LSE Department of Economic History

MPhil/PhD in Economic History

HANDBOOK FOR RESEARCH STUDENTS 2025-2026

Dates of Terms, 2025-26

Autumn Term:	Monday 29th September – Friday 12th December 2025
Winter Term:	Monday 19th January – Thursday 2nd April 2026 (Exams: Wednesday 8th – Friday 17th January 2026)
Spring Term:	Tuesday 5th May – Friday 19th June 2026 (Exams t.b.c)
Reading Weeks:	W/c 3rd November 2025 W/c 23rd February 2026

The School will also be closed on English public holidays:

Christmas and New Year Closure:	Tuesday 23rd December 2025 –Thursday 1st January 2026
Easter Closure:	Friday 3rd – Thursday 9th April 2026
May Bank Holiday:	Monday 4th May 2026
Spring Bank Holiday:	Monday 25th May 2026
Summer Bank Holiday:	Monday 31st August 2026

Contents

Welcome from the Head of Department

Welcome to the Department of Economic History and the research community at the LSE. We are delighted you have chosen to join us for your PhD studies.

The Department of Economic History is one of the largest departments of its kind in the world with 25 academic staff and more than 125 masters, doctoral and postdoctoral researchers. This vibrant community will provide you with one of the most diverse and exciting research environments in the country. We offer undergraduate and postgraduate degrees, and combine teaching and research excellence in Economic History, Social History, Historical Economic Geography, Global History, Historical Demography, History and Philosophy of Economics, Financial History and Business History. Our research covers practically all regions of the World and, in the last decades, faculty have supervised dissertations on most major countries. The Department organises a weekly seminar and numerous workshops and conferences every year. Furthermore, we host many visiting scholars from the most prestigious and renowned research centres and universities.

Our PhD candidates are an essential part of our research community, and the faculty devotes a considerable amount of effort and time to their development. Each PhD candidate has two supervisors who have an important task in mentoring you and in the development of your thesis. You will have many opportunities to interact with senior faculty and your peers, which will aid in improving your research and teaching skills, particularly through the weekly graduate workshop as well as preparatory and specialised one-day workshops. The Department offers opportunities to teach classes for undergraduates and provides specialised training for our Graduate Teaching Assistants. The Department also provides advice and support for your job search (including one-to-one mock inter-views) to prepare you for the academic job market. The School devotes considerable resources to the development of its PhD candidates, and you should take full advantage of these, including the PhD Academy, LSE Life, Careers, teachers' formation, well-being support and additional research diffusion activities.

We are immensely proud of our PhDs and their achievements. They have produced a considerable amount of world leading research and have been successful in securing academic and research posts in world leading universities and research centres. You are about to begin a challenging journey to a rich academic experience, exploring the wider implications of economic history. As Head of the Department of Economic History, I would like to assure you that our faculty aims to provide all our PhD candidates with the skills and support needed for their academic and future development.

Professor Sara Horrell
(s.h.horrell@lse.ac.uk)
Head of Department

About the Department of Economic History

The first full-time lecturer in economic history at LSE, Lilian Knowles, was appointed in 1904: she was also the first in the country. She became reader in 1907 and took the chair in 1921. Since her time, LSE has remained at the forefront of the subject and is the largest department of economic history in the country. Many distinguished scholars have taught in the department, and an even greater number have obtained higher degrees here. With around 45 MPhil and PhD students registered, it is currently the largest centre of graduate education in economic history in the U.K. and probably the world.

<u>Being a research student in Economic History</u>

As a research student in the department, your major academic goal will be the researching and writing of a thesis. You will, however, be expected to do much more than just this. The majority of LSE students who complete doctorates in economic history go on to academic or academic-related jobs which require a much broader knowledge of the subject than can be gained from intense but narrow thesis research. You are required to follow some taught courses in your first year of study, to regularly attend and participate in departmental workshops and in other seminars held within the University of London, and, as you approach the final writing-up of your thesis, to present papers based on your research at conferences and at seminars in other universities. The following notes set out some information on thesis supervision, on coursework and seminars, and on your targets for progress through your three years of study.

Academic and Professional Services Staff

The department has 22 academic members of staff, 3 Teaching Fellows, 3 Emeritus Professors and 6 Professional Services Staff. We also regularly host academic visitors from universities across the world. The department is located on floors 3, 4, 5 and 6 of Sardinia House.

After your supervisor, the most useful points of contact for new research students in the department are:

Professor Eric Schneider, (e.b.schneider@lse.ac.uk) (*Deputy Head of Department (Research))*
<u>Research Interests:</u> living standards and health; real wages; children's growth.

Professor Tirtankar Roy, (t.roy@lse.ac.uk) *(Doctoral Programme Director/PhD Placement Officer)*
<u>Research Interests:</u> artisans and industrialization; economic history of South Asia; global history; historical methods; music history; textiles.

Tracy Keefe, (t.j.keefe@lse.ac.uk) (*Deputy Department Manager/PhD Programme Manager*)

Jennie Stayner, (j.c.stayner@lse.ac.uk) (*Department Manager)*
Jennie is a registered LSE Safe Contact, find out more on p. 17 (below) or click here

A full list of staff contact details and areas of expertise can be found on the Department's website.

Supervisors, Doctoral Programme Director and PhD Programme Manager

The Doctoral Programme Director will normally appoint your supervisors, and by the time you arrive at the School you should already know at least who your main supervisor is likely to be and may indeed have been interviewed by him or her. Your supervisor is your most important link with the department, and it is important that you establish a clear working relationship from the beginning. Research on the performance of MPhil/PhD students shows that students perform well if their supervisors expect a lot of them (and we suspect also that supervisors perform well if their students set high standards for them!). Your supervisor is the person responsible for advising on your academic research, and any problems should be discussed with him or her in the first instance. If you are unable to resolve any matter satisfactorily with your supervisor, you can discuss it (or a change of supervisor) with the Doctoral Programme Director (or, if he is your supervisor, with the Head of Department). All students are allocated a second supervisor whose expertise complements that of the first supervisor. The second supervisor may act as a minor supervisor or play an equal role in a joint supervisory arrangement. You will normally have a *formal* meeting at least once a term with your supervisor(s): more frequent *informal* meetings will also take place. Appendix 1 contains fuller suggestions on the way students and supervisors should conduct their relationship; you must read this and should agree any variations on this with your supervisor.

You will normally see the Doctoral Programme Director and your supervisor during the first week after registration to discuss your plan of work. Different theses and different supervisors will require different approaches, but there are several points in common. If you are not seeing your supervisor at least twice per term you are almost certainly not seeing him/her enough; many students see their supervisors more often, particularly during the first year (when the subject and research methods are being defined) and the last year (when the writing up is being completed). In addition to your meetings with supervisors, you should attend a number of courses and seminars (see *Coursework* and *Seminars*, below).

The **Doctoral Programme Director (DPD),** Professor Tirthankar Roy, is in charge of developing the structure and content of the programme, is the academic lead for current students, as well as acting as a liaison with other departments.

The **PhD Programme Manager**, Tracy Keefe, is in charge of programme management and the pastoral welfare of current students. Tracy is the administrative lead on programme delivery and is your first point of contact for any administrative questions or requests.

PhD Log

The PhD Log can be accessed through LSEforYou. This is a **compulsory** record of your meetings and progress completed by you and your supervisor(s) after each meeting. The School uses the Log to regularly assess the attendance of all students and it must be completed in a clear and timely way throughout your registration on the MPhil/PhD programme.

About the PhD Programme:

Compulsory courses

Compulsory courses for new MPhil students in Economic History (unless they have already taken these courses as part of the Master's degree) are:

EH401 - Historical Analysis of Economic Change (Autumn Term)
EH402 – Quantitative Analysis in Economic History I (Autumn Term)

The courses together cover three main areas:

Theory and Research:
This section introduces theoretical approaches to major issues in economic history and considers the practical application in historical analysis of concepts from economics (primarily) and related disciplines. Topics vary but an illustrative list might include: processes of economic growth; economic development; culture and economic behaviour; modern macroeconomic ideas; imperfect information and incentive structures; welfare outcomes; comparative analysis of historical data.

Historical Methodology:
This section introduces methodological issues in combining social science frameworks with historical materials, and introduces various approaches to interpretation and analysis in economic history. Topics vary but an illustrative list might include: knowledge and explanation in economic history; models, narratives and case studies; text analysis; surveys and censuses.

Quantitative issues:
This section introduces the problems of analysing and interpreting quantitative historical evidence (including the use of correlation, regression, and multiple regression); provides an introduction to the use of computers in historical studies and includes exercises in the deconstruction of historical articles which have used quantitative techniques.

Some students with already well-developed quantitative skills may find more advanced quantitative courses in the Economics or Statistics Departments more relevant. Consult your supervisor.

Research ethics workshop (part of **MY580: Methods Short Courses**) Ethical considerations are a key element of well-designed research. This workshop will set out the fundamental principles of research ethics in the social sciences as they apply to PhD research projects. Standard topics such as informed consent, deception, and confidentiality will be discussed as well as newer issues such as ethics relating to video, photographs and digital media. The workshop will look at some practical examples of ethical problems. PhD candidates are welcome to bring for discussion any ethical issues you are facing in your research.

This seminar is not a core course within Methodology, so the schedule and programme change every year. Please check the calendar for further details.

EH520 - Approaches to Economic and Social History (Autumn and Winter Terms)
The aim of this course is to introduce students to thesis work and help new MPhil students to clarify their ideas into a research question by studying various professional papers in economic and social history related to the students' research

areas. It also seeks to encourage first year research students to work together as a group in a way that is mutually supportive.

Some students may be required to take additional courses in their first year on the advice of their supervisor(s) or the Doctoral Programme Director. For full details on available courses, you should see the School Calendar)

All students can take up to two graduate courses in any department of the School under the advice of their supervisor and the Doctoral Programme Director.

Courses are requested on LSE For You (LfY) and students are expected to attend regularly, participate fully and submit any required work, both formative and summative.

The most important formal venue for research students is the **Graduate Seminar in Economic History, (EH590)** which meets every Wednesday in term time from 1pm (unless otherwise indicated). Attendance is **compulsory** for all MPhil and PhD students for the *entire* length of their programme. Members of staff are also in regular attendance, so the Workshop also acts as the main contact point where graduates and staff can meet and exchange ideas outside the student-supervisor relationship.

The purpose of the Workshop is to discuss work in progress in an informal, friendly and 'in- house' setting, from the wide variety of perspectives represented among the Department's graduates and staff. The Workshop also aims to provide students with the presentational and critical skills they require for their professional life, and students therefore normally chair the seminars and act as discussants of the papers. Students can expect to present at least one paper in this series, and to act as discussants and chairs in proportion to need. All students are expected to have read the pre-circulated paper prior to the workshop.

