete a formative (non-assessed) assignment, as well as a summative (assessed) essay or a take-home exam. The dissertation is a 10,000 word research project.

Students on the programme will have access to the LSE Behavioural Research Lab (BRL). The LSE BRL is a purpose-built facility designed for the use of researchers examining individual and group behaviour, and aims to facilitate world-class multidisciplinary behavioural research by providing state-of-the-art facilities.

## Programme Aims and Objectives

The fact that the programme is offered jointly by the Departments of Social Policy and Management allows students to obtain a well-rounded development of the public, private and third sectors. It aims to introduce or expand the use of behavioural science in the students' working environments, and thus extend the boundaries of scientific knowledge by contributing towards the development of the science itself.

Students who have successfully completed the programme will be able to demonstrate the following:

- The ability to master the key theories of behavioural science and their validity based on the latest available evidence;
- An ability to critically think about and assess (expected) outcomes of interventions/policies that either disregard or encompass a behavioural dimension within them;
- An understanding of the methods and techniques required in designing and practically implementing lab and field studies, and evaluating behavioural interventions;
- A thorough grounding in key behavioural sub-disciplines;
- Strong communications skills, both written and oral;
- An ability to conduct an independent research project of their own choosing, and thus develop the research and time management skills requisite for completing such an assignment.

## Programme Dates

### September 2016

- 12-15 and 23 September: **SA4M2E Behavioural Science and Policy** teaching session
- 16-22 September: **MG406E Behavioural Decision Science** teaching session

### October 2016

- 10 October: Behavioural Science and Policy formative assessment due

### November 2016

- 12-13 November: Behavioural Science and Policy take home exam

### December 2016

- 5 December: Behavioural Decision Science summative essay due

### January 2017

- 9-13 January: **MG407E Goals and Motivation for Individuals and Teams** teaching session
- 16-20 January: **SA4M3E Research Methods for Behavioural Science** teaching session
- 30 January: Goals and Motivation for Individuals and Teams formative assessment due

### February 2017

- 13 February: Research Methods for Behavioural Science formative assessment due
- 27 February: Goals and Motivation for Individuals and Teams summative essay due

### March 2017

- 18-19 March: Research Methods for Behavioural Science take home exam

- 27-31 March: **SA4M4E Policy Appraisal and Impact Assessment** teaching session

#### **April 2017**

- 3-7 April: **PH426E Philosophy and Public Policy** teaching session
- 24 April: Policy Appraisal and Impact Assessment formative assessment due

#### **May 2017**

- 8 May: Philosophy and Public Policy formative assessment due

#### **June 2017**

- 3-4 June: Policy Appraisal and Impact Assessment take home exam
- 19 June: Dissertation proposal due

#### **July 2017**

- 10 July: Philosophy and Public Policy summative essay due

#### **September 2017**

- Date TBC: Dissertation draft due

#### **November 2017**

- 30 November: Dissertation due

## **Taught Courses**

### **SA4M2E Behavioural Science and Policy**

It is now well-established that much of what we do simply comes about, rather than being thought about. This course introduces the main concepts and tools of the growing field of behavioural science.

We will pay particular attention to differences between conscious and unconscious decision-making, and throughout we will use real world examples and the very latest research evidence.

The course covers the following topics: What is behavioural science?; Choices over time and under risk and uncertainty; social preferences; the role of emotions in decision making; dual-processing models of behaviour and the role of the unconscious mind; how one behaviour affects another; behavioural science in practice.

### **MG406E Behavioural Decision Science**

This course introduces executive students to the fascinating field of behavioural “decision” science. We will explore a selection of current research topics relevant to personal and managerial decision making as well as policy-making.

For each topic you will get acquainted with key psychological phenomena and principles of behavioural decision science through interactive lectures, and become alert to cognitive biases and learn how to overcome them. You will be asked to read pre-assigned scientific articles and in class discuss lessons learned, limitations and implications of these concepts for the development of decision making competence in their organisation (e.g. via design of policies, training programmes, or tools).

Topics will include: Origin of Behavioural Decision Science; the Building Blocks of Behavioural Decision Science: Preferences, Utility and Value; Probability, Choice Architecture and Behavioural Change; Heuristics and Biases in Decisions about Money, Health, Consumer Products and People.

