Masters Programme

MSc Health Policy, Planning and Financing

Course Handbook

2012-13
The information in this document refers to the academic session 2012-13. Every effort has been made to ensure that the information contained in this Handbook is accurate at the time of going to press (September 2012), excludes errors of fact, and avoids ambiguity or overstatement, but the text is issued "errors and omissions excepted". No part of this document forms part of any contract with any person and the School, and shall not be read or taken as such. This Handbook has been prepared for students of the London School of Hygiene & Tropical Medicine, and is not intended for use outside of the School. The information contained herein may be changed from time-to-time under the authority of the Dean of Studies or Head of Registry Services. In the event of any inconsistency between the information contained herein and any other document, or where an interpretation may be required, the decision of the Head of Registry Services shall be final.

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September 2012
CONTENTS

INTRODUCTION AND WELCOME FROM THE MSc COURSE DIRECTORS .................................................. 5

1. KEY CONTACTS .................................................................................................................................. 7

2. COURSE OF STUDY .......................................................................................................................... 8
   2.1 Aims and Learning Objectives of the Degree ............................................................................... 8
   2.2 MSc HPPF Course Structure ...................................................................................................... 8
   2.3 Academic Calendar ..................................................................................................................... 11
   2.4 Schedules of courses/modules ................................................................................................. 11
   2.5 Module Choices ......................................................................................................................... 13

3. THE DISSERTATION .......................................................................................................................... 16

4. ASSESSMENT AND EXAMINATIONS ............................................................................................. 26

5. TUTORS AND TUTORIALS ................................................................................................................. 35

6. HALF-TIME STUDY .......................................................................................................................... 37

7. GUIDANCE ON STUDYING AT LSHTM ......................................................................................... 39

8. STAFF BIOGRAPHIES ..................................................................................................................... 41
   LSHTM Staff .................................................................................................................................... 41
   LSE Staff .......................................................................................................................................... 46

9. ADMINISTRATIVE ARRANGEMENTS, POLICIES and FACILITIES ................................................. 50
   9.1 Course administrative arrangements ......................................................................................... 50
   9.2 School administrative arrangements ........................................................................................ 52
   9.3 Guidance on School policies ..................................................................................................... 53
   9.4 Safety and Security .................................................................................................................... 54
   9.5 Student support and study facilities .......................................................................................... 57

APPENDIX I: Module Information ........................................................................................................ 61
   Term 1/Michaelmas Term - Module/Course Options ........................................................................ 63
   Term 2/ Lent Term - Module/Course Options; LSE only (10 week linear courses) ..................... 64
   Term 2/ Lent Term - Module/Course Options; LSHTM only (modules) ...................................... 65
   Term 3/ Summer Term - Module/Course Options; LSHTM only (modules) ............................... 67

APPENDIX II: Information from the London School of Hygiene and Tropical Medicine ............... 69

APPENDIX III: Guidance on preparation for assessments ............................................................ 75

APPENDIX IV: Information from the London School of Economics ................................................ ......................................................................................................................... 75

NOTE: There are a number of documents including Formal Policies and Regulations on the London School of Hygiene & Tropical Medicine’s intranet at: http://intra.lshtm.ac.uk/registry/regulations/index.html
Please note that in this Handbook you will find appendices with generic information from both Schools (Appendices I-IV). Due to the joint nature of the degree, some of the information given in these appendices may not apply to the MSc HPPF. If the appendices contain any information which differs from that given in the main HPPF section of the Handbook, the HPPF section should always be read as the more relevant and correct version.
INTRODUCTION AND WELCOME FROM THE MSc COURSE DIRECTORS

On behalf of the two Schools, we would like to welcome you to the MSc in Health Policy, Planning and Financing!

In 1986 the two Schools, the London School of Economics and Political Science and the London School of Hygiene and Tropical Medicine, two of the world's premier schools in social science and public health, joined together to offer this joint MSc degree. Since then over 900 students from over 100 countries have graduated from this course, many of whom still keep close links to both Schools.

The degree is unlike most others that you will find at either School, or, indeed at other academic institutions, as it provides you with the opportunity to design a distinct selection of modules/courses from the vast curricula of both Schools. In addition both Schools offer you a huge variety of other academic resources – their libraries, additional lectures and key academic resources are as important to your studies as some of the actual modules/courses may be, so do make good use of them.

The joint nature of the degree, however, does come with its challenges. Both Schools are very distinct institutions with their own administrations, their own staff and, most importantly, their own cultures. Nevertheless, we strongly encourage you to fully embrace these two cultures and institutions as this is the key reason for offering a joint degree. You will need to complete a number of administrative processes twice (i.e. at each School) and you may face some timetable clashes between certain classes and lectures. Whilst we try to avoid these wherever we can, this is not always possible. However, we trust that in the end you will value the experience of this joint degree as so many of our previous students certainly have.

This handbook will outline the structure of the degree, provide guidance on the choice of modules that are available to you and how to select them and provide you with the necessary information on the assessment regulations, including the dissertation which you will need to complete at the end of the academic year. In addition, you will find information and guidance about the two Schools and their resources. Please read this handbook (in particular the first section) very carefully as it should provide most of the information that you will need throughout your studies.

During the orientation period we will further outline the structure of this degree to you and will explain what you need to know about the course. Moreover, your tutors and Course Directors are here to answer your questions and help you to make the most out of this year. But we equally expect you to be proactive in finding your own way through the MSc and the institutions, and tackling any problems if they occur. This is a postgraduate programme, so we generally expect you to be familiar with academic work and to know how to make the most out of this MSc course.

We hope that you will have a wonderful experience and look forward to working with you during your MSc.

Neil Spicer
MSc Course Director
Faculty of Public Health & Policy
LSHTM

Mrigesh Bhatia
MSc Course Director
Dept. of Social Policy
LSE
This Course Handbook should be read in conjunction with the Formal Policies and Regulations of each School, the Pre-Registration Web pages and your Offer Letter.

The London School of Hygiene and Tropical Medicine’s Formal Policies and Regulations can be found at: [http://intra.lshtm.ac.uk/registry/regulations/index.html](http://intra.lshtm.ac.uk/registry/regulations/index.html). There are other useful documents held on the School’s Intranet such as information on study skills. Information on the history of the School is in Appendix II.
1. KEY CONTACTS

LSHTM

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Health Programme Administrator
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Phone: 020 7955 7367
e-mail: m.l.fu@lse.ac.uk

LSE Central Administration and Services
http://www2.lse.ac.uk/intranet/students/supportServices/studentServicesCentre/WhosWho.aspx

LSHTM

LSE
2. COURSE OF STUDY

2.1 Aims and Learning Objectives of the Degree

The MSc Health Policy, Planning & Financing aims to develop critical analysis of issues within the areas of health policy and finance and to enable students to devise appropriate health policy responses. By the end of this MSc, graduates should be able to:

- Demonstrate knowledge and understanding of a diverse range of international and national health policies, including current and emerging trends.
- Demonstrate knowledge and understanding of one or more disciplines relevant to the study of health policy, planning and financing (epidemiology, health economics, and other social sciences).
- Demonstrate specialist knowledge and skills in other areas selected from a range of options on the programme relevant to the study of health policy.
- Apply their knowledge and skills using a multidisciplinary approach to formulate, implement and evaluate health policies and plans.
- Show competence, both written and verbal, in communicating empirical evidence and in consolidating and critically appraising debates relevant to issues of health policy.
- Demonstrate competence in key research and presentation skills, including the ability to carry out a literature search, to critically review published literature, and to evaluate research findings.

Graduates of this degree enter careers in international and national health policy and planning, research, advisory or advocacy roles in government bodies, non-governmental organisations (NGOs) or international agencies.

2.2 MSc HPPF Course Structure

The Masters programme is organised on a modular basis so that students take a range of modules during the year. Each Masters course has an approved menu of compulsory and elective modules which students register for, as detailed in Section 2 of this handbook.

The academic year starts with a one-week Orientation Period for all students. During this time students are introduced to the Schools and their staff, given time to settle into London and to meet the other students on their course. They are also introduced to some essential study skills, given guidance about Term 1 modules and allocated to a personal tutor.

During the course of your study of the MSc HPPF, you will take courses to the value of four full units or eight half units. A one term course (at LSE) known as a module (at LSHTM) is equal to one half unit. A two term course at LSE is equal to one full unit. See Table 1.2 below for a list of compulsory, semi-compulsory, recommended and optional modules/courses.

2 courses/modules (i.e. one full unit) are compulsory for HPPF students. 2 courses/modules (i.e. one full unit) are semi-compulsory (1 to be taken from a list of 3 LSHTM modules and 1 from a list of 3 LSE courses). 4 further courses/modules (i.e. 2 full units) are normally also drawn from the recommended list of courses/modules, but, may – with the permission of the Course Directors – be selected from a broader set of optional courses offered by the two Schools (including any suitable course at LSE). Of these a maximum of one half unit at LSHTM and one half unit at LSE may be taken. Students must consult with their Course Director before taking optional modules/courses.
Students must take courses to the value of four units as shown below, and undertake a 10,000 word dissertation. It is highly recommended that students select courses which spread the workload over the course of the year. The dissertation will be completed during the summer.

<table>
<thead>
<tr>
<th>Paper</th>
<th>Course/module number and title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SA407 Financing Health Care (H)</td>
</tr>
<tr>
<td>2</td>
<td>(LSHTM) 1107 Health Services (H) (SA4Q2)</td>
</tr>
<tr>
<td>3</td>
<td>Obligation for all students to take one additional course (half unit) at LSE from the following: SA408 Health Economics (H) SA427 Pharmaceutical Economics and Policy (H) SA447 Foundations of Health Policy (H)</td>
</tr>
<tr>
<td>4</td>
<td>Obligation for all students to take one additional course (half unit) at LSHTM from the following: (LSHTM) 1117 Health Policy, Process and Power (H) (SA4Q4) (LSHTM) 2001 Basic Epidemiology (H) (SA4Q5) (LSHTM) 1123 Issues in Public Health (H) (SA4Q9)</td>
</tr>
<tr>
<td>5-8</td>
<td>Any combination of the following to the value of two full units: <strong>Health Economics</strong> SA4C3 Statistical Methods in Health Care Economic Evaluation (H) SA4C4 Cost-effectiveness Analysis in Health Care (H) SA4D3 Valuing Health (H) SA4E9 Advanced Health Economics (H) (LSHTM) 1501 Economic Evaluation (H) (SA4R9) (LSHTM) 1504 Economic Analysis for Health Policy (H) (SA4S3) <strong>Health Policy and Management</strong> SA4D4 Measuring Health System Performance (H) SA4D6 Health Systems and Policies in Developing Countries (H) (LSHTM) 1606 Analytical Models for Decision Making (H) (SA4S4) (LSHTM) 1403 Organisational Management (H) (SA4S8) (LSHTM) 1402 Conflict and Health (H) (SA4R7) <strong>Epidemiology and Health Trends</strong> (LSHTM) 1503 Globalisation and Health (H) (SA4S2) <strong>Other</strong> Optional for the MSc (non core courses not listed above up to the value of 1 full unit/ two 0.5 units may be taken.) A maximum of one 0.5 unit at LSHTM and one 0.5 unit at LSE may be taken. Students must consult with their Course Director before taking optional modules/courses.</td>
</tr>
<tr>
<td>9</td>
<td>SA4G9 Dissertation for MSc Health Policy, Planning and Financing</td>
</tr>
</tbody>
</table>

(H) = half-unit
At the end of this handbook in Appendix I you will find an overview of the available courses/modules (including some optional courses/modules). Descriptions of individual modules can be found at:

http://www.lshtm.ac.uk/study/msc_module_handbook/section3_module.descript/modules.html.

You should read the information in this handbook in conjunction with the LSE Calendar 2012/13 at:

http://www.lse.ac.uk/resources/calendar/taughtMasters.htm where you will find the most up-to-date information on LSE courses. To find the relevant courses, look within the “Graduate Course Guides 2012-13” for courses in the Department of Social Policy, which carry the code “SA”.

Within the orientation period you will have an opportunity to meet the Course Directors in order to discuss your proposed selections. We will ask you to select your Term 1 LSHTM modules by **2 pm on Friday 28th September 2012**, and all your LSE courses by **Wednesday 3rd October 2012**. The procedures for selecting modules/courses will be discussed in detail during the orientation period. **Please ensure that you enter both your LSE and LSHTM courses on LSE for You by the October deadline.** You should use the LSE course codes (starting SA4XX) for your LSHTM course choices (e.g. use SA4Q2 for Health Services instead of 1107).
2.3 Academic Calendar

The teaching for the Masters course is divided into three terms as shown below:

<table>
<thead>
<tr>
<th>Term</th>
<th>LSHTM</th>
<th>LSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Students Welcome</td>
<td>20 – 21 September 2012</td>
<td>1 October – 5 October 2012</td>
</tr>
<tr>
<td>Orientation week</td>
<td>24 September – 28 September 2012</td>
<td></td>
</tr>
<tr>
<td>Term 1 Courses</td>
<td>1 October 2012 – 14 December 2012</td>
<td>8 October – 14 December 2012</td>
</tr>
<tr>
<td>Reading week</td>
<td>5 – 9 November 2012</td>
<td>(no reading week at LSE)</td>
</tr>
<tr>
<td>Term 2 Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(C1 Modules: Mon - Wed 12.30pm)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(C2 Modules: Wed 14.00pm - Fri)</td>
<td></td>
</tr>
<tr>
<td>D Modules</td>
<td>18 February 2013 – 22 March 2013</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(D1 Modules: Mon - Wed 12.30pm)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(D2 Modules: Wed 14.00pm - Fri)</td>
<td></td>
</tr>
<tr>
<td>Reading week</td>
<td>11 – 15 February 2013</td>
<td>(no reading week at LSE)</td>
</tr>
<tr>
<td>Term 3 Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revision</td>
<td>Dates to be confirmed</td>
<td>No new teaching at LSE in Term 3</td>
</tr>
<tr>
<td>Examination</td>
<td>Examinations of LSHTM Term 1 Modules take place at LSE; expected on 3 June 2013</td>
<td>LSE examination dates are usually available at the end of the Lent Term</td>
</tr>
<tr>
<td>Dissertation submission</td>
<td></td>
<td>2 September 2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(to be submitted at LSE)</td>
</tr>
</tbody>
</table>

2.4 Schedules of courses/modules

Term 1
Students take modules/courses taught on a linear basis which are chosen in consultation with their tutor or MSc Course Director.

Term 2
In Term 2, LSE and LSHTM teaching differs: LSE courses are again taught on a linear basis (one day half day a week over the entire term).

At LSHTM, there are four module slots: each Term 2 module runs for two and a half days a week during a five-week period. Modules in the first half of the week (C1 and D1) begin on Monday morning and end on Wednesday lunch time (most in the faculty of Public Health and Policy end on Tuesday). Those in the second half of the week (C2 and D2) begin on Wednesday afternoon (PHP on Thursday) and finish on Friday afternoon. Some modules are linked and may not be studied separately. These have been timetabled so that they run consecutively. Linked modules in timetable slots C1 and C2 or in D1 and D2 will thus be studied for five full weeks; linked modules in timetable slots C1 and D1 or C2 and D2 will be studied over ten half weeks.

Term 3
At LSHTM there is one module slot, known as the E-slot, with sessions between Monday morning and Wednesday lunch time for a five-week period. LSE does not offer any new course in Term 3. During this period, LSE will offer one-off revision sessions on Term 1 and Term 2 courses in preparation for exams. Therefore, if you choose to take modules at LSHTM in Term 3 you may face some timetabling clashes, which we will try to avoid as much as possible, but we cannot guarantee that you will be able to attend both.

At LSHTM, classes are not held during Reading Weeks, but these periods are intended for academic study and for other sessions such as study skills and IT workshops. However, classes do run at LSE during these weeks. After a period of revision, the written examinations are held at the LSE in June (as well as for any examined LSHTM Term 1 modules). During the remainder of the academic year students undertake work to produce a Dissertation on an approved subject.

The most up-to-date information on timetabling at LSE can be found at: http://www.lse.ac.uk/collections/timetables/

Descriptions of LSHTM modules
Descriptions of individual modules (Module Specifications) can be found at; http://www.lshtm.ac.uk/study/msc_module_handbook/section3_moduledescript/modules.html

The Module Specifications contain the following information:

- **General Information** – including credit value of the module, Module Organiser details etc.
- **Aims, Objectives and Audience** - indicate the goals of the module, the ‘intended learning outcomes’ each student should achieve by the end of the module, and which students it is principally aimed at.
- **Content** - an overview of sessions and themes/topics covered.
- **Teaching, Learning and Assessment** - describes the teaching methods used and method(s) of assessment contributing towards the final degree result (note – some Term 1 modules do not have an integrated assessment contributing to the final degree, but may carry out progress tests during the module).
- **Timing and mode of study** - indicates the dates, duration and timetable slot of the module, mode of study, and total learning time associated with the module. Learning time is divided into **Contact Time** spent in scheduled sessions such as lectures, seminars, practicals; **Directed Self-Study** such as directed readings, work in study groups; **Self-Directed Learning** such as background reading, researching topics; and **Assessment, Review and Revision** including time spent on the module assessment and later related activities such as revision for final examinations.
- **Application and Admission** – indicates any prerequisites (background knowledge or experience that students must have to be able to enrol), as well as information on class numbers and how students are prioritised to enrol where numbers are limited.
2.5 Module Choices

- Tables in Appendix I show the modules grouped in alphabetical order by Term for your Masters course.
- Where the ✔ ✔ appears, this indicates that the module is compulsory for your Masters course.
- Where the ✔* appears, this indicates that the module is semi-compulsory (one to be selected from a list of three LSHTM courses and one to be selected from a list of three LSE courses).
- When the symbol ● appears, this indicates recommended modules.
- Where the ○ symbol appears, these are optional modules. Students must consult with their Course Director before taking optional modules/courses. Non core courses up to the value of one full unit (two 0.5 units may be taken). A maximum of one from the list of ○ LSHTM modules and one from the list of ○ LSE units is allowed.
- Where an LSHTM module is not listed, it is not normally available to students on your Masters course but in exceptional circumstances ‘special case’ approval may be granted. Students will be allowed to make a maximum of one ‘special case’ choice which must be formally approved by the MSc Course Director and the relevant Module Organiser (for LSHTM modules only). Students wishing to make a ‘special case’ choice at LSHTM should complete the ‘Application for special approval of a module choice’ form (TSO-MOD2) providing written justification as to why they should be allowed to take this module and obtain the relevant signatures before submitting the form with their module choices by the published deadline. The form can be found on the Division of Education web pages or can be obtained from your MSc Course Administrator at LSHTM.

All module/course choices are subject to final approval by the MSc Course Director.

Consider the following before making your choices:

I. Consult the charts showing the modules available in Appendix I; the outlines of each module/course are available to view at:
   http://www.lshtm.ac.uk/study/msc_module_handbook/section3_moduledescript/modules.html
   and for LSE courses these can be found at:
   http://www.lse.ac.uk/resources/calendar/courseGuides/graduate.html

II. We strongly suggest that you spread your workload evenly over the year.

III. Remember that this is a joint degree and the idea is to select courses from BOTH Schools and not to concentrate your studies only at either LSE or LSHTM.

IV. It is recommended that students take FOUR (exceptionally five) modules/courses in the first term. Four is recommended but it may be that there are additional modules/courses which you need to take to support existing ones; or Term 1 modules which you need to take in preparation for a particular modules in Terms 2 or 3. It is not recommended to take more than two full units in Term 1.

V. Global Health Lecture Series and Introduction to Computing offered at LSHTM are both non-assessed modules and can be taken in addition to the prescribed number of modules/courses.

VI. If you are taking one or more LSE courses in Term 2, it is recommended that you DO NOT take study modules at LSHTM in both C slots (i.e. C1 and C2) or in both D slots (D1 and D2) as this may overburden your workload. It should be fine, however, to take one module
at LSHTM in either C1 or C2 and another module in either D1 or D2 (if you wish to do so) even if you have taken an LSE course during Term 2.

VII. Make sure you are very clear about **timing**, particularly between LSHTM and LSE courses/modules. Please keep in mind that some combinations of courses/modules clash and can therefore not be taken together.

VIII. **You need to consider the whole year when selecting your Term 1 choices as certain Term 1 modules/courses may be required for other modules/courses in Terms 2/3.** For LSHTM, each module specification will give details of any prerequisites necessary to take the module. Check these for the modules you are interested in, to see if it presupposes familiarity with material from a particular Term 1 linear module. This may determine, in some way, your Term 1 choices.

IX. For Term 1 choices, information about options both at LSE and LSHTM will be given during the Orientation Period.

X. For Term 2 and 3 choices at LSHTM, there will be an LSHTM Module Fair on **Monday 5 November 2012** to assist with module choices. At LSE this will be held in week 2 or 3 of the first term. Further information to be confirmed.

XI. Further information and guidance on many modules/courses is available through the virtual learning environment (VLE) of each School which is Moodle. For LSE, Moodle can be accessed at [http://moodle.lse.ac.uk/](http://moodle.lse.ac.uk/) and for LSHTM it can be accessed at [https://ble.lshtm.ac.uk/](https://ble.lshtm.ac.uk/). To access either of these environments, you must be registered with the respective School and further guidance will be provided during Orientation.

XII. Choices should not be made simply on the basis of this Handbook - the advice of MSc Course Directors and Personal Tutors should always be sought.

XIII. LSE Course Organisers and LSHTM Module Organisers can supply more information about particular modules.

XIV. HPPF is different to other MSc courses: in contrast to other MScs at the LSHTM, HPPF students do NOT take a module from every timetable slot in Terms 2 and 3 (C1-E).

XV. We strongly recommend selecting a **maximum** of two LSHTM Term 1 modules, the reason being each will be examined by a 90 minute examination in the summer (3 hours in total). Therefore if you select three LSHTM Term 1 modules, please note you will be faced with the prospect of a 4.5 hour examination (i.e. 3 hours then a break then another 90 minutes).

*If you need help please ask your Personal Tutor or MSc Course Director.*
Important information and deadlines for module/course choices

At LSHTM:
- You must ensure that choices for LSHTM Term 1 modules are submitted by 2.00 p.m. Friday 28th September 2012.
- You must ensure that choices about Term 2 and 3 modules are submitted by 2.00 p.m. Friday 16th November 2012.

At LSE:
The online course selection facility in LFY (LSE for You) will be accessible from the following times:
- **Michaelmas Term:** 4 October 2012 (10.00 a.m.) to 22 October 2012 (5.00 p.m.)
- **Lent Term:** 9 January 2013 (10 a.m.) to 28 January 2013 (5.00 p.m.)

Full details of how the system works will be provided at the Q&A session on Friday 28 September.

Changes to module choices

**LSHTM modules:**
Students are only permitted to request a change of module choice up to the end of the first week of each Term/module slot. In no circumstances will changes be allowed after the first week of the module commencing.

The School only allows changes to module choice after the module choice deadlines in exceptional circumstances. An ‘Application to Change Module Choice’ form (TSO-MOD1), must be completed. This can be found on the Division of Education web pages or can be supplied by your MSc Course Administrator. Failure to do so will mean that you are incorrectly registered for a module and will automatically receive a zero mark (fail) for any assessments associated with that module.

**LSE courses:**
No changes are permitted to Term 1 choices after the deadline of 22 October 2012. For Terms 2 and 3, changes can only be made until the end of the first week.

It is thus very important to make your choices carefully by the deadlines shown above. MSc Course Directors, Personal Tutors, Module Organisers, the Faculty Taught Course Directors, Teaching Support Office and Registry staff are there to provide help and guidance; do not be afraid to ask.

Although every effort has been made to ensure that the information in this Handbook is correct at the time of going to print, circumstances may require that some modules are cancelled (or that others are changed). For example, this may occur if insufficient numbers of students opt to attend a module. There will be a limit on the number of students permitted to take laboratory-based Term 2 and 3 modules due to safety regulations so this may mean students making alternative choices.
3. THE DISSERTATION

Please note: This section should be read in conjunction with the information in Appendix IV. Further information will be issued to students during the academic year.

**IMPORTANT NOTE**

In case of any discrepancies arising from reading the dissertation guidelines in this section and the LSE Departmental dissertation guidelines in Appendix IV, the guidelines in this section should serve as the final point of reference.

The MSc HPPF dissertation is an important component of the MSc degree and accounts for 20% of the final grade. It is therefore important that due attention is paid to the guidelines below and that all relevant deadlines are observed.

**Scope and aim of the dissertation**

The dissertation is meant to reflect the knowledge and skills you acquired within the Masters programme in a well-rounded way. It should be clearly distinct from individual pieces of course-work in that it should draw upon frameworks and approaches from different disciplines or courses/modules within the programme: you should attempt to integrate approaches and knowledge learnt across various courses/modules. The value of your dissertation will depend in part on your ability to fulfil this requirement and to show that you have adopted a truly interdisciplinary stance in conducting a cross-cutting piece of research.

One of the key distinctive features of the HPPF dissertation is the requirement for a careful analysis of policy implications, which should generally lead to the formulation of policy recommendations.

The main body of the dissertation should, in principle, include the following:

a) The **background** to the research, based on a thorough review of existing evidence leading to the identification of scope for further research and formulation of one or more research questions to be addressed within the dissertation.

b) The **methods** of investigation. These may involve primary data collection (see sections on ethical approval and personal safety in relation to this), or secondary analysis of existing data, or even a literature review. In all cases the methods used have to be rigorously defined and clearly presented and justified.

c) The **results/ analysis**, summarising the principal findings of the investigation and providing answers to the research questions set out at the start.

d) A **discussion** of how the results of your analysis compare with similar findings available in the existing literature; how your results can be plausibly explained; and what limitations your study has which might affect the validity of your findings.

e) An analysis of the key **implications** of your findings for health policy making, with a discussion of actions that may be recommended in the light of your analysis. This may draw on experiences made in other countries or settings.

f) Conclusions briefly summarising the key messages from the project.

‘CARE’ form

All HPPF students need to describe their proposed dissertation project. This involves completing the Combined Academic, Risk assessment and Ethics (CARE) form provided by LSHTM. This is part of
the required process for the approval of the proposed academic content of the dissertation. In addition, this is meant to help you in developing your research question and methodology. Your CARE form should be discussed with and agreed by your tutor. Once approved, check the relevant boxes on the form. (Please note that tutors and course directors do not physically ‘sign’ off the forms.) The final version should be submitted electronically (via e-mail) to your tutor and to the MSc Course Administrator at LSHTM, by the end of **February 2013**, and submitted to the LSHTM ethics committee by the end of Term 2 (**22nd March 2013**)

The CARE form asks you to give details on your project including:

1) **Title** of your dissertation.
2) **Background** (i.e. why this topic is of interest/relevance to you and society at large. If your project involves work with a specific organisation, please give details).
3) **Aims and objectives** of your dissertation.
4) **Methodology** (this should give detailed information on how you will perform your research – e.g., for a literature review you may want to outline your search strategy and criteria for extracting information from the identified literature).
5) Does your project require **ethical approval**? If so, give details. (LSHTM guidance states that you are required to obtain ethical approval for all studies involving human subjects, including any interviews, unless all data that you are using are available in the public domain. Studies using secondary data outside the public domain are required to obtain ethical approval).
6) What events might hinder the **feasibility** of your project? What alternative arrangements will you make should such events occur? (E.g. if a fieldtrip is envisaged, which may have to be cancelled or if ethical approval is not obtained in time to start the project).
7) Give some **key references** for your research topic (no more than 5-10 references).

**Topic selection**

The specific topic of the dissertation should be one in which you are interested and one that allows you to use knowledge and skills gained in the MSc in its analysis. For example:

- it might be a health policy issue on which you will be required to provide advice on return to your job;
- it might be identified for you by your employer;
- you might choose to analyse the development of a health policy or a health policy organisation over time;
- you could assume that you have been asked (e.g. by the government, a regional or local health authority, a non-governmental organisation or an international research group) to produce a report in answer to a particular question.

**Past Dissertation topics**

These are available online via the LSHTM Library website at: [http://www.lshtm.ac.uk/library/collections/mscprojects.html](http://www.lshtm.ac.uk/library/collections/mscprojects.html) Please note the word count changed from 2009-10 onwards. Dissertations of HPPF students (2004-2005) are available in the LSHTM library.

**Dissertation Methodology**

Whatever the topic, you must present, justify or provide the background to some form of policy advice. It could, for example:

- Analyse a specific problem or policy issue and determine appropriate, specific policy recommendations;
- Review the academic/research literature on a health policy issue and discuss the implications for policy;
- Analyse previous policy development and implementation, and determine appropriate recommendations for strengthening the policy process; determine the need for research, and present an appropriate research protocol.
As with any rigorous scientific work, the methods you apply should be clearly outlined and form a core part of your dissertation (this is unlikely to be only a paragraph or two). For example, for a review of literature or policy documents, you should identify the applied search engines, search strings and combinations thereof, followed by the criteria that you used to assess the identified material. For other approaches, you should follow similar rigorous presentations of your methodology, so that they are easily comprehensible to the reader and, ideally, reproducible.

Sources
The principal sources are likely to be:
- Published literature including scientific journals and books;
- Unpublished reports;
- Financial or activity data from health services;
- Informal interviews with health policy-makers, managers and/or workers. (this would require ethical approval).

It is not necessary to undertake considerable collection of primary data, although it may be possible to use data collected for other purposes for the dissertation. If you are collecting primary data, you must attach a consent form and information sheet. Guidance is provided in the last two sections of the link below:
http://intra.lshtm.ac.uk/management/committees/ethics/index.html

Ethical approval
You are required to apply for ethical approval if your dissertation project involves human subjects, including if you interview people or use already existing data related to people which is not in the public domain (i.e. restricted in access). The only exception to this are studies using data available to any member of the public (e.g. published statistics on birth and deaths). For ethical approval, HPPF students should follow the LSHTM ethical approval procedure. Please refer to the guidance notes available on the last section of this link:
http://intra.lshtm.ac.uk/management/committees/ethics/index.html

Tutors are responsible for ensuring that application is made to LSHTM Ethics Committee and to make certain that approval for all relevant Taught Course projects has been given and that they have seen documentary evidence of both local and LSHTM approval. Information regarding the process for applying for ethical approval at LSHTM will be published in due course.

In some instances you may also be required to obtain outside ethical approval if you are getting involved in research at a particular institution (e.g. within the NHS or the academic institution you are collaborating with in the country where field work will take place). We would generally recommend that you do not undertake projects for which you require outside ethical approval. However, if you choose to do so, please bear in mind that this process may take months to complete and that you may not obtain ethical approval in time for the start of your project. In this case you must have an alternative methodology, which does not require outside ethical approval.

If you do need to obtain ethical approval you must submit the completed form by Friday 22 March 2013.

It is essential that you have obtained correct ethical approval for your project if your methodology requires it - both from LSHTM and if applicable a ‘local’ ethics committee or body in the country where you are collecting data. Many people’s projects do not need ethical approval, but many do - and the process of submitting CARE forms clarified this for each individual project. We will need to check everyone has obtained ethical approval if required. In the Methods section/chapter of your dissertation it is a requirement for everyone to write a very brief statement along the following lines:

- State that LSHTM ethics approval was received (if applicable) and the reference number/date;
- State whether ethics approval was applied for/granted elsewhere ('local' ethics approval), and state the name of the committee, the date your project was approved and the reference number if applicable;

- If ethics approval was not needed, state that this was the case and explain very clearly why.

Dissertation markers will be asked to check every script they mark contains such a statement.

**Dissertation-related seminars**

Students are advised to attend the lectures on *SA4C1 Long Essay and the Research Process* - 2 hours in Term 1 (weeks 9 and 10) and 3 hours in the Term 2 (weeks 2, 4, and 6), in preparation for their dissertations. In addition to these there are class seminars specifically for HPPF students led by the Course Directors which all students should attend.

**Personal Safety**

Both LSE and LSHTM are concerned that you take ample care for your personal safety when commencing your project. These are even more important when you consider doing fieldwork outside the UK. LSE guidelines on personal safety are given in Appendix IV. Please consult this information and ensure to take all necessary precautions to minimise any potential risks to your personal safety.