Graduate Teaching Assistant training course (Autumn and Winter Terms) This is a **compulsory** training programme for all MPhil/PhD students and takes place during the first year.

Seminars and Public Lectures

Remember that PhD work leaves you more socially isolated than undergraduate life, and seminars are a relatively effortless way to combat this. They are also a way of meeting graduates and faculty from other departments and from other colleges of the university.

In addition to the Graduate Seminar in Economic History, mentioned above, the main seminar series held regularly in the department is the Economic History Seminar, which takes place every Thursday at 4pm (unless otherwise stated) and offers the opportunity of hearing a wide range of papers, often by distinguished outside speakers. Attendance is compulsory for all Research students.

In recent years the Department has played host to a number of world leading academics including Jan Lucassen, Claudia Goldin, Thomas Sargent and Carmen Reinhart among others as part of the School's Public Lecture Programme (PLP). Planned Department events will be circulated in-house as soon as they are arranged, but you can feel free to attend any event that piques your interest. See: LSE Events for full information.

All departmental seminars and events are displayed on the department's web pages

Institute of Historical Research (IHR)
London University offers more graduate seminars in economic history by a very wide margin than any other British university. Many of these are held at the IHR. You can join the Institute (which offers a coffee room for graduate and staff historians of the University as well as library facilities). Apply at the Institute (Senate House, north side); membership is free to registered students. Many visiting scholars from overseas universities and staff from universities in and around London come to the regular seminar series held there. See: https://www.history.ac.uk/search-events-seminar for full details.

The Methodology Institute
The LSE, as the UK's premier research centre in the social sciences, runs many graduate courses on research methodology. Your supervisor will help you choose which are suitable for you, taking into account your previous training, research topic, etc.

The Methodology Institute is an inter-departmental unit within LSE which provides a wide variety of training in quantitative and qualitative research methods including interviewing and overseas fieldwork. You will receive details of the Institute's courses on registration; they are also listed in the Calendar. Research students lacking a substantial quantitative background are strongly recommended to attend the quantitative methods courses offered by the institute following consultation with their supervisor.

Some students may also benefit from attending MY500 - Fundamentals of Social Science Research Design, but you should discuss with your supervisor which other Methodology Institute courses will assist you with your own research.

Seminars in other Colleges
There are seminars on technological history at Imperial College and in the relevant area studies at the School of Oriental and African Studies (SOAS), the School of Slavonic and East European Studies (SSEES), or the Centre for Latin American and Caribbean Studies (CLACS); seek the advice of your supervisor in your own particular field. You can find out about them by regularly checking their website.

Summer schools in Economic and Social History
The International Economic History community organises several summer schools where you can benefit from the comments of a number of senior scholars and exchange your views with other PhD candidates in Economic History from different universities and countries. Our PhD candidates have participated in many of these events organised by:

- European Historical Economics Society (www.ehes.org)
- Economic History Society (www.ehs.org.uk)
- European Society for the History of Economic Thought (www.eshet.net)
- ESTER, the European Graduate School for Training in Economic and Social Historical Research, International Programme (https://posthumusinstitute.org/)

Fieldwork

You may spend time away from LSE, to consult original sources or to undertake fieldwork or for other reasons but may only have a leave of absence with the written permission of the supervisor and the Dean of the Graduate School. While on leave of absence you pay to the School the 'leave of absence' fee to maintain your registration. You are not issued with a Library card, and you are not expected to make heavy demands on your supervisor's time; up to three 'supervisions' by correspondence per session may be expected. You will not be allowed leave of absence for more than a total of eighteen months unless exceptional permission has been given by the Dean of the Graduate School and the supervisor following an examination of the academic case for leave.

If you intend to carry out a period of fieldwork (including digital ethnography and archival research) you will need to complete:

- A fieldwork application form
- A Research Ethics Review
- A Risk Assessment
- You start all of these processes at least 3 months prior to the fieldwork start date (4/5 months if the fieldwork is planned for a Higher Risk Area)
- You can find information and advice at the PhD Academy Web Pages and the Health and Safety webpages

The Radwan Travel and Discovery Fund

The Radwan Fund is available to Economic History research students who need to travel for research purposes. Please ask the PhD Programme Manager for further information. The application form is available here

Teaching Experience

There are opportunities for research students to acquire teaching experience in the department. Part-time teachers are employed to teach on our first year undergraduate course, EH101: The Internationalisation of Economic Growth, 1870 to the present day, and *most* of our second -year undergraduate courses. Applications for part-time teaching are invited in the Spring Term for the following year. If you wish to apply, you should discuss this in advance with your supervisor.

The GTA training course is designed to help you develop your abilities and understanding of teaching in the first year of your PhD program.

Part-time Study

The department is not normally prepared to accept part-time research student registration in the first year of study, but some research students do transfer to part-time registration in the second or subsequent years. Part-time registration is normally contingent on working at least 16 hours per week. Part-time students have special problems of scheduling their work and of attendance at seminars. Supervisors are aware of these problems, expect slower (but real!) progress, and will be able to make suggestions for getting round some of the problems. Be sure that your supervisor understands the ways your employment meshes with your work plans so that s/he can advise on the best way of reconciling the requirements of both.

If you are a full-time student initially and transfer to part-time status at a later stage, do not underestimate the difficulty of holding down a full-time job and continuing work on your thesis. You are unlikely ever to get it done until you clearly schedule time for it and work to strict deadlines. Students who have completed a first draft by the end of their third year and *then* take a full-time job are far more likely than those with inadequate early drafts eventually to complete a thesis. The ESRC makes grants available for part-time PhD work for British and EU nationals: visit the ESRC web site for full details.

If you wish to switch from full-time to part-time registration, you need to ensure that you meet certain requirements and criteria. You can find the guidance and application form here.

Targets for Progress

First year

- At the beginning of the first year, you should see the Doctoral Programme Director and your supervisors.
- No later than the end of the first week of Winter Term you should submit to the Doctoral Programme Manager, a one-page outline of your thesis topic and provisional title. This should be signed by your supervisor.
- Compulsory Preparatory Workshop, substantive chapter/paper and a 3-page specific outline of the thesis - early Spring Term. See also your Programme Regs.

Second year

- At the beginning of Autumn Term, you should discuss upgrading to PhD student status with your supervisors and with the Doctoral Programme Director.
- At the start of Spring Term, you should submit to the Doctoral Programme Manager approximately half your thesis in draft form'
- During Spring Term you will be interviewed by the Graduate Review Committee (GRC).

Third year and beyond

- During Autumn or Winter Terms, you will present a paper at the Graduate Seminar Series.
- At least two months before submission of your thesis you should prepare and deliver your Examination Entry form. (see 'Final Year and MPhil/PhD examinations here)
- The final stage is an oral examination – the viva.

Full details of each stage are given below.

Progression and Upgrade Requirements

The LSE PhD is a three-year degree programme (or part-time equivalent) with an additional year of registration (or part-time equivalent) to complete writing-up.

In the Spring Term of each year the progress of each student registered in the Department is assessed by the DPD by the process appropriate to the year group. This assessment will form the basis of the recommendation that students be permitted to proceed to the next year of studies. **If progress is unsatisfactory clear guidance will be given to assist students to reach their performance goals, or a recommendation for de-registration from the programme might be made.**

Students are assessed by the following methods to ensure they are progressing appropriately:

<u>First Year: Definition of Subject and First Year Review</u>
During the first term of studies students should aim to define their thesis topic. A provisional title and one-page outline, signed by the supervisor, should be submitted to the Doctoral Programme Director during Week 1, Winter Term.

During Week 3, Spring Term, students make a short presentation of their research at the First Year Preparatory Workshop. In Week 5, a substantive chapter/paper and a 3-page specific outline of the thesis should be submitted to the Doctoral Programme Manager along with your supervisors and the DPD. This document will form the basis of the First Year Review, which will be conducted by the Doctoral Programme Director (DPD) and your supervisors. In some cases, specific documents might need to be re-submitted for further evaluation. Students are advised that the DPD will also look carefully at workshop and seminar attendance records and courses stipulated as part of the offer of a place, or recommended by supervisors, must be completed at the required level.

In addition to these processes, by Week 6, both students and their supervisors must complete an Annual Progress Review Form, detailing overall progress, problems arising and forward planning, to be assessed by the DPD.

Satisfactory completion of all target objectives will result in recommendation for re-registration for the second year.

Students who plan a period of fieldwork during their second year (6 months maximum) can apply, with the support of their supervisor, to defer their GRC submission until **01 September**.

<u>Second Year: Substantial Progress on Drafting Thesis and Upgrade to PhD Student Status</u>
At the start of Autumn Term students should discuss Upgrade requirements with the DPD and their supervisors. Before the end of Week 1, Spring Term, approximately half the thesis should be submitted in draft form, for examination by the Graduate Review Committee (GRC). The work should comprise:

i) A clearly formulated historical research question that is answered by the planned thesis
ii) The motivation of the question, a clear framework for the research and a timetable for completion
iii) A critical review of the literature, demonstrating a command of the

relevant historiography, the main hypotheses and the ways these have been explored

iv) The proposed chapter outline of the thesis

v) A complete draft chapter or paper

vi) OR, with permission of the supervisors, points iii) and v) can be replaced by two draft chapters or papers.

During weeks 3-5, Spring Term students will be interviewed by the GRC. The Committee is formed of two faculty (independent readers of the submitted work) and the DPD, who will also be provided with a statement on the student's progress by the relevant supervisors. The supervisor statements will form part of the Annual Progress Review for the second year.

Students who do not submit work in accordance with the requirements are not eligible for consideration for upgrade and the DPD will make a recommendation for either de-registration from the programme or to continue in registration with the aim of submission for the degree of MPhil.

If a student is not upgraded, they are entitled to resubmit work and be re-examined under the same principles governing the first attempt within a maximum of six months for a final decision. Where a final upgrade attempt is unsuccessful a recommendation will be made either for de-registration or to allow the student to continue in registration with the aim of submitting for the degree of MPhil.

Students have the right of appeal against a decision, in accordance with the regulations.

For full information on Upgrade to PhD, please see Regulations for Research Degrees, paying particular attention to points 40-45.

For full information on the Appeals Process, please see Appeals Regulations for Research Students.

Seminar and workshop attendance will be considered as indicators of a broader commitment to the Economic History research community and compulsory courses must be completed. Satisfactory completion of all target objectives will result in recommendation for re-registration for the third year.

Third Year: Writing Up of All Chapters and Presentation at Graduate Seminar Series

Students will present one single-authored paper at the Graduate Seminar Series during Autumn or Winter Terms.

By Week 6, Spring Term both students and their supervisors must complete an Annual Progress Review Form, detailing overall progress, problems arising and forward planning, to be assessed by the DPD. Supervisors are required to confirm that a working draft of the full thesis has been produced at this stage.

Satisfactory completion of all target objectives will result in recommendation for re-registration for the fourth year.

