



THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE

Welcome to the

Department of Social Policy

International Social and Public Policy

Undergraduate Handbook 2026/27



Old Building



lse.ac.uk/social-policy



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Dear Social Policy Student,

A very warm welcome to the LSE and the Department of Social Policy.

The Department of Social Policy is recognised internationally as a centre of excellence in teaching and research. Starting out as the Department of Social Science and Administration in 1912, since its inception the Department has carried out cutting edge research on core social problems and helped to develop policy solutions. The original department not only trained welfare workers but also received funding from the Ratan Tata Foundation in India for research into poverty. Influential research on poverty and inequality, nationally and internationally has remained central to the Department's work.

The Department has historically had a strong influence on national social policies. Clement Attlee was one of the earliest lecturers before he became Prime Minister from 1945-51 – a period of dramatic change in social policies; and the first Professor of Social Administration, Richard Titmuss, inspired a generation of students who formed the backbone of the welfare state.

Subsequently, the Department developed Social Policy as an interdisciplinary field of applied research, drawing on disciplines including economics, political science, sociology, and history, and addressing international as well as national core social issues.

Reflecting this interdisciplinary and international evolution, the current interests of the Department are varied and include work that focuses on: poverty and inequality, welfare states and labour markets, social security, family demography and family policies, education policy, migration, race/ethnicity, gender, criminology and criminal justice policy, health and social care, social policy and development, and the role played by non-governmental organisations and civil society among many others.

The Department continues to inform policy both directly and indirectly through the highest standards of research, treating many of the big issues of the day. Our influence is also felt through the ongoing contribution of its alumni to policy-making in the UK and internationally.

The interdisciplinary nature of Social Policy means that when you graduate you will be equipped with a broad range of knowledge and skills that can be applied in many different settings. Many Social Policy alumni apply their academic training directly, working as policy specialists in the government, NGO and private sectors. The high-level analytical and research skills developed by our programmes are also highly valued by employers as diverse as the media, management consultancy, teaching and the development sector.



You will find LSE to be a vibrant and exciting place. There is much to enjoy, both academically and socially. In particular, you will quickly discover that there are major public events – lectures, debates and so on – almost every day of the week. Being in the centre of the capital city, close to the heart of government and all the main media, LSE hosts the most distinguished of visitors. The Department itself hosts many such events, lectures and panel discussions. These occasions focus on areas you study, as well as matters well beyond, and I would urge you to make the most of these opportunities.

I hope that your time here will be both rewarding and stimulating, and I look forward to meeting you.

Warm regards,



Professor Coretta Phillips

Head of Department



Section 2: Your programme





Programme Support and Administration

Departmental Tutor

Professor Hakan Seckinelgin

Departmental Tutor

m.h.seckinelgin@lse.ac.uk

Your Departmental Tutor is a member of the academic faculty. They are responsible for:

- Monitoring the academic and pastoral care provided by members of the department, including ensuring teaching is as inclusive as possible and that 'My Adjustments' (reasonable adjustments for students with disabilities or specific learning difficulties (SpLD)) are properly implemented.
- Arranging regular termly meetings of the BSc Programmes Forum.
- Providing pastoral support and general welfare guidance to students including communication between the School and any student encountering academic, health or wellbeing difficulties.
- Ensuring students make appropriate course selections and agreeing, where appropriate, a student's request for course selection outside the degree regulations.
- Considering students' request for a degree transfer, interruption of studies and repeat teaching.
- Ensuring students' attendance is properly monitored

Programme Director

Professor Hakan Seckinelgin

Programme Director

m.h.seckinelgin@lse.ac.uk

Your Programme Director is a member of the academic faculty. They are responsible for:

- The delivery and development of programmes on both operational and strategic levels
- Liaison with Student Academic Representatives and attending meetings of the BSc Programmes Forum (BPF)
- Ensuring any issues arising at programme level are addressed effectively
- Supporting student community within the Department's programmes.

In addition to the above, the contacts of all other Faculty within the Department can be found online [here](#).



Undergraduate Programmes Support Team

You should contact your Programmes Support Team by emailing socialpolicy.ug@lse.ac.uk in the first instance. Please note that if you email the team email, you are more likely to receive a response quickly, as the whole team checks the shared team mailbox regularly. However, if you need to speak to a particular member of the team, you will find their contact details below.

You can also contact the team by phone. Tel: +44 (0)207 955 6001

If you would like to speak with a member of the programmes support team, there are also appointment slots, bookable via the Student Hub each week of Term time.

Dr Craig Stewart

Teaching Operations Manager
OLD.2.03

c.j.stewart@lse.ac.uk

The Teaching Operations Manager has overall responsibility for the administration of all programmes in the Department. Speak to Craig about: Student experience, academic regulations and requirements, and anything else relating to your student journey.

Jake Watkins

Programme Officer
(Student Experience)

j.watkins3@lse.ac.uk

The Student Experience Officer works to enhance the student experience through aspects such as teaching, events, Student Voice and Feedback, student opportunities and advice. Speak to Jake about, in particular, events, Moodle support, BSc Programmes Forum, reading lists and the student common room.

Dr Hao Wu

Programme Officer (Assessments)

h.wu42@lse.ac.uk

The Undergraduate Exams and Assessments Officer works to enhance the student experience relating to assessments. Speak to Hao about assessments and assessment feedback, assessment extensions, deferrals, exceptional circumstances and exam boards.

Kylie Patterson

Academic and Professional
Skills Officer

k.b.patterson@lse.ac.uk

Speak to Kylie about: Academic and Professional Skills Development workshops and events, careers events, the summer internship fund programme and the alumni mentoring programme.

Clare Gorman

Student Community and Wellbeing
Manager

c.gorman@lse.ac.uk

Ask Clare about: Student wellbeing support, student community, My Adjustments, settling into LSE and London.



Section 3: Course Selection and Timetables





Social Policy Courses 2026/27

Detailed programme regulations and course guides for all undergraduate options can be found in the [School Calendar](#).

Undergraduate courses in Social Policy being taught in Session 2026/27:

- SP100** Understanding International Social and Public Policy
- SP101** Foundations of Social Policy Research
- SP111** Social Economics and Policy
- SP112** Politics of Social Policy Making
- SP200** Comparative and International Social Policy
- SP201** Research Methods for Social Policy
- SP210** Development and Social Change
- SP230** Education Policy
- SP231** Poverty, Inequality, and Social Policy
- SP232** Health and Social Care Policy
- SP314** Ethnicity, Race and Social Policy
- SP315** Urbanisation and Social Policy in the Global Souths
- SP331** Sexuality, Everyday Lives and Social Policy in Developing Countries
- SP332** Social Security Policies
- SP333** NGOs, Social Policy and Development
- SP343** Social Policy of Climate Change
- SP335** Migration: Current Research, Critical Approaches
- SP336** Behavioural Public Policy
- SP372** Punishment and Penal Policy
- SP373** Policing, Security, and Globalisation
- SP399** Dissertation

Programme structure

Your programme structure is laid out below (for Year 1) and will vary depending on whether you are a single honours or joint honours student. Each year of an undergraduate programme comprises four papers. Each of these papers is completed by taking either one full, or two half units.

LSE100

LSE100 is a half unit taken by all students, running across Autumn and Winter Terms in the first year. The course provides one of the marks that is eligible to be included in the calculation of the First Year Average for purposes of classification.



