



THE LONDON SCHOOL  
OF ECONOMICS AND  
POLITICAL SCIENCE

# Welcome to the Department of Statistics

## Undergraduate Handbook 2026/27



[lse.ac.uk/statistics](https://lse.ac.uk/statistics)



# Contents

|           |                                                                                        |
|-----------|----------------------------------------------------------------------------------------|
| <b>2</b>  | Section 1: Department of Statistics welcome                                            |
| <b>4</b>  | Section 2: About your department                                                       |
| <b>6</b>  | Section 3: Programme Director welcome messages                                         |
| <b>12</b> | Section 4: Professional services staff                                                 |
| <b>16</b> | Section 5: Help and support available to you                                           |
| <b>24</b> | Section 6: Part of LSE                                                                 |
| <b>27</b> | Section 7: Assessment                                                                  |
| <b>34</b> | Section 8: Guidance for students – use of GitHub and Moodle for assessment submissions |
| <b>37</b> | Section 9: Student prizes                                                              |
| <b>41</b> | Section 10: Communication in the Department of Statistics                              |
| <b>47</b> | Section 11: If you are unhappy with an aspect of your studies                          |
| <b>49</b> | Section 12: LSE100                                                                     |
| <b>52</b> | Section 13: LSE beyond your department                                                 |
| <b>71</b> | Section 14: Navigate your LSE                                                          |



# Section 1: Department of Statistics welcome





Dear Student,

I am delighted to welcome you to LSE and the Department of Statistics. The department has an international reputation and has been the academic home of a host of distinguished educators and researchers. You have done exceptionally well to be selected for your programme. Few applicants make it here, and you should be proud of yourself. LSE is one of the finest institutions of its kind in the world, with a key position both geographically, given its location in central London, and geo-politically, in terms of its national and international standing. Our success very much depends on your success, and we look forward to getting to know you and supporting you in your endeavours.

I would like to wish you all the best for your studies here and hope that you will make the most of your time with us. As you will discover, we are a relatively small department, and we maintain an informal, friendly, and supportive atmosphere for our students. If you encounter any problems — be they academic, financial, or wellbeing related — we very much hope that you will let us know at once. You can do this by speaking to your academic mentor, contacting your Programme Director, your Programmes Manager, or any other member of staff.

We are all excited for the academic year to begin and keen to support you throughout your studies. I expect that you will find your studies equally challenging, stimulating, and rewarding. This handbook will help you find your way around the School and the department. Enjoy your time at LSE, and do take some time to explore London and the rest of the UK too.

Welcome!



**Professor Milan Vojnović**  
**Head of Department**



## Section 2: About your department





The Department of Statistics runs five Undergraduate Programmes.  
These are as follows:

### BSc Actuarial Science and BSc Actuarial Science with a Placement Year



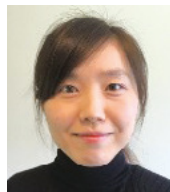
Programme Directors: Dr Pik Liew  
and Dr Xiaolin Zhu  
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### BSc Data Science



Programme Director: Dr Christine Yuen  
[l.t.yuen@lse.ac.uk](mailto:l.t.yuen@lse.ac.uk)

### BSc Economics and Data Science



Programme Directors: Dr Leonardo Alves Dias  
and Dr Christine Yuen  
[l.t.yuen@lse.ac.uk](mailto:l.t.yuen@lse.ac.uk), [l.alves-dias@lse.ac.uk](mailto:l.alves-dias@lse.ac.uk)

### BSc Mathematics, Statistics and Business



Programme Director: Dr Gelly Mitrodima  
[e.mitrodima@lse.ac.uk](mailto:e.mitrodima@lse.ac.uk)



## Section 3: Programme

### Director welcome messages





## BSc Actuarial Science

## BSc Actuarial Science with a Placement Year

A warm welcome to the BSc Actuarial Science or BSc Actuarial Science with a Placement Year programme and the Department of Statistics!

LSE and the department offer a rich array of academic and social opportunities. We encourage you to make the most of them. We hope you find your time here both intellectually stimulating and personally rewarding. While we are committed to supporting you throughout your studies, your success depends not only on the resources available to you but also on your initiative and active engagement in all aspects of your learning.

Both our three-year and four-year (with a placement year) programmes offer an excellent education in Actuarial Science. They are accredited by the Institute and Faculty of Actuaries (IFoA) where some courses taken at LSE could lead to exemption from some professional examinations. We will be happy to discuss all possible paths and choices that best fit your interests and circumstances for a successful learning experience.

Your intellectual development is supported through a range of teaching and learning activities. Broader academic and pastoral guidance is available through the Academic Mentor system in the department and the wide range of services that LSE provides for all students. The earlier we are made aware of any issues, the more effectively we can respond. To help you make the most of the department's resources and navigate your programme of study, this Handbook outlines key information you will need. It is intended not only to support you during your first few weeks but also to serve as a reference throughout your undergraduate studies. While we have aimed to make this Handbook as comprehensive as possible, if you have any questions that are not addressed here, please do not hesitate to contact your Academic Mentor, the Undergraduate Programmes Manager, or either of us.

Warm wishes for a rewarding and enjoyable time at LSE.

We hope to see you around.



**Dr Pik Liew and Dr Xiaolin Zhu**

Programme Directors for **BSc Actuarial Science** and **BSc Actuarial Science with a Placement Year**  
[p.liew@lse.ac.uk](mailto:p.liew@lse.ac.uk), [x.zhu15@lse.ac.uk](mailto:x.zhu15@lse.ac.uk)



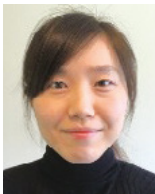
## BSc Data Science

Congratulations and a warm welcome to you to the BSc Data Science programme in the Department of Statistics.

Our BSc Data Science programme aims to provide a comprehensive study that combines data science, machine learning, statistics and mathematics, and involves applying data science to the social sciences. Data Scientists are in high demand in many industries, including online services, healthcare, banks and other financial companies. As a student of the BSc Data Science, you will gain practical skills, theoretical knowledge and contextual information that will provide you with an excellent preparation for a quantitative career in a range of industries.

I look forward to meeting you and supporting you during your study here. If you encounter any problems, feel free to contact me or any member of the departmental staff.

We wish you all the best in your studies at LSE and hope that you will have an enjoyable year with us.



**Dr Christine Yuen**

Programme Director for **BSc Data Science**

[\*\*l.t.yuen@lse.ac.uk\*\*](mailto:l.t.yuen@lse.ac.uk)



## BSc Economics and Data Science

Congratulations and a warm welcome to the BSc Economics and Data Science programme in the Department of Statistics!

Securing your place here is a real achievement, and we are delighted that you have chosen to join us. Our programme brings together economics and data science to give you a deep understanding of economic principles, modern data analysis methods, and the powerful ways these two fields connect to solve real-world problems. You will study economics and econometrics alongside classical and modern data analysis tools, machine learning, and AI, and you will become a confident programmer along the way. It is a programme with a strong mathematical and analytical core, designed for students who pair rigorous quantitative ability with genuine curiosity about the social world.

The skills you develop here are in high demand across industries, from finance and technology to healthcare and public policy. By combining economic reasoning with data-driven methods, you will be well prepared to analyse complex relationships, make sound decisions grounded in evidence, and tackle questions that matter.

LSE and the department offer a rich array of academic, pastoral and social opportunities, and we encourage you to make the most of them. Your success here depends not only on the resources available to you but also on your own initiative and active engagement throughout your learning. Starting university can be exciting and, at times, challenging. Your Academic Mentor will be your first point of contact for academic and pastoral guidance, so do meet with them regularly and keep them informed of any difficulties. Beyond your mentor, I am also here to support you with any challenges you experience, so please do not hesitate to reach out. The earlier we know of any issues, the more effectively we can help.

We very much look forward to meeting you and supporting you throughout your time at LSE. If you have any questions, please feel free to contact us or any member of the departmental staff.

Wishing you a stimulating, rewarding and enjoyable journey ahead!



**Dr Leonardo Alves Dias and Dr Christine Yuen**

Programme Directors for **BSc Economics and Data Science**

**[l.t.yuen@lse.ac.uk](mailto:l.t.yuen@lse.ac.uk), [l.alves-dias@lse.ac.uk](mailto:l.alves-dias@lse.ac.uk)**



## BSc Mathematics, Statistics and Business

Welcome to the BSc Mathematics, Statistics and Business and the Department of Statistics!

Congratulations on securing your place — this is an impressive achievement, given that we admit only around 10 per cent of applicants.

This programme offers a strong quantitative foundation through a blend of mathematics, statistics and business-oriented applications. In your first year, you will focus on core foundational courses in mathematics, statistics and economics, building the analytical toolkit that underpins everything that follows. You will also take LSE100, LSE's flagship interdisciplinary course, which will broaden your analytical perspective and introduce you to big questions from across the social sciences. From Year 2 onwards, you will have the flexibility to shape your studies around your interests and career aspirations by following a specialist pathway (Mathematics, Applied Statistics, Statistics with Economics, Statistics with Finance, Statistics with Accounting). Each pathway provides year-by-year course guidance and helps you build a coherent, well-structured programme. You are free to combine courses across pathways according to your own interests — the pathways are recommendations, not requirements.

Our graduates go on to a wide range of careers, including finance, consulting, data analytics and economics, as well as further study at postgraduate level. The quantitative and analytical skills you will develop here are highly valued by employers across these sectors and beyond.

To support you in making the most of the programme's flexibility, we hold course choice meetings each year. Your Academic Mentor — your first point of contact for both academic and pastoral guidance — will be available to help you make well-informed decisions and support you through any challenges along the way. It is important that you meet with your Academic Mentor regularly and keep them informed of any difficulties, so they can guide you through the many support resources available within the department and across the School.

I very much look forward to meeting you and supporting you during your time at LSE.

Wishing you an exciting and successful year ahead!



**Dr Gelly Mitrodima**

Programme Director for **BSc Mathematics, Statistics and Business**  
[e.mitrodima@lse.ac.uk](mailto:e.mitrodima@lse.ac.uk)



## BSc undergraduate common room

The 6th floor of Columbia House includes a common room for the use of BSc students from the Department of Statistics. The room number is COL 6.01. The room will remain unlocked during working hours but you will require your LSE ID card to access it during evenings and weekends.

The common room has comfy chairs, tables, power supplies for the use of personal laptops and other electronic devices and a complimentary drinks machine. Please take care to look after anything valuable as neither the department nor the School can take responsibility for stolen or damaged items. Recycling bins are provided, so please ensure that the space is kept clean and tidy for the benefit of all students who will be using it. As the room is near to academic offices, please also ensure that noise is kept to a minimum. Please do not remove anything from the common room.





## Section 4: Professional services staff





All non-academic queries should be directed to the Undergraduate Programmes Team. Please email us at [stats.bsc@lse.ac.uk](mailto:stats.bsc@lse.ac.uk) or visit COL 6.11 during our office opening hours.

***We are open for student enquiries from 10am to 1pm and 2pm to 4pm.***

## Programmes Team



**Yanli Ji**  
**Undergraduate Programmes Manager**  
Office: COL 6.11  
Email: [stats.bsc@lse.ac.uk](mailto:stats.bsc@lse.ac.uk)



**Jide Gbadamosi**  
**PhD Programmes and Teaching Manager**  
Office: COL 6.14  
Email: [stats.mphil.phd@lse.ac.uk](mailto:stats.mphil.phd@lse.ac.uk)



**Josiah Phoenix**  
**MSc Programmes Manager**  
Office: COL 6.11  
Email: [stats-msc@lse.ac.uk](mailto:stats-msc@lse.ac.uk)



**Alison Sze**  
**Programmes Administrator (Postgraduate)**  
Office: COL 6.11  
Email: [w.sze1@lse.ac.uk](mailto:w.sze1@lse.ac.uk)



**Sharon To**  
**Programmes Administrator (Undergraduate)**  
Office: COL 6.11  
Email: [stats.bsc@lse.ac.uk](mailto:stats.bsc@lse.ac.uk)



## External Engagement and Communications Team



**John Barlow**

**External Engagement and Communications Lead**

Office: COL 7.13

Email: [j.barlow1@lse.ac.uk](mailto:j.barlow1@lse.ac.uk)



**Penelope Smith**

**Communications Officer**

Office: COL 7.13

Email: [p.a.smith@lse.ac.uk](mailto:p.a.smith@lse.ac.uk)



**Dan Titherington**

**External Engagement and Communications Officer**

Office: COL 7.13

Email: [d.m.titherington@lse.ac.uk](mailto:d.m.titherington@lse.ac.uk)



## Senior Management



**Department Manager**  
**Imelda Noble Andolfo**

Office: COL 6.13

Email: [i.noble-andolfo@lse.ac.uk](mailto:i.noble-andolfo@lse.ac.uk)



**Deputy Department Manager for Teaching and Programme Delivery**  
**Muhammed Sabih Iqbal**

Office: COL 6.12

Email: [m.s.iqbal@lse.ac.uk](mailto:m.s.iqbal@lse.ac.uk)

