



Department of
Economic History



**UNDERGRADUATE STUDENT HANDBOOK
2026-27**

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About the Department of Economic History

The Department of Economic History is one of the seven founding departments of LSE. We are currently the only department in the UK dedicated solely to the study and teaching of the discipline. We have around 25 full-time members of faculty, as well as PhDs students, Teaching Fellows, researchers and visiting academics who all contribute to the intellectual life of the department.

The department offers three undergraduate programmes, plus a range of master's programmes and a PhD programme.

View the faculty members, class teachers, PhDs and visitors in our department, including their research interests on this webpage:

lse.ac.uk/Economic-History/People

See the breadth of our department's research from our Research webpage:

lse.ac.uk/Economic-History/research

Our blog is a great place to read our students' research:

blogs.lse.ac.uk/economichistory

Where to find us on campus

The department's offices are in Sardinia House, Sardinia Street. Offices of academic and professional support staff are on floors 4-6, and the Student Common Room is on the ground floor (SAR G.12).



Welcome from Professor Sara Horrell, Head of Department



Dear students

Welcome to the Department of Economic History at LSE! We wish you every success in your studies and know you will enjoy the intellectual challenges and stimulating environment along the way.

Economic history uses the methods and insights of both parent disciplines, economics and history, to better understand developments and events in the past, but the knowledge and skills you acquire will transcend the historical.

Careful analysis of past transitions helps us understand both situations in the present and options for the future. Economic history research can underpin current policy choices and inform the decisions of entities such as financial institutions.

At LSE you are joining the longest established department of economic history. The first lecturer in the subject, Lilian Knowles, was appointed at LSE in 1904. It is also the largest department of its kind in Europe. We have a diverse faculty, wide-ranging research interests, and are global in influence. T

The department has a vibrant research culture and encourages students to engage with the opportunities on offer through course choice, small group teaching, and the numerous seminars and public events we host.

We look forward to joining you on your journey.

Professor Sara Horrell
Head of Department

Meet Alex Green, Years 1 and 2 Academic Mentor



I am part of the team supporting first and second year students in the Economic history Department.

As your academic mentor, my role is to keep an overview of your academic progress, and to provide guidance and coaching on academic or personal issues that might come up during your time at LSE.

At the beginning of the academic year I will be there to support you through the transition from secondary education to university, helping you adapt to the challenges of university life and discuss your plans and ambitions for your time at LSE. I can help you decide what kind of support you might need while you are with us and can signpost you to the right place or person.

How to contact Alex

Make an appointment with Alex on Student Hub.

Email: a.j.green@lse.ac.uk

Our key academic and professional services staff for undergraduate students

Helena Ivins | Departmental Tutor and Undergraduate Manager

h.ivins@lse.ac.uk

Responsibilities include managing change of circumstance requests, and working with the Academic Mentor to give advice and support to students. Also available to give general advice and information on School and programme matters.

Helena is also an LSE Safe Contact, trained to support students who have experienced harassment or violence, particularly sexual violence.

Alex Green | Academic Mentor for Years 1 and 2

a.j.green@lse.ac.uk

Alex's role is to maintain an overview of students' academic progress, and offer support and coaching where needed. You will meet Alex early in the academic year. After that you can make an appointment to meet with him on Student Hub.

Anna Koukoulis | Careers Consultant

A.Koukoulis@lse.ac.uk

Anna provides support for Department of Economic History, organising events and offering one to ones for all students in the Department.

Professor Chris Minns | Undergraduate Programmes Director |

c.minns@lse.ac.uk

Chris is responsible for leading and planning the department's undergraduate programmes, and co-chairs the Staff Student Liaison Committee. He also teaches a number of courses.

Darren Townsend | Assessment and Regulations Officer

d.a.townsend@lse.ac.uk

Darren manages exams and assessment in the department. Darren can answer student queries on submissions and exam/summative marking and dates, and also manages extension requests.

Other key figures in the department

Professor Sara Horrell | Head of Department

s.h.horrell@lse.ac.uk

Sara provides academic leadership in departmental research programmes and strategy. She also teaches a number of courses, including EH209.

Professor Olivier Accominotti | Deputy Head for Teaching

o.accominotti@lse.ac.uk

Olivier coordinates teaching for undergraduate and masters' students in the department. He also teaches a number of courses, including EH306.

Jennie Stayner | Department Manager and LSE LGBTQ Ally and Safe Contact

j.c.stayner@lse.ac.uk

Jennie is responsible for the operational management of the department. She is also an LSE Safe Contact, trained to support students who have experienced harassment or violence, particularly sexual violence.



How we communicate with you

We use a number of different methods to make sure you're kept up to date.

Email

Our primary method of formal communication is by via LSE email, and it is a condition of registration that you check your LSE email regularly.

You will receive messages from the department, as well as important emails regarding exams and other School related matters from the Student Services Centre, School senior management and other teams.

Economic History undergraduate bulletin

During term time you will receive a regular weekly bulletin via email, offering a round-up of events, resources and opportunities of interest.

Student Hub

As soon as you can, download the Student Hub app for one-stop access to key functions such as your timetable, Student LFY and moodle.

We will also use Student Hub to alert you to upcoming events and provide other information. One big benefit of Student Hub is that you can add an event to your diary with just one click.

You can also join other groups and follow other pages within Student Hub to stay up to date with other areas of LSE. If you haven't done so already, you can download the Student Hub app [here](#).

Keep your contact details up to date

It's important to keep your contact address, phone number and email address up to date on LSE for You as this may be used to contact you in case of emergency.

Social media

Here are our social media channels.

Instagram: [@lseeconomichistory](#)

