



THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE ■

Welcome to the Department of Media and Communications

MSc Handbook 2026/27



lse.ac.uk/media-and-communications





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Section 1: Head of Department





Welcome to the Department of Media and Communications at LSE!

We are excited for the academic year to start and keen to offer you a stimulating and rewarding learning environment as well as a supportive community over the year ahead, opening the doors to a wide universe of inquiry and discovery across our programmes.

There is no better time to study and critically reflect on the impact of media and communication on society. Recent years have shown how pivotal and crucial media and a wide variety of digital platforms have become to our everyday lives, as well as other spheres. We learned first-hand about the opportunities media and communication offer in that regard, but we also became acutely aware of the many limitations and a whole range of contemporary challenges with regard to media and communication, be they political, ethical, social, cultural and economic.

These challenges point towards the great importance of ethical values as well as social and political rights, but also to how these values and rights are increasingly being undermined in fundamental ways.

We look forward to discussing and critically assessing with you the rapid, deep and widespread changes taking place in the media, communications and digital environment, in conjunction with increasing calls for action in view of more social justice across the world.

Together my colleagues and I wish you a rewarding and thought-provoking intellectual journey.



Professor Myria Georgiou
Head of Department



Section 2: Key Department Information





Department Location

We are based on the 6th and 7th floors of Fawcett House and the 7th floor of Pethick, Lawrence House.

Contact details:

Department of Media and Communications
London School of Economics and Political Science
Houghton Street
London
WC2A 2AE

The Department's Student Common Room is for use by students registered on Media and Communications programmes. The Departmental kitchens are available to all MSc students in the Department.

Contacting Staff in the Department

The following email addresses are monitored by more than one staff member.

- [**Media.MSc@lse.ac.uk**](mailto:Media.MSc@lse.ac.uk) – for MSc admissions, current students and alumni queries (except for assessment)
- [**Media.Assessment@lse.ac.uk**](mailto:Media.Assessment@lse.ac.uk) – for MSc assessment queries
- [**Media.Research@lse.ac.uk**](mailto:Media.Research@lse.ac.uk) – for Research and PhD queries
- [**Media.Visitors@lse.ac.uk**](mailto:Media.Visitors@lse.ac.uk) – for Visiting Fellow/Professor queries

Contacting Academic Staff

Academic staff can be contacted during Feedback and Advice Sessions (drop-in sessions and bookable meetings). Use the 'Bookings' facility on the Student Hub to book Feedback and Advice Sessions.

You may drop in without booking an appointment during drop-in sessions. Academic staff do not hold Feedback and Advice sessions during reading weeks or outside term time.



Academic Mentors/Supervisors

At the start of Autumn Term (AT) each of you is assigned an Academic Mentor, whose role is to:

1. Provide you with academic guidance and feedback on students' progress.
2. Provide pastoral guidance on non-academic issues and refer you, as necessary, to the appropriate support services within the School.
3. Implement the provisions outlined in Inclusion Plans, in liaison with the School's Disability and Wellbeing Service.
4. Comment on and provide general assessment of your progression.
5. Update the Department if your attendance and progress is not satisfactory.

You should maintain regular contact with your Academic Mentor through direct one-to-one meetings (at least twice a term during Autumn and Winter term and once in Spring term) and through regular email contact as needed.

Towards the end of AT, you will be assigned a Dissertation Supervisor who takes over the role of the Academic Mentor and in particular advises you on your dissertation, although you can consult any member of staff on questions related to dissertation research. It is your responsibility to attend group supervision sessions, where attendance is mandatory, and to make appointments to see your Supervisor during Feedback and Advice Sessions.

Contacting Professional Service Staff

The Department's administration team is based in FAW.6.01J, and is open to queries from you all year round via email, virtual or in-person meetings. Please check the departmental Moodle page for opening hours.

Our email addresses are:

Media.MSc@lse.ac.uk

Media.Assessment@lse.ac.uk

It helps us if you mention your programme or course, and your LSE ID number in email messages.



Section 3: Feeding Back to the Department





Student/Staff Liaison Committee (SSLC)

The Department of Media and Communications has an MSc Student/Staff Liaison Committee (SSLC), which comprises student representatives (reps) from each of the MSc programmes, along with programme directors and other key staff from the Department. This committee meets termly to provide a forum for students to discuss issues with staff that affect the student body as a whole. Dates for the termly meetings can be found on Moodle and reminders sent to elected reps via email.

Programme representatives (two per programme in any given term) are chosen by you as early in the Autumn Term as possible. It is up to students in each programme to decide how to select these representatives. Student representatives are expected to represent the whole cohort in their programme, to feedback accurately, and be responsible for representing the views of their peers. Names and contact details of student representatives, and agendas and minutes of SSLC meetings will be published on Moodle.

Student suggestions and concerns

If you have any suggestions or concerns, we aim to respond to these constructively and as promptly as possible. Specifically, if you have a concern about a course, your programme or any aspect of the Department's activities, you are invited to raise this as early as possible with any of the following:

- The relevant course teacher or Course Convenor
- Your Programme Director
- The relevant Student/Staff Liaison Committee (SSLC) student representatives for your programme
- The Head of Teaching Delivery
- The Deputy Head of Department (Education)
- The Head of Department



If you wish to raise any issues with individual members of staff, you should first try and speak directly to this person. If it is to do with the course in general or you feel talking to the individual teacher has not solved anything, speak to the Course Convenor. If an issue is related to your programme, speak to your Programme Director.