## Finance and Research Team



**Penny Montague**  
**Research and Finance Manager**

Office: COL 5.09

Email: [p.montague@lse.ac.uk](mailto:p.montague@lse.ac.uk)



**Rossana Duarte**  
**Finance and Operations Officer**

Office: COL 6.14

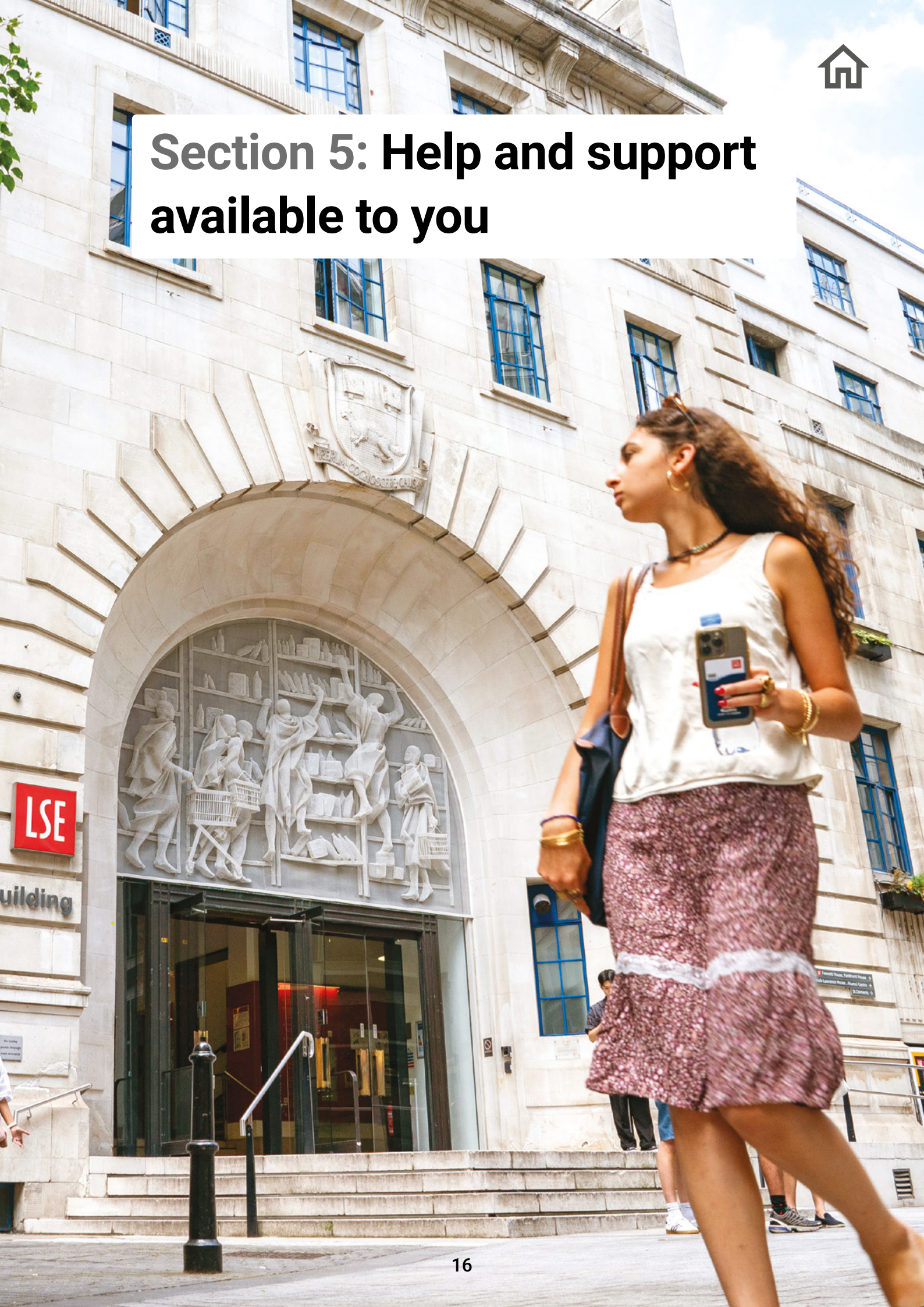
Email: [r.duarte1@lse.ac.uk](mailto:r.duarte1@lse.ac.uk)

## Office Assistant

**Vacant**



# Section 5: Help and support available to you





## Your Academic Mentor

Your Academic Mentor is a key point of contact in the department. Their role is to keep an overview of your academic progress and overall wellbeing during your time at the School.

They can provide guidance and coaching on the wide range of academic and pastoral topics that might come up during your time at LSE. They can share their experience, answer questions and help you play a part in LSE's academic community.

You should attend meetings with them, be willing to enter into discussions about your courses and the wider world, in a one-to-one setting, or perhaps in a group with other mentees.

Bear in mind that they won't always have the answer to all your questions but they will listen to you. When they don't know themselves, they will be able to direct you to the most appropriate team in the School.

## Your mentor's responsibilities

- Provide students with academic guidance and feedback on their progress and performance and discuss any academic challenges they may experience.
- Provide pastoral guidance on non-academic issues and refer students, as necessary, to the appropriate support services within the School.
- Implement the provisions outlined in My Adjustments (MAs) for students with long-term medical conditions, specific learning differences and/or disabilities in liaison with the School's Disability and Wellbeing Service.
- Maintain regular contact with students through direct one-to-one meetings at least twice a term during Autumn and Winter Term and once in Spring Term and through regular email contact as needed.
- Comment on and provide general assessment of students' progression on their termly class reports via LSE for You.
- Inform the Programme Director and School of any students whose attendance and progress is not satisfactory.



The department has in place four positions/options (Senior Student Adviser (SSA), Academic Mentor (AM), Programme Director (PD), and Professional Services team (PSS)) for providing support to all our students. To make things efficient for you when you have questions, concerns, or urgent matters, we outline below the best way to get help quickly by contacting the right person for the specific inquiry. The **academic mentor and the senior student adviser** should be the **first points of contact**.

All students are assigned to an academic mentor at the beginning of the academic year.

## Getting the most out of your Academic Mentor

- Build a good relationship with them.
- Communicate clearly and openly and raise issues that could impact on your studies sooner rather than later.
- Schedule and attend meetings and keep in touch by email even if things are well with you.
- Think about areas you would most like to speak about before meetings.
- Attend the activities and events organised by your academic mentor such as trips and residential weekends as well as the “Keep calm and study in the Stats Department” events organised throughout the year.
- More information on the role of the Academic Mentor can be found on the [Academic Mentoring Hub](#).
- The 1st year BSc Actuarial Science (with a Placement Year) Academic Mentor is Dr Pik Liew, the 1st year BSc Actuarial Science Academic Mentors are Dr Pik Liew and Dr Xiaolin Zhu, the 1st year BSc Economics and Data Science Academic Mentor is Dr Leonardo Alves Dias, the 1st year BSc Mathematics, Statistics and Business Academic Mentor is Dr Erik Baurdoux and the 1st year BSc Data Science Academic Mentor is Dr Christine Yuen.

Your Programmes Manager will have already contacted you with a date and time to meet your Academic Mentor.

Note that your mentor will change in the second and third years.

Regardless of whether you have any questions or concerns, you must arrange to meet with your AM at least twice a term. You can meet your AM by booking an appointment via Student Hub or by emailing them. If you are experiencing difficulties contacting your AM, please notify your Undergraduate Programmes Manager.



## Programme Directors

Each degree programme has its own Programme Director, and their role is:

- To organise and run the Staff-Student Liaison Committee meeting (once per term) with student representatives.
- Resolve academic and personal issues referred to them by the academic mentor. They will work closely with your academic mentor and the professional support team.
- Ensuring students make appropriate course selections and, where applicable, agreeing to a student's request for a course selection outside the degree regulations.
- Considering students' requests for degree transfer, study interruption, and repeat teaching.

You can meet with the PD by emailing them first.

## Departmental Senior Student Adviser (Franks Reyes-Sarria)

The DSSA can provide guidance and support on academic and non-academic matters, as outlined below. You are not expected to meet with the DSSA unless you have a question or a concern.

You can book an appointment to meet with Franks either in person (COL 5.09) or online via [this page](#), where you'll also find the Zoom link for his drop-in sessions. These take place every Monday and Thursday from 11am to 12 noon.

What Franks can help you with:

- Navigating LSE's policies, processes, and systems (eg, assessments, exceptional circumstances, deferrals, interrupting and academic progression).
- Addressing challenges that may be impacting their studies, such as health issues, personal difficulties, or study skills concerns.
- Helping students with queries about results or academic progress.



- Providing guidance on accessing appropriate specialist support, whether within the department or via LSE's central services (eg, Student Wellbeing, Careers, Financial Support, Disability and Mental Health Services, LSE LIFE).
- Encouraging proactive engagement with their studies and overall university experience.
- Advising students on when adjustments might be beneficial and helping them through the process.

## Placements Coordinator (Nicola Jordan)

Nicola is responsible for overseeing the smooth implementation of the industry placement year in the BSc Actuarial Science with a Placement Year degree. This includes sourcing, coordinating, and administering work placements for students.

[Contact Nicola](#) if you wish to learn more about the placement year.

## Professional Services team

The department has a PSS Programmes team made up of Programmes Managers and Programmes Administrators who work closely with PDs, AMs and the DSSA. They are able to support students in the following areas:

- Navigating LSE's policies, processes, and systems (eg, assessments, exceptional circumstances, deferrals, interrupting and academic progression).
- Helping students with queries about results or academic progress.
- Providing guidance on accessing appropriate specialist support, whether within the department or via LSE's central services (eg, Student Wellbeing, Careers, Financial Support, Disability and Mental Health Services, LSE LIFE).
- Encouraging proactive engagement with their studies and overall university experience.
- Answering general questions about programmes and department policy.
- Obtaining student feedback and escalating at department level for resolution.

The Undergraduate Programmes Team are available in person in room COL 6.11 or via email so that they can offer, in many cases, immediate solutions.

Contact details are available [here](#).



## SAM

The **Student Academic Mentor programme (SAM)** allows first year undergraduate students to sign up to receive peer to peer mentoring from undergraduate students from the same programme. The SAM programme matches second and third year mentors with incoming first year students; the aim is for student mentors to advise new students on their approach to study and help with adjustment to LSE. You will receive an email advising you how to sign up for this, alternatively please contact [stats.bsc@lse.ac.uk](mailto:stats.bsc@lse.ac.uk)

## Feedback

### Office hours

Office hours are designated times during which academic staff will be available to discuss academic matters relating to the courses that they teach. Office hours are bookable via the [Student Hub](#).

### What if I cannot make the allocated time?

Students who cannot make the allocated hour are encouraged to contact the relevant academic to make alternative arrangements.





## How do I make an office hour appointment?

This varies across academics. Some appointments are booked via LSE For You (LFY) or the Student Hub, while others do not operate a booking system so you can just attend during the designated time. If you are not sure, please contact the member of academic staff directly.

## Other School support

Please note that the School offers a variety of different support services. Please see [support during your studies](#) for more information.

## Getting feedback on your work

The department's policy is to provide feedback for all students wherever possible. This goes beyond the [LSE Academic Code](#). In particular, feedback will be provided to all students on all exams and on formative/summative coursework.

- **Formative assessment:** For most courses, there are regular homework assignments, which are marked by the class teacher before being returned and discussed in the next class. You will therefore receive both written and oral feedback on all submitted work and can discuss your work further with class teachers and lecturers during their office hours.
- **Summative assessment – exams:** Collective written feedback will be provided on all exams (including resits) via Moodle (or GitHub) within the relevant timeframe by the course convenor. This will summarise the performance of the cohort as a whole on each question, highlighting common errors, and will usually be accompanied by the solutions.
- **Summative assessment – coursework and dissertations:** Individual written feedback will be provided via Moodle (or GitHub) within the relevant timeframe by the course convenor, except for group projects where feedback can be at the group level. For large courses, brief individual feedback may be supplemented by collective feedback for the whole cohort.

Feedback will usually be given at the same time as provisional marks. Marks should first be approved by the second examiner, but the marks remain provisional until confirmed by the sub-exam board.



- **Office hours:** You can discuss questions about any aspect of a course with the lecturer or class teacher during their office hours.
- **Academic Mentor meetings:** An important purpose of Academic Mentor meetings is to discuss progress across all your courses. Your Mentor will have access to records of your class attendance, homework submission and grades, and marks for summative assessments.

### Timescales for feedback

All assessment submission deadlines and feedback timeframes will be clearly communicated at the start of the course.

- **Formative work:** Feedback should be provided within three term weeks of the submission deadline, where work is submitted on time.
- **Exams (January):** Feedback should be provided within six term weeks of the end of the exam period.
- **Exams (Spring Term and Autumn Resits):** Feedback should be provided within three weeks of the publication of final marks.
- **Summative coursework:** Feedback should be provided within five term weeks of the submission deadline.