## **MG407E Goals and Motivation for Individuals and Teams**

For the modern day enterprise, be it private firms seeking to maximize revenues and profits, non-profit organizations seeking to change behaviours and raise money for pro-social causes, or government bodies seeking to implement policy, the role of goals and motivations is critical, both at the individual level and the team level. For each entity it is important to gain a critical understanding of what kinds of goals individuals and teams are attracted to, how these goals are set and pursued, what factors and incentives aid or hinder such goal pursuit and goal achievement, and how teams and individuals react to feedback on their progress towards these goals.

This course will familiarise you with strategies for promoting success over every phase of goal pursuit, from first consideration, to commitment, to action, and beyond. You will be introduced to empirical findings on the optimal ways to use tools like specific goal setting, implementation intentions, mental simulations of processes versus outcomes, and self-efficacy in order to boost motivation and aid in successful goal pursuit.

## **SA4M3E Research Methods for Behavioural Science**

In making decisions, managers and policy makers can resort to their intuition, personal experience, testimonials, anecdotal evidence, or empirical evidence. Irrespective of which one opts to base decisions upon, the latter is the only rigorous method. Knowledge of certain methods are however necessary. This course aims to introduce you to the main methodological concepts and tools in behavioural science.

The course will combine rigorous conceptual discussion with practical applications. To achieve this objective, the course covers: Correlation versus causation; Randomised controlled experiments in the lab and the field; Experimental design and behavioural econometrics; Sampling methods; When randomisation is not possible: natural experiments, quasi-experiments, difference-in-difference, discontinuity regression design, propensity score matching; Measuring rationality in strategic decision-making; Measuring preferences for goods; Measuring attitudes and non-conscious mind states.

## **SA4M4E Policy Appraisal and Impact Assessment**

Resources are scarce. Because of this, we need to ensure that these limited resources are used where they do most good. One key challenge is how to measure and value 'good'. This course aims to introduce you to the main concepts and tools of economic appraisal and project impact assessment.

The course covers the following topics: 1) Architecture of Cost-benefit analysis for market and non-market goods; 2) Elicitation of monetary values through revealed and stated preference methods; 3) Adjustments for time discounting, risk and uncertainty; 4) Welfare analysis of policy interventions: efficiency, equity and asymmetric paternalism; 5) Evaluating welfare beyond monetary choices: the subjective well-being approach to valuation. The course offers practical examples and applications to key policy sectors, such as health and the environment.

## **PH426E Philosophy and Public Policy**

This course yields insight into key moral and political values that are essential for policy-makers. Discussion is focused on cases and is thoroughly interdisciplinary: it draws on both normative philosophical arguments and findings from the social sciences to allow students to make informed and rigorous evaluations of public decisions.

Topics may vary, but the following is a representative sample: How can philosophy contribute to public policy debates? When should we rely on markets to address policy problems? What are the philosophical issues



surrounding cost-benefit analysis and risk analysis? When, if ever, is government paternalism justified? What is the role of personal responsibility in determining people's claims on shared resources in health care and welfare allocations? What are our rights to freedom of expression? Is pornography protected by such rights? What kind of equality matters in the distribution of goods? How should we deal with disadvantage?

## Assessments

For all courses, you will be required to submit one piece of formative assessment and one piece of summative assessment. **Formative** assessments do not count towards your final degree. The purpose of formative assessments is to provide you with informal feedback, which will help you to develop your analytical and writing skills ahead of summative coursework and examinations. **Summative** assessments do count towards your final degree and are designed to evaluate your level of academic achievement. The summative assessment will consist of either an essay or a take home exam.

The take home exams will be available for 24 hours, from 12pm (UK time) Saturday to 12pm (UK time) Sunday. You are expected to have revised thoroughly in advance as you would for a traditional invigilated exam. The 24 hour window is to allow students in all time zones to complete the assessment under the same conditions.

All assessments should be submitted electronically via the submission portal on the relevant course Moodle page by 12pm (UK time) on the due date.

**Word limit:** The below is the maximum word limit, and it is important that you do not exceed this. If you do, the markers will make a judgement based only on the content up to the word limit.

### SA4M2E, SA4M3E, SA4M4E

**Summative:** Take home exam. You will be required to answer three essay-type questions. You should write no more than 1,500 words per question.

**Formative:** You should answer one exam style question in no more than 1,500 words. You are advised to replicate the conditions under which you will do the take home exam.