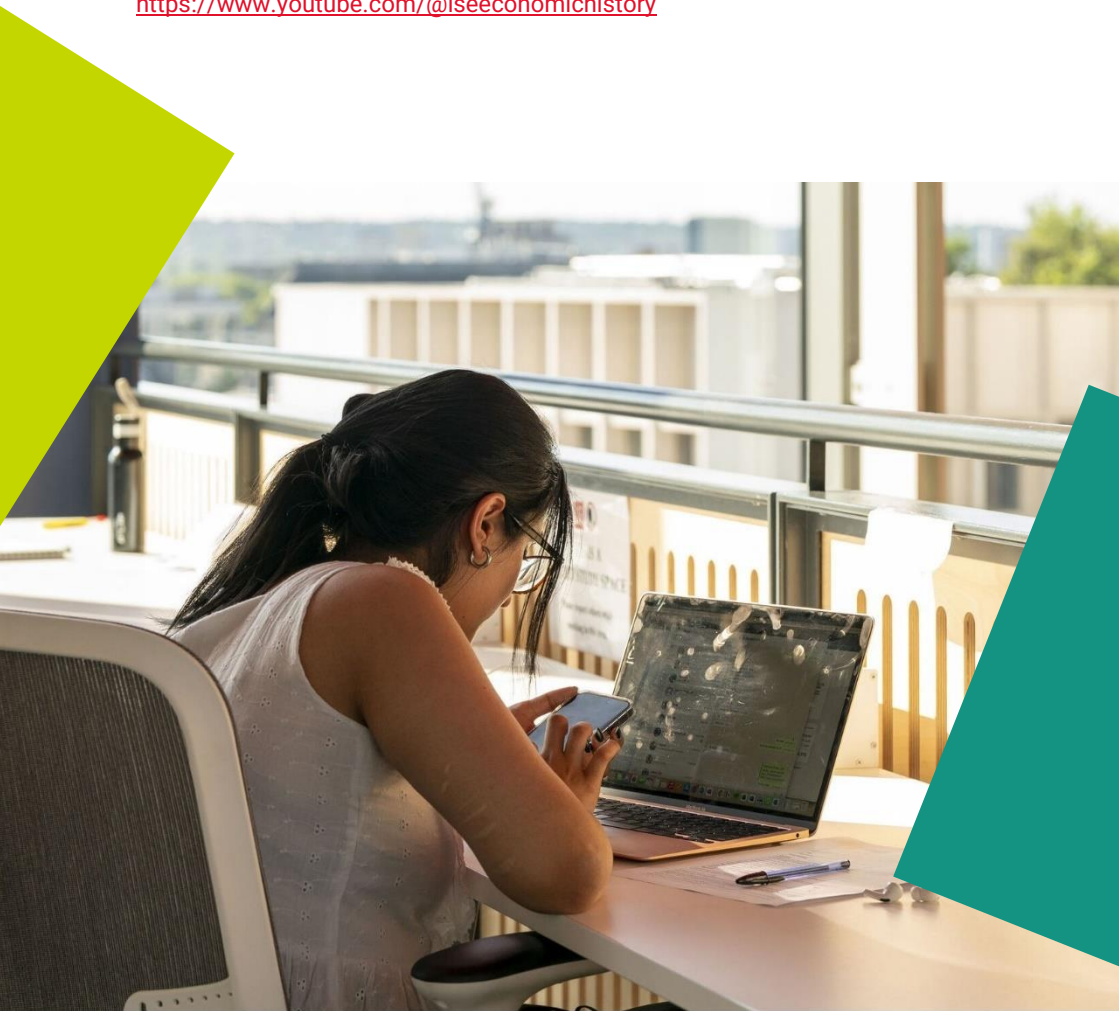
Follow us on [X](#) and Bluesky

Connect with the department and alumni on [LinkedIn](#)

YouTube

Our channels hosts recordings of public lectures, course videos, interviews and research videos by faculty and staff.

<https://www.youtube.com/@lseeconomichistory>



Our programmes and courses

We teach three undergraduate programmes:

- BS Economic History
- BSc Economics and Economic History
- BSc Economic History and Geography

All our programmes are structured in a similar way and share the same aim – to equip our students with the knowledge and skills to become independent researchers in Economic History.

Year One is foundational – courses are broad and introductory and there's a lot of focus on developing study skills.

In Year Two you will begin to develop research skills. Your core course **EH237** Research Methods in Economic History introduces primary sources and research methods, and you will do both a group and individual research project.

In Year Three you will apply those skills to writing a dissertation on a research topic you have developed yourself. You will also select at least one Economic History seminar course. At this level seminars are student-led

If you are studying a joint degree, your curriculum will be split equally between the two disciplines, but they will interact along the way, particularly when it comes to writing your dissertation.

Everyone will have the opportunity to explore another discipline or learn a language by selecting at least one outside option. How many and when will depend on the structure of your programme.

Each programme is outlined in their respective programme regulations, which can be found online in the LSE Calendar. We strongly encourage you to review your programme regulations so that you understand what they are expected to do from year to year.

BSc Economic History Programme 2026-27

Year 1

Courses in Year 1 are broad and introductory in scope. The economic history courses cover many centuries and every continent. You will take foundational economics courses and an outside option. All students take an outside option and LSE100, selecting one topic from a choice of three of contemporary interest to social scientists.

- 1: EH101** The Internationalisation of Economic Growth, 1870 to the Present Day
- 2: EC1A5** Microeconomics I (half unit) and **EC1B5** Macroeconomics I (half unit)
- 3: EH102** Preindustrial Economic History
- 4:** An approved paper from outside the Department
- LSE100 half unit** (choice of three options).
- EH112** – Skills and Engagement Course (5 weeks, not assessed)

Year 2

The core course focuses on research skills, including working with primary sources and research methodology. Optional Economic History courses offer a focused look at specific geographical areas, time periods or economic phenomena.

- 5: EH237** Theories and Evidence in Economic History
- 6 and 7:** An **EH200** course available that year
- 8:** An outside option from the lists specified for this programme.

Year 3

Building on the skills developed in EH237, students will write a 10,000 word dissertation on a topic of their own choice. EH300 courses take the form of seminars led by a subject expert.

- 9 and 10:** Two courses from the EH300 options (and EC311)
- 11:** A further EH300 option or an EH200 option
- 12: EH390** (dissertation)

BSc Economics and Economic History Programme

2026-27

Year 1

Courses in Year 1 are broad and introductory in scope. The economic history courses cover many centuries and every continent. You will take a micro and a macro economic course and maths and stats. All students take LSE100, selecting one topic from a choice of contemporary interest to social scientists. You will also take EH112, a non-assessed 5 week skills and engagement course.

- 1: EC1A3 Microeconomics I** (half unit) and **EC1B3 Macroeconomics I** (half unit)
- 2: EH101** The Internationalisation of Economic Growth, 1870 to the Present Day
- 3: EH102** Pre-Industrial Economic History
- 4: MA107** Mathematical Methods (half unit) and **ST107** Elementary Statistical Theory (half unit)
- LSE100 half unit** in the Autumn and Winter terms (choice of three options).
- EH112** – Skills and Engagement Course (5 weeks, not assessed)

Year 2

Economics courses include Econometrics. You will take the research methodology course, EH237, and an optional EH200 Economic History course.

- 5: EC2A3** Microeconomics II (half unit) and **EC2B3** Macroeconomics II (half unit)
- 6: EC2C3** Econometrics I (half unit) and **EC2C4** Econometrics II (half unit)
- 7: EH237** Theories and Evidence in Economic History
- 8: EH200** course from the available list

Year 3

Students will write a 10,000 word dissertation on a topic of their own choice. You can select optional EC300 and EH300 courses, and an outside option.

- 9: Economics Selection List A**
- 10:** Another course from either **Economics Selection List A** or from the outside option lists specified for this programme.
- 11:** Courses to the value of one unit from the available Level 200 or 300 Economic History courses, including EC311
- 12:** EH390 Dissertation in Economic or Social History

BSc Economic History and Geography Programme

2026-27

Year 1

Courses in Year 1 are broad and introductory in scope. The economic history course covers global economic history since 1850. You will take a micro- and a macroeconomics course. All students take LSE100, selecting one topic from a choice of contemporary interest to social scientists. You also take EH112, a non-assessed 5-week skills and engagement course.