Fourth Year

Students will present one single-authored paper at the Graduate Seminar during Michaelmas or Winter Terms.

Be sure to keep your supervisor, the programme manager and the PhD Academy up to date with changes in working title as you proceed. You should decide on your final thesis title up to six months before submission of your thesis. The PhD Academy has some useful notes on wording titles: a copy is attached below at Appendix 3. Three to four months before submission your supervisor should also apply for the appointment of examiners. It is important to do this before thesis submission because the relevant committees meet irregularly, and your examination may be delayed if you fail to take this precaution. Submission forms can be down- loaded from the **PhD Academy website**.

Submission of Thesis for Examination

You should aim to complete the full thesis in three years or less, although some theses may take a bit longer. There are a number of requirements that a thesis needs to fulfil: It should

- Form a distinct contribution to the knowledge of the subject,
- afford evidence of originality and the exercise of independent critical power through the presentation and analysis of new historical evidence and/or the application of new analytical approaches to the historical evidence,
- locate the research question(s), evidence and findings within an assessment of the relevant historical and historiographical contexts,
- describe the method of research and its findings, and indicates in what respects they advance the study of the subject,
- demonstrate both research skills and a deep understanding of the field of study

You will find it helpful to keep these requirements in mind when you come to writing your thesis.

A PhD thesis in Economic History, meeting the criteria outlined above, can take either of two forms:

The traditional thesis model is written as 'an integrated whole'; such a thesis is typically in the style of a monograph of up to 100,000 words.

The alternative, and increasingly common model, specified by the School's Regulations is 'a series of publishable papers, with an introduction, critical discussion and conclusion'. We permit Economic History research students to submit such a thesis, with the proviso that

- it should consist of at least three publishable papers,
- the 'introduction, critical discussion and conclusion' (*linking material*) should amount to at least 25% of the thesis,
- the three papers are thematically connected

However, our department offers research students the chance to co-operate with co-authors on part of their thesis. If you would like to do this, a number of conditions apply:

- The thesis must contain, at least, the equivalent of three main chapters or papers, of which you are the sole author. This allows the candidate, for example, to replace one sole-authored paper (or chapter) with two co-authored papers (or chapters).
- The paper (or chapter) that you would like to write with the help of a co-author must not contain the core findings of your thesis.
- Your co-author cannot be your supervisor

When you submit your thesis, you must clearly state the part played by your co-author in the production of the chapter or paper where you are not the only author. There is a specific form, issued by the PhD Academy, for this purpose.

Plagiarism and academic dishonesty

The work you submit for assessment must be your own. If you try to pass off the work of others as your own, whether deliberately or not, you will be committing plagiarism. Any quotation from the published or unpublished works of other persons, including other candidates, must be clearly identified as such, being placed inside quotation marks and a full reference to their sources must be provided in proper form. A series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as much as does a single unacknowledged long quotation from a single source. All paraphrased material must also be clearly and properly acknowledged.

Any written work you produce (for classes, seminars, examination scripts, dissertations, essays, computer programmes and MPhil/PhD theses) must be solely your own. You must not employ a "ghost writer" to write parts or all of the work, whether in draft or as a final version, on your behalf. For further information and the School's Statement on Editorial Help, see link below. Any breach of the Statement will be treated in the same way as plagiarism. You should also be aware that a piece of work may only be submitted for assessment once. Submitting the same piece of work twice will be regarded as an offence of "self-plagiarism" and will also be treated in the same way as plagiarism.

Examiners are vigilant for cases of plagiarism and the School uses plagiarism detection software to identify plagiarised text. Work containing plagiarism may be referred to an Assessment Misconduct Panel which may result in severe penalties. If you are unsure about the academic referencing conventions used by the School you should seek guidance from your tutor or the Library. Please refer to the **Regulations on Plagiarism**

Confidentiality of Research Material

To satisfy the criteria for the award of a research degree, theses should be available for teaching and study purposes and should be based on material that can be checked. The University believes that theses should not be based on evidence which cannot be substantiated or tested by other researchers, or which is given under conditions which render them inaccessible to other researchers. Access to successful MPhil or PhD theses *may* be restricted but the University will *not* allow access to be restricted if the reason given is that the thesis contains sensitive or confidential material or that the reproduction of material contained in the thesis would infringe the rights of third-party holders of copyright. In the former case the Academic Council firmly believes that a thesis should not be submitted in a form in which this problem is likely to arise.

Academic Support

Both the University *and* the Department publish guidelines on the style and layout of theses: **departmental guidelines are attached below as Appendix 2**. Your supervisor will advise you whether your final drafts are adequate for submission but cannot, of course, guarantee the result. The oral examination ("viva") will normally be conducted by an external examiner and one or two internal examiners who will NOT be your supervisor, normally from another college of the University of London. In some cases, two external examiners are appointed. These examiners will read the thesis and following the viva will take a decision on whether your work has reached the standard required for the award of an MPhil or PhD degree. You may discuss with your supervisor names of people you think are especially qualified to examine your thesis, but the final choice of examiners has to be ratified by the Board of Studies. In January 2007 the School 'repatriated' PhD degrees from the University of London, but examiners will still have to be appointed by a designated committee. Submission of your thesis to the school is your responsibility. The appropriate Entry Form for PhD evaluation is available online and should be sent in at least 3 months before you submit. Your supervisor can attend (but not participate in) the examination if you so wish. When you submit copies of your thesis to the School for the examiners, remember to keep an additional 2 copies for yourself and your supervisor at the viva.

<u>Keeping realistic expectations</u>

There has been a good deal of public discussion recently about the poor completion rate of social science PhDs in Britain. It seems clear that most theses *can* be completed in three years, though special requirements (e.g. for learning a new language or deepening your quantitative skills) may mean that it has to be stretched to four. Equally excellent theses can be written in much less than three years: the departmental record of two years is held jointly by Professor D C Coleman (Professor Emeritus, Cambridge) and Dr J Atkin (Vice President, Citibank). The important thing is to set clear objectives and keep to them, agreeing each stage with your supervisor, and resisting the easy temptation to think that you can leave the main work of writing up to the last term of your three years. What you think is the final draft will almost certainly turn out to require revision.

Many students start with unrealistic expectations of completing a "great work". However, few research students are likely to complete a truly classic work that will transform the subject within three or four years of graduating! But we can all achieve something by ploughing lesser furrows which might collectively advance knowledge in our field. The chances are better if you show you can define a problem and solve it, however limited the problem seems by the standard of some classic work by a scholarly giant you admire. Try to get things in perspective. Ask your supervisor to recommend a thesis which has made a modest but real contribution to knowledge and set that (rather than the great work) as your *minimum* standard. Theses of LSE students are available both in the LSE Library and the Senate House Library, so it is easy for you to consult them to see the standard achieved by your predecessors. (Other university theses are often available on interlibrary loan.) Of course, if you *do* complete that rare masterpiece (instead of just meeting the minimum standard) no one will be more delighted than your colleagues in the department! But do not become so besotted by that objective that you simply produce nothing at all.

Developing realistic expectations for your first three years' work as a research scholar is an essential part of the discipline of scholarship. If you do not think you can treat your subject properly in that span, then that is a clear sign to yourself and to your supervisor that you should define your subject more manageably. There are two fundamental tests of your work: "do-ability" and significance. There are no hard-and-fast rules about this: new techniques may make a formerly impossible subject "do-able", and quite simple discoveries may turn out to have unseen significance. Your supervisor's "experience" may stop you realising this - but listen to him or her carefully before rejecting advice. Think seriously about cutting out that final ambitious analytical section or the extra archival work. After all, you can still tackle that *after* you have submitted your thesis. The thesis is not necessarily your last word as a scholar: it is merely one of the building blocks with which you embark on what we hope will be a productive scholarly career. For further guidance on the process of researching and writing a PhD, you are encouraged to read: Estelle Phillips and D.S. Pugh, *How to get a PhD: a handbook for students and their supervisors* (2nd edn., Buckingham, 1994).

Problems Inhibiting Progress

Work on a PhD is very different from undergraduate student life. It is lonelier work, harder and more frustrating in some senses, more personally satisfying in others. Do not be frightened to admit that it is not for you, if you find you are not enjoying it or achieving anything in your early terms: it will waste fewer resources, whether public or your own, and be more satisfying to you (and perhaps your family) if you give it up after one term than if you stay for three years and fail to achieve anything. But you will be a rare student if you do not feel depressed and lonely about your work at least sometimes! You only need to talk to your supervisor or other students to know that they too have been through the same thing. Much research on PhD failure (which is usually failure to submit rather than the rejection of a submitted thesis) shows that success comes from maintaining realistic expectations and overcoming real problems. Remember that you are unlikely to have been admitted as a graduate student if your supervisors did not believe you could do it, and that they are here to help with difficulties of a non-academic kind (as well as with academic advice) if they possibly can. Some students with brilliant undergraduate degree results, fully supported financially, and a successful social life have failed to submit. Others with grants cut off, bereavement, divorce, or bad first degrees have produced brilliant theses within four years.

The main differences between success and failure are not only the obvious problems that can arise in three or four years, but the drifting without goals and the unrealistic or ill-defined expectations (of supervisor or of student), which converts a significant long-term project into undirected time-wasting.

And if the worst happens

Most theses that are submitted are successful, although minor amendments are often required. At present, minor amendments are those that can be completed within a maximum of six months. If you are referred after being advised to submit by your supervisor, it is, in a sense, a joint failure, and you can expect help from your supervisor to put matters right.

Usually, you have 12 months from the date of the viva to put matters right and resubmit, and in the vast majority of cases this is a successful procedure.

The examiners may, however, fail you outright or award another class of degree. This is rare except where theses have been submitted against the advice of supervisors. You have right of appeal, and you should discuss matters with your supervisor and the Doctoral Programme Director if you believe an injustice has been done. Examiners can make mistakes, but it is a long and hard path to overturn their decision, and you will probably find yourself in an uncomfortable adversarial position, however helpful (or otherwise) individuals may be.

Independent advice is always useful, and even better advice is to take responsibility for developing a better supervisory relationship from year 1, thus avoiding this outcome. Don't let problems accumulate.

Study Rooms for Research Students

All research students in the Department have access to one of two dedicated study rooms in Sardinia House, the Mezzanine Floor and the fourth floor, both of which are equipped with networked computers, a laser printer and a scanner. There is also a fridge, tea/coffee making facilities and an informal seating area. Students are expected to allocate seating amongst themselves.

Access is gained by swiping your LSE ID card and these rooms are only available to research students from the department.

Post

Any post addressed to you at the School can be collected from the pigeonholes on the 3rd. floor of Sardinia House. Please check regularly.

Teams

All registered MPhil/PhD students have access to a dedicated Microsoft Teams site. Here you will find channels to book the small rooms on the 6th floor and have access to the Research Student Staff-Students Liaison Committee minutes and papers.