If the issue is more sensitive and you need guidance in how to approach it, please speak to a member of staff whom you trust and/or your Academic Mentor/ Supervisor or your Programme Director. If things cannot be resolved in these places, then you can speak to the Deputy Head of Department (Education) or the Head of Department.

Please note, the School has a procedure for student concerns and complaints. Should you decide to express a concern or to pursue a complaint outside the Department, we ask that you also inform the Head of Department so that they are aware of any problems.





Section 4: Teaching Delivery





Our MSc programmes and courses:

- MSc Global Media and Communications (LSE/Fudan)
- MSc Global Media and Communications (LSE/USC)
- MSc/MA Double Degree in Media, Culture and Global Cities (LSE/NYU)
- MSc Media and Communications
- MSc Media and Communications (Data and Society)
- MSc Media and Communications (Media and Communication Governance)
- MSc Media and Communications (Research)
- MSc Media, Communication and Development
- MSc Politics and Communication
- MSc Strategic Communications and Society

Programme structure

All the MSc programmes offered by the Department, with the exception of the two-year MSc Global Media and Communications, run for a year through to submission of the dissertation in August. All programmes except for the MSc Global Media and Communications can be taken part-time over two calendar years. The online School Calendar contains programme regulations and details compulsory and suggested optional courses.

Courses

The online School Calendar contains official course information. The information given in the Calendar takes precedence over all other sources and should be regarded as the central point of reference. Graduate Course Guides for all courses taught in the School give an outline of the syllabus, an introductory reading list, and information on assessment.



Teaching

Teaching hours

Most half unit courses in the Department of Media and Communications are taught as a weekly lecture (1 hour or 1.5 hours) and a weekly seminar (1 hour or 1.5 hours). Some half unit courses have an additional film screening or practical component.

Check the Calendar entry for each course for further details, and for information on courses outside this department. Faculty use one weekday as their research day (most use Friday in our Department). The Department's professional services staff are available Monday – Friday in the main PSS office (FAW.6.01J). You can also contact the team on media.msc@lse.ac.uk or media.assessment@lse.ac.uk.

Lectures, seminars (or classes) and workshops

Lectures may be delivered to large groups of students, depending on the numbers of students who select that course. Lectures will be delivered prior to attendance in the seminars.

Seminars are normally taught in smaller groups of 15-17 students by faculty, LSE Fellows and Guest Teachers, with support from Graduate Teaching Assistants.

MC499.2 Study Skills Workshops are taught by Graduate Teaching Assistants. You are required to attend regularly and to participate in seminars, attendance is recorded.

Lectures start in the first week of term (AT1 and WT1). Seminars start in the first or second week of term (AT1 or AT2, and WT1) – please check the timetable and speak to the course convenor.

Units and courses

Students are required to take four units to complete an MSc programme. These are made up of taught courses to the value of three units and the Dissertation to the value of one unit. Some courses are equal to one unit; most are equal to a half unit. Each programme has compulsory courses and optional courses. Part-time students normally take courses to the value of two units in each year of study.



Compulsory courses

The compulsory courses are the central focus of each MSc programme, providing an advanced understanding of theories, concepts and methods in media and communications research. There are departmental compulsory courses that every student must take, and, in addition, your programme has a compulsory course that is tailored to that programme and not open to students on other programmes. For the dissertation, students conduct original research which develops their particular interests.

Optional courses

Students will choose optional courses to the value specified in their programme regulations, selected from the lists of all available options. Programmes have lists of suggested options that suggest a pathway tailored to your programme. You may wish to consider these optional courses, however, these are only recommendations.

Courses are usually taught only once in each academic year (i.e., courses taught in the Autumn Term are not offered again in the Winter Term). Consider how your option choices will affect the balance of your workload over the year – especially with regard to assessment that you may have to undertake during the breaks – and be realistic about what you can do in Autumn Term.

Research ethics policy

You should familiarise yourself with the LSE Research Ethics Policy. The School attaches considerable importance to the maintenance of high ethical standards in research undertaken by its staff and students. You will be asked to submit an online ethics form to your Supervisor in connection with the Methods summative essay and in connection to the dissertation in the Winter Term. Instructions are provided in the department's Dissertation Guide and more information can be found on the MC499 and MC4M1/2 Moodle pages. You need ethical approval from your Supervisor for any empirical work conducted as part of your MSc. This includes the MC4M1/2 summative assignment, the dissertation and any other research work conducted for courses that are part of your MSc.



Course availability

Students in the Department can take most MC-prefixed courses on offer as long as they are not core courses on other MSc programmes. Access to optional courses, both within this Department and in other departments, is often limited. Controlled access courses are either 'capped' (i.e., their availability is limited by numbers) or 'restricted access' (i.e., their availability is limited by other criteria). Students may request approval to take controlled access courses through LSE For You (LFY), with some courses requiring a statement in support of your request. Full unit courses are taught across Autumn and Winter Terms. Most half unit courses are taught in either the Autumn or the Winter Term.

Course registration

All your course choices are subject to the final approval of your MSc Programme Director and will be reviewed during AT2. If your choices are approved this will be indicated on LFY; if your Programme Director needs more information or wants to speak to you before approving your choices, this too will be indicated on LFY. You may also receive an email asking you to contact the Department about your course choices.

