

Improving Health Worldwide

MSc Health Policy, Planning & Financing

LONDON
SCHOOL of
HYGIENE
& TROPICAL
MEDICINE



Programme
Handbook 2025-26

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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 2025). 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

Dr. Tracey Chantler
MSc Programme Director
Faculty of Public Health &
Policy
LSHTM

Dr. Emilie Courtin
MSc Programme Director
Department of Health Policy
LSE

Dr. Mirgesh Bhatia
MSc Programme Director
Department of Health Policy
LSE

1. ADMINISTRATIVE ARRANGEMENTS

1.1 Key Contacts

LSHTM

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LSE

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Phone: 020 7955 6840

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

1.2 Associate Deans (Education)

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

Education Administration (formerly PAO) 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 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 are constantly evolving and we depend upon feedback from students to help us to continually improve them. Evaluation is of several types:

Modules

This type of evaluation provides the School 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 Term 2. 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 School on specific aspects such as IT or Library facilities, support and resource provision.

National surveys

The School participates 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 School publishes the PTES sector benchmark reports from previous years on its website. 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.

LSHTM regulations and policies

[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:

<https://www.lse.ac.uk/resources/calendar2024-2025/taughtMasters.htm>

2. PROGRAMME OF STUDY

2.1 Term and Holiday Dates

LSHTM and LSE unfortunately 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.

LSHTM

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. The term and holiday dates can be found on LSHTM's website at [this link](#).

LSE

Teaching is mainly divided across Autumn term (term 1 at LSHTM) and Winter term (term 2 at LSHTM), with some revision lectures being held in Week 1 of Spring term (Term 3). 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 Masters programme is organised on a modular basis so that students take a range of modules (courses/classes at LSE) during the year. MSc HPPF has compulsory, semi-compulsory and recommended modules/courses which 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.

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 Dissertation for submission by late August.

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. This is not absolutely necessary but 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 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 ***
- Sociological Approaches to Health
- Health Systems
- Design & Analysis of Epidemiological Studies
- Epidemiology of Infectious Diseases
- Medical Anthropology and Public Health

LSE

- Global Health Policy: Institutions, Actors and Politics
- Health Systems Performance
- Global Health Security
- Evidence Review and Synthesis for Decision Making ***
- Health Care Economic Evaluation **
- 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”.

<https://www.lse.ac.uk/resources/calendar2024-2025/courseGuides/graduate.htm>

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. This year, LSE teaching begins same week as LSHTM in Term 1, but LSHTM begins a week earlier in Term 2.

	LSHTM	LSE
Welcome Week	22 September – 26 September 2025	22 September – 26 September 2025
Term 1 Courses	29 September – 12 December 2025	29 September – 12 December 2025
Reading week	3 – 7 November 2025	3 – 7 November 2025
Term 2 Courses	C Modules 12 January – 13 February 2026	19 January – 02 April 2026 (Winter Term)
	D Modules 23 February – 27 March 2026	
Reading week	16 - 20 February 2026	23 - 27 February 2026
Term 3 Courses	E Modules 27 April – 29 May 2026	Revision classes only in Week 1 of Spring Term
Examination/Assessment	Varies – check specific module assessments	Varies but summer exam period for some courses is 5 May – 19 June 2026
Dissertation submission		20 August 2026. (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).

<u>Slot</u>	<u>Term</u>	<u>When</u>	<u>Period</u>	<u>Length</u>
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.

<u>Slot</u>	<u>Term</u>	<u>When</u>	<u>Period</u>	<u>Length</u>
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.

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 develop and the *CARE form* via LSHTM Ethics Online (LEO) 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 [Graduate course guides 2024 \(lse.ac.uk\)](https://www.lse.ac.uk/graduate/course-guides/2024)

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 https://www.lse.ac.uk/school/timetables/lecture_seminar_timetable.htm

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 <i>Lecture: Wed 11-13:00 (Seminar slots: various)</i>	(HP400)	C
Introduction to Health Policy and Politics* <i>Lecture: Wed 15-16:30 (Seminar slots: various)</i>	(HP401)	S
Health Economics ** <i>Lecture: Wed 9-10:30 (Seminar slots: various)</i>	(HP420)	S
Global Health Policy: Institutions, Actors and Politics <i>Lecture: Thurs am (Seminar slots: Thurs or Fri)</i>	(HP404)	R
Global Health Security <i>Lecture: Mon 12-1 (Seminars: Monday afternoon)</i>	(HP412)	R
Health equity, climate change and the common good <i>Teaching: Thurs pm</i>	(HP437)	R
Health Care Economic Evaluation <i>Lecture: Mon am (Seminar slots Mon)</i>	(HP422)	R
Evidence Appraisal for Health Policy analysis: <i>Mon am (Seminar slots Mon or Tues)</i>	(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 Services (Fri LSHTM)	1107 (HP1107)	C†/S
Health Policy, Process & Power* (Weds LSHTM)	1117 (HP1117)	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†	=	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; LSE only (11-week linear courses)

Course/Module Title	(LSE code)	Availability
Pharmaceutical Economics and Policy	(HP424)	S
Measuring Health Systems Performance	(HP402)	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
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; LSHTM only (modules)

Course/Module Title	LSHTM code (LSE Code)	Availability
C1: LSHTM only Monday-Wednesday [12 January- 11 February 2026]		
Health Care Evaluation	1400 (HP1400)	R
Economic Evaluation**	1501 (HP1501)	R
Sociological Approaches to Health	1803 (HP1803)	R
C2: LSHTM only Wednesday-Friday [14 January - 13 February 2026]		
Conflict and Health	1402 (HP1402)	R
Health Systems	1808 (HP1808)	R
Design & Analysis of Epidemiological Studies	2417 (HP2417)	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: LSHTM only Monday-Wednesday [23 February- 25 March 2026]		
Organisational Management	1403 (HP1403)	R
Economic Analysis for Health Policy	1504 (HP1504)	R
Evaluation of Public Health Interventions	1127 (HP1127)	R
D2: LSHTM only Wednesday-Friday [25 February- 27 March 2026]		
Globalisation & Health	1503 (HP1503)	R
Health Decision Science	1606 (HP1606)	R
Reviewing the Literature***	1701 (HP1701)	R
Epidemiology of Infectious Diseases	2437 (HP2437)	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 LSHTM 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 25th September 2025

Term 1 module choices to be made

2pm UK time Friday 14th November 2025

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, 25 September 2025 (10.00 a.m.) to Friday, 10 October 2025 (5.00 p.m.).
- **Term 2 (Winter):** Monday, 19 January 2026 (10.00 a.m.) to Friday, 30 January 2026 (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, at each institution, 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 \(lse.ac.uk\)](https://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;
- *By the end of February 2026* submit your dissertation protocol outline form (to be provided) to the LSHTM Course Administrator (following agreement by your tutor).
- *By early April 2026* submit your ethics application, including project plan and CARE form via the LSHTM LEO system (again following discussion with your tutor).
- **FINAL SUBMISSION DEADLINE:** 1 electronic copy to be submitted on LSE HP409 Moodle no later than **12 noon (UK time) on Thursday 20th August 2026.**

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-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), 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 on **12 noon (UK time), 20th August 2026.**

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 submit their project proposal to the LSHTM Ethics Online (LEO) system. 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 LEO form, 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 electronically sign their ethics applications on the LSHTM system. As LSE staff do not have access to LEO, one of the programme directors can sign on behalf of an LSE tutor instead. You need to ensure both signatures 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 Combined Academic, Risk assessment and Ethics (CARE) form provided by LSHTM – which is accessible within the online ethics system – LSHTM Ethics Online (LEO) at: <http://leo.lshtm.ac.uk>

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 LEO submission including the 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 signing on LEO. 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 LEO 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 \(lse.ac.uk\)](http://lse.ac.uk/OverseasTravelHomepage)

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 the Term 3 module has finished. 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 2025* submit your dissertation protocol outline form (to be provided) to the LSHTM Course Administrator (following agreement by your tutor).
- *By early April 2025* (date to be confirmed) submit your ethics application, including project plan and CARE form via the LSHTM LEO system (again following discussion with your tutor).
- **FINAL SUBMISSION DEADLINE:** 1 electronic copy to be submitted on LSE HP409 Moodle no later than **12 noon (UK time) on Thursday 20th August 2026.**

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](https://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) ethics 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 LSHTMs 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.

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
- Dissertation

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 \(lshtm.ac.uk\)](https://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, 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 Fail Marks and 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 your dissertation 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 next assessment period – usually by Winter Term (Term 2) of the next academic session (early January).

Please see LSHTMs 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 (total 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.

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 Advisor 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), 20th August 2026**.

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. <i>or</i> Not submitted.	The majority incorrect or not attempted, most essential parts incorrect. <i>or</i> 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

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 9 February 2026
Term 2 (C1/C2)	Monday 16 March 2026
Term 2 (D1/D2)	Tuesday 5 May 2026
Term 3 (E)	Wednesday 1 July 2026

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

LSHTMs 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 foolproof, 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 available on the School website.

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.

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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, 2022).
- 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, 2017).

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 work related to their programme of study. This is 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](#).