Please feel free to set up private, collaborative, channels with your colleagues if you wish to.

Staff-Student Liaison Committees (SSLC)

At the start of the year, you will be asked if you would like to represent your programme on the Staff Student Liaison Committee. These are important Committees as they provide a forum for feedback from students on their programme and for discussion of issues which affect the student community as a whole. The role of an SSLC representative is therefore central to ensuring that courses and programmes in the School work efficiently; and those elected or chosen as a representative will be given training. Ideally, there should be at least one student representative from each year's cohort of students.

The SSLC also elects one representative to attend the relevant School level Students' Consultative Forum. More information, including access to minutes from SSLCs across the School, and other ways you can use your voice, can be found online at student-voice

Committees take place once each term, usually in Week 5, however, any problems or dissatisfactions can be raised at any time with your supervisor, with Professor Roy, or Tracy Keefe.

PhD Academy

The PhD Academy is located in the Lionel Robbins building and can be contacted here

The PhD Academy is responsible for organising research and career development training to complement what is offered at departmental level. It is a hub for students from different disciplinary backgrounds to meet and interact, both socially and academically.

The PhD Academy is also responsible for managing degree registration and advising students and Academic Departments on rules, regulations and other issues that students face during their programme of study. We also provide support and advice to Research Council (ESRC and AHRC) funded students.

The PhD Academy works closely with other services relevant to research students, and therefore acts as an information hub, for example on financial support, visa regulations, careers advice, etc.

PhD Academy Advice Team
The PhD Academy has a dedicated advice team that can provide advice on academic matters (particularly around progression, interruption, withdrawal, regulations and exams). If you are not sure who to contact about a query please contact the advice team

Further information on accessing our services can be found on their website

PhD Academy Director
The PhD Academy Director, Professor Bingchun Meng, is available for informal discussions about your student experience and your research and training needs. Feel free to contact her at b.meng@lse.ac.uk

Senior Advocate for Students

The Senior Advocate for Students, **Dr Peter Evanson**, has a wide range of duties relating to the School's student community and is available to meet students who wish to discuss academic or personal issues, by appointment.

However, in the first instance, students should seek advice and support from their Supervisor and/or Doctoral Programme Director.

Support and Wellbeing

Student Wellbeing Service (SWS)

SWS brings together two key student facing services: the Disability and Wellbeing Service (DWS) and the Student Counselling Service (SCS). SWS also facilitates the Peer Supporter Scheme. SWS aims to provide you with a single integrated source of help and assistance.

SCS provides a professional, free and confidential service to help you with any problems that you may be experiencing. You can speak to them about academic stresses, as well as personal and emotional difficulties. Visit lse.ac.uk/counselling to book an individual appointment, read about drop-in appointments or find out about groups and workshops.

DWS is the first point of contact for students with disabilities, long term medical and mental health conditions, and Specific Learning Difficulties such as dyslexia. DWS can create an Inclusion Plan with you which is a way of putting in place agreed reasonable adjustments to support your studies. Visit lse.ac.uk/disability to find out more.

Peer Supporters give you the opportunity to talk to fellow students about anything that is worrying you. Peer Supporters are trained to offer confidential emotional support, help and reassurance. You can find out more about the scheme and arrange a chat with a Peer Supporter at lse.ac.uk/peerSupport

Safe Contacts

Safe Contacts are members of LSE staff who have received training and can offer a confidential 'signposting' service for staff and students who have previously, or are currently, experiencing some form of bullying or harassment. There are 39 Safe Contacts across 25 departments. Safe Contacts are often the first point of contact if you are unsure of what to do. They provide personalised support to you and help you to navigate what comes next.

Find out more at: https://info.lse.ac.uk/report-it/Safe-Contacts

Jennie Stayner, the Economic History Department Manager (j.c.stayner@lse.ac.uk) is a Safe Contact with specialist training in bullying, harassment, discrimination and sexual violence, but there is no obligation to make an appointment with her – you can feel free to contact any member of the Safe Contact team.

The Library

- Your LSE student card is also your Library card. No additional registration with the Library is required.
- Use the **Library Catalogue** to find both the Library's print and electronic resources. Locations in the Library are illustrated on an electronic map.
- Staff at the Help Desk on the first floor are available for any enquiries you may have about using our collections and electronic resources.
- You can sign up to a course on how to find items from your reading list, and other training events from across the School, at **https://apps.lse.ac.uk/training-system/**.

When inside the Library building, please remember:

- Respect the zone you are in and keep noise to a minimum in Quiet and Silent zones.
- Food cannot be consumed inside the library, although you are able to eat in the Escape area (before the turnstiles) and drinks with lids can be brought into the library.
- Fully vacate your study space for others when taking a break.
- Do not leave your bags unattended.

Opening Hours

The **Library website** gives full and up-to-date details of opening times and you are advised to check this regularly, especially if you intend to visit the Library at weekends or during holiday periods.

The Collections

Five distinct collections are held in the library: the course collection, the main collection, the offprint collection, the archive collection and the e-library. The course collection is designed to meet the needs of students reading taught degrees (for example the BSc, MSc, etc.) and consists of important periodicals and books required for course work. Multiple copies of some books are held and all members of the School may borrow from this collection. The greater part of the library's printed stock is held in the main collection and it is anticipated that research students will make few demands upon the course collection. In addition, specialist texts, works of reference and bibliography, official publications, periodicals and all research aids are concentrated in the main collection. The 'off-print' collection is composed of photocopies of articles and chapters mainly for use on undergraduate and Masters' courses. This material is probably the most heavily used in the library. Off prints may only be consulted in the library and loans are restricted to a few hours. As with the course collection, it is anticipated that research students will make few demands on the off-print collection. Some parts of the archive collection may be of interest to research students. The e-library is the rapidly expanding online collection.

Contacts
The **Library's Departmental Liaison Officer** is Paul Horsler, (**p.n.horsler@lse.ac.uk**; 6354). Enquiries about library resources and facilities can be made with members of the department, but they are unlikely to be able to answer all questions directly, and Paul is always happy to respond to queries from research students.

Guides
The Library has a helpful series of *Brief Guides*, which are available both on-line and in print. Start off with the *LSE Student Guide to Using the Library*, and then go on to more specialised guides. There are quick subject guides as well as a number of specialist guides of possible interest to economic historians, for example on Statistics, Archives and Rare Books, Electronic Data Sources, US Government Information and the European Documentation Centre.

Audio Tour
You can borrow an audio guide from the Service Counter to help you get accustomed to Library layout, services, resources and facilities.

Catalogues
The main electronic catalogue can be accessed directly from terminals in the Library and from *any* networked computer in the LSE. The system can be used to consult and reserve/order material which is listed by author, title, subject and classification number. Serial publications (journal titles) are also included. In addition, major library collections elsewhere in the University of London may be entered directly through the electronic catalogue. The system can also be used to read catalogues of libraries outside London.

Pre-1980 acquisitions are currently being converted onto the main catalogue but are meanwhile contained in the on-line card catalogue.

Material is listed by author or title or, in the case of official publications, by issuing body. For a subject guide to older material listed in the general card catalogue, see the *London Bibliography of the Social Sciences*.

Bibliographies and Abstracts
One of the first chores to be undertaken when beginning research is to 'trawl'

appropriate bibliographical guides and abstracts. This material is located in the Reference Collection on the First Floor of the library and must be consulted in order to compile a research bibliography and to discover what has already been written in the field. This exercise also helps establish the parameters of the thesis. The School holds a wide range of such abstracts and bibliographies, but some students may need to consult more specialist guides at the University of London Library, Senate House. Many abstracts and bibliographies are now available on disc (CDROM) or on electronic catalogue - the 'on-line' service. Ask at the reference desk. The online facility provides a 'trawl' of computerised databases. The quality and utility of the search is obviously determined by the comprehensiveness or otherwise of the databases. An increasing number of on-line databases and CDROMS are available, the most useful for economic historians being dissertation abstract, economic literature index, economics international abstracts, historical abstracts and population bibliography. Most major journals are now available electronically through J-Stor. Some of these services are particularly useful for those fields of research for which the *corpus* of literature is relatively recent in origin and/or clearly defined.

Official Publications

The Library holds a rich collection of official publications. At one time or another most research students will need to consult some official reports or documents and it is worth familiarising oneself with this material at an early stage. Publications are received from the British, and foreign, governments and from international bodies such as the United Nations Organization (and formerly from defunct organisations such as the League of Nations). Most of this material is now included in the on-line catalogue, but if you have any problems with finding what you are looking for, please consult the Library staff.

Inter-Library Loans

Although the library stock is large, the School does not claim to hold every book, pamphlet or report that may be required by the researcher. Titles held outside London may be procured by the Inter-Library Loan Service. Consult the ILL Assistant on the Issue Desk. Material obtained on interlibrary loan is normally issued for use only within the Library.

Borrowing Rights

Candidates reading for a research degree are allowed to borrow up to 30 items from the Library's Main Collection but are subject to the normal borrowing restrictions for the Course Collection. Certain categories of material are not available for loan, for example works of reference, unbound pamphlets, etc. Substantial fines are levied on overdue books.

Other Research Facilities in the London Area

The research facilities in the London area available to the historian are among the richest in the world, and as an LSE student you are more centrally placed to take advantage of them than any other UK students. You should consult the library for access to other University of London libraries. The list of other research collections is endless: the Public Record Office (at Kew), the British Library, the Guildhall Library, the Institute of Historical Research, the City of London Record Office, Companies House, the House of Lords Records Office, as well as many specialist libraries and archives such as the Wellcome Institute, the India Office Library and the resources of national trade unions, trade associations, political parties, professional bodies, pressure groups, companies and other organisations whose location in London is vital to their purpose. There are also private subscriber libraries such as the London Library, which provide excellent lending facilities, but for most of the facilities entry is free (though a note of recommendation from your supervisor is often required). In the case of many organisations (such as companies or trade unions) the archives remain private, but permission is granted on an *ad hoc* basis for entry. For details of access arrangements, you should consult your supervisor, or (in the case of archives) consult the National Register of Archives (located at the Historical Manuscripts Commission, in Quality Court, off Chancery Lane a short walk from the School). You may also be able to locate archives which are not listed here by approaching organisations or individuals directly. In the latter case, especially, remember that you have a responsibility to the scholarly community at large (and especially to your successors) for creating the right atmosphere for access: access to private material is a privilege and not a right.

One practical point: many archivists do not permit the use of ink when you are making notes on the archives: be sure to take a pencil with you on your visit! Most archives now also permit the use of a laptop, but you should confirm this in advance with the archive concerned.

