



THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE

Welcome to the Department of Psychological and Behavioural Science

MSc Handbook 2026/27



lse.ac.uk/pbs





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Section 1: Welcome from the Head of Department





I am delighted to welcome you to the Department of Psychological and Behavioural Science (PBS). Congratulations on earning your place; we are excited to be part of your next step.

You are joining a world-leading department with a long and distinguished history of tackling societal issues. Today there is no shortage of challenges that need our skills: planetary health, wellbeing, inequality, the future of work, and intergroup division. We develop practical theories that let us see the world in new ways, and change it. Our research moves from the world to the lab and back again.

Our aim is to equip you with a deep understanding of human psychology and behaviour, practical skills, and social networks that will enable you to excel in your chosen domain. Your master's will be one intense year. Whether you are deepening your expertise or changing direction, you will be supported by LSE Careers and graduate with advanced, evidence-based skills that employers value. You will also work alongside researchers who are shaping their fields, and your dissertation is your chance to contribute to that work. Our faculty and facilities are now available to you, but you will need to be proactive. This handbook is your guide to these opportunities.

Keep a copy of this handbook for reference. It explains what is expected of you, how mentorship works, how assessments run, and how to get the most out of your studies. It should be read in conjunction with the broader LSE Welcome website, which will orient you within LSE. Also, download the Student Hub app so you can book office hours, check your timetable, and find events.

We strive to maintain an informal, friendly and supportive environment. No matter who you are, or where you have come from, you belong here. If you encounter any problems of any kind, be they academic, financial, or emotional, we can help. You should talk either to your [**Academic Mentor**](#) or our [**professional services colleagues**](#). Do not hesitate to contact us.

While it can be tempting to focus only on your studies, I also recommend engaging in the broader academic life of the department and LSE. Attend guest lectures, participate in socials, and join societies. You will get more than free snacks. You will meet talented peers from every corner of the world. Make the most of it; let them challenge you. It can lead to new ideas, unexpected friendships, and a lot of fun.

I look forward to seeing you around.



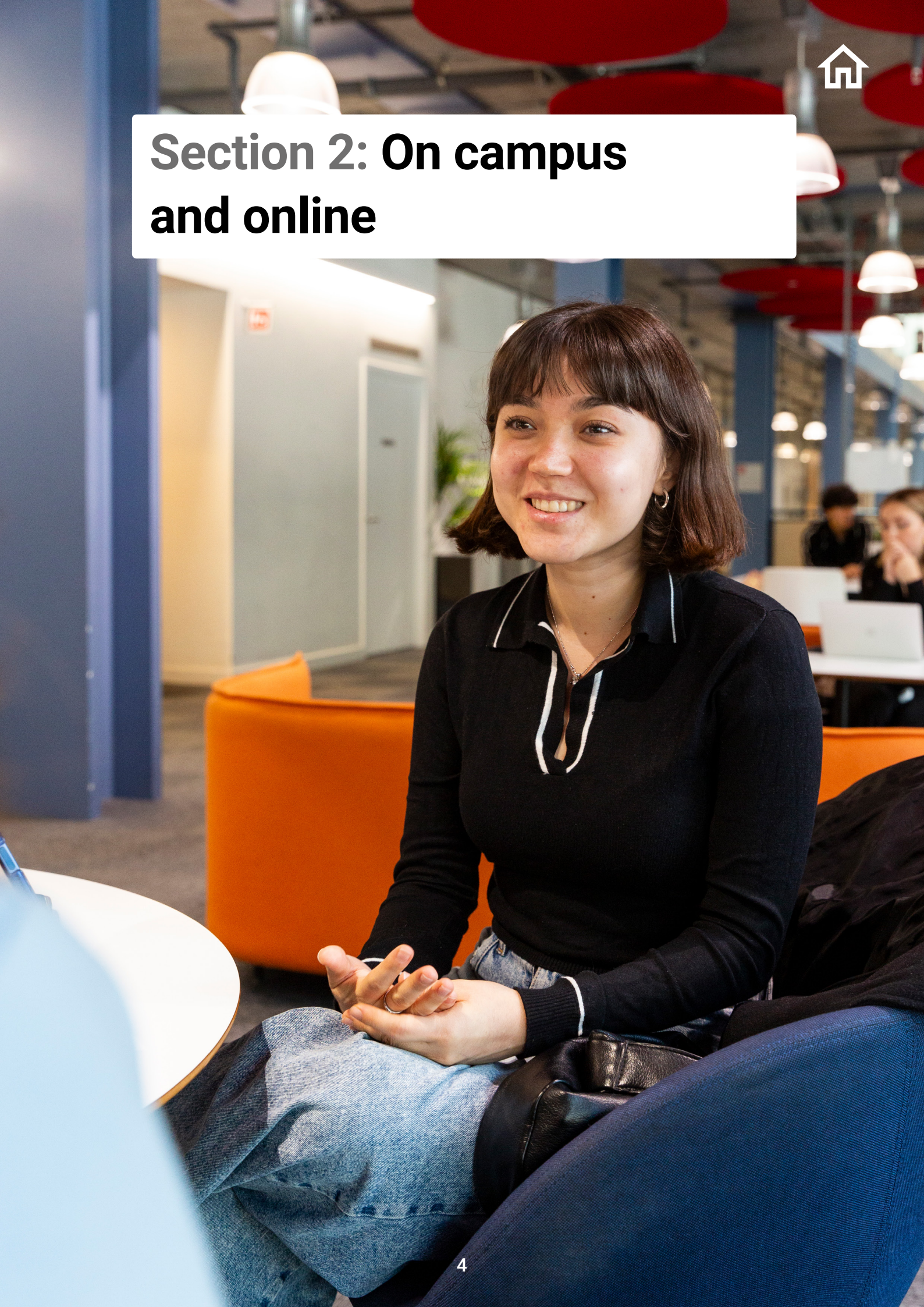
Professor Alex Gillespie

Head of Department, Psychological and Behavioural Science
Programme Director MSc Social and Cultural Psychology

[**a.t.gillespie@lse.ac.uk**](mailto:a.t.gillespie@lse.ac.uk)



Section 2: On campus and online





The LSE campus is situated right in the heart of central London. While you will get to know your way around the different buildings on campus, from the LSE Library to the Student Union, you will also spend lots of time in the PBS department which is located across three floors in Connaught House (building code CON).

Don't forget, to access LSE buildings you need your LSE ID card which you will be given when you enrol.

