

# The London School of Economics and Political Science



## School Regulations 2019-2020

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# The London School of Economics and Political Science 2019-2020: School Regulations

## STUDENT CHARTER

LSE/LSESU Student Charter .....	2
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## REGULATORY MATTERS (FOR ALL STUDENTS)

Conditions of Registration - 2019/20 Entry .....	4
The Ethics Code .....	7
Code of Good Practice .....	9

## UNDERGRADUATE

General Academic Regulations .....	13
Regulations for First Degrees .....	23
Three Year Classification Scheme for BA/BSc Degrees for Students from the 2018/19 Academic Year .....	27
Four Year Classification Scheme for BA/BSc Degrees for Students from the 2018/19 Academic Year .....	29
Classification Scheme for the Bachelor of Laws for all Students from the 2019/20 Academic Year .....	31
Pass and Progression Rules for Year Two .....	33
Pass, Compensation and Fail Rules for Year Three .....	34
Scheme of Pass and Compensation Rules for the LLB Year One Examination .....	35
Regulations for Certificates .....	36

## DIPLOMA

Scheme for the Award of a Diploma .....	37
Scheme for the Award of a Diploma in Accounting and Finance .....	39

## TAUGHT MASTER'S

General Academic Regulations .....	41
Regulations for Certificates .....	46
Regulations for Taught Masters Degrees for students entering in or after the 2009/10 Academic Year .....	47
Scheme for the Award of a Taught Masters Degree for students entering in or after the Academic Year 2008/09 .....	49
Taught Masters Degrees .....	53
Scheme for the award of a Taught Masters Degree: Programmes Comprising courses to the value of Five units for students entering in or after the Academic Year 2008/09 .....	53
Scheme for the award of a Taught Masters Degree: Programmes Comprising courses to the value of Eight Units for students entering In 2015/16 or in 2016/17 .....	56
Scheme for the award of a Taught Masters Degree: Programmes Comprising courses to the value of Eight Units for students entering In 2017/18 or in 2018/19 .....	59
Scheme for the award of a Taught Masters Degree: Programmes Comprising courses to the value of Eight Units for students entering in or after the Academic Year 2019/20 .....	62
Scheme for the award of a Taught Masters Degree: Programmes Comprising courses to the value of Eight Units for students entering in or after the Academic Year 2011/12 .....	65
Executive MSc Behavioural Science .....	68
Executive MSc Health Economics, Policy and Management .....	69
Executive MSc in Health Economics, Outcomes and Management in Cardiovascular Sciences .....	70

Executive Master of Laws (ELLM) .....	71
Scheme for the Award of a Taught Masters Degree: Programmes Comprising courses to the value of Eight Half Units for students entering in or after the Academic Year 2014/15 (For EMPA) and 2015/16 (for EMPP) .....	72
Local rules .....	75

## RESEARCH

Regulations for Research Degrees .....	99
Informed consent .....	107
Research Ethics Policy and Procedures .....	112
Code of Research Conduct .....	130
Appeals Regulations for Research Students .....	139
PhD Progress Remediation and withdrawal policy .....	142

## REGULATIONS AND POLICIES RELATING TO ACADEMIC STUDY

Statement on Editorial Help for students' written work .....	144
Fitness to Study Policy .....	145
Assessment policies: Deferral policy 2019-2020 .....	151
Assessment policies: Exceptional circumstances policy 2019-2020 .....	157

## APPEALS AND COMPLAINTS

Student complaint procedure .....	166
Appeals Regulations .....	173
Regulations on assessment offences: Plagiarism .....	178
Regulations on assessment offences: Offences other than plagiarism .....	186
(see also Appeals Regulations for Research students) ....	139

## DISCIPLINARY AND OTHER REGULATIONS AND PROCEDURES

Disciplinary procedure for students .....	193
Anti-Bullying and Anti-Harassment policy .....	205
Procedure for Considering Operational Allegations of Harassment from Students Against Members of Staff ....	208
Sexual Harassment and Sexual .....	212
Whistleblowing policy .....	215
Student drugs and alcohol policy .....	220
Student drugs and alcohol procedure .....	221

## SCHOOL SERVICES AND FACILITIES

Library rules .....	222
Information Security policy .....	224
Conditions of use of IT facilities at LSE .....	229
Data protection policy .....	233

## POLICY STATEMENTS

Policy on Trans Staff and Students .....	236
Policy on disability .....	239
Policy on smoking .....	240
Policy on safeguarding .....	241

# LSE/LSESU STUDENT CHARTER

LSE has a long and rich educational tradition of which all its students and staff can be proud. Since opening its doors to students for the first time in 1895 the School has sought to advance its founding vision of a fairer society through the study and analysis of the social sciences.

Now, 34 world leaders, 18 Nobel Prize winners and many thousands of contributions to society later, it welcomes you – one of a new generation of scholars whose intellectual curiosity and socially engaged thinking will help to shape the twenty-first-century world.

This Charter has been written by LSE students and staff with the aim of introducing you to the School community. It sets out how LSE's mission and ethos are reflected in the education you can expect to receive here, and in the diverse, equitable and inclusive community that all students and staff can take pride in, contribute to, and value. It is not a contract and should therefore be read in conjunction with the School's formal policies and procedures, which include details of the institution's and students' obligations and disciplinary sanctions that can apply when they are breached.<sup>1</sup>

## OUR MISSION

LSE was founded in 1895 to create and share knowledge addressing major social challenges and to shape a better world. The School works through research, education, creative intellectual debate and public engagement. Our mission is to advance knowledge in social science and a range of related fields so as to inform public policy, economic decision-making, and social welfare both nationally and globally. This means nurturing creative thought and intellectual exploration and educating students from all backgrounds and around the world to be critical thinkers and skilled professionals who work for the betterment of society.

## YOUR EDUCATION<sup>2</sup>

An LSE education is designed for students who are keen to engage critically with their discipline and real world challenges, and who want to equip themselves, professionally and personally, for the world into which they will graduate. The following principles will enable all students – undergraduate, taught master's and research – to make the most of their LSE education.

Students receive teaching and supervision underpinned by world-leading research and have opportunities to do applied research either within their degrees or through interdisciplinary projects hosted at and beyond LSE.

Students have access to curricula that seek to reflect the diversity of the discipline they are studying. More broadly, the School is working towards fully reflecting the diversity of the social science disciplines overall among its student body, faculty and professional services staff.

Students are offered high quality advice from academic departments, individually and collectively, and are taught in inclusive learning environments, which facilitate opportunities for everyone to develop knowledge, understanding and skills.

Students have opportunities, through participation in surveys, committees and focus groups, to contribute feedback about their experiences, which will be welcomed and addressed as education at LSE evolves.

Students are encouraged to help build an active, inclusive and respectful learning community by contributing to life at the School, participating fully in lectures, seminars and workshops, and valuing the input of peers and staff.

Students are expected to work to high academic standards and are encouraged to expand their wider intellectual interests, through both in-School and independent routes.

Students are encouraged to contribute to their own learning by taking advantage of opportunities in their department and the wide-ranging support and events on offer across the School – in LSE LIFE, the PhD Academy, the LSE Library and LSE Careers among others - from which they can secure the skills, networks and experiences needed for further studies or employment.<sup>3</sup>

Students are encouraged to identify and communicate any concerns they have in a timely fashion, and to make use of the academic and pastoral support services available at the School.

## OUR COMMUNITY

The LSE community is shaped by its diverse and talented students and staff, its location in a vibrant international city, and its loyalty to an institution whose mission has inspired path-breaking research and a prestigious reputation. We nurture that community through a set of shared understandings.

Our community values its diverse and international membership. We are committed to providing an inclusive, accessible and safe environment, which supports learning, wellbeing and the pursuit and dissemination of knowledge and ideas.<sup>4</sup>

We expect all members of our community to work and conduct their business peacefully, in a welcoming and truly inclusive environment that promotes freedom of thought and expression in a framework of collegiality and respect for the rights and dignity of others.

Our community is committed to promoting equality of respect and opportunity for students and staff from all backgrounds, regardless of age, sex, disability, race, nationality, ethnic or national origin, gender identity, religion, sexual orientation or personal circumstances; and to upholding the principles expressed in LSE's Ethics Code<sup>5</sup> and UK law.

Our community aims to promote and respect the health and wellbeing of all its members, through a range of dedicated professional services and a supportive working environment.

Our community aims to maximise LSE's opportunities for positive global impacts (through teaching, research and community engagement) while minimising our negative environmental impacts by managing our resources and operations effectively and by respecting the physical environment of the institution and that of our neighbours.

Our community seeks to nurture debate and dialogue, conducted with mutual respect, open-mindedness and consideration for all those involved. We value citizens who contribute and who take up opportunities, both in the School and the wider community, to volunteer, attend events and participate in educational and social activities.

Our community includes the LSE Students' Union<sup>6</sup>, an independent, student-led democratic organisation which focuses on improving the lives of LSE students by providing them with academic, social and welfare support and offering them opportunities to enhance skills through sports clubs, societies and services. Your membership to this organisation is automatic when you become a student at LSE.

## YOUR FUTURE – OUR FUTURE

When you graduate from LSE you become part of a celebrated alumni community whose membership is made up of those making important contributions to governments, communities and businesses. The alumni network spans the globe and provides you with access to almost 100 international and special interest groups, mentoring, careers advice and the thought leadership that LSE is renowned for, no matter where you choose to work or live.

LSE alumni are committed to protecting and sharing the value of an LSE education and to building the strength of our scholarly community for future generations. Whether donating their time, their expertise or by making a financial contribution, alumni continue to support and enhance the LSE experience for the students who come after them.

Thank you for being part of LSE and for contributing actively and positively to the unique educational experience that inspired our founders: to undertake learning and enquiry for the betterment of society.

This Charter will be reviewed formally once every three years. There will be more regular opportunities for informal review, and staff and students are encouraged to use it in focus groups, SSLCs and other fora to create an ongoing dialogue about LSE education and the dynamic learning community it aims to foster.

This edition published May 2017

## Footnotes

<sup>1</sup> See LSE policies: <http://www.lse.ac.uk/intranet/LSEServices/policies/home.aspx> and School Calendar: <http://www.lse.ac.uk/resources/calendar/>

<sup>2</sup> This section incorporates the Education Covenant referred to in the LSE Education Strategy 2015-2020. The Education Covenant text was drafted collaboratively by LSE staff and the LSE Students' Union in 2016.

<sup>3</sup> See student channel, LSE website: <http://www.lse.ac.uk/intranet/students/home.aspx>

<sup>4</sup> See EDI policy statement: <http://www.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/polStaEquDiv.pdf>

<sup>5</sup> See LSE Ethics Code: <http://www.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/ethCod.pdf>

<sup>6</sup> See LSE Students' Union website: <https://www.lsesu.com/>

For latest version and information about, see [info.lse.ac.uk/Staff/Services/Policies-and-procedures](http://info.lse.ac.uk/Staff/Services/Policies-and-procedures) and search by title.

# CONDITIONS OF REGISTRATION - 2019/20 ENTRY

*Last updated: June 2019*

The School regulations relating to your programme are set out in your LSEforYou account and the School Calendar (<http://www.lse.ac.uk/resources/calendar/Default.htm>), together with the Ethics Code, Rules of the Library, Conditions of Use of IT Facilities, and all other School regulations.

Please note that the School may make minor changes to its regulations, rules, codes and conditions after you have accepted your offer of a place. We will notify you of these changes via email by the end of the second week of Michaelmas Term. Your acceptance of the terms and conditions on the Student Verification Form binds you to abide by all of these and to the following Conditions of Registration:

1. You agree to your relationship with the School being governed by English Law and to the English Courts having exclusive jurisdiction over any legal matter.
2. You agree to stay in London or within reasonable distance of the School during term time and also for any summative assessment periods, for courses on which you are registered, which may fall outside the term dates. This includes but is not limited to examinations in the week preceding Lent Term and in the resit and deferral period (where applicable) and for the duration of the dissertation period for Master's students. Term dates are published in the School Calendar. If you need to be absent from the School during term time, for reasons other than illness, you will first consult your Academic Mentor / supervisor. If you are to be away for more than a fortnight, you agree to inform your academic department in writing before you go. Email notification is acceptable.
3. You agree that if you are away from the School through illness, you will inform your Academic Mentor / supervisor. If you are away for more than a fortnight, you will send a medical certificate to the Student Services Centre.
4. If you are an international student in the UK with student immigration permission, you must abide by the conditions of your visa as defined by the UK Visas and Immigration Service, including the mode of attendance. Any summative assessment periods, including those which may fall outside term dates, will be considered as term-time for students. This includes but is not limited to January examinations in the week preceding Lent Term and in the resit and deferral period (where applicable) and for the duration of the summer dissertation period for Master's students. Requests to transfer to study part-time whilst on a Tier 4 visa, will only be granted to registered students of the School in exceptional circumstances where agreed by the Academic Registrar or Deputy Director of the PhD Academy.
5. You agree that if you change your permanent home address and / or your term-time address, you must inform the School via your LSEforYou account of your new address details at once.
6. Your status as a Home / EU or Overseas student for fee purposes is determined by the relevant Admissions Office on the basis of information that you have provided. This status cannot normally be changed after you have registered. Registered students that believe they have been incorrectly classified have until 31 October following their first registration date to complete and submit a fee status classification questionnaire and supporting evidence.
7. Undergraduate students are not allowed to register on a part-time basis unless you have been given permission to partially repeat a year of study.
8. You agree that you are liable for fees while you are in registration at the School, including any fees which a sponsor has agreed to pay on your behalf. You agree that if you decide to withdraw from, or interrupt your studies, no refund of fees can be made until you have notified the Student Services Centre of your decision in writing. If you withdraw from, or interrupt, your programme, your tuition fees will be calculated and charged in line with Section 9 of the School's Tuition Fee Policy.
9. You agree that if you change your registration status (e.g. move from full-time to part-time study, interrupt your studies or withdraw from your programme), fees will be charged on a pro rata basis as appropriate according to the date on which official permission for the change was given.
10. You agree that if you register for a programme lasting more than one year, or you interrupt your studies and return to complete them later, the fees charged for subsequent years will be at the rate applicable for that current academic year in question and not at the rate for the academic year in which you first registered.
11. You agree to pay tuition fees in full or in instalments as arranged with the Fees Office (<https://info.lse.ac.uk/staff/divisions/Finance-Division/Fees-Income-and-Credit-Control>). You accept that if you fail to pay tuition fees by the due date, this will invalidate your registration. You accept also that if you are in debt to the School for tuition fees the School may end your registration and / or withhold official certification about your progress at the School, information about your results and any academic award made to you. Academic sanctions will not be applied if you are in debt for any payment to the School other than tuition fees.
12. You accept that:
  - 12.1 LSE collects and processes certain information on its students for essential administrative, academic and health and safety reasons, as shown on your registration form, Moodle, the School's electronic learning system and LSEforYou. This information is collected for the purpose of managing your contract/registration

with the School and to support the School's public task of teaching and learning. Your data will be treated in strict confidence and is covered by the General Data Protection Regulation. In particular, the School will use your personal information for its approved purposes only, and will not pass it to unauthorized third parties without your explicit consent. You will be informed if any of your personal data is being stored in any new systems and is transferred to countries without similar data protection laws. You will also be informed if any data is being processed automatically.