LSHTM uses Moodle, our Virtual Learning Environment (VLE), where module information and content can be found. The content on Moodle includes lecture notes, video recordings and other resources. To find out more about Moodle or support to develop your digital skills whilst studying as LSHTM, please see information on the [Centre for Excellence in Learning and Teaching](#) and [Virtual Student Hub](#) pages

The Centre for Excellence in Learning and Teaching (CELT) runs a programme of online and on-campus workshops, designed to provide you with digital awareness of the tools and techniques that may assist and enhance your study practices, whilst also being transferable to the world of work. Please visit the [Student Digital Skills page on Moodle](#) for workshops descriptions and details on how to book a place.

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 also 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 20 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_2025 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 and livestream via Zoom (see webpage or Moodle for details)

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 Beckma – 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.

<u>GOOD ANSWERS</u>		<u>POOR ANSWERS</u>
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
<i>(Students will not be penalised for imperfect use of English language or grammar, as long as the level is comprehensible.)</i>		
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. (EI-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:

EI-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	
Week 8	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 (Health 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)
- HP407 Evidence Review and Synthesis for Decision Making (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 (Mon and Wed)

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
- 2417** Design & Analysis of Epidemiological Studies

And one from D2:

- 1503 Globalisation & Health
- 1606 Health Decision Science
- 1701 Reviewing the Literature
- 2437** Epidemiology of Infectious Diseases
(*Note prerequisite of Basic Epidemiology 2001)

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

****NOTE – students taking HP424 in Menu A will need to select the morning seminar slot on Wednesdays to avoid clashing with LSHTM options indicated with ****

'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)

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
- 1803 Sociological Approaches to Health

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)

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 Wed, Thurs, or Friday in Term 2 (with permission)

LSHTM courses:

One from C1:

- 1400 Health Care Evaluation
1501 Economic Evaluation
1803 Sociological Approaches to Health

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)

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

LSE courses:

- HP424 Pharmaceutical Economics and Policy (Wed)

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
1803 Sociological Approaches to Health

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)
2417** Design & Analysis of Epidemiological Studies (timetable clash with HP429)

Slot D2:

- 1503 Globalisation & Health
1606 Health Decision Science
1701 Reviewing the Literature

**** 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

Key Information

[Term Dates and LSE Closures – Academic Year 2025/26](#) ↘

[Student Services Centre](#) ↘

[Student Voice](#) ↘

[Student Partnership](#) ↘

[Quality Assurance](#) ↘

[Study and Career Support Services](#) ↘

[Equity, Diversity and Inclusion \(EDI\)](#) ↘

[Your Wellbeing and Health](#) ↘

[Exams and Assessments](#) ↘

[Assessment Misconduct](#) ↘

[Results and Classification](#) ↘

[Fees and Finance](#) ↘

[Codes and Charters](#) ↘

[Systems and Online Resources](#) ↘

[LSE100](#) ↘

[LSE Campus](#) ↘

“ At LSE, you don't just get to study our changing world, you can see it and experience it. With history being made every day, why would you want to be anywhere else? ”



Term Dates and LSE Closures

Academic Year 2025/26

Autumn Term: Monday 29 September – Friday 12 December 2025
Reading Week: Monday 3 November – Friday 7 November 2025
Winter break: Monday 15 December 2025 – Friday 16 January 2026
January Exams: Wednesday 7 – Friday 16 January 2026
Winter Term: Monday 19 January – Thursday 2 April 2026
Reading Week: Monday 23 February – Friday 27 February 2026
Spring break: Friday 3 April – Monday 4 May 2026
Spring Term: Tuesday 5 May – Friday 19 June 2026
Spring Exams: Monday 11 May – Friday 19 June 2026

LSE will be closed during the following periods*:

Winter Closure: Tuesday 23 December 2025 – Thursday 1 January 2026
Spring Closure: Thursday 2 April – Wednesday 8 April 2026
May Bank Holiday: Monday 4 May 2026
Spring Bank Holiday: Monday 25 May 2026
Summer Bank Holiday: Monday 31 August 2026

*Some buildings will remain open or operate reduced hours during public holiday and School closure days. Full details will be communicated in advance.



Student Services Centre

The Student Services Centre (SSC) is located on the ground floor of the Old Building. Advice and information is available on services including:

- **Support for new arrivals**
- **Student status documentation**
- **Course selection**
- **Immigration advice**
- **LSE ID cards**
- **TfL 18+ Student Oyster Photocards**
- **Exams and assessment**
- **Results and degree certificates**
- **Graduation.**

We are also a good point of contact to find out more about the support services available at LSE and we host specialist drop-in sessions. Visit lse.ac.uk/ssc for the latest information about our services, opening times and drop-in sessions.

Online pre-enrolment and campus enrolment

The majority of new students will be required to undertake a two-stage enrolment process: online pre-enrolment and campus enrolment. You will receive email notification when it is time to complete the pre-enrolment process for your programme. Campus enrolment takes place in-person and is where we will check your official documents, and you will be issued with your LSE Card. It is very important that you attend campus enrolment and with the **correct original documents**. Usually, you can re-enrol online for subsequent years of study, but sometimes we may need to see you in person again.

For more information, visit lse.ac.uk/enrolment



Student status documentation

During your time at LSE you may need official documentation to prove that you are studying with us. A Certificate of Enrolment provides proof that you are enrolled as a current student at LSE to organisations such as council tax offices, embassies and banks. For more information about what a Certificate of Enrolment shows visit lse.ac.uk/studentletters

You can order a self-service Certificate of Enrolment which will be delivered immediately to your LSE email address as a PDF. If the standard letter is not sufficient, you can request a bespoke Certificate of Enrolment to be produced by the Student Services Centre. **We will do our best to provide the information required, but this cannot be guaranteed.** Please bear in mind that during peak periods bespoke letters may take longer to produce. For more information about both types of Certificates of Enrolment and how to order, please visit lse.ac.uk/studentletters

The Student Services Centre (SSC) also offers a range of other documents including Certificates of Course Selection and intermediate transcripts. For more information about the types of documents available, how to request letters, and to access our enquiry form, please visit lse.ac.uk/studentletters

Your LSE Card

Your LSE card provides access to buildings and acts as your library card. It is important that you keep it safe and never share it with anybody else. If your LSE card is lost, stolen or damaged visit lse.ac.uk/studentidcards to find out how to get a replacement.

Student Advice and Engagement

The SSC has a dedicated Student Advice and Engagement Team that can provide advice on academic (particularly non-progression, interruption, withdrawal, regulations and exams), and immigration matters.

If you are not sure who to contact about a query or question, then the Advice and Engagement Team will be happy to help. You can contact the team via the enquiry form at lse.ac.uk/studentadvice

Immigration Advice

The Advice and Engagement Team are the only team able to provide detailed immigration advice on UK visas for international and EU/EEA students at LSE. You can find a lot of detail on their web pages, which are updated each time the rules change. The best way to contact the team is to use the [visa advice query form](#) or to attend one of their bookable visa advice quick consultations, or log-in to their dedicated visa advice live chat.


What do I do if...

The SSC have developed a series of answers to common “What do I do if...” questions. These cover a broad range of topics including, what to do if you’re unwell during an exam; become pregnant; change your name; or want to change degree programme. You can find these questions and answers at lse.ac.uk/what-if

Interruption

In certain circumstances you can take a year-long break in your studies (which we call an interruption) with approval from your academic department and the School.

You are usually required to return at the start of either Autumn Term or Winter Term the following year as appropriate. Spring Term interruptions are not possible. For more information visit lse.ac.uk/interruptions



“ We are the only team trained and regulated to give immigration advice at LSE, under the Office of the Immigration Services Commissioner guidelines. ”

Programme transfer

You can request to transfer from your current programme to another programme at the same level according to the School's regulations. There are usually restrictions or conditions on transferring programmes, and sometimes transfers are not possible.

All transfer requests need the approval of the new academic department you wish to transfer into before being authorised by the School. For more information visit

lse.ac.uk/programmetransfers

Change of mode of study

If you are studying a master's programme, and you need to change from full-time to part-time study due to your circumstances, you will need to seek approval from your academic department.

Changing from full-time to part-time study is generally acceptable up until the end of Winter Term Course Selection, as long as your selected courses can be amended according to programme regulations and in line with the teaching that you have already taken. Your fees will also be amended.

Changing from part-time to full-time may not always be possible, especially if you need a visa to study at LSE, and requests will be considered on a case-by-case basis.

It is not normally possible to study an undergraduate programme on a part-time basis. For more information visit lse.ac.uk/changemode





Withdrawal

Withdrawing means that you are leaving your programme permanently.

Before withdrawing you should consult with your Academic Mentor, and you may want to consider requesting an interruption instead, so that you have some time to consider your options. For more information visit lse.ac.uk/withdrawal

Regulations

You should familiarise yourself with the LSE regulations, policies and procedures to ensure you are aware of all necessary assessment requirements, how your final degree is calculated and what options are available if you experience problems during your studies.

Visit lse.ac.uk/calendar for more information on:

- General Academic Regulations
- Classification Schemes
- Assessment Offence Regulations
- Appeals Regulations.