**Advice and Support**

Your tutor is available to advise you in the following areas:

- topic selection;
- identifying appropriate literature and methodology;
- thinking through methodological issues;
- reading a first draft of the different sections (be it complete or incomplete and only at a previously agreed time).

However, tutors act as advisors, not collaborators. You should expect to do all of the work independently. During and for the preparation of your dissertation you should not expect to meet your tutor more than 3 times. You may ask your tutor to read one draft of your dissertation (complete or incomplete) only.

You may also discuss the dissertation topic with other teaching staff that have particular expertise, but you should not expect them to read drafts or to meet with them on a regular basis.

Many tutors will not be available to read or discuss any progress on your dissertation in July and August. Therefore you cannot assume any tutorial support after Term 3. If you would like to share a draft of your dissertation with your tutor, you should ideally do so before the exams or before the end of Term 3 / Summer Term at the very latest (unless otherwise agreed with your tutor). You will then be able to continue working on your dissertation independently over the summer until the deadline on 2 September 2013.

**Length of the dissertation**

The total length of the dissertation (including footnotes/endnotes; but excluding front cover, abstract; bibliography, tables within the text and appendices) should be no more than 10,000 words. The markers will not necessarily read appendices. The word count must be identified on the front cover of the report.

However, given the difficulties involved in checking word counts consistently, the following rules will apply:

- A maximum of 30 pages of text will be accepted (excluding cover page, table of contents, abstract page, bibliography, figures and appendices, but including tables and any footnotes and endnotes).
- **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.**
- Minimum margins of 2.5 cm (1 inch), a minimum font size of 11, Arial font, and minimum spacing of 1.5 lines will have to be used in the text pages (defined as above). Pages have to be numbered.

- Figures or tables should be included in the text and they will be counted as part of the 30 page allowance.

- When ready for submission, the dissertation will include the following: one cover page; one abstract page; up to 30 text pages including tables and footnotes/endnotes; a bibliography; any figures, each with the relevant legend; any appendices.

**Format**

*Headings and sub-headings* should be used in each chapter, to organise the material and aid presentation.

*Tables and figures* should be included within the text, at appropriate places given their discussion. They should be numbered using the chapter number as a prefix; tables in chapter 2 will, therefore, be numbered Table 2.1, Table 2.2 etc, and figures, Figure 2.1, Figure 2.2 etc. All Tables and Figures should have a brief descriptive heading e.g.

Table 4.1 Numbers of Social Planners in Health Ministries, 1975-1980.

**References** should be given using the Harvard style (b) identified in the text by author name and date (e.g. Le Grand 1991) and listed in full alphabetically at the end of the report. The method of citation to be used will be the 'bracket' system. The following examples should be self explanatory for those not familiar with this system:

Jones (1971) and Wilson (1976) have argued that ....
Several experts (Jones, 1971; Wilson, 1976; Thomas, 1980) have claimed that ....
As Thomas (1980, p.13) suggested, "social planning is seriously hampered by a lack of theoretical clarity".

Please list bibliographic references at the end of the dissertation in alphabetical order giving the author's surname, initial, date of publication, title of work and (a) in the case of a book, the place of publication and publisher; (b) in the case of a journal article, the name of the journal, volume number and page number of the article, and (c) in the case of an article in an edited collection, the name of the editor, title of book, place of publication, publisher, date and page number of the article. For example:


Should the same author have written more than one work in one year, please add alphabetically after the date, both in the text and the bibliography. For example:

Peters, K (1979a) *Developments in Social Planning*, etc.
Peters, I (1979b) *Directions in Social Planning*, etc.

Please avoid using footnotes. As far as possible, explanatory notes should be incorporated into the text. Dissertations should be bound or stapled appropriately.

The *front cover* should include the title of the dissertation, your candidate number, the name of the MSc, the year of presentation and the word count. Please note it is vital that you only put your in-course candidate number on the cover and **not** your name.

**Timing and submission of final draft**
The timing of dissertation writing is relatively flexible and work in Terms 2 and 3 will need to be adapted to the timetable of your other options, but the following gives some ideas about key times/activities:

- **by the end of Term 1** discuss possible topics with tutor;
- **by the end of February 2013** submit your dissertation CARE form to the LSHTM Course Administrator (following agreement by your tutor);

1 electronic copy to be submitted on Moodle and **THREE final typed and bound hard copies** of your dissertation should be submitted to Marsha Fu, the Programme Administrator at LSE no later than **12 noon on 2 September 2013**.

The dissertation is assessed and contributes to 20% of the final assessment of the MSc course.

Examiners will look for:

A. **content**
   - clearly stated aim, appropriate to context/topic;
   - review and analysis of adequate, relevant literature/evidence;
   - clearly stated and appropriate policy recommendations, justified by evidence;
   - use of knowledge gained through the MSc.

B. **style**
   - clear structure;
   - clear and justified overall line of argument;
   - clear use of language;
   - correct spelling;
   - correct and full referencing;
   - appropriate use of footnotes/endnotes;
   - keeping within word limit.

**An excellent dissertation:**
- will precisely present the aims;
- will critically appraise the relevant literature, demonstrating an understanding of issues/techniques covered within the MSc;
- may present appropriate additional evidence, analysing it using appropriate techniques and demonstrating an understanding of issues/techniques covered within the MSc;
- will develop a line of argument that justifies and supports the broad thrust of policy recommendations, through discussion of the literature/evidence;
- will present and justify specific, feasible policy or policy process recommendations;
- will be written clearly, benefiting from appropriate use of texts/figures, footnotes/endnotes and correct referencing;
- will be within the word limit.

**An excellent dissertation will NOT, for example:**
- discuss the aim of the dissertation in more than one page;
- simply describe different authors’ views on the topic;
- draw on additional data that only repeats evidence presented from available literature or that is irrelevant to the topic;
- present analyses of literature/evidence that are not appropriate to the topic;
- present literature/evidence without linking it appropriately to policy recommendations;
- provide no justification for policy recommendations;
- include spelling mistakes;
• miss out references cited in the text
• incompletely list references
• exceed the word limit (remember that if you exceed 30 pages text, including tables, your dissertation will automatically receive a Fail grade).

Further information about projects (LSHTM)
The LSHTM Academic Writing handbook also gives helpful guidance for writing up extended pieces of academic work like the project (especially how to cite and reference correctly). This is available at: http://www.lshtm.ac.uk/edu/qualityassurance/academicwritinghandbook.pdf
How to write a good dissertation in 10 easy steps

The following guidelines should help you to write a very good dissertation at Merit or even Distinction level. Some points are particularly important – namely 7) ethics approval and 8) avoid plagiarism.

1. The study should contribute new knowledge and/or insights and be of value
   In your project you should try to contribute some new empirical knowledge, or conceptual/theoretical insights. While we do not expect the project to be (necessarily) groundbreaking you should try to produce a piece of work that is in some ways original. There are different ways you can do this for example:
   - Applying an existing methodology or approach to a new setting (a country, health issue or policy/programme);
   - Updating or extending an existing study;
   - Collecting, analysing and presenting new data;
   - Reviewing the literature in a way that has not been done before;
   - Bringing together and/or applying different methods or theories in new ways.

   You should try to:
   - Summarise some of the more important literature and/or major debates at the global/international level relating to your subject in the Introduction;
   - Say a bit about how your study is of value in terms of: i) how it fills gaps in existing knowledge and ii) how it might be useful for different audiences (particularly academic, policy makers and practitioners);
   - In the Discussion it is advisable that you return to the literature by summarising the new knowledge/insights emerging from your study; and briefly reviewing what it adds to existing knowledge in the field, including how your findings agree with/differ from existing knowledge;
   - Offer some policy recommendations in the Conclusions supported by the evidence you present.

2. The study should include clear aims and objectives
   - A good thesis hinges on a good question: it is important to have clearly articulated and achievable aims and objectives: state the overall aim of the project together with three or four specific objectives at the end of the Introduction. However there is no right question – a ‘good’ question is one that suits the purpose of the project.
   - Ensure you address your aim and objectives in the dissertation. Using section headings that correspond with your objectives in the Results/Analysis and/or signposts saying you are addressing a particular objective are good ways to signal you are on track.
   - State explicitly how you addressed your aim and objectives in the Discussion and/or Conclusion.

3. The study should be focused
   - Dissertations that get better grades tend to focus on a clearly defined topic area in depth, rather than tackle too many issues superficially. It helps to briefly acknowledge the scope and boundaries of your work in the Introduction.
   - Concentrate your time on writing up your dissertation. Do not spend too much time collecting data or searching for literature. It is not essential to have a very large dataset or a very extensive literature to review. Instead you should try to demonstrate you are able to analyse and present the data you have in an analytical way or review the literature clearly and effectively.

4. The study should be analytical
• Try to limit the amount of descriptive context/background information on a particular country, health issue or programme. Include descriptive context that is directly relevant to your topic area and that the reader needs to know to understand the analysis.
• Avoid description: demonstrate you are being analytical by making some theory/concepts/methods visible in your analysis.

5. You should apply theory/concepts/methods from the course
• Try to show how your study draws on a theoretical, conceptual or methodological approach/perspective. Cite some of the major writers in the field, and try to apply their approaches to your case study in the results/findings/analysis chapter. In the Discussion consider whether these approaches were useful and/or appropriate for your study.
• It is advised you draw on material presented through the modules you took as part of the MSc. However you are also encouraged to read around the subject and draw on literature and approaches beyond the course if possible.

6. It is important to describe and justify methods
• Describe the methods you used in the Methods chapter including methods for collecting data, analysis methods and steps taken in doing a literature search/review.
• Explain why you chose your methods. What are the strengths/advantages of the methods you adopted in relation to your study? It is also advisable to say a little about the weaknesses/limitations of your methods – see 10 below.

7. It is essential to include a statement of ethics approval
A statement about ethics approval is required in your Methods section as follows:
• State that LSHTM ethics approval was received and the reference number/date;
• State whether ethics approval was applied for/granted elsewhere (‘local’ ethics approval), and state the name of the committee, the date your project was approved and the reference number if applicable;
• If ethics approval was not needed, state that this was the case and explain very clearly why.

8. It is essential to avoid plagiarism
• We check for plagiarism electronically using sophisticated software. Worst case scenarios of academic misconduct can incur penalties, possibly leading to you failing the course (see Handbook).
• Some direct quotes are fine but it is essential to acknowledge authors. Check you understand how to format quotations correctly. Look at articles in academic journals or book chapters to check how to do this properly.
• ‘Self-plagiarism’ and is also not allowed: avoid re-using text from other assessed work you have submitted, and indeed other papers or reports you have written (unless you use quotation marks/reference yourself).
• You should try to avoid quoting other sources too much – particularly if you rely heavily on a single source or include a lot of very long quotes. If you acknowledge the source of each quote this is not strictly speaking plagiarism, however relying too much on other people’s words will weaken your dissertation. Similarly, you should try to avoid overly paraphrasing a very small number of sources since this means you are relying on others’ ideas too much.
• If you are in any doubt please contact your tutor, supervisor or a Course Director.

9. The study should be presented well
• Presentation, writing style, spelling and formatting are important. Write clearly – and if you have concerns you might like to have your work proof read.
• Structure is important. Generally the following chapter structure is advised: introduction, literature, methods, results/findings/analysis, discussion, conclusions.
• Include a contents page plus if appropriate lists of tables and figures.
• Use headings and sub-headings within chapters to organise the material and help provide clear structure.
• Pay close attention to correctly formatting references both in the body of the text and the reference list using the Harvard style (see Handbook). In the reference list do not miss out references that appear in the text, and do not list a reference if it does not appear in the text.

10. **It is important to acknowledge limitations**
• It is fine to have study limitations, but you should try to acknowledge them. Clarify in the Introduction what you are focusing on and what is beyond the scope of your project.
• In the Discussion discuss key limitations of your study in terms of, for example, its scope, methods and what you cannot conclude based on the evidence you present.
4. ASSESSMENT AND EXAMINATIONS

The “primary assessment institution” for the MSc HPPF is LSE. Therefore, this section should be read in conjunction with Appendix IV which contains LSE guidance and the regulations for the award of a taught Masters degree. Please refer to the following link for any possible amendments or updates:

http://www.lse.ac.uk/resources/calendar/academicRegulations/regulationsForTaughtMastersDegrees.htm

More details for LSHTM are given in the Teaching Policies & Codes of Practice in the Formal Policies and Regulations at:

http://intra.lshtm.ac.uk/tpd/taughtcourses/staffresources/tpols_cop_4_assessment.pdf

The key points are given here.

Assessment of courses/modules
The assessment of individual courses/modules will follow the assessment regulations of the School offering the course. Please refer to the marking schemes of both Schools for individual courses/modules

Assessment in Term 1
Most Term 1 courses (LSE) will usually be examined by a 2 hour examination at LSE to be taken in June 2013. Most LSE courses will also require you to submit an assessed essay, contributing towards either 25% or 40% of the overall mark for that course. Specific details regarding the assessment methods of each course will be provided by the Course Teacher at the start of each term.

At LSHTM, many modules in Term 1 offer the possibility of (or require) progress assignments for monitoring purposes which do not count towards the final degree. Do make use of these progress assignments as they will give you an indication of how well you have understood the content before sitting formal exams in June.

Assessment in Terms 2 and 3
At LSE, most Term 2 courses are assessed in the same way as Term 1 courses (by a written 2 hour exam following Term 3 [in June 2013] and, usually, an assessed written essay). The course Cost Effectiveness Analysis in Health Care is an exception and will be assessed by a written essay only (to be handed in following the course).

Term 2 and 3 modules at LSHTM are assessed by a variety of assessment tasks that vary between modules. Details of each module's assessment are provided in the Reader/Handbook for that module.

Dissertation
The dissertation contributes to 20% of the final assessment of the MSc course.
Assessment arrangements, rules and procedures

**Mitigating Circumstances**
Students who encounter health or personal problems during their course of study may request to have these considered at the final meeting of their Board of Examiners. Such requests will only be considered in cases where a student’s marks place them in a borderline pass/fail or borderline pass/distinction category. All requests must be accompanied by appropriate evidence. Further details of how to apply for consideration of mitigating circumstances will be e-mailed to all students during the year. For information on Mitigating Circumstances at LSE please see Appendix IV.

**Special Arrangements for undertaking assessments**
Special arrangements can be made for students undertaking assessments in cases of illness or disability, for example, extra time in examinations for dyslexia, or special chairs for students with back problems. For LSHTM students should email disability@lshtm.ac.uk early in Term 1 and be prepared to provide documentary evidence of any condition.

For LSHTM assessments, students should email disability@lshtm.ac.uk early in Term 1 and be prepared to provide documentary evidence of any condition. Students should also contact the disability and Well-being Office at LSE (http://www.lse.ac.uk/collections/disabilityOffice). Further LSE information is found in Appendix IV.

**Submission of assessments for LSHTM modules**
All module assessment tasks must be completed and handed in by the specified deadline for that module. For Term 2 and 3 modules, this date will be no later than the last day of the module (and may be earlier) - Wednesday for C1, D1 and E modules and Friday for C2 and D2 modules. Details of arrangements for submission of a module’s assessment task, including the deadline, will be provided and must be adhered to.

**Submission of assessments for LSE modules**
Please refer to the Department of Social Policy procedures found in Appendix IV. Dissertations must be handed in to LSE by 2 September 2013 at the latest.

**Late Submission of LSHTM module assessments**
If a module assignment is submitted up to one week late, the mark will be lowered by one point; if it is more than one week late, it will be considered a failure and students will automatically be given a zero mark (fail).

If there are exceptional personal or health reasons that mean you will find it difficult to meet a deadline, you must contact your Faculty Taught Course Director in advance to request an extension of the deadline. Assessments handed in late without prior agreement will be penalised as described above.

**Late Submission of LSE course assessments**
If a student fails to submit their assessed work on or before the given deadline (or extended deadline as appropriate) a penalty of 5 marks out of 100 will be deducted for coursework submitted within the 24 hours of the deadline and a further 5 marks will be deducted for each subsequent 24 hour period (working days only) until the coursework is submitted. Please refer Appendix IV and to the Calendar’s Regulations for Taught Masters Degrees page for details. http://www.lse.ac.uk/resources/calendar/academicRegulations/regulationsForTaughtMastersDegrees.htm.
Marking of assessed work at LSHTM

The School uses a standard assessment system, marking against six grade points: integers from 0 to 5. Grades 2 and above are pass grades (grade 5 can be seen as equivalent to distinction standard); whilst grades below 2 are fail grades.

Single pieces of work, such as essays, will normally be assigned an integer grade in this way. Where multiple pieces of work are combined to give an overall result, such as groupwork plus individual work both contributing towards an overall module mark, you will normally be given separate integer grades for the separate pieces of work; with your overall grade being a grade point average (GPA – in the range 0 to 5, and not necessarily an integer) which is based on averaging the individual grades against a pre-set weighting.

Individual assessments will have their own specific requirements and marking criteria. However as a general guide, the table below gives examples of criteria that might typically apply for different types of assessments, such as multiple choice questions (quantitative) or essays (qualitative).

### Grading at LSHTM

<table>
<thead>
<tr>
<th>Grade point</th>
<th>Simple general criteria for qualitative work (e.g. essays or other written assignments)</th>
<th>Simple general criteria for quantitative work (e.g. multiple choice questions, mathematical questions, laboratory ‘spot’ tests)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>A comprehensive discussion of the topic giving all relevant information, showing in-depth critical understanding of the topic, going beyond conventional answers, and bringing in additional relevant ideas or material.</td>
<td>All correct.</td>
</tr>
<tr>
<td>4</td>
<td>A full discussion of the topic that includes all relevant information and critical evaluation.</td>
<td>Almost all correct, none incorrect.</td>
</tr>
<tr>
<td>3</td>
<td>The major points are discussed, but relevant, though less important considerations, are omitted.</td>
<td>Most correct, a few incorrect allowed.</td>
</tr>
<tr>
<td>2</td>
<td>Sufficient relevant information is included but not all major points are discussed, and there may be some errors of interpretation.</td>
<td>Essential parts correct (to be defined), some incorrect.</td>
</tr>
<tr>
<td>1</td>
<td>A few points are included, but lack of understanding is shown together with use of irrelevant points.</td>
<td>Many correct but essential part (to be defined) incorrect or unknown.</td>
</tr>
<tr>
<td>0</td>
<td>None of the major points present; many irrelevant points included and a serious lack of understanding. or Not submitted.</td>
<td>Some correct, essential part incorrect. or Not attempted.</td>
</tr>
</tbody>
</table>

To give some idea of the grading patterns in assessed work, over the past five years the grades awarded for module assessments have been distributed as follows: 12% awarded grade 5, 30% awarded grade 4, 34% awarded grade 3, 18% awarded grade 2, 5% awarded grade 1 and 1% awarded grade 0.

### Grading at LSE

At LSE each candidate shall be given an overall result for each course as follows:
<table>
<thead>
<tr>
<th>Mark</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 39%</td>
<td>Bad Fail</td>
</tr>
<tr>
<td>39 - 49%</td>
<td>Fail</td>
</tr>
<tr>
<td>50 - 59%</td>
<td>Pass</td>
</tr>
<tr>
<td>60 - 69%</td>
<td>Merit</td>
</tr>
<tr>
<td>70% and over</td>
<td>Distinction</td>
</tr>
</tbody>
</table>

In relation to Term 2/3 Marks:

<table>
<thead>
<tr>
<th>Mark</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>75%</td>
<td>5</td>
</tr>
<tr>
<td>66%</td>
<td>4</td>
</tr>
<tr>
<td>60%</td>
<td>3</td>
</tr>
<tr>
<td>53%</td>
<td>2</td>
</tr>
<tr>
<td>45%</td>
<td>1</td>
</tr>
<tr>
<td>39%</td>
<td>0</td>
</tr>
</tbody>
</table>

The grade of Bad Fail will be used internally to indicate when a fail cannot be compensated and, therefore, must be re-attempted. It will not appear on official transcripts.

For the purpose of the final transcript LSHTM grades are converted to LSE as follows:

<table>
<thead>
<tr>
<th>HPPF LSHTM – LSE grade conversion table</th>
</tr>
</thead>
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**Final degree result**
Decisions regarding the award and classification of the degree will be based on the assessment regulations of the School acting as the "Primary Assessment Institution", which is the London School of Economics.

For the calculation of the award of the degree, please refer to LSE’s “Scheme for the award of a taught masters degree” found here:

[http://www.lse.ac.uk/resources/calendar/academicRegulations/taughtMastersDegreesFiveUnits.htm](http://www.lse.ac.uk/resources/calendar/academicRegulations/taughtMastersDegreesFiveUnits.htm)
Wherever the 60% mark is referred to as a threshold in the “Scheme for the Award of a Taught Masters Degree”, this should be read as corresponding to an LSHTM module grade of at least “3”. For more information please refer to Appendix IV.

**LSHTM’s Credit System**

Please note that HPPF is a joint MSc course whose primary assessment institution is LSE and it does not operate under LSHTM’s credit system.

**Grading and Feedback procedures**

Assessed work which contributes to the final degree result is marked independently by two members of staff. Where discrepancies in marks occur, the two members of staff discuss jointly and agree a final mark. In some cases, the work may be referred to a third member of staff or an external examiner. A selection of assessed work is reviewed by the external examiner. Marking of assessed work is done anonymously - which means the staff are not aware of which student's work they are marking - except where the assessment method precludes anonymity. You will be assigned a candidate number for this purpose which must be used for submission of assessed work.

You will receive comments on your in-course assessment tasks to aid learning. You will usually be given feedback within three weeks of the deadline for handing in the work in term time, or by the end of the first week the next term.

All LSHTM marks reported to students during the year are strictly provisional until confirmed by the Board of Examiners at their final meeting held in October.

Some guidance on preparation for assessment tasks is given in Appendix III.

**Participation in a course**

In order to be awarded a Masters degree or a School Diploma, students must have participated fully in the WHOLE of the period of study specified for that degree. The learning experience for all students, in activities such as seminars, group work, practical exercises and field trips are dependent on student participation and students are therefore expected to attend, be properly prepared, and actively participate in such activities. If a student persistently fails either to attend or willingly participate in such required activities, the MSc Course Director may judge that the student has not fulfilled the requirements for the award of the degree. This will be reported to the relevant Board of Examiners. Regardless of the marks obtained in any assessed course work submitted by the student, the Board may decide to refuse to award the degree on the grounds that the student has failed to participate fully in the course. No such decision shall be taken by the Board without considering any extenuating circumstances reported to it and, in all cases, with an oral examination of the student. The Head of Registry Services or his/her representative will attend Boards of Examiners meetings.

**LSHTM guidance about plagiarism, cheating and other assessment irregularities**

**Introduction**

As a student of LSHTM, you are expected to comply with the School’s standards and expectations in all your scholarly activity – especially assessments, examinations and research. The following notes cover key points you should be aware of when undertaking assessed work, including:

- The School’s definitions of ‘assessment irregularities’ – things you must not do in your work. Please be aware that breaches of these rules, whether intentional or unintentional, will be treated very seriously and may result in penalties which affect your degree.
- Guidance about how to ensure your work follows the rules – the main principle is to cite and reference the work of others in an appropriate way, so as to avoid plagiarism. A worked example is given in Appendix III.
If you are unfamiliar with concepts like correct referencing or avoiding plagiarism, then you are strongly encouraged to read through the Academic Writing handbook available at http://www.lshtm.ac.uk/edu/qualityassurance/academicwritinghandbook.pdf

This gives much more detailed guidance on these and other topics, and is also designed as a resource you can dip back into when you want to find out more about something specific – e.g. how to reference different types of source like journal articles, books, web-pages, etc.

Otherwise, please consult your tutor, Course Director or supervisor if you are having any difficulties with assessed work, need clarification, or are in any doubt about what is permissible.

**Declaration on plagiarism and cheating**

All students are required to sign a statement confirming that they have read the School's definitions of plagiarism and cheating (which follow); that all work submitted is and will be their own; and that failure to comply with the School's policies may be penalised. This declaration also covers consent for the School to upload relevant documents and information to external services or third parties, in order to identify potential plagiarism or irregularities.

**LSHTM definition of plagiarism:**

Plagiarism is the copying or use of the work of others, whether intentionally or unintentionally, as if it were your own. Such work may come from any source whether published or unpublished, in print or online – including words, images, audio recordings, diagrams, formulae, computer code, performances, ideas, judgements, discoveries and results.

To avoid plagiarism:

- Where any use or mention is made of the work of others, it should be acknowledged.
- A recognised citation system should be used.
- Quotations must accurately refer to and acknowledge the originator(s) of the work.
- Direct quotations, whether extended or short, must always be clearly identified.
- Paraphrasing – using other words to express the ideas or judgements of others – must be clearly acknowledged.
- Work done in collaboration with others must appropriately refer to their involvement and input.
- Use of your own past work should be referenced as clearly as the work of others.
Key points you should be aware of include –

- **Sources:** You must acknowledge all sources from which you have drawn – whether published works such as journal articles or books; grey literature such as conference proceedings or reports from organisations and government agencies; material from the internet, whether or not it has a named author; or unpublished materials such as lecture/tutorial notes or other students' work. If re-using any of your own previous work, e.g. elements of essays done for other assessments, you should clearly indicate this.

- **Quotations:** You must always clearly identify any directly copied quotations (such as sentences, phrases or even striking expressions), e.g. by placing them inside quotation marks, followed by a clear citation.

- **Paraphrasing:** You must equally clearly indicate where you have paraphrased or summarised another person's words, ideas or judgments – by referring to that person in your text (e.g. by giving a reference in a bracket after the paraphrasing, or in a footnote) and including the work referred to in your reference list.

- **Referencing:** You should use a recognised citation system throughout your work – the two most common are Harvard and Vancouver – and provide a full reference list at the end. Precise requirements will vary depending on the assessment you have been asked to carry out. Comprehensive guidance about how to cite and reference correctly is given in the Academic Writing handbook.

Note that failure to observe the rules, even unintentionally, may constitute plagiarism and be penalised accordingly. Most cases of plagiarism are not due to students deliberately copying the work of others and trying to pass it off as their own, but because information they used was not appropriately acknowledged or referenced. It can be easy to copy text but forget to add the appropriate reference; but you must make every effort to avoid doing so, or else you run the risk of committing plagiarism.

**Detecting plagiarism and the Turnitin service**

LSHTM staff have a responsibility to ensure that all students' assessed work is marked fairly and equitably – this includes checking for plagiarism, to ensure that no-one gains an unfair advantage. Staff have considerable expertise in identifying plagiarism, and all markers look out for assessment irregularities and have access to a variety of tools to assist them.

The School uses the plagiarism detection service Turnitin UK, which is widely used by universities across the country. Any work you submit for assessment may be cross-checked using Turnitin. This is done anonymously, by candidate number, and this material cannot be seen by others unless permission is given by School staff.

**LSHTM definition of cheating:**

Cheating is a deliberate attempt to deceive in order to gain advantage in an assessed piece of work, including coursework, in-module assessments and examinations. This covers a range of offences, from significant instances of plagiarism to exam misconduct.

Key points you should be aware of include:

- The essence of the School’s policy on cheating is that you must not engage in any deliberate deception in order to gain advantage in formal assessment or evaluation.

- Submitting someone else's work, knowledge or ideas, while pretending that they are your own, constitutes cheating.

- This applies to all forms of assessment – e.g. coursework assignments, presentations, groupwork, module tests, formal examinations, or research project reports.

- Serious forms of plagiarism, fraud, collusion or personation, or any deliberate failure to comply with assessment regulations, are all liable to constitute cheating.

- The use of commercial essay banks, essay-writing services or any similar ‘cheat sites' is highly likely to constitute cheating.

- Any inappropriate activities under exam conditions, e.g. bringing unauthorised materials into an exam room, will also constitute cheating.
- Cheating will be treated even more seriously and result in heavier penalties than other forms of assessment irregularities.

**Other types of Assessment Irregularities**
The School's policies also define other types of assessment irregularities which you must avoid, such as collusion, personation or fraud. More detailed explanations are given in the Academic Writing handbook.

You should also be aware that strict rules govern what is or is not permissible under formal exam conditions. Any exam hall offences or misconduct will be treated extremely seriously.

**Assessment Irregularities procedure**
The School’s formal Assessment Irregularities procedure for taught courses including masters’ degrees, as established under the Regulations, is available via the intranet at: http://intra.lshtm.ac.uk/registry/regulations/taught_regulations/assessment_irregularities___taught_courses.pdf

The procedure sets out how any allegations will be investigated, and the potential penalties that may be applied. You do not need to be aware of the detailed content of this procedure, but you should be aware that it exists. In the event that an allegation or case arises which affects you, anything you are required to do will be clearly communicated and explained. Your personal tutor, your Course Director(s) or the Registry can be asked for further advice.

**Penalties**
Where an assessment irregularity is identified and confirmed, a range of penalties may be invoked – e.g. a reduction of the grade, or an outright fail for the piece of work with a requirement to re-submit. The nature and extent of each case will differ, so there is no standard set of prescribed penalties in relation to specific offences. However, severe offences may result in students having their registration on a programme terminated, or even being excluded from entry to any further School examinations or future degree/certificate awards from the School.

The above details are not intended to frighten you; occasional slips in attribution or similarity of text may happen with even the most diligent student. All relevant factors will be taken into account in consideration of any case, and students will be presumed innocent unless the contrary can be established through formal procedures and on the balance of probabilities. However, please do not be tempted to copy material; plagiarism and other offences are easy to detect, and the risks are very high. It is not unusual for one or two students a year to fail an entire module or even their entire degree course due to assessment irregularity issues, including plagiarism.
5. TUTORS AND TUTORIALS

Early in Term 1 you will be allocated a personal tutor. The role of the tutor is to help guide your learning, so assisting you to gain maximum benefit from the course. The tutor can either help you with problems you are having during the course or, if they cannot help you themselves, will suggest people to help you. The tutor is the main person with particular interest in your progress, so do make use of her/him. These are some suggestions as to how your tutor might assist you.

- If you are having any problems with the course (you do not understand, cannot keep up, etc.), see your tutor as soon as possible. Do not leave it until you have fallen behind. She/he will be able to help you clarify the nature of the problem and suggest ways to solve it.

- If you are preparing a report or essay, e.g. for your Project Report or for a Term 2 or 3 module, discuss the outline with your tutor at an early stage.

- When preparing a presentation such as a seminar, discuss what you intend to say with your tutor, who can help you with the style of presentation, and will also be able to guide you towards those who could advise you on its content.

- Begin to plan your Project Report early in the year, in consultation with your tutor, who can help you with choosing what you plan to do it on, set a timetable for each stage of the process, and guide you towards resources (e.g. other staff members who could give you technical advice).

- A copy of your results on the assessed parts of the course will be sent to your tutor. You should arrange to meet with her/him to discuss your progress.

- If you have specific problems with a piece of work your tutor can advise you on the best person from whom to seek assistance.

- Your tutor will assist you in your choice of modules in Terms 2 and 3.

- If you have personal problems, no matter how trivial, you may wish to discuss these with your tutor. If he/she is unable to help you, they will be able to advise you on where to go for help.

The tutor is not expected to be able to answer technical questions on the content of all aspects of your course. Where they have the technical expertise themselves, they will share it with you; where they do not, they will advise you where to look for it.

It is your responsibility to arrange to see your tutor, so please make an effort to arrange a mutually suitable time - do not expect your tutor to come looking for you or that they will be available to see you at short notice. Early on, establish the best way for arranging these meetings with your tutor. During Term 1 you should see your tutor about once a fortnight and during Terms 2 and 3 once every 3 to 4 weeks. When your tutor is absent for more than two weeks s/he will arrange for a substitute tutor and inform you who this is - contact the MSc Course Director if such arrangements have not been made.