Where to find PBS

Department address

Department of Psychological and Behavioural Science
Connaught House
63–65 Aldwych
London
WC2B 4EJ

Building code

CON

Find us on the [Campus Map](#)

Where to find your Programme Managers

CON.3.18

PBS website and social media

You can find information about our programmes, staff, events and research on our website, lse.ac.uk/pbs

We are also active on social media - please follow us to keep up to date with the latest news, research and events:



[Facebook](#)



[LinkedIn](#)



[Instagram](#)



[Youtube](#)



[Bluesky](#)



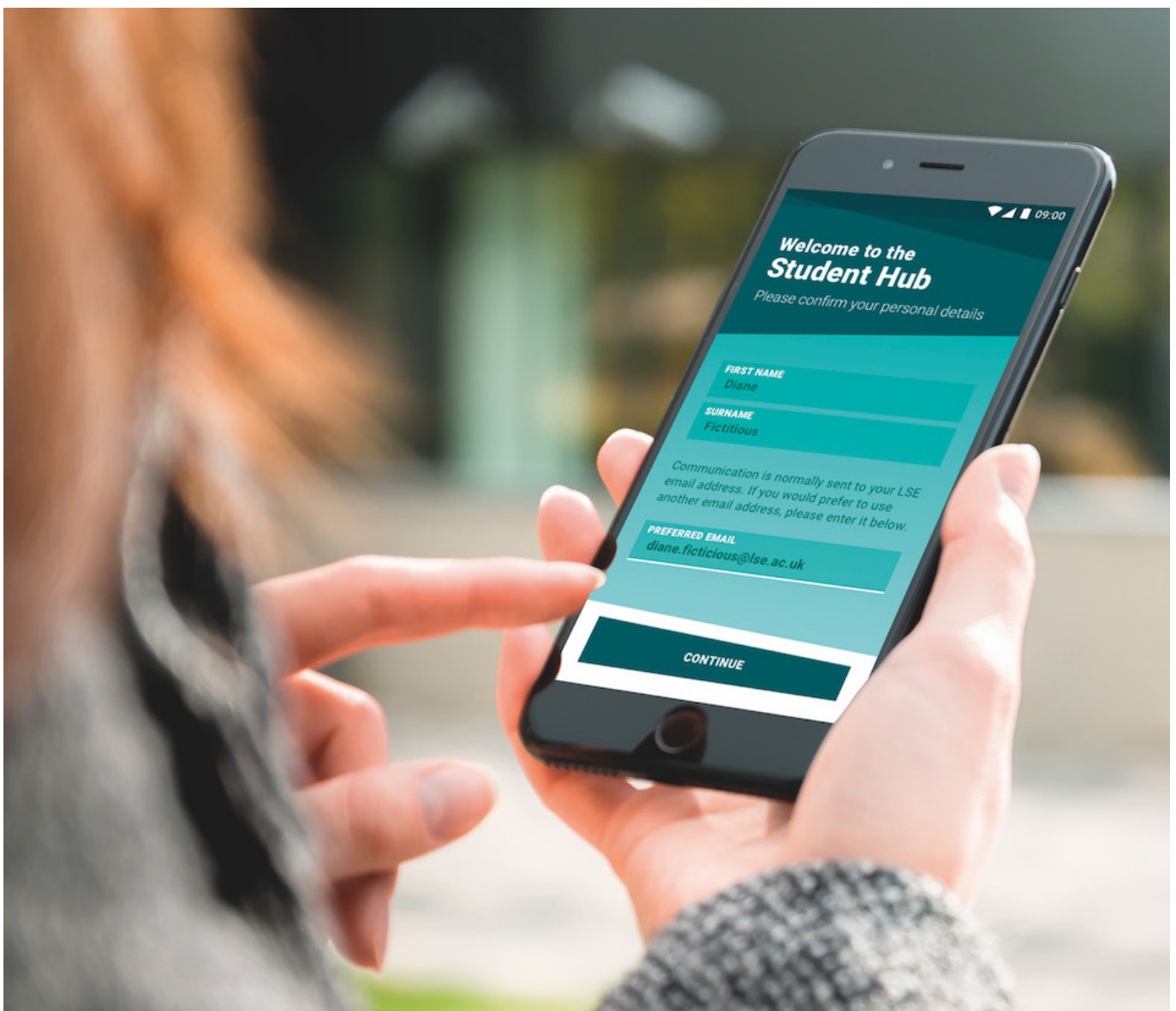
Student common room

Connaught House (CON) 5.21.

PBS students are invited to use the student common room on the fifth floor of Connaught House from 8am to 9pm, Monday to Friday. No alcohol is allowed in this space without the presence of a staff member.

Key dates on the Student Hub

All of your key academic dates including Academic Mentoring appointments, course deadlines and more will be shown in the calendar on the LSE Student Hub app. studenthub.lse.ac.uk/welcome





Speak LSE: what does it all mean?

Like most large institutions LSE has developed a language all of its own and we use lots of acronyms. The following chart is designed to give you a brief (but not exhaustive) explanation for some of these terms.

CON, SAL, CBG	These refer to the building code assigned to each building on campus. For example, CON is the code for Connaught House. You will find all the buildings and their code on the LSE Campus Map .
3.18	Floors and room numbers are written like this. For example, CON.3.18 refers to Connaught House, floor 3, room 18.
AT, WT, ST or Autumn term, Winter term and Spring term	These refer to the names of the terms of our academic year. Autumn term (AT) is the first term, typically starting in late September. Winter term (WT) is the second term, typically starting in the New Year. Spring term (ST) is the final term of the academic year, typically starting after the Spring break. You can find the term dates for 2026/27 on the LSE Current Students website.

Visit the [**LSE Current Students webpages**](#) for useful information about life as a student at LSE.

Moodle

Moodle is LSE's online learning platform. Each course you are enrolled onto has its own Moodle course which contain activities, quizzes, and resources such as audio and video files, lecture slides, links to recordings and reading lists. You will be asked to submit your work electronically to Moodle and you will receive feedback and provisional marks via the platform. [**Find out more about how we communicate using Moodle**](#)



Section 3: About PBS





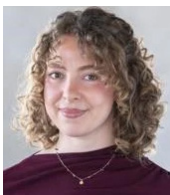
From the world to the lab and back again

The Department of Psychological and Behavioural Science (PBS) is a community of researchers, intellectuals, graduate and undergraduate students who investigate the human mind and behaviour in a societal context. Our department conducts cutting-edge psychological and behavioural research and teaching that is both based in, and applied to, the real world.