You must select four units of courses including your choices for the Winter Term before the course choice system closes in AT2, except for Part-time students who may only select up to 2.5 units. For all courses, please refer to the online Calendar.

Dropping courses

You are able to withdraw from a course you have selected, if you do so prior to the Course Choice session closing for that specific term. You may not select or change a Autumn Term course after LFY Graduate Course Choice closes in AT2. You must make all your course choices, for both Autumn and Winter Terms, by the time the Graduate Course Choice system closes in AT2, thereafter, students may not drop a Autumn Term course and replace it with a Winter Term course. All changes to course selection will be subject to the approval of your Programme Director.



Attendance/absence

Students are required to attend the School for the full duration of each term. Students who wish to be away for good reasons in term-time must first obtain the consent of their Supervisor. Students away due to illness or other reasons must inform their Programme Director, Supervisor and seminar teachers and, where the absence is for more than two weeks, the Student Services Centre. Students are required to attend seminars and attendance will be recorded in LFY on a weekly basis. Supervisors have an overview of the seminar attendance registers in LFY and will follow up if you are not attending regularly. You should also be aware of any attendance requirements placed on you by your funding body and/or your visa status.

Full-time students

All full-time students must select courses to the value of FOUR units only. This includes compulsory courses, for which students are automatically registered, and option courses, for which students must register, to be taken in both AT and WT. You must not de-select the compulsory courses for your programme. You must not de-select MC408 and MC499. You must not de-select MC4M1 (or MC4M2 for Research Track students).

Controlled Access' Courses

As noted above, some courses are 'capped' or have 'restricted access' so an application note will have to be written to the person teaching the course before it can be selected (see above for more information). If a personal statement is required, this will be indicated on the LFY course choice system.



Registering for Seminar Groups

Students should sign-up for seminar groups via LFY after registering for a course. In some instances, the teacher will assign a student to a seminar group.

For MC4M1 please review the MC4M1 handbook for further details regarding registration of seminars and workshops. All relevant information will be provided during the first lecture in Autumn Term.

LSE courses are generally taught between 09:00 on Monday to 18:00 on Friday. Full time students should be available for classes at any time during that period.

For courses where the teacher does not pre-allocate groups, LFY allows you to select the seminar group of your choice, provided that places are available. If you have signed up for a course in another department, you will need to ensure that the outside option lecture and seminar do not clash with any of your allocated courses in the department.

Part-time students

Part-time students normally select courses to the value of TWO units in each year of study. The MC499 Dissertation should be selected in Year 2. Part-time students must meet the same requirements as full-time students over two years. It is the responsibility of part-time students to ensure that other commitments allow them to attend their lectures and seminars, complete written assignments and attend examinations. The Department will try to accommodate requests from part-time students who wish to sign up for specific seminars to avoid clashes with paid work.



Courses in other departments

Some courses are limited to a certain number of students. You should consult the department in which the course is offered, and follow the instructions given there.

If you are choosing a course offered by another department, discuss this choice with your Academic Mentor and Programme Director if it is not listed as an option for your MSc programme and with the course teacher (in accordance with any course restrictions as listed in the School Calendar). Students should note that at LSE the summative assessment differs by department so students should consult course convenor of the course they wish to take early in the term to verify methods of assessment and coursework submission deadlines.

Auditing courses

You may be permitted to audit lectures (attend without credit) subject to the approval of the course teacher, whom you must contact directly for permission. As an approved auditor you would be allowed to watch the recorded lectures during the academic year. As an auditor, you may not attend the seminars.





Section 5: Student Support and Community





Academic support

Make the most of the academic support on offer in your department. A major part of the Department's learning environment is the Academic Mentoring system.

Your Academic Mentor has oversight of your studies but can also support with pastoral issues, helping you to make the most of your time in the department. So do make sure to meet with them often, at least twice a term.

Professional development

In the Media and Communications Department you'll have the opportunity to develop a range of professional skills, from networking with alumni and industry speakers to honing your interview skills. We have a dedicated careers specialist based in LSE Careers, Shayna Main. Shayna runs programme-specific careers sessions, advising about subjects such as securing an internship, how to develop your CV, and many other topics. We work closely with Shayna using feedback from past and current cohorts to deliver careers sessions that are relevant and applicable.

Outside the classroom

We host numerous extra-curricular events and activities just for our students.

These range from conversational and casual events, allowing you to explore new ideas and current affairs topics, to seminars featuring faculty, alumni and other speakers who discuss their work and career. The Department hosts several events as part of the LSE Public Events Series so make sure to attend these. Our event series covers a range of topics with recent speakers having included politicians, journalists, researchers and activists, speaking on a wide variety of issues.

The LSE Students' Union (lseyu.com) has over 200 societies with something for everyone! There are societies for sports, arts, cultural groups, career, politics, academic subjects, faith groups, and much more. So, make sure to check this out either during their Welcome Freshers Fayre or at any point during the year to take advantage of the range of experiences on offer.



Polis

Polis is the journalism think tank based in the Department of Media and Communications, with the mission to:

- Provide a forum for public debate on key issues in journalism.
- Provide a space where practitioners and academic researchers can deliberate the impact of mediation and journalism in our societies.