### MG407E, PH426E

**Summative:** 4,000 word essay

**Formative:** 1,500 word essay

### MG406E

**Summative:** 3,000 word essay

**Formative:** To be carried out in the seminars

## The Dissertation

The dissertation is an integral component of the Executive MSc Behavioural Science. It is an important opportunity to study a research question or problem in depth in an area that interests you, by reviewing the literature and providing a coherent analysis. It further gives an understanding of working on a project with specific objectives and deadlines and also a taste of academic research should you be interested in pursuing doctoral studies.

The dissertation is 10,000 words and is undertaken between April and November 2017. The final output will be

a piece of work that is written in an article format that is suitable for submission to a peer reviewed journal.

Dr Matteo Galizzi will give two lectures on the dissertation writing process; the first will take place during the January teaching session and the second during the April teaching session. You will also be allocated a supervisor who will advise you during the dissertation process. The role of the supervisor is to provide guidance and feedback based on student input and discussion. The supervisor is not there to do the research for you. You will be able to meet with your supervisor during the April teaching session, and via two Skype meetings during the summer.

Your supervisor will advise you on your approach, coverage, questions to be asked, and the outline structure and research design of the dissertation. It is the student's responsibility to submit to the supervisor, with reasonable notice, material that can form the basis of discussion in any meetings (in-person or via Skype) with the supervisor. In order to maximize the meetings' productivity it is also advisable that you give to your supervisor a list of topics for discussion (e.g. problems and questions that you have) one week ahead of the meeting date. In June, you will be required to submit Dissertation Proposal (please see form at the back of this handbook) which your supervisor will provide feedback on. In September, you will be able to submit a draft of your dissertation on which you will receive feedback, ahead of the final submission date of 30 November.

If you do not approach your supervisor he/she will not necessarily chase you - the initiative is on your side. You should not expect your supervisor to give meticulous detailed comments on drafts: the purpose of the Dissertation is to give you a chance to show your capacities to contribute to academic discussion and debate and it should be your own effort.

## Dissertation Timeline

### January 2017

- First dissertation lecture with Dr Matteo Galizzi

### April 2017

- Second dissertation lecture with Dr Matteo Galizzi
- First meeting with your dissertation supervisor

### 19 June 2017

- Dissertation proposal due

### September 2017

- Dissertation draft due

### 30 November 2017

- Dissertation submission

Students must submit an electronic copy of their dissertation via Moodle or before **Wednesday 30 November 2017 by 12:00pm**.

## Research Ethics

It is important to ensure that your dissertation adheres to LSE's Research Ethics Policy. Please refer to the Research ethics policy, procedures and guidance webpage for more information:

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

You should follow the step-by-step guide available on the above page when devising research proposals involving human participants, personal, medical or otherwise sensitive data or methodologically controversial approaches. It provides pointers to direct researchers' thinking about the ethical dimensions of their research.

Please also refer to the Research ethics policy and procedures document which is available at [http://www.lse.ac.uk/intranet/researchAndDevelopment/researchDivision/policyAndEthics/ethicsPolicyAndAnnexes\\_2014.pdf](http://www.lse.ac.uk/intranet/researchAndDevelopment/researchDivision/policyAndEthics/ethicsPolicyAndAnnexes_2014.pdf).

## Responsibilities

We expect you to be fully engaged with your studies throughout the programme. Specifically, we ask that you:

- Attend all lectures and seminars
- Come prepared to class
- Participate in class discussions
- Submit coursework and assessments on time
- Are aware of deadlines and plan your work accordingly
- Come prepared for meetings with academic faculty
- Have an awareness of what plagiarism is and how to avoid it
- Regularly check your LSE email account

In return, you can expect to:

- Be given timely access to reading lists and other course materials
- Receive timely and constructive feedback on formative work
- Receive support and guidance throughout the dissertation process, via in-person and Skype meetings
- Receive feedback on a draft of the dissertation
- Have the option of using the Behavioural Research Lab for dissertation experiments
- Receive support and guidance on academic matters outside the teaching sessions, e.g. via online office hours
- Be allocated an academic adviser that can provide guidance on both academic and pastoral matters
- Receive prompt and efficient administrative support

## Communication

The most efficient method for us to contact you is via email. Readings and lecture notes will be posted regularly on the web-based learning environment **Moodle**. After you arrive at LSE we will contact you using **only** your LSE email. We will not send information to you on the emails you gave when you applied for the programme. We would therefore suggest that if you prefer to receive messages on another email you should set up your LSE email to enable all messages to be forwarded.