What began over 60 years ago as a group of researchers studying psychology and society has expanded to become the focal point of psychological and behavioural science at the London School of Economics and Political Science (LSE). A clear and determined focus on the real world sets our department apart. This focus enables us to conduct social science research that is not only theoretically well-informed, but firmly rooted in questions from beyond the ivory tower, producing results that impact policy, business, and society at large. By maintaining a focus on real-world questions and societal impact, our department has been leading the way on innovative research techniques in the field, the lab, and everywhere in between. As a student of this department, you have the chance to not only learn from this research but contribute to it.

Your academic team

Deputy Head of Department for Teaching



Dr Miriam Tresh

Associate Professor (Education)

m.tresh@lse.ac.uk

MSc Behavioural Science



Professor Liam Delaney

Programme Director

MSc Behavioural Science

l.delaney@lse.ac.uk



Dr Ganga Shreedhar

Assistant Professor

Programme Director

MSc Behavioural Science

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MSc Organisational and Social Psychology



Dr Ilka Gleibs

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Programme Director
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Professor Tom Reader

Programme Director
MSc Organisational and Social Psychology
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Professor Lucia Garcia-Lorenzo

Programme Director
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MSc Societal and Environmental Psychology



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Professor Saadi Lahlou

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MSc Social and Cultural Psychology



Professor Sandra Jovchelovitch

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Professor Alex Gillespie

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MSc Social and Public Communication



Dr Jens Madsen

Associate Professor
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Dr Sandra Obradović

Assistant Professor
Programme Director
MSc Social and Public Communication
s.obradovic@lse.ac.uk

Your programme team

PBS Postgraduate Programme Managers



Christopher Roberts

Postgraduate Programme Manager

For students on: MSc Social and Cultural Psychology,
MSc Behavioural Science and MSc Societal and
Environmental Psychology
Room CON.3.18
pbs.msc@lse.ac.uk



Salv Ridino

Postgraduate Programme Manager

For students on: MSc Organisational and Social Psychology
and MSc Social and Public Communication
Room CON.3.18
pbs.msc@lse.ac.uk



Other key contacts in PBS



Ryan Edmonds

Departmental Senior Student Advisor

Ryan can provide support and advice on aspects of University life including assessments, regulations and wellbeing. Students can book an appointment with Ryan and find the details of his weekly drop-ins on the Departmental Student Advice [webpage](#).



Carl Goodwin

Alumni Engagement and Student Experience Officer
Room CON.3.18

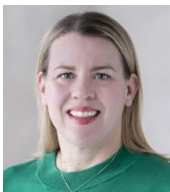
c.goodwin@lse.ac.uk /
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Champa Heidbrink

Department Manager
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Therese Holmqvist

Communications Manager
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pbs.comms@lse.ac.uk

Key contacts in the School



Amy Fox

Careers Education Manager
Amy co-leads our careers education work and team of careers consultants.

a.fox7@lse.ac.uk



Heather Dawson

Academic Librarian (LSE Library)
Heather Dawson is the Academic Librarian with responsibility for our department. Heather can provide one to one support and guidance on citing and referencing, creating bibliographies, and searching for information.

Room: LRB.4.06

Email: h.dawson@lse.ac.uk



Section 4: Equity, Diversity and Inclusion in the Department of Psychological and Behavioural Science





Welcome to PBS

Equity, Diversity, and Inclusion (EDI) are core aspects of the university experience. It is crucial that universities reflect societal diversity, create spaces for critical reflections on fundamental assumptions, and challenge discriminatory barriers. These cut across numerous aspects of university life including teaching, research, hiring, student recruitment, events, and more. At the same time, we must create welcoming and inclusive spaces where this can take place.

The committee is a space where students and staff can raise EDI-related issues in the Department of Psychological and Behavioural Science. It is a forum for critical reflection on teaching, research, and student activities, and to organise events that celebrate diversity and inclusion. We meet every term to discuss any issues that have emerged.

Our main contact will be via email – pbs.edi@lse.ac.uk – where we will let you know about any upcoming events, news and initiatives. Please use this email to contact us with any information, issues or topics. Visit our EDI website to read more about our aims and principles: lse.ac.uk/pbs/edi

Our commitment to EDI is embedded in the LSE Ethics Code and LSE 2030 strategy. LSE strives to enable every member of the school community to excel, by investing in every part of LSE community; by facilitating lasting relationships with our alumni, friends and partners; by ensuring that LSE works for everyone.





Section 5: Student life: get involved





Staff Student Liaison Committee (SSLC)

When you begin your studies here at LSE, you will be asked if you would like to represent your programme on the Staff Student Liaison Committee. This is an important committee as it provides a forum for feedback from students on their programmes and on their student experience as a whole. It is a valuable role that helps ensure that the courses and programmes in the School work efficiently, and those selected are also given training.

After selection in Autumn term, the SSLC representatives will be made known to the other students. Even if you are not a representative, you should pass on any feedback you have about your course or programme. Both positive and constructive feedback from students is vital in informing the committee and helping us to shape the student experience.

You can find out more about what SSLC Reps do at lsesu.com/voice/student-reps/

Departmental Teaching Committee (DTC)

The SSLC will elect two representatives to be members of DTC. This is the department's decision-making body for teaching – all changes to teaching arrangements need to be approved by DTC so there is a real chance to influence how we deliver teaching. Some decisions need further approval after DTC endorses them.

Auditing courses

You may wish to audit some courses which are not part of your programme. Although you do not gain credit, auditing courses is a great way to learn more about a subject you may not have otherwise covered on your own programme.

You can audit the lectures of any courses in the School in which you are interested, subject to approval of the course leader responsible. However, you can only attend the associated seminars if you are registered on the course.

You can enrol on any Moodle page that has open access which will allow you to view the course content including online lectures and reading lists.

If you would like to audit a course, please email the relevant course leader.



Student-only forums

LSE's President and Vice Chancellor, holds Student-only forums in Autumn and Winter terms. The forums are an opportunity for students from across the School to hear from the President and Vice Chancellor in person and gives you the chance to ask questions, and share ideas.

Look out for details of where and when forums will be happening on the [Student Hub](#). All students are encouraged to attend these events.

Find out more about student feedback at LSE on the [Student Voice website](#).

LSE Change Makers

Change Makers is a collaborative programme between LSE and LSE Students' Union that gives students the chance to make meaningful change at LSE through independent research. Change Makers identify a particular aspect of LSE to investigate and then plan and carry out a small-scale research project (with funding and research support from LSE).

The Change Makers programme is open to all students and you can apply as either a group or individual. For more information and to see past projects, including projects led by PBS students, visit lse.ac.uk/changemakers.