You can also find a full A-Z listing of all of LSE's policies and procedures online at lse.ac.uk/policies

Student Voice

Student-Staff Liaison Committees

Student-Staff Liaison Committees (SSLCs) are one of the most important bodies in the School. They are a forum for students to discuss their experiences, both in and outside of the classroom, with LSE staff. SSLCs are a shared, collaborative endeavour between departments, the Students' Union, central School Services, and, most importantly, students themselves.

SSLCs are your chance to engage with LSE and enact positive change for the benefit of yourself, your peers, and even future cohorts.

At the start of the year, you will be asked by your department if you would like to represent your programme on the SSLC as a Student Academic Representative. By volunteering, you'll represent your peers and take a leading role in the student body.

More information, including access to minutes from SSLCs across the School, and other ways you can use your voice, can be found on the [student voice webpages](#).





Meet LSE leadership events

In the Autumn and Winter Terms, LSE hosts student-only events that give you the opportunity to discuss your experience as a student with LSE leadership, including the President and Vice Chancellor.

These events are an opportunity for you to meet leaders from across LSE in person to ask questions, raise suggestions and voice any concerns, plus the chance to meet students from other programmes.

You'll be invited to attend these events – look out for further details in Autumn and Winter Term.



Student Partnership

Change Makers

Change Makers is an opportunity for you to instigate positive changes at LSE.

Working alongside other students and LSE staff, you are invited to identify and research solutions to issues affecting student life at LSE and to start implementing them. Whether it's helping your department develop a new skills programme or making campus more accessible, this is your chance to create a real impact on the quality of the student experience at LSE. Applications to become a Change Maker will open in Autumn Term 2025. This is a new opportunity at LSE, and you can find out more at

lse.ac.uk/changemakers

Student Education Panel

The Student Education Panel is an opportunity for you to enhance education at LSE alongside students from other departments and levels of study and to gain insight into how the university works.

Around 50 Student Education Panelists meet several times throughout the year to consider a specific education-related topic, question or proposal. Drawing on your own experiences and ideas, you will generate insights to present at key education-related forums, and work in partnership with LSE and LSESU leaders to co-create a better educational experience for everyone. In recognition of your contributions, you will receive a voucher for every meeting you participate in.

Applications to join the Student Education Panel will open in Autumn Term 2025 and you can find out more at lse.ac.uk/studenteducationpanel





Quality Assurance

LSE's approach to assuring the quality of our teaching is set out in the [Strategy for Managing Academic Standards and Quality](#). As an awarding body LSE must be in a position to assure the standards of its degrees. At the same time, we believe that the design of quality assurance should respect different departmental cultures and academic histories. The strategy sets out broad principles and processes for assuring academic standards and for enhancing the quality of educational provision.

The overall framework includes devolved quality assurance arrangements for academic departments, with responsibility for the oversight and modification of existing provision resting with Departmental Teaching Committees.

The Teaching Quality Assurance and Review Office (TQARO) supports the activities of the Education Committee and several of its sub-committees, with further details available in the "Committees" section of the website at lse.ac.uk/tqaro. TQARO also curates and publishes information about the School's academic offering, including programme regulations, course guides, and academic regulations in the School's [Calendar](#). In addition to oversight of curriculum management related activities, TQARO administers the appointment and payment of External Examiners, with further details available on the "External Examiner Processes" section of the website at lse.ac.uk/tqaro. Queries relating to devolved quality assurance responsibilities, the work of Education Committee or the process for the consideration of proposals for new courses and programmes of study should be sent to tqaro@lse.ac.uk; queries relating to external examiners should be sent to tqaro.external.examiners@lse.ac.uk

Student surveys

In both Autumn Term and Winter Term TQARO conducts course-level surveys to assess students' opinions of teaching.

Course survey scores are made available to course convenors, teachers, Heads and Deputy Heads of Departments, Department Managers, the Director of the Eden Centre, the Vice President and Pro-Vice Chancellors for Education and Faculty Development. In addition to producing reports for individual teachers, TQARO produces aggregated quantitative data for departments and School-wide bodies. Further information can be found online in the "Surveys" section of the website at lse.ac.uk/tqaro

TQARO also conducts annual programme-level surveys of undergraduate and taught master's programmes and supports LSE's participation in the National Student Survey in coordination with the Communications Division, Planning Division, DTS, and academic departments.

Queries relating to the delivery of teaching surveys at course- or programme-level should be sent to tqarosurveys@lse.ac.uk

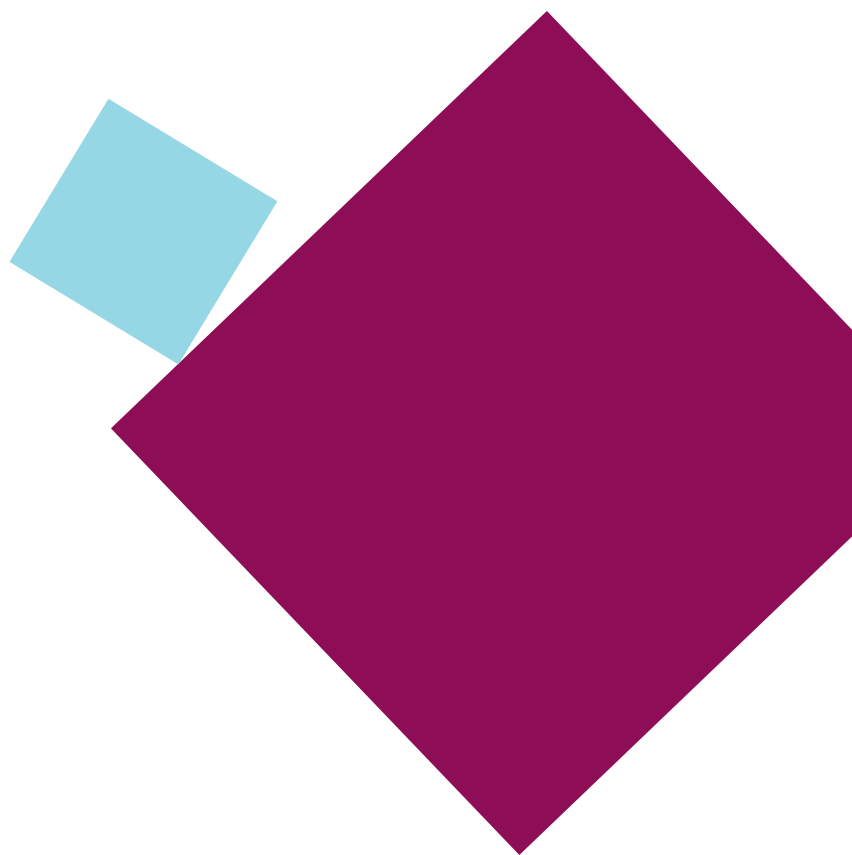
Study and Career Support Services

LSE LIFE

LSE LIFE is the place to discover and develop the skills you'll need to reach your goals at LSE, whether they concern your academic work or other personal or professional pursuits. LSE LIFE is here to help you find your own ways to study and learn, think about where your studies might lead you, and make the most of your time at LSE. It is also the place to come all year round to ask about the range of opportunities and services available across the School to help you achieve success, whatever 'success' means to you.

LSE LIFE brings together specialists from teams across the School – on the ground floor of the Library. At LSE LIFE you'll find:

- **Hands-on practical workshops** and **online resources** for effective reading, academic writing, critical thinking, managing your dissertation research, organising your time, and other key areas of university work.
- **Constructive conversations** and **workshops** to learn ways to adapt and thrive in new or challenging situations, including developing your skills for leadership; public speaking; connecting and collaborating with others; finding a healthy balance among study, work, rest, and fun; and thinking about life beyond university.
- **One-to-one appointments** for personalised advice on essays, participating in classes and seminars, revising for exams, studying quantitative subjects, or any other aspect of your studies at LSE. Or simply book an appointment – on campus or online – to talk through your ideas for an essay, a project, or your research.



- **Specialist advice** in areas like CV writing, English language, finding and referencing academic sources, research ethics and data management, statistics, and more.
- **A bright, flexible, and welcoming space to meet and work together** with students from other courses and departments.
- **Group visits and walks** to discover and take advantage of what LSE and London have to offer.

LSE LIFE is here to help you make sense of the opportunities on offer across the School and help you get connected with the teams, resources, events, and activities that you want to pursue.

Find out more at lse.ac.uk/lselife, or drop by with any questions (or just to pick up a lollipop!). LSE LIFE is on the ground floor of the Library, open Monday – Friday, 10am – 6pm.



[Listen to our podcasts](#)

LSE Library 

Language Centre 

LSE Careers 

LSE Volunteer Centre 

LSE Generate 





LSE Library

LSE Library is the major international library of the social sciences. The collections, both print and online, cover the discipline in the widest sense, and will support your studies and research.

The two main print book collections are:

- **The course collection**, located on the first floor, which holds multiple copies of essential books for your courses. Many of these titles are available online.
- **The main collection** is located across three floors, holding wider items for social sciences research.

