Improving Health Worldwide

MSc Health Policy, Planning & Financing

LONDON SCHOOL of HYGIENE &TROPICAL MEDICINE

LSE

Programme Handbook 2026-27

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Disclaimer

This Programme Handbook refers to the current academic session. Every effort has been made to ensure that the information contained in this handbook is accurate at the time of going to press (September 2026). Changes to the information may need to be made due to unforeseen circumstances and students will be notified of this in advance of any changes. In the event of any inconsistency between the information in this handbook and any other document, the decision of the Director of Education Services shall be final.

INTRODUCTION AND WELCOME

On behalf of the two Schools, we would like to welcome you to the MSc in Health Policy, Planning and Financing.

In 1986, the London School of Economics and Political Science (LSE) and the London School of Hygiene and Tropical Medicine (LSHTM) – two of the world's premier Schools in social science and public health – joined to offer this joint MSc programme. Since then, over 900 students from over 100 countries have graduated from this programme, many of whom still keep close links to both Schools.

The degree is unlike most others that you will find at either School, or indeed at other academic institutions. It provides you with an opportunity to design a distinct selection of modules/courses from the curricula of both Schools. In addition, both Schools offer you a huge variety of other academic resources – their libraries, additional lectures and key academic resources are as important to your studies as some of the modules/courses may be, so do make good use of them.

We strongly encourage you to take advantage of the distinct academic cultures of both institutions as this is the key reason for offering a joint degree. Nevertheless, be aware that the joint nature of the degree does bring challenges. Both Schools are distinct institutions with their own administrations and processes. You will need to complete some administrative processes twice (i.e. at each School) and you may face some timetable clashes between certain classes and lectures. Whilst we try to minimise these difficulties wherever we can, this is not always possible. However, we hope that you will value the experience of this joint degree as so many of our previous students certainly have.

This handbook will outline the structure of the degree, provide guidance on the choice of modules that are available to you - and how to select them - and provide you with the necessary information on assessment requirements, including the dissertation which you will need to complete at the end of the academic year. In addition, you will find information and guidance about both Schools and their resources. Please read this handbook (in particular the first section) very carefully, as it should provide most of the information that you will need throughout your studies.

This Programme Handbook provides you with key information about your programme and modules. It should be read alongside the Student Handbook and the School's Policies and Regulations, the Pre-Registration web pages and your Offer Letter. The School's Student Handbook and Policies and Regulations can be found on the Intranet.

Further information about some of the services you may find useful during your time at LSHTM can be found here.

At the end of this Handbook you will also find the LSE handbook which should be read alongside regularly updated information relating to Policies and Regulations on the Health Policy department webpages

The School also has a Student Charter which sets out the mutual responsibilities and aspirations of students and the School. The Student Charter can be found on the School's website at the following link LSHTM Student Charter

You are, of course, Postgraduate students and so we do expect you to be proactive about solving issues as they arise and speaking to appropriate members of academic and administrative staff as appropriate. However, during the orientation period we will go into more detail on what you need to know about the programme and answer any questions you may have. Moreover, your tutors and Programme Directors are always here to answer your questions and help you to make the most out of this year.

We hope that you will have a wonderful experience on this MSc and look forward to working with you during the year.

Best wishes

David Lugo Palacios (LSHTM), Mirza Lalani (LSHTM), Justin Parkhurst (LSE) and Mirgesh Bhatia (LSE)

1. ADMINISTRATIVE ARRANGEMENTS

1.1 Key Contacts

LSHTM

MSc Programme Directors
Dr. David Lugo Palacios
E-mail: David.Lugo-Palacios@lshtm.ac.uk

Dr. Mirza Lalani
E-mail: Mirza.Lalani@lshtm.ac.uk

PHP Education Administration Manager
Lisa Grisolia
E-mail: Lisa.Grisolia@lshtm.ac.uk

MSc Programme Administrator
Grace Flaherty
E-mail: Grace.Flaherty@lshtm.ac.uk

LSE

MSc Programme Directors
Dr. Justin Parkhurst
E-mail: J.Parkhurst@lse.ac.uk

Dr. Mirgesh Bhatia
E-mail: m.r.bhatia@lse.ac.uk

Postgraduate Programmes Manager
Muheez Busari
Dept. of Health Policy
Room: COW 3.11
Phone: 020 7955 6574
E-mail: healthpolicy@lse.ac.uk

Postgraduate Programmes Administrator
Rana James
Dept. of Health Policy
Room: COW.3.11
Phone: 020 7852 3621
E-mail: healthpolicy@lse.ac.uk

Department Manager
Amanda Gaddes
Dept. of Health Policy
Room: COW 3.11B

Phone: 020 7955 6840

E-mail: a.gaddes@lse.ac.uk

1.2 Associate Deans (Education)

At LSHTM, each Faculty has an Associate Dean (Education) who oversees the taught programmes for their respective Faculty. You may need to contact an ADE in another Faculty if you are taking a module based in that Faculty.

The ADEs can be contacted via the Faculty Education Administrators at fea_support@lshtm.ac.uk who will be able to direct your query appropriately, or you can contact them directly at:

Epidemiology and Population Health (EPH)
Dr Melanie Morris
Associate Dean (Education)
E-mail: eph-ade@lshtm.ac.uk

Infectious and Tropical Diseases (ITD)
Dr Alan Brown
Associate Dean (Education)
E-mail: itd-ade@lshtm.ac.uk

Public Health and Policy (PHP)
Peter Weatherburn
Associate Dean (Education)
E-mail: php-ade@lshtm.ac.uk

1.3 Education Administration

LSHTM Education Administration is comprised of 3 Faculty Education Administration Teams (FEATs), one in each of EPH/ITD/PHP. They provide administrative support for the day-to-day delivery of intensive London-based, and distance learning master's degrees. The FEAT delivers a friendly, professional and efficient customer-facing support service to students, staff and external stakeholders.

The FEAT is responsible for a number of areas including:

- the provision of teaching materials, programme/project handbooks and other relevant documentation
- updating information on the School's Virtual Learning Environment (Moodle)
- timetabling and allocation of teaching rooms
- arrangements for all types of assessments
- assisting with the organisation and support of School-wide activities such as orientation and module selection/registration
- supporting School-wide elements of the research degree programme
  liaison with teaching staff, Registry and Quality and Academic Standards (QAS)

FEAT contact details for all Faculties
Email: EducationAdministration@lshtm.ac.uk

LSE
At LSE, programme support is provided at Department level. The Health Policy Programme team indicated above are located in Cowdray House, Portugal Street,
third floor, room 3.11.

The office is normally open from 10am to 4pm, Monday to Friday,
throughout the year (excluding School closures). If you have any questions concerning the programme, you should feel free to contact the MSc Programme Administration Team.

Email: healthpolicy@lse.ac.uk

1.4 Programme and Module Information

Information about your programme and modules will be posted on the relevant programme Moodle page or on specific module Moodle pages as appropriate.

A note on terminology: at LSHTM, each individual subject class you take is called a 'module', while at LSE these are called 'courses'. Your academic advisor is called your 'tutor' at LSHTM, but called your 'mentor' at LSE.

1.5 Joint Programme Committee

Health Policy Planning and Financing has a Joint Programme Committee (JPC), which oversees the development and operations of the MSc. It is chaired by the MSc Programme

Directors. Student representatives are expected to attend the JPC.

1.6 Programme Representatives

Each programme nominates up to three student Programme Representatives, who serve as a vital link between students and staff. These representatives attend Programme Committee and Faculty Student Representative meetings, where they present student feedback, raise concerns, and ensure the student voice informs decision-making across LSHTM.

Programme Reps are elected early in the academic year and are expected to maintain regular communication with classmates to identify and escalate issues related to teaching, support or wider student experience. They coordinate regular meetings with Programme Directors and staff, ensuring that student concerns are heard and addressed promptly.

In addition to their formal duties, Programme Reps are encouraged to foster a sense of community by organising talks, social events or class outings.

Programme Reps work closely with the elected Students' Representative Council (SRC) Executive, contributing to School-wide discussions and helping shape the broader student experience. The role provides valuable opportunities for skill development in leadership, teamwork and communication, while actively shaping both the academic and social aspects of student life at LSHTM.

Key links:

- Student Programme Representatives - Role Description & Principles
- SRC Constitution
- Chapter 10 of the LSHTM Academic Manual (for more information on student representation on committees)

1.7 Programme Evaluation

Programmes and modules/courses are constantly evolving and we depend upon feedback from students to help us to continually improve them. Evaluation is of several types:

Modules/courses
This type of evaluation provides the Schools with feedback on the various parts of the programme and is completed for each module. There are normally open-ended as well as closed questions to allow full expression of your opinions. We would like to stress how important it is that everyone completes these questionnaires so that all voices can be heard, as we do act on the feedback received.

MSc Programme
Evaluations are also carried out at programme level, often at the end of Term 1 and/or at the end of the E slot. These discussions are coordinated by the MSc Programme Director(s) and the student representatives.

Specific surveys
Surveys are conducted each year on satisfaction with study at the Schools on specific aspects such as IT or Library facilities, support and resource provision.

National surveys
The Schools participate in the Postgraduate Taught Experience Survey (PTES), which is run by the Advance HE. This is a sector-wide survey which aims to gain insights about all taught postgraduate students' learning and teaching experience.

The Schools publish the PTES sector benchmark reports from previous years on their websites. You can find them on the Academic quality and standards - Student engagement page.

1.8 Academic Regulations

HPPF is a joint administered degree. At present, LSHTM is the institution of admission (the one to which you applied) while LSE is the institution of assessment. This means that LSE programme regulations are applied to students on HPPF, to determine the final degree award level or to decide issues related to fail marks and resits.

In LSE terminology, HPPF is a '5 Unit' MSc: Each course/module has a weight of 0.5 units (as it runs for a single term), while the dissertation has a unit of 1 unit. Students take 8 courses to the value of 4 units plus their dissertation for a total of 5 units.

The LSHTM academic manual brings together all the academic regulations and procedures which constitute LSHTM's framework for quality and standards for credit-bearing taught provision, research degrees and special programmes.

The following chapters are particularly relevant:

Chapter 2: Qualifications and taught credit framework

Outlines the underpinning structures of taught and research qualifications at LSHTM, including award schemes.

Includes:
MSc award scheme
Programme structure

Chapter 7. Academic Regulations

Regulations governing all programmes of study, including interruption, withdrawal, termination, extenuating circumstances, special assessment arrangements, academic misconduct and assessment irregularities, student appeals, student complaints and student discipline.

Includes:
Academic integrity (assessment irregularities) policy
Special assessment arrangements policy
Extenuating circumstances policy
Interruption of studies and withdrawal policy
Termination of studies policy
Academic appeals policy and procedure

Chapter 8. Postgraduate taught degree academic regulations

Regulations governing postgraduate taught programmes at level 7 of the FHEQ (i.e. MSc) and LSHTM professional diplomas (special programmes), including admission, assessment, moderation processes, exam board processes, resits, progression requirements and consideration for awards.

Includes:
Periods of Registration and Modes of Study
Module moderation policy
Boards of Examiners
Resits policy

The regulations governing LSE degrees can be found here:
LSE Calendar

2. PROGRAMME OF STUDY

2.1 Term and Holiday Dates

LSHTM and LSE have different names and structures to their terms, so students will need to be careful to not be confused at times.

Most teaching occurs in the first two terms, with exam revision and dissertation preparation mostly in the 3rd term.

Term 1 is called Autumn Term at both institutions
Term 2 is called Winter Term at LSE but Spring* Term at LSHTM (also called C/D term)
Term 3 is called Spring* Term at LSE but Summer Term at LSHTM (also called E term)

So you already will see a challenge as both schools call a different term 'Spring'. We will try to default to using Term numbers on HPPF for clarity where possible.

Another challenge is that LSHTM splits Term 2 into two halves called C and D for its modules (with Term 3 modules called E term) – so students will see that terminology as well.

As noted, each Master's programme is divided into three terms: autumn (term 1), spring (term 2) and summer (term 3). Most full-time taught Master's programmes span a full academic year from September to September. LSHTM term and holiday dates can be found on the School's website at this link.

LSE
Teaching is mainly divided across Autumn term (Term 1 - Autumn at LSHTM) and Winter term (Term 2 - Spring at LSHTM), with some revision lectures being held in Week 1 of Spring term (Term 3 - Summer at LSHTM). Aside from these revision sessions, there is no formal teaching during Term 3, with exams
being held from mid-May to mid-June. You can find LSE term dates here:
https://info.lse.ac.uk/current-students/term-dates

Reading Weeks (no teaching delivery) are scheduled for Week 6 of the LSE Calendar, but it is worth noting that some seminars may still run during LSE Reading Week.

2.2 MSc HPPF Objectives

By the end of this programme students should be able to:
(i) demonstrate knowledge and understanding of a diverse range of international and national health policies, including current and emerging trends;

(ii) demonstrate knowledge and understanding of one or more disciplines relevant to the study of health policy, planning and financing (e.g. epidemiology, health economics, and other social sciences);

(iii) demonstrate specialist knowledge and skills in other areas selected from a range of options on the programme relevant to the study of health policy;

(iv) apply their knowledge and skills using a multidisciplinary approach to formulate,

implement and evaluate health policies and plans;

(v) show competence, both written and verbal, in communicating empirical evidence and in consolidating and critically appraising debates relevant to issues of health policy; and

(vi) demonstrate competence in key research and presentation skills, including the ability to carry out a literature search, to critically review published literature, and to evaluate research findings.

2.3 MSc Programme Structure

HPPF is a unique degree in the range of options available. However, there are challenges in selecting courses from two schools that do not lead to any clashes in your timetable. A course selection guide has been developed to help guide you through these choices, providing 'menus' of choices that should not have any timetable clashes. You can find this guide in Appendix 3 at the end of this handbook.

The Master's programme is organised on a modular basis so that students take a range of modules during the year. Each Master's programme has an approved diet of compulsory and optional modules that students register for, as detailed in **Section 3** of this Handbook.

The academic year starts with Welcome Week for all students. During this time, students are introduced to the School and its staff, given time to settle into LSHTM and to meet students and staff on their programme. Students are also introduced to some essential study skills, given guidance about module choices and are normally allocated a Personal Tutor/Mentor

Classes are scheduled throughout Terms 1 and 2, except during Reading Weeks which are periods intended for academic study, study skills and computer workshops. In Term 3, classes are held Wednesday to Friday in the first five weeks of the term for programmes with a Term 3 module.* Revision sessions (where applicable) and project preparation sessions will be scheduled during the other half of those weeks. During the remainder of the academic year (June, July and August) students undertake work on their Project Report for submission in early September.

*Note: Term 3 (E) modules at LSHTM are generally not recommended for MSC HPPF students due to the potential for a clash with revision sessions or examinations at LSE. However, if you are keen on undertaking a Term 3 (E) module, please contact your Programme Directors.

All students are required to be available throughout the summer term in case an assessment needs to be rescheduled at short notice or in case you are required to resit a module assessment.