Further details of the role of tutors at LSHTM are given in the Teaching Policies and Codes of Practice in the Formal Policies and Regulations at: http://intra.lshtm.ac.uk/tpd/taughtcourses/staffresources

MSc HPPF SEMINARS (Class Meetings)

Whilst the MSc offers you formal teaching in a variety of disciplines and subjects, it is in our experience (and that of former students) at least as important that you share practical experiences that you have gained prior to the MSc with your fellow students. Moreover, the practice of presentation skills and scientific discussion is crucial to success in the field of health policy and planning. We therefore expect you to participate in weekly HPPF seminars, in which you will have the chance to present and discuss topics that you prepare independently.
These seminars will be attended (as much as possible) by a member of staff (either one of the Course Directors, tutors and/or the LSE Health Programmes Officer). However, they should be organised by the class with the help of the elected class representatives. These seminars will be held each week during Terms 1 and 2 subject to demand.

In addition, we would encourage you to meet additionally – many HPPF classes in the past met informally on a regular (e.g. weekly) basis or planned joint tours and activities, which helped to form a strong bond between students. Most of these classes still keep contact following the completion of their course.
6. HALF-TIME STUDY

Information for half-time students
Teaching for this course is primarily designed for full-time students but it is possible to undertake courses on a half-time basis. These notes are intended to help those who choose to study this way by answering some of the questions that are frequently asked.

Half-time students are expected to take four modules in each year of study, and to sit assessments for modules/courses the year that they were taken (i.e. you cannot sit an assessment in year two for a module/course you took in year one). The exact combination and order of modules/courses should be selected in consultation with the Course Directors.

Teaching for this course is primarily designed for full-time students but it is possible to undertake courses on a half-time basis. These notes are intended to help those who choose to study this way by answering some of the questions that are frequently asked.

Time requirements
Half-time students need to devote about half of their working week to study: this includes attending lectures and seminars, reading and preparation and writing assignments. More specifically, half-time students should expect to spend an average of 2-3 days per week throughout the year studying. This time requirement allows for formal teaching sessions (lectures/seminars) as well as personal study, group work and assessment preparation. However, selection of LSHTM modules in Terms 2 and 3 is likely to require more intensive studying for the 5-week period of the module (equivalent to 3-4 days per week) and less intensive studying at other times (equivalent to 1-2 days per week).

Many of the courses/modules involve working in groups and you may need to arrange to meet your colleagues outside scheduled formal teaching sessions for this.

As a half-time student you will have to think very carefully what options are realistically open to you if you cannot attend at a particular time during the week. The range of options available to you over the two years will vary from those for full-time students; you may have greater choice.

When you choose your courses/modules in the first year, you need to think very carefully about how you will be able to fulfil the requirements of your MSc by the end of your two years of study. You will need to find a balance between attending only a few days a week (in order to carry out your obligations at your place of work) and ensuring that you have taken all the required courses/modules.

In order to get this planning right, you need to think about the courses/modules which you will take in the second and third terms of each year before you chose your courses/modules for the first term. This is because it is necessary to have followed some Term 1 courses/modules before you can take some courses/modules in Terms 2 and 3. You cannot take ‘advanced’ courses/modules before the more basic or foundation ones.

Timetabling
The Faculty of Public Health and Policy (PHP) at LSHTM tries not to schedule teaching for modules on Wednesdays in Terms 2 and 3. Other Faculties do though. You should be able to get more information on timetabling detail from the relevant Module Administrators or Module Organisers. The way to find out is by the identifying code on the module: for those located in PHP the code begins with a 1, for Epidemiology and Population Health (EPH) it is 2, and for Infectious and Tropical Diseases (ITD) it is 3. Therefore, for example, the Module Organiser and Administrator concerned with module 1400 are both members of PHP.

LSHTM module codes are changed at LSE for LSEFY purposes which can be found in Appendix I.

Revision Sessions
LSHTM arranges revision sessions during Term 3 and tries to schedule the components into the same timetable slots as they were in Term 1 of that year.
Examinations
Half-time students sit their written examination at the end of the relevant year of study (this differs from other MSc courses offered at LSHTM, so don’t get confused!).

Dissertation
As you are a half-time student, the dissertation will be due at the end of the second year of study. However, you may wish to use your time effectively by starting work on the dissertation in the summer at the end of the first year of your course. If you want to do this, you will need to develop and the CARE form and get it agreed by your tutor before the end of Term 3.

Communication
We make every effort to keep half-time students informed at all times but as half-time students are not physically present at either School every day, it is easy to miss out on vital pieces of information. You will need to be vigilant to avoid this happening. The following courses of action will help:

- Remind your Course Administrator that you are half-time, so that she can try to make sure that urgent matters reach you when you are not here. You should give her/him your home or work address and telephone number.
- If possible, arrange to have your email forwarded to another address to which you have access on days when you do not have access to your LSHTM and LSE e-mail address (e.g. a home email address or a work one).
- Check your email every time you arrive in either School.
- Check your pigeon hole every time you arrive in either School.
- Remind your personal tutor that you are half-time, so that she or he can help you take account of this in planning your studies.
- Also inform the Module Administrators of whatever modules you are attending.

Pauline Allen is the LSHTM - PHP Faculty Advisor for half-time students

Pauline Allen
LSHTM
15-17 Tavistock Place
Room: 111
Phone: 0207 927 2460
Email: Pauline.allen@lshtm.ac.uk
7. GUIDANCE ON STUDYING AT LSHTM

Some of you may have only recently completed your first degree or other professional training - in which case you will be well aware of how to study. For others, however, this may be your first experience of formal teaching and learning for some years and you may wonder how well you will adapt to an intensive taught course. MScs, the taught components of research degrees and short courses at the School are intensive - there is a lot to cover in a short time and we expect a high standard. Remember also that while knowledge of the basic facts in your area is essential, at this level we expect to see from you evidence of independent critical thought and real understanding.

To help you study, we provide several sources of advice:

- Some introductory talks during the Orientation Period.
- Your tutor. Your personal tutor is, as always, the first person you should contact if you are struggling to cope with the return to learning - or with anything else. Look in the section of this Handbook on Tutors and Tutorials for more detailed information.
- Other staff – especially the Student Adviser (Welfare & Disability) and your MSc Course Director.
- On line resources to support specific skills – linked from the School's Study Skills page at www.lshtm.ac.uk/edu/studyskills.html
- The Library has a wide range of books that provide guidance and support for studying. Study Skills and Academic Writing books are shelved under the classmarks AR.AT and AHAZ. These include:
  - Getting Ahead as an International Student, by Dave Burnapp (Open University Press, 2009).
  - Cite them right: the essential guide to referencing and plagiarism, by Richard Pears and Graham Shields (Northumbria University Press, 2006).
  - Writing your dissertation, by Derek Swetnam (How To Books, 2004).

**How much work do I need to do?**

During term time we plan our teaching on the assumption that an average full-time student will need to spend approximately 40 hours per week on work related to their course at the School. Not all of this time is actually spent in contact with members of staff: reading, thinking and preparing assessed course work are all equally important. Each module is described in a module specification which can be found at: [http://www.lshtm.ac.uk/study/msc_module_handbook/section3_moduledescript/modules.html](http://www.lshtm.ac.uk/study/msc_module_handbook/section3_moduledescript/modules.html), and in each specification you will find a section setting out the approximate breakdown of the time the Organiser expects you to spend on the various components of the module.

Forty hours per week is a considerable amount of time and you should certainly expect to study in the evenings and at weekends. On the other hand there should also be an opportunity for you to spend time doing other things that are important to you: relaxing, enjoying yourself and finding out what London has to offer.

There are two main holiday periods, each lasting a few weeks, and two Reading Weeks during the academic year. It is important that you use these periods to unwind after a hard Term’s work but they are also an opportunity to reflect on what you have been taught, to do some general reading around your subject and, above all, to catch up on material which you did not understand or found particularly difficult during term time. Furthermore, additional sessions such as workshops on IT or other study skills often take place during these periods.

**Reading**

Every course and module will provide you with a reading list although the content of these will vary. In some cases you will be expected to have read a particular paper or book chapter before coming
to a practical class or seminar group session. This essential reading is very important and you will gain very little from the subsequent session if you have not done it. Other articles or books are important but in a more general way - they cover the same material as a lecture but in more detail or from a different perspective. Reading this material will deepen your understanding and fill in gaps - things that you may have missed or not understood during a lecture. Finally, many courses will provide supplementary lists of material that you may wish to read if you want to investigate a particular topic in depth.

Reading as part of your course is not a passive activity (it is often described as focused reading or focused study) and you need to think about the material and about the author's arguments as you read. Making notes or highlighting text (only if it is your own copy) is very helpful and these notes and highlights will be useful when you need to revise material.

**Provision of course materials**

You will be provided with printed materials in the form of a reader for the majority of the modules you select. Whilst the readers vary in content, all will contain information about the module and a copy of the timetable, together with copies of essential readings, where applicable. Some modules also have an online reading list (ORC) which can be accessed via Moodle and which gives you links to relevant books and journal articles.

For many of the lectures you attend, copies of lecture slides or other materials will be published via Moodle. As far as is practicable these materials will be made available in advance of the lectures, although this is not always possible, particularly where individual lecturers are external to the School. However, whilst Module Organisers are encouraged to put lecture slides or other materials on Moodle, you should be aware this is not a requirement nor always appropriate and practices will vary between individual modules.

The School has an automatic lecture capture system fitted in its lecture theatres (John Snow and Manson) and in two of the larger classrooms (Rose Room and Jerry Morris Room). This allows us to audio record lectures and to publish the recordings on the relevant module pages on Moodle for students to review and download. This can be particularly useful for revision purposes or for students who miss lectures due to illness but is NOT intended to be a substitute for attendance.

Please be aware of the following:
- we do not record all lectures which take place in those venues – only certain modules will be recorded;
- we are only able to record and publish recordings where we have the permission of the individual speaker to do so;
- whilst we do our best to publish recordings as soon as possible after the teaching session is over, the speed of publication depends on a number of factors (including whether we are still awaiting the permission of the speaker) so please be patient.

**Lectures and other teaching methods**

Almost all of your modules will include some lectures. Lectures are not meant to convey detailed information, which is much better provided in printed form, but to set the scene, explain general concepts and excite you about the relevance and importance of the topic. Many lecturers provide hand-outs (or references to key reviews) which will provide a permanent record of the subject matter; you should go equipped to take notes but do not attempt to write down everything that is being said. Instead, concentrate on listening and understanding the arguments; note down key concepts, exciting insights and also anything that you do not understand. Always try to speak to the lecturer immediately afterwards if you have a query - before you forget what you wanted to know.

You will experience many other types of teaching method during your time at the School including practical/seminar sessions, small group work, laboratory sessions, and computer-based sessions. Many of these are used to extend the material presented in lectures. In all cases, you will derive most benefit from teaching sessions by preparing well in advance and spending time afterwards on extra work and reading.
**Essays and Project Reports**
The ability to produce good written work is vital not only to obtaining your degree but also in your subsequent professional life. Academic writing, particularly when it is formally assessed, has to follow certain rules and conventions. Comprehensive guidance about this, including how to cite and reference correctly and avoid the risks of plagiarism and cheating, is given in the Academic Writing handbook available at:
[http://www.lshtm.ac.uk/edu/qualityassurance/academicwritinghandbook.pdf](http://www.lshtm.ac.uk/edu/qualityassurance/academicwritinghandbook.pdf)

Further useful information about writing skills is given on the Study Skills pages on the School intranet, at: [http://www.lshtm.ac.uk/edu/studyskills.html#WritingSkills](http://www.lshtm.ac.uk/edu/studyskills.html#WritingSkills)

The Project Handbook also gives comprehensive guidance and requirements for writing up your project.

**Developing independent and critical thinking**
All LSHTM assessments will require you to demonstrate knowledge of the basic facts in the area under discussion – by making use of the literature, and citing the work of relevant authorities. Over and above this, at postgraduate level you are expected to demonstrate evidence of independent critical thought and real understanding. As well as summaries of what other researchers have found, you should give details of what you yourself think of their findings and their interpretations. Do not be afraid to be critical of other people’s ideas, however eminent the author (academic life is based on criticism); but always give the reasons why you disagree. Your point of view should come across to the reader as a justified judgement or reasoned argument, and not simply as an opinion.

**Computers and learning**
It is very important that students learn to use the School’s system as a lot of information is distributed by electronic mail and many modules make some use of computers. The School also uses a system called Moodle where a substantial amount of information about modules is stored, including extra lecture notes and other resources. There is a lot of help available, including information at [http://www.lshtm.ac.uk/its](http://www.lshtm.ac.uk/its).

Information, details of training opportunities and introductory sessions on the School’s computing facilities are provided during the Orientation Period.

**Calculators**
For those of you who need to purchase a calculator we suggest a Casio fx-85GT. It has many useful features including built-in statistical functions. It is not very expensive, costing about £10.00, and a number of shops in Tottenham Court Road sell them.

See section 9.5 for further information on support for studying

8. **STAFF BIOGRAPHIES**

**LSHTM Staff**

**NICK BLACK - 15-17 Tavistock Place: Room 121**
After qualifying in medicine from Birmingham University in 1974, Nick worked in NHS hospitals before joining Save the Children Fund (UK) and running a child health programme in Nepal. He then trained in public health in Oxford, undertaking a doctorate on the reasons for the epidemic of
surgery for glue ear in the UK. The next three years were spent half time as a lecturer at the Open University writing a new distance-learning course 'Health & Disease' with a biologist, sociologist and economist, and half time as a Consultant in Public Health for Oxfordshire Health Authority. In 1985 Nick moved to a Senior Lectureship at the LSHTM, set up the Health Services Research Unit in 1988 and was promoted to a Chair in Health Services Research in 1995. Nick was Head of Faculty from 1998 to 2003. In 1996, together with Nicholas Mays, he established the Journal of Health Services Research & Policy which they continue to edit jointly. He was elected and served as the first Chair of the UK Health Services Research Network from 2005-8. Since 2008 Nick has chaired the National Advisory Group For Clinical Audit & Enquiries which advises the Department of Health about policy and strategy in these areas. Nick’s main current research interests are focused on the assessment of the quality of health care and the performance of health care providers. Most of his work has been in the fields of surgery and critical care. Work on performance assessment has involved methodological interest in the use of non-randomised data for evaluative research, the use of patient reported outcome measures (PROMs) and the quality of clinical databases. The latter led to the establishment and development of the Directory of Clinical Databases. Since 2004 he has been exploring the contribution that history can (and should) make to contemporary health care policy debates and to public understanding of health care which has resulted in a book of walks, Walking London’s Medical History.

JOHN CAIRNS - 15-17 Tavistock Place: Room 143
Professor of Health Economics. Main teaching area: health economics. Following posts at the University of York and the University of Aberdeen, he took up his current post in May 2004. Current research focuses on the methods used to elicit preferences.

ROBERT ERENS - 15-17 Tavistock Place: Room 138
Robert has extensive experience of applied social research and survey methodological research. He is Deputy Director of the Department of Health-funded Policy Innovation Research Unit (PIRU), which involves a team of researchers from LSHTM, LSE and Imperial College. PIRU brings together experts in health care research and evaluation methodology to improve evidence-based policy-making and its implementation across the NHS, public health and social care. Before joining LSHTM in 2011, he worked at the National Centre for Social Research (NatCen) for over 20 years, largely in the fields of health research and survey methods. With colleagues from LSHTM, UCL and NatCen, he is a co-applicant on the third National Survey of Sexual Attitudes and Lifestyles (Natsal).

STEFANIE ETTELT – 15-17 Tavistock Place: Room 114
Stefanie Ettelt is a Lecturer in Health Policy in the Department of Health Services Research and Policy. Her research interests focus on policy-making, the role of government and public administration, and the relationship between research and policy. She currently works on a project that examines the role of policy pilots and evaluation in health and social care policy making in England. Further interests are in international comparisons of health care systems and policies and the politics of health care reforms. Stefanie joined LSHTM in 2005 after graduating from LSE with an MSc in Health, Population and Society. She also holds a Magister degree in German Literature and Political Science from the University of Bonn. She currently teaches on Health Policy, Process and Power at the LSHTM and Financing Healthcare (modular MSc) at the LSE.

ULLA GRIFFITHS – 15-17 Tavistock Place: Room 309
Lecturer in Health Economics. Ulla is an expert in the economics of vaccines and has twelve years of experience within the field. Her particular interest is economic evaluations of new vaccines. Between 2006 and 2009, Ulla was Director of Cost-effectiveness for the Hib Initiative; a GAVI funded project with the objective of accelerating the use of Hib vaccine in low-income countries. In this capacity, she undertook several cost-effectiveness of Hib vaccine. Ulla also has experience in economic evaluations of other interventions, such as eye health services and obesity treatment. Before joining LSHTM, Ulla worked in the Department of Vaccines and Biologicals at WHO in Geneva for six years. She has also worked in the Ministry of Health in Guyana for two years. Ulla is from Denmark and holds degrees in economics from Copenhagen University and the School of Oriental and African Studies. Her PhD is from LSHTM.

FRIDA KASTENG- 15-17 Tavistock Place: Room 315
Before joining LSHTM, Frida Kasteng worked as a consultant in health economics and outcomes research at i3 Innovus, Stockholm, Sweden. She has also been a project manager of academic collaborations in global health and in innovations management at the University of Oxford, UK and at Chalmers University of Technology, Gothenburg, Sweden. Frida holds an MSc in Industrial Engineering and Management from Chalmers University of Technology. Currently, Frida is working on the economic evaluation of initiatives to increase the coverage and quality of integrated community case management (iCCM) of common childhood diseases - malaria, pneumonia and diarrhea - in relation to ongoing scaling up of iCCM in Mozambique and Uganda.

**MARCUS KEOGH-BROWN**

Marcus obtained first degree in Mathematics and Statistics from Queen Mary, University of London and went on to obtain a Master's Degree in Computer Studies from the University of Essex. He made use of both of these degrees in my PhD entitled "A Statistical Model of Internet Traffic" which he obtained from Queen Mary, University of London sponsored by British Telecommunications. Before moving to LSHTM in August 2007, Marcus worked as a Research Associate at the University of East Anglia from 2003 where he was involved in several research contracts which included studies of cost-effectiveness of wart treatment, a health needs assessment for Blundeston Prison, contamination in trials of educational interventions and the macro-economic impact of SARS and influenza. His current research is focussed on the study and estimation of the macro-economic impact of health disorders. More specifically, his areas of interest include infectious and communicable diseases such as SARS, influenza, antibiotic resistance and malaria and also non-communicable disease modelling and its implications for agriculture, food, trade and the environment. Marcus is also interested in health-related applications of Computable General Equilibrium (CGE) Modelling with GAMS and he is currently involved in an MRC funded project to develop these models.

**MYLENE LAGARDE- 15-17 Tavistock Place: Room 308**

Mylene Lagarde is a lecturer in health economics in the Health Economics and Financing Programme of the London School of Hygiene and Tropical Medicine. An economist by training, Mylene Lagarde started to work on health issues in 2003, when she took a position as health financing advisor in the Ministry of Health in Cameroon to work on financing issues, including such as community-based insurance and social insurance. Since she joined the London School of Hygiene and Tropical Medicine in 2005, Mylene has been involved in various projects in two main areas: health financing and human resources for health. On health financing, she has carried out several systematic reviews of financing mechanisms and their impact on access to care. She has also participated in different projects in Sub-Saharan Africa to implement and evaluate the impact of financing schemes, including the effects of user fee removal. On human resources, Mylene has been involved in several studies investigating the factors influencing the decisions made by health professionals, and the roles of various types of incentives on their choices.

**NICHOLAS MAYS – 15-17 Tavistock Place: Room 122**

Nicholas Mays is Professor of Health Policy in the Department of Health Services Research and Policy at the London School of Hygiene and Tropical Medicine where he has been since 2003. He also directs the Department of Health-funded Policy Research Unit in Policy Innovation Research. This is an innovative venture that began in January 2011 aimed at involving a multi-disciplinary team of researchers in the very earliest stages of national policy development and evaluation of innovative programmes and policies across health services, social care and public health. Nicholas is also scientific coordinator of the Department of Health-funded Health Reforms Evaluation Programme which aims to evaluate the impact of two sets of major reforms of the English NHS: firstly, the market-related reforms of the period 2002-10; and secondly, the changes following the 2008 Next Stage Review, ‘High quality care for all’. Nicholas has a background in social policy, policy analysis and health care policy evaluation. He has experience as a policy advisor in government, having been principal health policy advisor in the New Zealand Treasury, 1998-2003. He continues periodically to advise the NZ Ministry of Health and Treasury on health system strategy. From 1994 to 1998 he was Director of Health Services Research at the King’s Fund, London. Overall, he has 30 years’ experience in health services research and policy evaluation.

**CHRISTINE MICHAELS - 15-17 Tavistock Place: Room 327**

Christine Michaels joined LSHTM in February of 2009 after completing a Masters in Development Economics at Dalhousie University in Halifax, Nova Scotia, Canada. As part of her work as a
Research Fellow with the Social and Mathematical Epidemiology (SaME) HIV Modelling and Economics Group in the Department of Global Health and Development, Christine is primarily involved in costing and economic analysis. She is currently involved in conducting an economic analysis of an intervention aimed at integrating HIV services with sexual and reproductive health (SRH) services in Eastern and Southern Africa. Other research interests include discrete choice methods, increasing access to SRH and HIV services for youth and economic evaluation of interventions aimed at reducing intimate partner violence. Christine has worked on the Economic Analysis for Health Policy Module as a Seminar Leader and contributes to the Introduction to Health Economics module for Distance Learning.

ANNE JANE MILLS - 15-17 Tavistock Place: Room G40a
Anne Mills is Vice-Director of the London School of Hygiene & Tropical Medicine, and Professor of Health Economics and Policy. She has researched and published widely in the fields of health economics and health systems in low and middle income countries and continues to be involved in research on health insurance developments in South Africa, Tanzania, India and Thailand. She has had continuing involvement in supporting capacity development in health economics in universities, research institutes and governments. She has been involved in numerous policy initiatives including WHO’s Commission on Macroeconomics and Health and the 2009 High Level Taskforce on Innovative International Finance for Health Systems. She has a CBE for services to medicine, is a Foreign Associate of the US Institute of Medicine, and a Fellow of the UK Academy of Medical Sciences. In 2009 she received the Prince Mahidol Award in the field of medicine. She is President of the International Health Economics Association (iHEA) for 2012-13.

TIM POWELL JACKSON - 15-17 Tavistock Place: Room 307
Tim is a health economist with the Health Economics and Systems Analysis (HESA) Group, which is based in the Department of Global Health and Development. He developed an interest in health economics while working at the Ministry of Health, Rwanda on a two-year placement with the Overseas Development Institute Fellowship Scheme. Tim’s research focuses on health economics issues in developing countries. He has a keen interest in financial incentives, impact evaluation, the economic consequences of ill health, equity in health financing and, more broadly, the interaction between health and development. His PhD research was based on an evaluation of a nationwide financial incentive programme for maternal health in Nepal. This interest in financial incentives - both demand and supply-side - has continued with research in India and China. Tim’s current research portfolio includes work on sex selection and gender inequality (India), subsidised health insurance and social connections (Ghana), health insurance and provider payment systems (China), and conditional cash transfers (Brazil).

NEIL SPICER – 15-17 Tavistock Place: Room 324
Lecturer in Global Health. Neil joined the Health Economics and Financing Programme in February 2006. Neil is the LSHTM Course Director of the MSc Health Policy Planning and Financing. He teaches on Health Policy: Process and Power focusing on globalisation and health, and on Sociological Approaches to Health. He has a PhD in Geography from the University of Glasgow. He is currently working on a study on maternal and child health interventions in Nigeria, India and Ethiopia.

STEFANIE TAN- 15-17 Tavistock Place: Room 110
Stefanie holds an MSc in Health Policy, Planning and Financing from the LSE and LSHTM and a BA in Development Economics and Anthropology from McGill University. She has previously worked at the WHO’s department of Health Financing Policy and an NGO where she oversaw public health and education projects in low-income settings (Ecuador, Kenya and the United States). Her areas of interest are in policy analysis and health economics, especially the role of incentives in influencing policy and healthcare markets. Her current research examines the impact of increasing choice in primary care in the English NHS.

FERN TERRIS-PRESTHOLT – 15-17 Tavistock Place: Room 340
Fern Terris-Prestholt joined the HIVTools Research Group in the Department of Global Health and Development in April 2000. She previously worked on the costs of stroke services in the Netherlands at the Institute for Medical Technology Assessment in Rotterdam. She has an MSc in Development Economics from Wageningen University, The Netherlands and a B.A. from
Macalester College in St. Paul, MN, USA. Teaching: Seminar leader: Introduction to Health Economics, guest lectures on economic evaluation of reproductive health / HIV interventions on a range of courses both within and outside of LSHTM.
LSE Staff

MRIGESH BHATIA – Room OLD.2.34
Dr Mrigesh Bhatia is a Lecturer of Health Policy in the Department of Social Policy. He is a medical graduate with an MD in Preventive and Social Medicine (Bombay) and PhD in Health Economics from University of London. His previous teaching experience was in India first as Lecturer at Seth G S Medical College and KEM Hospital, Bombay and subsequently as Reader in the Dept. of Health Services Studies, Tata Institute of Social Sciences. His current research interests are in health policy and health care systems issues in developing countries; and economic evaluation of health care programmes in developing countries.

PAUL DOLAN – Room OLD.2.38
Paul Dolan is Professor of Behavioural Science in the Department of Social Policy at the LSE. There are two main themes to his work. The first focuses on developing measures of wellbeing that can be used in policy, particularly in the valuation of non-market goods. The second considers ways in which the lessons from the behavioural sciences can be used to understand and change individual behaviour. He is currently chief academic advisor on economic appraisal in the UK, on the ONS advisory forum on wellbeing in the UK, and a member of the NAS panel on hedonic measures of wellbeing in the US.

ARJAN GJONCA – Room OLD.M2.25
Dr Arjan Gjonça is a Senior Lecturer in Demography at the Department of Social Policy at LSE. He holds a PhD in demography from the London School of Economics, which focused on health and mortality transition in developing countries. Prior to working at LSE he has worked at Max Planck Institute for Demographic Research and the University of Southampton, Department of Social Statistics.

Among other things he has been a consultant for different international organisations and governments, such as the World Bank and UNDP on areas of demographic analysis and forecasting, social assessment, living standards and measurement surveys, and public health reforms. His main areas of interests include - Health Transition in Developing Countries; Dietary Patterns and Longevity; Ageing in Developed Societies; Family and Fertility in Developed Societies; Demography of the Balkans (with particular focus on Albania).

He has continually been invited to give lectures and seminars in different UK and overseas universities, such as - Stanford University, California, Food Research Institute; Department of Epidemiology and Public Health at UCL; Max Planck Institute for Demographic Research; ECOHOST at London School of Hygiene and Tropical Medicine, the University of Southampton, Department of Social Statistics; School of Slavonic and East European Studies, Department of Social Science and many more.

PANOS KANAVOS – Room COW.J307
Panos Kanavos (BSc, MSc (Oxon), MSc (LSE), PhD) is Reader in International Health Policy in the Department of Social Policy, London School of Economics (LSE) and Programme Director of the Medical Technology Research Group (MTRG) at LSE Health. Panos is Visiting Professor at the University of Basel, Switzerland and also has a Visiting appointment with the London School of Hygiene and Tropical Medicine (LSHTM). He has previously been Harkness Fellow in Health Care Policy in the Dept of Ambulatory Care and Prevention, Harvard Medical School. Previous visiting appointments have included the University of Lausanne and the University of Delaware. He is an Economist by training, currently coordinates the Programme in Health Policy Planning and Financing at LSE and teaches Health Economics, Pharmaceutical Economics and Policy, Health Care Financing, and Health Systems Performance Measurement.

Panos leads the activities of MTRG, which is a research unit comprising 11 researchers within LSE Health and concentrates on interdisciplinary and comparative policy research on medical technologies. The group has a number of research streams as follows:

- The economics of medical technologies, in particular, medicines and medical devices;
- Prescribing, appropriateness and quality of care;
- Access to medical technologies in developing and transition economies; and
- Disease management and policy effectiveness in medical technology.

As part of its activities, MTRG administers the Programme on Pharmaceutical Policy Issues (PPPI), the Programme on Medical Devices, conducts research under the auspices of and participates in the European Medicines Information Network (EMI-net), the network for the study of rare diseases (BURQOL-RD), and is a member of the European Health Technology Institute for Socio-Economic Research (EHTI). It also coordinates the activities of The Patient Academy, an initiative between academia, health care regulatory agencies and patient groups.

Panos has acted as an advisor to a number of international governmental and nongovernmental organizations, including the European Commission, the European Parliament, the World Bank, the World Health Organization, the Organization for Economic Co-operation and Development, the American Association for Retired Persons, and Ministries of Health of over 21 transition and developing countries. He has participated in the European Pharmaceutical Forum as advisor to the European Commission – DG Enterprise and has been involved in the Commission's reflection process on the Economics of Medical Devices.

Panos' research interests include comparative health policy and healthcare reform, pharmaceutical economics and policy from a developed and developing country perspective, quality and access in healthcare, and socio-economic determinants of health.

JULIAN LE GRAND – Room OLD.1.13
Julian Le Grand is the Richard Titmuss Professor of Social Policy at the London School of Economics. He has a PhD in Economics from the University of Pennsylvania, where he was a Thouron Scholar he has worked in economics and public policy departments at universities in the UK, USA and Australia. He is a Fellow of the British Academy, a founding Academician of the Academy of Social Sciences, and a Trustee of the Kings Fund.

From 2003 to 2005 he was seconded to No 10 Downing St as Senior Policy Adviser to the Prime Minister, Tony Blair. He was Chair of the Working Group on Social Work Practices for the Department for Education in 2007, and Chair of Health England for the Department of Health from 2007 to 2009. In February 2011 he was appointed Chair of the Cabinet Office’s Mutuals Taskforce. He initiated and developed a number of policies taken up by several governments, including patient choice and provider competition in healthcare, the pupil premium, the social work practice and other mutuals, partnership schemes for funding long-term care, patient budgets, and baby bonds.

He is the author, co-author or editor of more than nineteen books and over ninety articles on economics, philosophy and public policy. He writes regularly in the quality press and contributes frequently to the broadcast media. He has been listed as one of Britain's top public intellectuals by both the Guardian and Prospect magazine.

ALISTAIR McGUIRE – Room COW.J405
Professor Alistair McGuire [BA (Econ); M.Litt (Econ); PhD (Econ)] is a Professor in Health Economics at LSE Health and Social Care. Formerly he was Professor in Health Economics at City University. Prior to this he was a Research Fellow at the Health Economics Research Unit, University of Aberdeen and Tutor in Economics at Pembroke College, Oxford.

He has been interested in the economics of health care for over 20 years and has written numerous books, articles and reports in this area. He was a member of the UK Government's Cabinet Office Advisory Council on Science and Technology: (the Minimally Invasive Technology Sub-Committee). He is a member of the UK Medical Research Council Oncology Committee, the
MRC Steering Committee on the UK Prospective Diabetes Study and the Economic and Social Science Research Committee on Food and Nutrition.

He also serves on the North Thames R&D Committee. He has acted as a World Health Organisation consultant on a number of occasions. He has also acted as an economic consultant to a number of pharmaceutical companies on drug evaluation exercises and economic evaluation including Merck, Sharp and Dhome, Bristol Myers Squibb, SmithKline Beecham, Lily, Glaxo Wellcome, Knoll and Zeneca. He was an economic consultant to BUPA Ltd. for the UK Monoplies and Mergers Enquiry into their takeover of AMI Hospitals. He is on sabbatical during 2011/12 at Harvard, York and Pompeu Fabra universities.

ELIAS MOSSIALOS – Room COW.J413

Elias Mossialos is Brian Abel-Smith Professor of Health Policy, and Director of LSE Health. His research interests focus on health policy relating to health care systems. His particular focus is European and comparative health systems and policy, addressing questions related to funding health care, private health insurance, pharmaceutical policies, the impact of EU law on health care systems, and access to medicines in developing countries. His work has been translated into Japanese, Russian, Greek and Spanish. He is internationally recognised for his comparative work on health care financing and his research on EU law and governance. He is currently examining approaches to stimulating research for neglected diseases based on the concept of a financial call option. He is also analysing incentives to address the need for sufficient investment in the development of antibiotics in order to meet changing medical needs. He has more than 200 publications including books, articles in peer-review journals (in economics, political science, public policy, and health policy and economics) and book chapters.