- 12.2 Your data will also be shared with local councils to confirm your student status for the student discount rate for council tax and with the Students' Union. Please let the School know before [date of transfer] if you do not want the School to share your data with the Students' Union.
- 12.3 If you have any complaints about the way the School has managed your data, you will first contact the School's Data Protection Officer at [glpd.info.rights@lse.ac.uk](mailto:glpd.info.rights@lse.ac.uk) and then have the right to contact the Information Commissioner's

Office if you are unsatisfied with the School's response.

- 12.4 You also have the rights: to have incorrect information rectified; to have data which is no longer needed by the School erased; to have access to your information; to restrict or object to some processing; and to take your data to another higher education institution.
- 12.5 Right to erasure will not apply to data relating to your academic progress up to and including your final degree classification as it is in the public interest that we keep this information. Other records, such as financial support and residences related information we are legally required to report on will also be kept, though destroyed within seven years of creation or when you leave the School, whichever is earlier. For instance, your data will form the basis of records of registered students the School is legally required to provide to the Higher Education Statistical Agency (HESA) which is owned and managed by the universities to provide statistics for the Higher Education Funding Councils and the universities. Further details about HESA collection notices relating to staff and students are set out at <https://info.lse.ac.uk/staff/divisions/Secretarys-Division/Information-Rights-and-Management/Data-Protection>.
- 12.6 Your final degree classification will be kept permanently. Supporting academic progress data will be kept for the year you leave the School plus 75 years to enable us to provide transcripts. Examination scripts will be destroyed one year after the relevant Examination Board has met. Other data like contact information will be kept for the purposes of contacting you during your course and afterwards for alumni, fundraising and careers related purposes. You will contact the School's Data Protection Officer [glpd.info.rights@lse.ac.uk](mailto:glpd.info.rights@lse.ac.uk) if you do not want to be contacted after you leave the School.

13. Your LSE email account will be used for a variety of essential communications, including information on payment of your tuition fees. The School will assume that you open, read and act upon these emails.
14. On all matters connected with School and University regulations, you should contact the Student Services Centre for guidance. If you are in any doubt about any information provided orally, you should ask for it to be confirmed in writing. In particular, you should always ask for written confirmation of any information relating to your tuition fees.
15. Academic Mentors may not be in a position to advise in relation to all School regulations and policies. As such, you may be required to seek clarification from the Student Services Centre on regulatory issues.
16. You should not expect Academic Mentors or other service divisions to pass on to the Student Services Centre information about your plans or, where applicable, about exceptional circumstances relating to your assessment performance. It is your own responsibility to do so within the published deadlines.
17. As a member of LSE's Students' Union, you are also a member of the University of London Union (ULU), which is the union that represents all students studying at a college within the University of London. You agree that the School can pass on your name and LSE email address to ULU for the purpose of registering you to vote in the ULU elections.
18. You agree to conduct yourself in an orderly, responsible, and sober manner and at all times to respect the rights and views of others.<sup>1</sup> Failure to do so is a breach of the Conditions of Registration and an offence under the Disciplinary Procedure.: The following list is indicative (but not exhaustive) of the type of offences which would constitute misconduct and you agree that you will not:
  - 18.1 engage in any act that will, or is likely to, disrupt teaching, study, research or administrative work of the School;
  - 18.2 cause, or threaten to cause, injury to, or endanger the safety of, a member of staff or student of the School, or a visitor to it;
  - 18.3 dishonest behaviour and/or fraudulent actions, which include submitting incorrect or misleading information to the School;
  - 18.4 engage in any form of conduct or communication, including that on social media, that can reasonably be considered to be bullying or harassment of a member of staff, another student, or any other member of the School community, as it is defined by the School's Anti-Bullying and Anti-Harassment Policy and the Sexual Harassment and Sexual Violence Policy;
  - 18.5 engage in any act that will, or is likely to, damage or deface property of the School;



## 6 School Regulations

- 18.6 cause a Health and Safety concern;
- 18.7 engage in any conduct or communication that will, or is likely to, bring the School into disrepute or unjustifiably harm the reputation of a member of it;
- 18.8
  - a) breach one or more of the School's terms or conditions, policies or procedures, or rules and regulations, which includes but is not limited to, these Conditions of Registration, the School's Ethics Code and any penalties or measures that have been put in place under the School's disciplinary or any other procedure;
  - b) breach your LSE Accommodation Licence Agreement or the School's Student Accommodation Disciplinary Code (for those students who are living in an LSE Hall of residence);
- 18.9 commit a criminal act, and/or a breach of discipline, which may or may not be punished in a court of law, on any of the premises that the School owns, or in any way administers or in relation to an offence committed outside of School premises as part of activities organised or authorised by the School and where they are related to the approved Business of the School;
- 18.10 use any of the School's facilities improperly and / or breach the Conditions of Use of IT Facilities at the School;
- 18.11 use the School's name or address in a public statement, or business or other venture, without obtaining the permission of the School;
- 18.12 use any of the School's registered trademarks without seeking permission from a relevant person in the School's central administration;
- 18.13 record a lecture, meeting or other LSE event, or use such a recording, without the permission of the lecturer or person or group who organised the event;
- 18.14 breach the Data Protection Act 1998 or the General Data Protection Regulation.
- 19. The School considers academic integrity to be of the utmost importance. You agree that all your assessed coursework (essays, projects, field reports, literature reviews, dissertations etc.) may be analysed by plagiarism detection software<sup>2</sup>.
- 20. You accept that while any assessment offence allegation made against you remains outstanding, the School may withhold official certification about your progress at the School, information about your results and any academic award made to you.
- 21. The School will have the power to terminate your registration if any of the following conditions apply:
  - 21.1 you complete your programme of study for which you were registered;
  - 21.2 you voluntarily withdraw from your programme for which you were registered;
  - 21.3 you fail to satisfy the academic requirements for your programme, including but not limited to failing to meet completion or progression criteria, lack of industry or failing to enter for an element of assessment after completing the normal course;
  - 21.4 you fail to satisfy the requirements for registration or re-registration;
  - 21.5 you fail to achieve an award within the maximum period of registration;
  - 21.6 you are expelled under the Disciplinary Procedure for Students, the Regulations on Assessment Offences: Plagiarism or the Regulations on Assessment Offences: Offences Other Than Plagiarism.
  - 21.7 any other good academic cause;
  - 21.8 you fail to pay all tuition fees and charges due to the School or to have provided guarantees of such payment satisfactory to the School.
- 22. Neither the School nor you will be liable for failure to perform any obligations to each other if it arises from force majeure, including acts of God, war, terrorism, industrial disputes (including disputes involving the School's employees), pandemic, fire, flood, tempest and national emergencies. If either the School or you seek to rely on this clause, they shall ensure that disruptions are kept to a minimum.

### Notes

- <sup>1</sup> The LSE-LSESU Student Charter (<https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/stuCha.pdf>), while not a contractual or regulatory document, sets out what you can expect of LSE and what LSE expects of you, in its articulation of the values the LSE community strives to uphold and the educational experience LSE offers you.
- <sup>2</sup> Copies of all papers submitted to the software will be retained as source documents in the iParadigms reference database (held in the US) solely for the purpose of detecting plagiarism. Use of the Turnitin UK service shall be subject to such Terms and Conditions of Use as may be agreed between iParadigms and LSE from time to time and posted on the Turnitin UK website.

See the **Calendar** ([lse.ac.uk/resources/calendar](https://info.lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

# THE ETHICS CODE

*Approved April 2014, Updated 2016.*

The whole LSE community, including all staff, students, and governors of LSE, are expected to act in accordance with the principles which are set out in this Code under the following headings:

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

Council, Academic Board, their subsidiary committees, and the management of the School are responsible for the promotion, implementation, and application of the Code.

The principles set out in this Code should be taken into account when making decisions at all levels of the School.

## Ethical Guidelines

It is impossible to devise a single set of rules to resolve every ethical dilemma which members of the LSE community may face. Instead, the principles in the Ethics Code should guide the exercise of judgement in individual cases.

The following guidelines provide further information on how each principle should apply in practice, and lists some of the policies and procedures by which individual issues are presently addressed.

## Decision making step-by-step

Three simple steps should be followed to identify and resolve the ethical implications of individual decisions and actions:

- 1 Consider whether what you plan to do is compatible with the principles in the Ethics Code. Further guidance is often available from existing policies, several of which are listed in the following text.
- 2 Ask yourself how you would explain your actions if you had to justify them to close friends and family, or if they were on the front page of a newspaper. What would be the impact on your reputation, or that of the School? How would you feel about asking someone else to do what you are proposing to do?
- 3 Seek advice from an appropriate person, such as a colleague or line manager, or one of the School committees tasked with handling ethical matters. Specific committees handle research ethics and the ethics of receiving external grants and donations, while the Ethics Policy Committee will consider dilemmas of particular difficulty where principles may conflict.

Where possible, keep a record of your decision making and the rationale behind it.

For general queries please email [ethics@lse.ac.uk](mailto:ethics@lse.ac.uk)

## 1. Responsibility and Accountability

In order to uphold our commitment to responsibility and accountability, we will:

- 1.1. Embed the principle of individual responsibility at every level of the School's management and governance structures.
- 1.2. Raise concerns relating to ethical matters as they arise.

### Further Information

- Ethics website
- Ethics Policy Committee
- Whistleblowing Policy (Public Interest Disclosure)
- Health and Safety Policy
- Report it. Stop it.

## 2. Integrity

In order to uphold our commitment to integrity, we will:

- 2.1. Be honest and truthful.
- 2.2. Act in accordance with all relevant legislation and statutory requirements.
- 2.3. Declare interests and appropriately manage possible conflicts.
- 2.4. Be transparent and consistent in our decision making.
- 2.5. Maintain our independence in engaging with outside parties.
- 2.6. Conduct fundraising activities in line with the principles set out in the Ethics Code.



## 8 School Regulations

### Further Information

- Policy against Bribery and Fraud
- Data Protection Policy
- Freedom of Information Guide
- Procedure for Ethical Screening of Grants and Donations
- Donations Acceptance Policy
- Guidance on Personal Relationships at Work
- Procurement (Financial Regulations)
- Complaints Procedure
- Socially Responsible Investment Policy
- Anti-Bullying and Anti-Harassment Policy
- Conflict of Interest Policy
- Student regulations
- All School policies and procedures

## 3. Intellectual Freedom

In order to uphold our commitment to intellectual freedom, we will:

- 3.1. Protect individuals' freedom of expression.
- 3.2. Uphold the freedom to research and convey research findings.

### Further Information

- Code of Practice on Free Speech
- Code of Research Conduct
- Research Ethics Policy
- Research Policy Documents.

## 4. Equality of Respect and Opportunity

In order to uphold our commitment to advancing equality of respect and opportunity, we will treat all people with (equal) dignity and respect and ensure that no person will be treated less favourably because of her/his role at the School, age, disability, gender (including gender identity), ethnicity and race, religion or belief, sexual orientation, marriage and civil partnership, pregnancy and maternity and social and economic background.

### Further Information

- HR Strategy and HR policies
- Equity, Diversity and Inclusion (EDI) policy statement
- Anti-Bullying and Anti-Harassment Policy
- Student Charter
- Report It, Stop It.

## 5. Collegiality

In order to uphold our commitment to collegiality, we will promote within the School an inclusive and participatory working and social environment in which we encourage, support and behave appropriately to one another.

### Further Information

- Codes of Good Practice for Undergraduate and Taught Masters
- Disciplinary Procedure for Students
- General Academic Regulations
- Student Charter
- Staff Networks
- Staff well-being policy
- Anti-Bullying and Anti-Harassment Policy.

## 6. Sustainability

In order to uphold our commitment to sustainability, we will minimise any negative impact we may have on the natural and built environment by effectively managing our resources.

### Further Information

- Environmental Sustainability Policy
- Socially Responsible Investment Policy
- Sustainability policies
- Annual sustainability reports

# CODE OF GOOD PRACTICE FOR UNDERGRADUATE, DIPLOMA AND POSTGRADUATE PROGRAMMES: TEACHING, LEARNING AND ASSESSMENT

*This Code of Practice is approved by the Education Committee (formerly the Academic and Student Affairs Committee).  
Last updated: August 2019*

## Introduction

This Code sets out general School practices for all undergraduate, diploma and graduate programmes. It sets out basic reciprocal obligations and responsibilities of staff and students. It should be read in conjunction with the Academic Code, all other School policies, regulations, codes of practice and procedures as set out in the School's on-line Calendar. The expectation is that all programmes will meet the standards set out in the paragraphs below. While the Academic Code sets out headline minimum standards, this Code explains in more detail the responsibilities that both students and staff together have in producing the learning experience on LSE taught programmes. It informs students of what they may reasonably expect and informs departments of what they are expected to provide. Each department will publish a detailed statement of its provision under this Code in its handbook and on its departmental website. These statements will provide a basis for monitoring the academic activity of departments through the School's quality assurance processes.