You can use Library Search to find books and other materials for your studies via lse.ac.uk/library. Once you have found what you need, write down its location to help you find it in the Library. To borrow books, use your LSE card and the self-service machines on the ground floor. Taught students can borrow up to 30 books at any one time. You can renew your books online by logging into your Library account at lse.ac.uk/library. If you do not return books on time, you will be unable to borrow any more until your overdue item is returned or renewed. We do not charge fines on late returns.

Each department has a dedicated **professional Librarian**, a subject expert offering email support and in-person and online appointments to help you locate and access information resources on any topic. This support ranges from identifying key resources to support your studies to high-level systematic literature searching for researchers.

They also provide expert help in managing references.

The Library is a focal point of the School and we are open seven days a week during term time and vacation and 24 hours daily from the beginning of the Winter Term until the end of the examination period. There are over 2,300 study spaces, including group study rooms, and extensive IT facilities, including over 300 PCs, laptop points, a laptop loan service, wireless Internet access via eduroam, and photocopying and printing facilities.





Language Centre

Whether you are an international student looking for support with your English, are interested in taking one of our courses as a degree option, want to learn a new language or improve your current language skills, the Language Centre is here to help.

If English is not your first language, our support programme can offer help and advice throughout your degree. Best of all, it is free! English for Academic Writing courses are available for any taught student who does not have English as a first language. These weekly classes are taught throughout the Autumn and Winter Term and can help with academic writing for coursework. This support is delivered with LSE LIFE (lse.ac.uk/lselife). You can find out more information on what is on offer and how to sign up [here](#).

You may be eligible to take a language, literature or linguistics course as part of your degree programme. You can find out about our courses and your undergraduate degree [here](#).

Any LSE student can sign up for a non-degree extracurricular language course. As part of the LSE Language Policy, if you are a UK-EU undergraduate and you do not have a GCSE Grade 4 (or equivalent) in a language that is not your mother tongue, you are eligible to take a course for free!

For more information visit lse.ac.uk/languages



LSE Careers

Whether you already know where you want to go or you'd like to explore your options, LSE Careers is here to help you connect with your future – from working with you to understand your motivations, to providing opportunities for you to meet employers across a range of sectors.

How do I get started?

As an LSE student, you can use LSE Careers to access a range of careers support, from events and job opportunities to resources and careers appointments. We also provide bespoke services for Disabled students and PhD students.

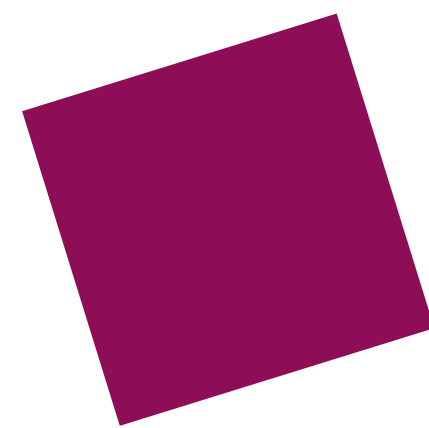
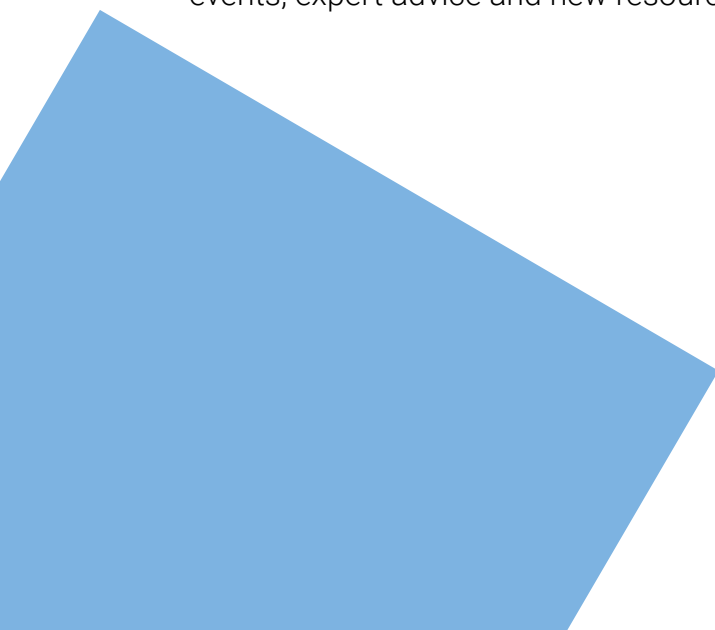
Log in to our online careers portal (careers.lse.ac.uk) to:

- register for careers events to develop your skills or explore different employment sectors
- browse jobs and internship opportunities on our jobs board
- book a one-to-one appointment with a careers consultant
- update your preferences to receive careers information relevant to your career interests.

Visit our website (lse.ac.uk/careers) to:

- explore resources about choosing your next steps
- get insights into employment sectors and recruitment processes
- browse top tips for writing your CV and cover letters
- access online tools for practicing interviews and reviewing your CV
- be inspired by what LSE graduates have gone on to do.

Follow @LSECareers on [Instagram](#) and [TikTok](#) to stay up-to-date with upcoming events, expert advice and new resources.





LSE Volunteer Centre

The LSE Volunteer Centre is here to inspire and empower you to volunteer for causes that you are passionate about during your time at LSE. Volunteering is a great way to help develop personal and professional skills, meet new people and make a difference in your community. We are committed to making volunteering exciting and accessible, and we collaborate with students to enhance their volunteering experiences.

Information and Advice

We offer a range of ways to get involved from the start of your LSE journey, including connecting students with long-term and short-term volunteering with our hundreds of charity partners and one-off opportunities throughout term on campus. We begin each term with a Volunteering Fair, where we invite over 50 charity partners onto campus to speak directly with students. We also host a charity on campus weekly for Charity Tuesday, to spread awareness of their mission and volunteering opportunities. At any point of the year, students have access to our ongoing volunteering vacancy board, updated daily with opportunities from charity partners. You can book a meeting with our Volunteer Centre Manager, or other Volunteer Centre colleagues, for one-to-one support.

Volunteering Programmes

The Volunteer Centre also runs multiple exciting voluntary programmes, including the Community Engagement Programme, a voluntary consultancy, the Research Volunteering Scheme, an initiative for volunteer researchers, and Community Action Projects, an opportunity to develop your own volunteering project. These programmes offer students the chance to work with other students, collaborate directly with charities, and use their degree knowledge with the mentorship and support of the Volunteer Centre. These programmes are application-based, and information is available on how to apply during Autumn Term.

“ The feeling of fighting for a cause that you are passionate about is second to none, but the skills you gain from it are unparalleled. ”

Dan Lawes, International Relations and History, 2022



Volunteer Centre Space

You can also visit the Volunteer Centre on campus on the ground floor of [Lincoln Chambers](#), Portsmouth Street! We encourage students to visit for our weekly open hours, one-off volunteering opportunities, or for information and advice in person. Our home is an inclusive space that welcomes any students looking to get involved in volunteering.

You can find out more, as well as the advice and support we can offer in our space on campus, at lse.ac.uk/VolunteerCentre or by following [@LSEVolunteering](https://twitter.com/LSEVolunteering).



[Read our blog](#)



LSE Generate

LSE Generate is the home of entrepreneurship at LSE.

We welcome all students and alumni – from those starting their journey in developing entrepreneurial skills to those who have already launched their ventures and are looking for business support. We focus on supporting and scaling socially driven startups on campus and across the globe (from Lisbon to Lagos!)

As a student, you'll have access to all our resources and our co-working space at the heart of the LSE campus to work on your business idea; as well as access to a variety of events throughout the year created to expand your skills, give you the tools to excel, and help you network with like-minded founders. Our programmes vary from dragons den style startup competitions, our flagship accelerator programme, industry panels, skill development workshops on a range of topics, entrepreneurship bootcamps, and even international treks!

Pop by and meet us in our co-working space (the GenDen) opposite the Student Services Centre on Clare Market.

Discover more on our website lse.ac.uk/generate, register with Generate to receive our monthly newsletter, follow us on all our social media channels at (Instagram and LinkedIn) [@LSEGenerate](https://www.instagram.com/LSEGenerate), and you can join our [Slack community](#) of over 1,500 members, where ALL the action happens!



Equity, Diversity and Inclusion (EDI)

Promote equity, champion diversity, and help develop an inclusive LSE

One of our guiding principles in LSE's 2030 Strategy is to sustain excellence through an inclusive and diverse community. We work to build a School – and a society – in which everyone is able to fulfil their potential, and everyone's contribution is valued.