### Giving feedback to the department

There are many ways that you can pass on comments about any aspect of your courses and programme. We also welcome your suggestions for any activities or events that you would like the department to offer.

- Comments about a course: If you have a concern about a particular course, it is best to discuss this with the lecturer if at all possible. Otherwise, you can discuss the matter with your Academic Mentor or ask your student rep to raise it at the next Student-Staff Liaison Committee meeting. Some lecturers run mid-term surveys so that they can respond to any issues raised before the end of the course. The online School surveys carried out at the end of Autumn and Winter Terms give you the opportunity to share your opinion of the courses you have taken.
- Comments about your degree programme can be discussed with your Academic Mentor.
- Comments about non-academic matters, including suggestions for activities and events can be discussed with your Programmes Manager.



## Section 6: Part of LSE





Feel part of the department and LSE by engaging with the following opportunities and societies.

## Cumberland Lodge residential weekend

Each year the Department takes students to Cumberland Lodge, a 17th-century former royal residence set in the heart of Windsor Great Park, for a residential weekend away from London. There are two trips, one for BSc students and one for MSc students, each combining talks from faculty and PhD researchers, interactive workshops, and an alumni careers panel where recent graduates return to share their experiences of life after LSE.

Alongside the academic programme there's plenty of time to socialise, with quizzes, group activities, and free time to explore Windsor and the surrounding parkland. It's one of the highlights of the Department calendar and a brilliant way to get to know your fellow students and staff early in the year.

One student said, "It was a great event – very well planned, very well executed. I got a chance to meet and befriend people I otherwise would not, learnt a lot about my course and really made me think about what I want to do after my degree. I went in feeling a bit apprehensive about going away whilst I had a substantial amount of work on my plate, but I do not regret it in the slightest. Really the highlight of the year so far."

More details about this weekend will be communicated to you by Dan Titherington, External Engagement and Communications Officer at the start of AT 2026. If you have any queries, you can [email](#) him.

## Events

We hold many events throughout the year from alumni panels, alumni mixers, the annual student ball, public lectures, social events such as bowling and Christmas parties and so much more! Your communications team and programmes team will be in contact with you about these throughout the academic year, so keep your eyes peeled on your LSE emails!



## Seminars

All students are encouraged to attend the seminar series on offer at LSE and other colleges. Throughout the year the Department of Statistics hosts its own Seminar Series, as well as contributing to the Joint Econometrics and Statistics Workshops with the Department of Economics. The department also hosts Data Science seminars. In addition, the Joint Risk and Stochastics and Financial Mathematics seminar series and London Mathematical Finance Seminar series run regularly throughout the year, with speakers from academia and industry.

Details of our Seminar Series are advertised on the department's [website](#), along with other occasional seminars.

## In Practice series

The In Practice series brings together leading professionals from across industry, policy, and the public sector to share their experiences of working with data and statistics in real-world settings. Each session offers students the opportunity to hear directly from leaders in their fields about the challenges, decisions, and opportunities they encounter in their careers, providing valuable context for the skills developed throughout your programme. The series is free to attend and open to all students and is paired with a networking reception after.

## LSESU Student Societies

Societies are groups of students who share a common interest and provide opportunities for you to meet new people, pick up skills for later life and have fun while doing it.

There are a wide range of societies listed on the [Student Union website](#), but the following subject-related societies are a good starting point:

- [The Actuarial Society](#)
- [Data Science Society](#)
- [Mathematics Society](#)



## Section 7: Assessment





## Assessment type

### Formative assessment

All courses include a formative assessment component, which does not count towards your final degree results but which is compulsory.

Formative assessment components are designed to help you with your studies and provide opportunities for individual feedback from teachers in order to give you an idea of how you are progressing.

Course teachers will provide you with feedback, usually in the form of written comments and a mark. This feedback is invaluable in your preparation for the summative assessments as it should help you to improve and develop.

### Summative assessment

Each LSE course will be summatively assessed or examined. Some of the most common forms of assessment are exams, coursework, projects, group work and presentations.

Please note that summative examinations can take place either in January or during the Spring exam period.

In planning for your summative assessments, please be aware that faculty are not available during the vacations. Queries and advice on coursework assignments should therefore be obtained during term-time office hours.

You will also be expected to participate in seminar presentations and discussions and, in some cases, these will form part of the final assessment.

Please see the online course outlines for specific information about what is required regarding formative and summative assessments. You will also be notified of this by the Course Leader.

## Coursework submission

Your coursework must be labelled with your candidate number (available from LSE for You) only. As LSE uses blind marking your name or LSE ID number **must not appear anywhere on your work.**

In most cases you will be expected to submit only an electronic copy uploaded to Moodle (and sometimes via GitHub). The electronic copy should be named with your candidate number and course code, ie, 12365 ST303.



Deadlines are strictly enforced. Your work must be submitted on time.

Requests for extensions are only granted in exceptional circumstances and must be approved by the [\*\*Exam Board Chair\*\*](#).

Students need to complete an [\*\*Extension Request Form\*\*](#), along with supporting evidence where possible. Please also refer to the [\*\*Standards of Evidence table\*\*](#) for further guidance.

#### **IMPORTANT INFORMATION:**

- Take a look at [\*\*further information\*\*](#) about extensions.
- If you have a visa [\*\*please visit the Immigration Advice webpage\*\*](#) for more details of how an extension may impact on your immigration permission.
- You **must** submit your extension request in advance of the assessment deadline.
- Note that it may take a few days for your extension request to be processed as it needs to be reviewed by the Sub-Board Chair.
- If you submit the assessment late after either the original deadline or new extended deadline, late mark penalties will be applied.
- Details of the outcome of your request will be sent to your LSE email address.
- You **must not assume** your request has been approved until you receive a confirmation e-mail.
- If your request is not approved and you do not submit the assessment you will receive a zero mark for that assessment.
- If you are requesting extension for more than one assessment, please submit **one form per assessment**.

### **Late submission penalties**

**Unless otherwise stated, the late submission penalties are:**

**Assessments with either a 48-hour, 72-hour, one-week, two-week or three-week window:**

***For the first 24 hours after assessment submission deadline:***

- Five marks will be deducted for every half-day (12 hours), or part of a half day the assessment is received late. This will result in a maximum penalty of ten percentage marks for the first 24 hours.



**For beyond the first 24 hours after assessment submission deadline:**

- Ten marks will be deducted for the first 24 hours as above then five percentage marks will be deducted per 24 hour period (not limited to working days) the assessment is late, or 24 hour period, thereafter

**Assessments of longer than three weeks:**

- Five marks will be deducted per day (this includes weekends, bank holidays and School closure days), or part, thereafter late.

For more detailed information, please see [School Assessment Discipline and Academic Misconduct.](#)

## Classifications and marking criteria for BSc courses

| Mark         | Grade              |
|--------------|--------------------|
| 0 – 39%      | Fail               |
| 40 – 49%     | Third Class        |
| 50 – 59%     | Lower Second Class |
| 60 – 69%     | Upper Second Class |
| 70% and over | First Class        |

## Student Guidelines on the Use of Generative Artificial Intelligence (AI) Tools

Our expectation is that any work that you submit is solely your own work, or in the case of group work, solely the work of your group. The submission of your work for assessments is a means for you to demonstrate the knowledge and skills you have learned. Submitting work that is not your own and the unauthorised use of generative AI is considered as an act of academic misconduct. Submitting texts, codes or other type of works entirely generated by AI tools would not be counted as your own work. Not only that, you destroy the opportunities to demonstrate what you have learned and obtain appropriate feedback on areas for improvement. Overall, it is detrimental to your own learning.



For each of your courses, the course Moodle page describes if, or to what extent, the use of Generative AI tools is allowed. If at least limited use is allowed, you should think about your reliance of these tools in the same way you might consider relying on a reasonably capable friend, colleague, family member or websites in your learning. Seek help from your course teachers when you are stuck, need fresh eyes on some writing/code, or need some inspiration. You should always assume that generative AI tools, like capable friends, colleagues, and family, are highly fallible, produce errors, and lack contextual understanding that may be relevant for a particular course. Like any learning support, generative AI tools must be used with skill, responsibility, and caution.

- You are accountable for your own work.
- You should critically evaluate and check for accuracy and reliability of any output or advice produced by them. (warning: “AI hallucination”: AI can lie and produce plausible-sounding but non-existent incorrect information. Do not trust anything it says at face value.)
- You should document your use of them correctly so that it can be properly acknowledged and referenced.
- AI is not a person, but it can act like one. It is capable of a lot of things, but it does not know you or your context (warning: data privacy: only share what you are comfortable sharing. Do not feel compelled to share anything personal, even if the AI asks. Anything you share may be used as training data for the AI). It is also unpredictable.

### **General assessment criteria for undergraduate courses – examinations**

The department has the following general guidelines on assessment criteria, which apply to each individual undergraduate course and provide broad descriptions of the meaning of marks awarded on our examinations. The characteristics of the different classifications (First, 2:1 etc) reflect the extent to which the following knowledge, understanding and skills are demonstrated.

- Knowledge and understanding of basic concepts and principles.
- Ability to apply knowledge to formulate a problem mathematically or statistically.
- Ability to apply core concepts to solve a problem, selecting and applying appropriate methods and techniques.
- Accurate use of mathematical notation.
- Ability to make logical arguments.
- Ability to interpret results and set them in context.



| Mark (%) | Grade Descriptor | Characteristics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 70-100   | First            | <ul style="list-style-type: none"><li>• Thorough wide-ranging knowledge and understanding of subject</li><li>• Deft application of knowledge to formulate and solve problems using appropriate methods and techniques</li><li>• Consistently high level of accuracy</li><li>• Arguments consistently expressed in a clear and logical way</li><li>• Appropriate and in-depth interpretation of results</li><li>• Significant capacity to solve more demanding questions requiring non-standard application of knowledge.</li></ul> |
| 60-69    | 2:1              | <ul style="list-style-type: none"><li>• Clear knowledge and understanding of subject</li><li>• Competent application of knowledge to formulate and solve problems using appropriate methods and techniques</li><li>• High level of accuracy</li><li>• Arguments are largely clear and logical</li><li>• Appropriate interpretation of results</li><li>• Some capacity to solve more demanding questions requiring non-standard application of knowledge.</li></ul>                                                                 |
| 50-59    | 2:2              | <ul style="list-style-type: none"><li>• Sound knowledge and understanding of subject</li><li>• Application of knowledge to formulate and solve standard problems using appropriate methods and techniques</li><li>• Largely accurate work</li><li>• Arguments are in general clear and logical</li><li>• Largely appropriate but sometimes cursory interpretation of results</li><li>• Limited capacity to solve more demanding questions requiring non-standard application of knowledge.</li></ul>                               |



| Mark (%) | Grade Descriptor | Characteristics                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 40-49    | Third            | <ul style="list-style-type: none"><li>• Acceptable knowledge of subject, but gaps in understanding</li><li>• Basic competency in application of knowledge to formulate and solve standard problems using appropriate methods and techniques</li><li>• A number of slips in accuracy</li><li>• Arguments are sometimes poorly expressed</li><li>• Cursory interpretation of results</li><li>• Little capacity to solve more demanding questions.</li></ul> |
| 0-39     | Fail             | <ul style="list-style-type: none"><li>• Little evidence of knowledge or understanding of subject</li><li>• Little evidence of ability to apply knowledge to formulate and solve problems using appropriate methods and techniques</li><li>• A large number of errors</li><li>• Arguments poorly expressed</li><li>• Little attempt to interpret results or inappropriate interpretation.</li></ul>                                                        |

Undergraduate courses and degrees in the department conform to the description in the [\*\*QAA Subject Benchmark Statement for Mathematics, Statistics and Operational Research\*\*](#). This sets out the expectations for any undergraduate degree course in the UK in these subjects. In particular, paragraph 5.4 sets out the knowledge, understanding and skills that should be demonstrated to achieve a “threshold standard” (ie, pass an honours degree).

Please note that most Statistics examinations involve short questions, to which the answers can be relatively unambiguously coded as (fully or partially) correct or incorrect. In the marking, these questions may be further broken down into smaller steps and marked step by step. The final mark is then a function of the proportion of parts of the questions which have been answered correctly. In such marking, the principle of partial credit is observed as far as feasible. This means that an answer to a part of a question will be treated as correct when it is correct conditional on answers to other parts of the question, even if those other parts have been answered incorrectly.

Please note that assessment for coursework is course-specific and will be provided by the course leader.



## Section 8: Guidance for students – use of GitHub and Moodle for assessment submissions





Some of our courses utilise GitHub, a cloud-based platform to store, manage, and collaborate on code using version control. Students must follow the guidance below to ensure that course conveners and the departmental administrative team can easily and effectively recognise your submitted work for this course and award your marks accordingly.