## Academic Advice

- 1.1 On joining the School each student is allocated a member of the academic staff in their department as an Academic Mentor.
- 1.2 Each department sets out in the relevant handbook its own detailed guidelines regarding the role of the Academic Mentor. School guidance for students is available on the Academic Mentoring Portal. Among those responsibilities that an Academic Mentor is normally expected to carry out are:
  - To provide academic guidance and feedback on the students' progress and performance and to discuss any academic problems they might experience.
  - To provide pastoral support on non-academic issues and to refer students, as necessary, to the appropriate support services within the School.
  - To implement the provisions outlined in Inclusion Plans for students with long-term medical conditions, specific learning differences and/or disabilities in liaison with the School's Disability and Wellbeing Service.
  - To maintain regular contact with students on academic and pastoral issues through direct one-to-one meetings and other means of communication, such as emails. The number and nature of meetings may vary between departments and programmes as detailed in the relevant handbook, although students will be invited to meet their Academic Mentor at least twice during each of the Michaelmas and Lent terms.
  - To agree students' course choices via LSEforYou.
  - To comment on and provide a general assessment of students' progress on their termly class reports via LSEforYou.
  - To inform the Departmental Tutor or Programme Director and School of any students whose attendance and progress is not satisfactory.
- 1.3 Each Mentor must have a good working knowledge of the structure and regulations of degree programmes in the department.
- 1.4 Each Mentor must have a good working knowledge of the various academic and pastoral support services within the School. School guidance for staff is available on the Academic Mentoring Portal.
- 1.5 Each Mentor must publicise regular periods of time when they are available to meet with their students.
- 1.6 If the relationship between a Mentor and student is unsatisfactory, the department must have in place an appropriate process for arranging a change of Mentor.
- 1.7 For undergraduate students only; each department has a Departmental Tutor who will be responsible for:
  - Providing departmental orientation programmes for new and continuing students.
  - Monitoring the academic and pastoral care provided by members of their department, including the provision of reasonable adjustments for students with disabilities.
  - Arranging regular termly meetings of a Staff-Student Liaison Committee and the nomination of a representative to the School's Undergraduate Students' Consultative Forum.
  - Providing a direct channel of communication between the School and any student who is encountering academic or pastoral difficulties.
  - Authorising, where appropriate, a student's request for course choice outside the degree regulations.
  - Authorising, where appropriate, a student's request for a degree transfer.

## 10 School Regulations

1.8 For diploma and graduate students; each department has a Programme Director who will be responsible for:

- Authorising, where appropriate, a student's request for course choice outside the degree regulations.
- Authorising, where appropriate, a student's request for a degree transfer.

### Teaching

- 2.1 The detailed requirements of each programme and course are provided in the online Calendar, in the relevant handbook and on departmental web pages. Students must complete all course requirements as specified in their degree regulations.
- 2.2 Teaching will predominantly be a combination of lectures and classes or seminars. The teaching method used will largely be determined by the size of the programme and the nature of the subject covered in a particular course.
- 2.3 Lectures are an important part of the teaching and learning experience. The structure and content of each course are set out in the online Course Guide. Lecturers must ensure that their teaching is consistent with this information.
- 2.4 Lecturers are responsible for organising the classes (UG) or seminars (PG) for their courses, for liaising with class or seminar teachers to ensure that the classes or seminars are properly coordinated with their lectures, and for submitting course reading lists to the Library in good time for required books to be purchased.
- 2.5 For undergraduate students, classes are a compulsory part of the teaching and learning experience. Class sizes should not normally exceed 15 students, although for some teaching methods larger group sizes may be used.
- 2.6 For postgraduate students, seminars are the core of the teaching and learning experience. The nature and format of seminars may vary depending on the subject material of the course and will be detailed in the course syllabus. Seminar sizes should not normally exceed 15 students, although for some teaching methods larger group sizes may be used.
- 2.7 Classes or seminars will normally give students the opportunity to participate in a discussion of material relevant to the course. The nature and format of these discussions will vary according to the subject matter of the course.
- 2.8 Lectures, seminars and classes start at five minutes past the hour and end at five minutes to the hour. Staff and students should make every effort to start and finish on time.
- 2.9 Formative coursework is an essential part of the teaching and learning experience at the School. It should be introduced at an early stage of a course and normally before the submission of assessed coursework. Students will normally be given the opportunity to produce essays, problem sets or other forms of written work. The number of these pieces of work for each course will be detailed in the online Course Guide.
- 2.10 Individual departmental Assessment and Feedback Statements are the definitive source of information about departmental feedback practices. The practices set out in departmental statements are underpinned by the School-level feedback rules at paragraphs 2.11 and 2.14, below. These rules are de facto minimum feedback requirements. Departmental practices will be at or above this minimum threshold.
- 2.11 Feedback on coursework is an essential part of the teaching and learning experience at the School. Class or seminar teachers must mark formative coursework and return it with feedback to students normally within three term weeks of submission deadline (when the work is submitted on time). Class or seminar teachers must record the marks, or the failure to submit coursework, regularly via LSEforYou. Students will also receive feedback on any summative coursework and on examinations they are required to complete as part of the assessment for individual courses. Individual departments will determine the format of feedback on summative coursework, which can include provisional marks that have been both internally and externally moderated. See the Academic Code for more detail on summative feedback times.
- 2.12 Students who are required to resit an assessment will be provided with appropriate and timely feedback before re-taking the assessment.
- 2.13 Provisional marks will be made available to students via LSEforYou. Departments will not provide documentation to students confirming provisional marks for any form of assessment. At the request of the student, departments may provide provisional marks to third parties such as employers or other HE institutions only using the template document produced by the Academic Registrar's Division.
- 2.14 Some programmes require students to submit dissertations. Students will receive preliminary feedback on a draft chapter, section or detailed plan of their dissertations that they submit in good time prior to the final submission deadline. Individual departmental handbooks will set out the details of the dissertation process, including the deadline by which draft chapters, sections or detailed plans must be submitted to be eligible for feedback. A mark will not be included in this feedback.
- 2.15 12 month MSc students who complete dissertations within the final year of their studies, will receive feedback within 4 weeks of receiving their final dissertation results. Final year 9/10 month MSc students and undergraduate students who complete dissertations will receive feedback within 4 weeks of the following term from when the dissertation was submitted e.g. where a dissertation is submitted in the Summer Term, students will receive feedback within four weeks of the start of following Michaelmas Term.
- 2.16 Class or seminar teachers must record student attendance on a weekly basis via LSEforYou.

- 2.17 Class or seminar reports are an integral part of the School's monitoring system on the academic progress of its students. Class or seminar teachers must complete, via LSEforYou, full and accurate reports, including a general assessment of each student's progress, at the end of the Michaelmas and Lent Terms.
- 2.18 All full-time members of staff and part-time and occasional teachers must have regular weekly office hours during term time when they are available to students to discuss issues relating to the courses they are teaching. These hours should be displayed outside their offices.

### **Responsibilities of the student**

- 3.1 Students are required to attend the School for the full duration of each term. Students who wish to be away for good reason in term time must first obtain the consent of their Mentor. Students away through illness must inform their Mentor and their class or seminar teachers and, where the absence is for more than two weeks, the Student Services Centre.
- 3.2 Students with disabilities which might impact on their studies should contact an adviser in the Disability and Wellbeing Office in good time to negotiate reasonable adjustments. These will be set out in an Inclusion Plan. Students must also agree to the extent to which this information will be shared within the School. If the School is not informed about a disability in good time, it may not be able to make the appropriate reasonable adjustments.
- 3.3 Students must maintain regular contact with their Academic Mentor to discuss relevant academic and pastoral care issues affecting their course of study. These should include:
  - Guidance about course choice.
  - Discussion of academic progress based on termly class reports.
  - Guidance or discussion about long essay/project/dissertation.
- 3.4 These discussions should take place through direct one-to-one meetings and other means of communication, such as emails. The number and nature of meetings may vary between departments and programmes as detailed in the relevant handbook, although students will be invited to meet their Academic Mentor at least twice during each of the Michaelmas and Lent terms. Students should be able to meet their Mentor within the first week of term time, i.e. either during regular office hours or at a mutually convenient time.
- 3.5 Attendance at classes is compulsory and is recorded on LSEforYou. Any student who is absent on two consecutive occasions or is regularly absent without good reason will be automatically reported to their academic Mentor.
- 3.6 Students must submit all required coursework on time, whether it is summative coursework (i.e. work that counts towards the final mark) or formative work (that does not count towards the final mark).
- 3.7 Permission to sit an examination may be withdrawn from students who regularly miss classes and/or do not complete required course work.
- 3.8 Students must ensure the accuracy of the information regarding their programme of study, including their class schedule, course choice, class attendance, personal exam timetable and submission of coursework, contained in their personal LSEforYou account. Failure to report inaccuracies to the Student Services Centre, particularly in the case of course choice, may result in a student being required to take the assessment(s) in the course(s) for which they were originally registered.
- 3.9 Students must communicate changes of term time and home addresses to the Student Services Centre via LSEforYou as soon as they occur.
- 3.10 As well as the likelihood of taking action through the Courts, the School may impose relevant penalties for any outstanding debt that students fail to clear by any specified deadlines. For example, the School will normally withhold a student's academic transcript and/or certificate if they failed to pay their academic fees.
- 3.11 Students who decide to interrupt their studies or withdraw from the School must inform their Academic Mentor and the Student Services Centre in writing. Failure to inform the School could result in a demand for fee payment for the full session.
- 3.12 The School's aim, where possible, is to support our students to remain on their programme of study. However, the School's fitness to study policy recognises that in some cases this might not be possible. Some students may need to take a break from their studies (interrupt), may need to delay taking their assessments (defer or extension), or in more serious cases, may need to leave the School completely (withdraw).

### **Examination and Assessment**

- 4.1 All departments must publish assessment criteria. 'Statements of assessment criteria' are verbal descriptors of what a department expects from students, which distinguish between different grades. Where expectations are similar across different forms of assessment it may be sufficient to have a single set of criteria; where expectations are very different for different pieces of work, then different sets of criteria may be necessary. Within each programme, the Chair of the Sub-Board of Examiners is responsible for ensuring the publication of assessment criteria in-line with this requirement.
- 4.2 Students must complete all components of assessed work for each course. Methods of examination and assessment for each course are set out in the on-line Course Guide. All work submitted must be the student's own. In submitting course work, students must abide with the School's policy on plagiarism as set out in the School's Assessment Offence Regulations: Plagiarism and the Statement on Editorial Help.

## 12 School Regulations

- 4.3 Students must be given clear advance warning of any new or approved changes to assessment format.
- 4.4 When the content of a course changes to the extent that previous examination papers may not be a reliable guide to future papers, lecturers should advise students and produce sample questions for the new parts of the course. When the course is new and, there are no previous papers, a full sample paper should be produced. Where it is not possible to replicate the first format of assessment at resit e.g. a group project, an alternative method of assessment can be set. Students will be notified of any alternative method of assessment in good time prior to re-assessment.
- 4.5 Any student who requires individual examination adjustments (IEAs) must contact an advisor in the Disability and Wellbeing Service so that reasonable adjustments can be recommended. Applications for IEAs should normally be made by the published deadline given by the Disability and Wellbeing Service. Students should check the Disability and Wellbeing Service webpage for further details.
- 4.6 When a student submits an assessment, the School considers they are fit enough to do so. Therefore, any student experiencing exceptional (mitigating) circumstances in the period preceding an assessment should consult with their Academic Mentor about the deferral or extension policy. Where a student experiences exceptional circumstances during an exam or assessment period they must inform the Student Services Centre with all relevant supporting documentation, such as medical certificates, normally not later than seven days after the date of their last assessment submission. Students should check the exceptional circumstances webpage for further details.

### Notes:

For the purposes of this Code, the term 'department' comprises both departments and institutes.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

# GENERAL ACADEMIC REGULATIONS

*(For all undergraduate students registered in or after the 2019/20 academic year only)*

*These regulations are approved by the Academic Board.*

*Last updated: June 2019*

## General

1. These Regulations apply to all persons having registered for an Undergraduate course or programme of study at the School in the 2019/20 academic year. Postgraduate students have their own set of General Academic Regulations. These regulations are made subject to the Articles of Association of the School and to the School bye-laws, where appropriate. Any disputes arising from the application of the Regulations shall be governed by the Laws of England currently in force.
2. In these regulations the following terms shall have the meanings given:
 

Assessment	An assessed component of a course such as an examination, essay, dissertation, project, presentation etc. which counts towards the award of a degree, also referred to elsewhere as summative assessment;
Course	A distinct part of a programme comprising lectures, classes, seminars, workshops and / or other learning activities;
Degree regulations	The Regulations for First Degrees and their associated classification schemes, as appropriate;
Qualification	An academic award such as a First Degree;
Programme	A whole programme of study, comprising courses, whether or not it is intended that it should lead to an award of the School;
Resit	In the context of assessment, an attempt at a failed assessment other than the first attempt, such as an examination resit or resubmission of a piece of written coursework;
School	The London School of Economics and Political Science;
Student	A person registered as a student of the School under these Regulations.
3. Communications the School sends to an individual student will apply to that student only.

## Admission

4. An applicant for admission shall be required to:
  - 4.1 satisfy, or to be formally exempted by the School from, the entry requirements prescribed for the programme concerned, and
  - 4.2 apply through the prescribed procedure and to comply with subsequent administrative requirements.
5. The School may offer a place to an applicant on the programme applied for or on any other programme, or reject the application. An offer of a place may be conditional on the applicant obtaining a particular set of qualifications, either at pass level or at particular levels of pass, before a date determined by the School.
6. Competence in the English language is required of all applicants. The School will determine the level of competence required of each applicant and may make its achievement a condition of admission.
7. The School may from time to time determine the age or ages below which it will not admit students or will not admit them without special consideration.