1: EH101 The Internationalisation of Economic Growth, 1870 to the Present Day

2: GY100 Introduction to Geography

3: GY140 Introduction to Geographical Research

4: Either **EC1A3** Microeconomics I (half unit) and **EC1B3** Macroeconomics I (half unit) OR **EC1A5** Microeconomics I (half unit) and **EC1B5** Macroeconomics I (half unit)

LSE100 half unit in the Autumn and Winter terms of their first year (choice of three options).

EH112 – Skills and Engagement Course (5 weeks, not assessed)

Year 2

You will take the research methodology course, EH237, and an optional EH200 Economic History course. You will study two core geography half units and one optional GY unit.

5: GY209 The Economic Geography of Trade, Production and Development (half unit) and **GY210** The Economics of Cities (half unit)

6: EH237 Research Methods in Economic History

7: EH200 course from the list of available courses

8: GY200 course to the value of one full unit from the list of available courses on this programme

Year 3

Students will write a 10,000 word dissertation on a topic of their own choice. You can select an option or an optional GY300 or EH300 courses

9: GY313 Firms and Economic Geography: Location, Technology and Innovation (half unit) and **GY314** The Economics of Housing Markets and Migration (half unit)

10: EH308 Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries

11: Choice of **GY300 course** OR EH300 OR EH200 an outside option from one of the available lists.

12: EH390 Dissertation in Economic or Social History

EH200 Optional Economic History Courses

Availability of optional courses varies from year to year, so always check what's available on the Calendar.

- EH204** Money and Finance: From the Middle Ages to Modernity
- EH207** China since 1800: Culture, institutions and economic growth
- EH209** The Family Economy in History: 1260 to the present day
- EH211** Africa and the World Economy, 1500-2000
- EH221:** Boom and Bust: A Macroeconomic History of the Modern World
- EH222:** Economic History of the Middle East and North Africa
- EH225** Latin America and the International Economy
- EH238** The Origins of Growth
- EH240** Business & Economic Performance since 1945: Britain in International Context

EH300 Optional Economic History Courses

Availability of optional courses varies from year to year, so always check what's available on the Calendar.

- EH304** The Economic History of North America: from Colonial Times to the Cold War
- EH306** Monetary and Financial History since 1750
- EH307** The Economic History of South Asia, 1600-2000
- EH308** Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries
- EH312** Knowledge, Technology and Economy from the Middle Ages to Modernity
- EH314** Political economy and economic policies: Europe from the Crusades to the French Revolution
- EH316** The Atlantic Slave Trade
- EH317** Disease, Health and History
- EH326** Innovation and Finance in the 19th and 20th Centuries
- EH327** China's Economy and its Growth in the Very Long-Term
- EC311** History of Economics: How Theories Change

Course Videos

For each course there is a short introductory video presenting the main themes of the course. You can view the videos on this page: [Economic History Undergraduate Course Videos](#)

Outside Options and Languages

An 'outside option' is a course run by a different department to your home or joint department, which students can select from a specific list. All our programmes allow students to select at least one outside option during their programme. The list of available outside options can be found on the programme regulations page for each BSc programme.

Additionally, we allow students on the BSc Economic History programme to take a third language option in Year 3 if they have studied the same language as an outside option in Years 1 and 2.

EH390 Dissertation

In their final year, all Economic History students write a 10,000 word dissertation on a research topic of their choice. Students start to develop their research skills in Year Two as part of EH237, and by their third year they will be expected to formulate their research topic and be ready to discuss it with their dissertation supervisor. Guidance continues in the form of workshops, tutorials and feedback on the draft before final submission in May of Spring Term, Year Three.

Dissertations awarded a 2.1 or more are archived on moodle for our students to consult.

Economic History Department Prizes

The Economic History Department awards its students a number of prizes on the basis on end of year results.

Baines Prize - awarded to the student with the best mark in EH101

Postan Prize - awarded to the student with the best mark in EH102

EH237 Prize – for the best EH237 individual project

Altorfer-Ong Prize - awarded to the student with the best mark in EH240

The Lilian Knowles prizes

- a prize is awarded to the student studying Economic History with the best set of marks in their first year.
- a prize is awarded to the student studying Economic History with the best set of marks in their final year.

Prize for best undergraduate dissertation – awarded to the student with the best mark in EH390



LSE100

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

Your LSE100 Theme

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

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

For more information about each theme, visit: info.lse.ac.uk/current-students/lse100/Welcome

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

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

How will I study in LSE100?

LSE100 is a half-unit course running across the Autumn and Winter Terms in the first year of your undergraduate degree. Each term, you will attend five 90-minute, interactive, discussion-based seminars held in alternating weeks. Before each seminar, you will use Moodle to watch short video lectures featuring leading LSE academics and complete carefully selected readings that explore ideas and arguments from across the social sciences.

How will I be assessed?

Your LSE100 mark is based on two summative assessments:

- One individual written assessment (50%)
- One group research project (50%), which you will complete and present as a team
- Your final mark will be included with your other first-year marks and, if it is one of your six highest marks, will count towards your overall first-year average.

Chat with the LSE100 Team

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

You can find out more about LSE100 at lse.ac.uk/LSE100, and you can also follow the course on Instagram, LinkedIn, X, and Student Hub.

Teaching, learning and assessment in the department

How undergraduate teaching is structured in the Department of Economic History

When does teaching take place?

Teaching takes place primarily in Autumn and Winter terms and there may be timetabled revision sessions in the first week of Spring Term, depending on the course. Lectures for full unit courses start in Week 1 of Autumn Term. Classes start in Week 1 or 2. Check your student timetable on LSE for You for details of lecture and class times.

How much time should I spend studying?

In Year One expect 8-12 hours weekly of timetabled teaching, depending on your programme, course choices and term. You will also do LSE100 in Autumn and Winter Term.

A good tip is to think about your studies as a full-time job and aim to structure your other commitments around them. In addition to timetabled teaching you should factor in time for reading, writing up notes, writing reading summaries and assessments, preparing presentations, travelling to lectures and classes, and using the library.

Lectures

Lectures are hour-long presentations given by the course leader. They are designed to cover the key themes for each weekly topic

Lectures are not meant to be exhaustive, rather they aim to open up the topic, and inspire students to read further, giving them a framework of ideas to discuss with the lecturer and in class.

All Economic History lectures are delivered live and in person, and students are expected to attend. Most lectures are also recorded, but you might not be allowed access to recordings weekly unless you have MyAdjustments. Instead, you may have to wait to the end of term.

Lectures from other courses may be pre-recorded and available on moodle.

Classes and seminars

Each lecture is followed by a class or seminar, lasting one hour. Classes are a space for students to explore and understand the material covered in the lecture more deeply, or from a specific angle. Class size is generally up to 15 students facilitated by a teacher. Expect classes to be interactive, and to contribute in the form of presentations, reading summaries or discussion. Each class will require reading beforehand, available electronically via the course reading list on the relevant moodle page.

Classes are compulsory, and an attendance register is taken at each session. If you miss your classes consistently you will be contacted by your academic mentor or Departmental Tutor to address any underlying issues. Consistent non-attendance may lead to further action by the SSC.