Polis hosts regular guest speakers, publishes research reports, runs a blog and social media to foster lively debate around the most topical issues in media and journalism. The director, Professor Charlie Beckett, is a regular commentator on journalism.

Follow Polis at [@PolisLSE](https://twitter.com/PolisLSE)





Community

The Department is a sociable community of staff and students, and we host a number of social events – starting with Welcome – where you’ll get to know each other and to help you feel at home with us. And moving on throughout the year, there will be more social events, attended by students and staff alike, to help you stay connected and to ensure ‘down time’ alongside your studies!

Studying in London also gives you plenty of opportunities to plan your own social activities, whether that’s visiting one of the many museums within walking distance, exploring London’s great outdoors, or going to one of the coffee shops, cafes or bars or pubs on campus.

There’s always plenty going on in the department – new opportunities, events, and community activities. We’ll keep you up to date with this via different mediums – our newsletter which we create specifically for our students and, also via our social media channels – Instagram, X and Facebook. So, do follow all of these to help you get absorbed fully into the Department community.

Support systems

There are lots of support systems here at LSE to help you to stay well and happy. Full details of these services can be found in this handbook and also on the Department’s Current Student webpages, but you can also approach anyone in the Department for more guidance about getting help and support when you need it: we’re all here to help so please never hesitate to get in contact.



Section 6: General Guidelines for Formative and Summative Assessment





The following includes general tips and guidelines to help you prepare for submission of your written work and for your unseen examinations.

Students can find the most up-to-date information, advice and guidance on all assessment and feedback in the Department of Media and Communications on the following webpage: lse.ac.uk/media-and-communications/study/secure/assessment-feedback

This includes information on:

- Assessment and feedback deadlines
- What are formative and summative assessments
- Coursework submission instructions
- Word count
- Assessment criteria
- Feedback
- Late submissions and penalties
- Extensions, Deferrals and Exceptional Circumstances
- Formal assessment procedures and regulations
- Marking process

Time planning

When choosing option courses try to avoid bunching work just before summative coursework deadlines. For MC prefixed courses taken in AT (except where the course is assessed via Spring examination) all summative coursework is due early in WT; coursework for courses taken in WT is due early in ST. It is your responsibility to be aware of, and plan for, coinciding deadlines. **Having several piece of coursework due on the same date is not sufficient justification for requesting an extension.** See submission deadlines in 'Key Dates' of this Handbook.

Preparation for examinations

You may decide to form small student-led study groups in preparation for examinations. You can revise based on previous years' questions or examination papers (for new courses or courses whose content has changed substantially since the previous year, specimen exam papers will be provided). Students are encouraged not to try to memorise model answers. Answers to exam questions are marked using the same general assessment criteria as those used for coursework essays and the dissertation.



Revision Feedback

Students will receive group advice from seminar teachers on their exam preparation techniques and suggestions about how to answer exam questions.

Students are expected to remain in London during the Summer Term period and make use of Feedback and Advice Hours.

Previous years' exam papers can be viewed on the LSE Library website.

Guidelines for essay writing

For each course, choose one of the essay topics/titles provided for the course in Moodle for your formative and summative assessment submissions. **Do not amend the essay title** unless you have the course teacher's explicit and agreed permission.

Every essay is different and several approaches to the same essay question are acceptable. Base your answers to essay questions on sources selected from the reading list, while also making use of other resources in the libraries to research your essay independently.

Note: Wikipedia is not a reliable and acceptable scholarly resource. It is advisable not to refer to course lectures or PowerPoint notes provided with lectures in your essay.

When most of the reading for an essay is completed, **draft an outline of the answer** which indicates the main arguments, the conclusions, and the content of the major sections of your essay.

The emphasis in the essay should be on **analysis and critical understanding**; avoid excessive description and long narrative.

Do not make the essay a summary of your notes. Focus on the theoretical argument, drawing on notes to fill out the substance of the essay.

Avoid a colloquial or casual style and adopt an **academic style of writing**. An academic style will aim for accuracy, logic and analysis. An exciting presentation of what you believe to be the case rather than what the literature supports will not compensate for the absence of accuracy, logic and analysis.

Include an **introductory paragraph** indicating how you will interpret the essay question, why this is an important or significant issue, and how the essay will provide an answer. **Define key concepts** as you use them and refer back to the question so that the essay is focused.



It is generally helpful to provide some **detailed examples of the issues discussed**. Case studies are sometimes appropriate, but these should be carefully justified and not dominate the essay. **Consider alternative arguments or contradictory evidence** that may raise problems for your argument and indicate how you might resolve these issues.

A **methodological focus** may be included: eg, what empirical difficulties are involved in addressing the question or operationalising concepts? Or a **historical focus: how** has the problem changed over time or how have people previously attempted to address the question? Decide what your focus is and do not attempt to include all possible approaches.

Include a **concluding section** in which you reflect upon the arguments and issues discussed in the body of the essay and link these back to the essay question. This conclusion may also refer forward to future developments in research and in society.

Include a **complete bibliography** at the end of the essay. The bibliography should follow a **standard system** of referencing consistently so that the reader can retrieve the texts cited. This means that author, title, date and place of publication, publisher and (in the case of journal articles and book chapters) page and volume numbers must be cited correctly.