Students will choose ONE of the three half-unit options below:

LSE100A The LSE Course: How can we transform our climate futures? (0.5)

LSE100B The LSE Course: How can we control AI? (0.5)

LSE100C The LSE Course: How can we create a fair society? (0.5)

BSc International Social and Public Policy

All four of your Year 1 courses are compulsory. These are as follows. **Please note that, even though you have no course choice in Year 1, you will still need to go into LSE for You and confirm these as your course selection for 2026/27.**

[Here is a link to your programme regulations](#) for 2026/27 and an outline of Year 1 is given below:

Year 1	
Paper 1	SP100 Understanding International Social and Public Policy (1.0)
Paper 2	SP101 Foundations of Social Policy Research (1.0)
Paper 3	SP111 Social Economics and Policy (1.0)*
Paper 4	SP112 Politics of Social Policy Making (1.0)

BSc International Social and Public Policy with Economics

All four of your Year 1 courses are compulsory. These are as follows. **Please note that, even though you have no course choice in Year 1, you will still need to go into LSE for You and confirm these as your course selection for 2026/27.**

[Here is a link to your programme regulations](#) for 2026/27 and an outline of Year 1 is given below:

Year 1	
Paper 1	SP100 Understanding International Social and Public Policy (1.0)
Paper 2	EC1A3 Microeconomics I (0.5)* and EC1B3 Macroeconomics I (0.5)*
Paper 3	MA107 Quantitative Methods (Mathematics) (0.5)* and ST107 Quantitative Methods (Statistics) (0.5)*
Paper 4	SP101 Foundations of Social Policy Research (1.0)

* There may be prerequisites for these courses. Please view the course guide in the school calendar for more information.



BSc International Social and Public Policy with Politics

All four of your Year 1 courses are compulsory. These are shown in the table below. **Please note that, even though you have no course choice in Year 1, you will still need to go into LSE for You and confirm these as your course selection for 2026/27.**

[Here is a link to your programme regulations](#) for 2026/27 and an outline of Year 1 is given below:

Year 1	
Paper 1	SP100 Understanding International Social and Public Policy (1.0)
Paper 2	GV101 Introduction to Political Science (1.0)
Paper 3	GV100 Introduction to Political Theory (1.0)
Paper 4	SP101 Foundations of Social Policy Research (1.0)

For all details on the course selection process please **[see here](#)**.

When to select your courses

Course Selection for new Undergraduate students and General Course students opens at **10am on Tuesday 8 September 2026** and closes on **5pm on Monday 12 October 2026**.

Course selection for continuing undergraduate students opens on **Tuesday 1 September 2026** and will close at **5pm on Monday 12 October 2026**.

Winter Term

You will be able to make changes to any Winter Term half units (2nd and 3rd year undergraduates ONLY) from **10am on 11 January 2027** until **5pm on Friday 22 January 2027**.

It is not possible to change full unit courses or half-unit courses that were taught in Autumn during this period.

You can make changes using an UG Winter Term **[Course Change form](#)**. Forms must be returned to the Student Services Centre or attached to **[this enquiry form](#)** by the deadline. *Any forms received after the deadline will be returned unprocessed.*

If something goes wrong, then emergency changes to course selections can be made until **5pm on Monday 19 October 2026**. After this no changes can be made, no matter the circumstances.



Section 4: How to select your courses





You can find information on both core and optional courses by looking at:

- **The Calendar**
- **The Department Course Brochure** (Social Policy courses only).
- **Select your courses in LSE for You:** you will need to select and confirm your course selections in LSE for You. Please see [here](#) for detailed step by step instruction on how to do this.
- **Check you have Moodle access for your selected courses:** *Providing your selected courses are ready in Moodle, you should be automatically enrolled on their Moodle pages a few hours after selecting your courses on [LSE for You](#).*

Courses from other Departments handle course selection in different ways so if you are taking a course outside of Social Policy then please make sure you understand how that course is managed. This is particularly the case for [Centre for Language Studies courses](#).

If you have queries or need any help please contact the BSc Programmes Support Team: socialpolicy.ug@lse.ac.uk.

Capped courses

Some courses are 'capped' which means that there is a limit to the number of students who can be accepted on to a course (eg, 30 maximum).

If you are a **first-year student** in the Department, you do not need to worry about capped courses in Year 1. As your courses are all compulsory there will be enough space available on these courses for you to get a place on the courses which form part of your programme regulations.

If you are a second or third year student in the Department, you may start to come across capped courses as you select your optional courses (either within or outside of the Department). Please note that undergraduate course selection operates a first-come, first-served policy and therefore it is possible that capped courses you wish to take may become full. To avoid disappointment, we recommend having a back-up plan (eg, an option 'B' or option 'C' course) for any course you wish to take.

You can also check back periodically on [LSE for You](#), in case a student drops the course and a space may open up (but, as above, the system is first come-first served and this is not often possible).

We do not operate any kind of 'waiting lists' for Social Policy optional courses. It would be impossible to manage this with the way undergraduate course selection operates.



Please be aware that capped courses may operate differently in other Departments so you are advised to check with the Department running the course should you have any additional queries.

Timetables

Undergraduate students are allocated to all teaching centrally by the Timetables Team. If you have made your selections in [LSE for You](#) in good time, **you should receive your personal timetable from Friday 26 September**. After this, if you make changes to your course selections it can take up to 48 hours for these to be reflected on your personal timetable.

Can't see your timetable?

If you can't see your timetable, or it is incomplete, after 26 September then check that you have:

- Completed [online registration](#) for this academic year
- Selected all your courses in [LSE for You](#)
- Not selected a course which creates a timetable clash (check the [course by course timetable](#)).
- Not made changes to your course selection within the last 48 hours (in which case you may need to wait for a timetable update).

Changing your timetable

It is not possible to change the lectures in your timetable, there is usually only one lecture for each course, and it takes place at a fixed time.

Your class groups for each course are allocated centrally by the Timetables Team and it is expected that you attend the class group you are assigned to.

In exceptional circumstances, you may be able to make a request to change your class group and should do so using the "course group change request" tool within [LSE for You](#). You should include details of why you need to change group and outline your availability for alternative groups. We may request evidence in support of your request. While we always strive to accommodate requests to change class, it is not always possible due to factors such as limited availability in the desired class, potential imbalances in class sizes, or conflicts with your existing timetable.

The deadline for requesting a class group change is by Week 3 of Autumn Term. The deadline for any changes to Winter Term half unit courses only is Week 3 of Winter Term.



Timetable clashes

If you have a timetable clash you should follow the steps listed in this [webpage](#) to resolve the clash.

In exceptional circumstances, students may be allowed to take clashing courses. Please email the BSc Programmes Support Team in the first instance if you have a clash (socialpolicy.ug@lse.ac.uk). They will discuss the clash with your Departmental Tutor. If your Departmental Tutor approves your clashing courses, they will notify Timetables. Please note that it may take 3-5 working days to process a timetable clash.

If you are a General Course student you will need to seek advice from the General Course Dean.

Auditing courses

Some LSE courses allow for students to 'audit' courses. This is an informal arrangement whereby you are permitted to join the lectures for a course you are not registered for, but do not go to classes or take the assessments. As an informal arrangement, it is not possible for LSE to confirm whether you have audited a course; it will not appear in your course selections, on your timetable or on your transcript. If you do choose to audit a course, you should first check that your timetable will allow you to join the lectures. If so, contact the relevant course convenor and ask permission to audit their course. **You must not attend any classes for courses you are auditing.**

Do remember that you will have lectures and classes to keep up with for your first-year courses, so we do not recommend you audit too many lectures if this will have a negative impact on your ability to study on your programme.