In the third year, Economic History course seminars can be two hours long, with no lecture, just discussion among students and course leader.



Departmental assessments and marking criteria

Our overall aim is to encourage and support you to develop a sophisticated knowledge of the subject, the capacity for independent and critical judgement, and the ability to express your ideas with clarity in a variety of ways. We have made sure that the size and scale of assessed work is similar in courses taught at the same level. We are also committed to transparency and clarity in our assessment criteria.

The assessment criteria included here are intended as broad guides for what examiners will be hoping to find in written work (such as essays) as well as in oral pieces (such as presentations and podcasts). Please note, however, that while statements, claims, and arguments advanced in economic history can be factually wrong, in most cases assessing their quality does not simply involve deciding whether they are correct or incorrect. Rather, they will be more or less good depending, for example, on how effectively you back them up with well-selected historical evidence. As assessing the quality of your work is no exact science, the following marking criteria outlined are for general guidance only.

You will gain a deeper understanding of what these criteria represent through your own studies and interactions with your teachers and writing advisers, and from feedback from your formative and summative work.

Departmental exam marking criteria

Examiners use the following benchmarks when assessing timed undergraduate exam essays. Similar criteria apply when marking essays and other assessed work.

First Class (70-100%)

90-100

Analysis of such originality or insight as potentially to change some aspect of conventional understanding on the subject treated; and in the case of a thesis to be potentially publishable.

80-89

Analysis of exceptional quality, based on comprehensive knowledge (both historical and conceptual) of the topic, and either developing an original argument in response to the question, or demonstrating independent critical discussion and insight.

70-79

Analysis which shows both broad and deep knowledge of the historical evidence as well as conceptual command of the subject matter based on close engagement with the question, an informed understanding of the historical period, and the issues raised by the historical literature.

Upper Second Class (60-69%)

Clearly written and well-argued work which reflects an understanding of the question as well as the historical period and issues under discussion, engages seriously with the questions, offers a thorough analysis of the relevant material and is aware of its implications.

Lower Second Class (50-59%)

Work which displays an understanding of the questions set and knowledge of the historical periods and issues under discussion, but which tends to a less than systematic critical analysis of material and to presentation of a discussion which is not consistently focused or relevant.

Third Class (40-49%)

Work which shows sufficient knowledge to frame a basic answer to the question and which contains relevant information about the historical period and issues under discussion, but which is otherwise characterised by lack of clarity and originality, by an absence of analytical skills, by a tendency to factual error and by straying from the question at hand.

Fail (0-39%)

34-39

Work which provides some material relevant to the question and demonstrates some knowledge of the historical period and issues raised but which is otherwise badly marred by weaknesses of error, omission and relevance, and which demonstrates very little analytical understanding.

30-33

Work which fails to proceed beyond the most rudimentary acquaintance with the historical period and issues under discussion, which pays little attention to the precise question posed and has persistent factual errors or an inability to frame a consistently coherent argument.

20-30

Characterised by paucity of information, confusion and lack of relevance but with some germane points or information.

0-19

Work which reveals paucity of information or knowledge about the period and question under discussion and is characterised by persistent confusion and error concerning any historical ideas it mentions, as well as by a total inability to engage with the question and frame a coherent argument in response to it. Alternatively, work which is seriously truncated and totally undeveloped.



Where to find academic advice and support in the department

Office Hours

Teachers and academic mentors allocate regular weekly time slots when they are available to students. Depending on the individual, this can be without a prior appointment, or else prebooked, usually via Student Hub.

Economic History Department office hours are listed on individual staff pages and on the departmental website here: lse.ac.uk/Economic-History/Study/current-students/Office-Hours

Alex Green, Year One and Two Academic Mentor

a.j.green@lse.ac.uk

Alex's role is to support you in your learning development, keep an overview of your academic progress and career plans, and advise on any personal issues which may affect your studies. Here are some of the key aspects of his role:

- running the 5 week compulsory skills and engagement seminar for first years - EH112
- providing regular support with academic guidance and feedback on your progress and performance.
- providing pastoral support on non-academic issues and referring students, where necessary, to other support services in the School and externally.
- helping implement the provisions laid out in MyAdjustments.
- (With the Departmental Tutor) monitoring class attendance and progress via registers in LSE for You.
- writing references both during your time at LSE

As a new student you will have an opportunity to meet Alex in the first weeks of Autumn term. Further regular meetings will be scheduled throughout the year, and you can also make an appointment to meet with him via Student Hub.

The Departmental Tutor

The Departmental Tutor in the Economic History Department is Helena Ivins (h.ivins@lse.ac.uk).

Her role includes:

- offering advice on School regulations
- providing support - listening and signposting students to the relevant student services where appropriate, and working with Alex to support student wellbeing
- authorising procedures such as transfers into and out of the department, change of programme requests, etc.
- co-ordinating the department's Staff Student Liaison Committee.

Helena is available Monday to Friday – just drop her an email if you have a query or wish to arrange a meeting.

Economic History Academic Writing Advisers

The transition from school to university means a whole new set of study skills is required, including for writing effective university essays. It can be challenging for students to understand how they can develop these skills and improve their writing.

That is why we have writing advisers to provide discipline-specific writing help for essays and projects.

What writing advisers can do:

- Help you brainstorm ideas for an essay when you are stuck or have writer's block
- Advise about the strength of arguments
- Improve the structure of your essays
- Help to improve your writing style and clarity
- Go over past essays to help you understand feedback on writing style

What writing advisers will not do:

- Proofread final drafts for English usage, grammar and spelling
- Provide specific guidance on improving the intellectual content or ideas of your essay
- Explain course content – use office hours for this
- Make additional appointments available to solve your crisis

How appointments work:

- Each appointment lasts 30 minutes.
- Bring a printed copy of your essay with you – or email it beforehand
- In the meeting the advisor will making suggestions to help you improve.
- You can make up to two appointments per term.
- There are limited appointments each week, so plan ahead and start writing essays early to benefit most from writing advisor help.

Booking an appointment:

- Open the Student Hub app, select make a booking, and search for 'Economic History Writing Advisors'.
- Select an appointment
- Make sure to attend your appointment as attendance will be recorded.
- Cancel as soon as possible if you cannot make the appointment to free space for other students.

Student Resource Pack

This document includes short guides to writing essays, formatting citations, taking reading notes, understanding our marking criteria and more. Available on every Economic History moodle page.

Navigate your LSE

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

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

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

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

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

Specialist guidance and support

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

Fees, finances, and money matters

[LSE Fees Office](#) manages queries relating to the payment of tuition fees, tuition fee refunds, sponsor invoicing, and US or Canadian student loans. The [Financial Support Office](#) administers a range of bursaries, scholarships and studentships. Use the [Student Finance Hub](#) to check your fees, invoices, payments and instalment arrangements.

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

Wellbeing and counselling

[The Student Wellbeing Service](#) offers confidential one-to-one wellbeing and counselling appointments, and workshops.

If you need to speak to someone on the phone immediately or outside of working hours, you can call the 24/7 mental health support line provided by our partners [Spectrum.Life](#).