## Registration

8. A person who is not registered as a student shall not be entitled to take part in any activity in the School as a student. A person who is not registered as a student may not receive teaching at the School.
9. The Academic Registrar or their designated deputy may require any relevant documentation to be produced for inspection to establish the personal details and educational attainment of a person seeking registration.
10. A student is required to register annually during the programme of study, according to procedures determined by the Academic Registrar or their designated deputy. The requirements for registration beyond initial registration are as follows:
  - 10.1 to have satisfied the academic requirements for progression from the previous year of study or to have been granted repeat teaching, and
  - 10.2 to have completed all forms and / or provided all information required by the School as part of the re-registration process, and
  - 10.3 to have paid all fees and charges due to the School or to have provided guarantees of such payment satisfactory to the School, and
  - 10.4 not to have been barred from further registration at the time concerned by application of these or other Regulations.



## 14 School Regulations

11. Students are required to register in person at the School unless the Academic Registrar or their designated deputy prescribes an alternative procedure.
12. Registration may be full or provisional. Full registration shall be valid until the end of the academic year or until the end of the programme or until withdrawal or exclusion from the School, whichever shall be the sooner. Provisional registration shall last until such time as the School shall prescribe in each case.
13. Students are entitled to take part in all prescribed learning activities and to use all relevant services of the School for the period of their registration.
14. On full registration the Academic Registrar or their designated deputy shall provide the student with a registration card. Any member of staff of the School may require production of this card at any time to establish entitlement to enter the School or to take part in its activities. A replacement may be obtained for a lost or damaged card, on payment of a fee to be determined by the Academic Registrar or their designated deputy.
15. Registration may be withdrawn at any time under these and other Regulations. After withdrawal a student is no longer entitled without special permission to use any facilities or services of the School or to receive any teaching or to be assessed.
16. An undergraduate programme leading to a degree normally extends over three or four consecutive academic years, as set out in the programme regulations. The normal maximum period for completing a three year degree is five years from the initial date of registration. The normal maximum period for completing a four year degree is six years from the initial date of registration. Failure to achieve an award within the maximum period of registration allowed will result in deregistration.
17. A student may not register or remain registered, without the special permission of the School, if simultaneously registered for another programme of higher education.

### Programme Interruptions

18. The School may at its discretion permit a student to interrupt their studies on grounds of illness or other relevant cause for a period of up to one year. In very exceptional circumstances, the School may permit a further interruption of up to one year. Requests to interrupt are usually only authorised on submission of evidence of exceptional circumstances. Guidance on requesting interruptions and responsibility for approval is published on the Student Services Centre website <https://info.lse.ac.uk/current-students/student-services/student-services-centre>

### Programme Transfers and Variations

19. The offer of admission and acceptance of a place applies to the specific degree programme that is named in the offer letter. The School will not allow a successful applicant to transfer from one programme to another after registration, unless it considers that exceptional circumstances apply. Such permission will be given only on the recommendation of the directors for the student's current programme and for the programme into which they wish to transfer.
20. The regulations for the programme upon which the student has registered determine the courses of study available to them. This includes courses determined as compulsory and non-compulsory option courses.
21. A student may only change the courses for which they have initially registered within the published timeframe in each of the Michaelmas and Lent Terms. The School will not permit a student who has attended teaching during MT to drop MT half unit course(s) or full unit courses for which they have received teaching in the MT during a LT course change period.

### Boards of Examiners

22. The School will establish a School Board of Examiners for undergraduate programmes. Each programme and course will be the responsibility of a departmental Sub-Board of Examiners which will report to the School Board. The Law Board of Examiners uniquely serves as both a Sub-Board and School Board for students studying on LLB and related degrees.
23. Each Sub-Board of Examiners shall include examiners who are not members of staff of the School, who shall have regard to the totality of each programme.
24. Assessment procedures shall ensure that assessment is and can be demonstrated to be fair and impartial.
25. Each Board of Examiners shall ensure inter alia that the application of approved classification schemes shall have regard to the totality of the programme and to the requirements for progression within it, and to the requirement for each student to achieve a satisfactory overall standard.

### Assessment

26. By registering with the School a student agrees to be entered for assessment on the courses they are taking, at the time and place set by the School and by the methods prescribed in the relevant degree and programme regulations and in the School Calendar Course Guides.
27. A student is required to engage with their studies by attending classes, seminars, workshops, supervision sessions or other prescribed learning activities and producing promptly the work required. Dereliction, such as not attending classes/seminars or repeated failure to complete formative work or required summative assessment, will result first in a warning, and if continued will result in exclusion from future assessment or from the School as appropriate.

28. A student will be assessed in each course, unless they have deferred or withdrawn under these Regulations.
29. Students are bound by the regulations in force at the time of their first entry to the examination or other assessment, including the individual programme regulations.
30. The method(s) of assessment for each taught course and the weighting of each method of assessment will be specified in the Course Guides.
31. The School may when required and with reference to appropriate School policies e.g. the Alternative Assessment Policy permit a variation of the method(s) of assessment for a course, in respect of some or all students. In cases where students need to resit non-repeatable assessment tasks, an appropriate alternative task will be set.
32. No fee is payable for the first attempt at an assessment.
33. Examinations take place in the week preceding the Lent Term, the Summer Term and during the resit and deferral period in late summer. Students are required to be in attendance at the School for the duration of the periods in which their examinations take place and to be available until the end of the Summer Term.
34. Students who are required to resit a failed assessment must have completed and submitted the failed assessment by the end of the resit and deferral assessment period in late summer. Students required to undertake assessments during the resit and deferral period will need to be in attendance during that period.
35. During the academic year, if a student is required to resit an assessment or defers an attempt at an assessment, the next opportunity to take the assessment will be in or before the end of the next resit and deferral period. Students deferring an assessment during the resit and deferral period defer to the next resit and deferral period. Students who fail an assessment taken during the resit and deferral period, and are eligible to resit, can only do so in the next resit and deferral period.
36. All work submitted must be certified to be the student's own, and must comply with the School's Statement on Editorial Help for Students' Written Work, with the Regulations on Assessment Offences: Plagiarism and with the Regulations on Assessment Offences: Offences Other Than Plagiarism.
37. A student will not be re-assessed in any course or course component in which they have already received a pass mark.
38. A student will not normally be re-assessed in any course or course component they have failed if they are eligible for the award of the degree.
39. Students who fail a course overall will be required to resit. Where a student is required to resit a failed course component, the pass mark(s) achieved in other passed components of that course shall count towards the new overall course mark, but the overall course mark will be capped at the pass mark of 40.
40. Students must attempt all components of assessment in every course, such as sitting an examination or submitting a piece of coursework, in order to be eligible for the award of a degree. Failure to do so will result in a mark of 'Zero Incomplete' and the need to resit that component of assessment, irrespective of the results of other components within the same course. In such cases the overall course mark will be capped at the pass mark of 40.
41. A student who completes a programme at the School and subsequently registers on to a new programme cannot retake as part of the requirements for the new programme any course which they have already passed during their time at the School.
42. Any marks awarded for a previous programme of study for which an award has been made cannot count towards any further programmes of study taken at the School.

### **Adjustments to Assessment, Deferrals and Exceptional Circumstances**

43. The School shall establish a procedure for determining reasonable adjustments to assessment for students with a disability, chronic medical condition or who experience an acute illness or injury during an assessment period.
44. Examiners / markers shall assess work without referring to medical and / or exceptional circumstances, unless they receive written instructions from the Student Services Centre to do so.
45. All students are required to sit examinations in London in accordance with the examination timetables which are published prior to each examination period. By submitting an assessment or attending an examination, the School considers the student to be declaring themselves fit to sit. If a student experiences disruption to their studies prior to this point from personal difficulties e.g. bereavement or illness, they should consider whether an extension or deferral is more appropriate and seek advice from the Student Services Centre and/or their academic department.
46. The School has established a set of procedures which students may access if they face exceptional circumstances which affect examinations or other forms of assessment:
  - 46.1 A student may request to defer one or more assessments to the resit and deferral period in accordance with the Schools published Deferral Procedure.
  - 46.2 A student may be permitted to sit an examination overseas in exceptional circumstances where there is clear evidence that the event, in the School's view, would make it inadvisable for the student to return to the UK. The School will not agree to a request which is based solely on the student's personal convenience or the cost of travelling to London.

## 16 School Regulations

- 46.3 A student who is unable to follow the Extension Procedure or Deferral Procedure must follow the Exceptional Circumstances Procedure in order to inform the Sub-Board of examiners about circumstances that may have affected their assessment(s). Such circumstances would normally be sudden, unforeseen, out of the student's own control and proximate to the assessment(s) in question. The Sub-board of Examiners may inform the relevant School Board of Examiners of these circumstances.

Full details and guidance on these procedures are published on the Student Services Centre website:

**<https://info.lse.ac.uk/current-students/student-services/student-services-centre>**

### Re-sits

47. A student being re-assessed must take assessments for the same courses as they attempted previously, unless they obtain permission from their department and the Repeat Teaching Panel and satisfactorily complete assessments for different courses.
48. A student proposing to resit an assessment or attempt a deferred assessment whilst on interruption from their programme of study shall be permitted to undertake that assessment by the Academic Registrar or their designated deputy.
49. A student who resits an assessment when not registered at the School will be required to pay a fee determined by the School from time to time. A student who for medical or other reasons approved by the School does not attempt an assessment while in attendance at the School may be permitted to attempt such an assessment again without payment of a fee, whether or not in attendance at the School.
50. Results obtained at resit always supersede any previous attempt. Academic transcripts will show the course results of all attempts at assessment, unless discounted on the basis of exceptional circumstances, as described in paragraph 47.3.

### Eligibility for Award

51. To be eligible for the award of a qualification a student must have:
- 51.1 completed to the satisfaction of the School the programme prescribed by the School for the qualification concerned; and
  - 51.2 shown a competent knowledge across the programme of study taken as a whole; and
  - 51.3 met all requirements set out in the General Academic Regulations, Regulations for First Degrees and Programme Regulations.
52. A student will be awarded a qualification under the relevant classification scheme at the first point at which they become eligible. Students eligible for award with unredeemed failed assessments will not normally be given the opportunity to resit the failed assessments.
53. A student upon whom a qualification has been conferred ceases to be eligible for consideration for any further award arising from that programme.
54. No student will be recommended for the award of any qualification who has not settled any outstanding academic debt with the School or who has not made acceptable arrangements to settle any such account, and neither will any information on such a person's academic performance be communicated to that person or to any third party save as required by law.

### Late Assessment Submission

55. All students must be given clear written instructions on what is required and the deadline for submission of assessments. This applies for both a first attempt and any subsequent resit or deferred attempts. Deadlines should not normally be set for a working day preceding a non-working day.
56. A student may apply for an extension to published deadlines for summative assessment in accordance with the School's published Extension Procedure.
57. If a student fails to submit by the set deadline (or extended deadline as appropriate) only the Sub-board Chair can decide whether or not to accept the work. If late work is accepted, the following penalties will apply:  
Five marks out of 100 will be deducted for coursework submitted within 24-hours of the deadline and a further five marks will be deducted for each subsequent 24-hour period (working days only) until the coursework is submitted. Different regulations apply to coursework submission for course LSE100.

### Information about Assessment Results

58. A list of students who have successfully completed their programme and have received an award will be published by the School each year.
59. Following each diet of assessments of taught courses, students may request an intermediate transcript of their marks or grades obtained at those assessments.
60. A certificate of award will be dispatched to each student who is awarded a qualification. The certificate will state the title of the qualification and the date of conferment.
61. The School will provide a final transcript of marks or grades awarded for taught courses to every student on completion of the programme.

### **Copyright**

62. Students should refer to the School's Intellectual Property policy.

### **Grievances and appeals**

63. A student dissatisfied with any aspect of teaching provided by the School may pursue their case through the Student Complaint Procedure, unless the substantive subject of the grievance is covered by a separate procedure such as that on sexual harassment.
64. A student may appeal against the decision of the examiners concerned, as set out in the Appeals Regulations. Appeals against the academic judgment of examiners are not permitted.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

## GENERAL ACADEMIC REGULATIONS

*(For all postgraduate students registered in or after the 2019/20 academic year)*

*These regulations are approved by the Academic Board.*

*Last updated: May 2019*

### General

1. These Regulations apply to all persons having registered for a Postgraduate course or programme of study at the School. All Undergraduate students have their own General Academic Regulations. These regulations are made subject to the Articles of Association of the School and to the School bye-laws, where appropriate. Any disputes arising from the application of the Regulations shall be governed by the Laws of England currently in force.
2. In these regulations the following terms shall have the meanings given:

Assessment	An assessed component of a course such as an examination, essay, dissertation, field project, presentation etc. which counts towards the award of a degree, also referred to elsewhere as summative assessment.
Course	A distinct part of a programme comprising lectures, classes, seminars, workshops and / or other learning activities
Degree regulations	The Regulations for the Certificate, Diplomas, Master's Degrees, Research Degrees and their associated classification schemes, as appropriate
Qualification	An academic award such as a Graduate Certificate or Diploma, Master's Degree or Research Degree
Programme	A whole programme of study, comprising courses, whether or not it is intended that it should lead to an award of the School
Resit	In the context of assessment, an attempt at a failed assessment other than the first attempt, such as an examination resit or resubmission of a piece of written coursework
School	The London School of Economics and Political Science
Student	A person registered as a student of the School under these Regulations
3. Communications the School sends to an individual student will apply to that student only.