The Wider Community of Economic History

Seminars and Conferences

While LSE and University of London seminars will bring you into contact with current developments in the discipline, you should obviously try to keep in touch with the wider world outside. The LSE Library in the Lionel Robbins Building provides current periodicals for you to keep up with your field: it is the largest specialist library for the social sciences in the western world. Most of these periodicals are now available on-line. Its interlibrary loan service also gives you access to national and international library services. It should be possible therefore for you to keep in touch with new literature. Feel free to make suggestions for new acquisitions directly to the library.

You may also wish to become a subscriber to a scholarly journal in your specialist field, and most learned societies offer cheap subscription rates for currently registered students. For details of how to join, for example, the Economic History Society (UK), The European Historical Economics Society, The Economic History Association (US), or the Cliometrics Society, please consult their websites. The annual conference of the Economic History Society (and of others, such as the Past and Present Society, or the Social History Society) also present excellent opportunities to meet a wider range of specialist scholars in your field. The cost of attendance can sometimes be covered with support from the Economic History Society and other grant- giving bodies, particularly if you are giving a paper.

As your thesis nears completion you may wish to think of delivering a paper at a conference or workshop. This can be especially helpful to those who are looking for academic jobs because academics with a hand in staff recruitment for universities are often present with an eye open for younger talent. You should particularly consider whether to present a paper at the New Researchers Sessions at the annual meeting of the Economic History Society. If you are well advanced you could present this at the Easter conference of your third year, but you may also present it in the year after your thesis has been examined. Applications have to be made in September (of the preceding year. The sessions offer the opportunity to present your work to your peers in the field and have the additional incentive of a prize for the best paper, which has been won on more than one occasion by one of the department's research students: Joseph Francis (2012); Natacha Postel-Vinay (2013); Judy Stephenson (2014); Andrea Papadia (2015); and most recently Hillary Vipond (2022)

Several of our students have won dissertation prizes at other major conferences - for example, Juan Jose Rivas Moreno was awarded the Coleman Prize for the best dissertation in business history at the Association of Business Historians Conference 2024. Consult your supervisor about presenting at national and/or international conferences at the end of your second year.

Publications

Staff have contacts with a wide range of academic and commercial publishers, and with the editors of academic journals. They may spot some aspect of your work which would justify early publication, and they may also be able to help with suggestions about the publication of your thesis (though this is often only possible in modified, or extended form). The Department itself also publishes (and has contacts with other bodies that publish) several discussion paper series for circulation to a professionally important audience.

Particularly if you aspire to an academic (or academically related) career, early publication can help your plans by bringing your contribution to the attention of a wider audience. Yet publishing immature or incomplete work can also harm those plans. Getting the balance right is difficult: particularly as publication in journal or book form can, in some cases, take twelve months or more. Despite this, it is a good idea when planning one's research strategy to aim to have a paper published or ready for publication by the time the thesis is submitted. This helps to focus the research topic and will prove very useful when applying for the first job.

When your article or other publication does appear, the Department would appreciate receiving copies for use in the graduate student room to encourage your successors!

Jobs and References

Economic history students from LSE have gone into a surprisingly wide variety of careers (the sceptic might not be surprised: there is not a superfluity of jobs in economic history!). Graduates of the programme have gone on to university teaching or research posts (the majority), into jobs in international economic agencies (such as the Asian Development Bank and the World Bank), and to a variety of other positions (for example, from Museum Director to Pig Farmer!). If you aspire to a life of historical scholarship, your predecessors as students in the LSE

Economic History Department include a number of the Department staff, together with Professors Penny Corfield (Royal Holloway College), Guillaume Daudin (Dauphine, Paris), Regine Grafe (EUI), John Hatcher (Cambridge), Jim Tomlinson (Glasgow), Catherine Schenk (Glasgow), Adam Tooze (Yale), Jordi Domenech (Carlos III), Guiliano Maielli (Queen Mary London University), Helen MacNaughtan (SOAS), Lavinia Mitton (Kent), Anna Spadavecchia (Reading) and James Walker (Reading) as well as others throughout the world. Several recent PhDs have gained tenured (or tenure-track) university appointments: Carlos Santiago Caballero (Carlos III), Morten Jerven (Simon Fraser University, Vancouver), Matthias Morys (York), Marta Felis-Rota (Autónoma de Madrid), Mar Rubio Varas (Publica de Navarra), Brian Varian (Swansea), Yasin Arslantas (Anadolu, Turkey) and Joseph Lane (Henley Business School, Reading). Peter Cirenza, Neil Cummins, Alejandra Irigoin and Natacha Postel-Vinay are all graduates of the programme. Many others hold research posts.

To improve the job opportunities for recent PhD candidates the Department has decided to establish a PhD Placement Officer, and Professor Tirthankar Roy is currently in charge of this. He will give general advice about job opportunities and placement strategies. His work will complement the task of the LSE Careers Service.

Many students have also become further education college lecturers, archivists, or freelance writers, continuing to use their economic history skills directly. But the economic history PhD is not (for many students) primarily only vocational: it should be seen as an enjoyable experience, a worthwhile contribution to scholarship in itself and a good discipline and widening of experience for a range of careers.

The LSE Careers Service (see p. 28) will give you advice on possible careers in Britain and abroad. It is not too early to approach them in your second year. Staff are also regularly asked to recommend students to both academic and non-academic positions and you may find it helpful to discuss your aspirations with your supervisor as your work progresses. The website jobs.ac.uk includes most higher education vacancies in this country. You could also set up in business yourself: as one recent PhD chose to do, becoming a founding partner in a firm of economic consultants which now employs fifty graduates.

Your supervisor's most useful contribution to your career development may well be his/her reference, which may cover personal as well as academic skills. Remember that your supervisor can only write what s/he knows about you, so do not be reticent about discussing your aspirations and skills. Never name your supervisor as a referee for a job unless you have discussed the matter first, though if you are applying for a number of jobs, a general discussion may result in a general permission to use his/her name as a reference for all. Even then it is helpful if you send your supervisor a brief note of the nature of the job and why you feel you are particularly suitable, to ensure that an appropriate reference can be written.

Your supervisor may be helpful as a referee for the rest of your career. Keep in touch regarding how your work develops: send off-prints of your articles and news about your career steps.

Your supervisor will keep your old reference on file, but references are all the more effective if they are up to date. Again, the courtesy of requesting permission before naming your supervisor as a referee should be observed.

Alumni Association

LSE's Alumni Association is the official voice of LSE's global alumni community, comprising more than 108,000 people in over 190 countries, 53 country groups, nine special interest groups and 24 contact networks.

Its primary role is to support the alumni programme co-ordinated by the LSE Alumni Relations team by a) developing and supporting the network of international and special interest alumni groups and contact networks, and, b) representing the voice of the alumni community within the School.

You automatically become a member upon graduation. Membership is free. By registering with the Houghton Street Online community, you will be able to stay connected with former classmates and the School after your graduation. You will receive a monthly e-newsletter, *LSE Alumni Echo*, and the biannual alumni magazine, *LSE Connect*.

LSE alumni also have access to:

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

For more information about the benefits and services available to alumni, please see their webpage: https://www.lse.ac.uk/alumni-friends-and-partners

Information on School Procedures

New Arrivals Information and Welcome

The **LSE Welcome** section of the LSE website provides comprehensive information to help you settle in to life at LSE. These pages will refer you to information regarding what to expect after you arrive, how to open a bank account, what to do if you arrive early or late to LSE, crucial health information, how to set up your LSE IT account, School support services as well as central School Welcome events.

Programme Registration

During your time at the LSE, you must be registered. Details of the registration process can be found on the PhD Academy web page: https://info.lse.ac.uk/current-students/phd-academy/phd-journey/Campus-Enrolment

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

For more information, including registration schedules and further details for continuing students, please see Registration and Campus Enrolment.

LSE for You

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

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

You can also access online tutorials on how to navigate and personalise LSE for You via its login page. Use your LSE network username and password **to login**, and please keep your personal details up-to-date.

Fees

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

LSE offers two options for payment of fees. You can either pay them in full prior to registration or by payment plan.

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

To pay online or to find out about the different payment methods available, visit lse.ac.uk/ feepayments Please note you can access your financial details at any time to review your tuition and accommodation fees, invoices, payments and instalment arrangements by accessing the Finance Hub. Please visit our webpage to get full details lse.ac.uk/ficc

Unfortunately, it is not possible for you to pay in person. The Fees, Income and Credit Control Office also run drop-in sessions at the Student Services Centre for students who wish to discuss fees and payment related enquiries. For full details regarding tuition fees, charging policy, payment and instalment options, visit **lse.ac.uk/feespolicy**

Penalties for late payment
There are penalties for late payment. These may include loss of library rights, de-registration, referral to Credit Control or fines. You will be warned by email if your payments are late and/or if sanctions are going to be imposed on you. At this time you are unable to contact the Fees Office directly.

Please visit the **Fees Office website** for more information.

Student Status Documentation

During your time at LSE you may need official documentation to prove you are studying with us. A certificate of registration provides proof to organisations, such as council tax offices, embassies and banks, that you are registered as a current student at LSE. For more information see: https://info.lse.ac.uk/current-students/phd-academy/phd-journey/Certificates-and-Letters

Sometimes you might be asked to provide information that is not included on a standard Certificate of Registration. If this happens, you can request a customised (bespoke) letter. The customised (bespoke) certificate is also the option to select if you are a student awaiting registration, or if you require the certificate to apply for a non-UK travel visa and the embassy of the country you plan to visit requires an original stamp and signature.

During peak periods – such as at the start of the academic year, bespoke letters will take approximately five working days to produce.

International Student Visa Advice Team (ISVAT)

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

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

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

For more information including drop in times and dates of workshops go to: Visa Advice

Financial Support

The Financial Support Office is responsible for the administration and awarding of scholarships, bursaries, studentships and School prizes. It is located within LSE's Student Services Centre and offers drop-in sessions specifically for PhD students.

Postgraduate Travel Fund

This is for postgraduate research students attending a conference at which they have been invited to give a paper.

Full details and application forms are available here.

Interruption

Your PhD programme is expected to be a continuous programme of study. However, you can apply for interruptions to study on the basis of exceptional circumstances such as illness or parental leave. Forms and guidance on how to apply for an interruption of study are available here.

If you need information about LSE's Parental Leave Policy for Research Students (MPhil and PhD) contact James Ringer, Head of Scholarships and Financial Support (j.ringer@lse.ac.uk)

Withdrawal

If you withdraw from your programme, you will not be able to resume your studies programme at a later date. The withdrawal is permanent and irreversible. For this reason, before withdrawing you may wish to discuss your situation with your Academic Department, the PhD Academy, or other support services in the School (such as the Wellbeing Service) to consider whether other options, such as interruption, may be more appropriate.

Forms and guidance on how to apply for withdrawal are available here

Moodle

Moodle is LSE's virtual learning environment.