A total of eight modules must be taken – four from each school. Normally students take four in Term One and four in Term Two, although on occasion some take a 5/3 split. Students must take two (and only two) LSHTM Term One modules.

Two modules are 'compulsory' in Term 1 (one from each school - although students can choose between 2 LSHTM options for this).

Two modules are 'semi-compulsory' (one from a choice of three at LSE and from a choice of five at LSHTM (most of these are in Term One, but one LSE semi-compulsory option runs in in Term Two).

The remaining four modules are electives – which can be selected from a list of recommended options (other semi-compulsory or compulsory choices not already selected can be taken as an elective).

Students can substitute one of these electives at each school for a different offering from that school with Programme Director approval.

Students must also submit a 10,000-word dissertation.

Compulsory:
• **Financing Health Care** - Term 1 (LSE)
• Either: **Health Services -** Term 1 (LSHTM) **OR Health Policy, Process & Power -** Term 1 (LSHTM)

All students should take one additional Semi-Compulsory module at LSE from the following:
• Health Economics (Term 1)*
• Pharmaceutical Economics and Policy (Term 2)
• Introduction to Health Policy & Politics (Term 1)*

All students should take one additional Term 1 Semi-Compulsory module at LSHTM from the following:
• Basic Epidemiology
• Health Policy, Process and Power*
• Health Services
• Issues in Public Health
• Introduction to Health Economics*

***Please note:** there is overlap between Introduction to Health Policy & Politics (LSE) and Health Policy, Process & Power (LSHTM) – so it is not possible to select both options. There is also overlap between Health Economics (LSE) and Introduction to Health Economics (LSHTM) – so it is not possible to select both options.

Students select two electives from each school from the following lists (subject to change or availability):

LSHTM
• Evaluation of Public Health Interventions
• Health Care Evaluation
• Conflict and Health
• Organisational Management
• Economic Evaluation **
• Globalisation and Health
• Economic Analysis for Health Policy
• Health Decision Science
• Reviewing the Literature ***
• Health Systems
• Epidemiology of Infectious Diseases

• Medical Anthropology and Public Health

LSE
• Global Health Policy: Institutions, Actors and Politics
• Social Determinants of Health
• Health Systems Performance
• Global Health Security
• Evidence Review and Synthesis for Decision Making ***
• Health Care Economic Evaluation (note: places are very limited and often unavailable on HPPF)**
• Advanced Health Economics (note: places are very limited and often unavailable on HPPF)
• Mental Health Policy
• Health Care Regulation
• Evidence Appraisal for Health Policy Analysis
• Economic Analysis for Health Policy in Low and Middle Income Countries
• Statistical Methods in Health Care Economic Evaluation
• Randomised Evaluations for Health Programmes: From Design to Implementation
• Health equity, climate change and the common good
• Behavioural Incentive Design in Health and Health Care
• Labour, Social Services and Development

****Please note** – there is overlap between LSE Health Care Economic Evaluation and LSHTM Economic Evaluation, so it is not possible to select both options.

*****Please note:** there is overlap between Evidence Review and Synthesis for Decision making (LSE – term 1) and Reviewing the Literature (LSHTM – term 2) – students should not take both.

Students can take one course at each school as a substitute for an elective, subject to availability and approval by the Programme Directors.

To find the relevant courses, look within the "Graduate Course Guides" for courses in the Department of Health Policy, which carry the code "HP".
Taught Masters

For LSHTM please look within the Module Availability Table for MSc HPPF-specific modules.
https://www.lshtm.ac.uk/study/courses/masters-degrees/module-specifications

See Appendix 3 for guidance on ways to select combinations of courses that do not lead to timetable clashes

2.4 Timetable Overview

Students will be able to view activities for each module they are enrolled on via the module's Moodle page including any lecture recordings and other learning materials. Any synchronous lectures, seminars or practical sessions will also be provided as a personalised eTimetable accessed via Outlook or a smartphone calendar. Full instructions on how to access your eTimetable will be provided.

Students must always check their timetable prior to any taught sessions to ensure that no changes have taken place to the timing or location of the session.

At **LSE**, the teaching timetable for courses can be found here: https://info.lse.ac.uk/current-students/timetables

Below is a table showing the term dates and structure of the years at each School.

	LSHTM	**LSE**
Welcome Week	21 September – 25 September 2026	21 September – 25 September 2026
Term 1 Courses	28 September – 11 December 2026	28 September – 11 December 2026
Reading week	2 – 6 November 2026	2– 6 November 2026
Term 2 Courses	**C Modules** 11 January – 12 February 2027 **D Modules** 22 February – 25 March 2027	11 January – 25 March 2027 (Winter Term)
Reading week	15 - 19 February 2027	15 – 19 February 2027
Term 3 Courses	**E Modules** 26 April – 28 May 2027	Revision classes only in Week 1 of Spring Term (26 – 30 April 2027)
Examination/Assessment	**Varies – check specific module assessments**	**Varies but summer exam period for some courses is 4 May – 11 June 2027**
Dissertation submission		**19 August 2027 (to be submitted at LSE)**

2.5 MSc Programme Description

MSc Programme Specifications can be found here: Programme specifications | Academic quality and standards | LSHTM

3. MODULES OF STUDY

3.1 Schedule of Modules

Term 1 / Autumn Term
At both LSE and LSHTM, modules/courses will have lectures on one day of the week, each week for the whole term (excepting reading week). Seminar slots may be on the same or a different day of the week, but may not run every week depending on the course.

Term 2 / Winter Term LSE
At the LSE, Term 2 courses again run on a linear basis (lectures on the same day/time each week).

However, at LSHTM it is different. In Term 2 each module runs for two and a half days a week during a 5-week period.

The LSHTM Term 2 'C-slot' runs before Reading Week and the 'D-slot' runs after Reading Week. C1 and D1 modules run in the first part of the week (from Monday to Wednesday at noon) and D1 and D2 modules run in the second part of the week (from Wed pm to Friday).

While these are the LSHTM slots for C and D options, Most HPPF options at LSHTM do not actually have teaching on Wednesdays (but some may – we try to identify these in advance where possible).

Term 2 module runs for 2½ days a week during a 5-week period (see table below).

Slot	Term	When	Period	Length
C1	2	Before Reading Week	Mon (am) to Wed (lunchtime)	5 weeks
C2	2	Before Reading Week	Wed (pm) to Fri (pm)	5 weeks
D1	2	After Reading Week	Mon (am) to Wed (lunchtime)	5 weeks
D2	2	After Reading Week	Wed (pm) to Fri (pm)	5 weeks

Some modules are linked and may not be studied separately; these are timetabled so that they run consecutively. Linked modules in slots C1 and C2 or D1 and D2 are studied for 5 full weeks. Linked modules in slots C1 and D1 or C2 and D2 will be studied over 10 half weeks. A summary of the C and D-slots is provided below.

During Term 2 all students will choose a project topic and prepare an outline and ethical approval application for submission before the end of term.

A visual illustration of LSHTM Term 2 Timetabling is below.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	C1			C2	
Week 2	C1			C2	
Week 3	C1			C2	
Week 4	C1			C2	
Week 5	C1			C2	
Week 6	READING WEEK				
Week 7	D1			D2	
Week 8	D1			D2	
Week 9	D1			D2	
Week 10	D1			D2	
Week 11	D1			D2	

Term 3 (LSHTM only)

In Term 3 there is one module slot (E-slot), with sessions between Wednesday and Friday for a five-week period. A summary of the E-slot is provided below.

Slot	Term	When	Period	Length
E	3	After Easter (May overlap with LSE exam period)	Wed to Fri	5 weeks

3.2 Part-Time Study

It is possible to undertake the HPPF programme on a part-time basis. These notes are intended to help those who choose to study this way by answering some of the questions that are frequently asked.

Part-time students typically take four modules in each year of study, and sit assessments for modules/courses the year that they were taken (i.e. you cannot sit an assessment in year two for a module/course you took in year one). The exact combination and order of modules/courses should be selected in consultation with the Programme Directors.

Note to part-time students: In 2027-28, LSHTM modules will be undergoing changes to content and structure and others discontinued entirely. The modules on offer this academic year (2026/2027) at LSHTM, may not be available in year 2. Hence, we **strongly recommend** that part-time students take year 1 at LSHTM and year 2 at LSE. This will ensure that the MSc you have registered for will be the same MSc for which you are awarded at the end of your course. Doing this will also avoid all timetable clashes that might arise between the two institutions, providing maximum choice of options.

Time requirements

Part-time students need to devote about half of their working week to study: this includes attending lectures and seminars, reading and preparation and writing assignments. More specifically, part-time students should expect to spend an average of 2-3 days per week throughout the year studying. This time requirement allows for formal teaching sessions

(lectures/seminars) as well as personal study, group work and assessment preparation. However, selection of LSHTM modules in Terms 2 and 3 is likely to require more intensive studying for the 5-week period of the module (equivalent to 3-4 days per week) and less intensive studying at other times (equivalent to 1-2 days per week).

Many of the courses/modules involve working in groups and you may need to arrange to meet your colleagues outside scheduled formal teaching sessions for this.

As a part-time student you will have to think very carefully what options are realistically open to you if you cannot attend at a particular time during the week. You also should note any prerequisites for advanced modules/courses.

Timetabling
You should be able to get more information on timetabling or prerequisites detail from the relevant Module Administrators or Module Organisers.

Examinations
Part-time HPPF students sit their written examination at the end of the relevant year of study (this may differ from other MSc programmes offered at LSHTM, so please don't get confused).

Dissertation
As you are a part-time student, the dissertation will be due at the end of the second year of study. However, you may wish to use your time effectively by starting work on the dissertation in the summer at the end of the first year of your programme. If you want to do this, you will need to complete the School's **Combined Academic, Risk assessment and Ethics approval (CARE) form** via Worktribe Ethics and get it agreed by your tutor before the end of Term 3 in year 1 (See section 4 of this handbook for dissertation information).

Communication
We make every effort to keep part-time students informed at all times, but as part-time students are not present at either School as often, it is easy to miss out on vital pieces of information. You will need to be vigilant to avoid this happening.

3.3 Module / Course Information

Descriptions of LSE's courses can be found **online** at
Taught Masters

PLEASE NOTE – LSE regulations refers to a single term course as having a value of '0.5 units' (A two-term course at LSE would be worth 1.0 units). All HPPF courses (at LSE) and modules (at LSHTM) are worth 0.5 Units. The dissertation, however, is worth 1 full unit. Thus, the total MSc is worth '5 units' in LSE regulations – i.e. 8 courses worth 0.5 units plus a dissertation worth 1 unit. You will occasionally see LSE regulations using this terminology (referring to half unit courses, or a 5-unit MSc).

For the **latest information on timetabling of LSE courses**, please also consult LSE's timetable pages Timetable

You should also consult the HPPF Course Selection Guide in **Appendix 3** for more details on combinations of choices that avoid timetable clashes.

Below is a list of courses and course codes for HPPF by term and the currently planned time slots.

Term 1 (Autumn Term) - Course Options; LSE

Course/Module title	LSHTM Code (LSE code)	Availability
Financing Health Care *Lecture: Wed 9-11:00 (Seminar slots: various)*	(HP400)	C
Introduction to Health Policy and Politics* *Lecture: Thurs 9-10:30 (Seminar slots: various)*	(HP401)	S
Health Economics ** *Lecture: Mon 16:00-17:30 (Seminar slots: various)*	(HP420)	S
Global Health Policy: Institutions, Actors and Politics *Lecture: Thurs 11 – 12:30 (Seminar slots: Thurs)*	(HP404)	R
Global Health Security *Lecture: Mon 9-10 (Seminars: Monday afternoon)*	(HP412)	R
Health Care Economic Evaluation *Lecture: Tues 9-10:30 (Seminar slots Tues)*	(HP422)	R
Evidence Appraisal for Health Policy analysis*: Thurs 13:00-14:00 (Seminar slots Thurs or Fri)*	(HP436)	R

C	=	**Compulsory** for the MSc (you must take this course)
S	=	**Semi Compulsory** (you must pick one of these – three of them fall in Term 1, but one semi-compulsory option is available in Term 2)
R	=	**Recommended Elective Options** (you choose two LSE electives in total which can meet in either Term 1 or Term 2)

Please note: Some pairs of courses may not be combined due to overlap:

* Introduction to Health Policy & Politics (LSE) cannot be taken with Health Policy, Process & Power (LSHTM)

** Health Economics (LSE) cannot be taken with Introduction to Health Economics (LSHTM)

*** Evidence Review and Synthesis for Decision Making (LSE) cannot be taken with Reviewing the Literature (LSHTM)

Term 1 - Module Options; LSHTM

Course/Module Title	LSHTM Code (LSE Code)	Availability
Health Policy, Process & Power *(Weds LSHTM)*	1117 (HP1117)	**C†/S**
Health Services *(Fri LSHTM)*	1107 (HP1107)	**C†/S**
Introduction to Health Economics *(Mon LSHTM)*	1103 (HP1103)	**S**
Issues in Public Health *(Tues LSHTM)*	1123 (HP1123)	**S**
Basic Epidemiology: EPH & PHP *(Tues LSHTM)*	2001 (HP2001)	**S**

C†/S =	HPPF Students must select two LSHTM modules in term 1, **including at least one of these two.**
S =	**Semi Compulsory** (you must pick one of these – those marked S or marked C* can serve as your semi-compulsory option)
R =	**Recommended Elective Options** (you choose two LSHTM electives in total which are all offered in Term 2)

Please note: Some pairs of courses may not be combined due to overlap:

* Introduction to Health Policy & Politics (LSE) cannot be taken with Health Policy, Process & Power (LSHTM)

** Health Economics (LSE) cannot be taken with Introduction to Health Economics (LSHTM)

Where **C** appears, this indicates that the module is **compulsory** for your Masters Programme.

Where **C†** appears, this indicates a required chose between two LSHTM compulsory modules: Health Services and Health Policy, Process and Power.

Where **S** appears, this indicates that the module is **semi-compulsory** (one to be selected from LSHTM options and one to be selected from LSE options).

Where **R** appears, this indicates **recommended elective** modules (two to be selected from each school from longer lists).