Disability and mental health

LSE's [Disability and Mental Health Service \(DMHS\)](#) offers advice and support to all disabled students, including those with physical or sensory impairments, long-term health conditions, mental health conditions, neurodivergence, specific learning difficulties, and autistic spectrum conditions.

DMHS will work closely with you to explore any academic adjustments ([My Adjustments](#)) that may be available and provide tailored support to help make your time at LSE as accessible and inclusive as possible. It is recommended that students contact DMHS before arriving at LSE, or as soon as possible afterwards, so they can collaborate with you to put in place appropriate support from the start of the academic year.

Discrimination, bullying, harassment or sexual misconduct

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

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

Term dates and LSE closures

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

Academic year 2026/27

Welcome week

Friday 18 September – Friday 25 September 2026

Autumn Term (AT)

Monday 28 September – Friday 11 December 2026

Reading week

Monday 2 November – Friday 6 November 2026

Winter break

Monday 14 December 2026 – Friday 8 January 2027

School closure: Wednesday 23 December 2026 – Friday 1 January 2027

January exam period

Monday 4 January – Sunday 10 January 2027

Winter Term (WT)

Monday 11 January – Thursday 25 March 2027

Reading week

Monday 15 February – Friday 19 February 2027

Spring break

Friday 26 March – Friday 23 April 2027

School closure: Friday 26 March – Thursday 1 April 2027

Spring Term (ST)

Monday 26 April – Friday 11 June 2027

Spring exam period

Tuesday 4 May – Friday 11 June 2027

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

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

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

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

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

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

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

Systems and Online Resources

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

System	What it does	Find out more
Claude for Education	Generative AI chat from Anthropic, free to all LSE students. Each course sets its own AI use policy on Moodle, so check what is permitted before using Claude in assessed work.	<u>Claude for Education: Academic integrity</u>
Digiexam	The software platform used for e-Exams, in-person exams where you use a laptop computer. It locks down your personal laptop to create a secure exam environment. Not all courses use e-Exams — check your specific course regulations.	<u>e-Exams; Exams</u>
eduroam	The Wi-Fi network available across LSE and at universities worldwide. Connect using your LSE email address and password.	<u>eduroam at LSE</u>
Library Search	The online catalogue for finding books, journal articles, and other materials held by the LSE Library.	<u>Library Search: Library</u>
LSE Calendar	The official publication containing programme regulations, classification schemes, assessment offence regulations, appeals regulations, and codes of practice.	<u>LSE Calendar</u>
LSE for You	LSE's system for completing your course selection.	<u>LSE for You</u>

LSE LIFE events	Your starting point for browsing and booking onto events outside your department. Because teams promote events in various places, using different booking systems, this is the easiest way to find most opportunities in one place.	<u>LSE LIFE events</u>
Moodle	LSE's virtual learning environment. Each course has its own Moodle page where you'll typically find lecture slides, recordings, reading lists, quizzes, discussion forums, and where you submit assignments and receive marks and feedback. Important: joining a Moodle page is not the same as enrolling on a course – course selection can only be done through LSE for You.	<u>Moodle</u>
MyCareer	LSE Careers' online portal (careers.lse.ac.uk). Use it to register for careers events, browse the jobs and internships board, book one-to-one appointments with Careers Consultants, and set preferences for sector-specific information.	<u>MyCareer: LSE Careers</u>
Parchment	The electronic platform through which final transcripts are issued and can be shared with employers or other institutions.	<u>Accessing Parchment: Transcripts</u>
Student Finance Hub	An online portal where you can review your tuition and accommodation fees, invoices, payments, and instalment arrangements once you're enrolled.	<u>Student Finance Hub: Paying fees: Tuition fees</u>

Student Hub	LSE's app (iOS, Android, and web) for everyday student life. Use it to view your timetable, check deadlines, browse the campus map, read about news and events, and book appointments with academic staff, LSE LIFE advisers, and departmental support teams.	<u>Student Hub;</u> <u>About Student Hub</u>
Student LfY	LSE's main administrative system. You'll use it for updating your address, finding your candidate number, accessing your assessment results and booking appointments with some School services.	<u>Student LfY;</u> <u>What's in LfY</u>
Turnitin	LSE's text-matching software. It produces a similarity report that can be used to monitor for potential plagiarism. Some departments allow or require you to submit drafts through Turnitin before your final submission, so you can review the report and use it to improve your writing and referencing.	<u>Academic misconduct guidance;</u> <u>Moodle</u>

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

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

Your programme and courses

Glossary

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

Term	What it means	Where next
Programme	The full degree comprising of all units studied, for example a BSc or MSc.	LSE Calendar
Programme regulations	The formal rules governing your degree. They specify which core courses you must take, which optional courses are available to you, how many units you need, and any dissertation or project requirement. Published in the LSE Calendar.	LSE Calendar
Unit	The measure of a course size at LSE. A half-unit course is typically taught over one term; a full-unit course is typically taught over two terms. A master's degree usually requires four units; an undergraduate degree usually requires 12 units (usually four each year).	LSE Calendar ; Course selection
Core course	A compulsory course required by your Programme regulations.	LSE Calendar

Optional course	A non-compulsory course you choose alongside the core requirements, from a list in your Programme regulations (or, with approval, from elsewhere at LSE).	Course selection; LSE Calendar
Auditing a course	An informal arrangement where you follow a course's lectures for interest, but do not attend classes/seminars or sit assessments, and the course does not appear on your transcript or timetable. You need the Course Convener's permission to audit their course.	Course selection; your course guide
Controlled access/ capped course	A course where the number of places is limited. 'Controlled access' courses require departmental approval (you may need to write a supporting statement). 'Capped' courses fill on a first-come, first-served basis through LSE for You. Some courses are both.	Course selection
Course selection period	The main window in Autumn Term, when you formally choose your courses for the full year through LSE for You. A second, shorter window reopens in January for changes to Winter Term half-units only. Deadlines and processes vary by department.	Course selection
Timetable clashes	When two of your courses are scheduled at the same time. LSE for You has a 'Student Timetable Clashes' screen to help identify simple clashes. Complex clashes may require contacting your department or the Timetables Team.	Timetables;

Course guide	The guide for an individual course, giving details such as the convener, syllabus, course content, modes of assessment, and indicative reading lists.	Course selection: Moodle: your department pages
Seminars/Classes	Small-group teaching sessions where you discuss readings or work through problems with a class teacher and peers. Attendance is compulsory and active participation is expected, so come prepared. Master's programmes tend to call these seminars; undergraduate programmes tend to call them classes.	Moodle
Office hours	Regular weekly slots when academic staff are available for one-to-one conversations. You can speak to any teacher during their hours, even if you're not on their course. Some are drop-in; others require booking via the Student Hub.	Student Hub: Academic support

Making changes to your programme

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

Who's who – the people behind your degree

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

Role	Who they are
Academic Mentor (AM)	A member of staff in your department assigned to you personally. They are there to support your progress – both in your studies and more broadly – and are an excellent point of contact whenever you have a question or concern. Your AM may also provide references for employment. In your final year, you will have a dissertation supervisor who also fulfils the role of AM.
Class Teacher	The person who leads your weekly class or seminar group. They may be a member of academic staff or a Graduate Teaching Assistant (GTA; possibly a PhD candidate). They mark work, give feedback, and hold office hours, where you can discuss topics from class further.
Course Convener	The academic responsible for running a particular course – setting its content, syllabus, assessments, and policies.
Departmental Senior Student Adviser (DSSA)	A confidential point of contact when something non-academic is affecting your studies. DSSAs can help you think through options around extensions, deferrals, changes to your studies (interruption, transfer, withdrawal), and how to access wellbeing and support services. Not all departments have DSSAs; some provide this support through other roles.
Departmental Tutor	A senior academic or PSS in your department. They handle complex academic or personal issues your Academic Mentor cannot resolve, and consider requests around interruption, programme transfer, and exceptions to programme regulations.