The majority of taught programmes have a course on Moodle, the online learning platform used at LSE. Moodle courses contain essential resources such as lecture slides, lecture recordings and reading lists. Moodle also enable activities such as quizzes and discussion forums and allows for online assignment submission, marking and feedback. How Moodle is used is determined by the course convenor and so this may vary from course to course.

LSE also provides a Moodle Archive service which provides teachers and students with a snapshot of previous year's courses.

You can access Moodle at: https://moodle.lse.ac.uk/

Email

The School will use your LSE email address to communicate with you so you should check it regularly. We recommend that you develop a filing system, frequently deleting and archiving mail to ensure you stay within your email storage limit. The email program Microsoft Outlook is available on all student PCs on the LSE network. You can also access e-mail off-campus using webmail and remote desktop or on the move, using email clients for laptops and mobile phones. For instructions on how to access your email off campus visit Tech Essentials

IT Support

Student IT Help Desk - first floor, Library
Contact the IT Help Desk (**it.helpdesk@lse.ac.uk**) for support for School-owned hardware and software on the LSE network, network and email account issues, and general IT queries.

Laptop Surgery
Visit the Laptop Surgery for free advice and hands-on help with problems connecting to LSE resources from personally owned laptops and mobile devices.

IT Support for students with disabilities
The School is committed to providing facilities and support for students with disabilities, but this provision is currently being updated. Please see Assistive Technology for more information.

For contact details and further information about our support services visit **www.lse.ac.uk/iAT**

School Support Services

Student study advice

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

LSE LIFE offers:

- Hands-on practical workshops and online resources

- One-to-one appointments with our study advisors
- Specialist advice
- A space to meet and work together
- Group visits

Find out more at: https://info.lse.ac.uk/current-students/lse-life, check out workshop materials and other materials on Moodle, or just drop by – LSE LIFE is on the ground floor of the Library.

LSE Faith Centre

The Faith Centre is open to students of all faiths and none. It is home to LSE's diverse religious activities, transformational interfaith leadership programmes, and a space for worship, prayer and quiet reflection.

Finding your feet: It can be challenging arriving in a new city for a new start. We want to help you settle into London and find a community that suits you – and there are lots of options! We provide a space for student faith societies to meet, worship and plan their activities.

Details of contact information for faith groups can be found in our Religion and Belief Guide. Pick up a copy from the Faith Centre Reception on the second floor of SAW or check out lse.ac.uk/faithcentre

Wellbeing: We host a range of activities including Mindfulness, Yoga, Ashtanga Yoga and Tai Chi. Class details can be found on the "Wellbeing" page at lse.ac.uk/faithcentre. You can also come and sit in the Faith Centre main space for personal prayer and reflection.

Support: You can contact the Faith Centre Director and Chaplain to LSE, Revd Dr James Walters, on j.walters2@lse.ac.uk for confidential support regardless of your religion or belief. You can also find contact details for our team of Associate Chaplains on our "People" page at lse.ac.uk/faithcentre

Interfaith Leadership Programmes: Learn more about our interfaith leadership programmes on the "Programmes" pages at lse.ac.uk/faithcentre. They are your chance to explore, question and challenge religious differences, and provide unique opportunities to build relation- ships and transform attitudes across faiths.

LSE Religion and Global Society Interdisciplinary Blog: The LSE Religion and Global Society interdisciplinary blog seeks to explore the place and role of religion in our globalised world, and its functions as a platform for academics and other expert commentators to share their insights on this complex, wide-reaching topic.

The blog presents the latest work of LSE academics whose work touches on religion, but also those outside the School are warmly invited to write for the blog and to widen the discussion.

The blog is currently closed for submissions, but if you would like to pitch or submit a piece, please send it to faithcentre.rgs@lse.ac.uk and they will respond as soon as they can.

Religion Scholars Network: The LSE Faith Centre, thought it research unit Religion and Global Society, convenes a network for current LSE PhD candidates across departments whose research relates to the social scientific study of religion. This is a great opportunity to collaborate with other PhD candidates from different fields through informal events throughout the year to share your insights and challenges.

For more information see:
https://www.lse.ac.uk/rgs/Scholars-Network/Religion-Scholars-Network

The Language Centre

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

If English is not your first language, there are plenty of ways you can improve and practise using the English language for your academic work. English for Academic Writing courses are available for any undergraduate or postgraduate student who does not have English as a first language and would like a weekly English language class to help with academic writing for coursework. This support is delivered with LSE LIFE, and you can find out more here:
https://info.lse.ac.uk/current-students/lse-life/events/english-language-skills

As an LSE student you can also sign up for an extracurricular MFL Certificate Course at a discounted rate.
For more information visit
lse.ac.uk/languages

LSE Careers

LSE Careers is here to help guide and support you throughout your time at LSE. We provide a range of careers services and events both online and in one-to-one appointments. We have a jobs board and offer bespoke services for students with disabilities.

There is lots of information and support at lse.ac.uk/careers including:

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

LSE CareerHub, our online careers portal, allows you to:
- Search for jobs and opportunities
- Book one-to-one discussions to talk about your career options and get your applications checked
- Explore upcoming events including seminars, careers fairs and employer presentations You can log into Career Hub at **careers.lse.ac.uk.**

LSE Volunteer Centre

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

We work with organisations to advertise volunteering opportunities across London, the UK and internationally. Throughout the year charities will be on campus to discuss their volunteering opportunities with you at our volunteering fairs and Charity Tuesdays.

We also know that students are busy so we run a comprehensive one-off volunteering programme to make sure you can fit it in.

You can find out more, as well as the advice and support we can offer, at lse.ac.uk/volunteercentre or by following @LSEVolunteering.

Volunteering with LSE's Widening Participation (WP) team

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

We need help with three particular projects: Student Ambassadors, Student Tutoring and Student Mentoring. Mentoring and Tutoring require a weekly commitment, while being a Student Ambassadors is flexible and you can volunteer when you're available.

There are many benefits to working with young people and volunteering your time. These include getting involved and giving back to your local community, strengthening your C.V. and personal satisfaction.

Visit our website: **lse.ac.uk/wideningparticipation,** or email **widening.participation@lse.ac.uk**.

LSE Students' Union

We believe that LSE has one of the most active student communities at any university and is being led by students. The LSE Student's Union is independent from the School. We'll help you out if you get into trouble, tell you how you can meet students with similar interests and views, and provide opportunities to have the sort of student experience you want.

Here are some of the ways in which we do it:

- Student activities – the Union funds and supports over 200 societies, sports clubs, Media Group societies and Raising and Giving charitable fundraising
- Campaigns and democracy – getting students together to take action on and influence the issues they care about within the School and wider society
- Representation – led by a Student Executive, working with representatives across the School, you influence and shape the decisions and direction of the School
- Welfare and student support – our independent, legally-trained advice workers offer free, confidential advice when things go wrong or you need help
- The Union runs a bar, some shops and the only gym on campus all designed for LSE students.

You will be part of one of the most important chapters in our history, where we go now and what happens next for your union is up to you.

LSE Partner Nurseries

The LSE Nursery is currently closed. Information about local partner nurseries is available here.

School Policy

Quality Assurance

Quality Assurance Strategy
LSE's approach to assuring the quality of our teaching is set out in the Strategy for Managing Academic Standards which can be found online at lse.ac.uk/tqaro

As an awarding body LSE must be in a position to assure the standards of its degrees. At the same time, we believe that the design of quality assurance should respect different departmental cultures and academic histories. The strategy sets out broad principles and processes for assuring academic standards and for enhancing the quality of educational provision. The overall framework includes devolved quality assurance arrangements for academic departments, with responsibility for the oversight and modification of existing provision resting with Departmental Teaching Committees. The Teaching Quality Assurance and Review Office (TQARO) supports the activities f the Education Committee and several of its sub-committees, with further details available in the 'Committees' section of the website at LSE.ac.uk/tqaro. Queries relating to devolved quality assurance responsibilities, the work of Education Committee or the process for the consideration of proposals for new courses and programmes of study should be sent to mailto:ard.capis@lse.ac.uk.

Student Teaching Surveys

In both Autumn Term and Winter Term TQARO conducts surveys to assess students' opinions of teaching.

Course survey scores are made available to teachers, Heads of Departments, the Director of the Eden Centre, the Pro-Director (Education) and the Pro-Director (Faculty Development). In addition to producing reports for individual teachers TQARO produce aggregated quantitative data for departments and School-wide bodies. The results can be found online in the "Surveys" section of the website.

TQARO also conducts annual programme-level surveys of undergraduate and taught master's programmes and supports LSE's participation in the National Student Survey in coordination with the Communications Division and academic departments.

Equity, Diversity and Inclusion (EDI)

What is EDI?
One of our guiding principles in Strategy 2030 is to sustain excellence through an inclusive and diverse community. We work to build a School – and a society – in which everyone is able to fulfil their potential, and everyone's contribution is valued. We aim to ensure that your university experience celebrates and cherishes difference. Through our events ranging from "How to be Good in Bed", a game show by Consent Collective with an expert panel to discuss sex, consent, and relationships, to celebrating Black History Month, LGBT+ History Month and International Women's Day, we have consistently demonstrated our commitment to an inclusive LSE.

Support and resources available:

LSE Safe Contacts are members of LSE staff who have received training and can offer a confidential "signposting" service for staff and students who have previously or are currently experiencing some form of bullying or harassment. Find out more here.

Report it Stop it: If you have experienced, or witnessed, any form of violence or harassment and you want to report this to LSE, you can directly do it by using the online form Report it Stop it. This report can be completely anonymous. Find out more here.

Ethics Module: This online module has been designed for the whole School community with the aim of increasing understanding of the Ethics Code, the range of ethics policies that support the ethics principles, how they can be applied, and the importance of creating a culture in which individuals can and do raise any concerns that they may have.

Consent Collective: This has resources to help people understand consent, learn about sexual harassment, find out how to support people who have experienced sexual violence, learn how to support themselves if they've experienced sexual or domestic abuse, and learn how to be an active bystander in their community.

AccessAble: Our partnership with AccessAble will help us to be proactive in improving the accessibility of our buildings, at a time when the LSE estate is undergoing major physical change.

LGBT+ Role Models and Allies Directory: Being an LGBT+ role model at LSE is about being a visible member of the LGBT+ community and a champion for LGBT+ issues.

If you would like to find out more about these and other initiatives and the information and support available to you, please contact EDI on edi@lse.ac.uk, visit our webpage and follow us on Twitter @EDI_LSE

Codes and Charters

LSE Academic Code
LSE's Academic Code sets out what we are doing to deliver a consistent student experience across the School and clarifies what students can expect from their LSE education.

The Academic Code brings together key principles that underpin students' education into a School-wide policy. Developed in partnership with LSE Students' Union, it sets the baseline to build on teaching standards, academic support, and assessment and feedback - areas that students have told us matter the most to them.

The code covers teaching; assessment and feedback; academic support and student voice. The full Code is available here.