Professor Mossialos is a Fellow of the Faculty of Public Health (FFPH) and Fellow of the Royal Colleges of Physicians and Honorary Consultant in Public Health with the South East London NHS Strategic Health Authority. He is an Honorary Professor at the University of Copenhagen, the London School of Hygiene and Tropical Medicine and L’Ecole des Hautes Etudes en Santé Publique in France. He edits the Cambridge University Press Health Economics, Policy and Management book series and co-edits an Open University Press book series on Health Care Systems. He is a member of ASPHER’s Honours Committee and of WHO’s European Advisory Committee on Health Research. In 2010 he was awarded the Andrija Stampar medal by the Association of Schools of Public Health in Europe (ASPHER) and the European Public Health Association (EUPHA), for contributions to European public health. He was the 2002 and 2007 recipient of the Baxter Award from the European Health Management Association for the best publication in health policy and management in Europe and received the Certificate of distinguished submission for the Baxter Award 2000. LSE Health was honoured with the prestigious Queen's Anniversary Prize in 2009, which is awarded biennially in recognition of outstanding achievement and excellence in UK universities and colleges. Uniquely in the field of education, the Prize sits within the national honours system.
He has served as an advisor to several agencies including World Health Organization, the European Parliament, the European Commission, the World Bank, the Office of Fair Trading, Ministries of Health and Social Affairs in Belgium, Brazil, Cyprus, Finland, Greece, Russia, Slovenia, South Africa, Spain and Sweden and health insurance funds in Austria, Croatia, Hungary and South Korea. He has been a member of the management board of the European Medicines Evaluation Agency (2000-2003) and has contributed to the work of the International Forum on ‘Common access to health care services’ co-ordinated by the health ministers of Sweden, UK and New Zealand. In 1998, Professor Mossialos co-founded the European Observatory on Health Systems and Policies, a major health policy research and knowledge transfer programme. The Observatory is a partnership between the World Health Organization (Regional Office for Europe), the World Bank, the European Investment Bank, the Governments of Belgium, Finland, Ireland, The Netherlands, Norway, Slovenia, Spain and Sweden, the French National Health Insurance Fund (Caisse nationale de l'assurance maladie des travailleurs salariés), the Veneto Region of Italy, the LSE and LSHTM. He is currently Co-Director of the Observatory.

From 2009 - 2012 Professor Mossialos was an MP in the Greek Parliament. He has served as a member of four Parliamentary Select Committees (Social Affairs, Educational Affairs, Defence and Foreign Affairs and European Affairs) and chaired the Parliament's Special Permanent Committee on Monitoring the Social Security System (2010-11). He was appointed Minister of State in 2011. As a minister he participated in all major negotiations in Brussels, Berlin and Paris on restructuring the Greek debt and presented a comprehensive plan on reorganising the Greek state TV and radio channels. This plan included the modernisation, downsizing and reorganisation of public broadcasting services, and led to the closure of two unproductive organisations which had been funded by the tax-payer, the only state enterprises to have been closed by the Government in the last few years.

MIKE MURPHY – Room OLD.M2.23
Michael Murphy is Professor of Demography at the London School of Economics and Political Science. He is a Fellow of the British Academy, Research Secretary of the Population Investigation Committee and past-President of the British Society for Population Studies. His main areas of research include: family, kinship and household demography; ageing; mathematical and statistical demography; methods of making and evaluating population and household forecasts; the demography of developed and transitional societies. He has acted as an adviser to a number of British National Government Departments, and to international organisations, such as UN and OECD. Recent work include mortality crises in Russia; models for mortality forecasting in elderly populations; European kinship differentials; intergenerational transfers between parents and children; and modelling the long-term effects of kinship correlations on population size and structure.

ADAM OLIVER – Room COW.J306
A 2005-06 Commonwealth Fund Harkness Fellow in Health Care Policy, Adam holds a doctorate in economics from the University of Newcastle and an MSc in health economics from the University of York. Since 2001 he has worked at the London School of Economics, where he is currently Senior Lecturer in Health Economics and Policy in the Department of Social Policy, and Senior Research Fellow and Deputy Director of LSE Health and Social Care, one of the largest research institutes in the health-related social sciences in Europe. He is a 1995-97 Japanese Ministry of Education (Monbusho) Research Scholar, Founding Chair of the Health Equity Network, Founding Coordinator of the Preference Elicitation Group, and a former Coordinator of the European Health Policy Group. He is also Founding Co-Editor of the journal, Health Economics, Policy and Law. He has published quite widely in the areas of health equity, economic evaluation, risk and uncertainty, and the economics and policy of European health care reform, and it is the interface between economics and political science in health care policy analysis that motivates his current principal research interests. Currently a Reader in the Department of Social Policy, Adam also teaches a range of health policy and health economic-related topics, and his principal research interests focus upon behavioural economics and its applications to public policy making.

IRENE PAPANICOLAS – Room COW.G.04
Irene Papanicolas is currently a Lecturer in Health Economics at the London School of Economics. In the past she has worked as a researcher at the Health Economics Research Centre at the University of Oxford and the Department of Economics at London Business School. She holds a
PhD in Health Economics from the London School of Economics, and MSc degrees from the University of Oxford and University College London. Her current research interests are focused on performance measurement, international comparisons of health systems and performance based payment systems.

MARIA RAIKOU – (m.raikou@lse.ac.uk)
Dr Maria Raikou is a Research Fellow at LSE Health, LSE. Maria has a degree in Electrical and Computing Engineering from the National Technical University of Athens, Greece, and an MSc and PhD in Health Economics from City University, London. Her PhD thesis was on the estimation of medical care costs under conditions of censoring. She has held research posts in the area of health economics at Oxford University from 1996 to 1998 (within the Health Economics Research Centre), City University from 1998 to 2002 (in the Department of Economics) and the LSE (since January 2002). Her research interests focus on statistical and econometric modelling of health care costs and effects as applied to economic evaluation (particularly within the context of clinical trials), econometric modelling of health care technology diffusion, mathematical modelling of behaviour in the health care sector and the analysis of hospital cost and quality relations.

CAROLINE RUDISILL – Room COW.J3.05
Dr Caroline Rudisill is a lecturer in Health Economics at the London School of Economics and a visiting lecturer in Health Economics at King’s College London. She is also Director of the MSc in Health Economics, Policy and Management at the LSE. Caroline’s research interests focus on two main areas: first, how perceptions about risks impact individuals’ health care and pharmaceutical choices and the likelihood of uptake in preventative health-related behaviours. She is currently undertaking work on patients’ choices around pharmaceutical use including vaccinations against swine flu and the intersection of alcohol policy and perceptions of risk about alcohol consumption. Second, Caroline is interested in the use of economic evaluation to play a role in coverage decisions in health systems worldwide. This research includes modelling treatment choices and examining the policy implications of economic evaluation results. For example, she is currently involved in an economic evaluation of primary care-led strategies to prevent type II diabetes. Caroline has undertaken research on pharmaceutical and health financing policy for various consultancies, pharmaceutical companies and international organizations.

Caroline holds a PhD in Social Policy (concentration in Health Economics) from the LSE, MSc (with distinction) in International Health Policy (Health Economics) from the LSE and a BA (cum laude) in Economics from Georgetown University in Washington, DC. Prior to coming to the LSE for her MSc, Caroline worked for Goldman Sachs in New York City in the commodities department and at Analysis Group in Washington, DC, an economic consultancy. She has also worked at McKinsey in London serving public and private sector health care clients.

SARAH THOMSON – Room COW.J301
Sarah Thomson is a Senior Research Fellow in Health Policy at LSE Health. She is Deputy Director of LSE Health and Head of the LSE Hub at the European Observatory on Health Systems and Policies. Her research focuses on comparative analysis of health systems and health care reform, with particular emphasis on health financing policy in high- and middle-income countries. Recent work has been funded by the Commonwealth Fund, the Economic and Social Research Council, the European Commission and the European Parliament. Sarah has acted as adviser to international organisations and to health ministries in several European countries. She teaches in the Department of Social Policy, where she directs the postgraduate course ‘Financing health care’ and is Associate Editor of the journal Health Economics, Policy and Law.

9. ADMINISTRATIVE ARRANGEMENTS, POLICIES and FACILITIES

Please note: unless otherwise indicated, information in this section refers to LSHTM; for information about LSE, see Appendix IV.

9.1 Course administrative arrangements

Notice Boards and mailboxes/pigeonholes
Notice boards and mailboxes/pigeonholes are located outside the Teaching Support Office, rooms 4 and 5 in Keppel Street.
Course Committee
Each MSc Course has a Course Committee which oversees the development and operations of the MSc. It is chaired by the MSc Course Director. Student representatives are invited to attend the Course Committee for their MSc.

Course Representatives
Each course is asked to nominate two representatives to the Student Representatives Council (SRC). Full details of the Constitution and Terms of Reference of the SRC are in the Formal Policies and Regulations at: http://intra.lshtm.ac.uk/registry/regulations/other_student_regs/students__representative_council_constitution.pdf

These representatives also represent the class on the Course Committee.

Course Evaluation
Courses are constantly evolving and we depend upon feedback from students to help us to continually improve them. Evaluation is of several types:

Modules: this type of evaluation gives us feedback on the various parts of the course and is by questionnaires completed for each module. There are open-ended as well as closed questions to allow full expression of your opinions. We would like to stress how important it is that everyone completes these questionnaires.

MSc Course: evaluations are usually carried out twice a year, at the end of Term 1, and around the end of the E slot, through structured discussions about the MSc. These discussions are coordinated by the MSc Course Director and the student representatives.

Specific surveys: surveys are conducted each year on satisfaction with study at the School as a whole and on specific aspects such as IT or Library facilities.

Class meetings with a member of staff (generally the MSc Course Director) will be arranged to take place at regular intervals so that any problems can be voiced as they occur. The class representatives should arrange these meetings and agree the form they are to take. They should endeavour to build up a working relationship with the MSc Course Director and other members of staff.

Class Photographs
It is generally the wish of students that there should be a class photograph. Arrangements can be made for such a photograph to be taken in Term 3. The Course Administrator will make the necessary arrangements as requested by the class representatives.
9.2 School administrative arrangements

This section should be read in conjunction with your Offer Letter and the Pre-Registration Web Pages. The key points are included here.

Absence/withdrawal from the School
All students are required to be in regular attendance on their course. The Head of Registry Services must be notified in writing of any absence lasting more than four days and, in the event of illness, a medical certificate should be provided. The Head of Registry Services is required to certify students’ regular attendance on a course of study before submitting Examination Entry Forms to the University. It is particularly important that medical certificates are submitted to the Head of Registry Services where the illness is likely to affect examination performance. The certificate should be submitted at the time of the illness and not at the end of the course of study. Students wishing to be away from the School in term time should consult their MSc Course Director. There must be exceptional circumstances for leave being granted during term time. The School is required to notify the Home Office when an Overseas student interrupts their studies, changes study mode or withdraws from their course. In the case of students who withdraw and who hold a US Federal Loan or UK Career Development Loan, the School is obliged to advise the Bank and/or Lender.

Address and Change of Address
At registration all students are required to state their home address and the address at which they will be residing during term-time. Students must notify the Registry immediately of any change of term-time or home address, in addition to any notification they may have given to their Faculty. Students who change their name through marriage or other reason during their course of study must also inform the Registry. If School and University records are to be amended, original documentary evidence of the change must be produced. Students are reminded that any qualification for which they may be eligible will be awarded in the name appearing in Registry records and cannot be changed post award.

Students on a Tier 4 visa – important information
As a student with a Tier 4 visa, it is a condition of your registration that you:
- Inform the Registry immediately of any changes to address or contact details.
- Provide the Registry with a copy of any new UK visas or passports obtained during your registration at the School.
- Inform the Registry immediately of any changes to circumstances such as a change to mode of study or interruption of studies and seek appropriate advice on such changes before they are made.

As a Tier 4 sponsor, the School has the following responsibilities in relation to Tier 4 students:
- Inform the UKBA if students are absent without permission for a significant period of time.
- Inform the UKBA if you finish your course before the expected end date or there are any other significant changes in your circumstances.
- Inform the UKBA if we have information that suggests you are in breach of your conditions of leave (for example working more than the maximum part-time hours per week).

Please note: Students on a Tier 4 student visa who take an Interruption of Studies (IoS) must have their Tier 4 sponsorship withdrawn by the School. Students on interruption of studies will no longer have valid immigration permission and must leave the UK as soon as possible after the start date of their period of interruption. Students will need to make a new visa application before re-entering the country for the remainder of the course. All students who decide to take an Interruption of Studies should seek advice from the Student Adviser prior to interruption.

Certificates of Attendance
Students who require certificates of attendance or registration to submit to the UK Border Agency for visa extensions, for their Embassy, for council tax exemption, student railcards, etc. should apply to the Registry. General attendance certificates are normally produced on demand at the Registry counter, although at busy times you may be asked to collect the certificate later. Requests for general attendance certificates can be made via e-mail (registry@lshtm.ac.uk) but
must be collected personally, on production of a valid LSHTM security pass. Academic staff should not be asked to certify your attendance at the School.

Requests for visa extension support letters including CAS cannot be dealt with on demand. Students should ensure sufficient time between sending their request to Registry and any UKBA appointment.

**Existing Medical Conditions**
Existing medical conditions which might require medical assistance (including mental health conditions) may be discussed in confidence, with the school’s Student Adviser (Welfare & Disability), the Student Counsellor, MSc Course Director or Head of Registry Services upon arrival at the beginning of the academic year.

**9.3 Guidance on School policies**
The School has a range of policies on aspects related to study at the School. Full details are available at [http://intra.lshtm.ac.uk/registry/regulations/taught_regulations/index.html](http://intra.lshtm.ac.uk/registry/regulations/taught_regulations/index.html) and key elements are presented below.

**Data Protection and Security Principles**
The School, as a registered data user, must comply with the Data Protection Principles of the Data Protection Act in relation to the personal data they hold. Broadly they state that personal data shall be:
- fairly and lawfully processed;
- processed for limited purposes;
- adequate, relevant and not excessive;
- accurate;
- not kept longer than necessary;
- processed in accordance with the data subject’s rights;
- secure, and
- not transferred to countries outside the European Economic Area that do not have adequate protection for the personal data rights of individuals

Students needing to use personal data in connection with their academic studies/research must abide by the Data Protection Principles and should seek the advice of their personal tutor or supervisor before constructing or maintaining files of personal data.

The School’s Data Protection pages can be found at: [http://www.lshtm.ac.uk/aboutus/policies/foi/dpguide/index.html](http://www.lshtm.ac.uk/aboutus/policies/foi/dpguide/index.html)

Further information including guidance on the Data Protection Principles is available on the UK Government’s website at: [http://www.ico.gov.uk/](http://www.ico.gov.uk/)

**Employment and Studies**
Full-time students studying at the School are discouraged from taking paid employment due to the demands of the course. However, it is recognized that in some cases it may be necessary for financial reasons, that students undertake paid work. Overseas students with a Tier 4 Student visa have permission to work in this country for up to twenty hours per week. If you have a different type of visa and you are unsure about your eligibility to work, please contact the Student Adviser (Welfare & Disability).

Some students are prohibited from working due to visa restrictions. Students requiring advice on this situation should contact the Student Adviser (Welfare & Disability), Frankie Edwards (frankie.edwards@lshtm.ac.uk), or the Head of Registry Services (registry@lshtm.ac.uk).

Students should be aware that the course will place a high demand on their time for study and homework.
Environmental Policies
In 2007, the School launched a drive to undertake all the School's activities in a more sustainable way. A Sustainability Group has been established to promote the reduction in CO₂ emissions associated with the activities of School staff and students. An energy efficiency training programme is aimed at raising general awareness of energy efficiency in the School and this movement will be supported by publicity materials throughout the School.

Ethics Approval for MSc Project Reports
MSc Project Reports may require approval by the School’s Ethics Committee; see http://intra.lshtm.ac.uk/management/committees/ethics/index.html

Intellectual Property Rights
All students must notify the School of any invention, device, material, product or process, computer software or other potentially valuable result which it is considered might have commercial significance, whether patentable or not, developed or invented during the course of a students' research or study whilst a registered student of the School, and make assignment of their rights to the School.

Mobile Phones
Mobile phones must be switched off when students are in:
- Any teaching session
- Computing teaching rooms (whether or not a class is being held)
- The Library

In addition students are asked not to make or take calls when you are visiting the offices of staff such as your Tutor, Supervisor, Teaching Support, Registry, etc. If asked to switch off mobile phones or to take the call elsewhere, students should do so without argument. Students who do not observe this policy will be seen by the MSc Course Director or the Head of Registry Services and may be dealt with under the Student Disciplinary Procedure as given in the Formal Policies and Regulations given at: http://intra.lshtm.ac.uk/registry/regulations/other_student_regs/student_disciplinary_procedure.pdf

Smoking on School Premises
In line with UK legislation, smoking is not permitted in any enclosed public space. Smoking is also forbidden on the front steps of the Keppel Street building.

9.4 Safety and Security

Injuries and accidents
All injuries requiring medical attention or involving risk of infection must be reported immediately to Mr Michael Smith, Safety Manager, at the Reception Desk in the Keppel Street building, telephone: 2485, E-mail: michael.smith.
Within the School there are a number of trained first-aiders; contact the Reception Desks in Keppel Street and Tavistock Place for names.

Safety Codes
Students are required to comply with the School Safety Code and the Codes of Practice relating to specific areas of work with which they may come into contact. MSc Course Directors will advise on the relevant codes to which students are subject, and will make it clear where those codes may be readily consulted. Students will be allocated to a "spoking" Faculty for all safety procedures (e. g. immunization, accident reporting, safety records, action on the outbreak of fire).

Identity Cards & Access
The School has a proximity card access security system in the Keppel Street, Tavistock Place and Bedford Square buildings. This card will give you access to most parts of the School's buildings but particular parts of the Keppel Street building are only accessible by specific staff and research students.
Staff and students are required to wear their School identification card at all times whilst in School buildings and will not be permitted to enter buildings without production of this card. There is no charge for cards unless they are lost; a charge of £10 will be made for the second and subsequent cards issued. This will not be returnable.

You MUST NOT:
- Wedge open the security doors;
- Hold the security doors open for other people who are not wearing a security card;
- Loan your card to anyone else.

You MUST:
- Wear your card at all times, while on School premises;
- Report the loss of your card to Reception immediately.

The cards are reasonably robust, but should not be exposed to excessive heat, cold or water. Students working in laboratories should not wear their identity cards on their laboratory coats.

### Building Opening Hours

The normal building opening hours, during which the School is open to all staff, students and visitors are:

<table>
<thead>
<tr>
<th></th>
<th>Keppel Street</th>
<th>Tavistock Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday-Friday</td>
<td>08.00 - 20.00</td>
<td>08.00 - 20.00</td>
</tr>
<tr>
<td>Saturday</td>
<td>08.00 - 14.00</td>
<td>Closed all day</td>
</tr>
<tr>
<td>Sunday</td>
<td>Closed all day</td>
<td>Closed all day</td>
</tr>
<tr>
<td>Out of hours access with ID pass</td>
<td>At any time</td>
<td>At any time</td>
</tr>
</tbody>
</table>

Staff and students are required to wear their School identification card at all times whilst in School buildings.
We provide 24-hour access to the Keppel Street Main Building and 15 - 17 Tavistock Place. We provide a reception service at the following times:

- Keppel Street: 09.00 - 17.00 hrs
- Tavistock Place: 09.00 - 17.00 hrs

**Out of Hours Access**

For entry to the School out of hours, the signing-in procedure must be followed. NO-ONE is permitted into the building outside of the above hours without showing an ID Pass and signing the book held at Keppel Street reception.

Please be aware that the School operates a shutdown of the following building:

- 9 Bedford Square

This building must be vacated by midnight. For weekend access, Staff must sign in and obtain a key for this building from the Keppel Street main reception. Staff should not attempt to enter buildings after midnight, as intruder alarms are set and false activations occur. False activations waste the Security officers' and Police officers' time and are costly to the School as engineers must be called to reset the alarms. Please contact Security at Keppel Street reception (020 7927 2200) if urgent access to buildings is required after midnight.

**In Case of Fire**

Sound the fire alarm by breaking your nearest break glass point and then notify the School Switchboard by dialling 555 from the nearest internal telephone. Break glass points are located on the landings of every staircase.

**Fire Alarm**

This alarm is a prolonged ringing of a bell or buzzer throughout the building.

If the alarm sounds:

(a) close windows and doors in your area;
(b) turn off gas supplies and portable electrical equipment;
(c) leave the building by the nearest available exit. **DO NOT** return to your office or locker under any circumstances;
(d) assemble in front of the building. **DO NOT** stand immediately outside the front door where you may block the entrance;
(e) await instructions.

The above instructions apply to all the School's buildings.

The alarm bells in the Keppel Street and Tavistock Place buildings are tested briefly every Wednesday at 12.00 noon - take no action other than to report any audibility problems.

**Personal Property and Students' Lockers**

Under no circumstances can the School accept any responsibility for the loss of students’ personal property. Lockers will be allocated on a first come, first served basis at the beginning of session each year. These will be allocated to taught course students on a yearly basis only. Students attending MSc courses over more than one year will need to apply for a locker each year. Reception will allocate lockers for a £10 returnable deposit. This deposit will be refunded on the return of the key by the end of the academic session. Refunds will not be made after this date and the money will be used to have further keys cut for the new group of students.

During the week between the end of one academic year and the beginning of another, Reception staff will check and empty MSc and short course student lockers. Any goods in lockers will be placed in containers and labelled and kept for one month.
Professional thieves regularly "work" public buildings such as the School in central London so that handbags, purses, wallets, overcoats or other personal possessions and valuables must never be left unattended. Students are strongly advised to take out personal property insurance.

**Medical Insurance**

The School is covered under its Medical Malpractice and Public Liability insurance for claims for damages brought against it arising out of the actions of students who are registered with the School, or students on electives at the Hospital for Tropical Diseases or University College Hospital. This cover includes claims for bodily injury, mental injury, disease or death of any patient caused by negligence, error or omission, and includes Good Samaritan acts.

**Children**

Children are only permitted into the public access areas of the School and must never be left unsupervised. Under no circumstances may children be taken into laboratory areas.

**Animals**

Animals, except guide dogs, are not permitted onto any School site.

### 9.5 Student support and study facilities

**Student Charter**

LSHTM has a student charter, which you are encouraged to read – a copy should have been provided with your induction pack. This summarises the standards of service the School expects and aspires to offer students, as well as the standards of conduct which you should expect and aspire to follow in turn. The charter is available at [http://www.lshtm.ac.uk/edu/qualityassurance/student_charter.pdf](http://www.lshtm.ac.uk/edu/qualityassurance/student_charter.pdf)

**Student Support**

If you have a personal problem, there are many staff in the School who can help you – including your MSc Course Director, Personal Tutor, Teaching Support Office staff, Faculty Taught Course Director, Student Adviser (Welfare & Disability), Student Counsellor or the staff in Registry Services.

If you have any particular issues or if you anticipate any problems which might affect your learning or your ability to study, meet deadlines or sit written examinations, this must be discussed with your tutor, the MSc Course Director, the Student Adviser (Welfare & Disability) or the Head of Registry Services at the earliest opportunity so that suitable arrangements can be made. For example, if you have a specific medical condition that would affect your ability to submit assessments or sit examinations, the School must be advised as early as possible in order to ensure that appropriate arrangements can be made. Medical evidence will be required if special arrangements are applied for. If you do not have this, you should contact one of the members of staff listed above as soon as you arrive at the School. All discussions will be held in strictest confidence.

Student academic progress is reviewed by staff throughout the MSc course so that problems may be investigated at an early stage. If it is thought that a student is not progressing satisfactorily, they may be required to withdraw from the course.

**Student Advice & Counselling Service**

The Student Advice & Counselling Service is based in Keppel Street, and provides a non-judgmental space for students to discuss any concerns in confidence whether practical, financial or emotional. Frankie Edwards is the Student Adviser (Welfare and Disability) who is the first point of contact for impartial and confidential advice on a range of issues, such as immigration and visas, accommodation, disability, financial matters and other welfare matters. Contact: 020 7299 4706 or frankie.edwards@lshtm.ac.uk
Emma Nabavian is the Student Counsellor and is available to meet with any student who is suffering anxiety, stress or other concerns (study-related or otherwise), either for a one-off appointment, or for more regular counselling sessions (usually up to 8 sessions).

Contact: 020 7299 4705 or emma.nabavian@lshtm.ac.uk

If you would like to see either Frankie or Emma, we recommend that you contact them in advance to arrange an appointment.

Disability Support (including dyslexia support)
Disabled students can contact Frankie Edwards, the Student Adviser, who is available to provide confidential advice and support and to answer queries on disability or health-related matters at any point in their studies (even if they have not declared a disability on their application and enrolment forms). Support can include arranging study related assistance, advice on specialist equipment, or making recommendations for special arrangements, e.g. for course assessments and examinations, laboratory work, or field trips. Disabilities include physical or sensory impairments, long-term medical conditions, learning disabilities such as dyslexia or dyspraxia, and difficulties affecting emotional or mental well-being (whether a formally diagnosed psychiatric condition, or other forms of difficulty such as anxiety or depression).

Contact details for Frankie are above.

Health facilities
All students are eligible for free treatment under the UK’s National Health Service (NHS). It is very important that you register with a GP (General Practitioner) as soon as you can. Near the School, the Bedford Square Medical Centre at 60 Bloomsbury Street may be able to register you if you live in the following postcode areas: N1, (N4), N19, N5, N7, N16 NW1, NW2, NW3, NW5, NW8 W1, W2, WC1, WC2 E1, E2, E5, E8, E9, SW1. If you do not live in one of these postcodes, see the NHS website (www.nhs.uk) to find details of practices near your home. If you encounter any difficulty, please see the Student Adviser. Please also note that anyone (whether or not registered with a GP) can visit the Accident & Emergency department of an NHS hospital at any time, free of charge.

English for Academic Purposes
For those students whose first language is not English and who have less experience of using English in an academic context, the School provides a weekly programme of workshops in the use of English for Academic Purposes (EAP). Offered in Terms 1 and Term 2, these workshops are run by experienced EAP tutors who will also be able to provide some guidance for self-study. However the classes are not a guarantee that you will be successful in your studies, and you may need to seek additional support outside of the School.

Further information, and details of other support for English language use, can be found at http://intra.lshtm.ac.uk/tpd/taughtcourses/studentresources/english.html

Maths refresher classes
The School provides some maths refresher classes in Term 1. Further details will be provided during the Orientation Period. There are also self-study materials available in the relevant section at:
http://www.lshtm.ac.uk/edu/studyskills.html

Teaching rooms
Teaching at the School takes place not only in the School's accommodation, which is at several closely-located sites, but also in neighbouring facilities particularly those nearby on the University of London campus.

Computing Facilities
There are a number of dedicated computing rooms at the School – see http://www.lshtm.ac.uk/its/computerclassrooms/
Please be aware that these rooms are not always available for open access as they are often booked for formal teaching. Outside each room you will find a schedule which indicates times of availability, and a screen in the Keppel Street Common Room also displays computer availability. If computers are free during teaching, you may be allowed usage at the discretion of the tutor.

**Keppel St – 24-hour Access**
- 365 - 40 computers, 2 printers
- Room LG2 – 32 computers, 2 printers
- Room LG3 – 12 computers, 1 printer
- Room LG30 - 22 computers, 1 scanner, 1 printer
- Room LG31 - 26 computers, 1 scanner, 2 printers
- eLibrary - 11 computers, 1 printer

**15-17 Tavistock Place (Lower Ground Floor) – 24-hour Access**
- Room LG15 - 15 computers, 2 printers

The Common Room in Keppel Street also has PCs for checking e-mail only, and there is a terminal for checking PC availability in computer classrooms. Colour laser printing and scanner facilities are available in AVPS (LG 24A) and an e-mail address (pcsldes) is provided for this service.

Wireless network access is available throughout School premises for student laptops and other mobile devices.

The School provides a Computing Advisory Service as well as an IT Helpdesk, both offering IT advice and support (see http://www.lshtm.ac.uk/its/ and follow the appropriate link).

You will have access to laser printers in the computing rooms. At present the School does not charge students for printing; however this policy is kept under review and may be changed if printing loads increase. In the interests of the environment and future students, we monitor printer usage and request that you restrict printing to that which is really necessary; sensible use now will help us continue the policy of not charging.

**Library**
The Library is situated on the first floor of the Keppel Street building and provides a comprehensive collection of materials covering subjects taught in the School. In addition to printed books, reports and journals, all current journal subscriptions are available electronically, together with an increasing number of e-books and e-reports. These are available from any device with internet access. The Library’s ORC Service (Online Readings for Courses) enables students to access core readings via Moodle.

Library staff provide sessions at the start of the academic year to introduce students to the Library’s collections and services. Teaching sessions covering subject specific literature search skills and resources are provided in relevant modules. MSc students can also book appointments for one to one sessions with Library staff to help with their MSc Project Reports. Library staff are available to help throughout Library opening hours, you can also contact us via phone or email. The School's location in Bloomsbury makes visiting other academic libraries easy. Within 15 minutes walk are a number of world-class collections including those of UCL, the Wellcome Library, LSE, SOAS, the University of London and the British Library. Library staff can advise you on which other libraries may be of use to you and how to access them.

Links to our electronic resources and details of our services are available from the Library & Archives Service website: http://www.lshtm.ac.uk/library/

**Audio-visual and Printing Services**
The Audio-visual and Printing Services Unit is on the Lower Ground Floor of the Keppel Street Building. Students may get photocopying, laminating, report binding, artwork and slides prepared, but will have to pay for this service.
Refreshment Facilities
The Refectory in Keppel Street has a counter service and vending facilities. Food and drinks may be bought from the counter between 09.00 and 16.00 hours (Monday-Friday). Students with special dietary needs should contact the Catering Manager, Robert Lovesey. Vending machines are available in the Keppel Street Common Room 24 hours a day.

The Cafe in Tavistock Place offers a range of hot and cold sandwiches and beverages. The Cafe offers courtyard seating and is open between 08.00 and 16.00 hours (Monday-Friday).

Student Common Room
There is a student common room located in the basement of the Keppel Street Building.

Sports facilities
Although the School has no sports facilities of its own, its students may use all the facilities of the University of London Union and International Students' House which are within a few minutes' walk of the School.

University of London Union
The University of London Union (ULU) provides welfare, social, cultural and sports facilities for University of London students. The Union building in Malet Street is open to members of the Union and has a bar and refectory (open throughout the day), lounges, a swimming pool, gymnasium, rooms for billiards, table tennis, television and music, badminton and squash courts, an assembly hall and stage. There are also shops selling sportswear, stationery, food, drinks and general items, and there are cash machines, travel facilities and an optician. Membership is free to all students registered at the School. Full information on ULU services is on their website at www.ulu.co.uk.
APPENDIX I:
Module Information
MODULE INFORMATION

Descriptions of LSE’s courses can be found online at http://www.lse.ac.uk/resources/calendar/courseGuides/graduate.htm.

Descriptions of LSHTM’s modules can be found online at http://www.lshtm.ac.uk/study/msc_module_handbook/index.html (note that you cannot take all modules, consult the tables below to ascertain which modules you are allowed to take).

For the latest information on timetabling of LSE courses, please also consult LSE’s timetable pages (http://www.lse.ac.uk/collections/timetables/).