Socials, seminars and public lectures

Throughout the academic year, we host a number of events for students, with student input, that we hope will help you to feel part of LSE. This includes social events, career events, events "outside the classroom" so you can expand your knowledge and have opportunities as well to meet our alumni.

Student socials

Every year we aim to organise several social events. We work in collaboration with your student representatives to organise the events you would like to come to, and help support events that you would like to host yourselves. In the past, we have helped organise movie nights, theatre trips, mini conferences and drinks.



Seminar series

Each term we bring academics from around the world to present their research at our two seminar series. Both are a great chance to hear about research outside the classroom and to ask questions directly.

The Departmental Seminar Series is our longest-running seminar series where guests from around the world, and from LSE, present their research for discussion. These take place most weeks in Autumn and Winter terms. You will be notified by email about upcoming events.

Behavioural Science and the Wider World is a virtual seminar series that started in 2021. It brings together PBS students, alumni and industry to explore how behavioural science can be applied directly to policy and business. Information on how to sign up will be made available at the start of term.

LSE public lectures

LSE has a fantastic portfolio of events, bringing speakers from around the world from a variety of specialisms, from debates to book launches. PBS host public events as part of the LSE Public Lecture series, bringing speakers from around the world to discuss and debate pressing issues taking place in the world today. Past speakers include Cass R. Sunstein and Richard H. Thaler, Dambisa Moyo and Jonathan Haidt.





We will let you know about all the major events coming up, including those from our faculty and researchers via email, social media and the Student Hub. You can also see the LSE calendar of events online at lse.ac.uk/events.

If you have missed an event or want to revisit one, you can listen or watch them on [LSE Player](#).

Careers events

It is never too early to think about the next steps in your career. Whether you are sure about what you want to do next or are not sure at all, we want to help you make the best start after graduation. LSE has a fantastic careers service both on and offline. PBS work closely with the LSE Careers team to bring you events and advice suited to careers across psychology and behavioural science, including talks from some of our alumni.

You can find out more about the Careers services at LSE more generally on their website: info.lse.ac.uk/current-students/careers.

Blog

The [PsychologyLSE blog](#) (also known as the PBS blog) is a platform for current students and alumni in the Department of Psychological and Behavioural Science to write about topics that interest them, taking theory learnt in the classroom to issues in the world today.

Writing for the blog can be an opportunity to learn how to communicate research and theory in a more journalistic style, for a wider, non-academic audience. Our blog is viewed by more than 5,000 people a month and is a great platform to start sharing your ideas.

If you have an idea for a blog post, please look at our [Notes for Contributors](#). This will give you a sense of the length and style we are looking for. There will also be opportunities throughout the year for students to contribute blog posts for special events and/or international days. We will communicate these opportunities via your weekly emails from your Programme Managers and via our twice-termly PBS Student Newsletter.



Section 6: How we communicate with you





During your time at LSE our aim is to communicate with you effectively, in a way that works for you, without overloading you with information. We use a number of different methods to make sure you're kept up to date.

Email

Our primary method of formal communication is by email and it is a condition of enrolment that you check your LSE email regularly. Generally speaking, we'll do our best to only send emails when necessary so, if you see a message from pbs.msc@lse.ac.uk, or from one of the team, then it will be important and you should take the time to read it. You will also receive important emails from the Student Services Centre and other teams via email.

Moodle

Course pages

Every course has its own Moodle page, which you should think of as an online classroom. There is an announcements function where the Programme Manager and your teachers will post important messages. Each course also has a forum where you can post questions for your peers and teachers to answer. The forums are often the quickest way to get an answer to a question.



Newsletters by email

LSE Student News

Each week during term time you will also receive a copy of LSE's Student News. These contain a useful round-up of what's going on around LSE, and potentially important news that relates to your study and/or campus. Student News will arrive by email and can be read on a computer or mobile.

PBS Student Newsletter

Twice a term we will send you a PBS Student Newsletter – just before Reading Week, and just before the end of Term. The PBS Student Newsletter brings together stories from all students in PBS including undergraduates, master's, PhD and Executive. It is a great way to find out what's happening in other programmes and the department more widely.





Section 7: Alumni





Your global network

When you graduate, you will join an international, multi-disciplinary LSE alumni network with people from almost 200 countries.

In the Department of Psychological and Behavioural Science, we are dedicated to keeping our alumni engaged with each other and with the School long after graduation. We will provide you with several ways to connect with your community including, events, talks and through our closed LinkedIn group.

How can students get involved with the PBS alumni community while they study?

One of the best ways to keep up to date with our alumni events and talks is to follow us on [LinkedIn](#). Join our [LinkedIn group](#) to connect with current students, alumni and staff.

We also work closely with **LSE Careers** to bring you talks and networking sessions throughout the year so you can hear directly about the different types of careers our alumni have gone on to do.

If you want to find out more about alumni registration and activities in our department, please contact our Alumni Officer, Carl Goodwin:

pbs.alumni@lse.ac.uk

For more information about the benefits and services available to all alumni at LSE, please visit lse.ac.uk/alumni-friends-and-partners or contact the LSE Alumni Relations team on alumni@lse.ac.uk





Section 8: Overview of PBS MSc programmes





Programme structure: learning goals

The structure of our MSc programmes has been carefully organised to allow our students to get as much as possible out of their time at LSE. We have prioritised three skills that we hope you'll gain or augment through these programmes:

Theoretical understanding and analysis

Social psychology and behavioural science are based in theories that have been tested, revised, and tested again. We aim to give you the tools to understand and apply these theories at an advanced level.

Quantitative and qualitative methodology

To apply and test these theories, you'll need to utilise research methodology. Our programmes are set up to train you in both quantitative and qualitative methods, which our alumni often cite as an incredibly useful set of skills in their careers.

Independent project design and execution

The final element of your programme, the dissertation, will combine the theory with the methodology to produce an independent research project.

The MSc programmes are comprised of a number of course units, including core and optional courses. The core course and methods course constitute the central focus of the MSc, providing an advanced understanding of theories, concepts and methods of research. These courses are taught by a team of lecturers. The various option courses allow you to pursue diverse interests in the social sciences, permitting a range of specialisms. In the research report you will draw upon the methods course to conduct original research which develops your particular interests.