The Student Charter
Our Student Charter, written by students and staff, sets out how LSE's mission and ethos are reflected in the education you can expect to receive at the School, and in the diverse, equitable and inclusive community that we all contribute to and value.

The charter covers:

- Your education – what an LSE education is and how you can make the most of it
- Our community – what it means to be part of the LSE community and how to contribute.
- Your future, our future – how to inspire future generations of LSE students.

You can find out more about the charter, and read the full version online: ," LSE Student Charter".

Codes of Good Practice

The Codes of Good Practice explain the basic obligations and responsibilities of staff and students.

They set out what you can expect from your department in relation to the teaching and learning experience. The codes cover areas like the roles and responsibilities of Academic Mentors; the structure of teaching at LSE; examinations and assessments. The codes also lay out your responsibilities as a member of our community. You can find the codes of practice in the LSE Calendar

The Ethics Code
The Ethics Code details the principles by which the whole LSE community are expected to act.

The School expects the highest possible ethical standards from all staff, students and governors. The Ethics Code sets out the School's commitment to the ethics principles of Responsibility and Accountability; Integrity; Intellectual Freedom, Equality of Respect and Opportunity, Collegiality and Sustainability.

You can find the code, guidance and link to the online ethics module Ethics at LSE here.

Research Ethics
If you conduct research you should refer to the Research Ethics Policy and procedures.

Search online for "LSE Research Ethics and Guidance" to find resources on policy, procedure, informed consent, safety, training and support. You will also find the Code of Research Conduct and its associated procedures.

If you have any questions regarding research ethics or research conduct please email research.ethics@lse.ac.uk.

APPENDIX 1:
Suggested Code of Conduct: MPhil/PhD Students and Supervisors

1. The major supervisor (or supervisors) is primarily concerned with academic advice for the student: helping to determine the area of research, giving advice on sources and choices of materials and methods, and on general intellectual development including seminar attendance, writing skills and links with the wider world of ideas and scholarship. S/he may also prove a helpful source of advice on personal or financial problems, career plans and other matters on which, while perhaps not an expert, s/he should at least be able to point the student in the direction of solutions. A minor supervisor will serve a more limited role in providing critical comment on writ- ten work not more than once a term.

2. The Department cannot guarantee that students will be able to work with a supervisor of their choice. There is a limit to the number of research students that can be supervised by any single individual, and supervisors may also decide that some subjects are beyond fields which they can usefully supervise. The department's Doctoral Programme Director will, however, endeavour to match students with appropriate supervisors, and any student or supervisor who believes a mismatch has occurred should discuss this with the Doctoral Programme Director who may allocate an alternative supervisor.

3. Occasionally staff are absent from the School for one or more terms on sabbatical or special leave. Students can expect to receive at least one term's notice of such absences and notification of alternative arrangements in the supervisor's absence. The supervisor will otherwise normally be available in term time (and, by special arrangement, in the vacations).

4. Where the student's work touches areas outside the supervisor's own field or area of expertise, the supervisor is responsible for putting the student in touch with relevant specialists. Students are, of course, free to approach other members of the department informally at any time without this cutting across the normal relationship with their supervisor.

5. Supervisors and students have an *equal* responsibility to see each other regularly. Students may see supervisors without appointment at their listed times (see notices on office doors) but will normally make appointments directly with their supervisor for longer meetings. Major supervisors will normally insist on seeing their students at least twice per term, but the number of times should be flexible enough to cope with the irregular flow of research work. If a meeting is felt to be unnecessary or is postponed, students should nonetheless write to or telephone to keep their supervisor informed of progress. Students have a *right* to see their major supervisor as often as their research reasonably requires. Appointments should be kept: where this is not possible, the

other party should be informed as long in advance as possible.

6. Written work should be submitted regularly according to a schedule agreed between supervisor and student from time to time, with the aim of meeting departmental and university requirements for the periodic and final submission of work, and of developing appropriate skills. It will help the supervisor if each submission is accompanied by a note of where the piece fits in the overall thesis and any points on which the student would particularly appreciate advice or criticism. Written work no greater in length than one chapter will normally be returned with comments by the major supervisor within ten working days of submission, but where this is not possible the supervisor will, shortly after submission, inform the student of the feasible date. Written comments (as well as marginal notes) will be provided, and an opportunity will be given also to discuss them orally when the student has had time to absorb them. Longer pieces of work will be dealt with by specific agreements along the same lines. Supervisors are human: neat typewritten drafts are more likely to be turned round quickly than illegibly hand- written ones. Comments and suggestions by the supervisor are advisory only: students are not under any obligation to agree with them or adopt them. Students are ultimately responsible for their own work. They should not, however, reject the advice of an experienced scholar lightly, and may request discussion with others if they feel third party arbitration would be helpful. As a matter of courtesy students should inform their supervisor if a third party is being consulted (inside or outside the Department).

7. At least once a term students should have a formal meeting with both major and minor supervisors. This meeting must be based around a written submission by the student (a thesis out- line, a report of research in progress, a draft chapter, depending on what stage the thesis has reached). This written work should be submitted to the major supervisor, who will read it and pass it on, with comments, to the minor supervisor, who will also read it and write comments.

8. If the student has an urgent problem the supervisor has an obligation to arrange a meeting at the earliest possible time.

9. The supervisor will have part of the responsibility for indicating how time in supervision can best be used, and how professional skills can best be developed. Both parties should, however, encourage the development of independent scholarly initiative, recognising that the PhD is ultimately awarded for work of originality. Students should develop their own programme of topics for discussion, since they have the ultimate responsibility for developing the thesis. **Supervision is for professional guidance, not for rigid direction.**

10. No member of the Department will normally supervise more than six full-time registered PhD students.

Supervision is taken into consideration alongside the other teaching duties undertaken by faculty. Students may, then, expect that their supervisor will have ample time available to see them, while they remain registered.

11. A good relationship is essential between supervisor and student. If either feels that they are unable to develop it, they should not ignore the problem but discuss it with the member of the department who is responsible for resolving these issues, the Doctoral Programme Director. In the great majority of cases, a reallocation of supervisory responsibilities can be achieved without recrimination and without any detriment to the student's work.

12. Students are assumed to be literate or capable of consulting manuals of grammar, spelling and English usage; they should not expect supervisors to undertake the labour of correcting such matters in detail. Students may, however, expect more help in this respect if their native language is not English, but this is a matter for the supervisor's discretion. Examiners will expect students to present their thesis in grammatical English and good literary style.

The School's Code of Practice for Research Students and their Supervisors is available to all students in the on-line Calendar.

APPENDIX 2

Style notes for research students preparing PhD theses in Economic History at LSE

1. Nature of Thesis

It must consist of original work; in the sense of not simply being a reproduction in other words of other sources. It should contain:

(a) either new information which adds to existing knowledge;
(b) and/or new conclusions based on the exercise of independent critical power.

For further information see the section of the LSE *Calendar* on the degree of MPhil and PhD.

2. Length

(a) number of words:
maximum of 100,000 inclusive of footnotes and appendices but exclusive of bibliography. This maximum may be exceeded only by prior and specific permission.
(b) purpose of limitation:

A thesis should be concise and to the point. It hardly ever achieves this at first writing; most theses need to be pruned severely in successive revisions. Evidence should not be multiplied beyond that required to establish a point; what counts is the analysis based on the evidence. Footnotes may be used to point the reader to further supporting evidence.

3. Method of Working

(a) writing of the thesis should not be postponed until collection of evidence is complete. Early in the preparation of the piece of work, a rough draft should be started and this should be progressively re-fined.
(b) working rule in the course of preparing the thesis, insertions, deletions and changes will be necessary. If the piece of work is paginated right through, every such change affecting a page will cause re- numbering throughout the remainder. It is therefore advisable to paginate each chapter separately A1, A2, A3 for the first chapter, B1, B2, B3 for the second, and so on in order to limit the extent of subsequent alterations.

4. Bibliography

(a) an indispensable part of any thesis
(b) must refer to all works quoted in or used for the thesis, except textbooks in common use
(c) is additional to, not instead of, footnotes.
(d) may incorporate a bibliographical essay to supplement the existing, to give more specific guidance to the reader.

5. Footnotes

(a) General comment the purpose of bibliographical annotation is to direct the reader to the evidence used by the author and to enable the readers to find it with the minimum of trouble. References must therefore be precise, complete and accurate. **It is of the utmost importance that this rule of scholarship be scrupulously followed**. The external examiner of a PhD thesis is under an obligation to check at least part of the footnotes to satisfy himself that the rule has been observed.
(b) Footnotes in printed works are sometimes grouped together at the end of each chapter or at the end of an article or book. This is an arrangement which has arisen in recent years because of mounting

costs of printing. It is not, however, a practice to be recommended in the presentation of theses. Footnotes should be at the foot of each page.

There is no absolutely right or wrong way to present footnotes; the most important thing to bear in mind is that whatever conventions you choose to adopt, you must be precise and consistent. The department's preferred conventions for footnoting are set out below:

Books

(a) When reference is made to a book for the first time, it is essential that the initials and name of the author be given, the title italicised (by underlining or by use of italics); the place and date of publication given in brackets, followed by the page number.

e.g. A.H. Harris, *The Rural Landscape of the East Riding of Yorkshire, 1700-1850* (London, 1961), p. 6 (or pp. 4-6 if the reference is to several contiguous pages)

Note that it is conventional in footnotes and bibliographies to italicise the title of any published work.

(b) If the book referred to is a second or subsequent edition, this must be mentioned; as also must the volume number if necessary, e.g. J.H. Clapham, *An Economic History of Modern Britain* (Cambridge, 2nd. ed. 1930), I, p.10.

(c) References to books which are published under the name of an editor should be set out as follows:
e.g. W.E. Minchinton (ed.), *Industrial South Wales, 17501914: Essays in Welsh Economic History*, (London, 1969), p.4. The rule (b) above applies where there is more than one volume or edition.

(d) Encyclopaedias and similar works are referred to without author. e.g. *Dictionary of National Biography*, V, p.75.

(e) Where a second reference is made to the same source, *immediately following the first*, the abbreviated form of ibidem (Latin for the same place) is used.

e.g: 1. J. Ehrman, *The Younger Pitt* (London, 1969), p.16. 2. Ibid., p.56.

Note that Ibid. should not be used if the preceding footnote contains references to two or more different sources, since it is then not clear which source is being referred to.

(f) Where a second reference is made to a source already quoted but not immediately preceding, you should use the author's name and a short title.

eg. 1.Harris, *Rural Landscape*, p94.
2.Ehrman, *Pitt*, p.56

(g) If you have repeated references to the publications of a particular society or organisation, you should use the full name of the organisation in the first reference, and then use an abbreviation of the name, which should be included at the front of the thesis in a list of abbreviations.

e.g. 1.Organisation for Economic Co-operation and Development (OECD), *Ageing: The Social Policy Implications* (Paris, 1988), p.55.
2.OECD, *Ageing*, p.12.