Winter term course selection

As listed above, there is a Winter Term course selection window available between **Monday 11 January** to **22 January 2027**. This is for changes to any optional half unit courses only and therefore is only applicable to students in the Department entering second or third year of study and not any first year students, who have no optional half unit courses in their first year of study.

Getting help

If you need any help or advice with the Course Selection process, please get in touch with your Academic Mentor or with the BSc Programmes Support Team (socialpolicy.ug@lse.ac.uk) who will be happy to assist.

The following sources of support are also available:

For queries about the course selection process, you can contact the Student Services Centre (SSC) via their [enquiry form](#). The SSC can help if you are experiencing issues with the [LSE for You](#) system.

For queries about your timetable you can contact the Timetables team at timetables@lse.ac.uk. Do check the list of common problems above first.

If you are not able to access [LSE for You](#) at all then contact [Tech Support](#).

If you have a question about Moodle please contact eden.digital@lse.ac.uk.

LSE100

All undergraduate LSE students take LSE100 in the Autumn and Winter terms of their first year. For more information on LSE100 and on how to choose your LSE100 theme of study, please head to [this section](#) of this handbook marked LSE100.



Section 5:

Undergraduate Academic and Professional Skills Development Programme





The Academic and Professional Skills Development Programme is made up of a series of workshops, events and activities designed to support our students with their academic studies and professional futures. The programme encourages students to connect what they learn during their time at LSE with the opportunities and requirements of the professional world.

Workshops and Networking Events

Academic skills workshops provide *first year students* with study skills training (eg, in notetaking, reading and writing) to support them at the start of their academic careers and help them get the most out of their courses and programme. These sessions are compulsory and are timetabled under SP100.

Professional skills workshops introduce *students in all years* to the skills needed to support them to plan successfully for their future careers and thrive after they leave LSE. These are non-timetabled sessions which students are strongly encouraged to attend.

Networking events provide *students in all years* with the opportunity to interact with our alumni students and develop their knowledge of the variety of industries they work in. They include alumni career talks and networking events. These are non-timetabled sessions which students are strongly encouraged to attend.

Summer Internship Fund Scheme

The Social Policy Internship Fund Scheme provides *first and second year students* with the opportunity to gain valuable work experience, learn new skills, enhance their employability, and develop their professional network. Funding (based on the London Living Wage) is currently provided for a limited number of internships within a UK registered charity or small to medium sized enterprise (SME) each year. This enables students to apply for funding for internships that would otherwise be unpaid. Internships must be for 140 hours and take place between June and August. Students source the internships themselves with support from LSE Careers. Further information on the scheme and application process is sent to students in the Winter Term.



Alumni Mentoring Scheme

The Alumni Mentoring Scheme gives *second and third year students* an opportunity to apply to be matched with a mentor to support them with the transition from university to the world of work/further education.

Having a mentor gives students the opportunity to: gain an insight into professional life; be supported to take charge of their futures; and learn from someone who has been in their shoes. Students can expect to have a specified number of meetings with their mentor. Any contact beyond this is at the mentor's discretion.

Mentors are Social Policy alumni students working in a variety of professional areas. While we aim to match students to mentors as closely as possible, we are not always able to match students to mentors working in areas they aspire to work in. Further information on the scheme and application process is sent to students during the Autumn Term.





Section 6: Undergraduate Essay Writing





A guide to how to approach essay writing. You are also encouraged to make use of Advice and Feedback hours with your Academic Mentor and the workshops and services provided by LSE LIFE for help with undergraduate essay writing.

Introduction

Outline the main points or the 'nature of the problem'.

Use signposting (e.g., "First... Second... Third", or "will begin with..., next..., finally...") and present your main argument.

If you write a good introduction and then follow it, it will help make your paper coherent and logical. It will also make it easy for the reader to know what to expect.

Body of the Text

- Signpost the sections of your text.
 - › Begin each section of your argument with a strong thesis statement previewing the contents of the section, e.g., "Privatisation is often associated with recent changes in the welfare state; however, its implications are sometimes misunderstood. While privatisation reduced direct state involvement in some sectors, it also increased state control."
 - › Where the change in topic may be unclear, use a signposting word. "Next, one must consider the importance of privatisation."
 - › Summarize the arguments of each section with a short concluding sentence.
"In brief, the privatisations of the 1980s helped centralise government power even as they eliminated government ownership."
- Be concise. Include only the information that is relevant to the question you are answering. If the information is not related to one of your core arguments, leave it out.
- Back up your arguments with sources.
 - › Examples from the internet or media are good, but you must demonstrate a clear understanding of the key social policy literature to get a 2:1 or above.



- › You need to use a range of source material to get a good mark – two or three references are unlikely to be sufficient.
- › The lecture should generally not be used as a source.
- Use correct formatting.

Conclusion

- The conclusion is not just a summary; it must conclude the key argument.
- The conclusion could begin: “In conclusion, the last twenty-five years have seen a reshaping of the welfare state, rather than a retrenchment. This reshaping has been driven by a combination of new ideologies and political compromise.”
- Review each of your core points. Give one (or, at most, two) sentences per point.
- Restate your key argument. “For all of these reasons, the welfare state continues to grow, albeit in new directions.”
- Do not introduce new material, such as quotations or examples. One exception is if you are using a pithy quotation for your opening or closing sentence.
- Do not make statements that are not supported by the body of your text.

Citation and Referencing

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

1 Citations

You should cite relevant readings from the course reading list or elsewhere (the ‘literature’), to support the points you make, using in-text citations (author, date). Please do not use footnotes.

E.g. The welfare state has been identified as a form of social and economic governance (Garland, 2016).

2 References

You should include a list of references at the end of your essay, which give the full details of the sources that you have cited in your essay.

You can use any referencing style (eg, APA). But you should be consistent – all references listed should be formatted according to that style.



The Library and **LSE LIFE** resources are very helpful, which include examples: Screencasts to Reference with Confidence moodle.lse.ac.uk.

If you look at the end of a chapter in an edited book, eg, Students Companion to Social Policy, or at the end of a journal article, you will see 'References' included (i.e. the list of references). This also provides some examples for you.

If you are unclear about the academic referencing conventions expected by the School you should seek guidance from your Academic Mentor or LSE Life or the Library.

Format

- Text should be clear, readable, and follow standard academic publishing conventions.
- One suggested format for formative essays:
 - › Times New Roman or similar small serif font
 - › 12-point font size
 - › Line spacing at 1.5
 - › Text left justified or fully justified
 - › Type your name at the top of the first page (formative essays only)
 - › Type the name of the course below your name
 - › Type the title of your essay
 - › Insert page numbers
- For summative essays, please also refer to the submission procedures in the "Department" section of this handbook.



Section 7: **SP399 – The Dissertation**





Dissertation Regulations

These are the regulations for [SP399](#), as detailed in the [LSE Calendar](#).

Teachers responsible: Prof. Anne West, Department of Social Policy.

Availability: This is a compulsory course for all students undertaking undergraduate programmes in Social Policy.

Topic/word count: A dissertation of 8,000 words on a topic to be approved by your Academic Mentor. The dissertation is designed to allow a detailed and thorough exploration of an area of interest to the student. It should be on a topic area within the field of the degree programme; it may involve original fieldwork, or the analysis and appraisal of existing literature.