Table 1:
Term 1/Michaelmas Term - Module/Course Options

<table>
<thead>
<tr>
<th>Course/Module title</th>
<th>LSHTM Code (LSE code)</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Week</td>
<td></td>
<td>✓✓</td>
</tr>
<tr>
<td>Financing Health Care</td>
<td>(SA407)</td>
<td>✓✓</td>
</tr>
<tr>
<td><em>Wed am LSE (Seminars: Wed or Thurs am/pm)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Services</td>
<td>1107</td>
<td>✓✓</td>
</tr>
<tr>
<td><em>(Fri am LSHTM)</em></td>
<td>(SA4Q2)</td>
<td></td>
</tr>
<tr>
<td>Basic Epidemiology: EPH &amp; PHP</td>
<td>2001</td>
<td>✓*</td>
</tr>
<tr>
<td><em>(Tues am LSHTM)</em></td>
<td>(SA4Q5)</td>
<td></td>
</tr>
<tr>
<td>Issues in Public Health</td>
<td>1123</td>
<td>✓*</td>
</tr>
<tr>
<td><em>(Tues pm LSHTM)</em></td>
<td>(SA4Q9)</td>
<td></td>
</tr>
<tr>
<td>Health Policy, Process &amp; Power</td>
<td>1117</td>
<td>✓*</td>
</tr>
<tr>
<td><em>(Weds pm LSHTM)</em></td>
<td>(SA4Q4)</td>
<td></td>
</tr>
<tr>
<td>Health Economics</td>
<td>(SA408)</td>
<td>✓*</td>
</tr>
<tr>
<td><em>(Mon pm LSE)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pharmaceutical Economics and Policy</td>
<td>(SA427)</td>
<td>✓*</td>
</tr>
<tr>
<td><em>Tues am LSE (Seminars Tues am/pm or Wed am)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundations of Health Policy</td>
<td>(SA447)</td>
<td>✓*</td>
</tr>
<tr>
<td><em>Tues pm LSE (Seminars Tues am/pm or Wed am)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valuing Health</td>
<td>(SA4D3)</td>
<td>●</td>
</tr>
<tr>
<td><em>Tues pm LSE (Seminars Thurs pm LSE)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demography of the Developing World</td>
<td>(SA493)</td>
<td>○</td>
</tr>
<tr>
<td><em>(Thurs am &amp; pm LSE)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIV/AIDS and Other Emerging Health Threats</td>
<td>(DV421)</td>
<td>○</td>
</tr>
<tr>
<td><em>(Mon pm LSE)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course/Module title</td>
<td>LSHTM Code (LSE code)</td>
<td>Availability</td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td>-----------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Development Management (Mon am LSE)</td>
<td>(DV431)</td>
<td>○</td>
</tr>
<tr>
<td>Health and Population in Contemporary and Developed Societies (Mon am LSE)</td>
<td>(SA4D1)</td>
<td>○</td>
</tr>
<tr>
<td>Population Analysis: Methods and Models (Thus am LSE)</td>
<td>(SA481)</td>
<td>○</td>
</tr>
<tr>
<td>Public Economics (Mon pm/Tues am LSE)</td>
<td>(EC426)</td>
<td>○</td>
</tr>
<tr>
<td>Social Policy: Goals and Issues (Fri am LSE)</td>
<td>(SA488)</td>
<td>○</td>
</tr>
<tr>
<td>Social Security Policies (Thurs/Fri pm LSE)</td>
<td>(SA409)</td>
<td>○</td>
</tr>
<tr>
<td>Introduction to Computing (Weeks 2-5 LSHTM)</td>
<td>2017</td>
<td>●#</td>
</tr>
<tr>
<td>Global Health Lecture Series (Mondays 5.15pm, weekly, Terms 1 &amp; 2, LSHTM)</td>
<td>2019</td>
<td>●#</td>
</tr>
</tbody>
</table>

- ✔️ = Compulsory for the MSc
- ✔️* = Semi Compulsory (must pick one 0.5 unit from three at LSE and one 0.5 unit from three at LSHTM)
- ● = Recommended for the MSc
- ○ = Optional for the MSc (non core courses up to the value of 1 full unit/ two 0.5 units may be taken). A maximum of one 0.5 unit at LSHTM and one 0.5 unit at LSE may be taken. Students must consult with their Course Director before taking optional modules/courses.
- FU = Full Unit LSE course (running throughout Terms 1 and 2). All other LSE courses are Half Units.
- ●# = not assessed and not counting towards final degree (additional modules) but recommended for some students.

**Table 2:**
Term 2/ Lent Term - Module/Course Options; **LSE only (10 week linear courses)**
<table>
<thead>
<tr>
<th><strong>Course/Module Title</strong></th>
<th><strong>(LSE code)</strong></th>
<th><strong>Availability</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LSE only (10 week linear courses)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Health Economics</td>
<td>Tues am LSE</td>
<td>(SA4E9) ●</td>
</tr>
<tr>
<td>Measuring Health System Performance</td>
<td>Wed am LSE</td>
<td>(SA4D4) ●</td>
</tr>
<tr>
<td>Health Systems and Policies in Developing Countries</td>
<td>Tues pm &amp; Thurs am or pm LSE</td>
<td>(SA4D6) ●</td>
</tr>
<tr>
<td>Statistical Methods in Health Care Economic Evaluation</td>
<td>Fri pm LSE</td>
<td>(SA4C3) ●</td>
</tr>
<tr>
<td>Cost-effectiveness Analysis in Health Care</td>
<td>Fri am LSE</td>
<td>(SA4C4) ○</td>
</tr>
<tr>
<td>African Development</td>
<td>Tues pm LSE</td>
<td>(DV418) ○</td>
</tr>
<tr>
<td>Globalisation and Social Policy</td>
<td>Wed am LSE</td>
<td>(SA4C8) ○</td>
</tr>
<tr>
<td>Health and Population in Developing &amp; Transitional Societies</td>
<td>Thurs am LSE</td>
<td>(SA4D2) ○</td>
</tr>
<tr>
<td>Policy–making in the European Union</td>
<td>Mon pm LSE</td>
<td>(EU421) ○</td>
</tr>
<tr>
<td>Social Exclusion, Inequality and the ‘Underclass’ Debate</td>
<td>Fri pm LSE</td>
<td>(SA429) ○</td>
</tr>
<tr>
<td>Social Rights and Human Welfare</td>
<td>Thurs pm LSE</td>
<td>(SA4D5) ○</td>
</tr>
<tr>
<td>US Health Policy</td>
<td>Thurs pm LSE</td>
<td>(SA4F3) ○</td>
</tr>
</tbody>
</table>

● = **Recommended** for the MSc

○ = **Optional** for the MSc (non core courses up to the value of 1 full unit/ two 0.5 units may be taken). A maximum of one 0.5 unit at LSHTM and one 0.5 unit at LSE may be taken. Students must consult with their Course Director before taking optional modules/courses.

---

**Tables 3-4:**
**Term 2/ Lent Term - Module/Course Options; LSHTM only (modules)**
### C1: LSHTM only
**Monday-Wednesday [7 January- 6 February 2013]**

<table>
<thead>
<tr>
<th>Course/Module Title</th>
<th>LSHTM code (LSE Code)</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designing Disease Control Programmes in Developing Countries</td>
<td>3457 (SA4U5)</td>
<td>o</td>
</tr>
<tr>
<td>Economic Analysis for Health Policy</td>
<td>1504 (SA4S3)</td>
<td>●</td>
</tr>
<tr>
<td>Epidemiology &amp; Control of Malaria</td>
<td>3195 (SA4W5)</td>
<td>o</td>
</tr>
<tr>
<td>Health Care Evaluation</td>
<td>1400 (SA4R5)</td>
<td>o</td>
</tr>
<tr>
<td>Study Design: Writing a Study Proposal</td>
<td>2400 (SA4T6)</td>
<td>o</td>
</tr>
</tbody>
</table>

### C2: LSHTM only
**Wednesday-Friday [9 January-8 February 2013]**

<table>
<thead>
<tr>
<th>Course/Module Title</th>
<th>LSHTM code (LSE Code)</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytical Models for Decision Making</td>
<td>1606 (SA4S4)</td>
<td>●</td>
</tr>
<tr>
<td>Conflict and Health</td>
<td>1402 (SA4R7)</td>
<td>●</td>
</tr>
<tr>
<td>Design &amp; Analysis of Epidemiological Studies</td>
<td>2417 (SA4T9)</td>
<td>o</td>
</tr>
<tr>
<td>Family Planning Programmes</td>
<td>2401 (SA4T7)</td>
<td>o</td>
</tr>
<tr>
<td>History &amp; Health</td>
<td>1401 (SA4R6)</td>
<td>o</td>
</tr>
<tr>
<td>Population, Poverty and Environment</td>
<td>2436 (SA4Q8)</td>
<td>o</td>
</tr>
<tr>
<td>Qualitative Methodologies</td>
<td>1700 (SA4S7)</td>
<td>o</td>
</tr>
</tbody>
</table>

### D1: LSHTM only
<table>
<thead>
<tr>
<th>Course/Module Title</th>
<th>LSHTM code (LSE Code)</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Communicable Disease Control</td>
<td>1454 (SA4U4)</td>
<td>O</td>
</tr>
<tr>
<td>Current Issues in Safe Motherhood &amp; Perinatal Health</td>
<td>2459 (SA4U6)</td>
<td>O</td>
</tr>
<tr>
<td>Economic Evaluation</td>
<td>1501 (SA4R9)</td>
<td>●</td>
</tr>
<tr>
<td>Epidemiology of Non-Communicable Diseases</td>
<td>2407 (SA4T8)</td>
<td>O</td>
</tr>
<tr>
<td>Medical Anthropology and Public Health</td>
<td>1802 (SA4T1)</td>
<td>O</td>
</tr>
<tr>
<td>Nutrition in Emergencies</td>
<td>2451 (SA4X3)</td>
<td>O</td>
</tr>
<tr>
<td>Sociological Approaches to Health</td>
<td>1803 (SA4T2)</td>
<td>O</td>
</tr>
<tr>
<td>Tropical Environmental Health</td>
<td>3434 (SA4W6)</td>
<td>O</td>
</tr>
<tr>
<td><strong>D1: LSHTM only</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Wednesday-Friday [20 February-22 March 2013]</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Epidemiology</td>
<td>1301 (SA4R1)</td>
<td>O</td>
</tr>
<tr>
<td>Epidemiology &amp; Control of Communicable Diseases</td>
<td>2437 (SA4U3)</td>
<td>O</td>
</tr>
<tr>
<td>Ethics, Public Health &amp; Human Rights</td>
<td>3189 (SA4W3)</td>
<td>O</td>
</tr>
<tr>
<td>Globalisation &amp; Health</td>
<td>1503 (SA4S2)</td>
<td>●</td>
</tr>
<tr>
<td>Organisational Management</td>
<td>1403 (SA4R8)</td>
<td>●</td>
</tr>
<tr>
<td>Reviewing the Literature</td>
<td>1701 (SA4S8)</td>
<td>O</td>
</tr>
<tr>
<td>Sexual Health</td>
<td>1804 (SA4T3)</td>
<td>O</td>
</tr>
</tbody>
</table>

**Table 5:**

**Term 3/Summer Term - Module/Course Options; LSHTM only (modules)**
### E: LSHTM only

**Monday–Wednesday 15 April – 15 May 2013**

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIDS</td>
<td>3174 (SA4W2)</td>
<td>○</td>
</tr>
<tr>
<td>Analysing Survey &amp; Population Data</td>
<td>2468 (SA4U9)</td>
<td>○</td>
</tr>
<tr>
<td>Control of Reproductive Tract Infections/Sexually Transmitted Infections</td>
<td>3192 (SA4W4)</td>
<td>○</td>
</tr>
<tr>
<td>Environmental Health Policy</td>
<td>1300 (SA4X2)</td>
<td>○</td>
</tr>
<tr>
<td>Integrating Module: Health Promotion</td>
<td>1806 (SA4T4)</td>
<td>○</td>
</tr>
<tr>
<td>Integrating Module: Health Services Management</td>
<td>1607 (SA4S5)</td>
<td>○</td>
</tr>
<tr>
<td>Principles and Practice of Public Health</td>
<td>1608 (SA4V1)</td>
<td>○</td>
</tr>
<tr>
<td>Proposal Development</td>
<td>1702 (SA4S9)</td>
<td>○</td>
</tr>
</tbody>
</table>

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APPENDIX II:

Information from the London School of Hygiene and Tropical Medicine
History of the School

Origins
In 1921 Dr Christopher Addison, the first United Kingdom Minister of Health, appointed the Athlone Committee to enquire into post-graduate medical education. The Committee recommended the creation of an Institute of Hygiene in the University of London to provide instruction in public health and related subjects. At the same time, the London School of Tropical Medicine, founded in 1899 at the Albert Dock Hospital on the initiative of Patrick Manson, moved to a new site in Bloomsbury near to an area being developed by the University. Discussions took place which led to the decision to combine the two institutions and in 1924 the London School of Hygiene & Tropical Medicine was established by Royal Charter. The Rockefeller Foundation provided two million dollars for the building while the British Government assumed the responsibility for its annual running costs.

The Building
The foundation stone of the present building was laid by Neville Chamberlain, then Minister of Health, on 7th July, 1926 and the School was formally opened by the Prince of Wales on 18th July 1929. The stonework around the building includes the names of 23 pioneers in public and tropical health and the balconies are adorned with gilt bronze castings of rats, snakes, mosquitoes, ticks, fleas, lice, mites and tsetse flies – all animals dangerous to human health.

Over the front door a stone medallion shows Artemis, the Greek goddess, whose care extended over the young of every species and who, at Ephesus, was worshipped as universal mother. She is shown guiding a chariot, while her twin brother Apollo, the sun-god, also venerated as a god of healing, shoots arrows from his bow. The arrows are the healing rays of the sun which disperse disease-laden mists. The date palm in the background symbolises the tropics. The design of this medallion is also the seal of the School and the School’s motif. It was based on an old Sicilian coin which was struck to celebrate the deliverance of the city from pestilence caused by the stagnation of the waters of the river.

Development
The first Director, Sir Andrew Balfour, a major figure in tropical medicine, was succeeded in 1931 by the first Dean (later Sir) Wilson Jameson at the time of the School’s recognition as part of the University of London in the Faculties of Medicine and Science. Jameson developed the Department of Public Health and later, as the Chief Medical Officer of the Ministry of Health, was one of the planners of the National Health Service (NHS). In 1934, the Ross Institute, established in 1923 by private subscription to further the work of Ronald Ross, discoverer of the transmission of malaria by mosquitoes, was amalgamated with the School.

Links with other Institutions
The School has many links with institutions in the UK and overseas. In the UK this includes other universities, local NHS organisations and research organisations such as the UK Research Councils and the Wellcome Trust. Links also exist with other institutes of the University, especially the other Bloomsbury colleges and the London School of Economics. In the international field, the School has a strong reputation in public health and works with major donors such as DFID, the Bill and Melinda Gates Foundation and the European Union. Many members of the School act as consultants to the World Health Organisation, the World Bank and other international organisations and a number of WHO collaborating centres are situated in the School.

Organisation
The School is a self-governing college of the University of London, see http://www.london.ac.uk/aboutus. It is governed by a Council. The Director, Professor Baron Peter Piot, who is responsible for the administration of the School, is advised by the Senate and is Executive Officer of the Council. There are three academic Faculties: Epidemiology & Population
Health, Infectious & Tropical Diseases and Public Health & Policy. Information on each Faculty, including its staff and its research and teaching activities, can be found on the School’s website.

Faculty of Public Health and Policy

The aim of the Faculty of Public Health and Policy is the improvement of global health through research, teaching and the provision of advice in the areas of health policy, health systems and services, and individual, social and environmental influences on health. Interests and activities embrace the health needs of people living in countries at all levels of development.
The Faculty is the largest multi-disciplinary public health group in Europe, with a total of over 220 staff including epidemiologists, public health physicians, economists, policy analysts, anthropologists, sociologists, historians, psychologists, statisticians and mathematicians.

The Faculty's research programmes, with an annual spend of over £7m, focus on public health problems of importance both globally and in the UK, and build on an extensive network of collaborations. The research programmes exploit multidisciplinary and multi-method approaches, generate new knowledge for specific contexts and test transferability to different settings, and engage with policymakers and providers of health care to ensure research is relevant and translated into practice.

The Faculty is renowned for its influential research in diverse areas concerned with global health such as:

- Understanding the policy-making process in health and using this understanding to improve the quality of public decision-making
- Evaluating ways of improving health system performance in countries across the world, from the UK to fragile states such as Afghanistan
- Improving the quality, organisation and management of health services
- Using economic and epidemiological analysis to guide disease prevention and treatment in areas such as malaria, HIV/AIDS, TB, vaccine-preventable diseases, child health, and cancers
- Pioneering ways of using routine data to evaluate and improve service quality in areas such as surgery
- Understanding the influences on health of individual behaviours including sexual practices, drug use, and gender violence, and evaluating behavioural change interventions
- Assessing the effect of environmental factors on health, especially climate change, air pollution, housing and transport, and evaluating public health policies in these areas
- Understanding global influences on health and health systems including the role of transnational companies such as the tobacco industry, and the spread of pandemic diseases.

The Faculty hosts School Centres in the areas of History in Public Health, Research on Drugs and Health Behaviours, Spatial Analysis in Public Health, Global Change and Health, Health of Societies in Transition (ECOHOST), and Gender Violence and Health. In addition staff participate in Centres based in other Faculties, notably the Malaria Centre and the Centre for the Mathematical Modelling of Infectious Disease.

The Faculty's teaching programmes encompass both London-based and distance learning MSc programmes. Around 130 students every year take the London-based MSc in Public Health, following a general public health stream or focusing on health services management, health promotion, environmental health, health services research, or health economics. A further 100 or so students follow MSc programmes which are cross-faculty - the MScs in Public Health in Developing Countries and Control of Infectious Diseases. A joint programme with the London School of Economics, the MSc in Health Policy, Planning and Financing, offers the opportunity for around 40 students each year to focus on the disciplines relevant to health policy. Around 800 students worldwide follow the Faculty’s MSc Public Health by distance learning, combining their normal work with part-time study. These varied MSc programmes offer an unparalleled degree of choice, both amongst the teaching modules offered by Department staff and those offered by the other two departments.

The Faculty has a thriving research degree programme, of around 140 students. The PhD programme is designed for those who plan a career in research, while a DrPH provides doctoral level training for those who will be health decision-makers. Students commonly divide their time between study in London with their supervisor, and undertaking a research project, often in another country.

In keeping with its focus on the interface between scientific research, policy and practice, Faculty staff re engaged in a very wide range of policy-influencing roles, including membership of key
government advisory groups, leadership of professional bodies, membership of research funding bodies, and provision of expert advice to global health institutions.
APPENDIX III:

Guidance on preparation for assessments
What we look for in good assessments
When reading or listening to your work, examiners look for several different things. The main dimensions are listed below. Note that, where appropriate, you are expected to give your own opinion of the material you read and the main debates in an area. We want to hear your own view — not just a simple description. If you are uncertain about what is needed, you should discuss these criteria with your tutor.

<table>
<thead>
<tr>
<th>GOOD ANSWERS</th>
<th>POOR ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rigorous, relevant to question</td>
<td>ARGUMENTS</td>
</tr>
<tr>
<td>Clear, logical</td>
<td>STRUCTURE</td>
</tr>
<tr>
<td>Relevant, selective</td>
<td>USE OF SOURCES</td>
</tr>
<tr>
<td>Imaginative interpretation</td>
<td></td>
</tr>
<tr>
<td>Critical approach to both theory and methods used in sources</td>
<td>UNDERSTANDING</td>
</tr>
<tr>
<td>Deep, developing own ideas</td>
<td></td>
</tr>
<tr>
<td>Fluent, clear</td>
<td>STYLE</td>
</tr>
<tr>
<td>Correctly cited</td>
<td>REFERENCES</td>
</tr>
<tr>
<td>Legible, correct length</td>
<td>PRESENTATION</td>
</tr>
</tbody>
</table>

(Students will not be penalized for imperfect use of English, as long as the level is reasonably adequate and comprehensible.)
The Academic Writing handbook gives further guidance on the above areas – including tips about answering questions appropriately, structuring and presenting your work, language skills and standards, citing and referencing, etc. This is available at:
http://www.lshtm.ac.uk/edu/qualityassurance/academicwritinghandbook.pdf

Preparing for the summer examinations
The term 3 timetable is arranged to allow you substantial revision time – in the second half of the first five weeks of the term, and in the period between the end of teaching and the exams in early June. Your course will usually schedule some specific classes or revision sessions during this period to help you prepare – but you will still need to plan and structure your time so that you cover everything that you want to. You are strongly encouraged to spend as much time on intensive revision in this period as you have done when studying modules earlier in the year. Many people find the following helpful:

- Make yourself a revision timetable. Plan to do the same amount of revision for each of the main subjects on which you will be examined. Do not spend a lot more time revising the subjects you like best or find easiest nor spend all your time on the subjects you find most difficult.
- Look at past papers or specimen papers (available via Moodle) to see the types of question that are being set and how much choice you will have. But check with your MSc Course Director that the examination format has not recently been changed.
- Do not try revising absolutely everything you have been taught in each subject. Choose a smaller set of topics - ones which you know most about or are most relevant to you - but also make quite sure that these will give you enough choice in the examination itself. Then concentrate your revision efforts on these.
- Finally, do make sure that you don’t spend every minute on revision - your mind needs a rest and your body needs exercise.

Exam techniques
How well you do in unseen written examinations is mainly determined by how well you have learned and understood the material covered in your course. Examination technique, however, is also important if you are to do yourself full justice and you may find the following helpful:

- First, read the paper right through to the end, then go back and read the instructions again (even if you think that you know how many questions are to be answered). Turn the examination paper over and make sure that you have read all the questions. Notice very carefully:
  - If any questions are compulsory
  - If you must answer at least one question from each section
  - If you are only allowed to answer a maximum number of questions from any one section.
- Always answer the required number of questions.
- Before you start writing, choose all the questions you are going to answer. In this way you avoid realising, when you have answered one or two questions that you should really have answered different ones. Reread your chosen questions very carefully. Some questions that look easy at first glance turn out to be very hard on a second look. See if other apparently difficult questions would actually be easier to answer well.
- Plan how you are going to spend the time that you have available. Look carefully at the instructions to see whether all questions carry equal weight; if one has twice the weight of all the others it is normally sensible to spend about twice as much time answering it.
- One of the easiest ways to lose marks is by not answering the question. Read the question carefully, particularly if it looks similar to one that you have seen in a past paper - it might contain small changes that completely alter what is wanted. Think carefully about the meaning of key words such as list, describe, compare, contrast, discuss, explain.
- In any written examination you should spend perhaps a sixth of your time just thinking and planning and not writing answers at all. In a three-hour examination, spend the first 10 minutes studying the whole paper carefully, reading the instructions and selecting the questions you are going to answer.
• Before you answer each of the questions you have chosen, spend 5 -10 minutes developing a plan. Decide which facts and arguments you are going to present and draw up an outline of a logical, coherent and well-argued answer. Once you start writing you can if necessary add any additional thoughts to your plan, but you should have a firm structure in place before you start. Remember that a good answer is not a list of everything you know about the subject!

• Remember that some questions contain several parts and you will be marked down heavily if you only answer some of them. Study the question carefully, identify its main components and plan an answer to each of them.

• If English is not your first language, you may worry that you will both read and write more slowly than your colleagues do. Even if this is the case, remember that you can always get good grades for writing clear, critical and well-organised answers containing all the key facts and arguments even if they are expressed briefly. It is easy to write at great length and actually say very little.

• If you write anything that you do not wish the examiners to mark, cross it out clearly. In particular, if you start a question and then, after a few minutes, realise that you cannot answer it, make sure that it is crossed out. Otherwise these few lines may be marked and your final, brilliant answer ignored.

• And finally, get the practical things right. Find out where and when the examination is to be held and allow more than enough time to get there - even if the Underground is closed or the bus breaks down. Bring several pens that write and a calculator that works (if you need and are allowed one). Do not take anything into the examination room that could possibly lead to you being accused of cheating. Ignore what everyone else is doing, think and plan before you write and, above all, don’t panic!

Avoiding plagiarism – a worked example
This section runs through some examples of how to cite and reference the work of others in your own work, to demonstrate what is and is not permissible. The author-date (Harvard) style has been used throughout, but the same basic principles will apply if using alternative referencing styles.

Original material to be quoted
Let’s say you want to refer to a paper by El-Sadr concerning the treatment of tuberculosis. This is the original version, as written in her article:

―One of the most important issues that remain controversial is whether 6 months of treatment with regimens that include rifampin can effectively and safely treat HIV-related tuberculosis. The ability to use this short-course regimen for HIV-infected patients could allow programs to provide DOT to a larger number of patients, and it also would allow programmatic efficiency in the treatment of patients both with and without HIV infection with the same duration of therapy.‖


An acceptable approach – direct quotation with citation
If you want to quote exactly what an author has said, you must include the quotation inside inverted commas followed by a citation. The most usual way to do this is as an embedded quotation:

As El-Sadr notes, “One of the most important issues that remain controversial is whether 6 months of treatment with regimens that include rifampin can effectively and safely treat HIV-related tuberculosis.” (El-Sadr et al. 2001).

Note that the section quoted word for word is inside inverted commas.
An alternative way to present a word-for-word quotation (particularly a lengthy one) is as a separated indented paragraph:

“One of the most important issues that remain controversial is whether 6 months of treatment with regimens that include rifampin can effectively and safely treat HIV-related tuberculosis. The ability to use this short-course regimen for HIV-infected patients could allow programs to provide DOT to a larger number of patients, and it also would allow programmatic efficiency in the treatment of patients both with and without HIV infection with the same duration of therapy.” (El-Sadr et al. 2001).

Other alternative forms of presentation use italics to indicate quoted text. This is also fine but the quotation should still be inside inverted commas.

*An acceptable approach – paraphrasing with citation*

If you want to refer to El-Sadr’s idea but not to quote her entire sentence or paragraph then you can paraphrase (rewrite the text in your own words), but *must also cite the source*. When paraphrasing, you should always check your wording against the original idea – to ensure that the author’s original meaning is conveyed accurately and unambiguously. For example, this would be acceptable:

There is debate concerning the use of short-course regimens to treat tuberculosis in people with HIV infection (El-Sadr et al. 2001).

*An unacceptable approach – direct quotation without indication*

If you quote a sentence word-for-word from another author, then you must make it clear that it is a quotation. The following would *not* be acceptable, because the word-for-word quotation is not indicated by inverted commas:

One of the most important issues that remain controversial is whether 6 months of treatment with regimens that include rifampin can effectively and safely treat HIV-related tuberculosis. (El-Sadr et al. 2001).

Note that even though a citation has been given, the lack of quotation marks is misleading and makes it appear as if you have paraphrased rather than quoted. This counts as plagiarism.

The following would likewise *not* be acceptable:

One of the most important issues that remain controversial is whether 6 months of treatment with regimens that include rifampin can effectively and safely treat HIV-related tuberculosis. The ability to use this short-course regimen for HIV-infected patients could allow programs to provide DOT to a larger number of patients, and it also would allow programmatic efficiency in the treatment of patients both with and without HIV infection with the same duration of therapy.

This is a particularly poor use of the source material; not only are there no inverted commas to indicate a quotation, but the authors are not cited at all so you are effectively claiming that this is your original idea.

*An unacceptable approach – editing without indication or citation*

It is also not sufficient just to change a few words. The following would still be regarded as inappropriate:

One of the key issues that remain controversial is whether 6 months of treatment with drugs including rifampin can effectively and safely treat HIV-related tuberculosis. Use of this short-course regimen for HIV-infected patients could allow programs to provide DOT to more patients, and it also would allow programmatic efficiency in the treatment of patients both with and without HIV infection with the same duration of therapy. (El-Sadr et al. 2001)
Note that the words used above remain effectively the original authors’ words, and have not been paraphrased in your own words, just edited very slightly. The lack of quotation marks is misleading as it makes it look like you have put the authors’ idea in your own words; this counts as plagiarism.

Were such an edited quote to be presented without quotation marks and also without a citation at the end, this would be an even stronger case of plagiarism.

What to put in the reference list
In all the above cases, you should include an appropriately-formatted full reference in the reference list at the end of your work, e.g. like:


Full details about how to do this are given in the Academic Writing handbook. Remember that the appropriate reference format should vary depending on the type of source — the above example is for a journal article, but this would look different depending on whether it was perhaps a book, or a webpage, or an NGO report, or some other type of material.
APPENDIX IV:

Information from the London School of Economics relating to:

(i) the School;
(ii) the Department of Social Policy

Programme Director:
Dr Mrigesh Bhatia
Room OLD 2.34, email: m.r.bhatia@lse.ac.uk, ext. 6416

Programme Administrator:
Errol Lobo
Room OLD 2.54, email: e.w.lobo@lse.ac.uk, ext. 6650
September 2012

Dear Social Policy Student

I would like to welcome you to the London School of Economics and to the Department of Social Policy. I hope your time here will be both rewarding and stimulating and that you will soon feel comfortable in this new environment.

All new students have to cope with a massive amount of information – some of which you have already been sent and which you will continue to receive (increasingly this will be sent to you by e-mail).

What follows are the parts that we feel will be of maximum use to you in the first hectic days and weeks at LSE, together with information that is specific to the Department and to your own programme of study.

It also contains a considerable amount of information that will be useful whilst you are here so please keep it safely for reference.

What we cannot do is to explain simply how to get to the numerous locations you will need to find, although helpful maps are displayed throughout all the buildings and on the LSE website. The School has grown over time and is an amalgam of separate buildings, some of which are linked by bridges but most of which are a network of ‘hidden’ corridors. It can be confusing at first – but you will soon find your way around.

You will find the 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.

Enjoy your time here!