## **GitHub username**

- It is desirable that your GitHub username does not provide any identifying information, such as your first/last name or LSE ID number, to comply with the School's anonymous marking policy.
- In case you already have a GitHub account for personal use, please consider creating a new one for use at LSE.
- It is up to each individual student to ensure that they remain anonymous and avoid including any identifying information in their GitHub usernames.
- By including your LSE ID number or first/last names via your GitHub username you will be relinquishing your full anonymity to the markers. Students do so at their own discretion.
- All work will continue to be marked as if received anonymously (following the School's policy) and you can be reassured that no marker will be biased in their marking if you include any identifying information via your GitHub account or username.

## **GitHub Classroom links**

- Whenever you receive an invitation link from GitHub Classroom for any formative or summative assessment, use this link to accept the coursework, clone the repository with the assignment files and submit your solution through this repository. Do not rename this repository nor use any alternative repositories.



## Submitting your work

For courses that utilise GitHub for coursework submission, you are still required to submit additional documents on Moodle. Your Moodle submission will consist of a simple text document (.txt, .doc, .pdf, or other) which provides the link to your GitHub submission.

- It is **every student's individual responsibility** to ensure that the link submitted to Moodle points to the specific repository containing the work to be marked and not to a general or root repository.
- Please be aware that you will have to submit **both** on Moodle and on GitHub before the deadline.
- Failure to submit via both GitHub and Moodle before the deadline **may result in penalty marks**.
- Whenever you are submitting formative or summative work via GitHub, **you must include your five-digit candidate number** either in your files, or as part of the submission name.
- Your candidate number is a unique five-digit number that ensures that your work is marked anonymously. It is different to your LSE ID/student number and will change every year. Your candidate number will be available to you via LFY from early Autumn Term – around 2-3 weeks after the term starts.  
**The candidate number is different each year.**
  - If you are a continuing student, you must use your new candidate number and not the candidate number you were issued in any previous years of study at LSE.
  - As your individual candidate numbers will not be generated until the second or third week of the Autumn Term, in the unlikely event that you will have to submit any formative or summative assessments before this time, please use your LSE ID so that your work can be easily identified. Once you have access to your candidate number, please only use this identifier and do not continue to use your LSE ID number.
  - If you do not include your candidate number administrative staff within the department are permitted to count this as a non-submission and disregard your upload **resulting in a zero mark**.

If you have any queries, please email the professional services staff at [stats.bsc@lse.ac.uk](mailto:stats.bsc@lse.ac.uk)



## Section 9: Student prizes





## Bowley Prize

A £350 prize is awarded annually to the student(s) from the statistics department who produce the best third-year undergraduate project in Applied Statistics (ST312).

## Cyril Offord Prize

The prize is awarded annually for outstanding performance in Mathematics in one of the following degree programmes: BSc Financial Mathematics and Statistics, BSc in Mathematics and Economics, BSc Mathematics with Economics and BSc in Mathematics, Statistics and Business. The prize consists of £250 and a book chosen by the Department of Mathematics. It may be divided into two prizes of £125 and a book each if joint winners are deemed appropriate





## **Farr Prize**

Two prizes of £250 each are awarded annually to undergraduate students from the Departments of Mathematics or Statistics who achieve the best performance in their final year examinations.

## **Head of Department Commendation for Outstanding Contributions Prize**

A prize of £500 is awarded to a student who has demonstrated exceptional dedication, initiative, and impact within the department beyond standard academic requirements.

This commendation recognises students who:

Exhibit Academic Excellence – Maintain a consistently high standard of academic performance.

Demonstrate Leadership – Active leadership in departmental projects, student societies, peer mentoring, research teams, academic events, or collaborative initiatives.

Service to the Department – Meaningful contributions that enhance departmental culture and operations, such as assisting with open days, outreach programmes, conferences, workshops, curriculum feedback, or student representation.

Integrity and Professional Conduct – Demonstrated responsibility, reliability, ethical conduct, and respect for peers, staff, and the wider university community.

Positive Impact and Legacy- Contributions that have a measurable or clearly identifiable positive impact on the department's academic environment, student experience, or external reputation.

Recipients of this commendation exemplify the highest standards of scholarship, leadership, and service within the university community and are regarded as ambassadors of the department's values and mission. Students can be nominated for this prize by faculty and also students can self-nominate.



## **The Institute of Mathematics and its Applications (IMA) Prizes**

Two prizes of one year's free IMA membership are awarded for outstanding performance in the final year of IMA-approved degree programmes. Since all degree programmes within the Departments of Mathematics and Statistics hold IMA approval, this award represents a joint departmental decision.

## **The Worshipful Company of Actuaries (WCA) Prizes**

Two prizes of £250 each are awarded to the most outstanding BSc Actuarial Science students during their second year of study. This is not a school prize. The WCA provides the funding directly, and the department arranges a presentation ceremony where WCA members present the awards to the recipients.

## **Undergraduate Women in STEM Academic Award**

A £500 prize is awarded to an outstanding undergraduate woman in Statistics for exceptional overall performance. This award recognises a student who has demonstrated exceptional academic achievement, shown intellectual curiosity through involvement in academic projects, and dedication to her field of study. It may be divided into two prizes of £250 each if joint winners are deemed appropriate.

## **Winton Prize(s) for Academic Excellence in the BSc Data Science programme**

A £500 prize is awarded for outstanding overall performance in the BSc Data Science programme. It may be divided into two prizes of £250 each if joint winners are deemed appropriate.

## **Winton Prizes for Academic Excellence in Statistics with Financial Applications**

Two prizes of £500 each are awarded to the undergraduate Statistics students who achieve the highest weighted average marks in the Stochastics and Actuarial Methods in Finance course (ST330).



## Section 10: Communication in the Department of Statistics





## Email

Please bear in mind that email is used in the department and throughout the School as the standard form of communication.

It is therefore essential, once you have set up your LSE email address, that you check it regularly (at least once a day during term time).

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 access your email off campus see the [website](#).

Please note that the department will not send emails to LSE students at non-LSE email addresses.

## Student newsletters

During term time the Programmes Administrator will send regular email newsletters.

These contain crucial information about your studies, including important submission deadlines, assessment guidance and LSE support reminders.

As well as this they will contain updates on Department of Statistics events, LSE events, learning and development opportunities, competitions, highlights from the week/term and much more.

We look forward to engaging with you and should you be interested in contributing to your newsletters, please let us know!

The Communications Officer will also send out a Department Roundup newsletter roughly every two months to all staff and students within the Department of Statistics which will highlight the key happenings in Columbia House and further afield.



## Social media

The Department of Statistics uses many social media platforms and we would love you to follow us to keep up to date on all our news and events! We pride ourselves on having a community feeling with our students and we are excited for you to be #partofLSE.

Here are the handles for our social media plus links to our departmental website and the Student Hub too. Follow us, engage with us, and feel part of our community! #weheartstats

The Department of Statistics communications team wants to know about what you are doing! From conferences, hackathons, extra circular sports and more, you will be making your time at LSE incredible. If you wish to share that on our socials, we are happy to work with you in promoting that!

**Bluesky:** [bsky.app/profile/lsedepofstatistics.bsky.social](https://bsky.app/profile/lsedepofstatistics.bsky.social)

**Instagram:** [@lsestatistics](https://www.instagram.com/lsestatistics)

**X:** [@LSEStatistics](https://twitter.com/LSEStatistics)

**LinkedIn:** [Department of Statistics](https://www.linkedin.com/company/department-of-statistics)

**Student Hub:** [info.lse.ac.uk/current-students/student-hub](https://info.lse.ac.uk/current-students/student-hub)

**Department of Statistics website:** [lse.ac.uk/statistics](https://lse.ac.uk/statistics)





## **General recommendations for communicating with your teachers, professional services, and your co-students**

You should always communicate your ideas, questions, concerns, and feedback in a polite and kind manner. The Department of Statistics has no tolerance to inappropriate behaviour towards students, teachers, and professional staff.

Appropriate conduct means recognising the diversity of the department's community and not discriminating against others based on their age, ethnic origin, race, nationality, membership of a national minority, culture, language, religious faith or affiliation or lack thereof, political affiliation or opinions or lack thereof, sex, gender, gender identity, sexuality, sexual orientation, marital status, caring or parental responsibilities, illness, ability or disability, mental health status, medical condition, physical appearance, genetic features, parentage, descent, full or part-time student status, socio-economic background, employment status, trade union affiliation, spent or irrelevant criminal convictions or any other irrelevant distinction.

### **1. Email etiquette**

An email is not just a piece of correspondence. It's an exercise in communicating well, and you are judged by it. You may follow the tips below to give the right impression.

- Keep it formal: start with "Dear Professor (ie, title and name/full name), ...".
- Identify yourself and say what course you are studying with them.
- Make your request clear.
- Keep it polite with your ending – just a simple "Thank you" is usually a safe bet when signing off. If it's more formal, you may use "Regards" or "Sincerely".
- Don't use slang or abbreviations.
- Avoid using all capitals for the body of your email as this can appear discourteous.
- Teaching staff will reply to emails at their earliest convenience.



## **2. Forums, anonymous forums and anonymous surveys**

- When starting a new post in a forum, follow the general guidelines of the email etiquette.
- Take the time to thank and acknowledge a reply.
- Provide any feedback to your teachers and co-students in a polite and constructive manner.
- Your feedback is very important to us, so please provide it generously, in a constructive and polite manner by participating in surveys run by the department and the School. It is considered inappropriate to comment on the looks and physical appearances of your teachers or any other characteristic as stated above.

## **3. Etiquette for group work**

You might be asked to conduct group work for one of your courses. Group work requires organisation skills and helps you to develop good communication and collaboration skills. For making it work successfully:

- Act responsibly, be considerate, respectful and courteous towards other team members. Behave in a respectful manner towards other team members so that they do not feel that they are being harassed or bullied and abiding by the law.
- Everyone should share the responsibility of the tasks and contribute towards all group activities, equally or following any group agreement.
- Organise as many meetings as needed to complete the tasks of your project.
- Attend and arrive on time to all group meetings.
- Communicate any group issues to your teacher as soon as possible.

## **4. General behaviour in class**

- Respect your teacher. Ask your questions and debate your opinions in a polite and constructive manner.
- Respect the questions and the opinions of your co-students.
- Attend all your classes and notify your teacher when you are not able to do so.
- Turn your mobile phones off during your classes.
- Please use your LSE email to communicate with your teachers.
- Teachers and students should not communicate through social network platforms that are not related to LSE.



## Department teaching staff and what they teach

Details of the departments teaching staff, where to find them and how to contact them.

You can review all [course guides](#) in the department and school, these Undergraduate course guides include information on who the lecturer will be as well as the content of each course.

## IFoA exemptions

Information pertaining to which courses and how you can obtain IFoA exemptions is available on [Moodle](#).

## Where will a statistics degree take you?

### [Find out what our Statistics graduates have gone on to do!](#)

Embarking on your Department of Statistics courses here at LSE will have a lasting impact on your career.

## Please help us to help you

Throughout your time in the Department of Statistics, all comments are always welcome and positively encouraged.

We rely on your feedback – whether it's feedback, criticism, or praise – to let us know how we are doing.

We are always striving to improve our students' experience and we can only do this by receiving your opinions (whether big or small), so don't be afraid to let us know!

You can do this in person or via [email](#).

We look forward to hearing from you soon.



## **Section 11: If you are unhappy with an aspect of your studies**





## Challenging results of taught courses

We are confident that our assessment process is robust. Results are processed according to your unique candidate number, not your name. The results that are posted on LSE for You are definitely your results. For more information on challenging taught course results please see the [website](#).

## Appealing progression decisions or an examination outcome

You can appeal against upgrade, progression and de-registration decisions made by your department and decisions made by examiners following an examination.

For more information on this process, please view the Appeals Regulations document.

## Complaint procedure

If you have a complaint about a service, department or individual you should first speak to the person concerned. If no remedy is found, you should write to their manager. For more information about the School's informal and formal complaint processes please see the [website](#).



## Section 12: LSE100





LSE100 is LSE's flagship interdisciplinary course, taken by all undergraduate students in the first year of their degree programme. The course is designed to build your capacity to tackle multidimensional problems through research-rich education. It also provides unique opportunities to examine global challenges in collaboration with peers from other departments and leading academics from across the School.

## Your LSE100 Theme

Before enrolling at LSE, you will have the opportunity to select one of three themes to focus on during LSE100. Each theme foregrounds a complex and pressing question facing social scientists. In 2026/27, the available themes are:

- How can we control AI?
- How can we transform our climate futures?
- How can we create a fair society?

For more information about each theme, visit: [info.lse.ac.uk/current-students/lse100/welcome](https://info.lse.ac.uk/current-students/lse100/welcome)

LSE100 is a single course, and the themes are highly interconnected. Whichever theme you choose, you will have opportunities throughout the course to explore how issues from different themes relate to one another, including in both your individual and group assessments.