Teaching: Workshops will be taught in both the Autumn and Winter Terms.

Your Academic Mentor is your dissertation supervisor. In addition to individual supervision meetings, there will be compulsory workshop sessions in Autumn Term to help students plan and structure their work on the dissertation, as well as additional optional advice/troubleshooting sessions in Autumn Term. In Winter Term there will be compulsory presentation sessions: all students will be expected to make a brief presentation on their topic and will receive feedback from staff and peers. There will also be further optional advice/troubleshooting sessions during the Winter Term.

Submission: You must submit your completed dissertation by the deadline (usually in early Spring Term). The exact date and time for dissertation submissions will be confirmed to you in the Winter term. Dissertations are submitted electronically, via Moodle.

Purpose of the Dissertation

The dissertation is your chance to write a substantial piece of academic work on a topic of interest to you. As such, it is an opportunity to produce a work of scholarship, using the academic skills that you have developed during your course. Regardless of topic, your Dissertation will demonstrate the following skills:

- defining and outlining a topic;
- identifying the salient issues;
- finding or generating the relevant information;
- evaluating its reliability and validity;



- weighing up the evidence on all sides of a debate;
- arriving at a well-argued conclusion;
- organising and presenting the results of your work critically, cogently and coherently.

Dissertation Format

There are two major forms of long essay:

- 1** A piece of small-scale empirical research, conducted on a topic, issue or debate of broad relevance to social policy. It should critically evaluate earlier work in the field, paying due attention to its contributions, and to any methodological problems and limitations involved, including ethical issues (if any). Your own research should similarly be aware of any potential methodological weaknesses, relate your findings to those of others, and discuss the extent to which your findings have implications for the topic or issue in question.
- 2** The “library” essay: a critical exposition and review of a topic, issue or debate of broad relevance to social policy. This should pay due attention to previous research and commentary, theoretical problems and controversies, and to key findings and their implications for your essay topic. Since there is no major empirical component to the essay, the Examiners will pay particular attention to matters of scholarship. They will expect your essay to be especially thorough and critical in its handling of the issues, and in its development of the arguments it puts forward.

In practice, long essays are often a combination of these two types and may, in addition, contain other data such as case studies. Your Academic Mentor will be able to help you with this.

Essay Structure

A widely accepted pattern usually has most of the following elements:

- title page, including examination number and degree course
- abstract
- introduction (see below)
- literature review
- methods, design, approach to be followed
- analysis/ statement of results
- discussion



- conclusions
- bibliography (see further notes)
- appendices (where appropriate)

Introduction: points to consider

Ideally, an introduction should:

- tell the reader how and why you became interested in the topic
- give the reader a sense of why the issue you have chosen is an important and interesting one
- outline what the issue or problem is, and how you propose to tackle it;
- and (maybe) provide a brief list of the chapters and a sentence about what is in each.

If you write the Introduction before writing the essay, have a look at it again when you have finished it to make sure that you have not changed the focus of the essay in the course of writing it. If so, change the Introduction.

Main body of the essay: points to consider

A well-argued essay is easy to follow. Essentially, you are trying to tell the reader a story. You will aid clarity if you break up the argument into clear steps. A properly paragraphed discussion makes your argument easier to follow. Make sure that your paragraphs are not too long.

Conclusions: points to consider

The conclusions drawn should be substantiated from within the body of the essay. It may be appropriate to discuss the implications of your conclusions - for example, for future work.



Section 8: Your Department





How we share information with you

Email

Email is the primary channel of communication within the School. Your Programme Support Team and members of Faculty will send important information via email throughout the year, for example: **instructions for assessments** and **exams**.

Make sure you check your LSE email account regularly so you don't miss any important emails!

Weekly Briefings

Each week the Department sends a weekly briefing email to all students (through our email marketing platform MailChimp). The briefing will provide you with Departmental announcements and updates, School-wide news, events, tips on Wellbeing and information on opportunities available to students.

Tip: Make sure you check your spam folder and adjust your settings so you don't miss out on any of our emails! If you need help doing this, you can visit the [**IT Service Desk**](#). This is especially important at the start of year so you do not miss any weekly briefings.

Department Web Pages

[**Our webpages**](#) are a central source of factual information about the Department, its members and activities. The webpages are updated regularly to display information current to each period within the academic year. For example, in our [**'Current Students'**](#) section you will find handbooks, course brochures and advice relating to assessments.

You will also find information on [**Student Academic Representation, and opportunities**](#) available to you in the Department of Social Policy.

Tip: Why not "bookmark" the Department webpages in your browser, to save you time searching!



Moodle

The Moodle page for each course is where course specific information and updates are shared (including course guides, lecture handouts & slides, and reading lists). You should check the Moodle pages for your courses regularly.

The Moodle page for the Department includes links to past newsletters and information on Welcome and events.

Tip: Use Moodle as an additional source of information when choosing courses.

Student Hub App

The School has its own app called **the Student Hub**.

You will use the Student Hub to book appointments with your Academic Mentor and teachers in their Advice and Feedback hours, LSE LIFE advisors and the Programme Support Team. You can also view your timetable through the app as well as collaborate with other students through dedicated groups.

The Department uses the app to announce events and share news so make sure you follow us when you download the app!

Tip: Make sure you download the **Student Hub app**.

Social Media

The Department of Social Policy uses social media to reach and engage current and new audiences, highlight the work of our academics and create interest in the research, activities and life of the #LSESocialPolicyCommunity and wider LSE community.

 **Instagram**

 **BlueSky**

 **Linkedin**

 **Facebook**

 **YouTube**

Join the Alumni group to network with our alumni, and to keep up to date with any relevant opportunities: **LSE Social Policy Alumni**.



Student Noticeboards

There is a Departmental noticeboard and enoticeboard outside the Programmes Support Office (OLD 2.03) as well as in the Student Common Room (OLD 2.17).



Section 9: Social support





Student Common Room

The Student Common Room is in OLD 2.17 and is available for Social Policy students both as a social and as a general study space. To ensure that the room is secure, it is fitted with a lock which you can open with your Student ID Card. Please do not give access to anyone from outside the Department. We encourage you to use this space to get to know one another and we may hold some Departmental events for you within this space occasionally, too. If you need to contact anyone about any issues with the Common Room, please get in touch with your Programme Support Team by emailing socialpolicy.ug@lse.ac.uk.



Section 10: Financial Help and Support





The Department operates hardship funds to support students who experience temporary economic hardship during their studies:

Eleanor Will Fund

To provide up to £300 to current Social Policy students to assist with travel abroad for opportunities connected with their programme of study (BSc, MSc or PhD). Applicants should submit a one-page outline to explain the purpose of the travel, how it relates to their programme of study, and the use to which the funds will be put. Legitimate costs include direct travel costs and accommodation, but not conference fees. NB Funds cannot be used to fund trips to the applicant's normal country of residence and students cannot receive more than £300 in total from the fund during the course of their programme of study. Successful applicants will be required to submit a report of their trip (500-1000 words) within four weeks of its completion.

Applications can be submitted at any time and will be reviewed on a rolling basis.

Contact: Damian Roberts, Department Manager: d.p.roberts@lse.ac.uk

Titmuss Meinhardt Hardship Fund

Available to all Social Policy students in cases of unforeseeable financial need or emergency and where students have been unable to obtain assistance from the School's Financial Support Office.