### Admission

4. An applicant for admission shall be required to:
  - 4.1 satisfy, or to be formally exempted by the School from, the entry requirements prescribed for the programme concerned, and
  - 4.2 apply through the prescribed procedure and to comply with subsequent administrative requirements.
5. The School may offer a place to an applicant on the programme applied for or on any other programme, or reject the application. An offer of a place may be conditional on the applicant obtaining a particular set of qualifications, either at pass level or at particular levels of pass, before a date determined by the School.
6. Competence in the English language is required of all applicants. The School will determine the level of competence required of each applicant and may make its achievement a condition of admission.
7. The School may from time to time determine the age or ages below which it will not admit students or will not admit them without special consideration.

### Registration

8. A person who is not registered as a student shall not be entitled to take part in any activity in the School as a student. A person who is not registered as a student may not receive teaching at the School.
9. The Academic Registrar or their designated deputy may require any relevant documentation to be produced for inspection to establish the personal details and educational attainment of a person seeking registration.
10. A student is required to register annually during the programme of study, according to procedures determined by the Academic Registrar or the Deputy Director of the PhD Academy or their designated deputy. The requirements for registration beyond initial registration are as follows:
  - 10.1 to have satisfied the academic requirements for progression from the previous year of study or to have been granted repeat teaching, and
  - 10.2 to have completed all forms and / or provided all information required by the School as part of the re-registration process, and
  - 10.3 to have paid all fees and charges due to the School or to have provided guarantees of such payment satisfactory to the School, and
  - 10.4 not to have been barred from further registration at the time concerned by application of these or other Regulations.

11. Students are required to register in person at the School unless the Academic Registrar or their designated deputy prescribes an alternative procedure.
12. Registration may be full or provisional. Full registration shall be valid until the end of the academic year or until the end of the programme or until withdrawal or exclusion from the School, whichever shall be the nearer. Provisional registration shall last until such time as the School shall prescribe in each case.
13. Students are entitled to take part in all prescribed learning activities and to use all relevant services of the School for the period of their registration.
14. On full registration the Academic Registrar or their designated deputy shall provide the student with a registration card. Any member of staff of the School may require production of this card at any time to establish entitlement to enter the School or to take part in its activities. A replacement may be obtained for a lost or damaged card, on payment of a fee to be determined by the Academic Registrar or their designated deputy.
15. Registration may be withdrawn at any time under these and other Regulations. After withdrawal a student is no longer entitled without special permission to use any facilities or services of the School or to receive any teaching or to be assessed.
16. The normal maximum period of registration for a postgraduate programme will be as follows: two years for 9-, 10- and 12-month programmes; three years for 21-month programmes; and four years for part-time study of any programme. The normal maximum period of registration for Executive MSc programmes will be six years.
17. A student may not register or remain registered, without the special permission of the School, if simultaneously registered for another programme of higher education.

### **Programme Interruptions**

18. The School may at its discretion permit a student to interrupt their studies on grounds of illness or other relevant cause for a period of up to one year. In very exceptional circumstances, the School may permit a further interruption of up to one year. Requests to interrupt are usually only authorised on submission of evidence of exceptional circumstances. Guidance on requesting interruptions and responsibility for approval is published on the Student Services Centre website <https://info.lse.ac.uk/current-students/student-services/student-services-centre>

### **Programme Transfers and Variations**

19. The offer of admission and acceptance of a place applies to the specific degree programme that is named in the offer letter. The School will not allow a successful applicant to transfer from one programme to another after registration, unless it considers that exceptional circumstances apply. Such permission will be given only on the recommendation of the directors for the student's current programme and for the programme into which they wish to transfer.
20. The regulations for the programme upon which the student has registered determine the courses of study available to them. This includes courses determined as compulsory and non-compulsory option courses.
21. A student may only change the courses for which they have initially registered within the published timeframe in each of the Michaelmas and Lent Terms. The School will not permit a student who has attended teaching during MT to drop MT half unit course(s) or full unit courses for which they have received teaching in the MT during a LT course change period.

### **Boards of Examiners**

22. The School will establish a Graduate School Board of Examiners for taught graduate programmes. Each programme and course will be the responsibility of a departmental Sub-Board of Examiners which will report to the Graduate School Board.
23. Each Sub-Board of Examiners shall include examiners who are not members of staff of the School, who shall have regard to the totality of each programme.
24. Assessment procedures shall ensure that assessment is and can be demonstrated to be fair and impartial.
25. Each Board of Examiners shall ensure inter alia that the application of approved classification schemes shall have regard to the totality of the programme and to the requirements for progression within it, and to the requirement for each student to achieve a satisfactory overall standard.

### **Assessment**

26. By registering with the School a student agrees to be entered for assessment on the courses they are taking, at the time and place set by the School and by the methods prescribed in the relevant degree and programme regulations and in the School Calendar Course Guides.
27. A student is required to engage with their studies by attending classes, seminars, workshops, supervision sessions or other prescribed learning activities and producing promptly the work required. Dereliction, such as not attending classes/seminars or repeated failure to complete formative work or required summative assessment, will result first in a warning, and if continued will result in exclusion from future assessment or from the School as appropriate.
28. A student will be assessed in each course, unless they have deferred or withdrawn under these Regulations.



## 20 School Regulations

29. Students are bound by the regulations in force at the time of their first entry to the examination or other assessment, including the individual programme regulations.
30. The method(s) of assessment for each taught course and the weighting of each method of assessment will be specified in the Course Guides.
31. The School may when required and with reference to appropriate School policies e.g. the Alternative Assessment Policy permit a variation of the method(s) of assessment for a course, in respect of some or all students. In cases where students need to resit non-repeatable assessment tasks, an appropriate alternative task will be set.
32. No fee is payable for the first attempt at an assessment.
33. Examinations take place in the week preceding the Lent Term and throughout the Summer Term. Students are required to be in attendance at the School for the duration of the periods in which their examinations take place and to be available until the end of the Summer Term. Students on 12 month Master's programmes are also expected to be in attendance throughout the dissertation period.
34. If a student is required to resit an assessment or defers an attempt at an assessment, the next opportunity will be in the next academic year during the equivalent examination period as the original failed or deferred attempt or by deadlines set by the relevant academic department.
35. All work submitted must be certified to be the student's own, and must comply with the School's Statement on Editorial Help for Students' Written Work, with the Regulations on Assessment Offences: Plagiarism and with the Regulations on Assessment Offences: Offences Other Than Plagiarism.
36. A student will not be re-assessed in any course or course component in which they have already received a pass mark<sup>1</sup>. A student will not normally be re-assessed in any course or course component they have failed if they are eligible for the award of a qualification (e.g. certificate, diploma, degree).
37. Students who fail a course overall will be required to resit. Where a student is required to resit a failed course component, the pass mark(s) achieved in other passed components of that course shall count towards the new overall course mark.
38. Students must attempt all components of assessment in every course, such as sitting an examination or submitting a piece of coursework, in order to be eligible for the award of a degree. Failure to do so will result in a mark of 'Zero Incomplete' and the need to resit that component of assessment, irrespective of the results of other components within the same course.
39. A student who completes a programme at the School and subsequently registers on to a new programme cannot retake any course which they have already passed during their time at the School.
40. Any marks awarded for a previous programme of study for which an award has been made cannot count towards any further programmes of study taken at the School.

### Adjustments to Assessment, Deferrals and Exceptional Circumstances

41. The School shall establish a procedure for determining reasonable adjustments to assessment for students with a disability, chronic medical condition or who experience an acute illness or injury during an assessment period.
42. Examiners / markers shall assess work without referring to medical and / or exceptional circumstances, unless they receive written instructions from the Student Services Centre to do so.
43. All students are required to sit examinations in London in accordance with the examination timetables which are published prior to each examination period. By submitting an assessment or attending an examination, the School considers the student to be declaring themselves fit to sit. If a student experiences disruption to their studies prior to this point from personal difficulties e.g. bereavement or illness, they should consider whether an extension or deferral is more appropriate and seek advice from the Student Services Centre and/or their academic department.
44. The School has established a set of procedures which students may access if they face exceptional circumstances which affect examinations or other forms of assessment:
  - 44.1 A student may request to defer one or more assessments in accordance with the Schools published deferral procedure.
  - 44.2 A student may be permitted to sit an examination overseas in exceptional circumstances where there is clear evidence that the event, in the School's view, would make it inadvisable for the student to return to the UK. The School will not agree to a request which is based solely on the student's personal convenience or the cost of travelling to London.
  - 44.3 A student who is unable to follow the Extension or Deferral Procedure must follow the Exceptional Circumstances Procedure in order to inform the Sub-board of examiners about circumstances that may have affected their assessment(s). Such circumstances would normally be sudden, unforeseen, out of the student's own control and proximate to the assessment(s) in question. The Sub-Board of Examiners may inform the relevant School Board of Examiners of these circumstances.
  - 44.4 In very exceptional circumstances, a student may request a special examination provision. Such provision will only be considered for students who are left unable to graduate or progress as a result of a very serious injury / medical condition or death of a close relative which prevented them from attempting an examination.

Full details and guidance on these procedures are published on the Student Services Centre website:

<https://info.lse.ac.uk/current-students/student-services/student-services-centre> .

### Re-sits

45. A student being re-assessed must take assessments for the same courses as they attempted previously, unless they obtain permission from their department and the Repeat Teaching Panel and satisfactorily complete assessments for different courses.
46. A student proposing to resit an assessment or attempt a deferred assessment whilst on interruption from their programme of study shall be permitted to undertake that assessment by the Academic Registrar or their designated deputy.
47. A student who resits an assessment when not registered at the School will be required to pay a fee determined by the School from time to time. A student who for medical or other reasons approved by the School does not attempt an assessment while in attendance at the School may be permitted to attempt such an assessment again without payment of a fee, whether or not in attendance at the School.
48. Results obtained at resit always supersede any previous attempt. Academic transcripts will show the course results of all attempts at assessment, unless discounted on the basis of exceptional circumstances, as described in paragraph 46.4

### Eligibility for Award

49. To be eligible for the award of a qualification a student must have:
  - 49.1 completed to the satisfaction of the School the programme prescribed by the School for the qualification concerned, and
  - 49.2 shown a competent knowledge across the programme of study taken as a whole; and
  - 49.3 met all requirements set out in the General Academic Regulations, Degree Regulations and Programme Regulations.
50. A student will be awarded a qualification under the relevant classification scheme at the first point at which they become eligible. Students eligible for award with unredeemed failed assessments will not normally be given the opportunity to resit the failed assessments.
51. A student upon whom a qualification has been conferred ceases to be eligible for consideration for any further award arising from that programme.
52. No student will be recommended for the award of any qualification who has not settled any outstanding academic debt with the School or who has not made acceptable arrangements to settle any such account, and neither will any information on such a person's academic performance be communicated to that person or to any third party save as required by law.

### Late Assessment Submission

53. All students must be given clear written instructions on what is required and the deadline for submission of assessments. This applies for both a first attempt and any subsequent resit or deferred attempts. Deadlines should not normally be set for a working day preceding a non-working day.
54. A student may apply for an extension to published deadlines for summative assessment in accordance with the School's published Extension Procedure.
55. If a student fails to submit by the set deadline (or extended deadline as appropriate) only the Sub-board Chair can decide whether or not to accept the work. If late work is accepted, the following penalties will apply:  
Five marks out of 100 will be deducted for coursework submitted within 24-hours of the deadline and a further five marks will be deducted for each subsequent 24-hour period (working days only) until the coursework is submitted. Different regulations apply to coursework submission for course LSE100.

### Information about Assessment Results

56. A list of students who have successfully completed their programme and have received an award will be published by the School each year.
57. Following each diet of assessments of taught courses, students may request an intermediate transcript of their marks or grades obtained at those assessments.
58. A certificate of award will be dispatched to each student who is awarded a qualification. The certificate will state the title of the qualification and the date of conferment.
59. The School will provide a final transcript of marks or grades awarded for taught courses to every student on completion of the programme.

### Copyright

60. Students should refer to the School's Intellectual Property policy.

## 22 School Regulations

### Grievances and appeals

61. A student dissatisfied with any aspect of teaching provided by the School may pursue their case through the Student Complaints Procedure, unless the substantive subject of the grievance is covered by a separate procedure such as that on sexual harassment.
62. A student may appeal against the decision of the examiners concerned, as set out in the Appeals Regulations. A research student may appeal against a decision to terminate registration, a decision not to upgrade to PhD or the result of an MPhil or PhD examination, as set out in the Appeals Regulations for Research Students. Appeals against the academic judgment of examiners are not permitted.

### Footnote

- <sup>1</sup> The exceptions are research students who may be permitted to resit an assessment required for progression which does not contribute to an award. Such students are entitled to one further attempt only.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

# REGULATIONS FOR FIRST DEGREES

*These regulations are approved by the Academic Board / the School Board of Examiners for BA/BSc Degrees.*

*Last updated: May 2019*

## General

1. These Regulations are made subject to the General Academic Regulations of the School. They apply to every student taking a programme leading to a first degree in the School or any course constituting part of such a degree.
2. The first degrees in the School are the Bachelor of Arts (BA), the Bachelor of Science (BSc) and the Bachelor of Laws (LLB), comprising a number of programmes each leading either to the award of the degree. Students may also complete the General Course.

## Programmes of Study

3. The minimum length of the period of study is set out in the individual programme regulations. The normal maximum period of registration for an undergraduate programme will be as defined within the General Academic Regulations. Failure to achieve an award within the maximum period of registration allowed will result in deregistration.
4. A student will normally enrol for courses up to the value of four course units in each year. Courses must be chosen to comply with the programme regulations concerned. All undergraduate students are enrolled on LSE100 in addition to the courses specified by their programme regulations.
5. All undergraduates are awarded a mark for the compulsory additional course, LSE100, which is represented on their transcript but does not count towards progression requirements or their final degree classification. The regulations regarding examinations for LSE100 are published separately to students as course-specific guidance.
6. Students may be enrolled on to compulsory courses for which the marks will appear on their academic transcript, but will not be counted for the purpose of classification.