Essays are retained by the Department as part of the examination procedure and are not returned to students. Ensure you keep your own copies.

Avoiding plagiarism/academic dishonesty

LSE statement on editorial help for students' written work

- Any written work you produce (for classes, seminars, examination scripts, dissertations, essays, computer programmes and MPhil/PhD theses) must be solely your own work. Specifically, you must not employ a "ghost writer" to write parts or all of the work, whether in draft or as a final version, on their behalf.
- This guidance should be consulted when you are considering whether to employ a third party such as a professional copy editing or proof-reading company when producing work in draft or final version.
- It also applies when you seek editorial help from other, non-professional third parties, such as fellow-students or friends.
- It is not concerned with the regular and iterative interaction between you and your tutor/Supervisor(s) on draft versions of your work throughout the registration period. Your tutor/Supervisor is not regarded as a "third party" for this purpose.



- If you contravene the LSE statement on Editorial Help, this will be considered an assessment offence and investigated in accordance with the Regulations on assessment offences: plagiarism.
- 1.** If you choose to employ a third party, it is your responsibility to give them a copy of this statement. When submitting work, you must acknowledge what form of contribution they have made, by stating for example, 'this thesis/ essay dissertation was copy edited for conventions of language, spelling and grammar by ABC Editing Ltd'
 - 2.** A third party cannot be used:
 - 2.1 to change the text of the work so as to clarify and/or develop the ideas and arguments;
 - 2.2 to reduce the length of the work so that it falls within the specified word limit;
 - 2.3 to provide help with referencing;
 - 2.4 to correct information within the work;
 - 2.5 to change the ideas and arguments put forward within the work; and/or
 - 2.6 to translate the work into English.
 - 3.** A third party can be used to offer advice on:
 - 3.1 spelling and punctuation;
 - 3.2 formatting and sorting footnotes and endnotes for consistency and order;
 - 3.3 ensuring the work follows the conventions of grammar and syntax in written English;
 - 3.4 shortening long sentences and editing long paragraphs;
 - 3.5 changing passives and impersonal usages into actives;
 - 3.6 improving the position of tables and illustrations and the clarity, grammar, spelling and punctuation of any text in or under tables and illustrations; and
 - 3.7 ensuring consistency of page numbers, headers and footers.
 - 4.** The third party shall give advice by means of tracked changes on an electronic copy or handwritten annotations on a paper copy or other similar devices. You must take responsibility for choosing what advice to accept, and must yourself make the changes to the master copy of your work.



Self-plagiarism

You must avoid significant overlap in the material submitted to different courses in both their formative and summative essays.

According to the **School's regulation on self-plagiarism**, a piece of work may only be submitted for assessment once. Submitting the same piece of work twice will be regarded as an offence of "self-plagiarism", however a student who fails an essay or dissertation can submit a re-worked version of the previous assignment.

Self-plagiarism relates to any piece of formative or summative work that you have submitted for assessment at the LSE or elsewhere. The rule against self-plagiarism does not prevent you from building on your previous work (for example, building on your formative work in your summative work or building on work for your methodology summative work, eg, your pilot design or sample, in their dissertation), however you should not repeat text from earlier assignments verbatim: instead, you should phrase that earlier text differently and, where appropriate, expand on your earlier work.

You should reference your own work if it has been published previously in a different context. Where your work has been published previously, the same rules apply as for plagiarism offences in relation to another person's work.

If you are in doubt, contact your course convenor, seminar teacher or your Mentor/ Supervisor.

Departmental guidelines

All work submitted as part of your formal coursework requirements must be expressed in your own words and must incorporate your own ideas and judgments. Each piece of work is an individual assignment that is intended to allow you to demonstrate your understanding of the current state-of-the-art. Students are required to submit a coversheet as the first page of each piece of coursework which includes a plagiarism declaration. **Plagiarism – that is the presentation of another person's thoughts or words as if they were your own – will be treated very seriously** by the Exam Sub-Board and by the School.

You may not share, with any other student, any wording, graphics, text or data files that form part of your assignment.



Direct quotations from the published or unpublished work of others must always be clearly identified as such by being placed inside quotation marks and a full reference to their source must be provided in a proper form. A series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as does a single unacknowledged long quotation from a single source. If you summarise another person's ideas or judgments, you must refer to that person in your text and include the work referred to in your bibliography.

Failure to observe these rules may result in an allegation of plagiarism. You must therefore consult your Supervisor if you are in any doubt about what is permissible. Plagiarism is treated seriously by examiners at UK universities and it could result in you failing your degree overall.

Plagiarism detection

In order to combat increasing occurrences of plagiarism, **the Department uses a plagiarism detection system called *TurnitinUK* for all summative coursework.** Summative coursework files submitted electronically to Moodle will be run through *TurnitinUK* and resulting originality reports will be made available to markers. For this reason, you must not use the *TurnitinUK* account of another student to assess your own work as this may result in a false positive result for plagiarism.

Artificial Intelligence, learning and assessment: Dept of Media and Communications Policy and Guidance

Every Department at LSE has its own policy on using AI tools in learning and assessment. Our Department policy is set out below. It is guided by the Department's pedagogical approach and is informed by students' experience of using AI, and the impact it has had on the quality of their learning and assessment.

AI-powered tools, which use artificial intelligence, often based on machine learning, to support (academic) learning, writing and research (e.g. grammar/spell checkers, search engines, referencing databases).