Contact: Damian Roberts, Department Manager: d.p.roberts@lse.ac.uk



Section 11: Department Committees and Student Representation





Each term, a number of Departmental meetings allow staff and students the opportunity to discuss issues relating to their programme of study as well as wider School issues. You can also read more about this in the [**Student Voice section**](#).

BSc Programmes Forum

Academic Representatives from each year of each degree programme are elected in the first two weeks of Autumn Term to represent the views of their peers at their departmental BSc Programmes Forum. The Social Policy BSc Programmes Forum is the Department equivalent of what some other Departments call Staff Student Liaison Committees (SSLCs) and has the same role. The BSc Programmes Forum meets once in the Autumn and once in the Winter term and is jointly chaired by the Departmental Tutor and a student rep. These meetings address Departmental and School issues, mainly focussed on matters relating to the student teaching and learning experience.

Normally in attendance are the Programme Director, core course Convenors, the Programmes Support Team and Student Academic Representatives. Student representatives are also encouraged to attend the Department Teaching Committee to ensure that the student voice is heard when issues affecting your teaching are discussed.

School Committees

One Department Representative from the BSc Programmes Forum also serves on the School-wide Consultative Forum. The Department Representative will be elected alongside the Student Academic Representatives at the beginning of Autumn Term.



Section 12: Student Community and Opportunities





There are a number of opportunities for Social Policy students to be involved with the Department and its activities. You can find further information about these opportunities on the [Social Policy website](#):

Social Policy Green Team

Are you interested in sustainability? Are you keen to promote green practices and initiatives? Then get involved with the Social Policy Green Team! As part of the team, you'll have the opportunity to create, initiate and lead on green-themed projects throughout the year with involvement from staff, faculty, and students in the department.

BSc Programmes Forum representatives

Please see section 'BSc Programmes Forum' for further information about the role of a Student Academic Representative.

How can I get involved?

Information will also be given as part of your Welcome induction. If you missed the chance to sign-up for these opportunities using the online form, at the start of the academic year, and would like to be involved then please contact the Programmes Support team (socialpolicy.ug@lse.ac.uk) in the first instance.

Other Opportunities

Language Bursaries

The Department provides you with the opportunity to take a non-degree language course at LSE's [Centre for Language Studies](#). The Department offers a limited number of part-funded bursaries to students in the department who wish to study a language while at LSE. Learning a language can give you a fantastic opportunity in the workplace in today's global society and can help you in your personal development.

You can find out more about how to apply [here](#).

Student Academic Mentorship Scheme (SAM)

We encourage students to sign up for the [SAM scheme](#) run by [LSE LIFE](#), whereby first year students are mentored by a student from either the 2nd or 3rd year. This is a great opportunity to get peer support and help with your studies and settling into LSE. You will receive more information on this at Welcome!



Section 13: Teaching and Academic Support





Teaching

Lectures are an integral part of your programme and will introduce themes and ideas on a particular topic before the corresponding **class** (undergraduate) or **seminar** (postgraduate). Every lecture at the LSE is open to all students, subject to space in the lecture theatre, so if you would like to attend additional lectures out of interest, and your timetable permits, do take advantage of this opportunity. Attendance at **classes/seminars** is compulsory and attendance is recorded.

Advice and Feedback Hours

The purpose of “advice and feedback hours” is to give you regular access to teachers. and Academic Mentors This gives you the opportunity to talk to members of Faculty on a 1-2-1 basis.

If you need clarification on a particular topic, are having any difficulties with a course or a particular aspect of your degree programme, or if you are interested in their particular field of study and want to know more, you can speak to the course teacher during their advice and feedback hours. You can speak to any teacher during their advice and feedback hours, even if you are not a student on one of their courses or from their Department, so do take advantage of this opportunity!

All teachers hold advice and feedback hours at least once a week during term time. Some teachers operate a drop-in session, whilst others ask you to book an appointment via the Student Hub app. You can check a teacher’s advice and feedback hours on the **People** pages of the departmental website, on the sign outside their office door and, for some courses, on Moodle. If you are unable to attend a particular advice and feedback slot, for example because of a timetable clash, you can contact the individual teacher to arrange an appointment at an alternative time.

Academic Mentor

At the start of your degree programme, you will be assigned an Academic Mentor, who is also usually your dissertation supervisor. Your Academic Mentor is your tutor and will guide and assist you in your learning development and is also available to help with any personal difficulties.

- The Academic Mentor’s responsibilities include:
- Providing you with academic guidance and feedback on your progress and performance and to discuss any academic challenges you may be experiencing.



- Providing pastoral guidance on non-academic issues and referring, as necessary, to the appropriate support services within the School.
- Implementing the provisions outlined in your 'My Adjustments' for students with long-term medical conditions, specific learning difficulties and/or disabilities, in liaison with the School's Disability and Wellbeing Service.
- Informing the Programmes Manager, Departmental Tutor and School if your attendance and progress are not satisfactory.

The Schedule on the next page shows the minimum number of expected meetings you should have with your Academic Mentor. If you are experiencing difficulties or are seeking further support, we would encourage you to arrange additional meetings to those set out in the programme handbook and to seek advice early on from your Academic Mentor. If you need to speak to somebody about any issues which cannot be resolved with your Academic Mentor, please contact either the BSc Programmes Manager or speak to the Departmental Tutor or Deputy Head of Department (Teaching).

What should you discuss with your Academic Mentor?

Social Policy students in each Year of study should expect to receive the equivalent of a minimum of 2 meetings per term (AT and WT) with their Academic Mentor (AM) – no less than 3 hours in total - before the last day of Spring Term. These may be individual or within a group (as part of their Academic Mentor Group).

Please note that it is STUDENTS' responsibility to contact/book an appointment with their AM if they wish to speak to them on a 1-1 basis.

Below is a guide to topics which you may wish to discuss with your Academic Mentor at various points in the year. This is intended as a guide– your pattern of meetings with your Mentor may differ depending on you and your Mentor's timetable and needs. NB: Mentors will combine AM sessions on specific topics into group sessions for their mentees, where sensible. However, they will continue to be available for 1-1 advice if students book appointments outside of the suggested timetable laid out below.

Remember that, subject to availability, you can book meetings with any faculty (both within the Social Policy Department as well as within other Departments) This is a valuable resource for taking advantage of faculty's specialist knowledge!

In addition, remember that you have been organised into Academic Mentor groups for your first year. You should think creatively about how you could use these productively – are there any topics or subjects it might be helpful to



discuss with your peers? As an Academic Mentor group, would you like to discuss any issues collectively with your AM? You are particularly encouraged to use your Academic Mentor groups throughout the year as a source of support and peer feedback in relation to your work.