Term 2/Winter Term - Module/Course Options; <u>LSE only</u> (11-week linear courses)

Course/Module Title	(LSE code)	Availability
Pharmaceutical Economics and Policy	(HP424)	S
Measuring Health Systems Performance	(HP402)	R
Social Determinants of Health	(HP405)	R
Evidence Review and Synthesis for Decision Making	(HP407)	R
Advanced Health Economics (Prerequisite: HP420)	(HP423)	R
Statistical Methods in Health Care Economic Evaluation	(HP425)	R
Randomised evaluations of health programmes: from design to implementation	(HP428)	R
Mental Health Policy	(HP432)	R
Health Care Regulation	(HP433)	R
Economic Analysis for Health Policy in Low- and Middle-Income Countries	(HP421)	R
Health equity, climate change, and the common good	(HP437)	R
Labour, Social Services and Development	(DV465)	R

S	=	**Semi Compulsory** (you must have one of these. One LSE semi-compulsory option is available in Term 2, but you do not need this if you already took a semi-compulsory in Term 1)
R	=	**Recommended Elective Options** (you choose two LSE electives in total which can meet in either Term 1 or Term 2)

Term 2/ Winter Term - Module/Course Options; <u>LSHTM only</u> (modules)

Course/Module Title	LSHTM Code (LSE Code)	Availability
C1 Monday-Wednesday (11 January - 10 February 2027)		
Economic Evaluation**	1501 (HP1501)	**R**
Health Care Evaluation	1400 (HP1400)	**R**
Reviewing the Literature	1701 (HP1701)	**R**
C2 Wednesday-Friday (13 January - 12 February 2027)		
Conflict and Health	1402 (HP1402)	**R**
Health Systems	1808 (HP1808)	**R**

****Please note** – there is overlap between LSE Health Care Economic Evaluation (term 1) and LSHTM Economic Evaluation (term 2), so it is not possible to select both options.

Course/Module Title	LSHTM Code (LSE Code)	Availability
D1 Monday-Wednesday (22 February - 24 March 2027)		
Economic Analysis for Health Policy	1504 (HP1504)	**R**
Evaluation of Public Health Interventions	1127 (HP1127)	**R**
Medical Anthropology and Public Health	1802 (HP1802)	**R**
Organisational Management	1403 (HP1403)	**R**
D2 Wednesday-Friday (24 February - 25 March 2027)		
Epidemiology of Infectious Diseases	2437 (HP2437)	**R**
Globalisation & Health	1503 (HP1503)	**R**
Health Decision Science	1606 (HP1606)	**R**

3.4 Module Specifications

The Module Specifications can be found at this link.

The Module Specifications contain the following information:

- ***General Information*** – Module code, credits, Module Organiser(s) etc.
- ***Aims, Objectives and Audience*** - the goals of the module, the intended learning outcomes each student should achieve by the end of the module, and which students it is principally aimed at.
- ***Content*** - an overview of sessions and themes/topics covered.
- ***Teaching, Learning and Assessment*** - describes the teaching methods used and method(s) of assessment contributing towards the final degree result (note – some Term 1 modules do not have an integrated assessment contributing to the final degree, but may carry out formative progress tests during the module).
- ***Timing and Mode of Study*** - indicates the dates, duration and timetable slot of the module, mode of study, and total learning time associated with the module. Learning time is divided into:
  - **Contact Time** spent in scheduled sessions such as lectures, seminars, practicals
  - **Directed Self-Study** such as directed readings, work in study groups
  - **Self-Directed Learning** such as background reading, researching topics
  - **Assessment, Review and Revision** time spent on the assessment and revision
- ***Application and Admission*** – indicates any prerequisites (background knowledge or experience that students must have to be able to enrol), as well as information on class numbers and how students are prioritised to enrol where module numbers are restricted.

3.5 Module Choices

Students will be given information about module choice at the start of the year. Module selection takes place via the School's Online Module Registration System. A number of modules will be compulsory for your programme which means you have to take these modules. In most programmes, there will be other modules which are optional. **If you need help with your Module Choices, please ask your Personal Tutor or MSc Programme Director.** All module choices are subject to final approval by the MSc Programme Director.

Consider the following before making your choices:

(a) Read the MSc Programme Description provided in section 2.
(b) Consider the Module Specifications.
(c) Seek the advice of MSc Programme Directors and Personal Tutors.
(d) Module Organisers can supply more information about particular modules.
(e) Further information on Term 1 module choices will be given during Welcome Week, and in the Module Fair during Reading Week of Term 1 for Term 2 and Term 3 modules.

Deadlines for module choices
The following deadlines have been set for you to make your module choices via the Online Module Registration system:

2pm UK time Thursday 24th September 2026	Term 1 module choices to be made
2pm UK time Friday 13th November 2026	Term 2 and 3 module choices to be made

LSHTM only allows changes to module choices after these deadlines in exceptional circumstances. In no circumstances will changes be allowed after the first week of the module commencing. Please email your Education Administrator in the first instance if you wish to change module choice.

Failure to choose your modules in accordance with the process may mean that you are incorrectly registered for a module and will automatically receive a zero mark (fail) for any assessments associated with that module. Therefore, it is very important to make your choices carefully by the deadlines shown above. Staff in the Faculty Education Administration Team and Registry are there to provide help and guidance if needed.

Deadlines for module choices at LSE

Students register for modules through the online course selection facility (Graduate Course Choice and the Seminar Sign-up systems) in *LSE for You* https://lfy.lse.ac.uk

Course sign up will be open from the following times:

• **Term 1 (Autumn):** Thursday, 24 September 2026 (10.00 a.m.) to Friday, 9 October 2026 (5.00 p.m.).

• **Term 2 (Winter):** Monday, 11 January 2027 (10.00 a.m.) to Friday, 22 January 2027 (12.00 noon).

Changes after these deadlines are only in VERY exceptional circumstances with strong reasons. Please contact the LSE administrative team in the first instance for advice.
Full details of how both school systems for choosing modules/courses will be provided during Orientation Week.

Special Cases
It is possible to take a module which is not part of your programme, if you can demonstrate a special case for doing this (i.e. the module is of particular relevance to your proposed project). Students will be allowed to make a maximum of **one** 'special case' module choice which must be formally approved by the MSc Programme Director and the relevant Module Organiser. Students wishing to make a special case module choice must contact their Education Administrator in the first instance***.***

Module Limits
Please note, modules may also be capped, if there are circumstances warranting this. It may also be the case that a module may not run if it is selected by too few students.

At **LSE**, courses are often capped due to teaching room size limits. We try to ensure that every semi-compulsory course is available to HPPF students, and most elective options are available, but some have much more limited space than others.

4. DISSERTATION

The MSc HPPF dissertation is an important component of the MSc degree and accounts for 20% of the final grade (the equivalent of two taught modules/courses). It is therefore important that due attention is paid to the guidelines below and that all relevant deadlines are observed.

MSc HPPF Students must follow the standard LSE Department of Health Policy dissertation guidelines.

These are provided electronically at Moodle (lse.ac.uk) but also reproduced in full, in print in the LSE Appendix of this Handbook.

One important exception is in relation to Ethics applications (further details below) and where LSHTM procedures are to be followed.

4.1 Objectives of the Dissertation

The dissertation is meant to reflect the knowledge and skills you acquired within the Masters programme in a well-rounded way. It should be clearly distinct from individual pieces of coursework in that it should draw upon frameworks and approaches from different disciplines or courses/modules within the programme: you should attempt to integrate approaches and knowledge learnt across various courses/modules. The value of your dissertation will depend in part on your ability to fulfil this requirement and to show that you have adopted a truly interdisciplinary stance in conducting a cross-cutting piece of research.

One of the key distinctive features of the HPPF dissertation is the requirement for a careful analysis of policy implications (this may or may not lead to the formulation of policy recommendations, depending on the nature of the analysis – if not making recommendations, then policy implications may be alternatively discussed).

The main body of the dissertation should, in principle, include the following:

a) The ***background*** to the research, based on a thorough review of existing evidence leading to the identification of scope for further research and formulation of one or more research questions to be addressed within the dissertation.
b) The ***methods*** of investigation. These may involve primary data collection (see sections on ethical approval and personal safety in relation to this), or secondary analysis of existing data, or even a literature review. In all cases the methods used have to be rigorously defined and clearly presented and justified.
c) The ***results/*analysis**, summarising the principal findings of the investigation and providing answers to the research questions set out at the start.
d) A ***discussion*** of how the results of your analysis compare with similar findings available in the existing literature; how your results can be plausibly explained; and what limitations your study has which might affect the validity of your findings.
e) An analysis of the key ***implications*** of your findings for health policy making, with a possible discussion of actions that may be recommended in the light of your analysis. This may draw on experiences made in other countries or settings.
f) Conclusions briefly summarising the key messages from the dissertation.

NOTE: The *front cover* should include the title of the dissertation, your LSE candidate number, the name of the MSc, the year of presentation and the word count. Please note it is

vital that you only put your in-programme candidate number on the cover and **not your name**.

4.2 Timeline and Key Deadlines

The timing of writing your dissertation should reflect the timetable of your modules/courses, but the following gives some ideas about key times/activities:

- *By the end of Term 1* discuss possible topics with your tutor/mentor;

- *By the end of February 2027* submit your dissertation protocol outline form (to be provided) to the LSHTM Course Administrator (following agreement by your tutor/mentor).

- *By early April 2027* submit your ethics application, including project plan and CARE form via via Worktribe Ethics (again following discussion with your tutor/mentor).

- **FINAL SUBMISSION DEADLINE:** 1 electronic copy to be submitted on LSE HP409 Moodle no later than **12 noon (UK time) on Thursday 19th August 2027.**

4.3 Dissertation Length and Reference Format

The current word count for HPPF dissertations is 10,000 words (unless you are returning from interruption of studies and originally entered in a year with a different length – in these cases check the regulations for the year you began the MSc or ask the Programme Administrators if unsure). There is a 10% margin allowed in the word count, but dissertations should definitely not go over this 10% buffer.

Only the main body of the text is considered in the word count – it does not include abstract, titles, references, appendices (it does include the in-text citations for your references/appendices). Tables and figures are also not included, but if there are very large/long tables, the student may wish to put these in an appendix.

Students should use a standard reference system and be apply it consistently. Common formats include APA, MLA, Chicago, Harvard, or Vancouver styles, for example. Typically, students select either an 'author-date' or a numbered style, depending on what is the norm in the field they are working from (e.g. many public health journals use a numbered format while many social science journals use author-date). It is essential to pick a standard system and use it consistently with full details given of references. You can find a number of online resources if you search for 'reference style guides'. One that might be useful is: https://www.scribbr.com/citing-sources/citation-style-overview/ [NOTE we have no control over the content of this external link and it may change without our knowledge]

It is highly recommended that students use a reference management software to assist with references and bibliographies - e.g. EndNote, which is supported by LSE and LSHTM, or other software such as Mendeley, Zotero, etc.

4.4 Topic selection

The specific topic of the dissertation should be one in which you are interested and one that allows you to use knowledge and skills gained in the MSc in its analysis. For example:

- It might be a health policy issue on which you will be required to provide advice on return to your job;
- you could identify a health research question with policy relevance from reviewing literature or discussions with academics;
- you might choose to analyse the development of a health policy or a health policy organisation over time;
- you could address a question of interest to a particular body (e.g. a government, a regional or local health authority, a non-governmental organisation or an international research group) to produce an analysis that informs a policy-relevant issue.

4.5 Past Dissertation topics

Copies of past students' projects are also available online via the LSHTM Library. These are all searchable via the Library's Discover search tool which can be accessed here.

LSE also has past dissertations on the LSE Moodle page:
https://moodle.lse.ac.uk/course/view.php?id=1730

Please note the word count was shorter in the 2018-19 year – so dissertations from that year will reflect this.

4.6 Dissertation Methodology

Whatever the topic, you must present, justify or provide the background to some form of health policy topic.

The methods you apply should be clearly outlined and form a core part of your dissertation (this is unlikely to be only a paragraph or two). For example, for a review of literature or policy documents, you should identify the applied search engines, search strings and combinations thereof, followed by the criteria that you used to assess the identified material. For other approaches, you should follow similar rigorous presentations of your methodology, so that they are easily comprehensible to the reader and, ideally, reproducible.

4.7 Sources

The principal sources are likely to be:

- Published literature including scientific journals and books;
- Unpublished reports;
- Publicly available survey data;
- Financial or activity data from health services;
- Policy documents from government agencies;
- Interviews with health policy-makers, managers and/or workers.

It is not necessary to undertake collection of new primary data (most HPPF dissertations are based on existing literature and/or data), although it may be possible to use data collected for other purposes for the dissertation. All dissertations require risk assessment but primary data collection requires further ethical approval and involve further steps, e.g. a consent form and information sheet is needed for participants. Guidance is provided in the link https://www.lshtm.ac.uk/research/research-governance-integrityhttps://www.lshtm.ac.uk/research/research-governance-integrity

4.8 Dissertation-related seminars

The Department of Health Policy runs occasional MSc-wide sessions related to dissertations which students should try to attend. These are typically recorded and listed under course code HP431 (The current dissertation course code for the Department).

Please note, the HPPF dissertation course code is HP409, so you will not be 'registered' for HP431 on the *LSE for You* system. However – HP431 sessions are still for all MScs in the department including HPPF.

4.9 Dissertation Supervision

Programme Directors will ensure that every student has a personal tutor (academic mentor, in LSE terminology – hereafter tutor), to guide with the planning, undertaking and writing up of project work.

Your personal tutor serves as your dissertation supervisor. Supervisors act as advisors, not collaborators – they will discuss your dissertation with you. However, you should expect to do most of the work independently.

Your tutor is available to advise you in the following areas:

- topic selection;
- identifying appropriate literature and methodology;
- thinking through methodological issues;

You should expect to do all of the work independently. During and for the preparation of your dissertation you can expect to meet your tutor around 3 times. **A tutor will not typically read a draft of the dissertation, but rather will provide inputs into planning the question, structure, and methods.**

You may also discuss the dissertation topic with other teaching staff that have particular expertise (for example, in office hours), but you should not expect them to read drafts or to meet with them on a regular basis. **We do not encourage students to ask other staff to act as their supervisors.**

Many tutors will be less available to discuss your dissertation after the end of Summer Term/Term 3. LSE Health Policy department staff may make office hour times available in the summer (July or August) for dissertation meetings, but usually students should not be expecting supervisory support after July. LSHTM supervisors should be consulted individually for summer availability. If you would like to share an outline with your tutor, you should ideally do so before the exams. You will then be able to continue working on your dissertation over the summer until the deadline of **12 noon (UK time) on Thursday 19th August 2027**

4.10 Dissertation Approval

You are required to get approval for your dissertation before you begin work beyond the planning stage. The School has rigorous processes for this, to ensure that the proposed topic is academically suitable, that safety and risk considerations have been taken into account, and that any ethical implications are considered and ethical approval sought if required.

4.11 Ethics Approval

Students on MSc HPPF will follow LSHTM's ethics approval process.

All students must complete the School's **Combined Academic, Risk assessment and Ethics approval (CARE) form** via Worktribe Ethics. Any dissertations involving human participants, or human data, must be given formal ethical approval by the School before they can proceed.

The term 'human data' includes any documentary data (e.g. case studies, records from interviews etc.), datasets or biological samples. The only projects which will not require ethical approval by the School are those not involving human data whatsoever, or for which the only human data involved is fully in the public domain (i.e. available to any member of the public without having to register for use) and cannot directly or indirectly enable the identification of living people.
Even in these circumstances, you are still required to submit your CARE form via Worktribe Ethics**, which includes a risk assessment section**. You will be advised by the Ethics Committee if you can proceed with your project without requesting approvals.