Alongside learning about your chosen theme from a range of disciplinary perspectives, you will also study the tools and frameworks of systems thinking and systems change. These interdisciplinary fields are increasingly adopted by academics, policymakers, corporations, and NGOs. During LSE100, you will develop a holistic understanding of how complex systems operate and how the social sciences can enable positive change at a systemic level.



## How will I study in LSE100?

LSE100 is a half-unit course running across the Autumn and Winter Terms in the first year of your undergraduate degree. Each term, you will attend five 90-minute, interactive, discussion-based seminars held in alternating weeks.

Before each seminar, you will use Moodle to watch short video lectures featuring leading LSE academics and complete carefully selected readings that explore ideas and arguments from across the social sciences.

## How will I be assessed?

Your LSE100 mark is based on two summative assessments:

- One individual written assessment (50 per cent).
- One group research project (50 per cent), which you will complete and present as a team.

Your final mark will be included with your other first-year marks and, if it is one of your six highest marks, will count towards your overall first-year average.

## Chat with the LSE100 Team

If you have any questions, please get in touch at [LSE100@lse.ac.uk](mailto:LSE100@lse.ac.uk) or visit the LSE100 Course Office in KSW 4.10, located on the fourth floor of 20 Kingsway (KSW).

You can find out more about LSE100 at [lse.ac.uk/LSE100](https://lse.ac.uk/LSE100), and you can also follow the course on [Instagram](#), [LinkedIn](#), [X](#), and [Student Hub](#).





## Section 13: LSE beyond your department





- 55 Own your learning
- 57 Centre your self
- 59 Build your community
- 62 Broaden your horizons
- 64 Make your impact
- 67 Expand your skills
- 69 Shape your future





## LSE beyond your department

Your department is at the heart of your LSE experience – your academic home. But it's only one part of a large, dynamic university full of opportunities to learn, connect, and grow. It can take time to explore what's available, and you're not expected to do everything. Your experience is yours to shape.

This section of your handbook introduces that wider offer and is structured around a set of themes covering different aspects of your LSE experience – from developing as a scholar and looking after your wellbeing to building connections, broadening your horizons, and shaping your future. You can explore each of these themes further with [LSE LIFE](#) – your one-stop shop for opportunities beyond your programme. There's no need to have it all figured out – just start where you are, follow your curiosity, and take opportunities that feel right for you.

You will also see mention of [LSE Students' Union](#) (LSESU) – the student-led organisation that represents all LSE students. It is independent to LSE, and organises student-run societies, activities, and campaigns.

### LSE LIFE – your personal guide to LSE

So many opportunities, so many choices, so much to explore. Think of LSE LIFE as your personal guide to LSE – helping you find the skills, experiences, and opportunities that feel right for you during your time with us. LSE LIFE is here for you throughout the year – both online and on the Ground Floor of the Library:

- The **LSE LIFE events and opportunities listings** are regularly updated, central listings of all the extracurricular happenings across LSE. You can filter by provider and theme, or just browse and see what strikes your interest!
- **LIFE Conversations** are one-to-one appointments providing personalised guidance about student life, settling into London, or making the most of what's on offer. LSE LIFE advisers can help clarify your goals, make a plan for your next steps, and help you find the teams and programmes that best fit your interests.
- The **LSE LIFE space** is a bright, open space located right on the ground floor of the Library. Perfect to study by yourself or with friends, attend a workshop or event, or drop by at the reception with any questions you might have.



## Own your learning

Shape your intellectual journey – whether for success in the classroom or world-changing research

Studying at LSE is probably unlike anything you've done before – and that's part of what makes it exciting. You'll encounter ideas that challenge your assumptions, arguments that demand a response, and questions that don't have easy answers. You'll be expected to read critically, write persuasively, question evidence, speak up in classes and seminars, and develop a point of view that is genuinely your own. It can feel like a shift from being told what to think to working out how to think: reading independently, testing ideas, and deciding how to use your time. Lectures and seminars matter, but much of your progress happens in the hours around them.

That's a lot to ask. It's also one of the most rewarding things you'll ever do. You're not expected to arrive knowing how to do all of this, and you won't get there simply by putting in more hours. A common misconception is to confuse effort with progress: reading endlessly or spending long days in the library can feel productive without making your thinking much clearer. Progress tends to come from smaller, more deliberate habits – reading selectively, turning notes into arguments, and testing your understanding in discussion with your peers.

Your department, teachers, and academic mentor are your first point of contact – but there's extensive support beyond that. Across LSE, specialist teams can help you at every stage of your academic journey.

- **Learning Lab** is there for you at every stage of your learning journey – from finding your footing to thinking more critically, writing more convincingly, and getting more from your reading. **Workshops** run throughout the year on a variety of topics such as academic writing, critical reading, research planning, exam preparation, dissertation writing, and using AI tools critically and effectively. You can also book **one-to-one sessions** with Learning Lab Study Advisers to discuss specific aspects of your work.
- **LSE Library** is a central part of your learning environment, providing access to course readings and extensive research collections, alongside a wide range of study spaces. From Winter Term, it's open 24 hours a day. You can also discover alternative study spaces across campus with the **Facilities Guide**. Each department also has a **dedicated librarian** who can help with any Library questions, such as finding, evaluating, and referencing resources.



- The **Centre for Language Studies** offers free **English for Academic Purposes (EAP)** courses in Autumn and Winter Terms. EAP focuses on the skills required to perform in an English-speaking academic environment across the core subject areas you will encounter during your time at LSE.
- **Digital Skills Lab** can support you in developing key digital and data skills that underpin many courses and assessments.

Using these resources early can help you find your footing more quickly. It's also worth coming back to them at key points in the year – for example, before your first summative assessments or when you start working on longer pieces of research. Over time, you'll develop a sense of what works best for you – whether that's how you organise your study, approach your reading, or make use of different kinds of support.

### Three ways to start

- Join a Getting Started with the Library session during Welcome to learn more about what it has to offer!
- Attend a **Learning Lab session** in your first fortnight.
- Find a study space that works for you – the Library, a café, or your hall's common room.

Discover more – **LSE LIFE: Own your learning**





## Centre your self

Prioritise your wellbeing, adapt to change, and build strength from the inside out.

Looking after yourself isn't a distraction from your studies. It's the foundation on which you build everything else, and it means different things at different times. Sometimes it's about building habits that help you stay on track: managing your workload, knowing your limits, finding routines that work for you. Sometimes it means genuinely switching off – a yoga session, a workout, or a mindful break. Sometimes it means recognising that you need support and knowing how to find it.

### Unwind and recharge: make time to relax and enjoy yourself

Whether you're deep in revision or simply spending time on campus between lectures and seminars, it's important to make space to relax, recharge, and enjoy yourself – even during the busiest periods of the academic year. From sports and wellbeing sessions to creative arts and crafts events: explore upcoming activities and events with the [Unwind and recharge](#)-filter on the [LSE LIFE events](#) listing.

You don't have to measure whether an issue is "serious enough" to raise with someone. A better question is whether it's making it harder for you to work, think clearly, or stay steady. If it is, that's enough reason to seek support – and early help usually gives you more options than late help. The following teams are here for you at every stage:

- The [Student Wellbeing Service](#) offers [wellbeing appointments](#), counselling, workshops, and guidance when you're struggling or simply unsure what kind of support would help. They can help you talk through stress, anxiety, low mood, loneliness, homesickness, or a situation you're finding hard to manage. For students with disabilities, long-term health or mental health conditions, or specific learning difficulties, there's also a dedicated [Disability and Mental Health Service](#).
- [Peer Supporters](#) are trained student volunteers who help by offering a non-judgemental, confidential listening space to any LSE student. They will listen, and if you wish, can help you explore options for how to move forward. Any student can speak to any peer supporter and reaching out is a chance to build connections and speak to students you might not otherwise meet.



- The [\*\*Faith Centre\*\*](#) offers spaces for worship, quiet reflection, chaplaincy, and interfaith activity for all students, whether faith is central to your life or not. For some it's a place of worship, and for others it's a calm, reflective space. They offer weekly [\*\*Ashtanga Yoga and Tai Chi sessions\*\*](#) throughout the year. The [\*\*Faith Centre Director and Chaplain to LSE\*\*](#), Revd Canon Prof James Walters, offers confidential support regardless of your background or beliefs. You can also directly contact our Muslim, Catholic, Jewish, and Orthodox [\*\*Associate Chaplains\*\*](#).
- The [\*\*Halls Wellbeing Team\*\*](#) can provide wellbeing support and guidance if you live in LSE halls of residence. Check the [\*\*Halls Life platform\*\*](#) for more halls wellbeing information and resources.
- [\*\*LSESU Sports\*\*](#) has plenty of options to get involved, from the gym and drop-in sessions to sports clubs, the inclusive sport programme, and departmental sport. Staying active is a great way to support your wellbeing, lift your mood, and ease your stress – whether you're trying something new or getting back into a routine.

### Three ways to start

- Make time to attend one [\*\*Unwind and recharge\*\*](#)-event that strikes your interest.
- Pick up a wall calendar from the [\*\*LSE LIFE reception desk\*\*](#) to help you stay organised.
- Take a walk through Lincoln's Inn Fields between lectures or seminars.

Discover more – [\*\*LSE LIFE: Centre your self\*\*](#)



## Build your community

Get involved, connect with others, and make the most of what LSE and London have to offer.

LSE is a genuinely global institution. Your peers come from every corner of the world, bringing with them different perspectives, experiences, and ways of understanding the challenges that define our time. You'll meet people whose beliefs, backgrounds, and ways of seeing the world differ profoundly from your own. That's one of the most valuable things LSE offers – and it asks something of you in return: the willingness to listen and to engage thoughtfully, even if that means experiencing the discomfort of genuine difference. An LSE education doesn't just consist of lectures and assignments: it's also built from conversations, collaborations, and debates that don't appear on any transcript. Sometimes those conversations will challenge you. Sometimes they'll change you. The relationships you build and the communities you find here are fundamental parts of your experience and your education.

Building that community takes a little intention – showing up, trying things, and being open to connections you didn't necessarily expect. Societies, student groups, volunteering, and School-wide events are often the easiest routes in, but different things work for different people. Find what feels right for you, and don't try to do everything at once: one society, one regular event, or one study group will do more for your sense of belonging than signing up to many things and struggling to commit to any of them.





## Find your people at LSE

Whatever your background, interests, or experiences, you are at home in the LSE community.

One of the best ways to meet new people is to connect over something you already share. The [Find your people](#)-filter on the LSE LIFE [opportunities listings](#) is designed to help you do just that. It gathers activities built around a common background, identity, or interest – covering cultural and national societies, sports clubs, music groups, and faith communities. You'll also find peer mentoring for undergraduate and neurodivergent students, [Professionals at LSE](#) events for students with five or more years of work experience, alumni mentoring for ethnic minority students, tailored programmes for female, disabled, and LGBTQIA+ start-up founders, and an [LGBTQIA+ role models directory](#), among many other events and programmes. The School also hosts celebrations for Black History Month, LGBT+ History Month, and Women's History Month, amongst others. You will be able to find many of these online on the EDI calendar and on campus in the Hall-Carpenter Room – a dedicated space to cultivate an environment of inclusivity, available for student use.

Creating an inclusive experience for every student is a core priority for the School. The [Equity, Diversity and Inclusion \(EDI\)](#) team actively works with the community to deliver action plans that advance equity and inclusion for students with protected characteristics and those who are underrepresented at the School through targeted work and initiatives. There is also work to foster good relations and positive dialogue across our diverse School community which you can find out more about on the [Campus Relations webpages](#).

Last but not least, don't forget London itself is part of the offer, too! Our campus is located right in the centre of the city – moments from the River Thames, Covent Garden, the Royal Courts of Justice. Make time to explore! You can find detailed accessibility guides on [AccessAble](#), that cover all buildings on campus and include route maps.



- **LSESU Societies** are one of the main ways to meet fellow students through shared interests, identities, and activities. With over 200 individual societies covering academic interests, cultural identities, sports, politics, media, the arts, and more, they are great for getting together with others on a regular basis.
- The **Faith Centre** is home to the LSE's diverse religious activities, transformational interfaith **leadership programme**, and a quiet, reflective space for both students and staff.
- **LIFE in London** is a series of free events and trips designed to connect you to London, fellow students, as well as some of the great experiences the city has to offer. From concerts and workshops to heritage-themed trips, there is something for everyone.
- **Halls Life** is the platform for student life in LSE accommodation, offering events, student-written guides and experiences, and key information to help you make the most of your time in halls.

### Three ways to start

- Check out the Discover LSE Fair and the LSESU Welcome Fair in Autumn Term, and the Welcome Back Fair in Winter Term – the offer is vast!
- Explore a London neighbourhood you've never been to.
- Talk to someone on your programme you haven't talked with before.

Discover more – **LSE LIFE: Build your community**



## Broaden your horizons

Develop a global perspective and engage with ideas, cultures, and questions that challenge and inspire you.