Academic Mentoring Programme

	Year 1	Year 2	Year 3
Autumn Term			
Welcome Week / Week 1	<i>*This may be in a group*</i> › Introduction to the AM Role › Course selection › This meeting will include: 1. An Introduction to the AM role 2. Peer Group introductions/getting to know one another 3. Signposting to Departmental and School support 4. Course Selection 5. Aims and objectives for the year	<i>*This may be in a group*</i> › Course selection › Year 2 aims and objectives	<i>*This may be in a group*</i> › Considering Year 2 results › Course Selection › Year 3 aims and objectives
Week 3-7		<i>*This may be an individual meeting*</i> › Considering Year 1 results › Assessment feedback › Progress so far	<i>*This may be an individual meeting*</i> › Exam/Online Assessment feedback › SP399 Dissertation planning
Week 7-10	<i>*This may be an individual meeting*</i> › Progress so far › Assessment feedback		<i>*This may be an individual meeting*</i> › Progress so far › Assessment feedback › SP399 Dissertation final title confirmation (Week 10)



Year 1	Year 2	Year 3
Winter Term		
Week 1-2 <i>*This may be an individual meeting*</i> › Progress so far › Assessment feedback		<i>*This may be an individual meeting*</i> › Progress so far › Assessment feedback
Week 3-4	<i>*This may be a group*</i> › Beginning to think about your SP399 Dissertation › Progress so far › Assessment feedback	<i>*This may be an individual meeting or in a group*</i> › SP399 Dissertation progress meeting
Week 7-11 <i>*This may be an individual meeting*</i> › Progress so far › Formative feedback	<i>*This may be an individual meeting*</i> › SP399 Provisional research area discussions	<i>*This may be an individual meeting*</i> › Progress so far (including, but not limited to, SP399) › Assessment feedback › SP399 Dissertation draft (week 10/11)

Year 1	Year 2	Year 3
Winter Term		
Weeks 1-3 <i>*This may be in a group*</i> › Exam/ST assessments planning meeting › Which courses interest me for next year?	<i>*This may be in a group*</i> › Exam/ST assessments planning meeting › SP399 first meeting with new AM › Next steps with dissertation research › Which courses interest me for next year?	<i>*This may be in a group*</i> › Exam/ST assessments planning meeting
Week 4-7		<i>*This may be in a group*</i> › What next after my degree? Linking to LSE Life and Careers

* Please note that in addition to these Academic Mentor Group (AM) meetings, each student can book appointments with their AM where necessary – in most cases, these can be booked through the Student Hub. Details on how to book appointments with all faculty can be found on the Department's [People webpage](#).



Other Support For You

You can speak to the Undergraduate [Programmes Support Team](#) at any time if you need support throughout your studies.

The team is based in the Programmes Support Office (OLD 2.03). The office is open Monday-Friday, 10am-4pm with the exception of opening 12-4pm on Wednesdays. (Opening hours may vary during School Closure periods).

You can arrange an appointment to speak to a member of the team via the Student Hub or alternatively by visiting the Programmes Support Office in person.

Further details on how to book an appointment and office opening hours will be provided as part of your programme induction.

You can also contact the team by phone: 0207 955 6001 or by email: socialpolicy.ug@lse.ac.uk.



Section 14: Examination and Assessment



Formative Assessment

Formative (non-assessed) coursework is designed to prepare you for the summative (assessed) work that you will complete later in the course. Formative assessment might include essays, problem sets, presentations or quizzes. The purpose is to provide you with an opportunity for feedback on your work. Courses on your programme of study will include some kind of formative assessment and you will be given full information about the required piece(s) of work by the course convener and/or your Programme Support Team.

Summative Assessment

Summative assessment counts towards your final degree award. Summative assessment may take the form (for example) of a written online assessment, an essay, a quiz, a presentation, or a combination of two or three modes of assessment. The modes of summative assessment are set out in each course guide and you will be given full details of your summative assessment by your Programme Support Team.

Extensions

If you have difficulties in the lead up to an assessment deadline but think you may be able to successfully submit if you had extra time, you can seek an extension request.

You should usually make your request early enough to allow time for a response to your request (e.g., a few days to a week before your deadline).

Extensions will be granted only where there is good cause backed by supporting evidence (e.g., a My Adjustments or medical certificate), and where the circumstances are unforeseen and out of the student's control. All evidence must be in English and or accompanied by a certified translation.

You can find further information on the Department's extension process [here](#).

Please also see the ['Extension Policy' section](#).

Exceptional Circumstances

Exceptional circumstances are those which you feel may have had a significant impact on your academic performance during an exam or other summative assessment. Such circumstances might include, but are not limited to, illness, injury, or bereavement. If you wish to make the Sub-Board of Examiners aware of



your circumstances and how these have affected your performance, please complete the Exceptional Circumstances form. The form should be accompanied supporting evidence of your circumstances (such as doctor's letter, hospital note, death certificate or police report).

Penalties for the Late Submission of Summative Coursework

If you do not submit a piece of summative assessment by the set deadline (or extended deadline as appropriate), a late penalty may apply. Further information about the penalties for summative work can be found [here](#).

Where an assessment is submitted late it may be possible to consider your reason(s) for late submission and determine whether or not to apply a penalty; in cases such as this, please contact the Undergraduate Programme Support Team (socialpolicy.ug@lse.ac.uk) as soon as possible after submitting your work, to explain why you could not submit on time.

If you encounter exceptional difficulties outside of your control which prevent you submitting on time during the assessment window, you may also want to submit Exceptional Circumstances within the normal deadline.

Word Limits

Any written work for Social Policy courses will specify a word limit and you should not go beyond this when writing your work

If a piece of coursework exceeds the set word limit, the markers will make a judgement based only on the content up to the word limit.

Other Departments may have different rules on word limits, so do be sure to check these if you are taking courses from Departments outside of Social Policy, before you start your work!





Section 15: Social Policy – Departmental Assessment and Feedback Strategy¹





Section 1 – Assessment Aims

Social Policy is an interdisciplinary and applied subject concerned with the analysis of different societies' responses to inequality and social need. The Department's teaching and assessment approach builds on LSE's commitment to connecting theory with empirical research, and the application of research to 'real world' policy problems.

Learning outcomes

Upon successful completion of their studies, students will be able to:

- Outline and evaluate contemporary concepts and empirical evidence in relation to the main areas of social policy formulation and implementation
- Critically evaluate the suitability, implications and effects of social policies in different social sectors and across different national contexts
- Construct persuasive, theoretically informed oral and written arguments in relation to key debates in contemporary social policy
- Apply a comprehensive understanding of social policy as a multi-disciplinary field of study to the analysis of social problems
- Understand and deploy basic qualitative and quantitative research skills in the study of social policy problems

Each degree programme also has specific learning outcomes linked to QAA standards.

Each programme has a conceptual "spine" of core courses which, in combination with option courses, ensure the full range of learning outcomes.

Section 2 – Assessment Process

The Department provides a combination of different assessment methods within each programme. This approach ensures students develop the relevant knowledge and skills, and allows the Department to test their learning effectively.

Formative assessment develops the knowledge and skills that students come to LSE to acquire. Formative assessment is a compulsory part of the programme and may include class/seminar discussions and presentations; essays; problem sets; dissertation proposals and mock assessments. Formative assessment does not count towards the calculation of a student's overall degree classification.



Summative assessment tests whether students have acquired the learning outcomes that are described above. This is achieved through a variety of methods including closed book and take-home examinations, presentations, coursework and dissertations. *Summative* assessment counts towards the calculation of a student's overall degree classification.

Marking:

The Department has a **general marking framework** for BSc students which can be found on **page 42**.

A number of courses have their own versions of the above marking frameworks, adapted to reflect the specific requirements for that course. These can be found on the Moodle page for these courses.

There are three forms of marking which the Department uses:

For courses which use 'double-blind' marking, first and second internal examiners mark each piece of summative work separately, and without any identification of the candidate. The two markers then agree the final internal mark.

Some courses use a method of 'Sighted double marking', where all work is examined anonymously by two examiners (as with double-blind marking), but the second marker has sight of the first marker's marks when reviewing the work.

Some courses use 'single-marking with moderation', where each script is marked by a first marker, and then a selection of scripts are 'moderated' by a second marker to ensure marking standards are consistent. If the moderator finds any inconsistencies, scripts are re-marked.