In support of this, LSE has a number of important initiatives that are designed to lead to equity, diversity and inclusion for us all:

- **Ethics Code:** the LSE community is expected to act to the highest standards of ethical integrity, in accordance with the ethical principles set out in our Ethics Code. To read about the School's commitment to equality of respect and opportunity visit lse.ac.uk/ethics
- **Report and Support** is LSE's new case management system to address violence, discrimination and harassment. If you have experienced, or witnessed, any form of discrimination, bullying, harassment or sexual misconduct, we encourage you to report this to LSE.
 - You can **report an incident online** anonymously or with contact details. If you report with contact details an adviser will be in touch within three working days to discuss the various options for getting support and/or handling your report through informal or formal means.
 - **LSE Safe Contacts** are trained members of staff offering confidential support and guidance to individuals who have experienced, or are experiencing any form of discrimination, bullying, harassment or sexual misconduct.
 - **Consent.Ed:** LSE's educational programme focused on consent, and fostering respectful and inclusive behaviour on campus. All students are expected to participate in the programme, though opting out is possible for personal reasons. Learn more about Consent.Ed [here](#).
 - **LSE's Independent Sexual Violence Adviser (ISVA) Service:** LSE's ISVA service is run by external specialist partners – Rape Crisis South London and SurvivorsUK. This service provides free, confidential and independent short-term emotional, and casework, support for any student who has experienced any form of sexual violence at any time in their lives. Any student can refer themselves for support. Learn more about the ISVA service [here](#).
- **AccessAble:** provides accessibility guides of all LSE campus buildings, ensuring inclusivity for everyone.



- **LGBTQ+ Inclusive Action Plan**: LSE is delivering six priorities to advance LGBTQ+ equity and inclusion. Informed by data, insight and co-created with the School community, they form an action plan that is co-ordinated by the EDI Division and accountable to the LGBTQ+ Steering Group.
- **LGBTQ+ (lesbian, gay, bisexual, trans, queer) Role Models and Allies Directory**: provides a network of informal contacts for the LSE community to share experiences, and support and learn from each other.
- **Our Race Equity Framework** has been developed to ensure students and staff benefit from a diverse and equitable education, research and work environment; fostering attainment and development opportunities for ethnic minorities. LSE have identified six key priorities to focus on, which together form our **Race Equity Action Plan**.
- Our **Athena Swan action plan** has been developed to support and transform gender equality. It supports the professional development and pay equity for women on all levels from PGR students to senior leadership. **Visit our Athena Swan website to learn more.**
- **LSE Students' Union (LSESU)**: a student-led, not-for-profit organisation that represents all LSE students through their Part-time and Sabbatical Officers. You can view all student representatives, including Women's, LGBTQ+, Black, Asian and Minority Ethnic, and Neurodiversity and Disability Officers on the **LSESU website**.
- On the **EDI Team website** you can find more about our partnerships, training and workshops, plus:
 - **Inclusive EDI policies and resources**: the support available to members of minority groups at LSE, and expert EDI resources from our external partners.
 - **EDI News and Events**: updates on EDI cultural events, history month activities; and our new space on campus for students to hold gatherings, events, and initiatives promoting inclusivity and intersectionality.

If you would like to find out more about these and other initiatives, please contact the EDI Team on **edi@lse.ac.uk**



Your Wellbeing and Health

Student Wellbeing Service (SWS)

SWS aims to provide you with a single integrated source of help and assistance to ensure that you get the most out of your LSE experience.

Disability and Mental Health Service (DMHS)

DMHS are the first point of contact for students with disabilities, long term medical and mental health conditions, and Specific Learning Difficulties such as dyslexia.

DMHS can help you to create My Adjustments which is a way of putting in place agreed “reasonable adjustments” to support your studies. Advisers in DMHS can potentially set up one-to-one learning support, mentoring and help you access assistive technology designed to remove barriers to studying. The earlier that you let DMHS know about your condition the earlier they can work with you to put appropriate support in place. For more detailed information about My Adjustments, and to apply for My Adjustments, visit lse.ac.uk/myadjustments

Visit [Booking an appointment](#) to book a DMHS Appointment.

Support for your wellbeing

Any student looking for support for their wellbeing can book a 30-minute Wellbeing Appointment. This provides an opportunity to discuss any issues you are experiencing, and an opportunity to explore what would be most useful to you, including: one-to-one support (eg, counselling), groups, workshops, online resources, self-care strategies and referrals to other LSE and external services.

Visit [Booking an appointment](#) to book a Wellbeing Appointment.

Groups and Workshops

SWS also organises groups and workshops to support students experiencing stress, anxiety or other issues. Details of these groups can be found [online](#).

Peer Supporters

Peer Supporters give you the opportunity to talk to fellow students about anything that is worrying you. Peer Supporters are trained to offer confidential emotional support, help and reassurance. You can find out more about the scheme and arrange a chat with a Peer Supporter at lse.ac.uk/peersupport



Health care in the UK

You are likely to need to access medical care while you are at LSE, even if this is just for routine appointments. In the UK most health care is provided through the National Health Service (NHS).

You are typically eligible for free treatment on the NHS if you fall into one of the following categories:

- **You are a UK resident**
- **You have a Student visa and have paid the Immigration Health Surcharge (IHS)**
- **You have applied for the EU Settlement Scheme and hold either Pre-settled or Settled status.**

This list is not exhaustive and was correct at the time of print. The UK Council for International Student Affairs maintains an up-to-date listing on their website available at ukcisa.org.uk

If you are unfamiliar with the NHS, search for “NHS Services explained” to find out more. You are usually required to register with a local General Practitioner’s (GP) surgery before you can book an appointment. You should register as soon as possible and not wait until you are unwell. The nearest GP surgery is St Philips Medical Centre which is based on the second floor of Pethick-Lawrence House. This surgery will register most LSE students. For more information about the services offered and how to register please visit stphilipsmedicalcentre.co.uk or call **020 7611 5131**.

Alternatively, you can find your nearest GP by using the GP finder function on the NHS website available at nhs.uk

As well as dispensing medicines, pharmacies can also offer advice on common health problems. You do not need to make an appointment, just visit a pharmacy and ask to speak to the duty pharmacists. In an emergency you should dial **999** to call an ambulance. You can also visit your nearest accident and emergency (A&E) department at your local hospital or visit an Urgent Care Centre.

For further information about health care, including details about dentists and opticians, visit: lse.ac.uk/studenthealth





LSE Faith Centre

The Faith Centre is open to students of all faiths and none. It's home to LSE's diverse religious activities, transformational interfaith leadership programmes, and provides spaces for worship, prayer, and quiet reflection.

Finding your feet

It can be challenging arriving in a new city for a new start. We want to help you settle into London and find a community that suits you – and there are lots of options!

We provide spaces for LSESU Faith Societies to meet, worship, and plan their activities. Details of contact information for faith groups and other helpful information can be found in our [resources](#).

Wellbeing

Looking to recharge and reconnect? Explore our wellbeing activities on offer: from guided meditation to yoga – as well as dedicated [spaces](#) for prayer and reflection – there's something for everyone. Find out more on our ["wellbeing" page](#).

Facilities

The Faith Centre comprises Islamic Prayer Rooms, a space for silent prayer/meditation (The Cave), and a multifaith space (The Desert Room) which is bookable for LSESU Faith Societies or faith/wellbeing-based staff groups. Find out more [here](#) or email faithcentre@lse.ac.uk for booking enquiries.





Support

You can contact the Faith Centre Director and Chaplain to LSE, Revd Dr James Walters, on j.walters2@lse.ac.uk for confidential support regardless of your background or beliefs.

We also have Muslim, Catholic, Jewish, and Orthodox Associate Chaplains, whose contact details can be found on the Faith Centre's ["People" page](#).

Beecken Faith and Leadership Programme

Religion has the power to challenge, connect, and transform. Our flagship faith and leadership programme invites all LSE students to engage deeply with difference, ask big questions, and build bridges across beliefs. These free, extracurricular sessions are where leadership meets reflection. Learn more about the module [here](#).

LSE Religion and Global Society

The Faith Centre is also home to the Religion and Global Society research unit; an interdisciplinary unit conducting, coordinating, and promoting religion-related social science research at LSE.

LSE Religion and Global Society Blog

The [LSE Religion and Global Society blog](#) is an interdisciplinary platform that explores the place and role of religion in our globalised world. The blog is a platform for experienced and early career academics, PhD and Master's research students, and other expert commentators to share their insights on this complex, wide-reaching topic. We welcome contributions from all researchers working on religion and global society.

If you are interested in contributing to the blog, have a look at [our guidelines](#) or get in touch with us at faithcentre.rgs@lse.ac.uk

Religion Scholars Network

This is a network for current LSE PhD candidates and post-doctoral researchers across departments whose work relates to the social scientific study of religion. We offer an invaluable opportunity to collaborate with peers across disciplines through informal events held throughout the year. For more information contact us at faithcentre.rgs@lse.ac.uk

Keep up to date with the Faith Centre: [X](#) | [Facebook](#) | [Instagram](#) | [LinkedIn](#) | [TikTok](#)

Visit us: 2nd Floor, SAW Building, 1 Sheffield Street, WC2A 2AP



Exams and Assessments

Candidate numbers

Your candidate number is a unique five-digit number that ensures that your work is marked anonymously. It is different to your student number and will change every year. Candidate numbers can be accessed in early Autumn Term in Student LFY.

Exam timetables

Course by course exam timetables will be available [online](#) ahead of each exam period. For January exams the timetable is usually available in mid to late December; for Spring exams it is usually available in early March; and for students taking in-year resit and deferral exams, it is usually available in late July/early August. Closer to each exam season, you will also be sent your personal exam timetable detailing your room and seat information for each exam. Please visit the exam timetable [webpage](#) for full details of release dates for this academic year.