## Recognition of Previous Study

7. The School may exempt a student from part of a programme and may exempt such a student additionally from part of the assessments prescribed for the degree. A person who has obtained one of the following qualifications may be admitted directly to the second year and complete the programme in not less than two academic years:
  - 7.1 a degree of a university in the United Kingdom, of the Council for National Academic Awards or of a university outside the United Kingdom recognised by the School for the purpose;
  - 7.2 any other qualification obtained by written examination, which is recognised by the School for the purpose;
  - 7.3 qualifications other than those above and / or experience relevant to the programme. Such a person may be required to sit a qualifying examination.
8. The School may consider for admission directly to the second year or to an earlier point of a programme any person who will have taken part of a first degree programme or has appropriate qualifications and / or experience. Such a person may be required to sit a qualifying examination.
9. A student admitted under paragraph 7 or 8 may be granted exemption from courses and assessments, or may be subjected to additional requirements, in accordance with the relevant programme regulations.
10. When considering an application under paragraphs 7, 8 or 9 the School shall consider the following:
  - 10.1 the standard and content of courses and assessments taken elsewhere, certified by the appropriate officer or officers of the relevant institution, and their relevance to the intended programme at the School;
  - 10.2 the compatibility of the study previously undertaken with the proposed programme, to allow a smooth transition into that programme;
  - 10.3 the reasons given for transfer and observations made on them by the institution most recently attended. The applicant must have been eligible, on academic grounds, to continue study at that institution.

## Students Undertaking Study Elsewhere

11. Programme regulations may require the student to spend a period of study in a university designated by the School or in an alternative approved activity in another country.
12. The School may exceptionally permit a student to spend up to one year of their programme, other than the first year, in another institution of university status and may exempt them from the courses that would have been taken in that year or part thereof, provided
  - 12.1 that the institution has been approved for this purpose by the School, and
  - 12.2 that the study carried out in that institution coheres with the remainder of the programme, and
  - 12.3 that any arrangements for the evaluation of the student's assessment performance in the courses followed at that institution to be accepted in lieu of the assessments prescribed by Course Guides or programme regulations have been approved for this purpose by the School, and

## 24 School Regulations

- 12.4 that the standard of the course or courses attended by the student is equivalent to that of the course or courses the student would normally have followed at the School.
- 13. A student receiving permission under section 12
  - 13.1 shall be exempted from the requirements of the programme by no more than a value of four full course-units, from those components of the assessment which the student would have taken in the year or part thereof that they spent at another institution, and
  - 13.2 shall be credited with such marks or grades (if any) as the School shall think fit in respect of the assessment made in lieu of the prescribed assessments.

### Assessments

- 14. A student will normally be assessed in courses up to the value of four full course units by the end of each academic year. A student will not be re-assessed in any course which they have already passed other than under paragraph 17.
- 15. The School may at its discretion exclude from an examination a student who has not satisfactorily attended the course in that year of study or who has not completed the work required in that course. Examinations from which students are barred count as an attempt at the course in question, as set out in paragraph 16 below and in accordance with the General Academic Regulations.
- 16. A student who has failed a course or component of a course and who has not been awarded a degree will normally be required to resit the failed course or component of a course at the first possible opportunity, but no LLB assessment or first year BA/BSc assessment shall be attempted more than three times and no second, third or fourth year BA/BSc assessment shall be attempted more than twice.
- 17. A student registered on an LLB programme who has failed
  - 17.1 in assessments to the value of two or more course units in one year shall normally resit all assessments taken in the year.
  - 17.2 in any course may be required to resit any or all of the assessments taken in that year.
- 18. A student registered on an LLB programme who is re-sitting examinations where the assessment includes an essay and who has passed in that course shall not re-sit that paper and their existing mark in it shall remain unchanged. A student who has failed in that course may resubmit the essay, and at their discretion the examiners may conduct an additional oral examination of the student which may concern not only the content of the essay but also its wider background.
- 19. Notwithstanding the provisions of paragraphs 14 to 18, a student registered on the General Course is only entitled to re-sit a failed assessment once. If such a student makes no attempt at a summative assessment, as set out in the General Academic Regulations, without reasons approved by the School a resit is not normally permitted.
- 20. When a student is required to resit a component of assessment, the overall course mark will be capped at the Pass mark of 40.

### Progression from One Year to Another

- 21. A student registered on a BA or BSc programme who has completed the first year of the programme and who has passed assessments in courses to the value of at least three course units will be eligible to progress to the second year. The School may consider an application to progress to the second year of the degree from a student who has not met this requirement and at its discretion the School may allow such a student to progress or to repeat failed first year courses as appropriate.
- 22. A student registered on an LLB programme will be eligible to progress to the second year of study in that programme if they have completed the first year of the programme and have passed the assessments for all courses either at the first sitting or at re-sit. The School may consider an application to progress to the second year of the degree from a student who has not met this requirement and at its discretion the School may allow such a student to repeat the first year of the programme.
- 23. A student registered on a BA or BSc programme who has completed the second year of the programme and who has passed assessments in courses to the value of at least seven course units will be eligible to progress to the third year. The School may consider an application to progress to the third year from a student who has not met this requirement and at its discretion the School may allow such a student to progress or to repeat failed second year courses as appropriate.
- 24. A student registered on an LLB programme will be eligible to progress to the third year of the programme if they have completed the second year of the programme and
  - 24.1 has passed or had failure condoned in all assessments required to complete the year successfully, either at first sitting or after repeating; or
  - 24.2 at the discretion of the School has been permitted to resit any failed assessment concurrently with the assessments of the third year.
- 25. A student who extends their three year programme by one year through participating in an overseas exchange programme will be eligible to proceed to the fourth year of the programme if

- 25.1 they have fulfilled the normal first and second year progression rules at paragraphs 20 and 22 above.
- 25.2 they have fulfilled any progression requirements determined by the Department that they were required to undertake at the overseas institution

Where a student fails to meet the progression requirements for their year overseas, the department may consider whether there are any exceptional circumstances to allow the candidate to enter the final year of the programme.

26. A student registered on a four year BA or BSc non-exchange programme who has passed assessments in courses to the value of at least eleven course units will be eligible to progress to the fourth and final year. The School may consider an application to progress to the fourth year from a student who has not met this requirement and at its discretion the School may allow such a student to progress or to repeat failed third year courses as appropriate.

### **Illness and Other Exceptional Circumstances**

27. In only the most exceptional cases where the exceptional circumstances are sudden, unforeseen, out of the student's own control and proximate to the assessment(s) in question, Sub-Boards may recommend to the School Board of Examiners that:
- (i) the student's result(s) in the affected assessment(s) be discounted, and that they be allowed to resit. Where this is a first attempt at the assessment the resulting course mark will not be capped. Where this is a second or subsequent attempt, the course mark will be capped at the Pass mark of 40;
  - (ii) the student's result(s) in the affected assessment(s) not be discounted, but that they be allowed an exceptional additional attempt. Where this additional attempt is a third or fourth attempt the overall course mark will be capped at the Pass mark of 40;
  - (iii) the student be awarded a degree where a degree would not normally be awarded. Sub-Boards may not make this recommendation for a student who has made no attempt a summative assessment, as set out in the General Academic Regulations unless regulation 35 below is being applied.
28. The School Board of Examiners shall be the sole authority in deciding whether to uphold such recommendations.

### **The Award of a Degree**

29. To be eligible for an award a student must have:
- 29.1.1. satisfied the requirements of all applicable regulations and must have attempted and completed every component of the assessment for courses to the value of
  - 29.1.2. eight course units, for second year direct entry students to a three year programme
  - 29.1.3. twelve course units, for students on a three year programme
  - 29.1.4. sixteen course units for students on a four year programme
30. These requirements will apply except where paragraph 35 is applied.
31. A student registered on a four year BA or BSc non-exchange programme who has completed all assessments in the third year but is unable to continue to the fourth year, due to non-academic and exceptional circumstances, may apply to the School for classification under the three year degree classification scheme in the department in which the four year degree is based.
32. A student registered on a four year BA or BSc non-exchange programme who has completed all assessments in the final year; has exhausted all attempts; and cannot be awarded the four year degree will be awarded a three year degree in the department in which the four year degree is based. The award classification will be calculated using only the marks from the first nine classification marks i.e. marks from years one to three of the programme under the three year degree classification scheme with the addition of a drop in one class in the award classification. This drop in class will be in addition to any penalty applied under paragraph 11 of the three year degree classification scheme.
33. In the case of second year direct entry students, the classification of results will not take into account the student's performance during previous studies at another institution.
34. A student awarded a degree will be awarded First Class Honours, Upper Second Class Honours, Lower Second Class Honours, Third Class Honours or, in the case of a student who does not qualify for Honours, a Pass Degree.

### **Special Provisions**

35. A student who for exceptional medical reasons i.e. a terminal illness or death is unable to complete the requirements of the programme at the end of their final year, may be considered under the Aegrotat degree Award Policy.

### **SCHEDULE TO THE REGULATIONS FOR FIRST DEGREES**

The powers of the School set out in these Regulations shall be exercisable as follows:

Regulation	All students
13	Chair of Undergraduate Studies Subcommittee



## 26 School Regulations

7-9	Head of Department
13 (re-sit permission)	School Board of Examiners for BA and BSc degrees School Board of Examiners for LLB degrees
23-25, 34	School Board of Examiners for BA and BSc degrees
15	Dean of Undergraduate Studies
20-22	Repeat Teaching Panel
13 (fee date)	Academic Registrar

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

## THREE YEAR CLASSIFICATION SCHEME FOR BA/BSC DEGREES FOR STUDENTS FROM THE 2018/19 ACADEMIC YEAR

*This Classification Scheme is approved by the School Board of Examiners for BA/BSc Degrees.*

*Last updated: March 2019*

This classification scheme should be read in conjunction with the General Academic Regulations, Regulations for First Degrees, the relevant BA/ BSc programme regulations, the relevant online Undergraduate course guides and the Code of Good Practice for Undergraduate, Diploma and Postgraduate Programmes: Teaching, Learning and Assessment.

### Award of Marks

- The examiners for each course will decide a numerical mark for each course a student has taken using the following scale:

First Class Honours	70 - 100
Upper Second Class Honours	60 - 69
Lower Second Class Honours	50 - 59
Third Class Honours	40 - 49
Fail	0 - 39

### Eligibility for Award

- A student will only be eligible for the award of a degree if they have attempted and completed every component of assessment for all courses required by the Programme Regulations i.e. all summative assessments set out in the course guides must be completed and students must have met the criteria set out in the General Academic Regulations and the Regulations for First Degrees.

### Classification Marks and the Aggregate

- The classification of each student shall be based on eighteen classification marks, comprising:
  - the marks achieved in all eight second and third year papers<sup>1</sup> with full-unit marks counted twice and half-unit marks counted once to make a total of sixteen classification marks.
  - the seventeenth and eighteenth classification marks will use the First Year Average full unit mark counted twice.
  - the First Year Average will be calculated using the average<sup>2</sup> of the best six out of eight marks in first year papers<sup>1</sup>. All first year full unit marks will be counted twice and any half unit marks counted once to make a total of eight first year marks.
  - for second-year direct entry students, the seventeenth and eighteenth marks will be the average of all sixteen second and third year papers<sup>1</sup> resulting in 2 identical classification marks.
- The aggregate for each student is the sum of the eighteen classification marks.
- In all cases, the 'classification marks' shall be based on the marks obtained by the student in their latest attempt at each element of assessment for each course.
- The mark for LSE100 is not a classification mark and is not used to calculate the award.

### Degree Classification

- Subject to the application of the penalty rules for failed papers<sup>1</sup> in section 11 below, the classification of an award shall be calculated as follows:
  - For first class honours: Ten first class marks; or nine or eight first class marks and an aggregate of at least 1180.
  - For upper second class honours: Ten upper second class marks (or above); or nine or eight upper second class marks (or above) and an aggregate of at least 1030.
  - For lower second class honours: Ten lower second class marks (or above); or nine or eight lower second class marks (or above) and an aggregate of at least 880.
  - For third class honours: Sixteen third class marks (or above).
  - For a pass degree: A pass degree will only be awarded as a result of the application of the penalty rules set out in section 11 below or, despite being eligible for an award, failing to meet the criteria for a third class honours degree as set out in section 7.4 above.
- Where an assessment is failed and re-taken within the In-year Resit and Deferral Assessment Period (IRDAP) or attempted by the end of the IRDAP, the overall mark for the course for which the resit assessment was taken will be capped at Pass for the purposes of calculating the final degree classification. Both the original fail mark and the new mark achieved at resit will be shown on the transcript.
- Students are permitted three attempts to pass a first year paper<sup>1</sup> and two attempts to pass a second year paper<sup>1</sup>.

## 28 School Regulations

10. A student will be awarded a degree at the first point at which they become eligible. Students eligible for award with unredeemed failed papers<sup>1</sup> will not be given the opportunity to resit any failed assessments.

### Penalty Rules

11. The classification of an award for a student with an unredeemed fail in any paper<sup>1</sup> taken in fulfilment of the programme regulations shall be calculated as follows (n.b. sections 11.1 and 11.2 do not apply for a second-year direct entry student):
- 11.1 a drop of one class in the award classification shall result where a student has unredeemed fails in more than one paper<sup>1</sup> i.e. more than one full-unit or two-half units.
  - 11.2 the degree shall be capped at 'Pass' where a student has unredeemed fails in three papers<sup>1</sup> i.e. three full-units or six half-units.
  - 11.3 any unredeemed fail(s) in a first year paper<sup>1</sup> (or papers<sup>1</sup>) will be taken into account under sections 11.1 and 11.2.