Information regarding the process for applying for ethical approval at LSHTM will be published in due course. Please refer to the guidance notes available via:
https://www.lshtm.ac.uk/research/research-governance-integrity/ethics/ethics-applications

Students and tutors/mentors are responsible for ensuring that application is made to LSHTM Ethics Committee.

NOTE – students will need both the programme director and a tutor to approve the School's **Combined Academic, Risk assessment and Ethics approval (CARE) form** via Worktribe Ethics**. As LSE staff do not have access, one of the LSHTM programme directors can approve on behalf of an LSE tutor instead.**
You need to ensure both approvals are requested.

NOTE – in some instances, you may also be required to obtain outside ethical approval (e.g. within the NHS or the academic institution you are collaborating with in the country where field work will take place). Overseas fieldwork (particularly in low and middle income countries) also often requires national research approval and ethical review – these can often take a very long time to obtain. We generally recommend that you do not undertake dissertations for which you require outside ethical approval, or for which national approvals are required if they take time. However, if you choose to do so, please bear in mind that this process may take months to complete and that you may not obtain ethical approval in time for the start of your dissertation. In this case you must have an alternative methodology, which does not require outside ethical approval.

NOTE – the LSHTM Ethics Review body will ask students if they have checked if national approvals are needed for every country in which someone is included – even if it is a single official employed by a foreign government working in a different country. Thus, if you wish to interview or include individuals based in multiple countries, you will want to look into approvals as soon as possible or ask LSHTM ethics for advice early on.

In the Methods section/chapter of your dissertation it is a requirement for everyone to write a very brief statement along the following lines:

- State that LSHTM ethics approval was received (if applicable) and the reference number/date;
- State whether ethics approval was applied for/granted elsewhere ('local' ethics approval), and state the name of the committee, the date your dissertation was approved and the reference number if applicable;
- If ethics approval was not needed, state that this was the case and explain very clearly why.

Dissertation markers will be asked to check every script they mark contains such a Statement.

'CARE' form
All HPPF students need to describe their proposed dissertation. This involves completing the School's **Combined Academic, Risk assessment and Ethics approval (CARE) form** via Worktribe Ethics

This is a required process for the approval of the proposed academic content of the dissertation, together with risk and ethics-related issues. In addition, this is meant to help you in developing your research questions and methodology.
Your CARE form should be discussed with and agreed by your tutor/mentor and approved by your tutor and one Programme Director on the system before the relevant deadline (around the beginning of April). If you have an LSE tutor, a programme director can substitute for them in approving the **CARE form** via Worktribe Ethics. Further information about the process will be provided later in the academic year.

The CARE form asks you to give details on your dissertation including:

1) **Title** of your dissertation.
2) **Background** (i.e. why this topic is of interest/relevance to you and society at large. If your dissertation involves work with a specific organisation, please give details).
3) **Aims and objectives** of your dissertation.
4) **Methodology** (this should give detailed information on how you will perform your research – e.g., for a literature review you may want to outline your search strategy and criteria for extracting information from the identified literature).
5) Sufficient information to judge if you require a full **ethical review.** (LSHTM guidance states that you are required to obtain ethical approval for all studies involving human subjects, including any interviews, unless all data that you are using are available in the public domain. Studies using secondary data outside the public domain are required to obtain ethical approval). All dissertations need to submit a CARE form, however, even if reviewing publicly available documents/literature.
6) What events might hinder the **feasibility** of your dissertation? What alternative arrangements will you make should such events occur? (E.g. if a fieldtrip is envisaged, which may have to be cancelled or if ethical approval is not obtained in time to start the dissertation).
7) Give some **key references** for your research topic (no more than 5-10 references).

4.12 Safety Approval

MSc projects involving offsite, overseas, or laboratory activities will require additional approvals. These types of research activities often come with unique challenges and risks, so obtaining additional approvals is necessary to ensure the safety, feasibility, and ethical compliance of the projects.

Both LSE and LSHTM are concerned that you take ample care for your personal safety when commencing your dissertation. These are even more important when you consider doing fieldwork outside the UK. LSE guidelines on personal safety are given in the LSE Programme Handbook or can be viewed in the following link: Overseas Travel Homepage (lse.ac.uk)

Please consult this information and ensure to take all necessary precautions to minimise any potential risks to your personal safety.

The specific additional approvals that may be required can vary depending on the nature of the research and the locations involved. It is important to consult the relevant safety documents provided by the school to understand the specific requirements for obtaining approvals for your offsite, overseas, or laboratory-based dissertation.

4.13 Timescales and Deadlines

Because of the need to gain approval in good time before beginning work, you will need to start initial planning (thinking about your project topic, and developing an initial proposal) from early in Term 2, if not before. While taking taught modules in the Term 2, you will also need to develop your proposal more fully, then get formal approval from your supervisor and Programme Director(s), and possibly from the Ethics Committee. The main work of the project is expected to be undertaken over the summer, after exams at LSE have been completed. Your final Report must be submitted by the deadline. The Project Handbook sets out all key project dates and deadlines.

The timing of writing your dissertation should reflect the timetable of your modules/courses, but the following gives some ideas about key times/activities:

- *By the end of Term 1* discuss possible topics with your tutor;

- *By the end of February 2027* submit your dissertation protocol outline form (to be provided) to the LSHTM Course Administrator (following agreement by your tutor).

- *By early April 2027* (date to be confirmed) submit your ethics application, including project plan and CARE form via Worktribe Ethics (again following discussion with your tutor). NOTE – LSE Academic mentors tend not to have access to the LSHTM system so students should indicate one of the Programme Directors to sign forms instead of their tutor for those with LSE mentors.

- In the event that there are significant delays in submitting the CARE form (if undertaking a primary data collection or secondary data analysis project) you may be asked to select a Plan B option, most likely a literature review on a similar topic.

- **FINAL SUBMISSION DEADLINE:** 1 electronic copy to be submitted on LSE HP409 Moodle no later than **12 noon (UK time) on Thursday 19th August 2027.**

4.14 Academic Writing

The Academic Writing Handbook also gives helpful guidance for writing up extended pieces of academic work like the project (especially how to cite and reference correctly).

LSE Life serves as a resource for students and can provide one on one sessions to look at your writing or provide other advice: LSE LIFEs://info.lse.ac.uk/current-students/lse-life

4.15 How to write a good dissertation in 10 easy steps

The following guidelines are aimed to guide students to Merit or even Distinction level work. Some points are particularly critical – namely 7) ethic*s* approval and 8) avoid plagiarism.

1. The study should contribute new knowledge and/or insights and be of value
In your dissertation you should try to contribute some new empirical knowledge, or conceptual/theoretical insights. While we do not expect the dissertation to be (necessarily) ground-breaking you should try to produce a piece of work that is in some ways original.

There are different ways you can do this for example:

- Applying an existing methodology or approach to a new setting (a country, health issue or policy/programme);
- Updating or extending an existing study;
- Collecting, analysing and presenting new data;
- Reviewing the literature in way that has not been done before;
- Bringing together and/or applying different methods or theories in new ways.

You should try to:

- Summarise some of the more important literature and/or major debates at the global/international level relating to your subject in the Introduction;
- Say a bit about how your study is of value in terms of: i) how it fills gaps in existing knowledge and ii) how it might be useful for different audiences (particularly academic, policy makers and practitioners);
- In the Discussion, it is advisable that you return to the literature by summarising the new knowledge/insights emerging from your study and briefly reviewing what it adds to existing knowledge in the field, including how your findings agree with/differ from existing knowledge;
- Offer some policy recommendations in the Conclusion supported by the evidence you present.

2. The study should include clear aims and objectives

- It is important to have clearly articulated and achievable aims and objectives: state the overall aim of the dissertation together with two to four specific objectives at the end of the Introduction. There is no ‘right’ question – a ‘good’ question is one that suits the purpose of the dissertation.
- Ensure you address your aim and objectives in the dissertation. Using section headings that correspond with your objectives in the Results/Analysis and/or signposts saying you are addressing a particular objective are good ways to signal you are on track.
- State explicitly how you addressed your aim and objectives in the Discussion and/or Conclusion.

3. The study should be focussed

- Dissertations that get better grades tend to focus on a clearly defined topic area in

depth, rather than tackle too many issues superficially. It helps to briefly acknowledge the scope and boundaries of your work in the Introduction.
• Concentrate your time on writing up your dissertation. Do not spend too much time collecting data or searching for literature. It is not essential to have a very large dataset or a very extensive literature to review. Instead you should try to demonstrate you are able to analyse and present the data you have in an analytical way or review the literature clearly and effectively.

4. The study should be analytical

• Try to limit the amount of descriptive context/background information on a particular country, health issue or programme. Include descriptive context that is directly relevant to your topic area and that the reader needs to know to understand the analysis.
• Avoid description where you only list or summarise results: demonstrate you are being analytical by making some theory/concepts/methods visible in your analysis.
• Use data to explore ideas and address research questions.

5. You should apply theory/concepts/methods from the Programme

• Try to show how your study draws on a theoretical, conceptual or methodological approach/perspective. Cite some of the major writers in the field, and try to apply their approaches to your case study in the results/findings/analysis chapter. In the Discussion consider whether these approaches were useful and/or appropriate for your study.
• You are also encouraged to read around the subject and draw on literature and approaches beyond the programme if possible.

6. It is important to describe and justify methods

• Describe the methods you used for collecting data, analysis and steps taken in doing a literature search/review.
• Explain why you chose your methods. What are the strengths/advantages of the methods you adopted in relation to your study?

7. It is essential to include a statement of ethics approval

A statement about ethics approval is required in your Methods section as follows:
• State that LSHTM ethics approval was received and the reference number/date;
• State whether ethics approval was applied for/granted elsewhere ('local' ethics approval), and state the name of the committee, the date your dissertation was approved and the reference number if applicable;
• If ethics approval was not needed, explain very clearly why.

8. It is essential to avoid plagiarism

• We check for plagiarism electronically using sophisticated software. Worst case scenarios of academic misconduct can incur penalties, possibly leading to you failing the programme (see Handbook).
• Some direct quotes are fine but it is essential to reference them properly and use quote marks with page numbers if available. Check you understand how to format quotations correctly. Look at articles in academic journals or book chapters to check how to do this properly.
• 'Self-plagiarism' is also not allowed: avoid re-using text from other assessed work you have submitted, and indeed other papers or reports you have written (unless you use quotation marks/reference yourself).
• You should try to avoid quoting other sources too much – particularly if you rely heavily on a single source or include a lot of very long quotes. If you acknowledge the source of each quote this is not strictly speaking plagiarism, however relying too

much on other people's words will weaken your dissertation. Similarly, you should try to avoid overly paraphrasing a very small number of sources since this means you are relying on others' ideas too much.
• Do not paste text from online or published sources simply changing one or two words. This is different from paraphrasing and likely would be better to just use a quote.
• Use an established reference guide for any questions about citation practice.
• If you are in any doubt please contact your tutor, supervisor or a Programme Director, or consult with LSE Life https://info.lse.ac.uk/current-students/lse-life

9. The study should be presented well

• Presentation, writing style, spelling and formatting are important. Write clearly – and if you have concerns you might like to have your work proof read.

• Structure is important. Generally, the following chapter structure is advised: introduction, literature, methods, results/findings/analysis, discussion, conclusions.
• Include a contents page plus, if appropriate, lists of tables and figures.
• Use headings and sub-headings within chapters to organise the material and help provide clear structure.
• Pay close attention to correctly formatting references both in the body of the text and the reference list. Do not miss references or add ones not in the text.

10. It is important to acknowledge limitations

• It is fine to have study limitations, but you should try to acknowledge them. Clarify in the Introduction what you are focussing on and what is beyond the scope of your dissertation.
• In the Discussion, discuss key limitations of your study in terms of, for example, its scope, methods and what you cannot conclude based on the evidence you present.

5. ASSESSMENT & CREDITS

5.1 Introduction

The “primary assessment institution” for the MSc HPPF is LSE. Therefore, this section should be read in conjunction with the LSE Programme Handbook which contains LSE guidance and the regulations for the award of a taught Masters degree.

Further details can be found in the MSc Award Scheme and the Taught Postgraduate Degree Regulations on the School’s website at this link.

5.2 Participation in a Programme

In order to be awarded a Master’s degree, students must have participated fully in the **WHOLE** of the period of study specified for that degree. The learning experience for all students, in lectures, seminars, group work, practical exercises and field trips etc. are dependent on student participation. Great benefits are to be gained from the networking and group work that takes place in the classroom. Therefore, students are expected to attend, be properly prepared, and actively participate in all such activities. If a student persistently fails either to attend or willingly participate in such required activities, the MSc Programme Director(s) may judge that the student has not fulfilled the requirements for the award of the degree.

LSHTM: Please see the School’s Student Engagement Policy for guidance.
LSE: Please see LSE Student Engagement guidance.

5.3 Credit Framework

All of the MSc programmes offered by the School, operate under the credit framework. Credits are gained for passing the specific modules prescribed for the programme, associated exams, and the research project. These credits will be shown on final degree transcripts. Students are required to obtain 180 credits in total to be awarded a Master’s degree. Further information can be found in Chapter 2 of the Academic Manual.

At the School, all Master’s modules are benchmarked at Master’s level (in line with Level 7 of the Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland)). Further information on this is available from the Quality Assurance Agency website at this link.

Major elements of the credit system
Each Master's programme has three major elements

- Term 1 Assessments
- Terms 2 (and 3) module assessments
- Research project

If you registered for your MSc programme prior to the 2022-23 academic year you will continue to be assessed on the original assessment structure, on which you commenced your studies (e.g. MSc Paper 1 and 2 June examinations).

Please refer to Chapter 2 of the Academic Manual Academic Manual: Chapter 2 (lshtm.ac.uk)

5.4 Credits and Learning Time

The credits assigned to different elements are based on the amount of time students are expected to spend on them. Each credit corresponds to 10 notional learning hours, which will include:

- staff contact time (teaching, tutorials, seminars etc.)
- directed self-study (e.g. prescribed reading)
- self-directed learning (your own personal study, reading and research)
- assessment plus associated revision

Therefore an MSc which is worth 180 credits should entail 1,800 hours of learning time. A one-year MSc is 51 weeks long, so full-time students should expect to study for approximately 36 hours per week on average, normally more during term-time, and less during the periods between terms. Part-time students should expect to study for approximately 18 hours per week.

5.5 Award of Credits and Compensation

Each institution has its own policies for assessment of coursework, and each individual course or module may have its own assessment mechanisms – with Essays, Exams, Presentations, and other formats used differently for each course. Specific details regarding the assessment methods of each course can be found in course descriptions or will be provided by the Course Teacher (Module Organiser) at the start of each term.

Some course assessments occur (or are due) within the term the course is held, some occur (or are due) afterwards, and for some LSE courses there are exams held in the LSE summer exam period in May-June.

Of Note LSE and LSHTM use different marking systems.
- LSE marks work on a scale from 0-100
- LSHTM marks work on a scale of 1-5

LSHTM uses a Grade Point Average (GPA) scheme, running from 5 (excellent) to 0 (very poor fail) and with a pass threshold of 2 (satisfactory). Full credits are awarded for passing each individual credit-bearing element. Credits are not awarded for failing, unless this can be compensated in line with the MSc Award Scheme.