Programme Director	The academic responsible for the overall delivery and development of your degree programme. They handle programme-level issues and can approve requests to take courses outside your Programme Regulations.
Programmes Support Team / Professional Services Team	The administrative team in your department and a valuable source of knowledge when you have practical queries about course selection, timetabling, Moodle, assessment processes, and student representation. They are led by the Department Manager.
Student Academic Representative	A student selected to represent the views of their peers at departmental committees such as the Student-Staff Liaison Committee. Selection takes place shortly after the start date of your programme, mostly from the first week of Autumn Term onwards.

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

Student Voice: Feedback on your programme

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

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

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

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

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

Exams and assessments

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

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

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

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

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

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

Who can I talk to?

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

You can talk with a [Learning Lab Study Adviser](#) about interpreting the marking criteria for an assignment or ways to use feedback to make progress. For questions about the exam procedures, resits, or other administrative matters around exams and assessments, contact [the SSC Student Advice and Engagement Team](#).

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



Academic integrity

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

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

Collusion is collaborating with others on individually assessed work beyond what is permitted.

Contract cheating is having someone complete an assessment on your behalf, and can also include the unauthorised use of GenAI tools.

Self-plagiarism is reusing material from your own previously submitted work without proper attribution. More information about academic misconduct is in the [Regulations on Assessment Offences](#).

LSE provides all students with access to [Anthropic Claude for Education](#) and [Microsoft Copilot](#), however each course has its own **AI use policy**, set out on the course's Moodle page. Some courses permit some forms of AI use; others prohibit them entirely. **Turnitin** scans submissions for matches against other sources. Some departments let you submit drafts to Turnitin first to check your referencing. The **Turnitin similarity report** shows what percentage of your submission matches other sources. There is no safe maximum score: a low percentage can still be investigated and a high one does not automatically indicate misconduct.

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

Who can I talk to?

If you have questions about Turnitin, referencing, paraphrasing, using generative AI tools, or any other aspect of academic integrity, you can book an [Academic integrity one-to-one appointment](#). Sessions take place online and everyone will be seen individually in order to provide personalised advice – no question is too silly! The [Learning Lab](#) and [Library](#) also provide general guidance on academic integrity, referencing, and paraphrasing, through workshops, one-to-one appointments, and online resources. Do note that some rules and regulations may vary from department to department, so it is worth checking your course guides and speaking to your teachers or academic mentor when in doubt, too.

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



When something affects your work

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

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

A **deferral** postpones an assessment to a later sitting, usually the next exam period. It is used when an extension is not enough or when the assessment has a fixed date, such as an exam. Like an extension, it is requested in advance, normally at least 24 hours before the deadline or exam start.

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

[My Adjustments](#) refers to personalised plans of reasonable adjustments to adapt teaching, learning, and assessments to the needs of students with sensory or physical impairments, mental health conditions, or specific learning difficulties. They include

- **Teaching and Learning Adjustments (TLAs)** and [Central Exam Adjustments](#) (CEAs) and might feature extra time in exams, assistive technology, or changes to your study environment.

There is also a procedure to follow where circumstances cannot be addressed in advance.

- Submitting **Exceptional Circumstances (ECs)** is the only way to inform examiners about circumstances beyond your control that affected an assessment you have already attempted or were absent for. Find out more on the [Student Services Centre pages about ECs](#).

Who can I talk to?

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

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

Codes, charters and action plans

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

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



LSE beyond your department

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

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

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

LSE LIFE – your personal guide to LSE

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

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



Own your learning

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

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

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

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

- [Learning Lab](#) is there for you at every stage of your learning journey - from finding your footing to thinking more critically, writing more convincingly

and getting more from your reading. [Workshops](#) run throughout the year on a variety of topics such as academic writing, critical reading, research planning, exam preparation, dissertation writing, and using AI tools critically and effectively. You can also book [one-to-one sessions](#) with Learning Lab Study Advisers to discuss specific aspects of your work.

- [LSE Library](#) is a central part of your learning environment, providing access to course readings and extensive research collections, alongside a wide range of [study spaces](#). From Winter Term, it's open 24 hours a day. You can also discover alternative study spaces across campus with the [Facilities Guide](#). Each department also has a [dedicated librarian](#) who can help with any Library questions, such as finding, evaluating and referencing resources.
- The [Centre for Language Studies](#) offers free English for Academic Purposes (EAP) courses in Autumn and Winter Terms. EAP focuses on the skills required to perform in an English-speaking academic environment across the core subject areas you will encounter during your time at LSE.
- [Digital Skills Lab](#) can support you in developing key digital and data skills that underpin many courses and assessments.

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

Three ways to start

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

Discover more

[LSE LIFE: Own your learning](#)

Centre your self

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

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

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

- The Student Wellbeing Service offers wellbeing appointments, counselling, workshops and guidance when you're struggling or simply unsure what kind of support would help. They can help you talk through stress, anxiety, low mood, loneliness, homesickness, or a situation you're finding hard to manage. For students with disabilities, long-term health or mental health conditions, or specific learning difficulties, there's also a dedicated Disability and Mental Health Service.



- Peer Supporters are trained student volunteers who help by offering a non-judgemental, confidential listening space to any LSE student. They will listen, and if you wish, can help you explore options for how to move forward. Any student can speak to any peer supporter and reaching out is a chance to build connections and speak to students you might not otherwise meet.
- The Faith Centre offers spaces for worship, quiet reflection, chaplaincy and interfaith activity for all students, whether faith is central to your life or not. For some, it's a place of worship, and for others it's a calm, reflective space. They offer weekly [Ashtanga Yoga and Tai Chi sessions](#) throughout the year. The [Faith Centre Director and Chaplain to LSE](#), Revd Canon Prof James Walters, offers confidential support regardless of your background or beliefs. You can also directly contact our Muslim, Catholic, Jewish, and Orthodox [Associate Chaplains](#).
- The Halls Wellbeing Team can provide wellbeing support and guidance if you live in LSE halls of residence. Check the Halls Life platform for more halls wellbeing information and resources.
- LSESU Sports has plenty of options to get involved, from the gym and drop-in sessions to sports clubs, the inclusive sport programme, and departmental sport. Staying active is a great way to support your wellbeing, lift your mood, and ease your stress - whether you're trying something new or getting back into a routine.