### General Proviso

12. It is also open to a Sub-Board of Examiners to recommend to the School Board of Examiners for BA/BSc Degrees any departure from this Scheme if, in their judgement, this would be equitable for any individual student as a direct result of a formal Exceptional Circumstances submission to the Student Services Centre. Such circumstances need appropriate supporting evidence, must fall outside of the normal assessment process and apply to that student only. The following conditions also apply:
- 12.1 that the student is very close to the next higher classification boundary i.e. within 3 marks in a single paper<sup>1</sup> which has been used for classification i.e. one full-unit or two half-units or 10 marks on aggregate using the criteria determined in section 4; and
  - 12.2 that the student has marks in the higher classification range; and
  - 12.3 that the student has demonstrated that the assessment or set of assessments in question were significantly and negatively affected by exceptional circumstances that were sudden, unforeseen, out of the student's own control and proximate to the assessment(s) in question; and
  - 12.4 that the student's performance in the affected assessment(s) was significantly out of line with their performance in other, unaffected assessments.

### Footnotes

- <sup>1</sup> Under the programme regulations for all of the School's three year BA/BSc degrees, students have to complete four 'papers' in each of their three years of study. Second year direct entry students have to complete four 'papers' in each of their second and third years of study. Each 'paper' represents a full-unit course or two half-unit courses.
- <sup>2</sup> Where marks are averaged, the resulting average will be rounded up to the nearest whole mark.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

## FOUR YEAR CLASSIFICATION SCHEME FOR BA/BSC DEGREES FOR STUDENTS FROM THE 2018/19 ACADEMIC YEAR

*This Classification Scheme is approved by the School Board of Examiners for BA/BSc Degrees.*

*Last updated: March 2019*

This classification scheme should be read in conjunction with the General Academic Regulations, Regulations for First Degrees, the relevant BA/ BSc programme regulations, the relevant online Undergraduate course guides and the Code of Good Practice for Undergraduate, Diploma and Postgraduate Programmes: Teaching, Learning and Assessment.

### Award of Marks

1. The examiners for each course will decide a numerical mark for each course a student has taken using the following scale:

First Class Honours	70 - 100
Upper Second Class Honours	60 - 69
Lower Second Class Honours	50 - 59
Third Class Honours	40 - 49
Fail	0 – 39

### Eligibility for Award

2. A student will only be eligible for the award of a degree if they have attempted and completed every component of assessment for all courses required by the Programme Regulations i.e. all summative assessments set out in the course guides must be completed and students must have met the criteria set out in the General Academic Regulations and the Regulations for First Degrees.

### Classification Marks and the Aggregate

3. The classification of each student shall be based on twenty-six classification marks, comprising:
  - 3.1 the marks achieved in all twelve second, third and fourth year papers<sup>1</sup> with full-unit marks counted twice and half-unit marks counted once to make a total of twenty-four classification marks.
  - 3.2 the twenty-fifth and twenty-six classification marks will use the First Year Average full unit mark counted twice.
  - 3.3 the First Year Average will be calculated using the average<sup>2</sup> of the best six out of eight marks in first year papers<sup>1</sup>. All first year full-unit marks will be, counted twice and any half-unit marks counted once to make a total of eight first year marks.
4. The aggregate for each student is the sum of the twenty-six classification marks.
5. In all cases, the classification marks shall be based on the marks obtained by the student in their latest attempt at each element of assessment for each course.
6. The marks for LSE100 and the Interdisciplinary Research Seminar are not classification marks and are not used to calculate the award.

### Degree Classification

7. Subject to the application of the penalty rules for failed papers<sup>1</sup> in section 11 or the application of section 12 or 13 below, the classification of an award shall be calculated as follows:
  - 7.1 For first class honours: Fourteen first class marks; or thirteen or twelve first class marks and an aggregate of at least 1700.
  - 7.2 For upper second class honours: Fourteen upper second class marks (or above); or thirteen or twelve upper second class marks (or above) and an aggregate of at least 1490.
  - 7.3 For lower second class honours: Fourteen lower second class marks (or above); or thirteen or twelve lower second class marks (or above) and an aggregate of at least 1270.
  - 7.4 For third class honours: twenty-four third class marks (or above).
  - 7.5 For a pass degree: A pass degree will only be awarded as a result of the application of the penalty rules set out in section 11 below or, despite being eligible for an award, failing to meet the criteria for a third class honours degree as set out in section 7.4 above.
8. Where an assessment is failed and retaken within the In-year Resit and Deferred Assessment Period (IRDAP) or attempted by the end of the IRDAP, the mark for the overall course for which the resit assessment was taken will be capped at Pass for the purposes of calculating the final degree classification. Both the original fail mark and the new mark achieved at resit will be shown on the transcript.
9. Students are permitted three attempts to pass a first year paper<sup>1</sup> and two attempts to pass a second or third year paper<sup>1</sup>.

## 30 School Regulations

10. A student will be awarded a degree at the first point at which they become eligible. Students eligible for award with unredeemed failed papers<sup>1</sup> at the end of the fourth year will not be given the opportunity to resit any failed assessments.

### Penalty Rules

11. The classification of an award for a student with an unredeemed fail in any paper<sup>1</sup> taken in fulfilment of the programme regulations shall be calculated as:
  - 11.1 a drop of one class in the award classification shall result where a student has unredeemed fails in more than one paper<sup>1</sup>. i.e. more than one full-unit or two half-units.
  - 11.2 the degree shall be capped at 'pass' where a student has unredeemed fails in three papers<sup>1</sup> i.e. three full units or six half-units.Any unredeemed fail(s) in a first year paper<sup>1</sup> (or papers) will be taken into account under sections 11.1 and 11.2.
12. A fourth year student who has completed the fourth year of the programme but is not eligible for the award of the degree as set out above may be awarded a degree from the department in which the four year degree is based in accordance with the three year BA/BSc classification scheme. The degree awarded will be subject to a drop by one classification after the application of the three year Classification Scheme. A student will also be subject to the application of the penalty rules for failed papers in section 9 of the three year scheme.
13. A student who has completed the third year of the programme may apply to the School to be classified if they are unable to continue to the fourth year due to non-academic and exceptional circumstances. If accepted, they may be awarded a degree from the department in which the four year degree is based in accordance with the three year BA/BSc classification scheme.
14. Students awarded a degree under sections 12 and 13 above will be classified on the basis of eighteen classification marks; namely, the First Year Average as determined by section 3.3 above plus all eight second and third year papers<sup>1</sup>. In all cases, the classification marks shall be based on the marks obtained by the student in their latest attempt at each element of assessment for each course.

### General Proviso

15. It is also open to a Sub-Board of Examiners to recommend to the School Board of Examiners for BA/BSc Degrees any departure from this Scheme if, in their judgement, this would be equitable for any individual student as a direct result of a formal Exceptional Circumstances submission to the Student Services Centre. Such circumstances would need appropriate supporting evidence, must be fall outside of the normal assessment process and would apply to that student only. The following conditions also apply:
  - 15.1 that the student is very close to the next higher classification boundary i.e. within 3 marks in a single paper<sup>1</sup> which has been used for classification i.e. one full-unit or across two half-units or 10 marks on aggregate using the criteria determined in section 4; and
  - 15.2 that the student has marks in the higher classification range; and
  - 15.3 that the student has demonstrated that the assessment or set of assessments in question were significantly and negatively affected by exceptional circumstances that were sudden, unforeseen, out of the student's own control and proximate to the assessment(s) in question; and
  - 15.4 that the student's performance in the affected assessment(s) was significantly out of line with their performance in other, unaffected assessments.

### Footnotes

- <sup>1</sup> Under the programme regulations for all of the School's four year BA/BSc degrees, students have to complete four 'papers' in each of their four years of study. Each 'paper' represents a full-unit course or two half-unit courses.
- <sup>2</sup> Where marks are averaged, the resulting average will be rounded to the nearest whole mark.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

# BACHELOR OF LAWS

*This degree is subject to the Regulations for First Degrees.*

The LLB programme includes three parts, Year One, Year Two and Year Three. Each part is examined in the Summer Term; if the examiners require candidates to be re-examined these resits will take place in the School's In Year Resit and Deferred Assessment Period (IRDAP).

At the discretion of the School, and with the permission of the other college concerned, arrangements may be made for students to take courses at other colleges of the University in legal subjects not taught at LSE.

## CLASSIFICATION SCHEME FOR THE BACHELOR OF LAWS FOR ALL STUDENTS FROM THE 2019/20 ACADEMIC YEAR

*This Classification Scheme is approved by the School Board of Examiners for BA/BSc Degrees.*

*Last updated: June 2019*

This classification scheme must be read in conjunction with the Regulations for First Degrees, the LLB degree regulations, the relevant online undergraduate course guides and the Code of Good Practice for Undergraduate, Diploma and Postgraduate Programmes: Teaching, Learning and Assessment.

### 1. Award of Marks

The examiners for each course will determine a numerical mark for each candidate based on the following scale:

First Class Honours	70 - 100
Upper Second Class Honours	60 - 69
Lower Second Class Honours	50 - 59
Third Class Honours	45 - 49
Pass	40 - 44
Fail	0 - 39

### 2. Eligibility for Award of Degree

- 2.1 In order to be considered for a degree, a candidate must have attempted and completed every component of assessment for all courses required by the programme regulations.
- 2.2 In order to be eligible for the award of a degree, a candidate must have passed the Year One Examination, and must have then satisfied the examiners by passing Year Two of the Degree and thereafter have satisfied the examiners by passing Year Three of the Degree.
- 2.3 All LSE undergraduate students are enrolled on course LSE100. However, LSE100 is not counted for the purposes of classification.

### 3. Treatment of half units

For the purpose of determining classification marks only, the marks obtained for each pair of half-unit courses should be combined and averaged (with the resulting average mark being rounded to the nearest whole mark). Half-unit courses should be paired using the following criteria in the order set out below:

- 3.1 according to the stage of the degree: half-units taken in the same year should be paired;
- 3.2 according to the marks awarded for each half-unit: the two half-units with the highest marks, then those with the next highest marks should be paired.

### 4. Classification Marks

The classification and aggregate of each candidate shall be based on all eight marks of the full subjects taken for Years Two and Three of the Degree. In all cases, the marks shall be based on the mark obtained by the candidate at the latest attempt of the examination for each course.

### 5. Classification Guidelines

A candidate who is eligible for the award of a degree and who has achieved the minimum requirement for the award of an honours degree of a particular class or division, or a pass degree as set out in sub-paragraphs 5.1 to 5.5 below shall be classified in that class, division or pass grade, subject to (A) and (B) below:

- (A) a candidate whose marks include fail marks, but who has otherwise achieved the minimum requirement for the award of an honours degree as set out in 11(A) and 11(B), should normally be classified in that class, division or pass grade next below that determined in accordance with sub-paragraphs 5.1 to 5.4.



## 32 School Regulations

- (B) a candidate who has marks of a higher class than that for which he is being considered shall have those higher marks regarded as some compensation in determining whether the aggregate mark is near enough to the 'normal aggregate'.
- 5.1 For first class honours:
- 5.1.1 Four first class marks; or
- 5.1.2 Three first class marks and an aggregate mark which is near the 'normal aggregate' of 540.
- 5.2 For upper second class honours:
- 5.2.1 Four upper second marks (or above); or
- 5.2.2 Three upper second marks (or above) and an aggregate mark which is near the 'normal aggregate' of 480.
- 5.3 For lower second class honours:
- 5.3.1 Four lower second marks (or above); or
- 5.3.2 Three lower second marks (or above) and an aggregate mark which is near the 'normal aggregate' of 400.
- 5.4 For third class honours:
- 5.4.1 Four third marks (or above); or
- 5.4.2 Three third marks (or above) and an aggregate mark which is near the 'normal aggregate' of 360.
- 5.5 For a pass degree:
- 5.5.1 Eight pass marks (or above); or
- 5.5.2 Six pass marks (or above), of which at least two are third class (or above) and the 'normal aggregate' of 320.
- 5.6 For candidates registered from 2011/12 onwards:

A candidate whose marks include a mark gained in a non-Law course and who would normally be classified in a particular class, division or pass grade under rule 5.1.2., 5.2.2, 5.3.2, 5.4.2, or 5.52 [the "normal aggregate" rules] will not be so classified where the examiners consider that it would be inequitable to do so.

## 6. Appeals and Offences

Appeals against decisions of LLB Board of Examiners will be handled according to the Appeals Regulations. Assessment offences will be handled according to Regulations on assessment offences: plagiarism or Regulations on assessment offences: offences other than plagiarism. All Regulations are published in the School Calendar.

## 7. Exceptional Circumstances

It is open to the LLB Board of Examiners to depart from this Scheme if, in their judgement, this would be equitable for any individual student as a direct result of a formal exceptional circumstances submission to the Student Services Centre. Such circumstances would need appropriate supporting evidence and must be extraneous to the normal assessment process and would apply to that student only. The following conditions will also normally be taken in to account:

- 7.1 that the student is very close to the next higher classification boundary (within 3 marks in a single paper); and
- 7.2 that the student has marks in the higher classification range; and
- 7.3 that the student has demonstrated that the assessment or set of assessments in question were significantly and negatively affected by exceptional circumstances that were sudden, unforeseen, out of the student's own control and proximate to the assessment(s) in question; and
- 7.4 that the student's performance in the affected assessment(s) was significantly out of line with their performance in other, unaffected assessments.

## PASS AND PROGRESSION RULES FOR YEAR TWO

### 8 Pass and Progress

- 8.1 A candidate shall progress to year three if they have passed all courses taken in the year or achieved pass marks in at least two or three units and meet the conditions for compensating those fail marks as set out below:
- (A) A candidate shall pass if they passed in three subjects and in the fourth attained a mark of at least 35, provided they have 1 mark over an aggregate of 160 for every mark by which her/his mark in the fourth subject falls short of 40; Or
- (B) A candidate shall pass, though they failed in two subjects, provided they attained not less than 38 in each of these subjects, and provided also that they have 3 marks over an aggregate of 160 for every mark by which each fail mark falls short of 40.
- 8.2 Any candidate with one or two compensated fail marks will be given one opportunity in the IRDAP, if they wish, to re-sit the relevant examination(s). If the candidate fails the re-sit(s), the original fail mark(s) will be reinstated. If they pass the re-sit(s) the mark(s) achieved will be entered on their official transcript, however, for the purposes of classification of the law degree after the completion of the Year Three examinations the mark(s) of 40 will be considered to be the mark(s) that they attained.