Generative AI tools, which are a sub-set of AI-powered tools that use deep learning and Large Language Models (LLMs) to produce outputs that more closely mimic human activities, thought processes and outputs.



Both AI-powered tools and generative AI tools include elements of agency: that is, they may act independently of what you ask them to do – this is a form of **agentic AI**. It means, for example, that if you ask an AI tool such as Claude to correct your grammar or review your writing style, it may also change the form and expression of your sentences and make suggestions that actually replace your own work with full phrases, paragraphs and sentences. Therefore, **in any context where students decide to use AI tools, we strongly encourage and expect students to be careful and reflective in their use.**

Using AI tools during teaching and learning

You **may use AI** tools during learning and teaching throughout the year, but you **may not use them** to auto-translate the spoken content of lectures, or to auto-translate spoken content during seminars. This contravenes the intellectual property rights of the teachers developing and delivering the content, and of students who may be presenting or contributing.

Please note that while we understand students may use AI tools to summarise or clarify key concepts in their courses, we expect all students to read the full original course readings themselves, and to fully engage with them and the lecture and seminar content. Using AI-generated summaries of readings or lectures to prepare for class will **not** be sufficient and acceptable for you to engage effectively in learning and participating in lectures and seminars.

Using AI tools in assessed coursework

AI tools may be used to support, but not replace, your own intellectual effort and writing in assessments.

We recognise that students may use AI tools to correct grammar, syntax, and spelling in their assignments. However, students should be aware that use of AI tools often results in making additional changes beyond your initial instructions. We are also aware that students may use AI tools to review drafts of their work. However, doing this repeatedly during the writing process may result in your final submission being heavily AI-generated. Both these cases may lead to inappropriate use of AI in your assessment and may form academic assessment misconduct.

It is not permitted to use AI tools to translate your essay from another language into English, regardless of whether the original essay is your own work.



It is not permitted to rely on AI-translated versions of course readings and lectures for your assessment. You are expected to use the readings and lectures as originally delivered in the course.

You must be particularly vigilant that your own work is not being replaced by AI writing. Even if you believe you are only using AI tools for basic spelling and grammar checks, or to review drafts, you may end up adopting AI-produced content because of the suggested changes the tools make, which are not always clearly identifiable. This would still constitute inappropriate use of AI tools in an assessment and can therefore be considered assessment misconduct.

The policy applies to all courses in the Department. If you are unsure about whether your use of AI tools is permitted, you should talk to your course leader.

You can find guidance and training from the School on using Claude and Microsoft Co-Pilot (licensed by LSE). We encourage you to complete the Moodle course on AI fluency: Framework and Foundations. and to engage with courses from the Digital Skills Lab to help develop your AI literacy.

Using AI tools inappropriately, whether deliberately, accidentally or unknowingly, constitutes academic misconduct.

The policy is a Department-wide policy and applies to all courses in our Department. The full policy can be seen on the Department Moodle page and on every MC course Moodle page. In brief:

You **may use** both AI-powered tools and generative AI tools during learning and teaching throughout the year, but you **may not use** generative AI tools to auto-translate the spoken content of lectures, or to auto-translate spoken content during seminars, because this contravenes the intellectual property rights of the teachers developing and delivering the content, and of students who may be presenting or contributing.

You **may use** AI-powered tools in the process of producing an assessment, but you may not use any generative AI tools in the process of producing an assessment.

You can find guidance and training from the School on using **Microsoft Co-Pilot** (licensed by the School), including **mitigating the risks of using it**, and on **developing your AI literacy** more generally.



Good practice for citations and referencing

if you are unsure about 'when to cite', ask your Supervisor or one of your course teachers and/or seek advice offered by the Library services.

Within the Department of Media and Communications, **the main recognised citation styles (eg, APA 6th, Harvard), if consistently applied, will be accepted in formative and summative coursework and dissertations.** For students who wish to use it, the Library supports Endnote software.

When should you cite the literature?

knowing how to cite and reference properly is an important part of academic good practice. It allows you to acknowledge the work of other authors in your field of study and avoid being accused of plagiarism.

'When to cite' often depends on the context. There are, however, some contexts in which a citation to prior work is essential:

- All use of direct quotations whether a few words or several lines from other works (published or unpublished, academic or other) should be cited together with a date and page number (for some Web-based materials which are not paginated, 'no page no.' should be indicated).
- All use of existing work (published or unpublished, academic or other), even if paraphrased, should be cited with a date.

All use of data drawn from figures, tables, etc, should be cited.

There are other contexts in which judgement is needed about when to provide a citation to previous work. Normally, if a student is developing an argument derived in some way from the work of someone else or using concepts defined in the literature, there should be a citation to that earlier work. This should appear close to the location of that discussion in the text. This does not mean that every paragraph must be accompanied by a citation but, in most cases, paragraphs without any citations are rare. The key is to inform the reader about where he/she can go to read the earlier work. It is also important to differentiate between the ideas of others and text which is an expression of your own argument.

If you are specifically discussing the work of a particular author, the text normally should say so and a citation to one or more relevant works of that author should be cited.



For example (using APA 6th style):

The concept of 'domestication' has been used extensively to examine how users of technology integrate new media services into their everyday lives (e.g. Silverstone, 1996: 76).