Yours sincerely

[Signature]

Professor Tim Newburn
Head of Department

Disclaimer
Every effort has been made to ensure that the information in this handbook is correct and up-to-date at the time of publication (September 2012). Circumstances may change subsequent to publication. The online version of the handbook, which may be adjusted from time to time throughout the year, is the definitive version: in the case of differences between versions, the online version should be considered authoritative. If any of the information in this handbook differs from other sources of information that you have accessed/received, you should consult your Programme Director or Programme Administrator for clarification.
Contents

The Essentials ........................................................................................................................................ 1
  Term dates 2012/13 .............................................................................................................................. 1
  Arrival and Orientation ....................................................................................................................... 1
  LSE for You ........................................................................................................................................ 1
  Moodle ................................................................................................................................................ 2
  Outlook (email) ................................................................................................................................. 2
  sQuid .................................................................................................................................................. 2
  LSE Social .......................................................................................................................................... 2
  LSE website ...................................................................................................................................... 2

A Useful A to Z .................................................................................................................................... 3
  Accommodation Office ....................................................................................................................... 3
  Alumni Association ............................................................................................................................. 3
  Business Continuity Management ....................................................................................................... 3
  Careers Service .................................................................................................................................. 4
  Catering Services ............................................................................................................................... 4
  Chaplaincy ......................................................................................................................................... 5
  Counselling Service ............................................................................................................................ 5
  Deans of Undergraduate and Graduate Studies .................................................................................. 5
  Disability and Well-being Service ...................................................................................................... 5
  Equality and Diversity ....................................................................................................................... 6
  Fees and Student Finance ................................................................................................................... 7
  Financial Support Office ..................................................................................................................... 7
  Graduation ......................................................................................................................................... 7
  Health and Safety ............................................................................................................................... 8
  Health Centre ..................................................................................................................................... 8
  International Student Immigration Office .......................................................................................... 8
  IT Services ......................................................................................................................................... 9
  Language Centre ............................................................................................................................... 9
  Library access ................................................................................................................................... 10
  Nursery Facilities ............................................................................................................................... 11
  Policies and Procedures ...................................................................................................................... 11
  Public Lectures and Events ................................................................................................................ 12
  Registration ....................................................................................................................................... 12
  Regulations and Codes of Practice - The Calendar ........................................................................ 13
  Security, Reception and Porters .......................................................................................................... 14
  Students’ Union ................................................................................................................................. 14
  Student Services Centre .................................................................................................................... 16
  Sustainable LSE ................................................................................................................................. 16
  Teaching and Learning Centre ........................................................................................................... 16
  Teaching Quality Assurance and Review Office ................................................................................. 17
  Timetables ......................................................................................................................................... 17
  Volunteer Centre ............................................................................................................................... 18
  Waterstone’s Economist’s Bookshop ................................................................................................... 18
  Widening Participation ....................................................................................................................... 18

Introduction to the Department ........................................................................................................ 21
  What is social policy? ......................................................................................................................... 21
  About the Department ....................................................................................................................... 21
  The present ....................................................................................................................................... 22

Communication and Networking ...................................................................................................... 23
  Keeping in touch ............................................................................................................................... 23
<table>
<thead>
<tr>
<th>Sources of information</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socialising</td>
<td>24</td>
</tr>
<tr>
<td>Department committees and student representation</td>
<td>26</td>
</tr>
<tr>
<td>Teaching, supervision and support</td>
<td>27</td>
</tr>
<tr>
<td>Requesting written references</td>
<td>29</td>
</tr>
</tbody>
</table>

**Basic Study Skills**                                                                 | 30 |
| Note-taking                                                                            | 30 |
| Writing a good essay                                                                  | 30 |
| Citation and referencing                                                               | 31 |
| Seminar presentations                                                                  | 33 |

**The Dissertation**                                                                  | 34 |
| Guidance notes for MSc dissertations/long essays                                      | 34 |
| Personal safety and risk assessment                                                    | 41 |
| Research ethics                                                                        | 42 |
| Research methods                                                                       | 43 |

**Plagiarism**                                                                          | 45 |
| Defining plagiarism                                                                     | 45 |
| Avoiding plagiarism                                                                     | 46 |
| Detection of plagiarism                                                                 | 46 |

**Examination and Assessment**                                                          | 48 |
| Formative coursework                                                                    | 48 |
| Summative coursework                                                                    | 48 |
| Examinations                                                                           | 51 |
| Marking procedures                                                                      | 52 |
| Scheme for the Award of a Taught Masters Degree                                        | 52 |

**Funds and Awards**                                                                    | 57 |
| Hardship funds                                                                         | 57 |
| Prizes                                                                                | 57 |

**Marking Framework: MSc Programmes**                                                    | 61 |

**Summative Coursework Cover Sheet**                                                      | 63 |

**Summative Coursework Declaration Form**                                                | 64 |
Department of Social Policy

The School
The Essentials

Term dates 2012/13

http://www2.lse.ac.uk/termdates

Michaelmas Term
Thursday 4 October - Friday 14 December 2012

Lent Term
Monday 14 January - Friday 22 March 2013

Summer Term
Monday 29 April - Friday 5 July 2013

School closures
Christmas Friday 21 December 2012 - Monday 31 December 2012
New Year’s Day holiday Tuesday 1 January 2013
Easter holiday closure Thursday 28 March - Wednesday 3 April 2013
English Public holidays Monday 6 May, Monday 27 May, Monday 26 August 2013

Arrival and Orientation

http://www2.lse.ac.uk/intranet/students/yourFirstWeeks/home.aspx
http://www2.lse.ac.uk/intranet/students/yourFirstWeeks/orientation/home.aspx

The Your First Weeks and Orientation sections of the School’s website are designed to give you essential information to make the most of your time at the School. Your First Weeks 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. Orientation can refer you to details of Orientation events taking place at the start of the academic year (including those specific to your department), the Students' Union Freshers' Fair, as well as central School Orientation events. The Orientation information also refers you to details of when your registration session will take place and what you need to bring with you to successfully register on your programme.

LSE for You

http://www2.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 change your personal details*
- reset your Library and network passwords
- monitor and pay your tuition fees online
- check your exam results

You can also access online tutorials on how to navigate and personalise LSE for You via its login page. Use your LSE network username and password to login.
Please keep your personal details up to date so that you can be contacted if necessary.

Moodle

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. Not all teachers choose to use Moodle.

Moodle can be accessed from any computer connected to the internet, on and off campus. To access Moodle go to http://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.

Outlook (email)

The School will use your LSE email address to communicate with you so you should check it regularly. We recommend that you develop a filing system, frequently deleting and archiving mail to ensure you stay within your email storage limit. The email program, 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 on how to do this visit www.lse.ac.uk/itservices/remote.

sQuid

http://www.squidcard.com/LSE

sQuid provides the option for contactless payment for goods and services on campus using your student ID card. Your card can be topped up with money online and used at a variety of vendors on the LSE campus. In order to top your card up with funds, first visit the sQuid website and register your card. You will then be able to add funds using a credit card, debit card or through a transfer from your bank account.

LSE Social

http://www2.lse.ac.uk/intranet/LSESocial/

Just a place to study? Think again. LSE has a vibrant community in which you can get involved: arts, music, sports, parties. Discover our diversity!

LSE website

http://www2.lse.ac.uk

Most, if not all, of the information that you will need to know about the School during your time at LSE can be accessed via this website. It is an invaluable resource that ensures you always have access to the most up to date information. Each of the services referred to in this section has a corresponding web page that you are strongly encouraged to view for further, detailed and current information about the many workings of the School.
A Useful A to Z

Accommodation Office

http://www2.lse.ac.uk/accommodation

The LSE Accommodation Office can provide advice on finding accommodation in London for you and your visitors. You can e-mail accommodation@lse.ac.uk or telephone 020 7955 7531.

Alumni Association

http://www2.lse.ac.uk/alumni

LSE’s Alumni Association is your lifelong network of over 106,000 alumni. You automatically become a member upon graduation.

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

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

LSE alumni also have access to:

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

For more information about the benefits and services available to alumni, please contact the Alumni Relations team on alumni@lse.ac.uk.

Business Continuity Management

Business continuity management in the LSE is concerned with:

- Planning to ensure that the School runs as normally as possible during known or predicted major events and occurrences such as the 2012 Olympic and Paralympic Games; predicted pandemics such as flu
- Planning the School’s response to and recovery from the impact of possible major incidents causing the loss of access to the site (such as a bomb threat), or a major loss of infrastructure or facilities (such as power failures, IT outages)
- Managing other less serious occurrences and events which may adversely affect the work of the School, such as adverse weather conditions or disruption to travel from the weather or other causes, industrial disputes. These occur from time to time and we do all we can to keep the School running and keep you informed about what action is being taken.

The main method of communication with students and staff during all disruptive incidents is the LSE website and it is therefore important that you check the website regularly lse.ac.uk. We may also try to contact you by other means, such as LSE mobile, text or e-mail. Departments will be informed of developments and we may advise you to contact staff in your department during these periods.

In any emergency the key messages are to keep calm, follow instructions issued by the School, and to remain in touch with your department.
The School seeks to manage all disruptive incidents swiftly so that work can return to normal as quickly as possible.

**Careers Service**

[http://www.lse.ac.uk/careers](http://www.lse.ac.uk/careers)

LSE Careers is a very active service offering a wide range of activities about campus, online and in the Careers Service on Floor 3, Tower 3. Find out what is happening right now at.

Their aim is to advise you through the career planning and recruitment process, helping you to research options, acquire new skills and promote yourself to employers in the best way. They do this through a programme of careers advice sessions, seminars, an extensive information website, fairs, forums, employer-led events and more.

LSE is very fortunate in attracting the top recruiters in many sectors which enables LSE Careers to run an LSE-exclusive vacancy board full of internships, voluntary, part time and graduate positions.

LSE Careers also run a series of internships schemes. Internships can allow you to gain practical experience in your chosen sector, can help you develop a broad range of transferable skills and can act as the perfect platform to make key contacts for your future job search.

They work closely with employers to secure internship opportunities in all sectors with a focus on business and management and with entrepreneurs. They also source a series of graduate internships to help you make the transition from study to employment. You can search for internship opportunities throughout the year on LSE CareerHub.

If you are considering a career in parliament, public and social policy, media policy or corporate social responsibility, look out for the LSE Internship scheme, which offers internships for up to 15 hours per week for postgraduate students. Applications open in early October each year. See [http://www2.lse.ac.uk/intranet/CareersAndVacancies/careersService/Internships/Home.aspx](http://www2.lse.ac.uk/intranet/CareersAndVacancies/careersService/Internships/Home.aspx) for the latest information.

Booking for all events and appointments at LSE Careers and searching for jobs and opportunities is available in one place on the LSE CareerHub system via our website.

**Catering Services**

[http://www2.lse.ac.uk/cateringservices](http://www2.lse.ac.uk/cateringservices)

LSE’s restaurants, cafes and bars offer a wide range of foods, drinks and services:

- **Fourth Floor Restaurant** (4th floor, Old Building)  
  Serves breakfast, lunch and supper as well as snacks and beverages.
- **Fourth Floor Café Bar** (4th floor, Old Building)  
  Beverages and hot/cold sandwiches
- **The Garrick** (Entrance to Houghton Street)  
  The ground floor serves hot and cold drinks, open sandwiches; pastries and cookies. The lower floor offers main meals.
- **Plaza Café** (Plaza area outside the Library)  
  Serves hot and cold drinks, sandwiches, soups and snacks.
- **Café 54** (Ground Floor, New Academic Building)  
  Serves drinks, sandwiches, hot and cold wraps, soup, pasta, pastries and cookies.
- **Mezzanine Café** (Mezzanine Floor, New Academic Building)
  Serves coffee, teas, freshly made smoothies, baguettes and cakes.

- **George IV pub** (Portugal Street)
  Traditional English pub serving beers, wines, spirits, soft drinks, bar snacks, light meals and coffee. The upstairs bar is exclusively for LSE students/staff use on Thurs. and Fri. evenings.

**Chaplaincy**

http://www2.lse.ac.uk/chaplaincy

The LSE Chaplaincy is available to all students, of any faith or none. It serves two purposes. Firstly, to provide pastoral support to anyone seeking non-judgemental conversation or advice. Secondly, to support religious life and cohesion within the wider School community. It holds regular events and services for the whole school such as the Christmas Carol Service and the Holocaust Memorial Day Commemoration, as well as a weekly ecumenical communion service and Catholic Mass during term. The Chaplain also convenes the Interfaith Forum which exists to promote dialogue and good relations on campus. The Chaplaincy can put you in touch with any of the faith communities on campus.

**Counselling Service**

http://www2.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. For full details, please see lse.ac.uk/counselling

All counselling sessions need to be booked in advance, but there are also a number of drop in sessions available each day at 3.00 pm (please see the website). You can make appointments by email (student.counselling@lse.ac.uk), phone (020 7852 3627) or by coming in to the Teaching and Learning Centre Reception (KSW 5.07, on the 5th floor of 20 Kingsway).

**Dean of Graduate Studies**

The Dean, Dr Sunil Kumar, has a wide range of duties relating to the School's graduate community. He is available to any graduate student who wishes to discuss academic or personal issues. The Dean works closely with members of academic staff, including Supervisors, Programme Directors, Heads of Department, and with other support services across the School, such as the Disability and Wellbeing Service and the Teaching and Learning Centre, to help maximise graduates' learning potential and enhance the student experience.

To arrange an appointment with the Dean of Graduate Studies contact pg.dean@lse.ac.uk.

**Disability and Well-being Service**

http://www2.lse.ac.uk/disability
Disability equality is an important facet of the equality and diversity agenda and is the responsibility of the whole School throughout the student journey. LSE acknowledges that disabled students have often overcome additional barriers in order to gain a university place, and is committed to eliminating further unnecessary obstacles and to facilitating equal access to study and university life. The Disability and Well-being Service (DWS), headed by Dr Nicola Martin, 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, dyspraxis, Asperger syndrome and other neurodiverse conditions
- The Mental Health and Well-being Service, for students with mental health concerns

The DWS can also set up Individual Student Support Agreements (ISSAs), outlining reasonable adjustments such as extended library loans, negotiated deadlines and rest breaks in exams, and runs several interest and support groups, for example the Neurodiversity Interest Group and the Circles Network.

For further information please visit lse.ac.uk/disability or email disability-dyslexia@lse.ac.uk.

Equality and Diversity

http://www2.lse.ac.uk/equalityanddiversity

The School is committed to ensuring equal access, treatment and opportunity for all students irrespective of their age, gender, disability, race, nationality, ethnic or national origin, religion, sexual orientation or personal circumstances. The Equality Act 2010 which came into force in October 2010, imposes duty on all public bodies, including Higher Education Institutions (HEIs), in respect of the need to:

- eliminate discrimination, harassment and victimisation,
- advance equality of opportunity and
- foster good relations between diverse groups

In response to the duty, the School has developed an overarching Single Equality Scheme as the main School strategy on Equality and Diversity. The scheme sets out a commitment over the next three years to ensure policies and procedures comply with the law, and that services reflect the diverse needs of staff, students and visitors.

In practice, this means we will expect students and staff to:

- Actively oppose all forms of discrimination and harassment;
- Reflect on prejudices, including examining the use of inappropriate language and behaviour;
- Strive to create an environment in which student goals may be pursued without fear or intimidation;
- Not victimise any student who has complained, or who has given information in connection with such a complaint;
- Challenge and/or report unacceptable behaviour which is contrary to equality legislation and principles;
- Treat all peers fairly and with respect;
- Foster an inclusive environment for all students to access opportunities, and participate fully in the learning process;
- Equip students with the skills, concepts and values which enable them to challenge inequality and
injustice in their future work;
- Ensure that learning or any other materials do not discriminate against any individuals or groups;
- Ensure that learning resources are equally accessible by all students.

For further advice or information on Equality and Diversity, please visit the School’s Equality and Diversity website (lse.ac.uk/equalityanddiversity), which has detailed information on school policies, resources and news related to equality and diversity. They is also an Equality and Diversity blog (blogs.lse.ac.uk/diversity) where you can participate in and contribute to this exciting and thought-provoking agenda. You can also contact The School’s Diversity Adviser on Ext 6171 or email Equality.and.Diversity@lse.ac.uk.

Financial Support Office

http://www2.lse.ac.uk/financialsupportoffice

The Financial Support Office 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.

Student Support Fund
For students who register with sufficient funding but who subsequently experience unforeseen financial difficulties. In all cases applicants need to provide supporting documentation.

PhD students who are in the final stages of completing their thesis are also eligible to apply.

Access to Learning Fund
To assist Home UK students with their living costs. Funds are limited and priority is given to undergraduates, students with children, disabled students, and final year students.

Short Term Loan facility
For students experiencing acute cash flow difficulties whilst awaiting a guaranteed source of funds (e.g. a loan or salary payment). Students may borrow up to £500, repayable within 4 weeks. Short Term Loans normally take between 24 and 48 hours to process.

Postgraduate Travel Fund
For postgraduate research students attending a conference at which they have been invited to give a paper.

Graduation

http://www2.lse.ac.uk/ceremonies

Presentation ceremonies are held twice a year: in July for students who have followed undergraduate or nine or ten-month taught postgraduate degree programmes, and in December for students who have followed twelve-month taught postgraduate degree programmes. MPhil/PhD research students are presented at both the July and December ceremonies. The ceremonies take place on campus in the Peacock Theatre.

Invitations are emailed to all students expected to successfully complete their programme of study no later than two months before the ceremonies are scheduled to take place. Tickets for both yourself and up to two guests can then be requested online. The ceremony itself usually lasts
between one and one and a quarter hours and is immediately followed by an on-campus drinks reception.

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

Degree Certificates

http://www2.lse.ac.uk/degrecertificates

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

Your certificate will be available for collection on the day of your presentation ceremony. If you are unable to attend the ceremony, your certificate will be posted out to your home address within four weeks of the ceremony so please ensure that your home address is complete and up-to-date on LSE for You.

Health and Safety

http://www2.lse.ac.uk/healthandsafety

LSE is generally a low risk environment but these pages give information on measures we are taking to ensure the health, safety and welfare of everyone who works, studies or visits the premises or may be affected by the activities of the School. Health and safety impact upon everything we do at the School, from the premises and equipment we use (e.g. fire safety) to the way we work and study (e.g. using computers). Everyone, whether students, staff or visitors, has a role in ensuring that the School remains a safe environment.

Health Centre

http://www2.lse.ac.uk/medicalcentre

St Philips Medical Centre is an NHS general practice staffed by doctors and nurses who provide primary medical and nursing care to registered patients and anyone who becomes ill or requires medical advice whilst within the LSE campus. For online registration please refer to www.spmc.info.

International Student Immigration Office

http://www2.lse.ac.uk/intranet/students/ISIS/About%20ISIS.aspx

ISIS provides detailed advice for International Students on their website which is updated whenever the immigration rules change and at the drop-in service in the Student Services Centre reception. ISIS run workshops to advise students applying to extend their stay in the UK and in complex cases, and can also arrange individual appointments.

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

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

IT Services

www2.lse.ac.uk/itservices

Student IT Help Desk - first floor, Library
Contact the IT Help Desk for support regarding School-owned hardware and software on the LSE network, network and email account issues, and general IT queries.

VITA (Virtual IT Assistance)
Double click on the 'Virtual IT Assistance' icon on the desktop of a campus PC to get real-time assistance from an IT Help Desk Adviser during opening hours.

Laptop Surgery – STC.S198, St Clements Building
Visit the Laptop Surgery for free advice and hands on assistance with problems connecting to LSE resources from personally-owned laptops and mobile devices.

IT Support for students with disabilities
IT Services is committed to providing facilities and support for students with disabilities, to ensure equality of access to services. Additional PCs and printing facilities for students with disabilities are provided in the public computer areas in the Library. Other facilities are available in three dedicated PC rooms in the Library (LRB.R25 and LRB.R26) and St Clements Building (STC.S073). They also provide one-to-one support for students with disabilities who wish to become familiar with assistive technologies and software. This can be arranged by contacting Sebastiaan Eldritch-Böersen or Yvonne Ward via its.disabilities.support@lse.ac.uk, and one of us will contact you to arrange an appointment.

Language Centre

http://www2.lse.ac.uk/language

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 starts as soon as your main programme starts. There are specific classes for academic units and information sessions are held during the first days of term to advise you on the most appropriate classes to take. Classes begin in week 2 of the Michaelmas Term. Please see www.lse.ac.uk/languages for information on the English for Academic Purposes (EAP) In-sessional Support Programme.

Language, linguistics and literature – degree options and certificate courses

As well as a range of Language, Linguistics and Literature degree options available on all undergraduate programmes the LSE Language Centre also offers an extra-curricular programme in a range of modern foreign languages which is open to all LSE members for a fee. If you are a UK/EU undergraduate student you can claim your entitlement to a free language course during your time at LSE if you do not have a GCSE (or equivalent) in a language which is not your mother tongue. To help you choose the most appropriate course there are a series of information sessions and individual appointments held during the first weeks of term. Courses start in week 5 of the Michaelmas Term and the cost of a standard course in 2012/13 is £215.00. Please see
www.lse.ac.uk/languages for information on the Modern Foreign Language (MFL) Certificate Course Programme.

Library access

The British Library of Political and Economic Science

http://www2.lse.ac.uk/library/home.aspx

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

Library staff are here to help you make the most of the Library:

- See Library staff at the beginning of term for general information, your Library guide, and other freebies. Staff are available to answer your questions.
- You can download a podcast and get started with all the information you need on the Library website at: http://www.lse.ac.uk/library/orientation/
- Use Summon (http://lse.summon.serialssolutions.com/) and the Library Catalogue (https://catalogue.lse.ac.uk/) to find both the Library's print and electronic resources. Locations in the Library are illustrated on an electronic map (http://catalogue.lse.ac.uk).
- Sign up to a course on how to find items from your reading list, and other training events from across the School, at http://training.lse.ac.uk/.
- Staff at the Help Desk on the first floor are available for any enquiries about using our collections and electronic resources.

When inside the Library building, please remember:

- Respect the zone you are in and keep noise to a minimum in Quiet and Silent zones.
- You can eat in the Escape area (before the turnstiles) but only drinks with lids can be brought into the Library.
- Fully vacate your study place for others when taking a break.
- Do not leave your bags unattended.

You can contact the Library with the online enquiry form:

http://www2.lse.ac.uk/library/enquiriesandfeedback/email.aspx

The Shaw Library

http://www2.lse.ac.uk/intranet/LSESocial/shawLibrary.aspx

The Shaw Library, on the 6th Floor of the Old Building, is a library and common room for the entire LSE community.

The aim of the library is to encourage students to widen their interests by handling and reading books on subjects not included in the school curriculum. The library holds a generous stock of English language fiction classics through to modern book prize winners, as well as significant collections on poetry, biographies, plays, art, architecture, sport, music and travel guides. There are also a number of newspapers and serials available for reading in the library.

The library has a pleasant ambience, comfortable armchairs and is a haven of retreat for many (although it is not intended for serious study by students). The library also has a large roof terrace which is great for the summer months.
University of London Research Library Services

http://www.ulrls.lon.ac.uk

The University of London Research Library Service is a very useful site if you wish to access other University of London libraries (e.g. The London School of Hygiene and Tropical Medicine, Institute of Education).

M25 Consortium of Higher Education Libraries

http://www.M25lib.ac.uk

The M25 Consortium of Academic Libraries is a collaborative organisation that works to improve library and information services within the M25 region and more widely across the East and Southeast. The Consortium now has 60 member institutions. Its aim is to provide services and resources for the benefit of learners and researchers.

Nursery Facilities

http://www2.lse.ac.uk/nursery

The LSE Day nursery is registered under the Early Years sector and its Ofsted registration allows LSE to provide care and learning for 63 children in total, aged between 3 months and 5 years.

The nursery is located at the basement of a LSE student Hall of Residence on Wild Street and primarily serves students and staff of the LSE but external parents can also apply for a place. They are full/part-times spaces and emergency care for LSE staff.

The curriculum is based on the Revised Early Years Foundation Stage Framework. (EYFS). The nursery was rated good on our last Ofsted Inspection in January 2012.

The nursery has four main rooms. There are two baby rooms, which can take up to 23 babies aged 3 months to 2 years. There are two rooms, one for the younger babies aged 3 months to 14 months; and the tweenies who are from 14 months to 2 years.

The nursery can accommodate up to 26 toddlers aged between 2 to 3 years, 16 pre-school children aged between 3 to 5 years.

The nursery is opened from 8:45am-6:15pm. The nursery is open for 50 weeks of the year, except for bank holidays and a week both at Christmas and Easter.

The nursery can be accessed by a lift or a flight of stairs which have two handrails that are fitted at heights suitable for both children and adults.

There are always places available and we welcome enquiries from interested parents, both students and staff.

The Nursery welcomes viewings any week day at 10.30am or 3.00pm by appointment, please email nursery@lse.ac.uk or call 0207 107 5966.

Policies and Procedures
Swift access to LSE's policies, procedures, regulations and other essential documents.

The Student Charter is a document of particular importance:

Public Lectures and Events

Transcripts, podcasts and videos of some past events can also be accessed via the website.

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.

Course registration

The deadline for course choices for postgraduate students is 22 October 2012. Many courses will have restricted access and you will need to apply to the department teaching the course for permission to take it, before it can be selected. If such an application is required, it will be indicated on the LFY course choice system.

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

If you wish to amend your course choice after the online system has been switched off, you will need to request this using a ‘late course change’ form (available from the Student Services Centre).

Certificate of registration

A certificate of registration provides proof to organisations, such as the Home Office, council tax offices and banks, that you are registered as a current student at the School. 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 ‘Certificate of Registration’ option. Should you experience difficulties using the LFY system, or require a certificate with additional information, please email
registry@lse.ac.uk. Your certificate should then be available within three working days, although it may take up to five working days during busy periods. Additionally, should you require an LFY-produced certificate to be signed and stamped, staff at the Student Services Centre will be happy to do this for you.

**Interruption / Deferral / Withdrawal**

If you experience any difficulties during your time at LSE then you should make sure that you keep in regular contact with your Academic Adviser. He/she will be able to help signpost you to appropriate services within the School so that you receive the necessary support to hopefully enable you to continue studying successfully.

However, should this not be the case, you may wish to consider the following options:

**Interruption:** with approval from your department you can interrupt your programme by taking an authorised break in your studies, normally from the end of one term and for one calendar year.

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

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

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

[http://www2.lse.ac.uk/calendar](http://www2.lse.ac.uk/calendar)

The Calendar is published on the LSE website for use by LSE staff and students. Its purpose is to gather together into a single resource regulations relating to students and their study.

**General School and Programme Regulations**

The School has Regulations and Codes of Conduct covering many aspects of student life and it is a good idea to familiarise yourself with the policies which exist.

Some of the regulations explain the organisation and conduct of your academic study and you are advised to refer to the General Academic Regulations and Programme Regulations. These include information about the structure of programmes, assessment, graduation and what to do if illness affects your studies.

For **General Academic Regulations**, please refer to:

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

The following **Programme Regulations** can also be accessed via the Calendar:

- Regulations for Diplomas
- Regulations for First degrees
- Regulations for Short Courses and Summer School
- Regulations for the consideration of appeals against decisions of boards of examiners for taught courses
- Regulations for research degrees
- Regulations for Taught Masters degrees (before 2009/10)
- Regulations for Taught Masters degrees (entering in or after 2009/10)
- Research degrees - see Regulations for research degrees
- Regulations on assessment offences: other than plagiarism

For an a-z list of relevant regulatory documents where you can find further details of all School Regulations: [http://www.lse.ac.uk/resources/schoolRegulations/atoz.htm](http://www.lse.ac.uk/resources/schoolRegulations/atoz.htm)

**Codes of Good Practice: Teaching, Learning and Assessment**

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

**Postgraduate students:**

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

**Security, Reception and Porters**

[http://www2.lse.ac.uk/security](http://www2.lse.ac.uk/security)

The purpose of this website is to aid understanding of the way in which the School’s security and other systems work to help you maintain and improve your safety and security in the workplace. Further to promote the ethic that we are all dependent upon each other for our safety and security in the School.

**Students’ Union**

[http://www.lsesu.com](http://www.lsesu.com)

The Students’ Union is led by students, for students and exists to make your time at the School the best it can be. It helps students out when they get into trouble, gets students together who have similar interests and supports students to change the world around them.

- Student activities – the Union funds and supports over 200 societies, sports clubs, Media Group societies and Raising and Giving charitable fundraising
- Campaigns and democracy – getting students together to take action on and influence the issues they care about within the School and wider society
- Welfare and student support – the Student Support Unit of legally-trained advice workers offers free, confidential advice when things go wrong or you need help
- Commercial services – the Union runs the Three Tuns Pub, the Underground Bar, two Shops and the LSE Gym which fund everything the Union is able to do

**Executive committee team (2012-2013)**

Alex Peters-Day – General Secretary
Duncan Mckenna – Education Officer
Jack Tindale – Community & Welfare Officer
Matt DeJesus – Activities & Development Officer
Diana Yu – International Students’ Officer
Naomi Russell – Ethical & Environmental Officer
John Peart – LGBT Students’ Officer
Mohammed Harrath – Anti Racism Officer
Sophie Newman – Disabled Students’ Officer
Alice Swift – Womens’ Officer
Nicola Matteer – Athletics’ Union President
To be elected in Michaelmas Term – Postgraduate Students’ Officer
To be elected in Michaelmas Term – Mature & Part-Time Students’ Officer
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
- Presentation of Awards Ceremonies
- Transcripts and Degree certificates
- Visa and immigration advice (drop-in service)

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

- 10am–5pm every weekday during term time (except 10am-4pm on Wednesday)
- 10am-4pm every weekday during vacation.

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

Sustainable LSE

LSE is addressing its environmental impact by working with staff and students across the School. These pages are a guide to the School's environmental activities.

Teaching and Learning Centre

The LSE Teaching and Learning Centre offers study advice, with specialist provision for undergraduate and taught Masters students. There are a series of lectures and workshops throughout the academic year covering essay writing, time management, preparing for exams, dealing with stress, etc: see www.lse.ac.uk/tlc/training. A limited number of one-to-one appointments can also be booked with a study adviser to discuss strategies for quantitative/qualitative subjects or with the Royal Literary Fund Fellow to improve writing style: email studentsupport@lse.ac.uk or call 020 7852 3627. You are encouraged to register on the Teaching and Learning Centre Moodle course Learning World from the beginning of the Michaelmas Term and to regularly check LSE Training (http://training.lse.ac.uk/) for full details of resources and courses to support your learning.
Teaching Quality Assurance and Review Office

http://www2.lse.ac.uk/intranet/LSEServices/TQARO/Home.aspx

The School’s approach to quality assurance is set out in the document ‘Towards a Strategy for Managing Academic Standards and Quality’:


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

The School’s Teaching, Learning and Assessment Committee (TLAC) is the body responsible for ensuring that the School and Departments discharge their responsibilities under ‘Towards a Strategy’. It does this by receiving reports on a range of related areas: degree and course outcomes, external examiners’ reports and national developments in quality assurance, to name but a few. It also monitors the outcomes of the quality assurance processes that Departments and Institutes operate locally, e.g. course and programme monitoring/review, Departmental/Teaching meetings, consideration of teaching surveys, etc.

TLAC also conducts School-level reviews of Departments and Institutes. These reviews have focused on the areas of ‘Academic Advisers and supervisory arrangements’, ‘Assessment and feedback’, ‘Student engagement’ and ‘Support for GTAs’. The review system will be overhauled in academic year 2012/13, during which no reviews will be conducted.

TLAC is serviced by the Teaching Quality Assurance and Review Office (TQARO). This office is responsible for supporting the School’s quality assurance infrastructure. This includes acting as the School’s point of contact with the Quality Assurance Agency, a national body that safeguards quality and standards in UK higher education.

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

Teaching scores are made available to individual teachers, heads of departments, course convenors, the Director of the Teaching and Learning Centre and Pro-Director (Teaching and Learning). In addition to producing reports for individual teachers, TQARO produces aggregated quantitative data for departments and the School, which provide important performance indicators. These can be found on the TQARO website:

http://www2.lse.ac.uk/intranet/LSEServices/TQARO/TeachingSurveys/Results/Home.aspx.

Timetables
http://www2.lse.ac.uk/intranet/diaryAndEvents/timetables
(The timetables web page refreshes overnight and any changes made to teaching will appear the following day.)

The Timetables Offices is responsible for scheduling and allocating rooms to all of the School’s Undergraduate, Masters and Research taught courses. Teaching begins on Monday 8th October 2012, this is referred to as week 1 of Michaelmas Term. The timetable of all taught courses can be viewed on the Timetables web page.

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

Notification of changes to teaching arrangements is done via email to students.

**Volunteer Centre**

[http://www2.lse.ac.uk/volunteerCentre](http://www2.lse.ac.uk/volunteerCentre)

The LSE Volunteer Centre is also based within the LSE Careers and is here to support you in finding voluntary roles while studying. They advertise volunteering opportunities at different charities across London and internationally, with positions ranging from one-off opportunities to part time internships with charities.

The annual Volunteering Fair takes place in the first week of Michaelmas term and is a great opportunity to meet with over twenty charities. Throughout the year, they run skills, training and information events and work with charity partners to support student-focused projects, such as the READ Campus books drive, FoodCycle and the Teach First Access Bus.

Take a look at the Volunteer Centre website for practical information and advice about volunteering while at LSE and then search under ‘volunteering’ to browse through the exciting range of positions available on LSE CareerHub.

**Waterstone’s Economist’s Bookshop**

[http://www2.lse.ac.uk/waterstones](http://www2.lse.ac.uk/waterstones)

The Economists' Bookshop is located on the LSE campus in St Clements building opposite Student Services. Stock range mirrors disciplines studied at LSE but they can, however, order any book in print whatever the subject.

**Widening Participation**

[http://www2.lse.ac.uk/wideningparticipation](http://www2.lse.ac.uk/wideningparticipation)

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

They require help with three particular projects: Student Ambassadors, Student Tutoring and Student Mentoring. Mentoring and Tutoring require a weekly commitment, while being a Student Ambassadors is flexible, and you can volunteer when you’re available.
There are many benefits to working with young people and volunteering your time. These include getting involved and giving back to your local community, strengthening your C.V. and personal satisfaction.

Come and find our stand at Freshers’ Fair. Look out for posters around campus and attend one of our information presentations the week after Freshers’.

Visit our website or email widening.participation@lse.ac.uk.
Department of Social Policy

The Department
Introduction to the Department

What is social policy?