## Programme Regulations

The Executive MSc Behavioural Science is a sixteen month programme, consisting of six compulsory taught half unit courses and a compulsory full unit dissertation. The programme is classified according to the

'Scheme for the Award of a Taught Masters Degree for Students Entering In or After Academic Year 2008/09', which can be found at

<http://www.lse.ac.uk/intranet/LSEServices/TQARO/Calendar/SchemeTaughtMasters.pdf>

This scheme should be read in conjunction with the *Regulations for Taught Masters Degrees*, the relevant Taught Master Degree programme regulations, the relevant on-line Taught Masters course guides and the *Code of Good Practice for Taught Masters Programmes: Teaching, Learning and Assessment*. All marks count towards classification.

## Faculty

Below is a list of staff members that will be teaching on the programme.

### Professor Luc Bovens – PH426E Philosophy and Public Policy

Luc Bovens is Professor of Philosophy at the LSE. Professor Bovens joined the School in 2003 from the University of Colorado at Boulder (1990-2003), having previously completed his PhD at the University of Minnesota (1990).

Professor Bovens has always had an affinity for the tools of analytic philosophy combined with modelling techniques from the social sciences and economics. Over the years, he has set these tools to work on various areas in philosophy, ranging from general philosophy of science and epistemology to various corners of value theory, as well as on projects in political science. With few exceptions, his work has a strong empirical angle and is continuous with the practice of economics, the social sciences or policy-making, be it methodologically or in its subject matter.



[l.bovens@lse.ac.uk](mailto:l.bovens@lse.ac.uk)  
Tel: 020 7955 6822  
Room: LAK.4.03

### Professor Paul Dolan- SA4M2E Behavioural Science and Policy; Programme Director

Paul Dolan is Professor of Behavioural Science in the Department of Social Policy. He is an internationally renowned expert on happiness, behaviour and public policy. He has over 100 peer-reviewed publications and is author of *Happiness by Design*.

There are three main themes to his work. The first focuses on developing measures of happiness and subjective well-being that can be used in policy. The second considers ways in which the lessons from the behavioural sciences can be used to understand and change individual behaviour, and to add to the evidence base in this regard. The third theme uses lab and field experiments to address major challenges, such as the impact of interventions on people's lives and on their behaviour.

Amongst other professional activities, he is a member of the US National Academy of Sciences Panel on measuring wellbeing, a member of the National Wellbeing Advisory Forum for the Office for National Statistics in the UK, a member of the Cognitive and Behavioural Sciences Panel of the World Economic Forum, and is Chief Academic Advisor to the UK Government on economic appraisal. He was seconded into the UK Behavioural Insights Team in 2010. He has worked with many clients on behaviour change, including Aviva, ABN-AMRO, Prudential, Money Advice Service, Visa, Nestle and Shell. Recent TV work has included the BBC2 Horizon Programme on "How We Make Decisions", and an expert on the BBC1 Primetime show "Lose Weight for Love".



[p.h.dolan@lse.ac.uk](mailto:p.h.dolan@lse.ac.uk)  
Tel: 020 7955 7237  
Room: OLD.2.38

## Dr Barbara Fasolo – MG406E Behavioural Decision Science; Programme Director

Dr Barbara Fasolo is Associate Professor of Behavioural Science in the Department of Management. She is an expert on choice processes and choice architecture. Her work is published in peer-reviewed journals such as *Annual Review of Psychology* and *Proceedings of the National Academy of Sciences*, and has been covered in media outlets including the *Harvard Business Review*.

She uses insights from behavioural decision science and decision analysis to understand how people make choices in the presence of trade-offs, risk, and complexity, and to test experimentally how decisions can be helped by choice architecture, debiasing or decision support. Her focus is on individual decisions with long-term implications for well-being, organizations, management, marketing and policy. Current projects span from consumer welfare (online choice of hospitals and annuities) to finance (field studies on bankers' and regulators' honesty) and education (randomised controlled studies in Further Education Colleges).

She is the Head of the Behavioural Research Lab and Director of the Executive Master in Behavioural Science. She is a member of the Department of Health Behavioural Insights Expert Advisory Panel; Behavioural Science and Policy Association; the Society of Judgment and Decision Making; and the European Association of Decision Making. She was seconded into the European Medicines Agency from 2009 to 2011 and was Visiting Professor at IESE Business School in 2012.