Exam procedures

Anybody taking exams at LSE must read the Exam Procedures for Candidates. It contains all the information that you need to know and is updated each year. You must ensure you are aware of the rules at LSE and be prepared for your exams to avoid problems on the day which could result in allegations of misconduct against you or confiscation of non-permitted items.

The document is less than fifteen pages and covers topics ranging from candidate numbers, permitted materials and e-exams, to what to do if things go wrong. You can download your copy at lse.ac.uk/exams

You may only use a calculator in an exam if this is permitted by the relevant academic department. If you are permitted a calculator, it must be one of the approved models. For more information on the types of calculators allowed, please read the Exam Procedures for Candidates. If you bring an alternative model, it will be removed by invigilators. The permitted calculators are readily available in many supermarkets, online retailers and in the LSE Shop.





Central exam adjustments

Central Exam Adjustments (CEAs) can be put in place if you have a documented medical, physical or mental health condition and/or a specific learning difficulty such as dyslexia or dyspraxia. The purpose of CEAs is to provide an environment that gives all students an equal opportunity in exams. These adjustments are confidential and will not be listed on your degree certificate or transcript. In most cases you should apply for CEAs as part of getting your My Adjustments in place. However, there is a different process for applying for CEAs for short-term, unexpected, conditions. For more information, including deadline dates for applications, visit lse.ac.uk/CEA

e-Exams

e-Exams are exams that take place in-person and under invigilated exam conditions, the same way that they are for handwritten exams. Instead of completing your answers on a paper script, you use your own personal device to type your answers and submit electronically.

The platform currently used by LSE is Digiexam. This works by locking down your personal device to create a secure exam environment where you can write your answers.

Not all exams are e-Exam enabled. Please see list of e-Exam enabled courses on the e-Exams webpage. For further information visit [e-Exams \(lse.ac.uk\)](https://lse.ac.uk/e-Exams)

You will be able to bring one device (laptop or tablet with an integrated keyboard) to your e-enabled exams. Please see the “Device requirements” section on the [webpage](#) for more detailed information.

You won't be able to have any peripheral items eg, external mouse, keyboards, laptops stands, etc. with you during an e-Exam unless that item is part of your CEAs. If you have a documented medical, physical or mental health condition and/or a specific learning difficulty and have need of additional equipment as a result, you must apply for CEAs.

Fit to sit policy

By attempting any type of assessment, including but not limited to sitting exams, submitting essays, coursework, class participation, group work, presentations, or dissertations, the School will consider you have declared yourself fit to do so. If you experienced disruption to your studies (including but not limited to illness, injury or personal difficulties) you must think carefully about whether you should attempt the assessment or whether you should consider requesting an [extension](#) or [deferral](#). Requests for an extension or deferral must be made in advance of the assessment deadline.



Extension policy

If you have difficulties in the lead up to an assessment deadline but think you may be able to successfully submit if you had extra time, you should seek an extension request. You must make this request before the deadline has taken place and you will need permission from the Department responsible for the assessment. For more information visit lse.ac.uk/extensionpolicy

Deferral policy

If, having been granted an extension you feel you require more time to submit the assessment, your extension request was not approved, or the assessment in question has a static deadline such as an exam or online assessment released at a specific time/date, you should consider requesting a deferral. You must complete the online deferral form and submit evidence no later than 24 hours before the submission deadline or starting time of an exam. For more information visit lse.ac.uk/deferral

Exceptional Circumstances

If, having submitted an assessment you feel your performance was impacted by circumstances beyond your control, you should submit an Exceptional Circumstances (EC) Form and corroborating evidence to the Student Services Centre by the stated deadline. Such circumstances could include (but are not limited to):

- **failing to submit an assessment or sit an exam which you did not defer**
- **experiencing difficulties which could have affected your academic performance in an assessment**
- **adjustments such as CEAs, My Adjustments or deadline extensions that you feel were insufficient to compensate for the impact of your circumstances**
- **a late diagnosis of a condition meaning that you could not apply for adjustments until after you had completed some or all assessments.**

Submitting an EC Form is the only way for you to alert the Exam Boards to the circumstances which may have affected your performance. For more information and deadlines visit lse.ac.uk/exceptionalcircumstances



Missing assessment deadlines

If you miss an assessment deadline (including an extended deadline) you should submit your work as soon as possible. Normally, the following **late penalties** would be applied unless you can demonstrate a good reason (normally supported by evidence) for not being able to submit on time. If you submit late, you should inform the Department responsible for that assessment of your reasons for not being able to submit on time as soon as possible. This will allow them to consider if they are able to lift any late penalties that are applied.

Academic Integrity Awareness Week

The Student Regulations Team (from the Student Services Centre) together with colleagues from LSE LIFE and LSE Library, host a variety of events to increase students' awareness of the importance of academic integrity and to improve students' understanding on what plagiarism is and how to avoid it. Our annual **Academic Integrity Awareness Week** will be held in Week 7 of Autumn Term (10-14 November 2025) when you are encouraged to challenge your understanding around citation best practices, the definition of plagiarism and how to improve your academic writing.





Assessment Misconduct

All summative assessments that you submit to the School are subject to the School's Regulations on Assessment Offences. You are expected to have read and understood these regulations before you submit your work to the School. If you are found to have committed an assessment offence, such as plagiarism (either deliberate or accidental including self-plagiarism), exam misconduct, collusion, contract cheating or using Artificial Intelligence software, you could be expelled from the School. For more information and support regarding the School's expected standards of academic integrity visit lse.ac.uk/assessmentdiscipline

When you submit your summative assessments (assessments that count towards your mark in a course) to the School you are expected to have read and understood the following academic integrity statement:

By submitting work to the School you confirm you will abide by and uphold the School's Code of Good Practice, Ethics Code and academic integrity as outlined in the School's Regulations on Assessment Offences and Department guidance and you also confirm that:

- the work in this assessment is solely your own; and
- you have not conferred or colluded with anyone in producing this specific assessment*; and
- you understand the use of AI tools to help with any part of your assessment is strictly prohibited unless some use is permitted as defined by the Department responsible for the assessment (see Departmental guidance); and
- where necessary, you have clearly cited and referenced the work of others appropriately to make clear which parts are your own work; and
- your submission does not re-use substantial/verbatim materials you have previously submitted to the School or elsewhere. To note, in some cases expanding on earlier formative or summative work may be permitted as defined by the Department responsible for the assessment (see Departmental guidance); and
- you understand the School has the right to ask you questions about the originality of your work if deemed necessary.

**It is acceptable to consult with LSE LIFE for general study skills questions but not questions specific to the content of a particular assessment.*

You can seek advice about the School's rules regarding academic integrity from the Library (visit lse.ac.uk/library) and LSE LIFE (visit lse.ac.uk/lse-life)

You should also ensure that you adhere to the School's Research Ethics Policy and Procedures where appropriate when conducting research. Failure to obtain the necessary Ethics Approval for your research could result in your conduct being considered under the School's Research Misconduct Procedure. For more information visit lse.ac.uk/ethics

Results and Classification


Results

Final results are available once the relevant School Board of Examiners has ratified them. Provisional results are available for students taking January exams and for 12 month master's students.

Results are not released to students who owe debts to the School.

For more information on how and when results are released visit lse.ac.uk/results

If you need to take a deferred or resit assessment, more information about the resit period can be found at lse.ac.uk/re-entry

Classification schemes 

Transcripts 

Degree certificate 





Classification schemes

Degrees are awarded according to the classification scheme. These schemes are applied by the Boards of Examiners when they meet to ratify your results. You can find the classification schemes at lse.ac.uk/calendar

Transcripts

Continuing students can request [intermediate transcripts](#) through the Student Services Centre immediately after ratified results have been published. Final transcripts are made available electronically through Parchment (formerly known as Digitary CORE) which allows them to be easily shared.

For more information about final transcripts please visit lse.ac.uk/transcripts

Degree certificate

Depending on when you are awarded your degree, you may have the opportunity to collect your certificate at graduation. Any certificates that are not collected are posted to the permanent home address we have on record. For more information, please visit lse.ac.uk/degreecertificates



Fees and Finance

Fees

All administration around your fees is handled by the Fees, Income and Credit Control Team.

LSE offers two options for payment of your tuition fees. You can either pay them in full prior to enrolment or by payment plan. If you have not paid your fees in full before you enrol you will be placed on a termly payment plan. You are expected to pay one third of your fees by:

28 October 2025 28 January 2026 28 April 2026

For payment plan options relating to Executive programmes, please see [**Instalment options Executive Programmes**](#).

For tuition fee levels please visit [**lse.ac.uk/tableoffees**](https://lse.ac.uk/tableoffees)

To pay online or to find out about the different payment methods available, visit [**info.lse.ac.uk/payments**](https://info.lse.ac.uk/payments)

Once you are enrolled you can access your financial details at any time to review your tuition and accommodation fees, invoices, payments and instalment arrangements by accessing the Student Finance Hub. Please visit our webpage to get full details [**lse.ac.uk/ficc**](https://lse.ac.uk/ficc)

Unfortunately, it is not possible for you to pay in person.