Academic Mentors

At the start of term all students studying on a programme in the Department of Psychological and Behavioural Science are assigned an Academic Mentor. Your Academic Mentor is the first point of contact for any questions to do with your studies, but is also available to offer guidance with personal concerns (pastoral support). [**Learn more about the role of the Academic Mentor.**](#)



The role of the Academic Mentor:

- Provide academic guidance and feedback on your progress and performance.
- Discuss any academic problems you may be experiencing.
- Provide pastoral support on non-academic issues. They may refer as necessary to most suitable support within the School.
- Meet with you regularly and maintain regular contact outside meetings via email and/or other appropriate methods.

You can also visit your Academic Mentor during term-time and in office hours, or at a mutually convenient time. We recommend meeting with your Mentor at least twice per term as this can be beneficial with your studies, including writing, as well as personal development. Mentors are available to discuss a range of academic and pastoral issues including: academic progress, course selection, internships, deferral, exams, and personal circumstances.

Whilst your Academic Mentor is your primary point of contact for academic support, we encourage you to consult with other colleagues (including lecturers, class teachers and other experts) in relation to more specific advice on courses, assessments and research areas. The best way to do this is via Office Hours.

Student Hub

The LSE Student Hub app will help you to view your timetable and deadlines and it will help you find your way around campus. The Student Hub will also be where you can book appointments with academics and support services. For more information on the Student Hub app, visit studenthub.lse.ac.uk

Office hours

All members of LSE teaching staff and Academic Mentors hold weekly office hours during term time. These times are available on the Student Hub. This time gives you the opportunity to see your Academic Mentor and/or teaching staff when you need support. This will be a hybrid approach of both on campus and online meetings at the discretion of the individual faculty member.



What to expect from an office hour

Office hours are designated times, typically lasting for fifteen minutes, for academic staff to be available for students to have a conversation about wellbeing, offer feedback on student's progress, specific summative or formative assessments, and have more in-depth discussion about an academic area. They are often one-to-one and may take place virtually.

Room bookings

There are rooms available in the School for students to book, particularly as you work through assessments and your dissertation. These rooms will be made available on request by your Programme Managers, please email in advance letting them know the room you would like, a date and time.



Section 9: The LSE Behavioural Lab for Teaching and Research (BL)





The Behavioural Lab for Teaching and Research provides students with a place to conduct research and acts as a training and tutoring facility, aiming to give you practical skills that you can use beyond your MSc. As a PBS student it is open to access for your research, particularly as you reach your dissertation projects.

The lab includes four group study/focus group rooms (suitable for up to 10 people at a time) and three smaller rooms for interviews or individual data collection (suitable for up to 3 people at a time). Each room will have integrated audio-visual facilities so that ongoing sessions can be viewed remotely and recorded for teaching and research purposes.

There will be a range of equipment in the lab including:

- Biopac MP160 and BioPac Student lab
- EEG system
- Eye tracking desk and mobile
- Virtual reality headsets
- Augmented reality headset
- Portable cameras and audio recorders
- Transcription kits
- Psychometric library.

The research facility will be used to further develop relationships with other institutions and organisations promoting more collaborations and partnerships, which students will be encouraged to play a part in as an opportunity to develop real world experience using all the tools they have gained over the programme.

The Lab is available to use on a first come first served basis, unless stated otherwise or by your Programme Director.



Sean Rooney

Scientific Officer and
Head of Laboratory Innovation
Room CON.3.18

[**pbs.lab-support@lse.ac.uk**](mailto:pbs.lab-support@lse.ac.uk)



Section 10: Welcome from the Programme Directors





MSc Behavioural Science

Welcome to the MSc in Behavioural Science at LSE.

We are excited to share this journey with you, and to bring together teaching and research from the forefront of behavioural science, along with your diverse backgrounds and expertise.

We hope that during your time with us, you will not only gain the skills to understand, predict and influence human behaviour but that you will build networks and friendships that will go beyond your programme, along with knowledge that goes beyond your skill set.

We hope that you will enjoy this challenging and rewarding programme, and we are personally very much looking forward to getting to know you all.

Professor Liam Delaney, Dr Ganga Shreedar





MSc Organisational and Social Psychology

Welcome to the LSE's growing international Organisational and Social Psychology (OSP) community here in the Department of Psychological and Behavioural Science (PBS).

You join a group of academically excellent students, coming to embark on a master's programme that will develop your knowledge and expertise for diagnosing and addressing organisational problems, understanding workplace relations, improving organisational capabilities and more, taught from the forefront of experts in this field.

Please do take advantage of all that LSE, our department, and London has to offer. We very much look forward to getting to know you and working with you.

Dr Ilka Gleibs, Professor Tom Reader, Professor Lucia Garcia-Lorenzo

MSc Societal and Environmental Psychology

We are delighted to welcome you and your fellow students to this challenging and empowering programme, here in the Department of Psychological and Behavioural Science (PBS).

During your time with us you will be taught in such a way so as to encourage you to think outside of the box, and to strive to make a better world, as is the LSE tradition. You will be exposed to new theories, research methods and a variety of teaching styles, with the opportunity to broaden your expertise through course options both in this department and others. We really encourage you to make the most of what LSE has to offer, on and off campus, on and offline.

Importantly, you will share your journey with students from diverse backgrounds and rich personal histories. We hope these people become life-long friends and collaborators.

From all of us here, we very much look forward to meeting you.

Dr Frédéric Basso, Professor Saadi Lahlou



MSc Social and Cultural Psychology

We are really delighted to welcome you to the LSE and to our thriving, international community of Social and Cultural Psychology (SCP) students here in the Department of Psychological and Behavioural Science.

You will join a culturally diverse cohort of students who bring to the programme a wide-range of experience, skills, and academic and personal backgrounds. We hope that you will not only learn from and challenge each other but, as is the spirit of the LSE, also form close friendships that will stay with you for life.

Our programme focuses on the inter-relations between mind, society and culture, with a strong focus on societal and cultural problems. We seek to understand how societies think, how communities develop a sense of identity and how psychological knowledge can contribute to addressing pressing political, social and economic issues. We are passionate about our teaching and research, and will do our best to convey this passion to you.

We will encourage you to keep an open mind, think outside the box and go beyond your own knowledge and assumptions. LSE's mission is to know the cause of things and to improve the world in which we live. As you start your studies in the School, I very much hope that you will join us in taking this mission forward. I also hope that you will take advantage of all LSE has to offer, and have fun along the way too.

We look forward to teaching and mentoring you during your studies.

Professor Alex Gillespie, Professor Sandra Jovchelovitch



MSc Social and Public Communication

We are delighted to welcome you into the Social and Public Communication (SPC), and LSE, community. You will join students who come from a range of backgrounds, many of whom will bring valuable professional experience to the discussions that take place in seminars, lectures, and outside the classroom. Students often form close and rewarding friendships that continue long after they leave LSE, including our global alumni body.