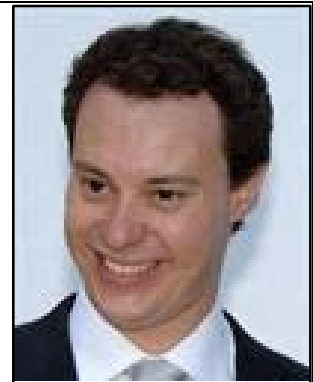
b.fasolo@lse.ac.uk  
Tel: 020 7955 7617  
Room: NAB.3.15

## Dr Matteo Galizzi – SA4M3E Research Methods for Behavioural Science

Matteo M Galizzi is Assistant Professor of Behavioural Science and ESRC Future Research Leader at the LSE, where he is affiliated to the LSE Behavioural Research Lab, the Department of Social Policy, LSE Health and Social Care, and the Centre for the Study of Incentives in Health. Matteo is an experimental and behavioural economist conducting behavioural experiments between the lab and the field in the area of health and social policy. Graduated from University of Pavia (Italy), he holds an MSc in Econometrics and a PhD in Economics from the University of York (UK). He has taken research, teaching, and visiting positions at Universities of Pavia, York, Varese, Autonoma of Barcelona, Brescia, Queen Mary London, Durham, and Paris School of Economics.

Matteo's core methodological expertise is the design of lab-field experiments, and 'behavioural data linking', i.e. the linkage of behavioural economics experiments to survey panels, administrative records, biomarkers banks, scan data, and other 'big data' sources. He is currently leading a project linking experimental, survey, administrative, and biomarkers data for a representative sample of the UK population within Understanding Society, the world-largest household panel.

He is the founder and coordinator of the London Behavioural and Experimental Group ([LBEG](#)), the Behavioural Experiments in Health Network ([BEH-Net](#)), and the Data Linking Initiative in Behavioural Science ([DLIBS](#)).



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Room: OLD.2.35

## Dr Heather Kappes – MG407E Goals and Motivation for Individuals and Teams

Heather Kappes is a Lecturer in Marketing. She joined LSE in 2012 after earning a PhD in Social Psychology at New York University. She conducts research on motivation and goal pursuit. Dr. Kappes is particularly interested in identifying unintended and potentially undesired consequences of individual and group self-regulatory strategies. Her research integrates work from decision-making, consumer behaviour, organisational behaviour, and psychology, and uses a variety of methodological approaches, measuring decisions, goal-striving behaviour, emotions, implicit cognition, and physiology.

Dr. Kappes has published in journals including *Psychological Science*, the *Journal of Experimental Social Psychology*, *Personality and Social Psychology Bulletin*, and the *Journal of Consumer Psychology*. Her research has been covered in media outlets such as *The Wall Street Journal*, *Scientific American*, *Psychology Today*, and *Forbes*.



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Room: NAB.5.04

## Dr Dario Krpan – Seminar tutor

Dario Krpan is a Fellow in Behavioural Science at the Department of Social Policy. Before joining LSE in academic year 2015/16, he completed a PhD in Psychology at the University of Cambridge. The quality of his doctoral research has been recognized through publications in leading international peer-reviewed journals, including the *Journal of Personality and Social Psychology*. Furthermore, his research has been voted as the best doctoral project from the UK at the *European Social Cognition Network* (ESCON) Meeting for two years in a row.

Dario is currently working on two lines of research. On the one hand, he is investigating how behaviours that people are expecting to pursue in the future influence the outcome of actions they are currently undertaking—a phenomenon referred to as “spillunder”. On the other hand, he is investigating how people’s bodily states (e.g. sitting positions) influence their online grocery shopping choices.



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Room: OLD.2.59

## Dr Severine Toussaert – SA4M4E Policy Appraisal and Impact Assessment

Severine Toussaert is Assistant Professor of Behavioural Science in the Department of Social Policy. Severine was trained as an economist, first at the Paris School of Economics where she got an MSc in economic analysis and policy, and then at New York University, where she obtained her PhD. Despite a stronger focus on economics, Severine received extensive training in other social sciences such as political science, sociology and history, which she studied at Sciences Po Paris (BSc, MSc).

Her areas of expertise are behavioural economics, experimental economics and decision theory, with a special interest in applications related to health behaviours and behaviour change. She has conducted several lab and field experiments to study goal setting, temptation and self-control in the domain of weight loss, exercise and food choices. She is currently excited about a project with the American Cancer Society to build a smoking cessation app that will pair smokers who are trying to quit with mentors who are former smokers. And if you have questions about commitment devices, she is the one to talk to.