The Fees, Income and Credit Control Office also run support services for students who wish to discuss fees, loans and payment related enquiries. For further information, please visit [**lse.ac.uk/ficc**](https://lse.ac.uk/ficc)

For full details regarding tuition fees, charging policy, payment and instalment options, visit [**info.lse.ac.uk/policies**](https://info.lse.ac.uk/policies)



Financial Support Office

The Financial Support Office is responsible for administering a variety of scholarships, bursaries and funds for enrolled students.

Please contact us to discuss your options if you anticipate or experience financial difficulties, or if you have any questions about your LSE funding.

lse.ac.uk/financialsupportcontact





Codes and Charters

LSE Academic Code

LSE's Academic Code sets out what we are doing to deliver a consistent student experience across our School, and clarifies what you can expect from an LSE education.

The Academic Code brings together key principles that underpin students' education into a School-wide policy. Developed in partnership with LSE Students' Union, it sets the baseline to build on in four key areas: teaching standards, academic support, assessment and feedback, and student voice – areas that students have told us matter the most to them.

[Read the Academic Code in full.](#)

The Student Charter

Our Student Charter, written by students and staff, sets out how LSE's mission and ethos are reflected in the education you can expect to receive at the School, and in the diverse, equitable and inclusive community that we all contribute to and value.

The charter covers:

- **Your education** – what an LSE education is and how you can make the most of it
- **Our community** – what it means to be part of the LSE community and how to contribute
- **Your future, our future** – how to inspire future generations of LSE students. Find out more about the charter and [read the full version](#) online.

Codes of Good Practice

The Codes of Good Practice explain the responsibilities and requirements of both staff and students.

They set out what you can expect from your department in relation to your teaching and learning experience. The codes cover areas like the roles and responsibilities of Academic Mentors and Departmental Tutors, the structure of teaching at LSE and exams and assessment. The codes also lay out your responsibilities as a member of our community. You can find the codes of practice in the [LSE calendar](#).



The Ethics Code

The Ethics Code details the principles by which the whole LSE community are expected to act.

We expect the highest possible ethical standards from all staff, students and governors. The Ethics Code sets out the School's commitment to the six ethics principles:

- **Responsibility and Accountability**
- **Integrity**
- **Intellectual Freedom**
- **Equality of Respect and Opportunity**
- **Collegiality**
- **Sustainability.**

Learn more about the [Ethics Code](#).

Research Ethics

If you conduct research, you'll need to follow the Research Ethics policy and procedures.

Find [resources, training and support on LSE research ethics](#). If you have any questions regarding research ethics or research conduct, please email research.ethics@lse.ac.uk

Systems and Online Resources

Need IT help?

- Visit the Tech Centre on the first floor of the library – Lionel Robbins building (LRB)
- Email: tech.support@lse.ac.uk
- Call: **020 7107 5000**

For further information and opening times please visit info.lse.ac.uk/current-students/dts

Student Hub 

Moodle 

LSE for You 

Reset your IT password 

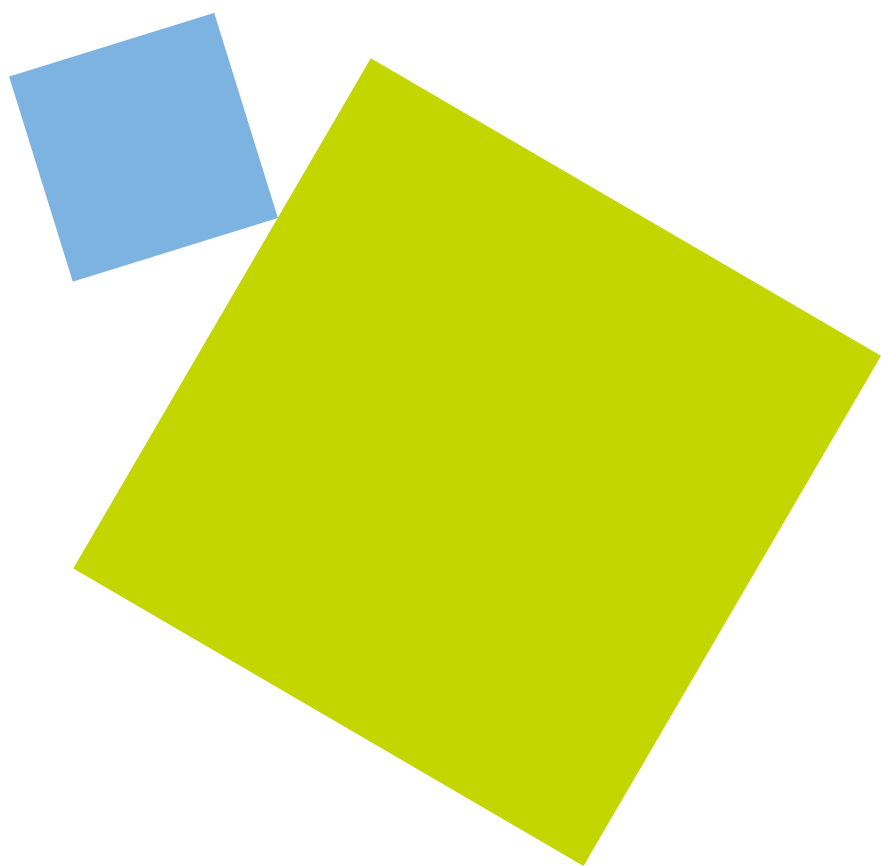
Multi-Factor Authentication (MFA) 

Email 

Microsoft Office 365 @ LSE 

Training and Development System 

Information security awareness training 



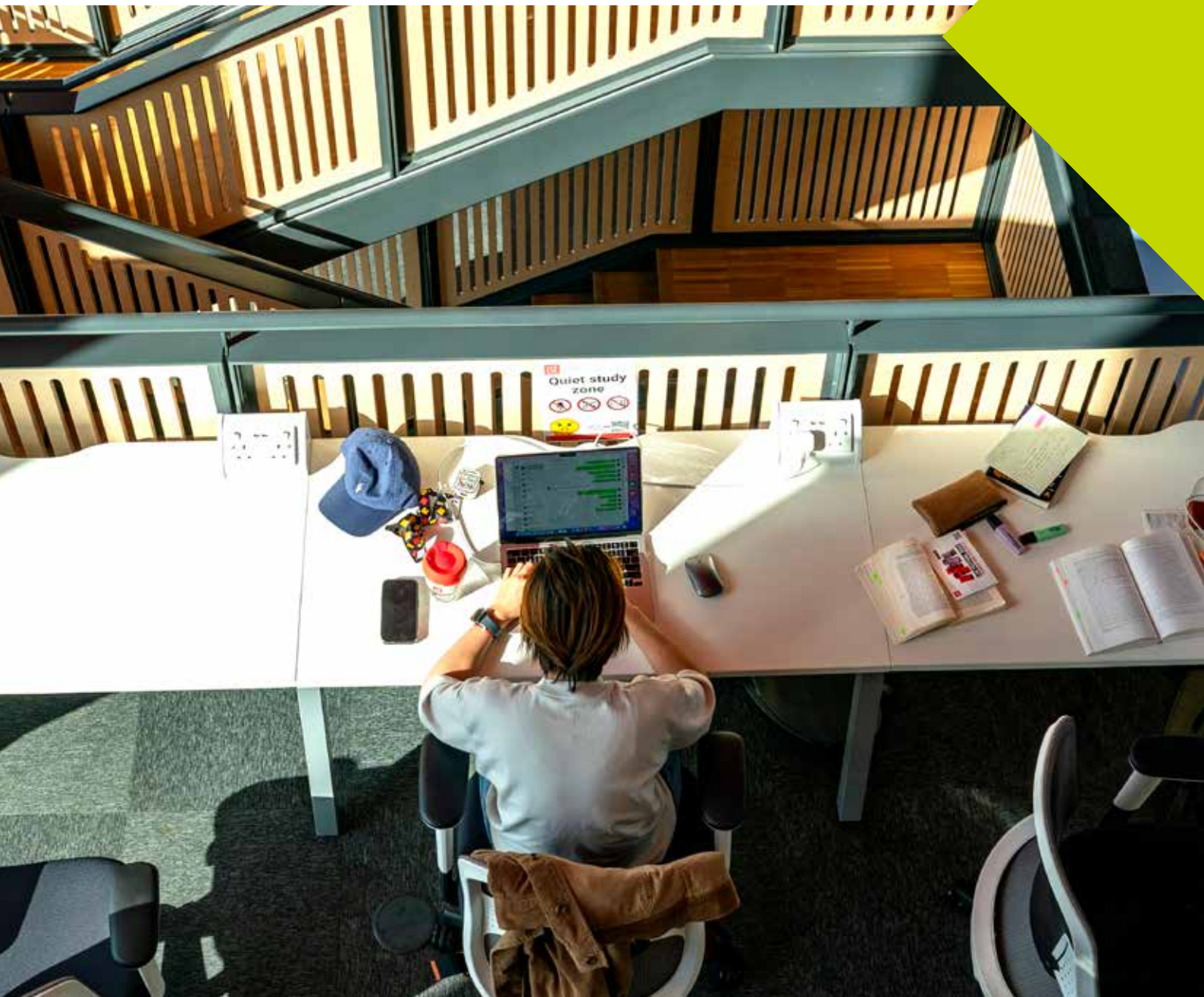


Student Hub

The Student Hub is LSE's app, designed to help you navigate your day-to-day life at LSE. With the Student Hub, you can:

- **View your timetable and upcoming deadlines**
- **Find your way around with the campus map**
- **Keep up to date with news and events from around LSE in your newsfeed**
- **Book appointments with academic staff (office hours) and some support services.**

Available on iOS and Android app stores or as a web app at studenthub.lse.ac.uk





Moodle

Moodle is LSE's virtual learning environment.