Articles and Theses

(a) The treatment of articles depends upon whether they are signed or unsigned.

(b) Signed articles should have initials and name of author, title of article in inverted commas, the title of journal italicised, and a full reference to the particular issue. e.g. D.A. Farnie, 'The Commercial Empire of the Atlantic, 16071783', *Econ. Hist. Rev.* 2nd ser. XV (1962) No.2, p.6.

(c) Unsigned articles require the source italicised and a full reference to the particular issue of the periodical or newspaper. e.g. *The Economist*, 10 April 1875, p.423. (listing the title of the article is good practice, but optional for short journalistic pieces)

(d) Where the reference is to an article, whether signed or unsigned, in publications issue by a particular society or body, the name of the society or body should be given. e.g. National Union of Boot and Shoe Operatives, *Quarterly Report*, June 1874, p.6.

(e) Where references are repeated, short titles should again be used.

e.g. 1.Farnie, 'Commercial Empire', p.9.
2.*Economist*, 9 June 1884, p.23.

Parliamentary Records

Parliamentary records fall into three broad categories, and should be treated in the following ways:

(a) in the bibliography, and when first used in footnotes, the full title of the Journals, which are a diary of business in the two houses of parliament, should be set out. Subsequent references can be in the abbreviated form of *Commons (Lords) Journals*. Thus the first footnote should be:

e.g. *Journal of the House of Commons* (hereafter C.J.) XXII, (193441), p.500 and all subsequent ones:

e.g. *C.J.* XXII, (193441), p.500.
The *Journal of the House of Lords* is treated in a similar way.

(b) Reports of debates, the first reference should be: e.g. Hansard, *Parl.Deb*. (Commons), 5th ser. CCXXIX 1300, 12 July 1929, 1529.

(c) References to the parliamentary papers (Blue Books) present some minor problems. Annual bound volumes often contain a number of reports or accounts, each of which has been paginated at the time of printing, and again after binding. This second numbering is sometimes different in various collections of Blue Books so that confusion can arise. To avoid this, it is better to give a full reference and the original printed pagination of the report; and, if reference is being made to the evidence itself, to the question number. e.g. PP 1836, VIII, Part I, *Report of the S.C. on the State of Agriculture*, p.x. PP 1836, VIII, Pt. I, *S.C. on the State of Agriculture,* Q. 5332.

Note that PP is used as a standard abbreviation of Parliamentary Paper, S.C. as an abbreviation of Select Committee, and R.C. as an abbreviation of Royal Commission.

In more recent times, government reports have been given a command number on publication. In this case the reference should be: PP 1938, *Report of the Royal Commission on Safety in Coal Mines,* Cmd.5890, p.32.

(d) Repeated references should use short titles, e.g. *R.C. Safety in Mines*, p.126.

Manuscript Sources
Reference to manuscript sources often requires a good deal of ingenuity because of inadequate cataloguing. Scholars tend to use slightly different conventions with regard to this category of evidence, but perhaps the most useful rule is first to state where the MSS can be found, the name of the collection (if any), and further identification.

The British Museum and the Public Record Office are sufficiently well known to be referred to by initials; and a county record office can also be abbreviated to C.R.O. Such sources must be identified as clearly as possible, depending on the arrangement adopted at the repository, e.g. by folio number, bundle, page or date of the record.

e.g. B.M. Add.MSS. 123456, f.

P.R.O. Chancery Masters Exhibits, C. 109/1, Letter from x to y d/d March 1708. Bedfordshire C.R.O. Harvey MSS, Estate Accounts.

National Library of Wales. Crawshay Papers, Box 7, Lease of Cyfarthfa Estate d/d 1 July 1964. Bodleian Library. Bromley's Papers, iv. No.1 (1814).

Italicisation normally indicates a published work, and should therefore not be used for manuscript sources.

Abbreviations
It is permissible and convenient to abbreviate references (e.g. to journals) where the title is long and frequently used. All that is necessary is that a list of such abbreviations be included in your thesis, between the preface and the beginning of Chapter One.

Citation of online material
It is equally important to reference accurately on-line articles and sources. Just as you must cite page numbers as well as the title of the book, so too your online citation must be precise. The Will of Elizabeth Hunter of Fetter Lane, Fleet Street, City of London, of 9 March 1802, should, for example, be given as:

http://www.documentsonline.nationalarchives.gov.uk/details-resuLT.asp?Edoc_Id=794990&queryType=1&resuLTcount=19 rather than simply as www.nationalarchives.gov.uk.

The reader should be able to click on your citation and access the item immediately. If the item is a pdf file, you should cite both the URL that leads to the file, and the page number within the document.

If the item is available both online and on paper, you may use either form of citation.

Online material and plagiarism
British Universities run a collaborative anti-plagiarism service, which facilitates checking an electronic copy of any piece of work against literally millions of pieces of existing work. You are required to submit an electronic copy of all written work that counts towards your final grade, that is, assessed essays and theses.

APPENDIX 3

Suggestions to supervisors and students on the wording of MPhil and PhD thesis titles

1. The title should identify the scope of the thesis accurately, concisely, and elegantly. It should contain a number of "key" words so as to help future research workers to recognise theses which may be of use to them. Before proposing a title, supervisors and students should, therefore, ask themselves two questions:

   Does the title accurately reflect the contents of the thesis?

   Will the title be of help to future researchers who need to know, from looking at the title, whether the thesis deals with matters relevant to their work?

2. The aim should be to keep the thesis title fairly short, normally not more than 12-15 words.

3. A work is often best described by coupling a title with a subtitle. For example: "Collective responsibility and community structure: A case study of the London Maltese."

This practice can be helpful in that it enables the writer to indicate that he is studying both theoretical concepts and a specific area of application.

It is usually preferable to follow the pattern in the example above, moving from the general to the specific or from theory to application.

4. Thesis titles are sometimes referred back for clarification because they are too general. Where relevant, it would be good practice to specify the following: sample, region, country, institution, etc., e.g. "The medical profession in Chile today."

   - the time in question, e.g. "Britain's relations with the states of South Eastern Europe, 19341939."
   - occupational, social or cultural groupings, e.g. "Models of Thai social organization, with special reference to village communities."
   - the age group concerned, if any, e.g. "... in pre-adolescents."

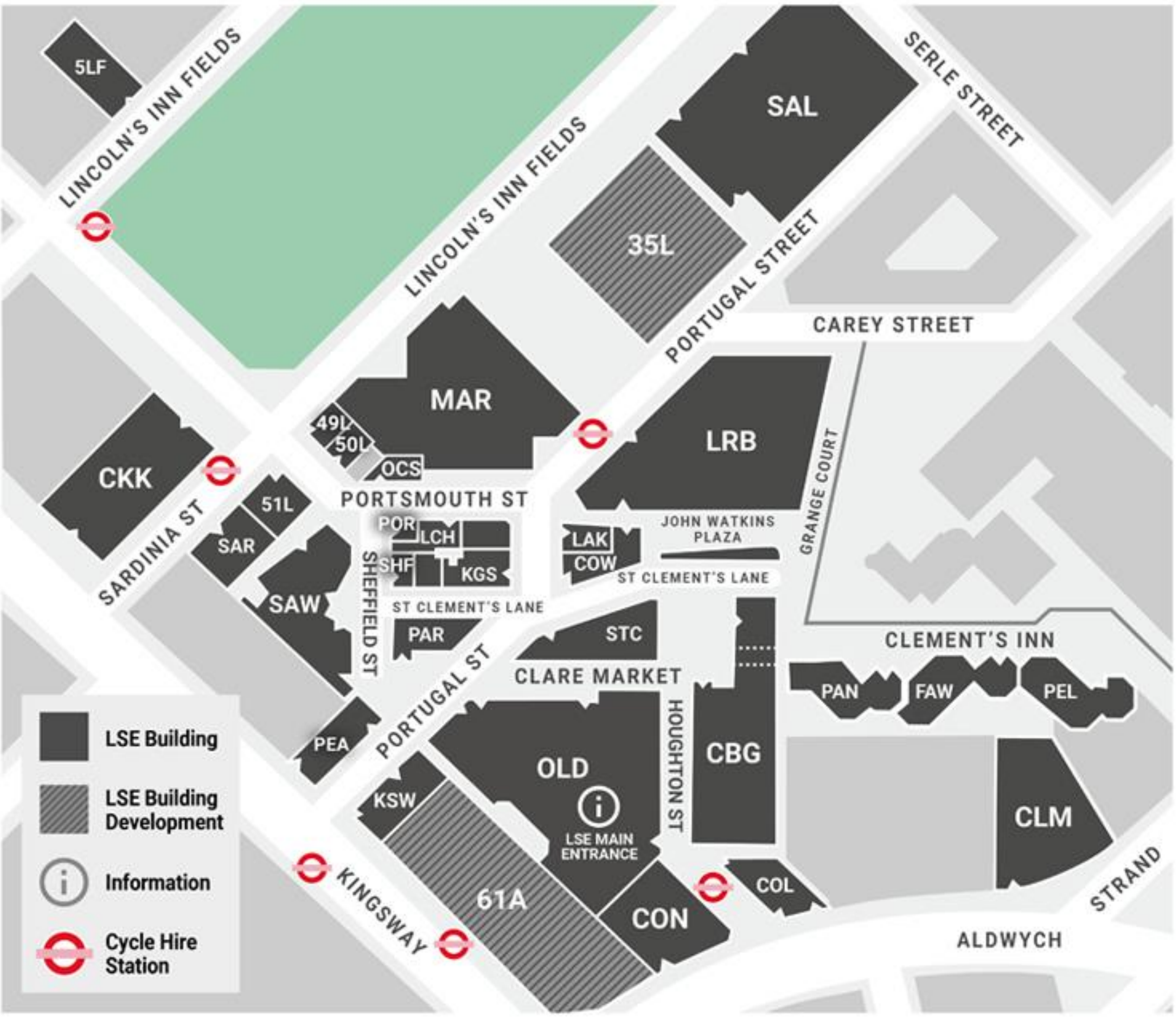
Some titles are, of necessity, very general in their nature, e.g., "Human capital and the demand for money", "The concept of civil liberties", but so far as possible the title should indicate the *specific* aspects of which the thesis considers.

5. Thesis titles can frequently be shortened to advantage by omitting phrases such as "A study of ..."; "An approach to ..."; "The process of ..."; "An explanation of ...".

So far as possible, technical jargon should be avoided. It tends to conceal from potential readers who happen not to be familiar with that particular jargon work which would in fact be of considerable interest to them. It sometimes also introduces avoidable ambiguity, as when a technical term has different meanings in different disciplines.

6. The supervisor's recommendation of a final thesis title is required, and it is therefore wise to seek his or her advice before putting a title forward for approval.

Campus map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