Unwind and recharge: Make time to relax and enjoy yourself

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

Three ways to start

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

Discover more

[LSE LIFE: Centre your self](#)



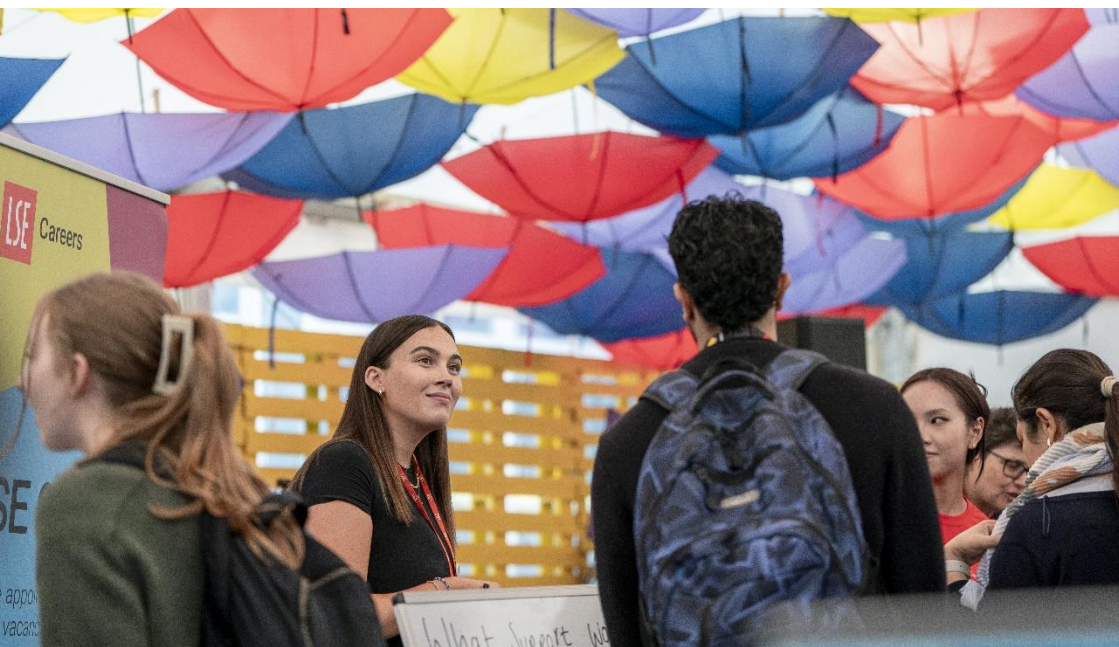
Build your community

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

LSE is a genuinely global institution. Your peers come from every corner of the world, bringing with them different perspectives, experiences, and ways of understanding the challenges that define our time. You'll meet people whose beliefs, backgrounds, and ways of seeing the world differ profoundly from your own. That's one of the most valuable things LSE offers - and it asks something of you in return: the willingness to listen and to engage thoughtfully, even if that means experiencing the discomfort of genuine difference.

An LSE education doesn't just consist of lectures and assignments: it's also built from conversations, collaborations, and debates that don't appear on any transcript. Sometimes those conversations will challenge you. Sometimes they'll change you. The relationships you build and the communities you find here are fundamental parts of your experience and your education.

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



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

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



Find your people at LSE

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

One of the best ways to meet new people is to connect over something you already share. The [Find your people](#)-filter on the LSE LIFE opportunities listings is designed to help you do just that. It gathers activities built around a common background, identity, or interest - covering cultural and national societies, sports clubs, music groups, and faith communities.

You'll also find peer mentoring for undergraduate and neurodivergent students, [Professionals at LSE](#) events for students with five or more years of work experience, alumni mentoring for ethnic minority students, tailored programmes for female, disabled, and LGBTQIA+ start-up founders, and an [LGBTQIA+ role models directory](#), among many other events and programmes.

The School also hosts celebrations for Black History Month, LGBT+ History Month, and Women's History Month, amongst others. You will be able to find many of these online on the EDI calendar and on campus in the Hall-Carpenter Room – a dedicated space to cultivate an environment of inclusivity, available for student use.

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

Three ways to start

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

Discover more

[LSE LIFE: Build your community](#)

Broaden your horizons

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

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

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

- [**LSE Events**](#) hosts one of the most active public lecture programmes of any university in the world. From heads of state and Nobel laureates to leading researchers, journalists, and policymakers: this is your chance to hear from some of the most influential figures in the social sciences first-hand. You can join the debate by posing your questions to the panel and even possibly meet the speakers at a book signing or reception after the event.
- [**LSE Research Showcase**](#) is a series of regular coffee-break research talks on campus, with free hot drinks and pastries, showcasing some of the fascinating research from our academic community.



- [World Cafés](#) are your chance to discover and debate important questions and ideas alongside students, teachers, researchers, alumni, and others from the LSE community. Short presentations from leading LSE researchers are followed by informal round-table conversations with scholars and other students.

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

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

The world at your doorstep

You don't need to travel to encounter different cultures and perspectives at LSE: you can also engage with our international community right here on campus!

The [LSE Language Community](#) - run by the Centre for Language Studies - offers bitesize speaking sessions with native speakers, weekly conversation circles, and tandem learning partnerships.

The [LSE's national and cultural societies](#) host events, food and film nights and celebrations throughout the year.

The [Faith Centre](#) offers interfaith events and activities open to students of any background, where you can learn about and connect across different cultures and traditions. Their [Beecken Faith and Leadership programme](#) is designed to help you develop key skills in reasoning and leadership in the context of engaging with religious difference, covering diverse topics, including the climate crisis and geopolitical conflict.

Three ways to start

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

Discover more

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

[LSE LIFE: Connect across cultures](#)

[LSE LIFE: Broaden your horizons](#)



Make your impact

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

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

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

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

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

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

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

Discover more

[LSE LIFE: Shape your school](#)

[LSE LIFE: Change the wider world](#)

The value of oceans

Covering 71% of the Earth's surface, oceans help mitigate some of the worst effects of climate change. But human activity has taken a severe toll on ocean health. With the UN declaring 2021-2030 the "Ocean Decade", LSE research shows how we could better value the oceans.

The Ocean Decade

As part of the Ocean Decade (2021-2030), the UN has identified 7 desired Decade Outcomes for "the ocean we want".



How can models help predict sea level rise?

Our ability to reliably predict sea levels is crucial. If we don't adapt, sea level rise could be catastrophic, especially for coastal communities. But if forecasts are inaccurately pessimistic, we may over-adapt and waste important resources.

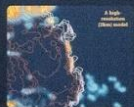
\$1 trillion
Possible yearly flood-related costs by 2100 without adaptation

200 million
Global population exposed to sea level rise by 2100

Dr Irena Kazianka (Department of Statistics) is modelling the West Antarctic ice Sheet. With enough global mean sea levels by up to 5m, its fate will be our coastline.