LSE is a place where people come together to debate, question, and explore the major issues shaping the world. Your degree is part of that conversation, but the intellectual life of the School extends far beyond your programme. Public events, lectures, discussions, and research talks give you the chance to encounter ideas, arguments, and perspectives that sit alongside – or sometimes challenge – what you study in class.

You don't need to attend everything. In fact, it's usually more valuable to engage selectively and thoughtfully: follow a question that genuinely interests you, explore a topic just outside your subject, or listen to people whose views differ from your own. Sometimes a single event or conversation is enough to change how you think about an issue, or to introduce you to a field, debate, or perspective you want to pursue further.

- **LSE Events** hosts one of the most active public lecture programmes of any university in the world. From heads of state and Nobel laureates to leading researchers, journalists, and policymakers: this is your chance to hear from some of the most influential figures in the social sciences first-hand. You can join the debate by posing your questions to the panel and even possibly meet the speakers at a book signing or reception after the event.
- **LSE Research Showcase** is a series of regular coffee-break research talks on campus, with free hot drinks and pastries, showcasing some of the fascinating research from our academic community.
- **World Cafés** are your chance to discover and debate important questions and ideas alongside students, teachers, researchers, alumni, and others from the LSE community. Short presentations from leading LSE researchers are followed by informal round-table conversations with scholars and other students.

Discover more – [LSE LIFE: Explore the big questions](#)

Broadening your horizons also means more than studying global topics though: it means learning from the people around you and becoming more curious about lives and perspectives beyond your own. The opportunity is to leave LSE not only with expertise in your subject, but with a wider frame of reference: more aware of complexity, more comfortable with uncertainty, and more connected to the world beyond your own experience.



- **GO LSE** offers undergraduates the opportunity to study at one of the School's overseas partner institutions for a full year. Applications for the following year typically open in November.
- **CIVICA** is the [European University Alliance of the Social Sciences](#), of which LSE is a member alongside nine other European universities. Through CIVICA, you can take part in a range of activities and programmes, including immersive learning experiences abroad and online collaborative courses.

### The world at your doorstep

You don't need to travel to encounter different cultures and perspectives at LSE: you can also engage with our international community right here on campus! [The LSE Language Community](#) – run by the Centre for Language Studies – offers bitesize speaking sessions with native speakers, weekly conversation circles, and tandem learning partnerships. The LSESU's [national and cultural societies](#) host events, food and film nights, and celebrations throughout the year. The [Faith Centre](#) offers interfaith events and activities open to students of any background, where you can learn about and connect across different cultures and traditions. Their [Beecken Faith and Leadership programme](#) is designed to help you develop key skills in reasoning and leadership in the context of engaging with religious difference, covering diverse topics, including the climate crisis and geopolitical conflict.

Discover more – [LSE LIFE: Connect across cultures](#)

### Three ways to start

- Attend a [public lecture](#) on a topic completely outside your degree and note one idea or name to follow up afterwards.
- Join a [LSE Language Community](#) session or find a tandem learning partner.
- Visit the [Faith Centre spaces](#) – if you have a moment, why not take a break in The Cave, their silent room for meditation, prayer, and reflection?

Discover more – [LSE LIFE: Broaden your horizons](#)



## Make your impact

Discover what matters to you and contribute to creating change, big or small, at LSE and beyond.

LSE's approach to social sciences is understanding the causes of things *for the betterment of society*. After more than 130 years, that tradition still flourishes in the research produced here, in the public debates hosted here, and in the careers of the people who've studied here. It's also alive in what students do while they are here.

We invite you to ask yourself: what are the causes that matter to you? Meaningful action isn't necessarily about doing more. Often, it's about committing to something you care about deeply and staying with it long enough to understand it properly. The value of that kind of involvement lies not only in what you achieve, but in what it teaches you – about responsibility, about other people, and about your own limits.

- The **Volunteer Centre** is there to inspire and empower you to volunteer for causes that you are passionate about during your time at LSE. They provide a range of long term, short term, and one-off opportunities to suit your interests and schedule. You can also drop in to their space in Lincoln Chambers or book an appointment to talk through what might suit you.
- **Sustainable LSE** is the School's sustainability team, where you can learn about contributing to sustainability on campus and in residences while building new skills – whether you want to come to a one-off event or volunteer with the team more regularly. Their activities range from beekeeping and wildlife workshops to carbon literacy training and sustainability auditing.

Discover more – **[LSE LIFE: Change the wider world](#)**



Impact at LSE doesn't only happen outside the School. It can also come from helping to shape the institution itself, from contributing to discussions about how LSE operates to simply showing up for another student who needs support. Alongside sharing your feedback at [departmental level](#), you can also take part in a wide range of School-wide groups and programmes.

[LSESU Student Voice](#) gives you countless opportunities to make yourself heard in what is one of the most politically active Students' Unions in the country – whether that's getting involved with ongoing [campaigns](#) or starting your own, submitting a [policy proposal](#), or standing in the [LSESU leadership elections](#).

- [Student Education Panels](#) are a chance to share your perspective and discuss your LSE experience with peers from diverse backgrounds, programmes, and levels of study, helping to inform processes and improvements across the School.

Discover more – [LSE LIFE: Shape your school](#)





## Support your peers

Your greatest impact on other students' experience at LSE can sometimes take place on a personal level, through supporting fellow students and helping to build a strong, welcoming community. There are several formal programmes through which you can support your peers:

- The **Student Academic Mentoring Programme** is an undergraduate-only initiative that helps first years to settle into their department and meet other students by matching them with second- and third-year undergraduate mentors. Neurodivergent undergraduate and postgraduate students can also apply to the **Neurodivergent Student Academic Mentoring scheme** – you don't need a formal diagnosis to take part.
- **Peer Supporters** are trained student volunteers who offer a confidential, non-judgemental listening space to any LSE student. All students who have already been studying at LSE for at least a year can become a peer supporter, including continuing undergraduates and those in the second year of a two-year master's programme.
- **Widening Participation** offer a range of paid roles, including Student Ambassador, Tutor, and Mentor positions, enabling current LSE students to share their experiences of applying to and studying at LSE with prospective students and young people considering higher education.

## Three ways to start

- Drop by the **Volunteer Centre** on campus to learn more about your options.
- Join a **Student Town Hall** to learn about and debate policies that shape the way the LSESU runs.
- Attend a Meet LSE leadership event to get to know leaders from across LSE in an informal setting – keep an eye out for upcoming events in Student News.

Discover more – **LSE LIFE: Make your impact**



## Expand your skills

Unlock the talents, tools, and mindsets that set you apart.

You've arrived at LSE with a distinctive set of abilities, built on everything you accomplished, studied, and experienced before you got here. You'll apply, test, and extend those skills every day: speaking up in a seminar, shaping a group project, and adapting to new ways of thinking and working. Some strengths deepen in new contexts, and other gaps only become visible when you're stretched. Part of university is learning to recognise both, and to think about what else you want to be able to do.

It's natural to think about skills in terms of outcomes – what mark will this help me get, or how can I highlight this on my CV. Some skills are worth being deliberate about, and focusing on one practical skill with long-term value is often more effective than an ambitious self-improvement plan. If you want to study or work abroad, invest in the language skills that will get you there. If your dissertation or internship is likely to need technical skills, build them gradually before they become urgent.

- The **Digital Skills Lab** offers practical, face-to-face workshops, bootcamps, and self-paced resources covering data analysis and visualisation, coding, AI literacy, and assistive technology – including tools like Excel, Power BI, Python, R, Stata, SPSS, and generative AI (Claude and Copilot). It's open to all students and designed to be accessible whether you're a complete beginner or building on existing knowledge.
- The **Centre for Language Studies** runs **non-degree language courses** at all levels, from beginner to advanced, designed to fit around your programme commitments.
- **Student Media** is your chance to practise writing, editing, production, presenting, and media management with a genuine audience – across video, radio, *The Beaver* student newspaper, and the student-run journals within **Houghton Street Press**.
- The **Laidlaw Scholars Leadership and Research Programme** is a two-year programme open to first-year undergraduates in any department. It offers a unique opportunity to develop your leadership and research skills alongside, and beyond, your academic studies.



Some skills develop without you even thinking about it though – you pick them up just by being here, doing the work, and being around other people doing the same. In fact, you could pick any programme, event or initiative listed in this guide – whether it is related to making your impact, broadening your horizons, or building your community – and it would help you grow. Volunteering, leading an LSESU society, building a start-up, working on your academic skills, or pulling together a study group – each is a chance to get better at communicating clearly, leading and collaborating, or approaching problems creatively and critically.

### Reflect on your skills

Reflecting on how you're developing is hard to do alone – it's easier to explore, understand, and articulate your experience with someone who can help you take a step back.

- **LSE Careers** offers [one-to-one appointments](#) with Careers Consultants to help you identify and assess the skills you're building, and think about how to develop and articulate them for the path you want to take.
- **LSE LIFE** offers [one-to-one conversations](#) to help you make sense of everything LSE offers beyond your academic programme, and figure out which opportunities might be right for you.

### Three ways to start

- Identify one technical skill that you might need during or after your degree – when would be a good time to learn it?
- Try one thing outside your comfort zone – leading a meeting, presenting a new idea to your classmates, organising a group trip, or speaking first in a seminar.
- Use the [LSE Careers Skills Framework](#) to recognise your skills, reflect on your experiences, and identify areas for further development as you prepare to enter the world of work.

Discover more – [LSE LIFE: Expand your skills](#)



## Shape your future

Prepare for life after LSE by exploring your options and following your ambitions.

Thinking about life after university is a fundamental part of being at university. The futures LSE graduates go on to build are as diverse as the people who study here – in every corner of the world and every kind of organisation, and across every sector. What they share is a capacity to explore carefully, act purposefully, think critically, and keep learning. Some students arrive at LSE with a clear sense of the path they want to pursue. Others discover it gradually, through conversations, experiences, and opportunities they couldn't have foreseen.

### Ask an Alum

Many cohorts of LSE students have gone on to build and shape their own unique career paths before you – and there's a great deal you can learn from their experiences. During your time at LSE, and even after graduation, you can access our global network of more than 240,000 curious and accomplished minds through [Ask an Alum](#), our online platform that connects students and alumni for advice, support, and networking. Whether it's exploring different career options, developing your professional skills, or building your first business, just submit your questions and we'll connect you with someone who can help.





As you begin to think about your own future and explore the possibilities available to you, teams across LSE can help you navigate and pursue your options. Early conversations can be valuable for testing ideas, understanding different sectors, and learning what employers really mean when they describe particular roles. If you already have a specific career path in mind, it's equally important to understand the expectations and timelines associated with it, especially in fast-moving sectors, where work experience opportunities like short placements, vacation schemes, and internships often begin recruiting early.

The important thing to remember is that thoughtful and curious people rarely settle their futures once and for all. Instead, they keep shaping them. Explore what intrigues you, build familiarity with different kinds of work and sectors, and begin to understand how your interests and strengths might translate into possible next steps.

- **[LSE Careers](#)** can help you explore your career options, reflect and build upon your skills, and offer insight into the world of work. They offer appointments, varied events and workshops, application, interview and assessment centre support, sector insights, and access to opportunities and vacancies through **[MyCareer](#)**.
- **[LSE Generate](#)**, our entrepreneurship hub, is here to help you innovate for the betterment of society. Drop by their co-working space on campus, or join their events, programmes, and mentoring schemes to develop entrepreneurial skills, test business ideas, and meet others interested in innovation.
- **[LSESU Careers Societies](#)** are run by students, for students. From finance and consulting to technology and the creative industries, they offer opportunities to explore different sectors through networking events, conferences, workshops, and talks.

### Three ways to start

- Register with LSE Careers and browse **[MyCareer](#)**.
- Attend one **[Shape your future](#)**-event in your first term – even just to see what's out there.
- Ask an alum or anyone working at LSE how they've shaped their professional path so far.

Discover more – **[LSE LIFE: Shape your future](#)**



## Section 14: Navigate your LSE





- 73**    Navigate your LSE
- 75**    Term dates and LSE closures
- 77**    Systems and online resources
- 80**    Your programme and courses
- 86**    Exams and assessments
- 90**    Codes, charters, and action plans
- 91**    LSE campus





## Navigate your LSE

Find the resources, guidance, and support you need to thrive throughout your time at LSE.

There are moments at university when you need further advice – about administrative and procedural matters related to your degree or more generally about navigating student life and London. Where you start often depends on the nature of your question.

Here are three key teams at LSE who can act as a good starting point for any general queries, even if you're not sure exactly what you're looking for. If they can't help you directly, they can connect you with someone who can.

- The **[Student Services Centre \(SSC\)](#)** is your first point of contact for advice on a wide range of administrative and programme-related enquiries including enrolment, visa advice and compliance, course selection, exams, and graduation. Contact them via their **[Live Chat](#)** or use the **[SSC enquiry form](#)**.
- **[LSE LIFE](#)** is your one-stop shop for extracurricular opportunities and support at LSE. Browse the **[LSE LIFE events and opportunities page](#)** and if you'd like some personalised guidance, **[book a one-to-one LIFE Conversation](#)** to talk through any aspect of your experience and find the programmes, events, and groups that are right for you.
- The **[LSESU Advice Service](#)** offers free, impartial advice on a wide range of issues – from academic matters and assessments to finances, funding, and housing. As part of the LSE Students' Union, they are independent from LSE, and thus free from a conflict of interest. To contact them, fill out the **[Advice Service Form](#)**.