The majority of taught courses have a corresponding course on Moodle, the online learning platform used at LSE. Moodle courses contain essential resources such as lecture slides, lecture recordings and reading lists. Moodle also enables activities such as quizzes, discussion forums, and allows for online assignment submission, marking and feedback. How Moodle is used is determined by the course convenor and so this may vary from course to course. LSE also provides a Moodle Archive service which provides teachers and students with read-only access to previous year's courses.

You can access Moodle by visiting moodle.lse.ac.uk

LSE for You

LSE for You is a web portal which gives you access to a range of services. As part of ongoing development work, some of these services have been moved onto a new platform.

In [Student LSE for You](#) you can:

- View and update your term time (contact) and home (permanent) address
- Access your candidate number
- View your teaching timetable.

To select your courses, please use course selection in [LSE for You](#).

Reset your IT password

You can reset your own IT password at the [LSE Password website](#).

Multi-Factor Authentication (MFA)

MFA provides an extra layer of security on top of your username and password when you access our resources online – providing increased protection against cyber attacks.

Once set up, it is easy to use and manage via lse.ac.uk/mfa



Email

LSE will use your LSE email address to communicate with you, so check it regularly.

Microsoft Outlook is available on all public PCs. You can also access your email off-campus using webmail (mail.lse.ac.uk) or on the move via the outlook app. For help setting up email on your device search “LSE mobile email setup”.

Microsoft Office 365 @ LSE

All our students are eligible for a free copy of Microsoft Office 365 on their personal computers and devices.

[Microsoft Office 365](#)

Training and Development System

The Training and Development System allows you to book a place on many of the personal development opportunities offered around LSE.

You can access the Training and Development System at apps.lse.ac.uk/training-system

Log in using your LSE username and password.

Information security awareness training

The LSE Cyber Security Awareness Training can be self-enrolled at [Course: LSE Cyber Security Awareness Training](#). We strongly advise you to complete the training which equips you with the skills to spot phishing emails, keep your data and devices safe, and protect your privacy.

More tips are available at lse.ac.uk/cyber



LSE100

Welcome to LSE100

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

Your LSE100 theme

Before enrolling at LSE, you will have the opportunity to select one of three themes to focus on during LSE100, each of which foregrounds a complex and pressing question facing social scientists. In 2025/26, the available themes are:

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

For more information about each theme, visit [info.lse.ac.uk/current-students/lse100/Welcome](https://info.lse.ac.uk/current-students/lse100/welcome)

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

Alongside learning about your chosen theme from a range of disciplinary perspectives, you will also study the tools and frameworks of systems thinking and systems change during LSE100. These are fields of interdisciplinary research that are being adopted by academics, policymakers, corporations, and NGOs. During LSE100, you will think holistically about how complex systems work and how the social sciences can enable positive change at a systemic level.

How will I study in LSE100?

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

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



How will I be assessed?

Your LSE100 mark will be based on two summative assessments: one individual written assessment (50 per cent) and one group research project (50 per cent) that you will submit and present as a team. Your final mark in LSE100 will be included with your other first year marks and, if it is one of your six best marks, will count towards your overall first year average.

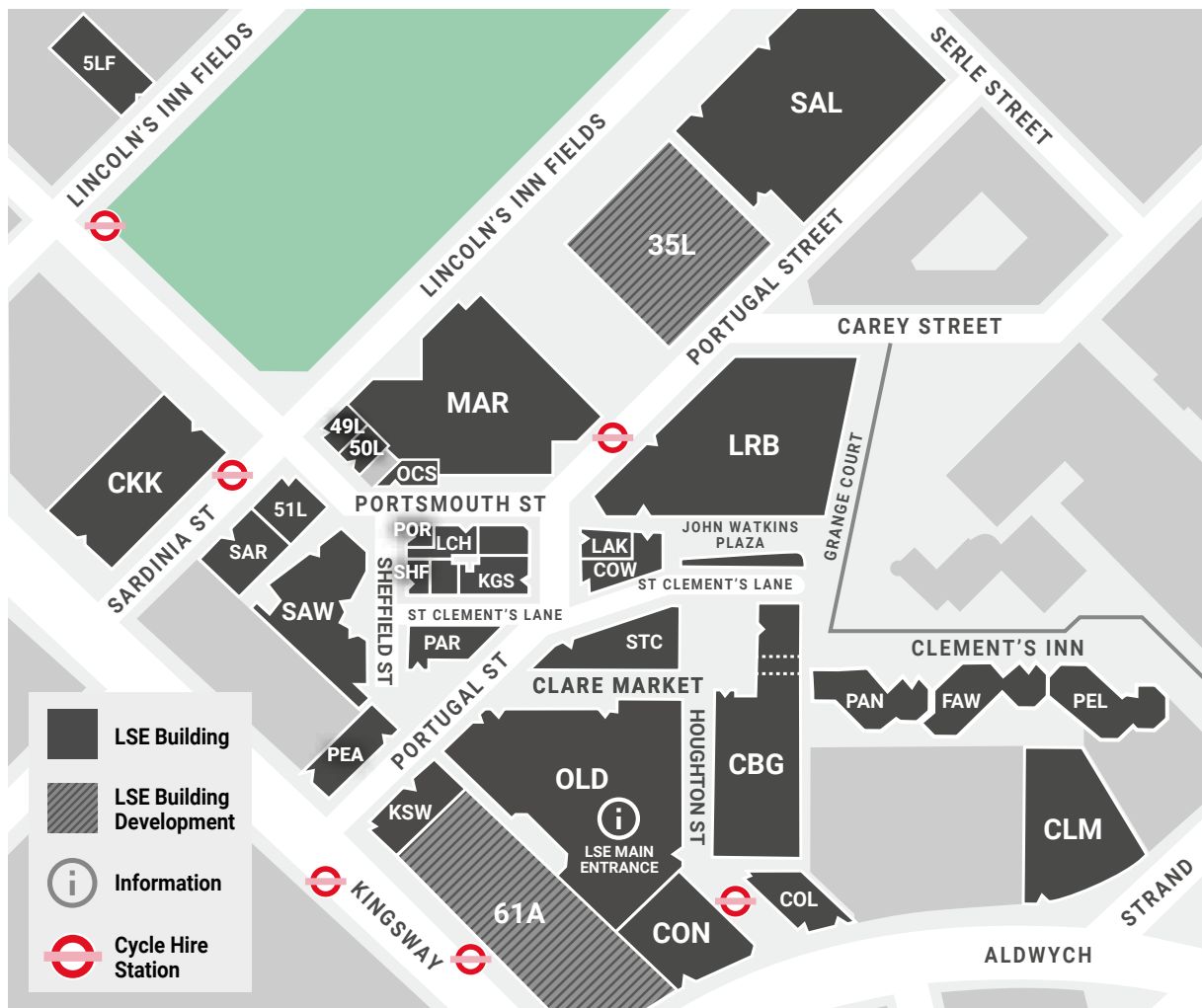
Chat with the LSE100 team

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

You can find out more about LSE100 at lse.ac.uk/LSE100, and you can also follow us on [Instagram](#), [LinkedIn](#), [X](#), and [Student Hub](#).



LSE Campus



Key

61A 61 Aldwych	FAW Fawcett House	49L 49 Lincoln's Inn Fields (Coopers)	OLD Old Building	SAR Sardinia House
CBG Centre Building	KGS King's Chambers	50L 50 Lincoln's Inn Fields	OCS Old Curiosity Shop	SAW Saw Swee Hock Student Centre
CKK Cheng Kin Ku Building	KSW 20 Kingsway	51L 51 Lincoln's Inn Fields	PAN Pankhurst House	SHF Sheffield Street
CLM Clement House	LAK Lakatos Building	LRB Lionel Robbins Building, Library	PAR Parish Hall	SAL Sir Arthur Lewis Building
COL Columbia House	LCH Lincoln Chambers	MAR Marshall Building	PEA Peacock Theatre	STC St Clement's, Clare Market
CON Connaught House	5LF 5 Lincoln's Inn Fields		PEL Pethick-Lawrence House	
COW Cowdray House	35L 35 Lincoln's Inn Fields		POR 1 Portsmouth Street	



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

Disabled Access

After 6.30pm, please call Security Control on **020 7955 6200** to ensure that any disabled access doors are open. Also see: [Accessibility map \[PDF\]](#) For access to 20 Kingsway, please call security staff on **020 7955 6200** to set up the portable ramp in the entrance foyer.

Access Guides to LSE buildings

AccessAble have produced detailed access guides to the LSE campus and residences, and route maps between key locations. These access guides, and route maps, are now [available online](#).