This programme has an intellectual and practical buzz that is unique. It embodies the LSE's tradition for critical thinking and engagement with the world, analytic rigor and interdisciplinary social science. We want to challenge you and rebuild your thinking about what it means to 'communicate'. One way you can take that challenge is through your course options which give you the chance to test theories that put your work into a new light. We also encourage you to embrace the many opportunities the department and LSE will provide, from events to lectures, careers advice and socials.

On a personal note from both of us, we very much look forward to welcoming and working with you.

Dr Jens Madsen, Dr Sandra Obradović





Section 11: Tips for surviving and thriving at LSE





Time commitment

We often get asked by students; “How many hours a week should I expect to attend LSE?” The answer is somewhat complicated since the schedule varies between terms and across courses.

Some courses comprise a one-hour lecture and a weekly one-hour class; others offer a two-hour lecture and no class, etc. Some run throughout the year, one hour per week, others run only for one term.

At graduate level, you are expected to be even more responsible for your own work, for managing your time and for independently researching essays and other coursework so that you can present your own analysis and evaluation, with strong supporting evidence, of issues and of established conceptual paradigms. We therefore place a high value on originality (eg, in applying new theories to familiar problems or critically evaluating established theoretical paradigms by applying them in novel contexts), consistency and incisiveness in argument, clarity of expression and the organisation and marshalling of relevant empirical evidence.

Lectures and seminars

Lectures are an essential component of university life in the UK (and in most universities around the world). Lectures generally take the form of one member of staff delivering content to all the students on a particular course. Lectures may be given live in person, or they may take the form of pre-recorded videos in Moodle. If a lecture is live in person then dialogue between lecturers and students is very much encouraged. Where lectures are pre-recorded there will be an associated in-person review session where you can and ask any questions that you might have. Each academic will have their own approach to lectures, but the aim remains the same; to convey key entry points of knowledge for each topic and facilitate critical assessment of the material. Lectures are not designed to be exhaustive and sometimes students will finish the lecture with more questions than answers. This is not something to worry about but to work on: lectures aim to open up the field, excite your curiosity and get you to read more, discuss and exchange doubts and ideas with teachers and peers.



Many courses have a series of seminars linked to the lectures and attendance is mandatory. The seminars are designed to supplement the lectures, by considering both practical, real-world applications of the theories discussed in the lectures, and by scrutinising those theories in more detail. Emphasis will be placed on how the discipline relates to the other social sciences. The locations and times of seminars are available on the LSE website.

The seminars are an integral part of the course. They provide a major opportunity for you to raise questions and debate issues, and they also allow for the development of novel ideas which could form the basis of your research project.

Essay writing

These guidelines are advisory only; every essay is different and several different approaches to the same essay question are acceptable.

Make use of LSE resources

While you should base your answers to essay questions on sources selected from the reading list, you should also make use of the wide resources within the Library, such as LSE LIFE, to research your essay independently. When you have completed most of the reading for an essay – and before you begin to write it – you should be able to draft an outline of your answer which indicates the main arguments you will make, the conclusions you will draw, and the content of the major paragraphs.

Structure and style

The emphasis in the essay should be on analysis and criticism; avoid excessive description and narrative. In other words, do not make the essay a summary of your notes, but rather focus on your theoretical argument, drawing on your notes as the grounding but not the main substance of the essay.

You will fare better by avoiding a journalistic style and adopting an academic style which aims for accuracy, logic and analysis, rather than an exciting presentation. Include an introductory paragraph in which you say how you will interpret the essay question and how your essay will provide an answer. You will need to define key concepts as you use them. Make sure that you refer back to the question so that the essay remains 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 should not dominate the essay. You should also consider alternative arguments or contradictory evidence which raise problems for your line of argument and indicate how you might resolve these problems.



You may include a methodological focus: eg, what conceptual or empirical difficulties are involved in addressing this question? You may include a historical focus: how has this problem changed over time or how have people previously attempted to address this problem? Include a concluding section in which you sum up the arguments and issues discussed in the body of the essay and link these back to the title of the essay. This conclusion may also refer forward to future developments in research and in society.

Bibliography

Include a complete bibliography at the end of the essay. The bibliography should follow a standard system of referencing so that the reader (who at some future date is likely to be you!) can retrieve the texts cited.

This means that author, title, date and place of publication, publisher and (in the case of journal articles) page and volume numbers must be cited correctly.

Don't forget to keep a copy!

Please ensure you keep your own copy of assignments, especially if you require them for reference at a later stage. We clear all data each year and therefore can't guarantee that we can source your assignment at a later stage.

Exam technique

Here are a few tips for taking exams: the majority of students in the department will have an exam for Quantitative Methods MY465, and half-units may have exams as a part of their assessment.

- Take up to ten minutes to read the questions and decide which you will answer.
- Read the exam requirements.
- Read all questions. Don't just skim them! Make sure you understand what the question is really asking, not what you think it ought to ask!
- Make some very brief notes sketching how you would answer questions. Select the questions you can do best and start with the one you feel most confident about.
- Make sure you spend an equal time on each question. Remember, the last 20 per cent of possible marks on a question are much more difficult to get than the first 20 per cent on another.
- Allow up to ten or fifteen minutes to read, and correct, your answers before the exam ends.



Section 12: Writing your dissertation





Your dissertation is the culmination of your master's programme and will include original research that you design and conduct with the oversight and guidance of your dissertation supervisor. It will be:

- 10,000 words, including in-text citations, but not including your references.
- Due in mid-August 2027.

A guide to tackling your dissertation in each term

Autumn term

- **Explore potential research areas:** Use this time to learn more about various research topics that you might want to explore with your own dissertation.
- **Build up your theoretical knowledge through the core courses:** Your dissertation will build on previous research, and so a strong knowledge of core psychological and behavioural theory will help you conceive of, design, execute, and write your dissertation.
- **Find partner organisations:** A project of LSE Life, Reach Out Research, can help you connect with non-profit organisations who have opportunities for MSc research. Find out more about Reach Out Research: info.lse.ac.uk/current-students/lse-life/projects/reach-out-research

Winter term

- **January:** Students submit a dissertation proposal. You will then be allocated a supervisor that is associated with your programme.
- **February:** Project Plan is due. This document will outline your intended topic of study and proposed methods for researching it. You will submit this plan by emailing it to your supervisor.
- **Spring Break:** You're advised to design your research before this time and you will have submitted your ethical approval form, so that you can conduct your research and gather your data during Spring Break.