This section covers some of the mechanics behind your programme and the wider School: how things work, who's responsible for what, and where to go when something needs sorting. You can use it as a reference throughout the year – when a term isn't clear, when you're not sure what your options are, or when you need more information on a procedure or regulation. Click through to the webpages linked for the most up-to-date information and don't hesitate to reach out to someone if you need further advice.



## Specialist guidance and support

For those times when you do have a specific question or concern, you may want to seek specialist advice and support directly. Here are some of the teams you might turn to.

- **Fees, finances, and money matters**

[LSE Fees Office](#) manages queries relating to the payment of tuition fees, tuition fee refunds, sponsor invoicing, and US or Canadian student loans.

The [Financial Support Office](#) administers a range of bursaries, scholarships and studentships. Use the [Student Finance Hub](#) to check your fees, invoices, payments and instalment arrangements.

If you are facing unexpected financial difficulty during your programme, the LSE Financial Support Office or the independent LSESU Advice Service may be able to help you.

- **Wellbeing and counselling**

The [Student Wellbeing Service](#) offers confidential one-to-one wellbeing and counselling appointments, and workshops. If you need to speak to someone on the phone immediately or outside of working hours, you can call the 24/7 mental health support line provided by our partners [Spectrum.Life](#).

- **Disability and mental health**

LSE's [Disability and Mental Health Service \(DMHS\)](#) offers advice and support to all disabled students, including those with physical or sensory impairments, long-term health conditions, mental health conditions, neurodivergence, specific learning difficulties, and autistic spectrum conditions. DMHS will work closely with you to explore any academic adjustments ([My Adjustments](#)) that may be available and provide tailored support to help make your time at LSE as accessible and inclusive as possible. It is recommended that students contact DMHS before arriving at LSE, or as soon as possible afterwards, so they can collaborate with you to put in place appropriate support from the start of the academic year.

- **Discrimination, bullying, harassment, or sexual misconduct**

If you experience or witness discrimination, bullying, harassment, or sexual misconduct you can report it – anonymously or with your contact details – on [LSE's Report and Support](#) system. You do not have to navigate these situations alone; you can contact any of [LSE's Safe Contacts](#) for confidential guidance. The School also partners with [external specialists, Rape Crisis South London](#) and [SurvivorsUK](#) who offer an Independent Sexual Violence Adviser (ISVA) service.

In an emergency, call 999 for the emergency services (police, ambulance, or fire brigade). On campus, [LSE security](#) can also help; call them on 020 7955 6555.



## Term dates and LSE closures

The academic year has its own rhythm – terms, breaks, reading weeks, exam periods. It's helpful to see the whole picture before you get into specific procedures and regulations. This table shows the key dates for 2026/27. The notes below give a sense of what you can expect from each period and ideas about ways to approach them. Always check the [Term Dates](#) page for the latest information.

### Academic year 2026/27

**Welcome week** Friday 18 September – Friday 25 September 2026

**Autumn Term (AT)** Monday 28 September – Friday 11 December 2026

**Reading week** Monday 2 November – Friday 6 November 2026

**Winter break** Monday 14 December 2026 – Friday 8 January 2027  
*School closure:* Wednesday 23 December 2026 – Friday 1 January 2027

**January exam period** Monday 4 January – Sunday 10 January 2027

**Winter Term (WT)** Monday 11 January – Thursday 25 March 2027

**Reading week** Monday 15 February – Friday 19 February 2027

**Spring break** Friday 26 March – Friday 23 April 2027  
*School closure:* Friday 26 March – Thursday 1 April 2027

**Spring Term (ST)** Monday 26 April – Friday 11 June 2027

**Spring exam period** Tuesday 4 May – Friday 11 June 2027

**Welcome week** is the week before teaching begins. Systems come online, departments run their introductions, and the practical infrastructure of being an LSE student gets set up. It's also a chance to find your feet, meet people, and begin to feel at home. There will be other Welcome activities running before and after Welcome week, so you don't have to try and do everything in seven days!

**Autumn Term** is the first 11 weeks of teaching of the academic year. For many, it's a period of adjustment where you settle in and learn ways to manage independent study. You might see term weeks referred to as "AT4" or "AT week 4", for example – the fourth week of Autumn Term.



**Reading weeks** fall midway through Autumn and Winter Terms, though not every programme has them. It is not a holiday, but a pause to catch up and consolidate the work you've already done in the term so far.

The **January exam period** is the final week of the **Winter break**, bringing exams and coursework deadlines into sharp focus.

**Welcome Back** is a series of events and social gatherings at the beginning of Winter Term where you can make a new start, meet new people, and explore more of what LSE has to offer, once you've had one term to learn your way around. **Winter Term** is also 11 weeks. Longer projects, the start of dissertation work, and other deadlines tend to land here.

**Spring break** runs from late March to late April, with the School closed for a week around Easter. For most students with exams in May and June, this is when you'll do most of your revision. **Spring Term** is seven weeks long, and most of it is taken up by the **Spring exam period**. There is generally very little teaching: this is a term defined by assessment.

Outside term time, during closure periods and bank holidays, services and opening hours may change. During **School closure**, most School services are not available, though some buildings, such as the Library, may still be open.





## Systems and online resources

LSE uses a set of core digital systems, but they do different jobs. It can be helpful to get an overview of which platform is for which task.

| System                      | What it does                                                                                                                                                                                                                           | Find out more                                                             |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| <b>Claude for Education</b> | Generative AI chat from Anthropic, free to all LSE students. Each course sets its own AI use policy on Moodle, so check what is permitted before using Claude in assessed work.                                                        | <a href="#">Claude for Education</a> ; <a href="#">Academic integrity</a> |
| <b>Digiexam</b>             | The software platform used for e-Exams, in-person exams where you use a laptop computer. It locks down your personal laptop to create a secure exam environment. Not all courses use e-Exams – check your specific course regulations. | <a href="#">e-Exams</a> ; <a href="#">Exams</a>                           |
| <b>eduroam</b>              | The Wi-Fi network available across LSE and at universities worldwide. Connect using your LSE email address and password.                                                                                                               | <a href="#">eduroam at LSE</a>                                            |
| <b>Library Search</b>       | The online catalogue for finding books, journal articles, and other materials held by the LSE Library.                                                                                                                                 | <a href="#">Library Search</a> ; <a href="#">Library</a>                  |
| <b>LSE Calendar</b>         | The official publication containing programme regulations, classification schemes, assessment offence regulations, appeals regulations, and codes of practice.                                                                         | <a href="#">LSE Calendar</a>                                              |
| <b>LSE for You</b>          | LSE's system for completing your course selection.                                                                                                                                                                                     | <a href="#">LSE for You</a>                                               |
| <b>LSE LIFE events</b>      | Your starting point for browsing and booking onto events outside your department. Because teams promote events in various places, using different booking systems, this is the easiest way to find most opportunities in one place.    | <a href="#">LSE LIFE events</a>                                           |



| System                     | What it does                                                                                                                                                                                                                                                                                                                                                                   | Find out more                                                                                                            |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <b>Moodle</b>              | LSE's virtual learning environment. Each course has its own Moodle page where you'll typically find lecture slides, recordings, reading lists, quizzes, discussion forums, and where you submit assignments and receive marks and feedback. Important: joining a Moodle page is not the same as enrolling on a course – course selection can only be done through LSE for You. | <a href="#"><u>Moodle</u></a>                                                                                            |
| <b>MyCareer</b>            | LSE Careers' online portal. Use it to register for careers events, browse the jobs and internships board, book one-to-one appointments with Careers Consultants, and set preferences for sector-specific information.                                                                                                                                                          | <a href="#"><u>MyCareer</u></a> ;<br><a href="#"><u>LSE Careers</u></a>                                                  |
| <b>Parchment</b>           | The electronic platform through which final transcripts are issued and can be shared with employers or other institutions.                                                                                                                                                                                                                                                     | <a href="#"><u>Accessing Parchment</u></a> ;<br><a href="#"><u>Transcripts</u></a>                                       |
| <b>Student Finance Hub</b> | An online portal where you can review your tuition and accommodation fees, invoices, payments, and instalment arrangements once you're enrolled.                                                                                                                                                                                                                               | <a href="#"><u>Student Finance Hub</u></a> ; <a href="#"><u>Paying fees</u></a> ;<br><a href="#"><u>Tuition fees</u></a> |
| <b>Student Hub</b>         | LSE's app (iOS, Android, and web) for everyday student life. Use it to view your timetable, check deadlines, browse the campus map, read about news and events, and book appointments with academic staff, LSE LIFE advisers, and departmental support teams.                                                                                                                  | <a href="#"><u>Student Hub</u></a> ;<br><a href="#"><u>About Student Hub</u></a>                                         |
| <b>Student LfY</b>         | LSE's main administrative system. You'll use it for updating your address, finding your candidate number, accessing your assessment results and booking appointments with some School services.                                                                                                                                                                                | <a href="#"><u>Student LfY</u></a> ;<br><a href="#"><u>What's in LfY</u></a>                                             |



| System          | What it does                                                                                                                                                                                                                                                                                               | Find out more                                                         |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <b>Turnitin</b> | LSE's text-matching software. It produces a similarity report that can be used to monitor for potential plagiarism. Some departments allow or require you to submit drafts through Turnitin before your final submission, so you can review the report and use it to improve your writing and referencing. | <a href="#">Academic misconduct guidance</a> ; <a href="#">Moodle</a> |

If you run into IT issues, you can visit the [Data and Technology Services \(DTS\)](#) team at the [Tech Centre](#) on the first floor of the Library, or raise a request via the [DTS Service Portal](#). They offer a range of support services, including the [iRoam Laptop Loan Service](#), and guidance on [cyber security, assistive technology, educational discounts](#) on tech and software, and free software available to LSE students. This includes free access to [Microsoft Office 365](#), which provides essential tools like Word, Excel, and Outlook. Outlook is LSE's main email platform and primary method of communication, so it's important to check it regularly.

DTS also provides support for [printing on campus](#). There are lots of printers available across the LSE campus, which you can connect to and use both from LSE computers and your personal devices. If you need to get something printed professionally, there is also a dedicated [Reprographics](#) team on site. They can help with anything from printing posters and leaflets to dissertation binding.



## Your programme and courses

### Glossary

The language of course choice, units, and regulations can seem unfamiliar at first. The [LSE Calendar](#) is the School's official resource for programme regulations, course information, and other important details related to studying at LSE. This list is here to help you get your bearings. It's a friendly introduction to terms you'll hear mentioned often, but it's not a substitute for the Calendar or advice from your department. For the most comprehensive, up-to-date, and relevant information, always consult both the [Calendar](#) and your department's guidance.





| Term                                        | What it means                                                                                                                                                                                                                                                                | Where next                                                         |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| <b>Programme</b>                            | The full degree comprising of all units studied, for example a BSc or MSc.                                                                                                                                                                                                   | <a href="#">LSE Calendar</a>                                       |
| <b>Programme regulations</b>                | The formal rules governing your degree. They specify which core courses you must take, which optional courses are available to you, how many units you need, and any dissertation or project requirement. Published in the LSE Calendar.                                     | <a href="#">LSE Calendar</a>                                       |
| <b>Unit</b>                                 | The measure of a course size at LSE. A half-unit course is typically taught over one term; a full-unit course is typically taught over two terms. A master's degree usually requires four units; an undergraduate degree usually requires 12 units (usually four each year). | <a href="#">LSE Calendar</a> ;<br><a href="#">Course selection</a> |
| <b>Core course</b>                          | A compulsory course required by your Programme regulations.                                                                                                                                                                                                                  | <a href="#">LSE Calendar</a>                                       |
| <b>Optional course</b>                      | A non-compulsory course you choose alongside the core requirements, from a list in your Programme regulations (or, with approval, from elsewhere at LSE).                                                                                                                    | <a href="#">Course selection</a> ;<br><a href="#">LSE Calendar</a> |
| <b>Auditing a course</b>                    | An informal arrangement where you follow a course's lectures for interest, but do not attend classes/seminars or sit assessments, and the course does not appear on your transcript or timetable. You need the course convener's permission to audit their course.           | <a href="#">Course selection</a> ;<br>your course guide            |
| <b>Controlled access/<br/>capped course</b> | A course where the number of places is limited. "Controlled access" courses require departmental approval (you may need to write a supporting statement). "Capped" courses fill on a first-come, first-served basis through LSE for You. Some courses are both.              | <a href="#">Course selection</a>                                   |



| Term                           | What it means                                                                                                                                                                                                                                                                                           | Where next                                                                        |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Course selection period</b> | The main window in Autumn Term, when you formally choose your courses for the full year through LSE for You. A second, shorter window reopens in January for changes to Winter Term half-units only. Deadlines and processes vary by department.                                                        | <a href="#">Course selection</a>                                                  |
| <b>Timetable clashes</b>       | When two of your courses are scheduled at the same time. LSE for You has a “Student Timetable Clashes” screen to help identify simple clashes. Complex clashes may require contacting your department or the Timetables Team.                                                                           | <a href="#">Timetables</a>                                                        |
| <b>Course guide</b>            | The guide for an individual course, giving details such as the convener, syllabus, course content, modes of assessment, and indicative reading lists.                                                                                                                                                   | <a href="#">Course selection</a> ; <a href="#">Moodle</a> ; your department pages |
| <b>Seminars/Classes</b>        | Small-group teaching sessions where you discuss readings or work through problems with a class teacher and peers. Attendance is compulsory and active participation is expected, so come prepared. Master’s programmes tend to call these seminars; undergraduate programmes tend to call them classes. | <a href="#">Moodle</a>                                                            |





| Term                | What it means                                                                                                                                                                                                                           | Where next                                                        |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| <b>Office hours</b> | Regular weekly slots when academic staff are available for one-to-one conversations. You can speak to any teacher during their hours, even if you're not on their course. Some are drop-in; others require booking via the Student Hub. | <a href="#">Student Hub</a> ;<br><a href="#">Academic support</a> |

## Making changes to your programme

If you would like to make changes to your programme or mode of study, you have options. An [interruption](#) is a year-long approved break in your studies, with a return the following academic year. [Withdrawal](#) is permanent. A [programme transfer](#) moves you to a different degree at the same level, with approval from both old and new departments. A [change of mode](#) switches you between full-time and part-time study, usually on postgraduate programmes. All of these should be discussed with your department and may have implications for your visa, fees, and funding.