Social Policy is an interdisciplinary and applied subject concerned with the analysis of societies' responses to social need. It seeks to foster in its students a capacity to understand theory and evidence drawn from a wide range of social science disciplines, including economics, sociology, psychology, philosophy and political science. Social Policy is focused on those aspects of the economy, society and polity that are necessary to human existence and the means by which they can be provided.

These basic human needs include:

- food and shelter
- a sustainable and safe environment
- the promotion of health and the treatment of the sick
- the care and support of those unable to live a fully independent life
- the education and training of individuals to a level that enables them fully to participate in their society

The study of Social Policy is designed to reflect on the ways in which different societies have developed ways of meeting these needs, or, in some cases, have failed to do so. Some societies rely on informal or family institutions, some on private markets and individual actions, some on governmental actions through what is often termed the welfare state. Students of Social Policy will be expected to understand these different approaches and explore their implications from the perspective of different disciplinary and ideological traditions.

About the Department

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, combining action and research, was followed by the path-finding contributions of Richard Titmuss, Peter Townsend, Brian Abel-Smith and David Donnison to the development of Social Policy and the building of the Welfare State itself in Britain and abroad.

The Department is one of the largest in the UK, with an international reputation for excellence. Its work has earned it the top ranking of all UK institutions submitting research to the social policy unit of assessment in the Research Assessment Exercise 2008. The research centres and groups with which it is associated, such as LSE Health and Social Care; Centre for the Analysis of Social Exclusion (CASE); Mannheim Centre for Criminology; and Education Research Group, also have outstanding national and international reputations.

The interests of the Department embrace virtually all the major issues that confront individual countries and the world today. How best to provide health care and education; the provision of reasonable housing and social services; the problems posed by ageing populations, poverty and social exclusion; 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 graduates are equipped with a broad range of knowledge and skills that can be applied in many different settings. Many Social Policy graduates apply their academic training directly working as policy specialists in both the government and NGO sectors. The high level analytical and research skills developed by Social Policy programmes are also highly valued by employers as diverse as the media, management consultancy, teaching and the development sector.

The present

The Department of Social Policy is large and complex, with the central hub being located on the second floor of the Old Building. The Department offers five undergraduate degrees and 12 MSc degrees, some of which are joint with (and administered by) other departments, and a large body of MPhil/PhD students.

The Head of Department is responsible for the overall conduct of the Department, but specifically with regard to its teaching, research and compliance with the School’s Regulations and Codes of Conduct. The Head of Department also represents the Department elsewhere in the School and is involved with future planning. The position is normally held for three years, and rotates amongst the professors of the Department. The current Head of Department is Professor Tim Newburn. He is supported by the Department Manager, John Wilkes, and the Deputy Department Manager, Debra Ogden.
Communication and Networking

Social Policy is a very large Department with numerous staff and students, so everyone has to make an effort to communicate and keep in touch. Alongside tutorials and office hours there are a number of more informal ways of communicating.

Keeping in touch

Email

On arrival at the LSE you will be allocated your own personal email address. Email is now the most commonly used method of communication and you should expect to receive correspondence from academic and administrative staff, as well as the central School administration, in this manner. **Therefore, it is essential that you check your LSE email account regularly.**

Student pigeonholes

Internal mail for students is placed in the student pigeonholes located in the lobby area next to the Department post room (OLD 2.43). The pigeonholes are organised by programme and are weeded regularly. **Please check these pigeonholes regularly for post and messages.** Please note that students are strongly discouraged from using the Department address as their contact address for receiving external correspondence.

Contact addresses

Keeping track of students is very difficult. Do not be elusive. Please make sure that you inform your Programme Administrator and Student Services of any change of address. You can easily update your contact details on the School database via LSE for You. Your address is protected information and will not be disclosed to a third party without your permission unless it is for reasons of official School business.

Staff pigeonholes

Teaching and administrative staff in the Department have pigeonholes situated inside the Department's locked post room (OLD 2.43). Students can post messages through the letterbox in the door to this room providing that they are clearly addressed to the intended recipient.

Office hours

All teachers must hold an office hour at least once a week during term time, which enables you to see them without a prior appointment, if required. We ask you to respect these office hours and only to visit academic staff outside these hours in an emergency or by prior arrangement by email. If these times are inconvenient (ie if you are a part-time student) or if you feel that the topic requires greater discussion please contact the member of staff by email to make an appointment.

A complete list of office hours for all teaching staff within the Department can be found on the Department website. Office hours are also often announced by academic staff via Moodle, in class or on a list posted outside their door.
Sources of information

Student noticeboards

There is a student noticeboard for each programme of study in the Department and they are normally located outside the Programme Administrator’s office. In addition, there is a Departmental noticeboard where general items of interest will be posted. This is located in the lobby area on the second floor of the Old Building, opposite OLD 2.45.

The Department website

http://www2.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.

Public folders and career opportunities

All course information is now available via the virtual learning environment, ‘Moodle’. There are, however, a couple of public folders in Outlook that we would encourage you to check on a weekly basis.

The first is a sub-folder entitled Noticeboard. This is updated daily with general Department/School information and relevant information from external sources, which may be of interest. The other is entitled Careers. This folder contains electronic job/internship advertisements and other relevant careers information. In addition, hard copy information and advertisements are posted on the Departmental notice board in the lobby of the Social Policy Department, on the 2nd floor of the Old Building.

To access these two public folders, you will need to open the Microsoft Outlook programme and refer to your mailbox folders on the left of the screen. Double click on the Public Folders icon followed by Departments and finally Social Policy. You will find that the information is divided into sub-folders for you to browse.

Socialising

Student common room

The Student Common Room in OLD 2.14 is a place for social interaction as opposed to a designated quiet area. However, in May/June the room does become an area for study as students prepare for their examinations. Notices will be posted at this time to inform students of the change. Please note that there are no computers in this room but there are live network points for laptops.

To ensure that the room is secure, the door has been fitted with a digital lock. The code for this lock is C1289Y and is only given to Social Policy students – please do not share this information with students from other departments.

Parties

We have three major Departmental parties each year. The first, in mid to late October, is a Welcome Reception for all new students and will be held in the Senior Dining Room (5th Floor, Old Building). The second is a Christmas Party for all Social Policy students and staff, and is usually held in the basement of the East Building, with music, dancing, food and a subsidised bar. The third is a student/staff reception usually held during the last week of Lent term in the Senior
Dining Room. Dates and further details on all of these events will be circulated nearer the time. In addition, each individual degree programme usually organises its own social events during the year.
Cumberland Lodge  
Windsor Great Park (8-10 February 2013)

Organised specifically for Social Policy students, this weekend aims to foster integration between staff and students on the various programmes in the Department. Whilst there is a serious theme, with a number of key department speakers and the opportunity for group debate, it is also a social event. The subsidised cost covers full board from Friday evening to Sunday lunchtime and coach transport to and from LSE. Further details about this residential will be released in the Michaelmas term.

**Department committees and student representation**

Each term, a number of Departmental meetings are scheduled to allow staff and students the opportunity to meet and discuss a range of issues relating to study at LSE. 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 colleagues at the Department Staff Student Liaison Committee.

**Programme Sub-Committees**

Each degree programme holds regular meetings to discuss and resolve programme/course specific concerns as well as propose other wider 'Departmental' issues for the agenda of the Staff Student Liaison Committee. These programme meetings are held prior to the Staff Student Liaison Committee 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 Staff-Student Liaison Committee meeting is arranged each term and chaired by the Head of Department. These meetings are designed to address wider Departmental and School issues. Only rarely, if a matter has not been satisfactorily resolved at a programme sub-committee meeting, will programme specific concerns be addressed. Normally in attendance are members of the academic teaching staff, programme administrators and the programme representatives. Minutes are taken at these meetings and circulated to all student representatives.

First meeting: Wednesday 7 November 2012.

**Staff Committee**

Also chaired by the Head of Department, all staff are invited to attend this committee, which normally meets about two weeks after the Staff Student Liaison Committee. Some matters arising from the Staff Student Liaison Committee meeting, as well as other Department committees, may need further discussion with a view to possible changes in Departmental policy or action to be taken at School level. Any pertinent decisions made on the matters arising will be reported at the next Staff Student Liaison Committee.

**School Committees**

One student representative from each of the Undergraduate, Taught Graduate and Research Student programmes is also required to serve on the Students’ Consultative Fora. In addition, another Student Representative will be asked to serve on the Library User Group Committee. The Department will request volunteers for these posts at the beginning of the Michaelmas term.

**Equality and Diversity**
Academic and research staff in the Department of Social Policy and its linked Research Centres have been at the forefront of attempts to address problems of disadvantage and social inequality and implications for policy. We are committed to ensuring equality of opportunity among our academic staff, support staff and students and are keen to provide a hospitable environment for all. The Department assigns one member of staff and one student to be Equality and Diversity representatives. Nominations for a student representative will be requested in Michaelmas term.

Teaching, supervision and support

Teaching

Lectures are an integral part of your programme and you are strongly advised to attend, although attendance is not monitored. Every lecture course at the LSE is open to all students, so if you would like to attend additional lectures of interest, and your timetable permits, do take advantage of this opportunity.

Please note that it is up to the teacher responsible for each course to decide on practice in relation to the availability of lecture materials/notes.

Attendance at graduate seminars is recorded. You are expected to participate and it is highly recommended that you do so.

If you are having difficulty with lectures or seminars, the first person to approach is the course teacher concerned. Request an appointment and explain the problem to them. If you do not feel comfortable doing this, or if you still have concerns, consult your Academic Adviser or Programme Director without delay.

Supervision – the academic adviser

At the start of your degree programme, you will be assigned an academic adviser. This is usually a member of the Department teaching staff. Your academic adviser is expected to guide and assist you in your learning development and is also available to help with any personal difficulties.

The academic adviser’s responsibilities include:

- To provide academic guidance and feedback on students' progress and performance and to discuss any academic problems they might experience.
- To provide pastoral support on non-academic issues and to refer students, as necessary, to the appropriate support agencies within the School.
- To implement the provisions outlined in Individual Student Support Agreements (ISSAs) for students with disabilities, in liaison with the School’s Disability and Well-Being Office.
- To maintain regular contact with students on academic and pastoral issues through direct one-to-one meetings and other means of communication, such as emails. The number and nature of meetings may vary between departments and programmes as detailed in the relevant handbook.
- To agree students' course choices via LSE for You.
- To inform the Programme Director and School of any students whose progress is not satisfactory.

The onus is on you to make arrangements to see your adviser and you should aim to do so at least twice each term, or more frequently if you are having particular difficulties. As office hours are intended to be used for general student enquiries, you can also see your adviser outside these times by making an appointment. The adviser may arrange this directly or alternatively post an appointments sheet outside their office so that you can book a convenient slot.
Students should regard their academic advisers as their first port of call in relation to both academic and welfare matters. Any issues that cannot be resolved with your adviser can be taken to a member of your programme team, your Programme Director or, ultimately, the Dean of Graduate Studies.
Role of the programme director

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

- Arranging to provide incoming students with detailed information on their respective programme, including up-to-date information on the availability of optional courses in the coming session via departmental web pages.
- Providing a departmental induction programme for new students, including information on the selection of options and arrangements for supervision.
- Monitoring the academic and pastoral care provided by members of his or her department, including the provision of reasonable adjustments for students with disabilities.
- Arranging regular termly meetings of the programme sub-committee 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.

Requesting written references

If you are asking an academic to write a reference for you, you should be aware of the following guidelines:

- Please give referees at least three weeks’ notice before the reference is due. Senior members of staff in particular may well be asked to write scores of references every term. Often each reference requires updating or adaptation to a specific job or scholarship. It is in your own interest to give the referee enough time to do it justice.
- Never put down someone’s name as a referee without asking them in advance.
- Provide all the information needed to write the reference. Make sure that you have filled out your part of any form you submit.
- It is helpful if you include all the information your Academic Adviser will need in a single email, with a clear subject line. You might, for example, wish to remind them of scholarships awarded or internships undertaken.
- Sometimes an application requires a reference from the Programme Director. If so, the usual practice is for your Academic Adviser to produce a draft which the Programme Director will then sign.
- Once someone agrees to be a referee, he or she has the obligation to do the job on time. Inevitably, busy people writing scores of references sometimes forget so gentle reminders are worthwhile.
- By providing a copy of your CV, your referee will be able to see your work experience and extra-curricular activities, so enabling them to write a fuller reference for you.
- You should not normally name your Academic Adviser as a referee for a job unless you have first discussed the matter with him or her, although a general discussion may result in a blanket permission to use his or her name as a referee if you are applying for a number of jobs.
Basic Study Skills

Note-taking

This is an essential study skill for students to develop at degree level. The following guidelines are designed to assist you in the process of efficient and useful note-taking:

- Be selective and try to take down only the key points, arguments, or examples rather than summarising a whole article or book.
- Pay close attention to introductions and conclusions.
- Be sure to take down the full reference details (title, author, date, publisher, page number, library reference). You will need to cite these in your essays and/or dissertation (please refer to the section on plagiarism).

As you take notes, get into the habit of summarising key points whilst also making connections with other things you have read and/or heard in lectures. This will gradually help you to develop your critical cross-referencing skills.

Writing a good essay

A good essay is generally characterised by the following features:

Introduction

The essay has a clear introductory paragraph. This outlines how you are going to tackle the question. Remember that a good essay is analytical, not merely descriptive. You can answer a question in a variety of different ways. In your introductory paragraph you will generally state how you are going to answer the question and provide an outline of the essay (e.g. which issues you will examine and in which order). This means that the reader knows what is going to be addressed and how. You may want to pose questions that you will answer in the course of the essay.

Body of the text

The structure of the essay will be clear and one part will follow logically from the next. Your argument will be well supported by research evidence and/or other literature. You should include references to support statements that you make – unsupported generalisations or assertions are not going to earn high marks.

A good essay will make reference to wide ranging literature sources – preferably including those that you have found independently, which may well include contrasting and conflicting evidence and/or interpretation. All this will show that you have a good understanding of the key issues and literature relating to it.

The evidence can be of different types - theoretical or empirical, depending on the essay question. It is important that wherever possible you include a range of evidence. In social science research, as you will know, there are frequently problems with the research design, conduct and analysis of research. Thus if many research studies point in the same or similar directions, you can be more sure that there is some ‘truth’ to a particular finding. You need to be aware of shortcomings of different studies. Note that material reported in the press may or may not be accurate. Also you should be cautious about accepting government pronouncements as statements of ‘fact’.

MSc HPPF 2012/13 – Handbook Appendix IV – Information from LSE
You should **avoid simply describing** theory, policy or practice; for a good essay you need to analyse the material presented.

Many questions require **good knowledge** of empirical research. Others may require a **sound understanding of differing policy contexts** – as conveyed by commentators. This you need to acquire through reading books, journal articles and high quality material from the worldwide web.

Your essay should seek to be **unbiased in its presentation of different perspectives**; it should question and it should show evidence of independent thinking. So you may be able to make inferences or deductions on the basis of evidence that you have examined, but you need to consider the strengths and weaknesses of all perspectives, including those you are most inclined to agree with. You need to be clear that you have made particular inferences - so you might say ‘on the basis of the evidence reported it would appear that…’. Showing originality of thought is generally advantageous, but conclusions that you reach must be based on valid assumptions - they must be arrived at logically through a process of deduction. If you assume that the reader agrees with your own biases and perspectives, this will not generally result in a convincing argument.

In terms of the **content** of the essay, the following points need to be considered:

- say how you are going to interpret the essay question;
- try and ensure that the content is balanced, relevant and that there is adequate description (but not too much);
- make sure that you have answered the question asked or discussed what you were asked to discuss – not something quite different.

**Conclusion**

The **conclusion** will bring together the main points that you have addressed and **will relate to your introductory paragraph** and indeed to the question posed. It should take into account the different strands you have addressed, relate to the broad issue that is being discussed, and should not simply summarise the essay. You may be able to draw out **implications** for theory, policy or practice.

**Format**

Text should be clear, readable, and follow standard academic publishing conventions. Your course organiser may request a particular style but here is a suggested format that you could use if no course-specific guidelines are provided:

- Times New Roman or similar small serif font
- 12 point font
- Line spacing at 1.5 or double
- Text left justified or fully justified

**Citation and referencing**

Please also refer to the section on **Plagiarism**. By following these basic guidelines you can ensure that your coursework (both formative and summative) is always adequately referenced.

**Using quotations and citing sources**

- Direct borrowing of text must be put in quotation marks.
- Use single spacing for quotations, and indent long quotations.
- A quotation must be direct, that is, you do not alter the quote to suit your own purposes.
- You must use the original punctuation of the quote.
• All quotations must be cited.
• Paraphrases must also be cited.
• Page numbers must be provided except where they are unavailable (e.g. when citing a webpage) or when you are referring to an entire work, for example: The ideas laid out in The Wealth of Nations indicate...(Smith 1776).
• Cite all sources using a consistent pattern.
• The simplest form of citation is in-text. Standard Chicago Manual of Style citation is author-date-comma-page. So if citing Dean 2006 page 38, write (Dean 2006, 38). Other examples include author-date-colon (Dean 2006: 38). See also “Suggestions for Writing a Good Essay”.
• If you state the name of the author in the sentence, you do not need to put it in the citation. For example: As Robert Pinker has noted, “conservatism is as much an attitude of the mind as a doctrine of a political party” (2008, 69).
• Footnotes can be more cumbersome than the above.
• Do not mix footnote citation and in-text citation.
• Note that a chapter within a book (e.g. a chapter from one of the course texts) must be attributed to the author(s) of the chapter, not the editor(s) of the book.
• Your citation should be accompanied by a full reference at the end of the piece of work.

References

A reference is complete information on a published work, given at the end of a document. It enables others to find the works you have used. All sources cited in the essay must appear in the reference list.

Reference lists should be labelled with a header in bold text stating “References”. References must provide the author(s), year of publication, title of the work, title of the journal (for articles) or edited volume (for edited works), location of publication, and publisher. List your reference alphabetically and use a consistent style.

Some examples:

• Book, one author


• Book, two authors


• Article in a journal

Includes the journal name, the volume and/or issue number, and the pages of the article):


• Chapter in a book


• Website

Must include author (if available), year of copyright or last update (usually at the bottom of the page), page title, URL, and date of access:

Seminar presentations

The following guidelines are designed to help you prepare for class/seminar presentations. However, please note that not all courses adopt the same procedures and you should also consult the relevant course teacher for advice.

- Read the specified texts and use them to construct an answer to the set question. Use other texts from the reading lists to supplement this, where necessary. Try to limit your focus to the information that is relevant to the question.
- Confer with your co-presenter (if any) beforehand and agree how you will divide up the presentation. For example, one person might do the introduction and part one, the other part two and conclusion. You will need to work together to ensure a cohesive presentation.
- Do not make the presentation any longer than 20 minutes. This will allow plenty of time for discussion, during which you may make further points. Test out your material amongst yourselves beforehand to check the length.
- You should prepare a single page summary or overhead transparency, setting out your argument. Do not exceed this one page handout.
- Conclude with some further questions for discussion.
- Your Programme Administrator may be able to help with photocopying handouts or OHP transparencies needed for your presentation, provided that you approach them at least 3 days in advance.

Feedback

Please note that you can ask the class/seminar group and/or leader for feedback on your presentation.
The Dissertation
Guidance notes for MSc dissertations/long essays

IMPORTANT

In case of any discrepancies arising from reading the dissertation guidelines provided in the main MSc HPPF Handbook compared with the generic Department of Social Policy guidelines provided here, the guidelines in the main MSc HPPF Handbook should serve as the final point of reference.

Your dissertation provides you with an opportunity to write a substantial piece of academic work on a topic of interest to you. It is an opportunity to produce a work of scholarship, using the academic skills you have developed. Regardless of topic, your dissertation will demonstrate the following skills:

- defining and outlining a research topic;
- defining a clear research question;
- 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.

1. Forms of dissertation

There are two major forms of dissertation:

- A piece of empirical research, conducted on a topic or issue of relevance to social policy.
- A literature-based long essay providing an analysis of a specific research question of relevance to social policy.

There is no preference as to which type of dissertation you write.

2. Research topic and research question

2.1 Choosing a topic
Your first task is to choose a topic that interests you. You need to find a manageable topic – one that has not been researched excessively nor so under-researched that there is no literature available for you to build on. Your supervisor will be able to help you to do this.

2.2 Research question
Having read relevant literature, you need to focus more specifically on a ‘research question’. This is of fundamental importance as it will ensure that your dissertation has a clear focus. It is not the same as your research topic, but is a specific question that you want to try and answer. Your research question needs to be defined with care and your supervisor will help you to do this. Your research question can assist with structuring of your dissertation.

3. Methodology

As you are choosing your topic and defining your research question you will also have to decide upon the conceptual approach, or ‘methodology’, that you will adopt. Methodology concerns the
relationship between your theoretical stance and the manner in which you conduct your investigation. Most Social Policy dissertations do not fit neatly into any one methodological category or ‘paradigm’, but broadly speaking they are likely to tend towards one of three broad schools of thought:

3.1 Empiricist
All dissertations involve the use of empirical evidence (even if it is existing evidence reported in the relevant literature), but what is called empiricism is an approach to evidence that is aligned to the conventions associated with the natural sciences. It is concerned to explain external realities from an objective standpoint.

3.2 Interpretive
These are no less rigorous in their use of evidence than empiricist approaches, but interpretivism is a stance that characterises a major strand within the social sciences. It is concerned to understand the nature or meaning of the social world from the subjective standpoint of the people involved. It tends to deal in processes of qualitative observation.

3.3 Critical or criticalist
Any theoretical approach can result in criticism of social policy, but a critical(ist) approach to the use of evidence is one that is grounded in the analysis of social conflict or relationships of power (for example, Marxism, feminism, or post-structuralism). A critical(ist) approach may draw on elements of either or both of the other approaches insofar as they help to explain or understand social policy, but it is sceptical of empiricism and interpretivism because they do not necessarily question the underlying basis of the status quo.

Many Social Policy dissertations are ‘applied’ rather than ‘theoretical’, and you may find it difficult to be explicit about your chosen methodology. It is important nonetheless to acknowledge that no dissertation can be free from the conceptual assumptions and the values that you yourself bring to it. You are encouraged to take any of these approaches, but you are required explicitly to reflect within the dissertation upon the basis of your approach.

4. Dissertation structure

Please note that these structures are not meant to be prescriptive, but can form a starting point for thinking about your structure. In terms of content, the aspects mentioned below should normally be included. Remember to seek the advice or your supervisor about the exact structure you choose to adopt.

4.1 Empirical Study
If you are doing a piece of empirical research, a common structure is as follows:

- Abstract/summary
- Introduction, including research question and structure of essay
- Literature review and policy context
- Methodology and research methods
- Findings and analysis
- Discussion and implications for policy
- Conclusion
- References
- [Appendix – e.g., interview schedule if used]

It is also a good idea to look at the structure used in published peer-reviewed empirical studies.

4.1.1 Abstract
The abstract (summary) outlines what you did and what you found.
4.1.2 Introduction
The introduction will give details of the research topic you have decided to focus on, why the topic is of interest, what the gaps are in knowledge, how your dissertation ‘adds value’ to previous research (i.e., what is new). It should also include your research question (and any sub-question(s)). The introduction should provide a brief overview of the structure of your dissertation (i.e., what different sections/chapters will focus on).

4.1.3 Literature review and policy context
The literature review should include literature that is pertinent to your research topic and the policy context. It should critically evaluate earlier work in the field, paying due attention to its contributions, and to any methodological problems and limitations involved.

Your literature review might draw on:

- policy documents
- legislation
- statistics – from government sources, from surveys
- research studies
- relevant theory

Having identified gaps in the literature and ways in which you can add value to the research, you need to give your research question and explain how answering this adds to knowledge. This is one of the most important parts of your dissertation as it links with your methods and can help with structuring your dissertation.

4.1.4 Methodology and research methods
Give details of the methods you have used (sample, procedure etc.). Why have you used these methods? How do they enable you to answer the research question? Why are you using a quantitative or qualitative approach? What are the strengths and limitations of your methods? To what extent, if any, will you be able to generalise on the basis of your research?

If you are carrying out primary research you need to say how you obtained your sample, how you have ensured anonymity of participants, and any other ethical issues. You need to explain how you obtained data, via interviews, questionnaires etc. If you are carrying out secondary data analysis you need to describe the data set you are using and relevant variables.

If you have carried out empirical work, remember the need for informed consent and confidentiality (do not use actual names of individuals or organisations, institutions etc.). (See Research Ethics)

Your own personal safety is important when you are carrying out primary research (see Personal Safety and Risk Assessment)

4.1.5 Results/findings
These can be presented in different ways and will vary depending on whether your research uses quantitative or qualitative methods.

Discussion and conclusions (these can be separate sections)
The discussion links your findings with the research question and literature review. Where there are differences, discuss possible reasons. It is important in this section that you reflect critically on the limitations of the empirical research you have undertaken. The conclusions drawn should be substantiated from within the body of the essay. What are the implications for policy and for future research?

4.2 Literature based dissertation
For a literature based dissertation a possible structure is as follows:

- **Abstract/summary**
- **Introduction** - explain the purpose of the long essay, give research question, describe the structure
- **Describe types of source material used (methodology and research methods)**
- **Critically analyse theory, concepts and bodies of research and other literature relating to your research question**
- **Discussion and implications for policy**
- **Conclusion**
- **References**

A well-argued dissertation 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.

### 4.2.1 Abstract
The abstract outlines what you did and what you concluded.

### 4.2.2 Introduction
This will give details of the research topic you have decided to focus on, why the topic is of interest, what the gaps are in knowledge, how your dissertation ‘adds value’ to previous research (i.e., what is new). It should also include your research question (and any sub-question(s)). The research question should help with structuring your dissertation. You may be putting forward a particular argument and you can give this in your introduction with the issues that you are going to address. The introduction should provide a brief overview of the structure (i.e., sections or chapters).

### 4.2.3 Methodology and research methods
This is likely to be a short section giving details of the types of material you have used, books, peer-reviewed articles, grey literature, press reports, internet based materials. It will also highlight any limitations. You need to be aware that some internet sites may be putting forward particular perspectives, so you will need to take this into account in your dissertation. You should also be aware of the limitations of ‘grey’ research (i.e., material that has not been through a peer review process).

### 4.2.4 Analysis of literature
You are likely to have several chapters/sections that focus on different aspects of your research question/argument. You will also need to explore the policy context. Your analysis might draw on:

- policy documents
- legislation
- statistics – from government sources, from surveys
- research studies
- relevant theory

Your analysis should critically evaluate earlier work in the field, paying due attention to its contributions, and to any methodological problems and limitations involved. It should also pay due attention to theoretical problems and controversies, and to key findings.

Since there is no major empirical component to the dissertation, the examiners will pay particular attention to matters of scholarship. They will expect your dissertation to be especially thorough and critical in its handling of the issues and in its development of the arguments it puts forward.

### 4.2.5 Discussion and conclusions (these can be separate sections)
The discussion links your findings with the research question. The conclusions drawn should be substantiated from within the body of the dissertation. What are the implications for policy? Are there implications for future research?
5. **Dissertation length**

No dissertation should exceed 10,000 words in length. This 10,000 words refers to the abstract and **the main body of the text** along with any of the following that you may also include:

- title page (not the Department *Summative Coursework Cover Sheet*)
- acknowledgements
- list of acronyms
- glossary of terms
- table of contents
- statistical tables and illustrative material
- footnotes/endnotes
- index

**The reference list (bibliography) and appendices are NOT included in this word limit.** Whilst examiners may choose to refer to the appendices during marking, you should not include any material in this section that you expect to be read and contribute to your final mark.

6. **Presentation and layout**

Presentation is very important:

- Do not try to put too much on one page
- Use 1.5 or double-spacing
- Use 3cm on all margins
- Number your pages
- Leave a blank line between paragraphs
- Check your spelling and punctuation
- Keep the number of fonts to a minimum
- Arrange for your work to be bound (spiral [wire or plastic], tape, or slide binding will suffice) with the Department *Summative Coursework Cover Sheet* as the front page of each copy.

6.1 **Headings**

Headings and sub-headings will help to organise the material better and will also improve presentation.

Major headings should be in uppercase and sub-headings in title case.

For example:

**THE HISTORY OF SOCIAL POLICY**

The Modern Period in Social Planning

6.2 **Tables and Figures**

Tables, graphs, figures must be clearly numbered, titled and sourced. It is advisable to use the chapter number as a prefix. Tables in chapter 2 will, therefore, be numbered Table 2.1, Table 2.2 etc. Figures will be numbered in the same way, i.e. Figure 2.1, Figure 2.2 etc.

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1 **MSc Population and Development** students should disregard this 10 000 word limit and refer to the *Information about your programme of study* section of this handbook for specific guidance.
7. Citation, Referencing and Plagiarism

Please refer to the sections Citation and Referencing and Plagiarism in this handbook.

8. Dissertation Timetable (Support you can expect from your supervisor)

Michaelmas Term

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Approx. timing</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>A supervisor in the Department will be allocated to you and you will be notified who she/he is.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introductory</td>
<td>week 1/2/3</td>
<td>Meet to discuss course options and proposed dissertation topic.</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; MT meeting with supervisor</td>
<td>week 5</td>
<td>You should arrange a project planning meeting* with your supervisor to discuss research topic; possible research question; methods.</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; MT meeting with supervisor</td>
<td>week 9/10</td>
<td>You should arrange a project finalisation meeting with your supervisor to commit to a specific research theme; discuss progress; decide on research question; plan timetable for completion.</td>
</tr>
<tr>
<td>Christmas vacation</td>
<td></td>
<td>Preliminary work on dissertation. Note: supervisors are not normally available during vacations for meetings.</td>
</tr>
</tbody>
</table>

* Please note that it is your responsibility to make contact with your supervisor to agree times for each of your meetings

Lent Term

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Approx. timing</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; LT meeting with supervisor</td>
<td>week 2</td>
<td>You should arrange a project progress meeting with your supervisor (to focus on draft literature review or other work)</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; LT meeting with supervisor</td>
<td>week 8</td>
<td>You should arrange a further project progress meeting with your supervisor (to focus on early draft of main sections or a plan/outline of proposed dissertation/plan empirical work (if any)/seek ethical committee approval if necessary).</td>
</tr>
<tr>
<td>Submit title</td>
<td>week 9/10</td>
<td>Submit agreed final dissertation title to programme administrator – Titles may only be changed after this date with the written permission of the supervisor.</td>
</tr>
<tr>
<td>Easter vacation</td>
<td></td>
<td>Carry out empirical work (if any); continue work on dissertation. Note: supervisors are not normally available during vacations for meetings.</td>
</tr>
</tbody>
</table>

Summer Term

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Approx. timing</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; ST meeting with supervisor</td>
<td>week 1/2</td>
<td>You should arrange a third progress meeting with your supervisor. This should be after you have submitted a draft to your supervisor for comment.</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; ST meeting with supervisor</td>
<td>week 10</td>
<td>This is the final point in time when you can normally expect advice and comments from your supervisor.</td>
</tr>
</tbody>
</table>

Summer Vacation

Ordinarily students ought to be able to continue to contact supervisors up until the end of July, although this will not necessarily mean face-to-face contact. However, much depends on the circumstances of individual members of staff. During the Summer vacation academic staff are expected to spend time on research, conference attendance and take their holidays, so students should not rely on them being available during this
It would be wise to discuss with your supervisor when they are available in July for contact and what form that contact should take.

Deadline

Submit dissertation before 12.00 noon on 1 September (or if this falls on a weekend, then the first weekday after 1 September. Please refer to the ‘Examination and Assessment’ information in the ‘Department’ section of this handbook for guidance on submission procedures.

Please note: You should discuss with your supervisor the approach, coverage, questions to be asked, and the outline structure and research design of the dissertation. It is your responsibility to submit to your supervisor, with reasonable notice, material that can form the basis of discussion in these meetings. In order to maximise 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) in advance of the meeting date. Remember that if you do not approach your supervisor he/she will not necessarily chase you - the initiative is your responsibility. 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.