Spring term

- **Supervisor Availability:** Your supervisor is available during Winter and Spring terms, and so please make plans to meet with them during this time.
- **PhD Project Officer:** A PhD student will be available to help with methodological questions and guidance. This person is available during Summer to help you while you're conducting your analysis.



Dissertation outline

Abstract: 200 words (suggested).

Summarise your research question area and findings.

1 Introduction: 1,000 words (suggested)

Use this to introduce the broader context for your research and why it matters. Present your hypotheses and briefly introduce how you plan to test them.

2 Literature Review: 2,000 words (suggested)

Outline the literature upon which your work builds in this section.

3 Methodology: 2,000 words (suggested)

Explain how you conducted your research and why you chose the methods you did. Qualitative and quantitative will require different formats, but there are suggested formats for both types of research. Consult your advisor.

4 Results: 2,000 words (suggested)

Reveal the results of your research by reviewing your hypotheses, making reference to the methodology in the previous section.

5 Discussion and Conclusion: 1,000 words (suggested)

Discuss the implications of your results both within the literature and the broader context. Highlight the shortcomings of this research and also point to suggested areas of further research.

6 References: *This does not count towards your word count**

Your citations must be consistent throughout this document, and while you can use different citation styles, APA citation style is the standard in social psychology and behavioural science.

* In-text citations, in the body of your dissertation, do count towards your word count.



Section 13: Extra information on assessment





This section should be read in conjunction with the School Regulations and Code of Practice for Taught Masters Degrees, which can be accessed by visiting info.lse.ac.uk/current-students/lse-academic-code

Assessment strategy

Our aim is to encourage and support you to develop a sophisticated knowledge of the subject, the capacity for independent and critical judgment, and the ability to express your ideas with clarity.

The department is committed to transparency and clarity in its assessment criteria. These General Assessment Criteria are intended as broad guides for what examiners will be hoping to find in written work. Please note, however, that assessment of written work is more of an art than an exact science. These notes are for general guidance only.

Please note that courses delivered by other Departments/Institutes may have a different assessment strategy.

During your study, your written work will be assessed in two ways – formatively and summatively.

As a student you are responsible for ensuring that you have sufficiently backed up your work, whether this be on another device, on a cloud, or USB. The department cannot accept loss of laptop or other personal equipment as justification for a late submission of work.

Formative assessment

This takes place during a course of teaching, and comprises assignments whose aim is to help you with your studies and provide opportunities for feedback. These assignments take different forms in different courses, and are designed to help you to progress in your understanding and to support your ability to display that understanding in the type of summative assessment for that course (further details are provided in the Course Outline for each course).

The outcome of formative assessment is feedback that may be written or oral, individual or collective, but which does not provide a grade that contributes to your over-all degree classification.



Summative assessment

This takes place during and at the end of each course of teaching and is designed to evaluate your level of academic achievement. Each full unit course usually has two summative assignments, and half unit courses, one summative assignment. Different courses may be assessed using different methods, such as unseen written exams or take-home essays (further details are provided in the Course Outline for each course). The outcome of the summative assessments is a grade that contributes to your over- all degree classification.

The department will apply the same general criteria for both kinds of assessment, though the way in which they apply will vary from one kind of assignment to another. For example, in the case of unseen written exams, the restricted time will be taken into account.

Overall, assessment is carried out not according to a checklist of separate contents, but in a more integrated way that assesses the piece as a whole and allows for deficits in one aspect of the piece to be compensated for by particular merits in another aspect. The type of questions posed require some novel thinking and/or synthesis across areas of the discipline. With such questions there may be some core of important material but there are usually a number of acceptable ways of framing that material and of introducing other relevant arguments. Moreover, since all unseen written exams are time-limited, and coursework essays must be of restricted length, you must decide which theories and findings are critical to your own argument. Thus an important skill to develop is determining which content to omit, and appropriate omissions will depend on the argument that you wish to present.

The assessment in all cases involves three primary categories: **Presentation, Content,** and **Critical Judgment.**



Assessment criteria for MSc coursework and exams

In the assessment of a formative or summative assignment the writing of feedback to students on the three criteria of presentation, content, and critical judgment the examiners look for the following:

- Presentation.
- Clarity and precision of expression, including grammar, punctuation, spelling, etc.
- Consistency and relevance to the purpose or to the title of the essay or assignment.
- Explicitness, clarity and coherence of structure.
- Clarity and coherence of appropriate sections, such as introduction and conclusion.
- Content.
- Evidence of comprehension of issues or problems relevant to the topic under discussion.
- Evidence of knowledge of theories or studies bearing upon the topic.
- Evidence of wide reading and accurate citation of references.
- Clear development of argument.
- Critical judgment.
- Clarity, depth and thoroughness in the analysis of theory, data and issues under discussion.
- Imaginativeness and sophistication of thought.
- Critical insight and ability to appropriately evaluate different sources of information.
- General coherence of argument.
- The precise ways in which these three criteria apply will depend on the nature of the specific assignment in question.



Feedback on written work

Summative assignments

Feedback will comprise of an assessment of the work according to the three criteria above (Presentation, Content, Critical Judgement), indicating whether the work addresses these criteria in a way that is Excellent, Good, Fair, Unsatisfactory or Poor.

You can expect feedback on summative work within five academic term weeks of submission except in the case of the dissertations. Feedback on dissertations will be provided after the confirmation of final marks in mid-November.

Formative assignments

For all formative assignments submitted before the deadline, feedback will be provided within three academic term weeks of submission.

The precise form of this feedback will vary according to the assignment in question (further details are provided in the Course Outline for each course).

As mentioned above, all assessed submissions – formative and summative (including exams) will be assessed according to whether they show evidence of work that is Excellent, Good, Fair, Unsatisfactory or Poor on each of the three criteria of Content, Presentation and Critical Judgment. These produce the typical profiles of the five classifications of Distinction, Merit, Pass, Fail and Bad Fail. However, please bear in mind that assessment deliberately attempts to arrive at a holistic view of a piece of work, so that limited performance on one criterion may be compensated by exceptional performance on another. Occasionally, therefore, it is possible that a classification will be awarded where its assessment on one of the criteria does not meet the typical profile (eg, a borderline Distinction may be awarded where the quality of Excellent work regarding both Critical Judgement and Content assessment is felt to significantly compensate for Presentation that is Good but not quite Excellent).

With this caveat in mind, broad qualitative characterisations of the five categories are offered below. Note also that the qualities described are intended to be indicative of these categories but not to offer exhaustive specifications.