Or:

Globalisation is a term that has been used to refer to a wide variety of social, political and economic developments (see for instance, xxx, year; yyy, year). These authors develop their arguments in different ways. xxx (year, p.xx), for example, suggests that

... (in the following text, it would not normally be necessary to provide further citations to the same author, but when the text moves on to discuss a different idea or author, a citation normally should be included).

The same need for a citation applies when references are made to ideas/arguments presented in reports, newspaper articles, etc.

Look at published journal articles and course reading lists for examples of how to cite references and format bibliographies. The use of referencing software such as Endnote (available on all LSE computers), might help you organise your readings and aid in correct referencing in any format.

MC4M1 summative assessment: Self-plagiarism information

MC4M1 is a core module for students on all Media and Communications MSc programmes (**with the exception of Research Track students, who take MC4M2 - these students should follow the MC4M2 guidelines posted on Moodle when it comes to plagiarism and self-plagiarism**).

The summative assessment for MC4M1 requires you to produce a methodologically focused research proposal. While this proposal does not have to be related to your planned dissertation project, many students choose to write a proposal outlining the research they hope to undertake for their dissertation. As such, the MC4M1 summative very often provides the intellectual basis of your MC499 summative (dissertation).

Developing a research proposal that clearly sets out the methodological basis of your project is essential to ensure the research you undertake is methodologically sound. Through this preparatory work, you will set out a core research question and develop a realistic plan for research that enables you to address this, for which you will also provide a well-grounded rationale. Doing this will allow you to refine your methodological approach before you undertake the research itself.



Recognising that writing a research proposal and actually undertaking research are fundamentally linked activities, we encourage you to build upon your MC4M1 summative for your MC499 summative. To this end, you may re-use wording from your MC4M1 summative in your MC499 summative (dissertation). This should not, however, involve copying and pasting long passages of text. Instead, we expect your dissertation to significantly revise and update the framing you set out for your MC4M1 summative, even as elements remain the same across the two pieces of work.

This is because the research you eventually undertake after writing an initial proposal should evolve. This can include but is not limited to: modifying the research question; adjusting sampling procedures; amending or adapting the method; thinking differently about the contribution to knowledge. Moreover, by the time you have actually undertaken research, you will generally have a great deal more to say about matters of ethics and reflexivity (which can only be anticipated at the proposal stage).

Thus while your dissertation may build upon MC4M1 summative work, adapting this to inform your dissertation should not wholesale copying and pasting.

Please ensure that any content from your MC4M1 summative that you do include in your dissertation is properly signalled, using footnotes or endnotes to indicate relevant sections. Where this is not done, it will be considered self-plagiarism in accordance with LSE policy.

Finally, please note that the above applies to MC4M1 and MC499 specifically, and you are not permitted to re-use content from assessments across any other courses.

If you have questions about referencing or self-plagiarism, please contact your Supervisor or MSc Programme Director. The MC4M1 summative assignment will also be discussed in lectures and workshops, and questions can be addressed there.

LSE Library resources for academic citation

If you have questions about how to prepare citations in the text of essays or dissertations, or bibliographies, LSE Library and LSE Life workshops will be helpful.



Additional information about citation and referencing

The resources below provide information about different styles of citation and they give illustrations of good practice. Some contain short papers by academics and others on 'good practice'.

American Political Science Association.

Style manual for political science.

Revised 2001. APSA Committee on Publications, 2001. Reference Collection Z253 A51

American Psychological Association. 2010. *Publication manual of the American Psychological Association*. 6th. ed. APA Books, Reference Collection BF76.7 P97

Harvard Law Review Association. 1991. *The bluebook: a uniform system of citation* [on legal citation] 15th ed., Reference Collection: KF245 B65

legalbluebook.com

British Standards Institution. 1990. *Presentation of theses and dissertations*, BS 4821. 2nd ed. BSI, Reference Collection: Z5053 B86

Dunleavy, P. 1986. *Studying for a degree in the humanities and social sciences*. Basingstoke: Macmillan, Course Collection: LB2395 D92

Thomson Reuters. *EndNote: bibliographies made easy*. [version 5] Berkeley, CA: ISI ResearchSoft, 2001. Course Collection: Computer Manuals

Garner, D.L., and D.H. Smith. 1993. *The complete guide to citing government information resources: a manual for writers and librarians*. Bethesda: Congressional Information Service, Reference Collection: Z1200 G23

Gibaldi, J. 1999. *MLA handbook for writers of research papers*. 5th. ed. New York: Modern Languages Association of America, Reference Collection: LB2369 G43

Li, X., and N.B. Crane. 1996. *Electronic styles: a handbook for citing electronic information*. 2nd ed. Information Today, Reference Collection: PN171.D37 L69

Modern Humanities Research Association. 1996. *MHRA stylebook: notes for authors, editors and writers of theses*. 5th. ed. Modern Humanities Research Association, Reference Collection: PN147 M68

Preece, R. 1994. ***Starting research: an introduction to academic research and dissertation writing***. London: Pinter, Course Collection: LB2369 P92

Turabian, K.L., and B.B. Honigsblum. 1996. *A manual for writers of term papers, theses, and dissertations*. 6th. ed. Chicago: University of Chicago Press, Course Collection: LB2369 T92



University of Chicago Press. 2003. *The Chicago manual of style*. 15th. ed. Chicago: University of Chicago Press, Reference Collection: Z253 C53