LSHTM marks are later converted to an LSE equivalent for the purposes of calculating degree awards. More details of the marking schemes are below.

Dissertation
The dissertation contributes to 20% of the final assessment of the MSc programme.

5.6 Resits

Any student who does not gain credits for a certain element of their degree, as a result of failing particular assessments, will need to resit the failed assessment(s). **Assessments can be resat only once**, so if a resit is required it is essential to pass it in order to gain the credits necessary to pass the degree.

Failing one module will not necessarily require a resit if compensation can be applied. This is outlined in the Academic Manual.

Failing a project will require a resit on a basis prescribed by the Exam Board. Timing and requirements will depend on the issues identified; standard requirements will be one of the following:

(a) Revise and resubmit within a two-month timescale
(b) Collect new data and update the project, for submission by the following year's deadline
(c) Undertake an entirely new project, for submission by the following year's deadline.

Please see LSHTM's Re-sit Policy for full guidance in the Academic Manual, Chapter 08a Postgraduate Taught Degree Academic Regulations, section 12

LSE's re-sits policy is available at:
https://info.lse.ac.uk/current-students/services/assessment-and-results/results/re-entry

5.7 Final Award Classification

Grades from modules, exams and the project are combined to calculate an overall Award GPA. Students with an Award GPA of a least 2.0 in each element, and 180 credits at Master's Level 7, will be eligible for an MSc Award.

The final award classifications are Pass, Merit and Distinction. The classification is determined using the MSc Award Scheme which can be found in the Academic Manual, Chapter 2: Qualifications and Taught Credit Framework, section 2.5

For the purpose of the final transcript LSHTM grades are converted to LSE as follows:

HPPF LSHTM – LSE grade conversion table **LSHTM grade points rounded to nearest 0.1 e.g. 4.75 = 4.8**		
5.0	75.0	Distinction
4.9	74.1	Distinction
4.8	73.2	Distinction
4.7	72.3	Distinction
4.6	71.4	Distinction
4.5	70.5	Distinction
4.4	69.6	Merit
4.3	68.7	Merit
4.2	67.8	Merit
4.1	66.9	Merit
4.0	66.0	Merit
3.9	65.4	Merit
3.8	64.8	Merit
3.7	64.2	Merit
3.6	63.6	Merit
3.5	63.0	Merit
3.4	62.4	Merit
3.3	61.8	Merit
3.2	61.2	Merit
3.1	60.6	Merit
3.0	60.0	Merit
2.9	59.3	Pass
2.8	58.6	Pass
2.7	57.9	Pass
2.6	57.2	Pass
2.5	56.5	Pass
2.4	55.8	Pass
2.3	55.1	Pass
2.2	54.4	Pass
2.1	53.7	Pass
2.0	53.0	Pass
1.9	52.2	Pass
1.8	51.4	Pass
1.7	50.6	Pass
1.6	49.8	Fail
1.5	49.0	Fail
1.4	48.2	Fail
1.3	47.4	Fail
1.2	46.6	Fail
1.1	45.8	Fail
1.0	45.0	Fail
0.9	44.4	Fail
0.8	43.8	Fail
0.7	43.2	Fail
0.6	42.6	Fail
0.5	42.0	Fail
0.4	41.4	Fail
0.3	40.8	Fail
0.2	40.2	Fail
0.1	39.6	Fail
0.0	39.0	Bad fail

5.8 Assessments and Exams during the Academic Year

Assessment in Term 1 (60 credits)
Term 1 is assessed summatively through module assessments taken ahead of Term 2, as in-course assessments and/or as practical exams taken during Term 1.

Assessment in Term 2 (60 credits)
Summative assessment in Term 2 consists of assessment tasks for each module studied, used to determine the award of credits. Students take 4 modules worth 15 credits each. Details of the assessment for each module are provided in the Module Specification. These take place within the teaching term as in-course assessments.

Dissertation (60 credits)
The Project is undertaken over the summer. Please see **Section 4 Dissertation** for further details.

5.9 Extenuating Circumstances and Extensions

Extenuating Circumstances (ECs) are defined as **unforeseen, exceptional, short-term events, which are outside of a student's control and have a negative impact on their ability to prepare for or take an assessment**. These relate to events that will normally occur shortly before or during an assessment. All requests must be accompanied by appropriate evidence and submitted by the deadline in the Extenuating Circumstances Policy in the Academic Manual Chapter 7, section 7.4). The potential impact on assessment can be:

- Attempted but performance has been affected
- Deferral of assessment to the next opportunity
- Extension to module coursework or project deadline (not possible for timed tests)

If extenuating circumstances are granted, you can be allowed a new attempt at the assessment at a later date if you fail or were unable to take it. This may involve a different task or assessment, which will not count as a resit. The extenuating circumstances policy can be found at this link.

LSHTM: Students who want to make a claim for extenuating circumstances or request an extension must complete the Extenuating Circumstances form available via the eVision Portal.

LSE: Extensions, Deferrals and Exceptional Circumstances (lse.ac.uk)
Please note: Extension requests submitted within 24 hours of the deadline will not be processed. Be sure to request submission extensions in advance to allow time for processing.

5.10 Special Assessment Arrangements

Special assessment arrangements can be made for students undertaking summative assessments in cases of:

- Disability (as defined by the Equality Act 2010)
- Temporary medical condition or injury
- For students who are pregnant or breastfeeding

where there is an adverse impact on their ability to take an assessment under standard conditions and where this would put them at a substantial disadvantage compared to other students.

Special assessment arrangements are agreed via a Learning Support Agreement (LSA) and must be accompanied by appropriate supporting evidence, as specified in the Special Assessment Arrangements Policy in the Academic Manual Chapter 7: General Academic Regulations, section 7.3

LSHTM publishes a deadline prior to each assessment period, by which students should submit a request for any special assessment arrangements. Students are expected to take responsibility for their own learning experience and to request special arrangements by the deadline.

Applications for special assessment arrangements should be made in discussion with the Student Advice team within Student Support Services. Students should book an appointment with a Student Adviser by completing the relevant 'appointment request form' via this link. For any queries, students can contact Student Advice via studentadvice@lshtm.ac.uk.

Special arrangements for assessments will take into consideration the School's Examination Regulations and will be in line with the Special Assessment Arrangements Policy, which can be found in the Academic Manual Chapter 7: General Academic Regulations, section 7.3.

Students who face unforeseen circumstances (including illness) immediately before or during an assessment should follow the procedure set out in the Extenuating Circumstances Policy (section 7.4). This includes students who may already have special assessment arrangements, who experience a change in condition or other new circumstances which are not reflected in their LSA.

5.11 Submission of Assessments

All module assessment tasks must be completed and submitted electronically via Moodle, unless advised otherwise, by the specified deadline for that module. For Term 2 and 3 modules, this date will be no later than the last day of the module (and may be earlier) - Wednesday for C1 and D1 modules and Friday for C2, D2 and E modules. Details of arrangements for assessment submission, including the deadline, will be provided on the Module Moodle page and must be adhered to.

Dissertations must be submitted to LSE by **12 noon (UK time), Thursday 19th August 2027.**

5.12 Penalties for Late Submission of Assessments and Projects

LSHTM

- Penalties for late submission apply to all summative assessments, both module assessments and projects.
- Penalties apply when published assessment deadlines and extended deadlines (e.g., as outlined in any learning support agreements) are missed.

- A penalty of one grade is imposed if the assessment is < 48 hours late.
- If an assessment is late by over 48 hours the assessment will not be marked and will be given an automatic zero grade. For modules, the student will be required to do a re-sit assessment while for projects the student will be required to resubmit the report by a new deadline. Both of these carry grade caps.

If there are *exceptional* personal or health reasons that mean you will find it difficult to meet a deadline, you may request an extension to the deadline in line with the Extenuating Circumstances Policy. Assessments submitted late without prior agreement will be penalised as described above.

LSE
If a student fails to submit their assessed work on or before the given deadline (or extended deadline as appropriate) a penalty of 5 marks out of 100 will be deducted for coursework submitted within 24 hours of the deadline and a further 5 marks will be deducted for each subsequent 24-hour period, or part thereof, until the coursework is submitted. The Department has the right to refuse any work submitted 5 days after the deadline and will be accepted only once reviewed and approved by Sub-Board Chair.

Please refer to 'Late submissions' on the School assessments page:
https://www.lse.ac.uk/international-relations/current-students/key-information/assessments-and-exams

5.13 Penalties for Exceeding the Word Count of Assessments and Projects

LSHTM
- Penalties for exceeding the maximum word count may apply to any summative assessment: module assessments, exams and research projects.
- For module assessments and exams where a maximum word count is set and for projects, the following penalties will be applied.
  - Submissions < 10% over length will be graded using the full GP criteria and no penalty will be applied
  - Submissions > 10% over length will be graded using the full GP criteria and a 1 grade point deduction will be applied
- In the case of **resit** assessments, if the assessment submitted receives a grade 2 or lower on academic grounds, a 1 grade deduction will not be applied even if it is > 10% over length
- There will be no penalty for students who use less than the maximum word count limit and have demonstrated that they have met the required assessment objectives

See Chapter 8 of the Academic Manual.

LSE
- Penalties for exceeding the word count may apply to both module assessments and projects.
- Department of Health Policy guidelines currently allow a +/- 10% window on assignment word counts. Reference lists and appendices are excluded from the word count, but please note that in-text citations will be included in a word count.
- If a student takes an LSE course from another department, they should check the relevant rules for each assignment.

5.14 Marking of Assessed Work

LSHTM uses a standard assessment system, marking against six grade points:

- Grade points are integers from 0 to 5
- Grades 2 and above are pass grades (grade 5 can be seen as equivalent to distinction standard)
- Grades below 2 are fail grades

Single pieces of work, such as essays, will normally be assigned an integer grade in this way. Where multiple pieces of work are combined to give an overall module result, you will normally be given separate integer grades for the separate pieces of work; with your overall grade being a grade point average (GPA – in the range 0 to 5, and not necessarily an integer) which is based on averaging the individual grades against an agreed weighting.

Individual assessments will have their own requirements and marking criteria. However, as a general guide, the table below gives examples of simple general criteria that apply for different types of assessments, such as mathematical questions (quantitative) or essays (qualitative).

Grade point	**Qualitative work** (e.g. essays or other written assignments)	**Quantitative work** (e.g. mathematical questions, laboratory 'spot' tests)
5	A comprehensive discussion of the topic giving all relevant information, showing in-depth critical understanding of the topic, going beyond conventional answers, and bringing in additional relevant ideas or material.	Nearly all correct (Please refer to the Module Assessment Guidance for details)
4	A full discussion of the topic that includes all relevant information and critical evaluation.	Most correct
3	The major points are discussed, but relevant, though less important considerations, are omitted.	Many correct
2	Sufficient relevant information is included but not all major points are discussed, and there may be some errors of interpretation.	Essential parts correct, some incorrect.
1	A few points are included, but lack of understanding is shown together with use of irrelevant points.	Some correct but many essential parts incorrect or unknown.
0	None of the major points present; many irrelevant points included and a serious lack of understanding. *or* Not submitted.	The majority incorrect or not attempted, most essential parts incorrect. *or* Not submitted.

At LSE each candidate shall be given an overall result for each course as follows:

Mark	Grade
0 – 39%	Bad Fail
40 – 49%	Fail
50 – 59%	Pass
60 – 69%	Merit
70% and over	Distinction

The grade of Bad Fail will be used internally to indicate when a fail cannot be compensated and, therefore, must be re-attempted. It will not appear on official transcripts.

5.15 Grading and Feedback Procedures

Typically, assessed work which contributes to the final degree result is marked independently by two assessors. Where discrepancies in marks occur, the two assessors discuss and agree a final mark. In some cases, the work may be referred to a third assessor to agree the mark. Once the markers have agreed the provisional marks, these are moderated by a member of the Exam Board. A selection of assessed work is also reviewed by the external examiner before all interim grades are confirmed.

Marking of assessed work is done anonymously - which means the markers are not aware of which student's work they are marking - except where the assessment method precludes anonymity. You will be assigned a candidate number for this purpose, which must be used for submission of assessed work.

For some assessments, you will receive individual comments on your coursework assessment tasks, for others you will be given a model answer or whole class feedback, to aid learning. Grades and feedback for assessments will be released by the dates given in the table below. Please note that if you have obtained an extension for an(y) assessment(s), you may receive your grade(s) and feedback later than the specified date. If there is a delay in providing grades and feedback, e.g. due to staff illness, you will be notified.

Term/Slot	Grades and feedback provided by
Term 1 Module Assessments	Monday 8 February 2027 - TBC
Term 2 (C1/C2)	Monday 15 March 2027 - TBC
Term 2 (D1/D2)	Tuesday 4 May 2027 - TBC
Term 3 (E)	Wednesday 30 June 2027 - TBC

All grades reported to students during the year are ***strictly provisional*** until confirmed by the Board of Examiners. Students cannot appeal their marks until they are confirmed by the appropriate Exam Board for the programme.

5.16 Preparation for Assessments and Examinations

Some guidance on preparation for assessment tasks and the summer examinations (if relevant) is given in Appendix 1.

6. ACADEMIC MISCONDUCT

6.1 Introduction

You are expected to comply with the School's standards and expectations in all your scholarly activity – assessments, examinations and research. The following notes cover key points you should be aware of when undertaking assessed work, including:

- The School's definitions of assessment irregularities – things you must not do in your work. Please be aware that breaches of these rules, whether intentional or unintentional, will be treated very seriously and may result in penalties which affect your degree.
- Guidance about how to ensure your work follows the rules – the main principle is to cite and reference the work of others in an appropriate way, including any AI-generated information you have sourced, so as to avoid plagiarism. A worked example is given in Appendix 2. Further information on AI can be found here.

LSHTM
If you are unfamiliar with concepts like correct referencing or avoiding plagiarism, then you are strongly encouraged to read through the **Academic Writing Handbook**. This gives more detailed guidance and is designed as a resource you can dip back into when you want to find out more about something specific, e.g. how to reference different sources like journal articles, books, web pages, etc.

LSE:
The LSE regulations related to plagiarism can be found at:
RegulationsAssessmentOffences-Plagiarism.pdf (lse.ac.uk)

Otherwise, please consult your Personal Tutor, Programme Director(s) or Project Supervisor if you are having any difficulties with assessed work, need clarification, or are in any doubt about what is permissible.

6.2 Assessment Irregularities Procedure

The School's Academic Integrity (Assessment Irregularity) Policy, can be found in the Academic Manual Chapter 7: General Academic Regulations, section 7.2. The procedure sets out how any allegations will be investigated, and the potential penalties that may be applied. In the event that an allegation or case arises which affects you, anything you are required to do will be clearly communicated and explained. Your Personal Tutor, your Programme Director(s) or the Registry can be asked for further advice.