## Who's who – the people behind your degree

There are plenty of people within your department who can support you, and knowing who handles what will get you to the right answer faster. The entries below indicate typical roles and job titles of people in your department.

| Role                        | Who they are                                                                                                                                                                                                                                                                          |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Academic Mentor (AM)</b> | A member of staff in your department assigned to you personally. They are there to support your progress – both in your studies and more broadly – and are an excellent point of contact whenever you have a question or concern. Your AM may also provide references for employment. |
| <b>Class Teacher</b>        | The person who leads your weekly class or seminar group. They may be a member of academic staff or a Graduate Teaching Assistant (GTA; possibly a PhD candidate). They mark work, give feedback, and hold office hours, where you can discuss topics from class further.              |
| <b>Course Convener</b>      | The academic responsible for running a particular course – setting its content, syllabus, assessments, and policies.                                                                                                                                                                  |



| Role                                                       | Who they are                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Departmental Senior Student Adviser (DSSA)</b>          | A confidential point of contact when something non-academic is affecting your studies. DSSAs can help you think through options around extensions, deferrals, changes to your studies (interruption, transfer, withdrawal), and how to access wellbeing and support services. Not all departments have DSSAs; some provide this support through other roles. |
| <b>Departmental Tutor</b>                                  | A senior academic responsible for running undergraduate studies in your department. They handle complex academic or personal issues your academic mentor cannot resolve, and consider requests around interruption, programme transfer, and exceptions to programme regulations.                                                                             |
| <b>Programme Director</b>                                  | The academic responsible for the overall delivery and development of your degree programme. They handle programme-level issues and can approve requests to take courses outside your Programme Regulations.                                                                                                                                                  |
| <b>Programmes Support Team/ Professional Services Team</b> | The administrative team in your department and a valuable source of knowledge when you have practical queries about course selection, timetabling, Moodle, assessment processes, and student representation. They are led by the Department Manager.                                                                                                         |
| <b>Student Academic Representative</b>                     | A student selected to represent the views of their peers at departmental committees such as the Student-Staff Liaison Committee. Selection takes place shortly after the start date of your programme, mostly from the first week of Autumn Term onwards.                                                                                                    |

One-to-one appointments with academic staff can usually be booked via [Student Hub](#). If you need to get in touch about anything via email, you can find contact details for your programme director, course conveners, and teachers on [Moodle](#). For any other contacts, check out your department's People page.



## Student Voice: feedback on your programme

Your feedback is extremely important. There are several ways you can use your voice and shape the teaching and learning on your courses and programme.

Within your department, [Student Academic Representatives](#) (or programme reps) are students recruited to represent the views of their peers. They sit on [Student-Staff Liaison Committees \(SSLCs\)](#) (or Programme Forums), the main forum where elected reps discuss your feedback on your teaching and learning experiences with departmental staff on a termly basis.

There are also broader [Undergraduate/Postgraduate Taught Consultative Fora](#), made up of SSLC reps from across the School, as well as the LSESU Education Officer and Pro-Vice Chancellor for Education, allowing for School-wide feedback. Some of your reps will also attend your [Departmental Teaching Committee](#) each term, which oversee teaching and learning within departments, and help ensure effective student participation in educational decision-making.





You will have a chance to give feedback through **regular surveys** at both course and programme level, alongside broader surveys of the whole student experience including the **National Student Survey** for final-year undergraduates. These are generally coordinated by the **Teaching Quality Assurance and Review Office (TQARO)**.

Beyond your department, you can shape LSE at a School-wide level, for example, through **LSESU Student Voice, Student Education Panels**, and **LSESU leadership elections**. See **Make your impact** earlier in this handbook for more opportunities.

## Exams and assessments

Assessment at LSE comes in two forms. **Formative assessment** is practice – essays, problem sets, presentations, or mock exams that don't count towards your final grade. Formative assessments are where you can test ideas, experiment, and get helpful feedback. **Summative assessment** does count towards your final mark for a course, and might take the form of exams, coursework essays, group projects, presentations, or a dissertation.

Each department publishes **marking criteria** describing what markers are looking for – typically covering knowledge and understanding, use of literature, argument and analysis, and clarity of expression. Most written work also has a **word limit**, with rules on what exactly counts towards it and penalties for exceeding it set at department level.

If your programme includes exams, they'll usually take place in either the January or Spring exam period. Before you take any exam, read the School's official **Exam Procedures for Candidates** for full details of all exam regulations including personal items you're allowed to take into the exam room, writing in exam booklets or using computers for e-exams, and your **candidate number** – a unique five-digit number that ensures anonymous marking.

Another important element of exams that you'll find explained fully in the exam procedures is the School's **Fit to Sit** policy. This means that by entering an exam room or submitting an assessment, you declare yourself well enough to do so. If you are unwell or affected by serious circumstances, request an extension or deferral *before* the assessment – your **options** are much more limited afterwards.

Re-taking an exam or re-attempting an assessment is called a **resit**. Resits are



normally held in one of two formal periods: the **In-Year Resit and Deferred Assessment Period (IRDAP)**, which typically runs in late August, or the **Resit and Deferred Assessment Periods (RDAP)**, which take place during the main Winter and Spring assessment periods the following year. Full details of taking resits and deferred assessments can be found on the [School's Re-entry pages](#). Eligibility, timing and rules vary by programme, so check the [Calendar](#) and your department's guidance.

If you think a result or decision needs to be challenged, there is a formal appeals process. Full details about the appeals process can be found [here](#).

### Who can I talk to?

You can talk with your academic mentor, course convenor, or class teacher about feedback you receive.

You can talk with a [Learning Lab Study Adviser](#) about interpreting the marking criteria for an assignment or ways to use feedback to make progress.

For questions about the exam procedures, resits, or other administrative matters around exams and assessments, contact the [SSC Student Advice and Engagement Team](#).

The [SSC Student Regulations Team](#) handles appeals, allegations of misconduct and plagiarism, and complaints about academic matters. They also administer the process around exceptional circumstances and deferrals.

### Academic integrity

Academic integrity is the principle that the work you submit is your own and that you've taken responsibility for referencing others accurately and following your department's guidelines on working with other people and with AI tools. Here are some specific terms you should understand.

**Plagiarism** is presenting other people's words or ideas as your own, whether deliberately or accidentally, including failing to reference sources properly.

**Collusion** is collaborating with others on individually assessed work beyond what is permitted. **Contract cheating** is having someone complete an assessment on your behalf, and can also include the unauthorised use of GenAI tools. **Self-plagiarism** is reusing material from your own previously submitted work without proper attribution. More information about academic misconduct is in the [Regulations on Assessment Offences](#).

LSE provides all students with access to [Anthropic Claude for Education](#) and [Microsoft Copilot](#), however each course has its own **AI use policy**, set out on the course's Moodle page. Some courses permit some forms of AI use; others prohibit



them entirely. **Turnitin** scans submissions for matches against other sources. Some departments let you submit drafts to Turnitin first to check your referencing. The **Turnitin similarity report** shows what percentage of your submission matches other sources. There is no safe maximum score: a low percentage can still be investigated and a high one does not automatically indicate misconduct.

When you submit summative work, you confirm an [academic integrity statement](#) affirming that the work is your own, that you have not colluded, and that you have followed AI and referencing rules. Suspected cases of misconduct are considered by an **Assessment Misconduct Panel**, and penalties can be severe.

### Who can I talk to?

If you have questions about Turnitin, referencing, paraphrasing, using generative AI tools, or any other aspect of academic integrity, you can book an [Academic integrity one-to-one appointment](#). Sessions take place online and everyone will be seen individually in order to provide personalised advice – no question is too silly! The [Learning Lab](#) and [Library](#) also provide general guidance on academic integrity, referencing, and paraphrasing, through workshops, one-to-one appointments, and online resources.

Do note that some rules and regulations may vary from department to department, so it is worth checking your course guides and speaking to your teachers or academic mentor when in doubt, too.

The [SSC Student Regulations Team](#) handles allegations of misconduct and plagiarism, and complaints about academic matters.

### When something affects your work

LSE has formal routes for situations where circumstances affect your assessed work. Ideally, these circumstances should be addressed before the work is due or attempted.

An **extension** is extra time on a coursework deadline, requested in advance and normally accompanied by supporting evidence. It is the most common route for short-term issues with submitted work. Full details can be found in the [Student Guidance on Extension Requests](#) document.

A **deferral** postpones an assessment to a later sitting, usually the next exam period. It is used when an extension is not enough or when the assessment has a



fixed date, such as an exam. Like an extension, it is requested in advance, normally at least 24 hours before the deadline or exam start.

LSE publishes guidance on [religious observance and assessments](#) for students whose faith commitments may affect assessment participation.

[My Adjustments](#) refers to personalised plans of reasonable adjustments to adapt teaching, learning, and assessments to the needs of students with sensory or physical impairments, mental health conditions, or specific learning difficulties. They include **Teaching and Learning Adjustments** (TLAs) and [Central Exam Adjustments](#) (CEAs) and might feature extra time in exams, assistive technology, or changes to your study environment.

There is also a procedure to follow where circumstances cannot be addressed in advance. Submitting **Exceptional Circumstances (ECs)** is the only way to inform examiners about circumstances beyond your control that affected an assessment you have already attempted or were absent for. Find out more on the [Student Services Centre pages about ECs](#).





### Who can I talk to?

The [Disability and Mental Health Service \(DMHS\)](#) is the service who puts My Adjustments in place, including Central Exam Adjustments. There is no requirement to tell the School about a disability. However, letting the DMHS team know about any long-term condition that has a substantial impact on your studies or your day-to-day life enables them to arrange adjustments and support.

The [SSC Student Advice and Engagement Team](#) answers questions and provides advice about academic matters including ECs, progression, deferral, interruption, withdrawal, and the School Regulations and Codes of Practice more generally.

### Codes, charters, and action plans

LSE has several codes and charters in place that outline the standards of education, conduct, and partnership between LSE, its staff, and students. Below is a selection of important codes, charters, and plans. A comprehensive list of School [Policies and Procedures](#) is available online.

- [LSE Academic Code](#): Sets out what you can expect from your education in four areas: teaching standards, academic support, assessment and feedback, and student voice.
- [LSE-LSESU Student Charter](#): Describes the community you're joining and how its members are expected to relate to each other.
- [Codes of Good Practice](#): Explain the responsibilities of staff and students in relation to teaching, learning, and assessment.
- [Ethics Code](#): Sets out the values the LSE community is expected to live by – covering responsibility, integrity, intellectual freedom, equality, collegiality, and sustainability.
- [LGBTQ+ Inclusive Action Plan](#): Outlines six priorities to advance LGBTQ+ equity and inclusion.
- [Race Equity Action Plan](#): Outlines six priorities to advance racial equity and inclusion, as part of the [Race Equity Framework](#).



## LSE campus



Find out more on the [LSE campus map webpage](#).

[AccessAble](#) provides detailed accessibility guides for campus buildings, residences and study spaces, including route maps between locations to help students navigate campus confidently and independently. Explore more campus facilities with the [Facilities Guide for Current Students](#).

**[lse.ac.uk/statistics](https://lse.ac.uk/statistics)**



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