The team finds that higher resolutions of ice produce more detailed simulations – give more precise predictions of contributions to sea level rise. But the challenge is cost – you could potentially run simulations for the same cost as 3 high-resolution models. Lower-resolution models may be cheaper, but planning for climate adaptation difficult.



These images show the difference between simulations of ice sheet contribution to the amount of 'Thames' likely to rise by 2100.

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The new baseline project, running until 2026, will model the West Antarctic ice Sheet. It will use AI to explore far more scenarios than traditional simulations.

This ensures planners and policymakers can explore strategies under plausible futures, balancing sea level rise with other factors like coastal development, to help safeguard communities and support economic growth.

What do we need for a productive and healthy ocean economy?

Shipping is a key part of the ocean and global economy. 90% of global goods are moved by sea. Shipping is also responsible for 2.6% of global greenhouse gas emissions.

\$1 trillion
Estimated value of global ocean economy by 2030

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The primary international framework for ocean governance is the United Nations Convention on the Law of the Sea (UNCLOS), which entered into force in 1982. It sets out the legal rights and responsibilities of nations in their use of the world's oceans, and defines various ocean zones and their legal status. It also provides a framework for the development of a legal regime for the seabed, its mineral resources, and the protection and preservation of the marine environment.

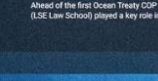
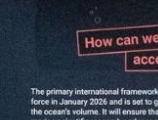


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Support your peers

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

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

Three ways to start

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

Discover more

[LSE LIFE: Make your impact](#)

Expand your skills

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

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

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

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

Some skills develop without you even thinking about it though – you pick them up just by being here, doing the work, and being around other people doing the same. In fact, you could pick any programme, event or initiative listed in this guide – whether it is related to making your impact, broadening your horizons,

or building your community – and it would help you grow. Volunteering, leading an LSESU society, building a start-up, working on your academic skills, or pulling together a study group - each is a chance to get better at communicating clearly, leading and collaborating, or approaching problems creatively and critically.

Reflect on your skills

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

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

-

Three ways to start

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

Discover more

[LSE LIFE: Expand your skills](#)

Shape your future

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

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

Ask an Alum

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

As you begin to think about your own future and explore the possibilities available to you, teams across LSE can help you navigate and pursue your options. Early conversations can be valuable for testing ideas, understanding different sectors, and learning what employers really mean when they describe particular roles.

If you already have a specific career path in mind, it's equally important to understand the expectations and timelines associated with it, especially in fast-moving sectors, where work experience opportunities like short placements, vacation schemes, and internships often begin recruiting early.

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

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

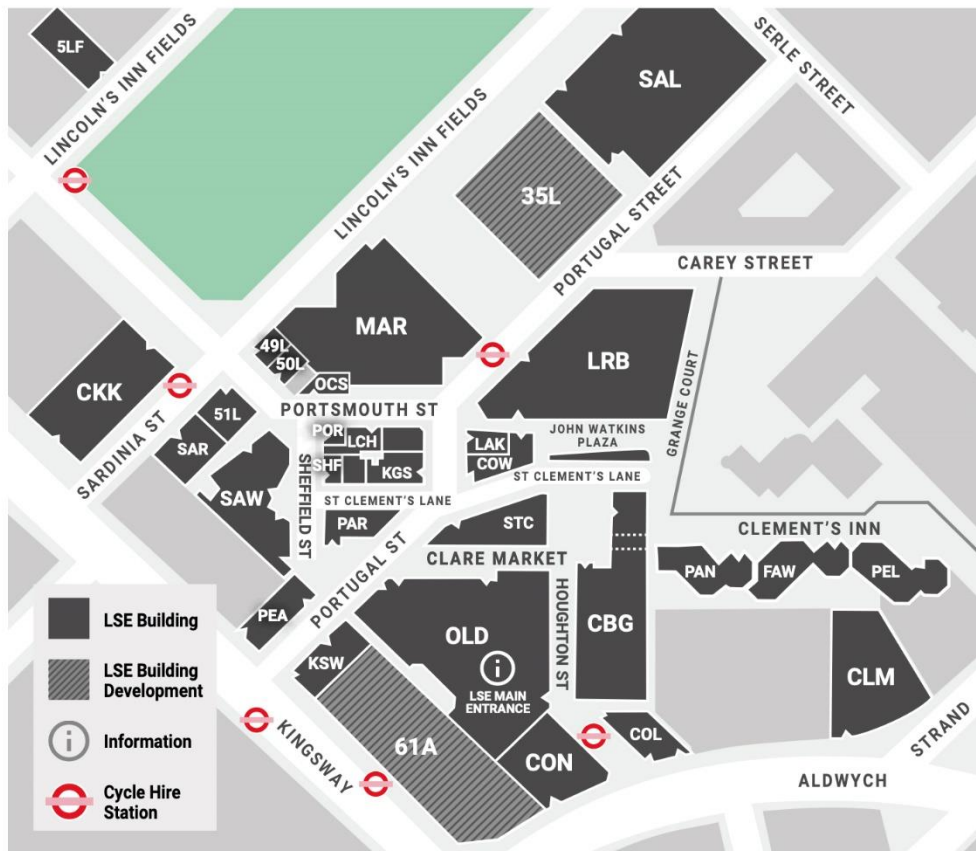
Three ways to start

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

Discover more ...

[LSE LIFE: Shape your future](#)

Campus map



Key

61A	Aldwych	FAW	Fawcett House	50L	50 Lincoln's Inn Fields	OCS	Old Curiosity Shop	SAW	Saw Swee Hock Student Centre
CBG	Centre Building	KGS	King's Chambers			PAN	Pankhurst House		
CKK	Cheng Kin Ku Building	KSW	20 Kingsway	51L	51 Lincoln's Inn Fields	PAR	Parish Hall	SHF	Sheffield Street
		LAK	Lakatos Building			PEA	Peacock Theatre	SAL	Sir Arthur Lewis Building
CLM	Clement House	LCH	Lincoln Chambers	LRB	Lionel Robbins Building, Library	PEL	Pethick-Lawrence House	STC	St Clement's
COL	Columbia House	35L	35 Lincoln's Inn Fields	MAR	The Marshall Building	POR	1 Portsmouth Street		
CON	Connaught House					SAR	Sardinia House		
COW	Cowdray House	49L	49 Lincoln's Inn Fields (Coopers)	OLD	Old Building				

Accessibility

All buildings have wheelchair access and lifts, except 95A, KGS, KSW*, 5LF, 50L, POR* and SHF. *KSW 20 Kingsway (Language Centre only), *POR 1 Portsmouth Street (Shop only)

Disabled Access After 6.30pm, please call Security Control on 020 7955 6200 to ensure that any disabled access doors are open. Also see: [Accessibility map \[PDF\]](#) For access to 20 Kingsway, please call security staff on 020 7955 6200 to set up the portable ramp in the entrance foyer. Access Guides to LSE buildings AccessAble have produced detailed access guides to the LSE campus and residences, and route maps between key locations. These access guides, and route maps, are now [available online](#).



Department of
Economic History