6.3 Declaration on Plagiarism and Cheating

By submitting work for assessment you are confirming that:

- You understand the School's definitions of plagiarism and cheating (which follow); and that failure to comply with the School's policies may be penalised
- That all work submitted is your own
- You give consent for the School to upload relevant documents and information to external services or third parties, in order to identify potential plagiarism or irregularities.

6.4 Plagiarism

Plagiarism is the copying or use of the work of others, whether intentionally or unintentionally, as if it were your own. Such work may come from any source whether published or unpublished, in print or online – including words, images, audio recordings, diagrams, formulae, computer code, performances, ideas, judgements, discoveries and results.

6.5 Cheating

Cheating is a deliberate attempt to deceive in order to gain advantage in an assessed piece of work, including coursework, in-module assessments and examinations. This covers a range of offences, from significant instances of plagiarism to exam misconduct.

Key points you should be aware of include:

- That you must not engage in any deliberate deception in order to gain advantage in formal assessment or evaluation
- This applies to all forms of assessment – e.g. coursework assignments, presentations, group work, module tests, formal examinations, or research project reports
- Submitting someone else's work, knowledge or ideas, while pretending that they are your own, constitutes cheating
- Serious forms of plagiarism, fraud, collusion or personation, or any deliberate failure to comply with assessment regulations, are all liable to constitute cheating
- The use of commercial essay banks, essay-writing services or any similar 'cheat sites' is highly likely to constitute cheating
- The use of AI-generated text as if it were your own and/or relying on AI-generated information without proper citation is considered poor academic practice and may be investigated
- Any inappropriate activities under exam conditions, e.g. bringing unauthorised materials into an exam room, will also constitute cheating

6.6 Other Assessment Irregularities

LSHTM policies also define other types of assessment irregularities which you must avoid, such as self-plagiarism, collusion, impersonation or fraud. More detailed explanations are given in the Academic Writing Handbook. You should also be aware that strict rules govern what is or is not permissible under formal exam conditions. Any examination offences or misconduct will be treated extremely seriously.

You can view the **LSE** regulations pertaining to non-plagiarism related offences here: RegulationsAssessmentOffences-OtherThanPlagiarism.pdf (lse.ac.uk)

6.7 How to Avoid Plagiarism

Please note that **failure to observe the rules, even unintentionally, may constitute plagiarism and be penalised accordingly**. Most cases of plagiarism are not due to students deliberately copying the work of others and trying to pass it off as their own, but because information they used was not appropriately acknowledged or referenced. It can be easy to copy text but forget to add quote marks for verbatim quotes, or the appropriate reference for any use of other's work; but you must make every effort to avoid doing so, or else you run the risk of committing plagiarism.

In order to avoid plagiarism, you must follow the guidelines below:

- Where any use or mention is made of the work of others, it must be acknowledged.
- A recognised citation system must be used, for example, Harvard or Vancouver
- Quotations must accurately refer to and acknowledge the originator(s) of the work
- Direct quotations, whether extended or short, must always be clearly identified
- Paraphrasing – using other words to express the ideas or judgements of others – must be clearly acknowledged
- Work done in collaboration with others must appropriately refer to their involvement and input
- Use of your own past work should be referenced as clearly as the work of others
- Use of AI generated sources of information should be cited in the same way as other sources

Key points you should be aware of include:

- **Sources:** You must acknowledge all sources from which you have drawn – whether published works such as journal articles or books; grey literature (such as conference proceedings or reports from organisations and government agencies); material from the internet or an AI engine, whether or not it has a named author; or unpublished materials such as lecture/tutorial notes or other students' work. If re-using any of your own previous work, e.g. elements of essays done for other assessments, you should clearly indicate this
- **Quotations:** You must always clearly identify any directly copied quotations (such as sentences, phrases or even striking expressions), e.g. by placing them inside quotation marks, followed by a clear citation
- **Paraphrasing:** You must equally clearly indicate where you have paraphrased or summarised another person's words, ideas or judgments – by referring to that person in your text (e.g. by giving a reference in a bracket after the paraphrasing, or in a footnote) and including the work referred to in your reference list
- **Referencing:** You should use a recognised citation system throughout your work – the two most common are Harvard and Vancouver – and provide a full reference list at the end. Precise requirements will vary depending on the assessment you have

been asked to carry out. Comprehensive guidance about how to cite and reference correctly is given in the Academic Writing Handbook.

A worked example of how to avoid plagiarism can be found in Appendix 2.

6.8 Detecting Plagiarism through Turnitin

Markers have a responsibility to ensure that all students' assessed work is marked fairly and equitably – this includes checking for plagiarism, to ensure that no-one gains an unfair advantage. Staff have considerable expertise in identifying plagiarism, and all markers look out for assessment irregularities and have access to a variety of tools to assist them.

The School uses the plagiarism detection service Turnitin UK, which is widely used by universities across the country. It also has an AI detection tool, which while not fool proof, allows for checking of suspected submissions. **Any work you submit for assessment may be cross-checked using Turnitin.** This is done anonymously, by candidate number, and this material cannot be seen by others unless permission is given by School staff.

6.9 Penalties

Where an assessment irregularity is identified and confirmed, a range of penalties may be invoked, e.g. a reduction of the grade, or an outright fail for the piece of work with a requirement to resubmit. The nature and extent of each case will differ, so there is no standard set of prescribed penalties in relation to specific offences. However, severe offences may result in students having their registration on a programme terminated, or even being excluded from entry to any further School examinations or future degree awards from the School. Students have the right to appeal such decisions via the School's Appeals Policy and Procedure.

7. PERSONAL TUTORS/MENTORS & TUTORIALS

Early in Term 1 you will be allocated a Personal Tutor. The role of the Personal Tutor is to support you throughout your time at the School, assisting you to gain maximum benefit from the programme. The Personal Tutor can help you with problems you are having during the programme and/or refer you to other people or services that can help. Your Personal Tutor is the main person with particular interest in your progress, so do make use of them and keep them informed of any difficulties you might be having. These are some suggestions as to how your Personal Tutor might assist you.

- **Personal Problems:** If you have personal problems, no matter how trivial, you may wish to discuss these with your Personal Tutor. If they are unable to help you, they will be able to advise you on where to go for help. Please note that you can seek advice and counselling support from the teams within Student Support Services.
- **Academic Problems:** If you are having any difficulties with the programme (you do not understand, feel as though you cannot keep up, etc.), see your Personal Tutor as soon as possible. Do not leave it until you have fallen behind. They will be able to help you clarify the nature of the problem and suggest ways to solve it (for example, knowing someone who will be able to help you).
- **Project Report:** Begin to think about your Project Report early in the year, in consultation with your Personal Tutor who can help you decide what sort of project you would like to do. They will be able to give you general advice about the process and may or may not end up being your supervisor. If not, they will be able to guide you towards resources (e.g. other staff members who may be more appropriate to act as a supervisor).
- **Results:** You should arrange to meet with your personal tutor to discuss your results and progress.
- **Module Choices:** Your Personal Tutor will assist you in your choice of modules.
- **Programme Questions:** Your Personal Tutor is not expected to be able to answer technical questions on the content of all aspects of your programme. Where they have the technical expertise themselves, they will share it with you; where they do not, they will advise you where to look for it.
- **Meetings:** It is your responsibility to arrange to see your Personal Tutor, so please make an effort to arrange a mutually suitable time. If this is proving difficult, please contact your MSc Programme Director.
- **Frequency of Meetings:** Early on, establish the best way for arranging these meetings with your Personal Tutor. During Term 1 you should see your tutor about once a fortnight. During Terms 2 and 3 you are likely to meet your tutor once every 3 to 4 weeks, unless they are your project supervisor in which case it would be more frequent than this.
- **Tutor Absence:** When your Personal Tutor is absent for more than two weeks they will arrange for a substitute tutor and inform you who this is - contact your MSc Programme Director if such arrangements have not been made.

- **LSE -** Details of academic staff advice and feedback hours can be found on the departmental contacts People (lse.ac.uk) as well as via the LSE Hub app.as well as via the LSE Hub app

8. STUDY GUIDANCE

8.1 Studying at LSHTM and LSE

The MSc HPPF degree is intensive - there is a lot to cover in a short time and we expect a high standard. Remember also that while knowledge of the basic facts in your area is essential, at this level we expect to see from you evidence of independent critical thought, evaluation and interpretation.

To help you study, we provide several sources of advice:

- Some introductory talks during the Welcome Week at the start of your studies.
- Your Personal Tutor is the first person you should contact if you are struggling to cope with the return to learning - or with anything else. Look in the section of this Handbook on Personal Tutors and Tutorials for more detailed information.
- Other staff – including Student Support Services and your MSc Programme Director(s).
- Online resources to support specific skills.

Library, Archive & Open Research Services has a wide range of books and eBooks providing support and guidance with studying. These are all searchable via the Library's Discover search tool which can be accessed here.

Study Skills and Academic Writing books are shelved under the classmarks AR.AT and AHAZ. These include:

- The Study Skills Handbook, by Stella Cottrell (Palgrave 2024).
- Getting Ahead as an International Student, by Dave Burnapp (Open University Press, 2009).
- Study skills for international postgraduates, by M. Davies (Open University Press, 2022).
- Academic writing: a handbook for international students, by Stephen Bailey (Routledge, 2025).
- Cite them right: the essential referencing guide, by Richard Pears and Graham Shields (Northumbria University Press, 2025).
- Complete guide to referencing and avoiding plagiarism, by Colin Neville (Open University Press, 2010).
- Writing your dissertation, by Derek Swetnam (How To Books, 2004).
- How to Write a Thesis, by Rowena Murray (Open University Press, 2025).

Library staff offer a range of support, from finding information to developing advanced literature searches for your projects. This includes in-person and online enquiry services including live web chat, as well as guidance, training courses and literature review feedback sessions. Further information is available via the Library, Archive & Open Research Services pages on the intranet, on Service Desk or via the Library's Moodle page.

LSE life serves as a resource for students including study and writing advice: LSE LIFE

8.2 What is the Workload?

Students spend approximately 36 hours per week on average, on work related to their programme of study. This can be considerably higher during term-time and less during periods between terms. Not all of this time is actually spent in contact with members of staff: reading, thinking and preparing assessed coursework are all equally important. 36 hours per week is a considerable amount of time and you should certainly expect to study in the evenings and at weekends.

Each module is described in a Module Specification. These contain a section setting out the approximate breakdown of the time you are expected to spend on the various components of each module.

8.3 Reading

Every programme and module will provide you with a reading list, although the content of these will vary. In some cases, you will be expected to have read a particular paper or book chapter before coming to a practical class or seminar group session. This essential reading is very important and you will gain very little from the subsequent session if you have not done it. Other articles or books are important but in a more general way - they cover the same material as a lecture but in more detail or from a different perspective. Reading this material will deepen your understanding and fill in gaps - things that you may have missed or not understood during a lecture. Finally, many programmes will provide supplementary lists of material that you may wish to read if you want to investigate a particular topic in depth.

Reading as part of your programme is not a passive activity (it is often described as focused reading or focused study) and you need to think about the material and about the author's arguments as you read. Making notes or highlighting text is very helpful and these notes and highlights will be useful when you need to revise material.

8.4 Programme Materials

You will be provided with teaching materials and information through your programme and module Moodle pages. The Moodle pages will contain information about the module and a copy of the timetable, together with copies of essential and recommended readings, where applicable. Some modules also have an online reading list, which can be accessed via Moodle and which gives you links to relevant books and journal articles.

For many of the lectures you attend, copies of lecture slides or other materials will be published via Moodle. As far as is practicable these materials will be made available in advance of the lectures, although this is not always possible, particularly where individual lecturers are external to the School. However, whilst Module Organisers are encouraged to put lecture slides or other materials on Moodle, you should be aware this is not a requirement nor always appropriate and practices will vary between individual modules.

8.5 Lecture Capture

Please be aware of the following:

- Whilst the vast majority of lectures are captured, some specific lectures or modules are not recorded. This may be due to the confidential nature of the lecture material or due to individual speakers not consenting to being recorded.
- We aim to record all lectures that take place in external venues but cannot guarantee this as it depends on available resources at those locations.
- Whilst we do our best to publish recordings as soon as possible after the teaching session is over, the speed of publication depends on a number of factors (including whether we are still awaiting the permission of the speaker) so please be patient.

8.6 Lectures and Other Teaching Methods

Almost all of your modules will include some lectures. Lectures are not meant to convey detailed information but to set the scene, explain general concepts and excite you about the relevance and importance of the topic. Many lecturers provide lecture notes on Moodle or references to key reviews, which will provide a permanent record of the subject matter.
You will experience many other teaching methods during your time at the School including practical/seminar sessions, small group work, laboratory sessions, and computer-based sessions. Many of these are used to extend the material presented in lectures and often involve discussions with classmates and tutors which will solidify your understanding. In all cases, you will derive most benefit from teaching sessions by preparing well in advance and spending time afterwards on extra work and reading.

8.7 Essays and Project Reports

The ability to produce good written work is vital not only to obtaining your degree but also in your subsequent professional life. Academic writing has to follow certain rules and conventions. Comprehensive guidance about this, including how to cite and reference correctly and avoid the risks of plagiarism and cheating, is given in the Academic Writing Handbook.

LSHTM
Further useful information about writing skills is given on the Study Skills pages.

LSE
You should refer to the LSE guidance on plagiarism via the following link:
RegulationsAssessmentOffences-Plagiarism.pdf (lse.ac.uk)

8.8 Developing Independent and Critical Thinking

All School assessments will require you to demonstrate knowledge of the basic facts in the area under discussion by making use of the literature, and citing the work of relevant authorities. Over and above this, at postgraduate level you are expected to demonstrate evidence of independent critical thought, evaluation and interpretation. As well as summaries of what other researchers have found, you should give details of what you think of their findings and their interpretations. Do not be afraid to be critical of other people's ideas,

however eminent the author (academic life is based on criticism); but always give the reasons why you disagree. Your point of view should come across to the reader as a justified judgement or reasoned argument, and not simply as an opinion.

8.9 Computers and Digital Learning

It is very important that students learn to use the School's digital systems as nearly all information relating to our programmes is distributed by email and other online systems. Many modules also make some use of computers.

LSHTM
All students have access to the Virtual Student Hub where information and support on a range of topics can be found. IT Services provide a lot of help and support for students, and this can be accessed via their website here.

The School's Virtual Learning Environment (VLE) is built on Moodle so you may hear these terms used interchangeably. The VLE contains all your module and programme information, on your module and programme sites, including lecture notes, video recordings and other resources. https://lshtm.sharepoint.com/sites/student-centre-for-excellence-in-learning-and-teachinghttps://lshtm.sharepoint.com/sites/student
https://ble.lshtm.ac.uk/course/view.php?id=1522
IT Services provide a lot of help, and you should refer to the Service Desk website here.

If you require computers, there are a small number of desktops available in the e-library in front of Manson Theatre and in G81 in the North Courtyard, and you are also able to borrow laptops from the Library if needed.