Careful consideration is given by both the Department and School to ensure that appropriate methods of marking are used on each individual course.

External Examiners receive a representative sample of scripts and other assessed material from each course to review and confirm that internal marking has been consistent and of an appropriate standard.

Marking Schemes for the Award of a Degree



Section 3 – Feedback

What is feedback?

- Feedback is information about students' work that they can use to make improvements.
- Feedback is an integral part of the teaching and learning process.
- Feedback is a two-way process which is most effective when students engage with it fully.

The Department is committed to providing timely, regular and constructive feedback to students and promotes 'feedback literacy' among all its teachers and students. We ensure students understand the full range of feedback methods and opportunities available to them. This encourages them to engage actively with feedback, by learning to recognise when feedback is being given, the different forms it takes, and by understanding how best to use it.

When and how is feedback given?

Feedback is given in accordance with the **School's Academic Code** and the Department makes every effort to ensure that it is delivered in a timely and effective manner.

Formative

Feedback on *formative* work is normally provided within three term-time weeks of the submission deadline. It is provided to support and foster student learning, and to prepare students for *summative* work. Assignments are returned to students with constructive commentary and guidance for future progress. Feedback is provided in two main forms: in writing (normally using the standard form, including a mark), or orally (students are expected to take notes).

Students are also provided with additional feedback opportunities at Academic Mentor meetings and Advice and Feedback Hours.

Summative

For assessments set in Autumn or Winter Term: feedback is normally provided to students within five term-time weeks of submission and, where possible, prior to future summative assessment.



For assessments set in the Summer Term: for students whose degree programme is continuing, feedback is normally provided within four weeks of the beginning of the following term

Final year graduates can request feedback on their dissertations which will be delivered within four weeks of the beginning of the following term in which the dissertation was submitted.

Further guidance on how to make the most of feedback to improve future performance can be found on each course's Moodle page.

Section 4 – Communication

Students are informed of the guidelines on assessment and feedback through the following platforms:

- This Departmental Assessment Strategy document is included in each programme handbook.

The main formal opportunities students have to receive and discuss feedback are:

- Meetings with Faculty
- Advice and Feedback Hours
- Via email
- Via Moodle

Students are expected to:

- Understand when feedback is being given and what it means
- Ask the person giving feedback for clarification if it is not clear
- Discuss feedback with fellow students – peer review can also be useful feedback

BSc Marking Framework

Here is a link to a [helpful guide](#) on how to make the most out of your feedback. You will also find this on each Moodle course page for your UG courses.



Criteria					
Class	Mark	Structure and clarity of expression	Awareness And use of literature	Knowledge base and understanding	Argument/critical analysis and conclusion
I	80+	Exceptionally well rounded argument; persuasively written	Excellent use of extensive literature well beyond the reading list which is impressively exploited	Excellent understanding and outstanding exposition of relevant issues; impressively well informed; insightful awareness of nuances and complexities. No major room for improvement, given constraints of essay form	Argument marshalled in an outstanding manner with excellent integration of theory/conceptual framework; searching questioning, unbiased approach; unambiguous evidence of original and independent thought.
	70-79	Excellent, logically developed argument; very well written	Very good use of wide range of literature to support argument / points	Very good understanding and exposition of relevant issues; well informed; good awareness of nuances and complexities	Well constructed arguments with appropriate use of theory/conceptual framework; questioning, unbiased approach; clear evidence of independent thought; good demonstration of originality of thought
	II.i 60-69	Well developed argument; well expressed	Good use of wide range of literature to support arguments	Clear awareness and exposition of relevant issues; some awareness of nuances and complexities but tendency to simplify matters	High standard of critical analysis with appropriate choice and use of theory/conceptual framework; some questioning of literature
	II.ii 50-59	Adequately presented argument; meaning generally clear	Adequate use of standard literature to support arguments	Work shows understanding of issue but at superficial level; no more than expected from attendance at lectures; some irrelevant material	Appropriate choice and use of theory/conceptual framework; attempts analysis
III	40-49	Confusingly structured and argued; meaning unclear	Use of narrow range of standard literature to support arguments	Establishes some relevant points but superficial and confused; much irrelevant material	Weak understanding or use of chosen theory/conceptual framework; too descriptive and/or analysis too superficial
Fail	<40	Lacking structure and meaningful argument; difficult to understand	No significant reference to literature	Very little or no understanding of the issues raised by the topic or topic misunderstood; content largely irrelevant	No choice or use of theory/conceptual framework; essay almost wholly descriptive; no grasp of analysis with many errors and/or omissions



Section 16: Marking framework – BSc programmes





This is a **guide** to the principal criteria used for the marking of both assessed and “formative” written work. You should check Moodle for tailored marking frameworks for specific courses. The descriptors given are merely illustrative of the standards that markers apply. Feedback from markers will usually include specific comments under each of the four headings below. Overall marks/grades awarded will reflect an **overall** judgement, based on all four criteria, but will additionally take account of the extent to which students have substantively answered the question(s) set.

Marking framework: BSc programmes

This is a **guide** to the principal criteria used for the marking of both assessed and ‘formative’ written work. The descriptors given are merely illustrative of the standards that markers apply. Overall marks/grades awarded will reflect an **overall** judgement, based on all four criteria, but will additionally take account of the extent to which students have substantively answered the question(s) set.



Section 17: Academic Integrity and Academic Misconduct





The Department and the School takes Academic Integrity seriously, and Academic Misconduct – including Plagiarism and unauthorised use of Artificial Intelligence – can have serious consequences.

Plagiarism

The School section provides some information regarding plagiarism. Please read the information in this section carefully. It is important to understand the School's definition of plagiarism and to avoid plagiarising in your work, as the School and Department take this very seriously.

We want to support you to avoid plagiarism. Here are some ways in which you can find more information on study skills, citation and referencing:

The [LSE Life webpage](#) and [Moodle site](#), or speaking to your Academic Mentor. They are there to help!

You can also find further help and information via the Department's [webpages](#).

Detection of Plagiarism

Examiners are vigilant for cases of plagiarism and the School uses text matching software to identify plagiarised text. Work containing suspected plagiarism may be referred to an Assessment Misconduct Panel, which may result in severe penalties. In a case of suspected plagiarism, the Department will act according to the School's Regulations on Assessment Offences.

The Department of Social Policy does permit you to run your work through a plagiarism detection software called 'Turnitin' before you submit, so that you can make sure that you are not inadvertently plagiarising in your work. More information can be found on course Moodle pages.

Use of Artificial Intelligence

Please be aware that unauthorised use of Artificial Intelligence constitutes Academic Misconduct, and will be treated seriously according to the School's regulations.

Each course in the Department of Social Policy includes on its Moodle page a statement as to whether AI can be used in that course, and guidance as to how it



can be used if it is allowed. You must adhere to this guidance – not doing so will also constitute Academic Misconduct.

Please note: as the decision on whether AI use is allowed (and to what extent) on each course is made by the Course Convenor, please make sure that you adhere to each course's guidance for assessments on that course.

Please also note that what is allowed in other Departments/courses elsewhere in the School may differ -if you are taking an external course, please make sure to check what is their policy on AI use and make sure to follow this for assessments in those courses.



Section 18: LSE100





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

Your LSE100 Theme

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

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

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

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

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



How will I study in LSE100?

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

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

How will I be assessed?