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Room OLD.1.10

## Dr Alex Voorhoeve – PH426E Philosophy and Public Policy

Dr Voorhoeve is Associate Professor in Philosophy. He has lectured on moral and political philosophy, the philosophy of economics, and philosophy and public policy at LSE since 2004. He has also held visiting positions at Harvard and Princeton. His research focuses on moral psychology, rational choice theory, and liberal egalitarianism. He has published in a wide variety of journals in philosophy and in economics, including *Ethics*, *Philosophy & Public Affairs*, *The Journal of Risk and Uncertainty*, and *Theory and Decision*.



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## Administrative Staff

Name	Role	Room	Tel	Email
Therese Holmqvist	Executive MSc Programmes Manager	OLD.2.49	020 7955 7205	t.holmqvist@lse.ac.uk; behavioural.science@lse.ac.uk
Anthony King	Executive MSc Programmes Administrator	OLD 2.49	020 7955 7501	a.p.king@lse.ac.uk; behavioural.science@lse.ac.uk

## Dissertation Proposal Form

<b>Academic Year</b>
<b>Name</b>
<b>MSc Programme</b>
<b>Provisional title of dissertation</b>
<b>Research objective(s).</b> Please state the central objective(s) of your research and what you intend to achieve.
<b>Research questions/hypotheses.</b> Please elaborate on your research objectives by identifying relevant research questions and hypotheses.
<b>Theoretical/conceptual framework and rationale of your research.</b> Please identify the theoretical/conceptual framework that you will be applying in your research and how your proposed research contributes to this debate or how it seeks to advance current understanding.
<b>Data and methods.</b> Please describe how you intend to research your proposed topic, identifying relevant methods that will enable you to achieve your research objective(s). Also describe any sources of data to be used in your research.
<b>Anticipated problems.</b> Please identify any potential problems which you might encounter in undertaking your research, and describe how you plan to overcome these.
<b>Sections/chapter headings.</b> Please outline the intended structure of the dissertation, including brief details of the contents of the respective sections/chapters.
<b>References.</b> Please provide details of literature relevant to your proposed research.



<div>September</div> <table><tr><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td><td>S</td></tr><tr><td>29</td><td>30</td><td>31</td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr><tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr><tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr><tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>1</td><td>2</td></tr><tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr></table>	M	T	W	T	F	S	S	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1	2	3	4	5	6	7	8	9	<div>October</div> <table><tr><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td><td>S</td></tr><tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>1</td><td>2</td></tr><tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr><tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr><tr><td>31</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr></table>	M	T	W	T	F	S	S	26	27	28	29	30	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	<div>November</div> <table><tr><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td><td>S</td></tr><tr><td>31</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr><tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr><tr><td>28</td><td>29</td><td>30</td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr></table>	M	T	W	T	F	S	S	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1	2	3	4	5	6	7	8	9	10	11
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<div>Behavioural Science &amp; Policy: 12th - 15th &amp; 23rd Sept (Prof Paul Dolan)</div> <div><div>- Formative due 10th October</div><div>- Take-home exam 12-13th November</div></div>	<div>Behavioural Decision Science: 16th &amp; 19th - 22nd Sept (Dr Barbara Fasolo)</div> <div><div>- Formative carried out in seminars</div><div>- Summative essay due 5th December</div></div>																																																																																																																																																				
<div>Goals and Motivations: 9th to 13th January (Dr Heather Kappes)</div> <div><div>- Formative due 30th January</div><div>- Essay due 27th February</div></div>	<div>Research Methods for Behavioural Science 16th to 20th January (Dr Matteo Galizzi)</div> <div><div>- Formative due 13th February</div><div>- Take-home exam 18-19 March</div></div>																																																																																																																																																				
<div>Policy Appraisal and Impact Assessment 27th to 31st March (Dr Severine Toussaert)</div> <div><div>- Formative due 24th April</div><div>- Take-home exam 3-4th June</div></div>	<div>Philosophy and Public Policy 3rd - 7th April (Prof Luc Bovens / Dr Voorhoeve)</div> <div><div>- Formative due 8th May</div><div>- Essay due 10th July</div></div>																																																																																																																																																				
<div>19th June 2017- Dissertation proposal due</div> <div>30th November 2017 - Dissertation submission</div>																																																																																																																																																					