LSE
IT support is available through the Data and Technology Services (DTS): Data and Technology Services (lse.ac.uk)

8.10 Global Health Lecture Series

Overview
The Global Health Lecture Series (GHLS) consists of a number of lectures and panel discussions occurring weekly throughout the first two terms (except Reading Weeks). Leading experts from LSHTM will present up to date summaries and debates about a range of global health issues. In addition to the lectures there will be a number of panel discussions across the two terms. These sessions will create a forum for discussions of key topics across global health lead by a panel of experts in the field.

The talks will provide sufficient background information so that members of the audience without much previous knowledge of the specific subject area will be able to understand why the issues covered in the lecture are important, as well as giving them a sense of current issues and debates in the field.

The lectures last approximately 45-60 minutes and are open to anyone interested in learning more about global health. Session recordings are made available in the Panopto block on

the top right of the Global Health Series Moodle Page, which can be found by searching for: LSHTM_2019_2026 from the Moodle homepage.

Schedule
The Lecture series will be delivered as follows:

- Terms 1 & 2
- Weekly on Mondays at 5:30pm (excluding reading weeks)
- Venue: John Snow Lecture Theatre, Keppel Street.

Contacts
Marko Kerac – Department of Population Health
Seyi Soremekun – Faculty of Infectious and Tropical Diseases
Angel Wong – Department of Non-communicable Disease Epidemiology
Alex de Figueiredo – Department of Infectious Disease Epidemiology
Nadine Beckmann – Department of Global Health & Development
Anita Skinner – Department of Infection Biology
Vanessa Yardley - Department of Infection Biology

Email EducationAdministration@lshtm.ac.uk for further information

Appendix 1 – Preparation for assessments

What we look for in good assessments

When reading or listening to your work, examiners look for several different things. The main dimensions are listed below. Note that, where appropriate, you are expected to give your own opinion of the material you read and the main debates in an area. We want to hear your own view, not just a simple description of the views of others. If you are uncertain about what is needed, you should discuss these criteria with your tutor or member of the module teaching team.

GOOD ANSWERS		**POOR ANSWERS**
Rigorous, relevant to question	**ARGUMENTS**	Weak and off the point
Clear, logical	**STRUCTURE**	Muddled
Relevant, selective	**USE OF SOURCES**	Irrelevant, unselective
Imaginative interpretation		Purely descriptive
Critical approach to both theory and methods used in sources	**UNDERSTANDING**	Purely descriptive
Deep, developing own ideas		Superficial
Fluent, clear	**STYLE**	Repetitive, unclear

(Students will not be penalised for imperfect use of English language or grammar, as long as the level is comprehensible.)

Correctly cited	**REFERENCES**	Lacking or incorrect
Legible, correct length	**PRESENTATION**	Hard to read

The Academic Writing Handbook gives further guidance on the above areas – including tips about answering questions appropriately, structuring and presenting your work, language skills and standards, citing and referencing, etc.

Preparation for examinations

For those programmes that have June exams, the term 3 timetable is arranged to allow you substantial revision time – in the first half of the first five weeks of the term, and in the period between the end of teaching and the exams in June. Your programme will usually schedule some specific classes or revision sessions during this period to help you prepare, but you will still need to plan and structure your time so that you cover everything that you want to. You are strongly encouraged to spend as much time on intensive revision in this period as you have done when studying modules earlier in the year. Many people find the following helpful:

- Make yourself a revision timetable. Plan to do the same amount of revision for each of the main subjects on which you will be examined. Do not spend a lot more time revising the subjects you like best or find easiest nor spend all your time on the subjects you find most difficult
- Look at past papers or specimen papers (available via Moodle) to see the types of question that are being set and how much choice you will have. But check with your MSc Programme Director that the examination format has not recently been changed
- Do not try revising absolutely everything you have been taught in each subject. Choose a smaller set of topics which you know most about or are most relevant to you. However, you must also make sure that these will give you enough choice in the examination itself. Then concentrate your revision efforts on these
- Finally, do make sure that you don't spend every minute on revision. Your mind needs a rest and your body needs exercise

Exam techniques

How well you do in unseen written assessments is mainly determined by how well you have learned and understood the material covered in your programme. Examination *technique*, however, is also important and you may find the following helpful:

- **Read the paper right through to the end**, then go back and read the instructions again (even if you think that you know how many questions are to be answered). Turn the examination paper over and make sure that you have read **all** the questions. Note:
    - If any questions are compulsory
    - The required number of questions
    - If you *must* answer at least one question from each section
    - If you are only allowed to answer a maximum number of questions from any one section.
- Before you start writing, **choose all the questions you are going to answer**. In this way you avoid realising, when you have answered one or two questions, that you should really have answered different ones. Reread your chosen questions very carefully. Some questions that look easy at first glance turn out to be very hard on a second look. See if other apparently difficult questions would actually be easier to answer well.

- **Plan how you are going to spend the time that you have available**. Look carefully at the instructions to see whether all questions carry equal weight; if one has twice the weight of all the others it is normally sensible to spend about twice as much time answering it
- One of the easiest ways to lose marks is by not **answering the question**. Read the question carefully, particularly if it looks similar to one that you have seen in a past paper - it might contain small changes that completely alter what is wanted. Think carefully about the meaning of key words such as **list, describe, compare, contrast, discuss, explain.**
- In any written examination you should **spend perhaps a sixth of your time just thinking and planning and not writing answers at all**. In a three-hour examination, spend the first 10 minutes studying the whole paper carefully, reading the instructions and selecting the questions you are going to answer.
- Before you answer each of the questions you have chosen, **spend 5 -10 minutes developing a plan**. Decide which facts and arguments you are going to present and draw up an outline of a logical, coherent and well-argued answer. Once you start writing you can if necessary add any additional thoughts to your plan, but you should have a firm structure in place before you start. Remember that a good answer is not a list of everything you know about the subject!
- **Remember that some questions contain several parts** and you will be marked down heavily if you only answer some of them. Study the question carefully, identify its main components and plan an answer to each of them.
- **If English is not your first language,** you may worry that you will both read and write more slowly than your colleagues do. Even if this is the case, remember that you can always get good grades for writing clear, critical and well-organised answers containing all the key facts and arguments even if they are expressed briefly. It is easy to write at great length and actually say very little.
- **If you write anything that you do not wish the examiners to mark, cross it out clearly**. In particular, if you start a question and then, after a few minutes, realise that you cannot answer it, make sure that it is crossed out. Otherwise these few lines may be marked and your final, brilliant answer ignored.

Appendix 2 – Avoiding Plagiarism

This section runs through some examples of how to cite and reference the work of others in your own work, to demonstrate what is and is not permissible. The author-date (Harvard) style has been used throughout, but the same basic principles will apply if using alternative referencing styles.

Original material to be quoted

Let's say you want to refer to a paper by El-Sadr concerning the treatment of tuberculosis. This is the original version, as written in her article:

> "One of the most important issues that remain controversial is whether 6 months of treatment with regimens that include rifampin can effectively and safely treat HIV-related tuberculosis. The ability to use this short-course regimen for HIV-infected patients could allow programs to provide DOT to a larger number of patients, and it also would allow programmatic efficiency in the treatment of patients both with and without HIV infection with the same duration of therapy."
>
> Full reference: El-Sadr WM, Perlman DC, Denning E, Matts JP, Cohn DL. A review of efficacy studies of 6-month short-course therapy for tuberculosis among patients infected with human immunodeficiency virus: differences in study outcomes. *Clin Infect Dis* 2001;32:623-32.

An acceptable approach – direct quotation with citation

If you want to quote exactly what an author has said, you must include the quotation inside inverted commas followed by a citation. The most usual way to do this is as an embedded quotation:

> As El-Sadr notes, "One of the most important issues that remain controversial is whether 6 months of treatment with regimens that include rifampin can effectively and safely treat HIV-related tuberculosis." (El-Sadr et al. 2001, p.630).

Note that the section quoted word for word is inside inverted commas and the citation includes the page number.

An alternative way to present a word-for-word quotation (particularly a lengthy one) is as a separated indented paragraph:

> "One of the most important issues that remain controversial is whether 6 months of treatment with regimens that include rifampin can effectively and safely treat HIV-related tuberculosis. The ability to use this short-course regimen for HIV-infected patients could allow programs to provide DOT to a larger number of patients, and it also would allow programmatic efficiency in the treatment of patients both with and without HIV infection with the same duration of therapy." (El-Sadr et al. 2001, p.630).

Other alternative forms of presentation use italics to indicate quoted text. This is also fine but the quotation should still be inside inverted commas and include a citation.

An acceptable approach – paraphrasing with citation

If you want to refer to El-Sadr's *idea* but not to quote her entire sentence or paragraph then you can paraphrase (rewrite the text in your own words), but **must also cite the source**. When paraphrasing, you should always check your wording against the original idea – to ensure that the author's original meaning is conveyed accurately and unambiguously. For example, this would be acceptable:

> There is debate concerning the use of short-course regimens to treat tuberculosis in people with HIV infection (El-Sadr et al. 2001).

An unacceptable approach – direct quotation without indication

If you quote a sentence word-for-word from another author, then you must make it clear that it is a quotation. The following would **not** be acceptable, because the word-for-word quotation is not indicated by inverted commas:

> One of the most important issues that remain controversial is whether 6 months of treatment with regimens that include rifampin can effectively and safely treat HIV-related tuberculosis. (El-Sadr et al. 2001).

Note that even though a citation has been given, the lack of quotation marks is misleading and makes it appear as if you have paraphrased rather than quoted. This counts as plagiarism.

The following would likewise **not** be acceptable:

> One of the most important issues that remain controversial is whether 6 months of treatment with regimens that include rifampin can effectively and safely treat HIV-related tuberculosis. The ability to use this short-course regimen for HIV-infected patients could allow programs to provide DOT to a larger number of patients, and it also would allow programmatic efficiency in the treatment of patients both with and without HIV infection with the same duration of therapy.

This is a particularly poor use of the source material; not only are there no inverted commas to indicate a quotation, but the authors are not cited at all so you are effectively claiming that this is your original idea.

An unacceptable approach – editing without indication or citation

It is also not sufficient just to change a few words. The following would still be regarded as inappropriate:

> One of the key issues that remain controversial is whether 6 months of treatment with drugs including rifampin can effectively and safely treat HIV-related tuberculosis. Use

> of this short-course regimen for HIV-infected patients could allow programs to provide DOT to more patients, and it also would allow programmatic efficiency in the treatment of patients both with and without HIV infection with the same duration of therapy. (El-Sadr et al. 2001)

Note that the words used above remain effectively the original authors' words, and have not been paraphrased in your own words, just edited very slightly. The lack of quotation marks is misleading as it makes it look like you have put the authors' idea in your own words; this counts as plagiarism.

Were such an edited quote to be presented without quotation marks and also without a citation at the end, this would be an even stronger case of plagiarism.

What to put in the reference list

In all the above cases, you should include an appropriately-formatted full reference in the reference list at the end of your work, e.g. like:

> El-Sadr WM, Perlman DC, Denning E, Matts JP, Cohn DL. A review of efficacy studies of 6-month short-course therapy for tuberculosis among patients infected with human immunodeficiency virus: differences in study outcomes. *Clin Infect Dis* 2001;32:623-32

Full details about how to do this are given in the Academic Writing Handbook. Remember that the appropriate reference format should vary depending on the type of source – the above example is for a journal article, but this would look different depending on whether it was perhaps a book, or a webpage, or an NGO report, or some other type of material.

Appendix 3 - Course Selection Guide

HPPF is a unique degree in the range of options available. However, there are challenges in selecting courses from two schools that do not lead to any clashes in your timetable. This guide aims to help you select an appropriate set of courses. To do so, you will need to be familiar with the options you have, and the school regulations.

Regulations In brief (See full regulations online for more details):

- HPPF students take 8 courses/modules - 4 from LSE and 4 from LSHTM;
- There is one compulsory LSE course **HP400 – Financing Health Care** (Term 1).
- You must take one more 'semi-compulsory' LSE course from a short list of three options: HP401, HP420, or HP424 (two of these fall in Term 1, but HP424 runs in Term 2);
- There is one compulsory LSHTM choice between two options – either **1107 – Health Services** or **1117 – Health Policy, Process and Power** (Term 1);
- You must take one more 'semi-compulsory' LSHTM option from a short list of 1103, 1123, 2001, or the other option from the choice above (1107 or 1117) (Term 1);
- You then take 2 additional courses from LSE and 2 from LSHTM from shortlists provided at each school.
- With permission, one of the additional electives from each school can be taken from courses not appearing on the shortlists (via email request to a programme director).

Timetabling:

TERM 1 (Autumn) runs 10 weeks (plus a reading week) at both schools. There should be no lecture clashes in term 1 for your compulsory and semi-compulsory options. Some students opt to take a third LSE course (an elective) in term 1, which may need to be checked for timetable clashes (especially if it is an off-list option with permission given by another department).

TERMS 2 and 3 – This is where most clashes arise. While LSE term 2 (Winter term) runs for 10 weeks, LSHTM splits this Term (Spring term at LSHTM) into two 5 week terms (called C and D).

Within C and D, LSHTM divides the week in half. Some modules run in the first half of the week (all day Monday and Tuesday, and possibly Wed morning), while others run in the second half of the week (all day Friday and Thursday, and possibly Wednesday afternoon).

LSHTM code these as C1, C2, D1, or D2 courses. C1 and D1 courses run in the first half of the week, with C1 courses running in the first five weeks, and D1 running in the second five weeks. Similarly C2 and D2 courses run in the second half of the week, with C2 in the first five weeks and D2 in the second five weeks. The figure, below, illustrates this structure:

Figure: Term 2 timetabling at LSHTM

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	C1			C2	
Week 2	C1			C2	
Week 3	C1			C2	
Week 4	C1			C2	
Week 5	C1			C2	
Week 6	READING WEEK				
Week 7	D1			D2	
Week8	D1			D2	
Week 9	D1			D2	
Week 10	D1			D2	
Week 11	D1			D2	

The main concern to be aware of: if an HPPF student were to choose a pair of courses where one is first half of the week and the other is second half of the week (e.g. C1 and D2), then they might have no free days for LSE courses (which run on the same day of the week for all 10 weeks). The exception is Wednesday where only a few LSHTM modules meet. As such, it is almost always necessary to choose a pair of LSHTM courses that meet at the same part of the week – either a C1 and D1 pairing, or a C2 and D2 pairing. Any other pairings (e.g. a C1-D2, D1-D2, etc) would likely cause timetable clashes, unless 3 LSE courses were taken in Term 1, and a Wednesday LSE course is taken in Term 2 (See 'Menu D', below).

The next pages lay out termly options and provides a set of 'menus' of courses HPPF students have used to choose from which should not pose any lecture clashes.

NOTE – most LSHTM modules in C and D terms do not teach Wednesdays, but a few do in some weeks. The menus below are reflective of the best information we have at the time of producing the handbook. The menus try to indicate where Wednesday teaching at LSHTM might clash with a Wed running LSE course in those terms.