Marks and grading

Distinction (70–100)

Work of exceptional quality, demonstrating a high level of conceptual ability and a thorough and consistent approach – typically, Excellent Critical Judgement, Presentation and Content. It is distinguished by a pattern of:

- A thorough understanding of the topic and its implications.
- A clearly expressed and convincing argument which is used to develop a coherent and logical framework within which to answer the question or address the topic, and which is well grounded in existing theory and research.
- Excellent and appropriate grammar, punctuation, spelling and sentence construction.
- Clear, and often imaginative, structure.
- Evidence of independent research or reading, going beyond lecture and seminar handouts.
- The absence of irrelevant or extraneous material.
- An insightful argument showing signs of originality.
- (Where relevant) Skilled use of referencing and/or appropriate stylistic conventions (eg, APA).
- (Where relevant) Mastery of analytic techniques or research methods.

Merit (60–69)

Work of a very good standard demonstrating comprehension, clarity of thought and expression. Work in this range displays the ability to handle the relevant literature in an analytical manner – typically, Good Critical Judgement, Presentation and Content.

This work will generally show less independence of thought and mastery of detail than is required for a mark in the Distinction range, and there may be some misjudgements with regard to issues that are not central to the argument. It is distinguished by:

- A good understanding of the topic and its implications.
- General familiarity with relevant literature.



- An ability to select and organize material to provide a clear and logical line of argument.
- Good grammar, punctuation, spelling and sentence construction.
- Clear structure.
- Some evidence of independent thought or reading.
- General avoidance of irrelevant or extraneous material.
- (Where relevant) Competent use of referencing and/or appropriate stylistic conventions (eg, APA).
- (Where relevant) General competence in analytic techniques or research methods.

Pass (50–59)

Work of a moderate to good standard. This work will usually involve an accurate description of relevant theories or research, or may display a basic competence in the application of research methods or analytic techniques – typically, Fair Critical Judgement, Presentation and Content. It is distinguished from work in the Merit category by the level of analysis displayed and by the coherence with which the material is organised. There may also be some errors or misjudgements, or omissions of important details. It is characterised by several of the following:

- A fair understanding of the topic and its implications.
- Basic familiarity with relevant literature.
- Evidence of an attempt to answer the question or address the topic.
- Reasonable grammar, punctuation, spelling and sentence construction.
- A reasonably well-structured account.
- Little evidence of independent thought, or of independent research.
- The inclusion of some irrelevant or extraneous material, or some minor errors.
- (Where relevant) Competence in referencing and/or appropriate stylistic conventions (eg, APA), but with some errors.
- (Where relevant) Basic competence in analytic techniques or research methods, but with some minor errors or omissions.



Fail (30–49)

Work in this category shows some evidence of engagement with the question or topic, but has inadequacies which mean that it does not quite reach the level required of master's work. It may be poorly written, displaying an inconsistent argument, unsubstantiated assertions, and/ or a lack of awareness or understanding of the relevant literature – typically, Unsatisfactory Critical Judgement, Presentation and Content. It may also include significant errors and misunderstandings in the use or description of particular methods or analytic techniques. It is likely to be characterised by several of the following:

- A superficial understanding of the topic and its implications.
- Significant gaps in familiarity with relevant literature.
- Poor grammar, punctuation, spelling and sentence construction.
- A poorly structured account which is difficult for a reader to follow.
- Little evidence of independent thought, or of independent reading.
- The inclusion of irrelevant or extraneous material.
- (Where relevant) Poor referencing and/or major errors in the use of appropriate stylistic conventions (eg, APA).
- (Where relevant) Significant errors in analytic techniques or research methods.

Bad fail (0–29)

Work in this category is clearly below the standard expected for a master's degree, with superficial coverage of a subject and serious errors and misunderstandings – typically, Poor Critical Judgement, Presentation and Content. It is likely to be characterised by several of the following:

- The inappropriate use of technical terms, and/or general evidence of conceptual misunderstanding.
- Little relevance to the question or problem set.
- Little evidence of understanding of the general topic or its implications.
- Very poor grammar, punctuation, spelling and sentence construction.
- Poor structure and very difficult for a reader to follow.
- Few sources cited, and little evidence of basic familiarity with relevant literature.
- The inclusion of a significant amount of irrelevant or extraneous material.



- (Where relevant) Poor referencing and/or little attempt to use appropriate stylistic conventions (eg, APA).
- (Where relevant) Several significant errors in descriptions of past studies, or the use of analytic techniques or research methods.
- (Where relevant) Poor referencing and/or little attempt to use appropriate stylistic conventions (eg, APA).
- (Where relevant) Several significant errors in descriptions of past studies, or the use of analytic techniques or research methods.

Late submissions for Summative Assessments

To apply for an extension please submit via the link on this webpage:

lse.ac.uk/pbs/study/msc/msc-summative-extension-requests

Summative assignments

If summative assignments are submitted after the deadline, the following penalties will normally be applied as specified in the School Calendar:

- For each day that the submission is overdue, up to a maximum of five working days, a deduction of five marks out of one hundred for each working day the submission is late. Working days include vacation time.
- After the submission is overdue by ten working days, the maximum mark obtainable will be 50 per cent.
- You may be entitled to feedback in the usual way.
- Students are strongly advised to plan ahead and aim to upload their coursework a few days in advance of each deadline so that any problems arising close to the deadline can be resolved.
- Should you believe you have a good case to request an extension you should refer to the School's [Extension Policy](#).

Grounds that will not be considered sufficient include (this is an indicative list, and should not be treated as exhaustive):

- Minor ailments (coughs and colds).
- Non-academic work commitments.
- Pressure of other academic work commitments



- Matters relating to personal or School computing facilities where the problem is not general to all students on the programme, eg, essay deleted by mistake, computer breaking down, problems with recording media, inability to print.
- Matters relating to practicalities of carrying out the task required to complete the assignment, unexpected difficulty in accessing respondents, unavailability of specific book in the library or library closure, unavailability of airline flights on relevant dates.
- Personal commitments: eg, attending a wedding or other family or social gathering.

Grounds that may be considered sufficient include (this is an indicative list, and should not be treated as exhaustive):

- Serious unanticipated illness or other problem that prevented progress on the work
- Unforeseen major life event such as major illness or death of a close family member or close friend
- Foreseen but major life event, such as birth or death of a close family member or close friend

Of course, each case is unique, and not everyone will be in a position to gather information before the deadline. The Department will therefore consider each case on its own merits.





Section 14: 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 15: 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</u> <u>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</u> <u>Hub; 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</u> <u>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/pbs



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