9. **SA4C1: Long Essay and the Research Process**

This is a non-assessed course which aims to provide an understanding of issues associated with the research process for all students undertaking MSc degrees in the Department of Social Policy. All students taking MSc Social Policy Programmes are strongly encouraged to attend SA4C1.

It includes:

- the process of framing a research question
- hypothesis building and/or using conceptual frameworks
- issues in the methodology of social policy research
- selecting the appropriate methods
- the place of different research methods (qualitative and quantitative) in social policy
- the process of writing a dissertation
- constructing an argument
- plagiarism

The course consists of two lectures in the Michaelmas term (Weeks 8 and 9) and three lectures in the Lent Term (Weeks 2, 4 and 6).

10. **Availability of past MSc Dissertations**

The Department makes available a selection of the highest quality dissertations for students to access. Please contact your Programme Administrator for details.

11. **Deadline for Submission**

Two bound copies of the dissertation must be submitted to the course administrator on or before 1 September at 12:00 (midday) or if this falls on a weekend, the first week day after 1 September. For part time students, this applies to the September following your second year of study.

Please also refer to the summative coursework submission guidelines in the Examination and Assessment section.
Personal safety and risk assessment

School policy and good practice now require a risk assessment where students are engaged in academic work away from LSE which produces what can be termed ‘serious additional risk’.

Over the summer months many of you will be undertaking fieldwork for your dissertations. For some this will involve poring over the latest Government policies, but for others it will mean going out to talk to stakeholders and policy makers. Many of you will be staying in the UK whilst others will be going further afield to carry out research. With so many variables and permutations it is impossible to offer specific advice about personal safety. However the following general points should be kept in mind at all times:

- Your fieldwork is an important part of your dissertation. HOWEVER you should never do anything or go anywhere that you believe would put you at personal risk.
- You should always ensure that you let someone know where you are going, when you are planning to return and when you have returned.
- If you are going out to interview stakeholder groups take due care. Where possible go with someone else or hold focus groups. Do not put yourself at risk in order to obtain information. It is NEVER worth it.
- Use common sense at all times when thinking about where and how to gather your information and always pay due care and attention to your own health and safety.
- If you are travelling to a country where you are not a citizen and have no right to health care you should take out insurance to cover your costs should you fall ill or require some form of assistance. Seek advice from the Students’ Union, from NatWest (next to the Old Building), or from travel companies.
- In addition, if you are travelling to a country where you are not normally resident you should check to be sure that you have all of your immunisations current and do not require any further medical treatment before you travel. It is worth seeking advice from the Travel Clinic which is in Mortimer Market (off Capper Street), London WC1E 6AU; this is part of the Outpatients Clinic of the Hospital for Tropical Diseases. Country specific information is also available on the Department of Health website:


- Finally, you should check the British Foreign and Commonwealth Office travel advice web pages for specific information regarding the country to which you are travelling. The website address is: [http://www.fco.gov.uk](http://www.fco.gov.uk)

We expect all students to behave responsibly and comply with this advice. The School can accept no responsibility for problems you encounter as a result of failure to do so.

Along with ethical issues, students should discuss the risk assessment issues of their research work with their supervisors in the first instance.

Students should also be familiar with the School’s risk assessment policy. The information at the following link is for PhD students but you can still take note of the guidelines and discuss the questionnaire with your supervisor before conducting any fieldwork.

[http://www2.lse.ac.uk/intranet/students/researchStudents/researchDegrees/Fieldworkform.doc](http://www2.lse.ac.uk/intranet/students/researchStudents/researchDegrees/Fieldworkform.doc)

PLEASE DO NOT contact the Research Degrees Unit (or submit the fieldwork forms), as they deal with PhD students only.
Research ethics

All students are expected to discuss the ethical implications of their research with their supervisors. Where appropriate a research ethics checklist and a research ethics review questionnaire may need to be completed. These are available via the LSE research ethics link below.

The conduct of research is a vital part of the life of the department. Not only is it integral to the work of all academic staff, many students in the course of their studies will undertake a piece of primary research for the purposes of a dissertation or thesis. Although any particular empirical investigation may be modest in scope, if it entails human participants, it is nonetheless essential that staff, students and supervisors should consider and address any ethical implications that may pertain to the project. While some students will receive explicit instruction in relation to research ethics as part of a taught research methods course, others may not. In either event, it is a requirement that dissertations or theses that are based on data directly gathered from human participants should include a statement to demonstrate that the research has been conducted in accordance with appropriate ethical principles.

School policy

The LSE research ethics policy can be viewed at the following link:

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

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 unusually sensitive cases it may be sensible for this to be done in any event. In such instances the School has recently established 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.

Essential considerations

The Social Policy Association has published its own research ethics guidelines:

There are a number of other bodies who also publish such guidelines, amongst which some of the most helpful are those of the Social Research Association:

http://the-sra.org.uk/sra_resources/research-ethics/ethics-guidelines/

These emphasise that anybody engaged in social research has obligations:

- **To society at large.** The purpose of social research is so far as possible to advance human understanding and not exclusively the interests of the researcher, of any particular organisation, group or government.
- **To other researchers.** All researchers, including students, have a responsibility to make sure that what they do does not prejudice the work of others who may be conducting or who may seek in future to conduct similar investigations.
- **To participants.** People who are interviewed or observed in the course of social research should come to no harm as a result. The two most widely discussed principles in this connection are *informed consent* and *confidentiality*: participants should clearly understand the purposes of the research and must explicitly agree to take part; and they should have a right, if they choose, to have any personal data treated in confidence. Because research in social policy may well involve individuals or groups who are unusually vulnerable or marginalised, adhering to these principles can sometimes be problematic. Additionally, it may be necessary to anticipate, for example, that participation in certain kinds of research may occasion emotional distress to the individuals concerned, or that the reporting of research - even when participants have been anonymised - may indirectly harm or unintentionally stigmatise those who took part, or the groups or communities to which they belong.

It should also be recognised that researchers have a responsibility to themselves and the School has a responsibility for the safety of staff and students involved in research. Certain kinds of research may expose the investigator to danger, including the risk of violence from participants or because of the inherently hazardous nature of the environment in which the investigation is to be conducted. In such instances, attention should be paid to the ways in which such risks may be minimised.

**The wider context**

Social policy research will often be directly concerned with the experiences of the users of human services and/or the needs of disadvantaged social groups. In this context, there is a wider ethical imperative that people should not be objectified as the 'subjects' of research, but that, wherever possible, they should be empowered as participants in the research process. Ideally, this might mean that service users and the members of disadvantaged groups should have a say in how research is designed and conducted. At the very least, it means that researchers have a responsibility fairly and accurately to represent the interests, and to give expression to the voices, of the participants.

The Department of Social Policy at the LSE is naturally concerned to promote the highest ethical standards in the research undertaken by staff and students. It is recognised, however, that such standards are not self-evident or devoid of controversy. For example, guidelines, codes of practice and protocols are necessary and useful, but restrictively interpreted they can constrain or inhibit research with a wider ethical purpose. What is most important is that ethical considerations, when they apply, are properly and openly discussed.

**Research methods**

All students taking MSc Social Policy programmes are strongly encouraged to attend *SA4C1: Long Essay and the Research Process* (see the Guidance Notes for MSc Dissertations/Long Essays above).
Students are also encouraged to attend (audit) research methods courses in the Methodology Institute (MY). MY400 Fundamentals of Social Science Research Design provides a grounding in social science research methods. If you are planning to do quantitative or qualitative research for your dissertation, it might also be useful to audit other relevant MY courses.

There is also a very useful Moodle resource developed by Dr Sunil Kumar entitled SA452.3(a) Researching and Writing Assessed Essays and Dissertations. The resource has been designed to be self-taught and provides a clear explanation of the purpose of each of the research components (for example, literature review, research question) and how the components are inter-related in writing your essays and dissertation.

**Recommended reading**

The following texts provide useful information about research methods used in the social sciences:


Plagiarism

You must avoid the act of plagiarism when referring to other sources to support your assessed work. Please read the information below carefully.

Defining plagiarism

“To take and use the thoughts, writings, inventions, etc. of another person as one’s own.”
(Oxford English Dictionary)

The work you submit for assessment must be your own. If you try to pass off the work of others as your own you will be committing 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.

The definition of a student's own work includes work produced by collaboration expressly allowed by the department or institute concerned or, at MPhil/PhD level, allowed under the Regulations for Research Degrees. If the student has not been given permission, such work will be considered to be the product of unauthorised collusion and will be processed as plagiarism under these regulations.’

Plagiarism refers to any work of others, whether published or not, and can include the work of other candidates. Any quotation from the published or unpublished works of other persons, including other candidates, must be clearly identified as such and a full reference to their sources must be provided in proper form. A series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as much as 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 without any acknowledgment whatsoever. However, inadequate referencing can also result in plagiarism. For example, inserting a section of text (of any size) from someone else’s work in to your own without quotation marks would be plagiarism even if the source were acknowledged in a precise reference. If you use verbatim material from other sources it must both be in quotation marks or indented and precisely referenced with page numbers. When the work of other people is referred to, there should always be an acknowledgement.

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

For example, this constitutes plagiarism:
In my essay, I will be analyzing the rise of NGOs. Since the 1980s, NGOs have moved to the forefront of development policy and practice. There are many different types of NGOs, as I will show in the next section …

**This does not** (because it is properly quoted):

In my essay, I will be analyzing the rise of NGOs. As Smith has written (1998:17) “since the 1980s, NGOs have moved to the forefront of development policy and practice”. There are many different types of NGOs, as I will show in the next section …

**Nor does this** (because it is properly referenced and summarised in your own words):

In my essay, I will be analyzing the rise of NGOs. Smith (1998) points out that from the 1980s onwards NGOs have become more important actors in the field of development. There are many different types of NGOs, as I will show in the next section.

Please note that plagiarism can arise from failing to source material obtained from Internet sources as well as from books, articles, etc.

**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 processed under the School’s regulations on assessment offences. 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. Information about referencing is available in the **Citation and Referencing** section of this handbook. It is advisable to observe the standards used in top refereed journals and follow them.

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:

http://www2.lse.ac.uk/library/services/training/citing_referencing.aspx

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 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, which can be viewed at the following link:
http://www.lse.ac.uk/resources/calendar/academicRegulations/RegulationsOnAssessmentOffences-Plagiarism.htm
Examination and Assessment

Formative coursework

Formative coursework does not count towards your final degree. Its purpose is to provide you with informal feedback from seminar teachers, which will help you to develop your analytical and writing skills ahead of summative coursework and examinations. All courses include some kind of formative assessment.

Please consult the appropriate course director/administrator for guidance on the requirements for the format and submission of formative coursework as procedures vary across courses.

Summative coursework

Summative (assessed) coursework, does count towards your final degree and, along with your written examinations, is designed to evaluate your level of academic achievement.

Presentation

Many students spend a lot of unnecessary time and money on the external presentation of their summative coursework. For an essay, a stapled document is sufficient. Dissertations, however, should be bound (e.g. spiral, tape, or slide binding) since they are generally larger documents.

You will not be given extra marks for external presentation – it is the content of your work that is being examined.

Submission

The Department of Social Policy has standard procedures for the submission of summative coursework for all of its courses (any course with the prefix SA). When submitting your work (essay, long essay, dissertation, project etc.) please ensure that you adhere to these procedures:

- Ensure that your assessed work is anonymous.

Your name must not appear anywhere on the coursework or the coversheet. Your five digit candidate number (available via LSE for You from mid-November) should be the only means of identifying your work. Administrative staff within the Department will not accept assessed work from you if it does not carry your candidate number.

- Submit two copies of the coursework to the course administrator before 12:00 (midday) on the given deadline date.

Each copy must have the Department Summative Coursework Cover Sheet attached.

- Submit an electronic version of the coursework (Word or PDF format only) via Moodle before 12:00 (midday) on the given deadline date.

Please refer to the instructions on the appropriate course Moodle page. The file name must be your five digit candidate number (e.g. 12345.doc) and NOT your name, LSE student number, the course code or the essay title.
Postal Submissions

If you are planning to submit your coursework via post you are strongly advised to use a reliable courier service that offers recorded delivery. Please ensure that you allow adequate time for the package to arrive within the Department prior to the submission deadline.

You should post your submission to the following address:

<Administrator’s Full Name>
London School of Economics
Department of Social Policy (<Administrator’s room number>)
Houghton Street
London
WC2A 2AE

Students submitting their coursework via post must complete and enclose one copy of the Summative Coursework Declaration Form. This form should not be attached (e.g. stapled/bound) to the coursework as it will be retained by the course administrator to ensure anonymity in the marking process.

Submissions on your behalf

If someone else is submitting the hard copies of your coursework on your behalf, you should ensure that you include a completed Summative Coursework Declaration Form.

The Declaration

The School considers academic integrity to be an issue of the utmost importance. Under the Conditions of Registration for your programme of study you consented to all of your summative coursework (essays, projects, dissertations, etc) being analysed by plagiarism detection software.

The Department of Social Policy submits all summative coursework to Turnitin UK (iParadigms) for textual similarity review. Copies of all papers submitted to this software will be retained as source documents in the iParadigms reference database solely for the purpose of detecting plagiarism.

Students should NOT submit their summative coursework to Turnitin themselves as this may result in a report indicating a 100% match when the Department submits the same piece of coursework for textual similarity review.

When you submit the two hard copies of your coursework to the course administrator you will be asked to sign the following declaration:

I certify that I have read and understood the rules and regulations of the LSE regarding assessment procedures and offences and formally declare that all work contained within this document is my own apart from properly referenced quotations.

---

2 Use of the Turnitin UK service shall be subject to such Terms and Conditions of Use as may be agreed between iParadigms and LSE from time to time and posted on the Turnitin UK website.
I understand that plagiarism is the use or presentation of any work by others, whether published or not, and can include the work of other candidates. Any quotation from the published or unpublished works of other persons, including other candidates, must be clearly identified as such by being placed inside quotation marks and a full reference to their source must be provided in proper form.

I understand that my work cannot be assessed unless both hard copy and electronic versions have been submitted by the given deadline. I understand that the electronic version of my work will be submitted to and retained by Turnitin for the purposes of plagiarism detection.

You or the administrator will date this signature as a formal record of when you made your submission.

- **Publication of assessed coursework**

You will be invited to give signed consent for the Department to use your summative coursework as an example of good practice for future groups of students. Should the Department select your coursework for this purpose, please be aware that it may be published on the Department website, Moodle or Public Folders. You are under no obligation to provide consent for publication; it is optional.

All essays and dissertations submitted by students for assessment at undergraduate and taught postgraduate levels are their own intellectual property. Therefore, students and graduates are free to use the content for publication elsewhere. It would be good practice to acknowledge the fact that the content has been submitted for assessment at LSE, for example, by including a note at the end of a journal article to say ‘This article is based on a Masters dissertation submitted to the London School of Economics and Political Science as part of the MSc (fill name) in (fill year)’.

- **Further queries?**

If you have any questions or queries about the general requirements for submitting your summative coursework, please contact the programme administrator.

For information about a specific assignment (e.g. content, structure, format and length) students should refer to the relevant course guide, course Moodle pages or contact the course director/administrator.

**Extensions**

If a student believes that he/she has good cause not to meet the deadline (e.g. illness/injury, bereavement or other serious personal circumstances), he/she should first discuss the matter with the course teacher and seek a formal extension, to be ratified by the Chair of the appropriate Sub-Board of Examiners. This must be done as early as possible. It may not be possible to consider granting an extension if requested close to the hand-in deadline.

If a student misses the deadline for submission he/she should first discuss the matter with the course teacher. If the student feels he/she had good cause for missing the submission deadline (e.g. illness/injury, bereavement or other serious personal circumstances), he/she may seek a formal extension, to be ratified by the Chair of the appropriate Sub-Board of Examiners.

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

If you wish to make the Sub-Board of Examiners aware of your circumstances and how you feel these have affected your assessed performance, please complete the Submission of Mitigation form (available from the Student Service Centre). Alternatively, you may submit a letter setting out the same information requested by the form. The form or letter must be accompanied by official, original evidence of your circumstances (such as doctor's letter, hospital note, death certificate, police reports).

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

It is your responsibility to ensure that any documentation or letters that you have given to the Department about your circumstances over the year are sent to the Student Services Centre if you wish them to be considered by the Board of Examiners.

Penalties for the late submission of summative coursework

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

Five marks out of 100 will be deducted for coursework submitted within 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

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.

Feedback

Students will receive feedback on any summative coursework they are required to submit as part of the assessment for individual courses (except on the final version of submitted long essays/dissertations). They will normally receive this feedback before the examination period.

The following information should be taken into account with regards to the feedback on your summative coursework.

- In order to ensure anonymity in the marking process, under no circumstances should you contact either your lecturer or class teacher regarding the feedback you receive.
- If you have difficulty reading the comments on your feedback sheet, please consult the relevant Programme Administrator.
- Summative work is marked by two internal markers and may also be reviewed by an External Examiner.

Examinations

Examinations for all courses take place during the summer term (May/June). There are a few exams held outside this period and you will be informed if this applies to any of your courses.
The examination timetable will be available at the end of the Lent Term. You must be available to sit your examinations and answer any queries about your script up to the end of the Summer Term (early July). You can obtain your unique candidate number and personal examination timetable via LSE for You from the end of the Lent Term.

To help you prepare effectively for your examinations you should make yourself fully aware of the format and syllabus to be covered in the examinations. Specimen examination papers (or appropriate examination-type questions) are provided for (i) any new course or (ii) an existing course where there have been significant changes to the syllabus in the current academic year. Permitted materials are also specified early in the year.

Past papers can be found at:
https://library-2.lse.ac.uk/protected-exam/index.html (access restricted to LSE network only)

Marking procedures

All assessed work (coursework and examination scripts) must be anonymous and distinguished only by candidate number. Names and candidate numbers are not matched until after the final Examination Board. Each script is marked independently by two internal markers. A final mark is obtained when these two markers meet to confer and agree marks. In cases where the markers are unable to agree a mark, the paper in question is sent to an External Examiner. The External Examiner also receives a sample of scripts and other assessed material from the top, the middle and the bottom of the range in order to confirm that internal marking has been consistent and of an appropriate standard. They shall normally be sent examination scripts and other work that have been assessed internally as meriting a first / distinction or a failure.

Scheme for the Award of a Taught Masters Degree

Please refer to the following link for any possible amendments or updates:
http://www.lse.ac.uk/resources/calendar/academicRegulations/taughtMastersDegreesFiveUnits.htm

This scheme should be read in conjunction with the Regulations for Taught Masters Degrees, the relevant Taught Masters degree programme regulations, the relevant online Taught Masters course guides and the Code of Good Practice for Taught Masters Programmes: Teaching, Learning and Assessment.

1. Responsibilities of Sub-Boards of Examiners

1.1 The Graduate School Board of Examiners, in consultation with the Graduate Studies Sub-Committee as necessary, shall have the authority to approve variations to this Scheme.

1.2 Each degree programme shall be the responsibility of a Sub-Board of Examiners. Taking into account all information properly presented to it and by exercising its academic judgement, the Sub-Board shall decide if each candidate has satisfactorily completed all elements of assessment as set out in the programme regulations. Where the Sub-Board recommends that an award should be made, it will also determine the classification of the award in accordance with section 5 below.
1.3 Each course shall be the responsibility of a Sub-Board of Examiners. The Sub-Board shall confirm a numerical mark for each candidate taking a course falling within its responsibility.

2. External Examiners

2.1 Each Sub-Board of Examiners shall include at least one external examiner competent to judge the candidates concerned.

2.2 All elements of assessment for a course shall be marked by internal examiners and, as appropriate, an external examiner.

2.3 No mark or grade shall be assigned for any course or element of assessment for a course without an external examiner having been able to approve it, whether or not s/he attended a meeting of examiners.

3. Mark and Grade for a Course:

3.1 The examiners for each course will decide a numerical mark for each candidate using the following scale:

<table>
<thead>
<tr>
<th>Mark</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - x%</td>
<td>Bad Fail</td>
</tr>
<tr>
<td>(x+1) - 49%</td>
<td>Fail</td>
</tr>
<tr>
<td>50-59%</td>
<td>Pass</td>
</tr>
<tr>
<td>60-69%</td>
<td>Merit</td>
</tr>
<tr>
<td>70% and over</td>
<td>Distinction</td>
</tr>
</tbody>
</table>

Each Department, Institute and Group shall specify the value of x as 19, 29 or 39 for all its courses, and this shall be clearly published in the School Calendar and in departmental student handbooks.

3.2 The grade of Bad Fail will be used internally to indicate when a fail cannot be compensated and, therefore, must be re-attempted. It will not appear on official transcripts.

3.3 Unless they receive written instructions from the Examinations Office to do so, e.g. in the case of dyslexic candidates, examiners shall assess work without referring to medical and/or extenuating circumstances. Such circumstances will be considered by the Sub-Board of Examiners at the meeting where the award of degrees is considered.

4. Eligibility for Award of Degree
4.1 In order to be considered for a degree, a candidate must have completed all elements of assessment required for the course as listed in the corresponding programme regulations.

4.2 A candidate who is absent for any element of assessment for a course will be considered not to have completed the course. Moreover, the absence will count as one of the attempts allowed for the course unless it is authorised by the Chair of the Sub-Board of Examiners responsible for the programme.

4.3 A candidate will not be recommended for the award of a degree if s/he has failed courses to the value of one or more units, subject to the penalty rules for failed courses in section 5.2 or, in the judgement of the examiners, as a direct result of medical and/or extenuating circumstances.

5. Calculation of the Award of Degree

5.1 The Sub-Board of examiners can designate a full-unit course (or equivalent) as being critical to assessment for a programme and establish a 'local rule' whereby it will be given special consideration in the awarding of the degree: for example, a degree cannot be awarded unless the designated course has been passed or the award classification cannot be higher than the result awarded in the designated course.¹

5.2 Where a candidate receives a Fail mark in any course, the following penalty rules shall apply:

5.2.1 A Bad Fail mark in any course of any unit value will result in an overall Fail for the degree.

5.2.2 A Fail (but not a Bad Fail) in a course of 0.5 unit value does not require compensation.

5.2.3 A Fail (but not a Bad Fail) in a course(s) to the value of 1.0 unit will result in an overall Fail unless compensated either:

(i) by a mark of at least 60% in: a) one full unit course; or b) each of two half unit courses; or

(ii) by a compensation aggregate mark of 220 in the non-failed courses.

If compensated, a Fail shall result in a drop in the overall award classification where a Distinction or Merit would otherwise have been awarded. It shall have no further impact where a Pass is to be awarded.

5.3 The overall classification of an award shall, subject to the penalty rules for failed courses in section 5.2 above, be calculated as follows:

5.3.1 For a Distinction:
(a) marks of a Distinction grade in courses to the value of 3.5 units or more, but no marks of a Merit grade in any course;

(b) marks of a Distinction grade in courses to the value of 3.0 units and marks of a Merit grade in courses to the value of 1.0 unit

5.3.2 Either a Distinction (if no failed course) or a Merit according to the 'local rules' of the Sub-Board\(^1\)

(c) marks of a Distinction grade in courses to the value of 3.0 units and a mark of a Merit grade in a course of 0.5 unit value;

(d) marks of a Distinction grade in courses to the value of 2.5 units and marks of a Merit grade in courses to the value of at least 1.5 units and an overall Distinction aggregate mark of at least 320

5.3.3 For a Merit:

(e) marks of a Distinction grade in courses to the value of at least 2.5 units;

(f) marks of a Merit grade (or higher) in courses to the value of 3.5 units or more;

(g) a mark of a Distinction grade in a course of 0.5 unit value and marks of a Merit grade in courses to the value of 2.5 units.

5.3.4 Either a Merit (if no failed course) or a Pass according to the 'local rules' of the Sub-Board\(^1\)

(h) marks of a Merit grade in courses to the value of 3.0 units;

(i) marks of a Distinction grade in courses to the value of 1.0 unit and marks of a Merit grade in courses to the value of 1.5 units

5.3.5 For a Pass

(j) marks of at least a Pass grade in courses to the value of 4.5 units;

(k) marks of at least a Pass grade in courses to the value of 4.0 units with compensation for the failed unit(s).

6. Failure to Achieve an Award of Degree

6.1 If a candidate has not been awarded a degree, s/he shall normally be entitled to re-sit the failed courses only (on one occasion) and at the next normal opportunity. Results obtained at re-sit shall always supersede any previous attempt.
6.2 If a candidate has met the requirements for the award of a degree having re-sat failed courses, s/he can only be recommended for the award of a Pass degree unless, in the judgement of the examiners, the initial failure(s) was at least in part a direct result of medical and/or extenuating circumstances.

7. Appeals and Offences

Appeals against decisions of Sub-Board of Examiners will be handled according to Regulations for the consideration of appeals against decisions of Boards of Examiners for taught courses. Assessment offences will be handled according to the Regulations on assessment offences: plagiarism or Regulations on assessment offences: offences other than plagiarism. All School Regulations are published in the School Calendar.

8. General Proviso

It is also open to a Sub-Board of Examiners to recommend to the Graduate School Board of Examiners any departure from this Scheme and/or from its 'local rules' if, in their judgement, this would be equitable for any individual candidate or any group of candidates as a direct result of medical and/or extenuating circumstances. Such circumstances would need to be extraneous to the normal assessment process and would apply to that candidate or group of candidates.
Funds and Awards

Hardship funds

For detailed information about School sources of funding, please refer to the Financial Support Office website:

http://www.lse.ac.uk/collections/studentServicesCentre/financialSupportOffice/

Titmuss Meinhardt Hardship Fund

(Available to all Social Policy students)

Interim Contact: John Wilkes, Department Manager
j.wilkes@lse.ac.uk, Room OLD 2.48, Ext. 7345

In proven cases of unforeseeable need or emergency, a student may apply for a sum up to an approved maximum from the Secretary of the Fund. Students are expected to approach the Financial Support Office before seeking help from this Fund.

Prizes

These prizes are awarded to students for merit or achievement based on nominations received by academics in the Department. They are small in monetary terms but carry significant prestige.

Brian Abel-Smith prize (£150 each)

Brian Abel-Smith was Professor of Social Administration at LSE from 1965-1991. One of the most renowned figures in post-1945 social administration, Brian Abel Smith first came to prominence with his incisive analysis for the Guillebaud enquiry into the cost of the national health service (with Richard Titmuss). As a consultant to the World Health Organisation and other institutions, he travelled to many countries advising on matters relating to health economics.

Prizes for best performance in both examinations and the dissertation are awarded in his memory for each of the following programmes:

- MSc Health Economics, Policy and Management
- MSc Health Policy, Planning and Financing
- MSc Health, Population and Society
- MSc International Health Policy
- MSc International Health Policy (Health Economics)

Charles Mostyn Lloyd Memorial Prize (£100)

Charles Mostyn Lloyd was Head of the Department of Social Administration from 1922-1944. A prize is awarded in his memory for outstanding performance at MSc level.

Christie Exhibition (£125)

The Christie Exhibition is awarded in memory of Mary Elizabeth Christie, a former lecturer in the Department of Social Science. It is awarded for achievement by a student in the Department of Social Policy.
Delia Ashworth Prize (£275)

Mary Isabel Ashworth (known as Delia) studied social science at LSE from 1936-1938. She kindly bequeathed a sum of money to the School and an award was established in her memory. In view of Ms Ashworth’s particular interest in social work, this prize is awarded for outstanding performance in an MSc programme by a student likely to pursue a career in this field.

Loch Exhibition (£200 each)

The Loch Exhibitions were founded by a private benefactor in memory of Sir Charles Loch who spent his life working to improve the welfare of the poor and disadvantaged. They are awarded to students in the Department of Social Policy for merit and achievement.

Titmuss Prize (£300 each)

Richard Titmuss was Professor of Social Administration at LSE from 1950 until his death in 1973. His publications on welfare and social policy were radical and wide-ranging, spanning fields such as demography, class inequalities in health, social work, and altruism.

Titmuss’ work played a critical role in establishing the study of social policy as a scientific discipline; it helped to shape the development of the British Welfare State and influenced thinking about social policy worldwide.

Prizes are awarded in his memory for best performance and best dissertation in for the following MSc programmes:

- MSc Criminal Justice Policy
- MSc Population and Development
- MSc Social Policy (European and Comparative)
- MSc Social Policy (Research)
- MSc Social Policy (Social Policy and Planning)
- MSc Social Policy and Development
- MSc Social Policy and Development (NGOs)

In addition, an annual prize is awarded for the best PhD thesis written by a student in the Department.
DEPARTMENT OF SOCIAL POLICY

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.

<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>Distinction</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>Merit</td>
<td>70-74</td>
<td>Excellent, logically developed argument; very well written</td>
<td>Very good use of wide range of literature to support argument / points</td>
<td>Very good understanding and exposition of relevant issues; well informed; good awareness of nuances and complexities</td>
<td>Well constructed arguments with appropriate use of theory/conceptual framework; questioning, unbiased approach; clear evidence of independent thought; good demonstration of originality of thought.</td>
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<td>65-69</td>
<td>Very 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>
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<td>60-64</td>
<td>Logically presented argument; clearly expressed</td>
<td>Adequate use of standard literature to support arguments</td>
<td>Shows awareness of issues but lapses into description in places</td>
<td>Appropriate choice and use of theory/conceptual framework; attempts analysis</td>
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<td>Pass</td>
<td>50-59</td>
<td>Poorly developed argument; meaning not necessarily or entirely clear</td>
<td>Use of narrow range 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>Weak understanding or use of chosen theory/conceptual framework; too descriptive and/or analysis too superficial</td>
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<tr>
<td>Fail</td>
<td>40-49</td>
<td>Confusingly structured and argued; meaning unclear</td>
<td>Relies on superficial repeat of lecture/seminar notes</td>
<td>Establishes a few relevant points but superficial and confused; much irrelevant material</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>
<tr>
<td>Bad 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 or 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>
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NOTE: marks < 30 signifies work that is significantly flawed or seriously inadequate; marks < 15 signifies work representing only a minimal or no serious attempt.
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Summative Coursework Cover Sheet

CANDIDATE NUMBER

5 digit number – available via LSEforYou

ACADEMIC YEAR

COURSE CODE

SA

COURSE TITLE

ASSIGNMENT TITLE

WORD COUNT

Excludes reference list (bibliography) and appendices. SA485, SA492, SA493, SA4F1 and SA499 students should disregard this word count and adhere to the required 10 page (SA485, SA492 and SA493), 5 page (SA4F1) and 45 page (SA499) limits.

DEPARTMENT USE ONLY

Please tick this box if the External Examiner should be referred to the feedback prepared for the candidate. Any further comments can be entered below (or attached on a separate sheet if there is not sufficient space).

MARKER 1 COMMENTS

SUGGESTED MARK %

MARKER 2 COMMENTS

SUGGESTED MARK %

AGREED MARK %

EXTERNAL EXAMINER COMMENTS
DEPARTMENT OF SOCIAL POLICY

Summative Coursework Declaration Form

To be completed by students who are submitting their coursework BY POST or asking someone to submit their coursework on their behalf

DO NOT COMPLETE THIS FORM IF YOU ARE HANDING IN YOUR COURSEWORK IN PERSON

CANDIDATE NUMBER

5 digit number – available via LSEforYou

ACADEMIC YEAR

COURSE CODE

S A

COURSE TITLE

ASSIGNMENT TITLE

DECLARATION

I certify that I have read and understood the rules and regulations of the LSE regarding assessment procedures and offences and formally declare that all work contained within this document is my own apart from properly referenced quotations.

I understand that plagiarism is the use or presentation of any work by others, whether published or not, and can include the work of other candidates. Any quotation from the published or unpublished works of other persons, including other candidates, must be clearly identified as such by being placed inside quotation marks and a full reference to their source must be provided in proper form.

I understand that my work cannot be assessed unless both hard copy and electronic versions have been submitted by the given deadline. I understand that the electronic version of my work will be submitted to and retained by Turnitin for the purposes of plagiarism detection.

FULL NAME Please print

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DATE
CONSENT FOR PUBLICATION *(optional)*

I give consent for the Department to publish this coursework on the Department website, Moodle or Public Folders should it be considered an example of good practice.

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