Choosing electives off list:

One way to avoid clashes can at times be to select a course not on the recommended list. Students may select 1 course/module at each school as an elective off the lists (with permission from a Programme Director).

E term LSHTM options do not clash with LSE teaching at all, but may clash with an LSE exam in May/June.

At LSE, there other departments (such as the Methodology Department, or International Development Department) provide an additional option at times selected by HPPF students with permission.

Term 1 options for all students:

LSHTM (two in Term 1)

Compulsory: Students must take either HP1107 (Health Services) *OR* HP1117 (Heath Policy Process and Power)

Semi-compulsory – Students must take one additional course from:

- 1103 Introduction to Health Economics (*Note cannot be combined with LSE HP420 Health Economics due to overlap in materials.)
- 1107 Health Services
- 1117 Health Policy, Process and Power
- 1123 Issues in Public Health
- 2001 Basic Epidemiology

LSE (two or three in Term 1)*:

Compulsory: Students must take HP400 Financing Health Care

Term 1 Semi-compulsory options: students must take one semi-compulsory module. Two run in Term 1 (HP401 and HP420) but one runs in Term 2 (HP424)**:**

- HP401 Introduction to Health Policy and Politics
- HP420 Health Economics (*Note cannot be combined with LSHTM 1103 Introduction to Health Economics due to overlap in materials. **Also note – advanced LSE Health economics courses may require HP420 as a pre-requisite rather than LSHTM 1103)

Term 1 Elective options:

- HP404 Global Health Policy: Institutions, Actors and Politics
- HP407 Evidence Review and Synthesis for Decision Making
- HP422 Health Care Economic Evaluation (*Note cannot be combined with LSHTM 1501 Economic Evaluation due to overlap in materials)
- HP436 Evidence Appraisal for Health Policy Analysis

Term 2/3 'menus' of options

If taking four courses in Term 1*, students choose four more courses (two at each institution) in terms 2/3 from a set of electives. The following 'menus' are constructed to provide ways to select courses that avoid timetable clashes.

Note – with programme director approval, HPPF students can request to take a non-listed elective course from each institution as a substitute for one of those on the lists below, so long as all other programme requirements are met, and no timetable clashes occur.

* Note –it is possible to take three LSE modules in Term 1, and only one LSE option in Term 2, but exactly two LSHTM options must be selected in Term 1. It is still required to take one compulsory and one semi-compulsory from each school list

'Menu' A
(more health planning & systems options)

1* or 2 LSE courses from:
HP402 Measuring Health Systems Performance (Tues)
HP405 Social Determinants of Health (Mon and Tues)
HP407 Evidence Review and Synthesis for Decision Making (Mon and Tues)
HP424** Pharmaceutical Economics and Policy (Wed)
HP425 Statistical Methods in Health Care Economic Evaluation (Tues)
HP432 Mental Health Policy (Mon)
HP433** Health Care Regulation (Wed - Only in this menu if you don't take HP424)
HP437 Health Equity, Climate Change and the Common Good (Wednesday)

Another LSE course running Monday, Tues or Wed in Term 2 (with permission)

LSHTM courses:
One from C2:
1402** Conflict and Health
1808** Health Systems

And one from D2:
1503 Globalisation & Health
1606 Health Decision Science
2437** Epidemiology of Infectious Diseases (**Note prerequisite of Basic Epidemiology 2001*)

(*Taking 1 requires taking 3 LSE courses in Term 1)

****NOTE – Courses indicated meet Wednesdays so it may not be possible to take LSE HP424 or HP 433 with LSHTM options 1402, 1808. 2437)**

'Menu' B
(more economic analysis options)

1* or 2 LSE courses from:
HP421 Economic Analysis for Health Policy in Low and Middle Income Countries (Thurs)
HP423 Advanced Health Economics (Fri **Note prerequisite of HP420 - Health Economics*)
HP424 Pharmaceutical Economics and Policy (Wed and some Thurs seminars available)
HP428 Randomised evaluations of health programmes: from design to implementation (Fri)
HP433 Health Care Regulation (Wed and Thurs)
HP437 Health Equity, Climate Change and the Common Good (Wednesday)
DV465 Labour, Social Services and Development (Thurs – **NOTE** could timetable clash with an HP course as from another department)

Another LSE course running Wed, Thurs, or Friday in Term 2 (with permission)

LSHTM courses:
One from C1:
1400 Health Care Evaluation
1501 Economic Evaluation
1701 Reviewing the Literature

And one from D1:
1403 Organisational Management
1504 Economic Analysis for Health Policy
1802 Medical Anthropology and Public Health

(*Taking 1 requires taking 3 LSE courses in Term 1)

****NOTE – It is not possible to combine HP424 and HP437 in this menu as some seminars would have to be taken on Thursdays**

Menu C has an additional Evaluation course from the LSHTM Faculty of Epidemiology and Public Health (1127) but Wed LSE options are removed to avoid timetable clashes).

'Menu' C
(more evaluation options):

1* or 2 LSE courses from:
HP421 Economic Analysis for Health Policy in Low and Middle Income Countries (Thurs)
HP423 Advanced Health Economics (Fri **Note prerequisite of HP420 - Health Economics*)
HP428 Randomised evaluations of health programmes: from design to implementation (Fri)

Another LSE course running Thurs, or Friday in Term 2 (with permission)

LSHTM courses:
One from C1:
1400 Health Care Evaluation
1501 Economic Evaluation
1701 Reviewing the Literature

And one from D1:
1127 Evaluation of Public Health Interventions (**Note prerequisite of Basic Epidemiology 2001*)
1403 Organisational Management
1504 Economic Analysis for Health Policy
1802 Medical Anthropology and Public Health

(*Taking 1 requires taking 3 LSE courses in Term 1 or an approved LSE off-list class Thurs or Fri in

'Menu' D
(permits more LSHTM combinations. Can be achieved by taking 3 LSE Term 1 courses)

LSE courses:
HP424 Pharmaceutical Economics and Policy (Wed)
Or
HP433 Health Care Regulation (if you take a Wed seminar group)
Or
HP437 Health Equity, Climate Change and the Common Good (Wednesday)
(NOTE only one of the above works in this menu)

LSHTM courses:
Two courses from the list below (only 1 from each time slot) and check they do not meet Wednesday mornings

Slot C1:
1400 Health Care Evaluation
1501 Economic Evaluation
1701 Reviewing the Literature

Slot D1:
1403 Organisational Management
1504 Economic Analysis for Health Policy
1802 Medical Anthropology and Public Health

Slot C2:
1402 Conflict and Health
1808** Health Systems (timetable clash with HP429)

Slot D2:
1503 Globalisation & Health
1606 Health Decision Science

**** Students taking HP424 would need to select a morning seminar slot Wednesday to avoid clashing with LSHTM courses showing ** here.**

'Menu' E – Create your own set

Students may select another combination of courses appearing on these menus, **but only if the combination meets all the regulations and does not result in timetable clashes.**

According to the regulations:

- One compulsory and one semi compulsory choice must be taken from each school (often in Term 1, but there is a semi-compulsory option in Term 2 at LSE);
- A four-four split of courses should be taken between the two schools;
- Exactly two LSHTM courses should be taken in Term 1;
- Students may select one elective course at each school that does not appear on the lists above, with programme director approval;
- Some pairs of courses may not be possible due to overlap in content (see regulations).

To *NOTE – if you are selecting your own combinations:

- Some LSHTM C and D term courses have Wednesday meetings. If you select a C or D term course, and you also have Wednesday courses at LSE in Lent term (term 2), you will need to check for possible timetable clashes.

- If you request an LSHTM E term course as an elective, there is a chance that you will have an LSE exam while your LSHTM course is still running.
-

Appendix 4 – Key Information from the London School of Economics

Section 12: LSE beyond your department



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



LSE beyond your department

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

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

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

LSE LIFE – your personal guide to LSE

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

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

Own your learning

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

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

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

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

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

- The **Centre for Language Studies** offers free English for Academic Purposes (EAP) courses in Autumn and Winter Terms. EAP focuses on the skills required to perform in an English-speaking academic environment across the core subject areas you will encounter during your time at LSE.
- 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 12: Navigate your LSE



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



Navigate your LSE

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

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

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

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

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

Specialist guidance and support

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

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

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

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

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

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

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

Term dates and LSE closures

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

Academic year 2026/27	
Welcome week	Friday 18 September – Friday 25 September 2026
Autumn Term (AT)	Monday 28 September – Friday 11 December 2026
Reading week	Monday 2 November – Friday 6 November 2026
Winter break	Monday 14 December 2026 – Friday 8 January 2027 *School closure*: Wednesday 23 December 2026 – Friday 1 January 2027
January exam period	Monday 4 January – Sunday 10 January 2027
Winter Term (WT)	Monday 11 January – Thursday 25 March 2027
Reading week	Monday 15 February – Friday 19 February 2027
Spring break	Friday 26 March – Friday 23 April 2027 *School closure*: Friday 26 March – Thursday 1 April 2027
Spring Term (ST)	Monday 26 April – Friday 11 June 2027
Spring exam period	Tuesday 4 May – Friday 11 June 2027

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

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

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

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

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

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

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



Systems and online resources

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

System	What it does	Find out more
Claude for Education	Generative AI chat from Anthropic, free to all LSE students. Each course sets its own AI use policy on Moodle, so check what is permitted before using Claude in assessed work.	Claude for Education; Academic integrity
Digiexam	The software platform used for e-Exams, in-person exams where you use a laptop computer. It locks down your personal laptop to create a secure exam environment. Not all courses use e-Exams – check your specific course regulations.	e-Exams; Exams
eduroam	The Wi-Fi network available across LSE and at universities worldwide. Connect using your LSE email address and password.	eduroam at LSE
Library Search	The online catalogue for finding books, journal articles, and other materials held by the LSE Library.	Library Search; Library
LSE Calendar	The official publication containing programme regulations, classification schemes, assessment offence regulations, appeals regulations, and codes of practice.	LSE Calendar
LSE for You	LSE's system for completing your course selection.	LSE for You
LSE LIFE events	Your starting point for browsing and booking onto events outside your department. Because teams promote events in various places, using different booking systems, this is the easiest way to find most opportunities in one place.	LSE LIFE events

System	What it does	Find out more
Moodle	LSE's virtual learning environment. Each course has its own Moodle page where you'll typically find lecture slides, recordings, reading lists, quizzes, discussion forums, and where you submit assignments and receive marks and feedback. Important: joining a Moodle page is not the same as enrolling on a course – course selection can only be done through LSE for You.	Moodle
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.	MyCareer; LSE Careers
Parchment	The electronic platform through which final transcripts are issued and can be shared with employers or other institutions.	Accessing Parchment; Transcripts
Student Finance Hub	An online portal where you can review your tuition and accommodation fees, invoices, payments, and instalment arrangements once you're enrolled.	Student Finance Hub; Paying fees; Tuition fees
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.	Student Hub; About Student Hub
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.	Student LfY; What's in LfY

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.

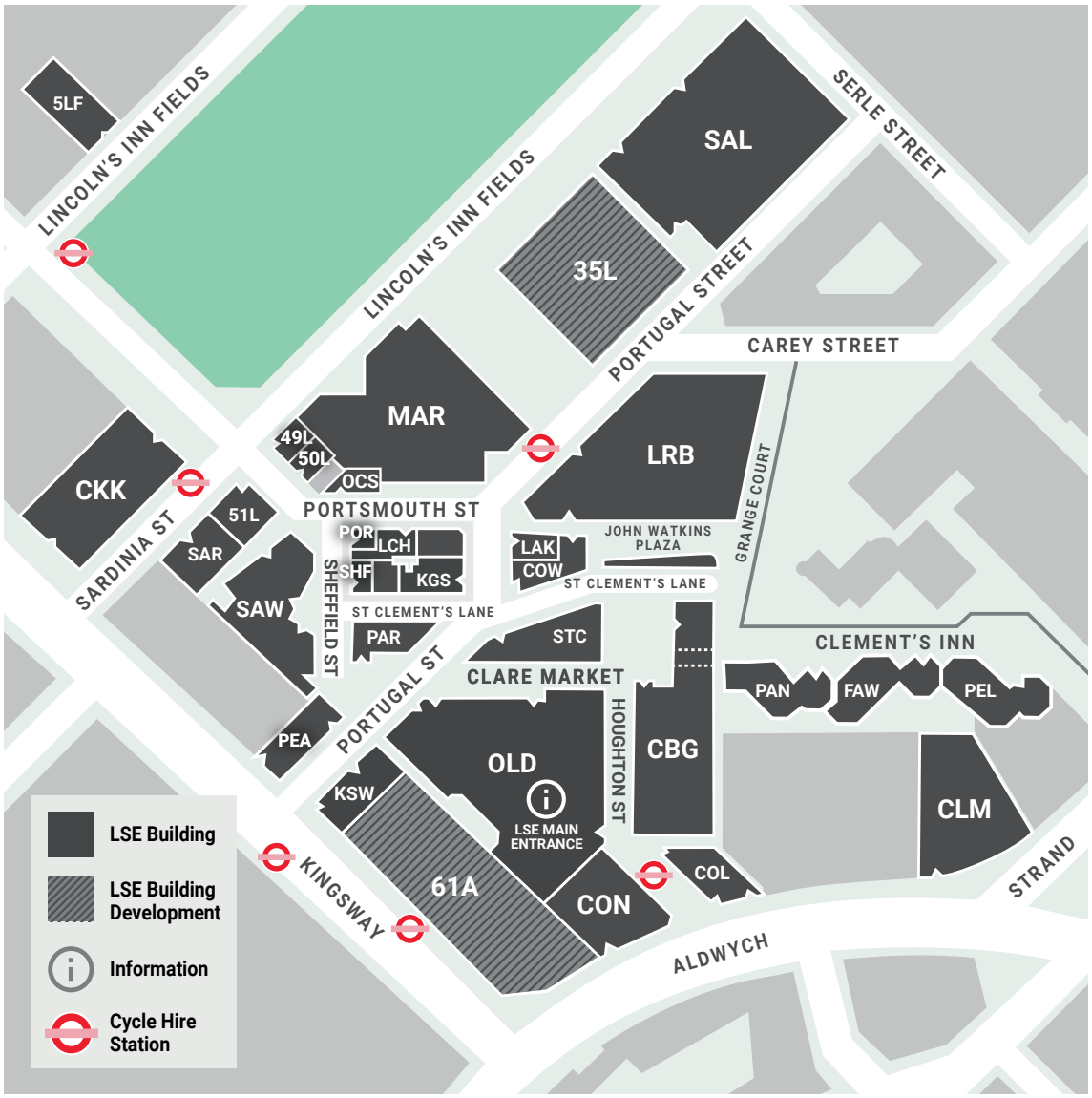


Codes, charters, and action plans

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/health-policy

Department of Health Policy
The London School of
Economicsand Political Science
Houghton Street
London WC2A 2AE

E: **healthpolicy@lse.ac.uk**

T: **+44 (0)20 7955 6574**

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