Your LSE100 mark is based on two summative assessments:

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

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

Chat with the LSE100 Team

If you have any questions, please get in touch at LSE100@lse.ac.uk 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](#).





Section 19: LSE beyond your department





- > Own your learning
- > Centre your self
- > Build your community
- > Broaden your horizons
- > Make your impact
- > Expand your skills
- > Shape your future





LSE beyond your department

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

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

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

LSE LIFE – your personal guide to LSE

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

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



Own your learning

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

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

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

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

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



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

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

Three ways to start

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

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





Centre your self

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

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

Unwind and recharge: make time to relax and enjoy yourself

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

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

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



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

Three ways to start

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

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



Build your community

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

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

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





Find your people at LSE

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

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

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

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



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

Three ways to start

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

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



Broaden your horizons

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

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

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

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

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

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



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

The world at your doorstep

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

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

Three ways to start

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

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



Make your impact

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

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

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

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

Discover more – **LSE LIFE: Change the wider world**



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

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

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

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





Support your peers

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

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

Three ways to start

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

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



Expand your skills

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

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

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

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



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

Reflect on your skills

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

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

Three ways to start

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

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



Shape your future

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

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

Ask an Alum

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





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

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

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

Three ways to start

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

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



Section 20: Navigate your LSE





- > Navigate your LSE
- > Term dates and LSE closures
- > Systems and online resources
- > Your programme and courses
- > Exams and assessments
- > Codes, charters, and action plans
- > LSE campus





Navigate your LSE

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

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

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

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

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



Specialist guidance and support

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

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

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

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

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

- **Wellbeing and counselling**

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

- **Disability and mental health**

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

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

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

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



Term dates and LSE closures

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

Academic year 2026/27

Welcome week Friday 18 September – Friday 25 September 2026

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

Reading week Monday 2 November – Friday 6 November 2026

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

January exam period Monday 4 January – Sunday 10 January 2027

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

Reading week Monday 15 February – Friday 19 February 2027

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

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

Spring exam period Tuesday 4 May – Friday 11 June 2027

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

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



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

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

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

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

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





Systems and online resources

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

System	What it does	Find out more
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.	Claude for Education ; Academic integrity
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.	e-Exams ; Exams
eduroam	The Wi-Fi network available across LSE and at universities worldwide. Connect using your LSE email address and password.	eduroam at LSE
Library Search	The online catalogue for finding books, journal articles, and other materials held by the LSE Library.	Library Search ; Library
LSE Calendar	The official publication containing programme regulations, classification schemes, assessment offence regulations, appeals regulations, and codes of practice.	LSE Calendar
LSE for You	LSE's system for completing your course selection.	LSE for You
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.	LSE LIFE events



System	What it does	Find out more
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. 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</u> ; <u>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</u> ; <u>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</u> ; <u>Paying fees</u> ; <u>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>



System	What it does	Find out more
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.	Academic misconduct guidance ; Moodle

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



Term	What it means	Where next
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.
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.



Role	Who they are
Departmental Tutor	A senior academic responsible for running undergraduate studies in your department. They handle complex academic or personal issues your academic mentor cannot resolve, and consider requests around interruption, programme transfer, and exceptions to programme regulations.
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](#) earlier in this handbook for more opportunities.





Exams and assessments

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

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

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

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

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

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



Who can I talk to?

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

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

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

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

Academic integrity

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

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

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

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

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



Who can I talk to?

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

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

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

When something affects your work

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

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

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

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

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



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

Who can I talk to?

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

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





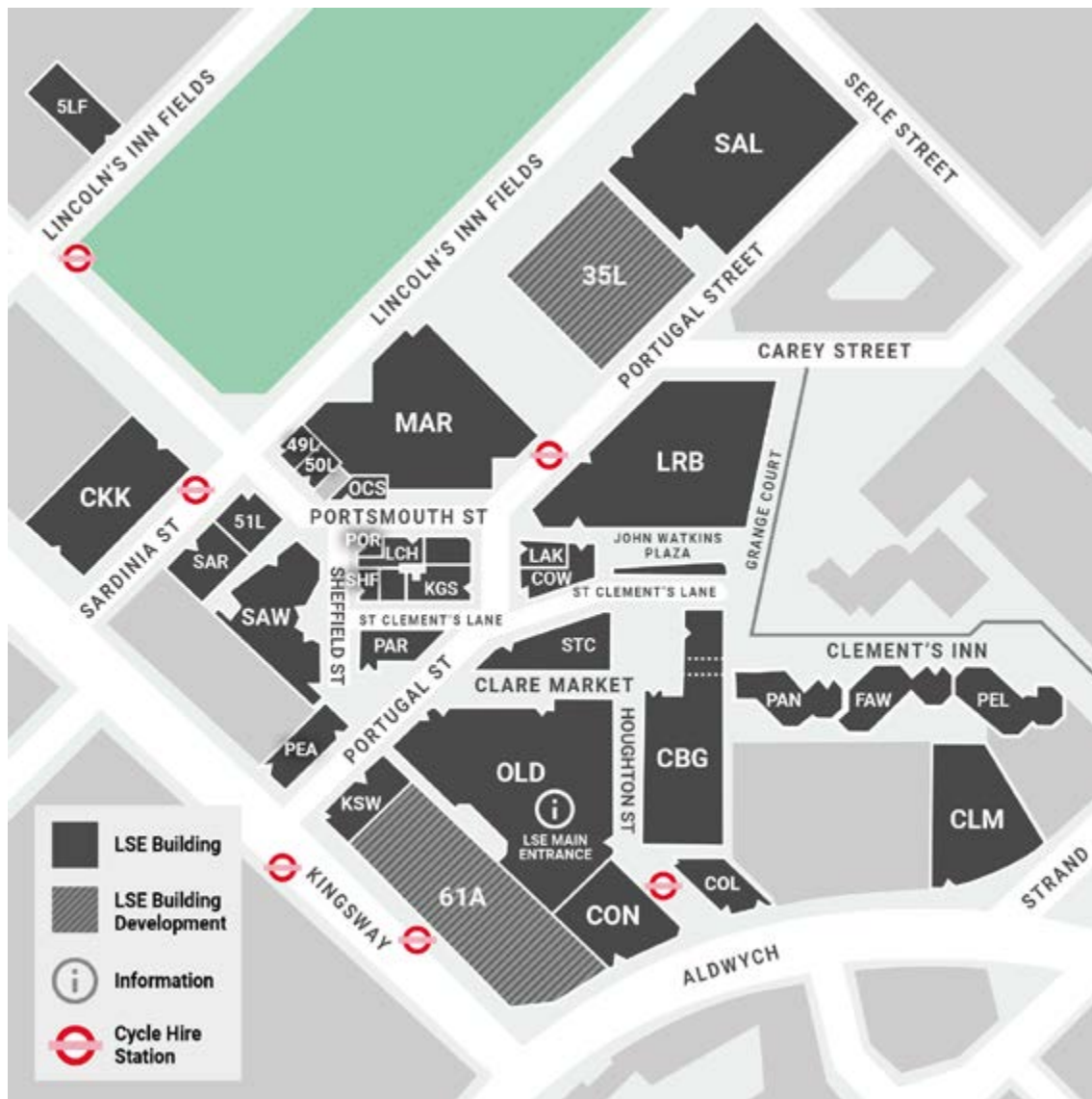
Codes, charters, and action plans

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

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



LSE campus



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

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

lse.ac.uk/social-policy



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