Walker, J. R. and T. Taylor. 1998. *The Columbia guide to online style*. Chicago: Columbia University Press, Reference Collection: PN171.F56 W18

Watson, G. 1987. *Writing a thesis: a guide to long essays and dissertations*. London: Longman, Course Collection: LB2369 W33

Useful websites

owl.english.purdue.edu/owl/resource/560/01/

Purdue University's Online Writing Lab – Up to date APA style guide

ifla.org/l/training/citation/citing.htm

IFLA 's Style guides and resources page

lib.berkeley.edu/TeachingLib/Guides/Internet/Style.html

From University of California, Berkeley, Style sheets for citing resources (MLA, APA and Chicago examples)

library.mmu.ac.uk/eresource/bibcit.php

Manchester Metropolitan University guide to citation





Section 7: LSE beyond your department





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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.
- The **Department of Methodology** runs research design and methods courses, required on some master's programmes and optional on others. It also offers **one-to-one support** and **short courses** to complement your learning and support you through your dissertation and other research projects.
- **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.



- **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.



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 8: Navigate your LSE





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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 <i>School closure:</i> 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 <i>School closure:</i> 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. On some taught Master's programmes, your AM may also be your Dissertation Supervisor, but check your department's arrangements.
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
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.





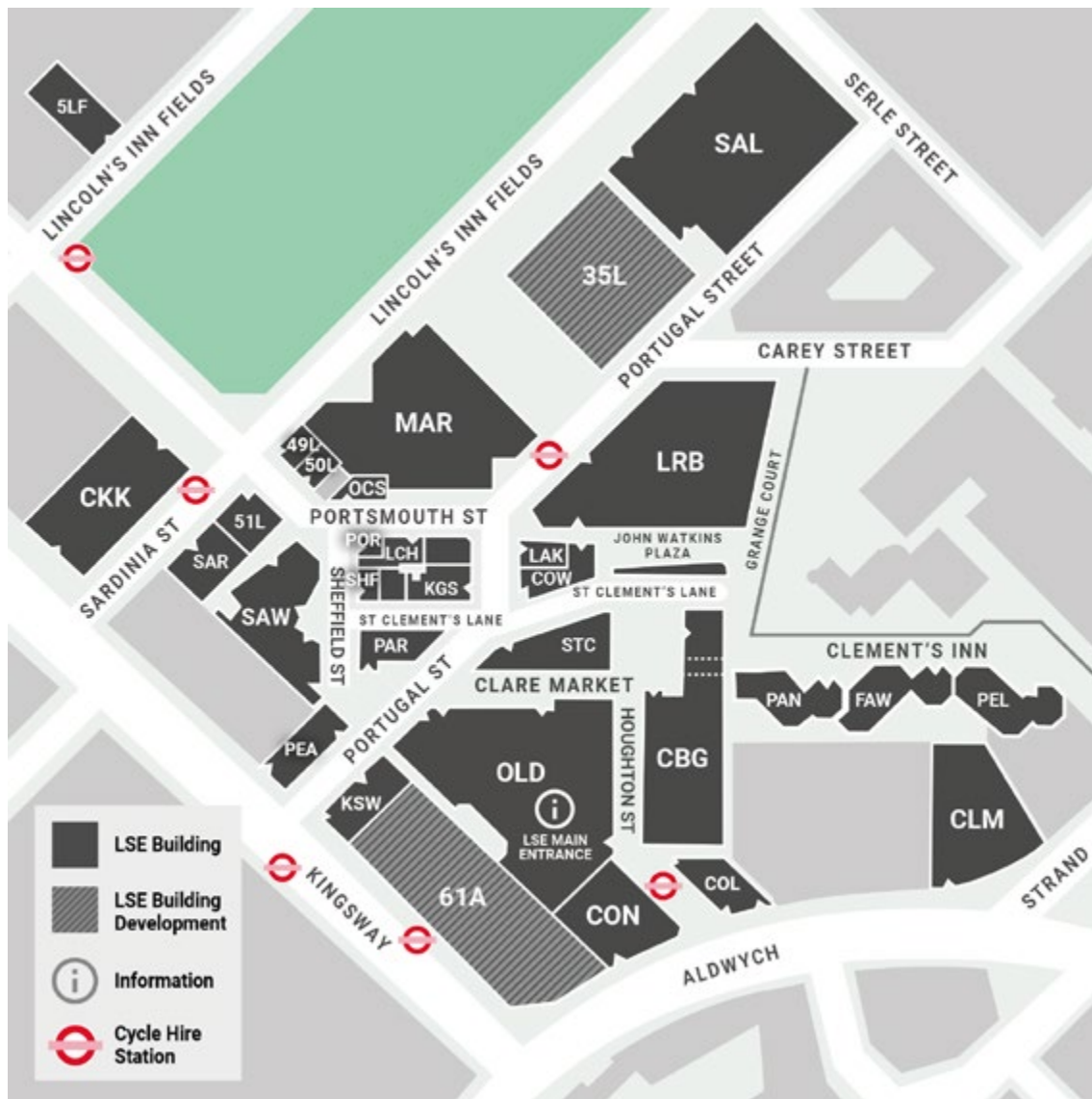
Codes, charters, and action plans

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/media-and-communications



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