### 9 A Resit

- 9.1 A candidate who fails one or more courses and does not meet the compensation requirements set out above must resit the failed components of assessments for any failed courses at the next available opportunity which will be either during the IRDAP for students who fail Summer Term exams, or the following Summer Term for candidates who fail during the IRDAP. If they pass the re-sit(s) the mark(s) achieved will be capped at a Pass mark of 40 for the purposes of classification. However, both the actual mark achieved at resit and the mark obtained in the first instance will be included on the official transcript.
- 9.2 A candidate who is required to resit and either fails to achieve a pass mark at resit or fails to meet the compensation requirements at Paragraph 8 cannot progress and must resit again at the next available opportunity provided they still have attempts remaining.
- 9.3 A candidate cannot resit an exam in which they have received a pass mark.

### 10. A Fail

- 10.1. Candidates who receive a Fail mark in a Year Two subject are entitled to a total of 3 attempts at the Year Two Examinations.
- 10.2 Candidates who fail to achieve the progression requirements at Paragraphs 8 and 9 above fail the degree. There is no opportunity for an interim award.

## PASS, COMPENSATION AND FAIL RULES FOR YEAR THREE

### 11. Compensation Rules

A candidate shall pass Year Three and be considered for an award if they have passed all courses taken in the year or achieve pass marks in at least two or three units and meet the conditions for compensating those fail marks as set out below:

- (A) A candidate shall pass if they passed in three subjects and in the fourth attained a mark of at least 30, provided they have 1 mark over an aggregate of 160 for every mark by which her/his mark in the fourth subject falls short of 40;
- (B) A candidate shall pass, though they failed in two subjects, provided they attained not less than 38 in each of these subjects, and provided also that they have 3 marks over an aggregate of 160 for every mark by which each fail mark falls short of 40.
- (C) Students who are eligible for an award with fail marks will not be given the opportunity to resit any failed assessments

### 12. A Fail

- 12.1 A candidate who fails one or more courses and cannot be compensated must resit those failed elements provided they have not run out of attempts to do so. They must resit the failed subjects at the next available opportunity and achieve the compensation rules at Paragraph 11 or achieve pass marks to be eligible for the award of the degree.
- 12.2 If a candidate passed the re-sit(s) the mark(s) achieved will be capped at a Pass mark of 40 for the purposes of classification. However, both the actual mark achieved at resit and the mark obtained in first instance will be included on the official transcript.
- 12.3 A candidate cannot resit an exam in which they have received a Pass mark

### 13. The number of attempts at the Year Three examinations

Candidates who are eligible to resit Year Three examinations are entitled to a total of 3 attempts.

## SCHEME OF PASS AND COMPENSATION RULES FOR THE LLB YEAR ONE EXAMINATION

### 14. Award of Marks

The examiners for each course will determine a numerical mark for each candidate based on the following scale:

First Class Honours	70 - 100
Upper Second Class Honours	60 - 69
Lower Second Class Honours	50 - 59
Third Class Honours	45 - 49
Pass	40 - 44
Fail	0 – 39

### 15. Eligibility for Passing the First Year

15.1 In order to be considered for the Year One Examination, a candidate must have attempted and completed every element of the First Year of the LLB degree.

15.2 In order to pass Year One, a candidate must have satisfied the examiners by passing all 5 examinations that make up the Year One Examination.

### 16. Compensation Rules

A candidate who fails in fewer than two subjects may be compensated in those failed subjects only provided that they have at least 30 marks in each of them. (NB: Property 1 and Introduction to the Legal System count as half subjects for this purpose).

### 17. A Fail

A candidate who fails in two or more subjects and cannot be compensated by the rules set out at Paragraph 16, fails the Year One Examination and must re-sit all subjects at the next available opportunity.

### 18. The IRDAP for Year One examinations

18.1 Candidates who are compensated are entitled to re-sit all failed subjects during the IRDAP.

18.2 A candidate cannot resit an exam in which they have received a Pass mark

### 19. The number of attempts at Year One examinations

Candidates who are eligible to sit Year One examinations are entitled to a total of 3 attempts.

### 20. General Proviso

It is also open to the LLB Board of Examiners to depart from this Scheme if, in their judgement, this would be equitable for any individual student as a direct result of a formal exceptional circumstances submission. Such circumstances would need to be extraneous to the normal assessment process and would apply to that student only.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

## REGULATIONS FOR CERTIFICATES

*These regulations are approved by the Academic Board/the Graduate School Board of Examiners.*

*Last updated: August 2019*

### General

1. These Regulations apply to all persons who have registered for a programme of study leading to the award of a Certificate, and to those who have registered for any part of such a programme. These Regulations are subject to the General Academic Regulations for postgraduate students.

### Programmes of Study

2. Programmes and the assessments associated with them shall be organised to fall into one or both of the following categories:
  - 2.1 a period of full-time study, the length of which shall be set out in the individual programme regulations but which shall normally be not less than one calendar year. Students will take assessments at the end of that period, or at a time specified in the programme regulations;
  - 2.2 a period of part-time study of between two and four years, during which students will be assessed in accordance with the individual programme regulations.
3. The minimum length of the period of study is set out in the individual programme regulations.
4. The normal maximum period of registration is as set out in the General Academic Regulations. Failure to achieve an award within the maximum period of registration allowed will result in de-registration.
5. A full-time student will normally register for courses up to the value of two full units in each year. A part-time student will normally register for courses to a value of one full unit. Courses must be chosen to comply with the programme regulations concerned.

### Assessment

6. Unless indicated otherwise in the individual programme regulations, each programme shall include submission of a significant piece of individual work.
7. A student will not be re-assessed in any course which they have already passed.
8. A student who does not at their first attempt successfully complete the assessment, or part of the assessment, for which they have been entered and who has not been awarded a diploma may resit that assessment on one occasion only.

### Illness and Other Exceptional Circumstances

9. In only the most exceptional cases where the exceptional circumstances are sudden, unforeseen, out of the student's own control and proximate to the assessment(s) in question, Sub-Boards of Examiners may recommend to the Graduate School Board of Examiners that:
  - i) the student's result(s) in the affected assessment(s) be discounted, and that they be allowed to resit<sup>1</sup>;
  - ii) the student's result(s) in the affected assessment(s) not be discounted, but that they be allowed an exceptional<sup>1</sup> additional attempt;
  - iii) the student be awarded a Certificate. Sub-Boards may not make this recommendation for a student who made no attempt at a summative assessment, as set out in the General Academic Regulations.
10. The Graduate School Board of Examiners shall be the sole authority in deciding whether to uphold such recommendations.

### Schedule to the Regulations for Certificates

The powers of the School set out in these Regulations shall be exercisable as follows:

Regulation	Responsible
9, 10	The appropriate Sub-board Chair of Examiners

### Footnote

- <sup>1</sup> Sub-Boards of Examiners may also recommend under paragraphs 9 (i) and (ii) that the student may, where relevant and appropriate, progress into the next year of study.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

## SCHEME FOR THE AWARD OF A DIPLOMA

*This Classification Scheme is approved by the Graduate School Board of Examiners / the Graduate Studies Sub-Committee.  
Last updated: June 2015*

This scheme should be read in conjunction with the General Academic Regulations, Regulations for Diplomas, the regulations for the Diploma programme on which the student is registered, the relevant online undergraduate course guides, and the Code of Good Practice for Undergraduate, Diploma and Postgraduate Programmes: Teaching, Learning and Assessment.

### Grade and Mark for a Course

- The examiners for each course will decide a numerical mark for each student using the following scale:

Distinction	70 - 100
Merit	60 - 69
Pass	40 - 59
Fail	0 - 39

### Eligibility for Award

- A student will only be eligible for the award of a diploma if they meet the criteria set out in the General Academic Regulations, the Regulations for Diplomas and the relevant programme regulations.

### Treatment of Half Units

- This Classification Scheme is based on the marks achieved by students in all papers<sup>1</sup> taken in fulfilment of the programme regulations. For the purposes of determining classification only, the marks obtained for half-unit courses shall be paired and averaged<sup>2</sup> according to the appropriate diploma programme regulations.

### Calculation of the Award

- The overall classification of an award shall be calculated as follows:

#### Pass

- A Pass diploma shall be awarded for the following combination of minimum marks:

5.1	3-unit programmes	40	40	40	
5.2	Or	50	40	20	
5.3	4-unit programmes	40	40	40	40
5.4	Or	50	40	40	20

#### Merit

- A diploma with Merit shall be awarded for the following combination of minimum marks:

6.1	3-unit programmes	60	60	60	
6.2	Or	70	60	50	
6.3	4-unit programmes	60	60	50	50
6.4	Or	70	60	50	40

#### Distinction

- A diploma with Distinction shall be awarded for the following combination of minimum marks:

7.1	3-unit programmes	70	70	50	
7.2	4-unit programmes	70	70	60	60
7.3	Or	70	70	70	50

### Failure to Achieve an Award

- If a student has not been awarded a diploma, they shall normally be entitled to repeat the failed courses only (on one occasion) and in accordance with the General Academic Regulations. Results obtained at repeat shall bear their normal value.
- If a student has passed courses on a repeat attempt and has met the requirements for the award of a diploma, they can only be recommended for the award of a Pass diploma unless, in the judgement of the examiners, the initial failure(s) was at least in part a direct result of medical and / or exceptional circumstances and subject to the requirements of section 10.

### General Proviso

10. It is also open to a Sub-Board of Examiners to recommend to the Graduate School Board of Examiners any departure from this Scheme if, in their judgement, this would be equitable for any individual student as a direct result of medical and / or exceptional circumstances. Such circumstances would need to be extraneous to the normal assessment process and would apply to that student only. The following conditions also apply:
- 10.1 the student must be very close to the next higher classification boundary (within 3 marks in a single paper);
  - 10.2 the student must have marks in that higher classification range;
  - 10.3 the student must be able to demonstrate that the assessment or set of assessments in question were significantly affected by exceptional circumstances that were sudden, unforeseen, out of the student's own control and proximate to the assessment(s) in question;
  - 10.4 the student must also be able to demonstrate that their performance in the affected assessment(s) was significantly out of line with their performance in other, unaffected assessment(s).

### Footnotes

- <sup>1</sup> Under the programme regulations for all of the School's diplomas, students have to complete a set number of 'papers'. Each 'paper' represents a full-unit course or two half-unit courses.
- <sup>2</sup> Where marks are averaged, the resulting average will be rounded to the nearest whole mark.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.



# SCHEME FOR THE AWARD OF A DIPLOMA IN ACCOUNTING AND FINANCE

*This Classification Scheme is approved by the Graduate School Board of Examiners/ the Graduate Studies Sub-Committee.  
Last updated: June 2018*

This scheme should be read in conjunction with the General Academic Regulations, Regulations for Diplomas, the regulations for the Diploma programme on which the student is registered, the relevant online undergraduate course guides, and the Code of Good Practice for Undergraduate, Diploma and Postgraduate Programmes: Teaching, Learning and Assessment.

## Grade and Mark for a Course

1. The examiners for each course will decide a numerical mark for each student using the following scale:

Distinction	70-100
Merit	60-69
Pass	40-59
Fail	0-39

## Eligibility for Award

2. In order to be considered for a diploma, a student must have completed all elements of assessment required for each course as listed in the corresponding programme regulations. A student must also meet the criteria set out in the General Academic Regulations and the Regulations for Diplomas.
  - 2.2 A student who makes no serious attempt at any element of assessment for a course (including an absence from an exam), as set out in Paragraph 35 of the General Academic Regulations will be considered not to have completed the course. The absence of an attempt will count as one of the attempts allowed for the course unless it is authorised by the Chair of the Sub-Board of Examiners responsible for the programme in accordance with section 7 of the Regulations for Diplomas.

## Treatment of Half Units

3. This Classification Scheme is based on the marks achieved by students in four units of courses. These courses will consist of both full and half units taken in fulfilment of the programme regulations. For the purposes of determining classification only, the marks obtained for half-unit courses shall be grouped and counted as follows:  
The number of half unit Fail marks. The number of half unit Pass marks. The number of half unit Merit marks.  
The number of half unit Distinction marks.

## Calculation of the Award

4. The overall classification of an award shall be calculated as follows:
  - 4.1 For a Distinction
    - (a) marks of a Distinction grade in courses to the value of 3.0 units or more;
    - (b) marks of a Distinction grade in courses to the value of 2.5 units and marks of a Merit grade in courses to the value of 1.0 unit
  - 4.1.1. Either a Distinction (if no failed course) or a Merit
    - (c) marks of a Distinction grade in courses to the value of 2.5 units and a mark of a Merit grade in a course of 0.5 unit value;
    - (d) marks of a Distinction grade in courses to the value of 2.0 units and marks of a Merit grade in courses to the value of at least 1.0 unit and an overall aggregate mark of at least 260
  - 4.1.2. For a Merit:
    - (e) marks of a Distinction grade in courses to the value of at least 2.0 units;
    - (f) marks of a Merit grade (or higher) in courses to the value of 3.0 units or more;
    - (g) a mark of a Distinction grade in a course of 0.5 unit value and marks of a Merit grade (or higher) in courses to the value of 2.0 units.
  - 4.1.3. Either a Merit (if no failed course) or a Pass
    - (h) marks of a Distinction or Merit grade in courses to the value of 2.5 units;
    - (i) marks of a Distinction grade in courses to the value of 1.0 unit and marks of a Merit grade in courses to the value of 1.0 units

## 40 School Regulations

### 4.1.4. For a Pass

- (j) marks of at least a Pass grade in courses to the value of 3.5 units with any mark of fail permissible in the remaining half unit;
- (k) marks of at least a Pass grade in courses to the value of 3.0 units with a fail mark of not less than 20 permissible in the remaining full unit or each half unit

### Failure to Achieve an Award

- 5. If a student has not been awarded a diploma, they shall normally be entitled to repeat the failed courses only (on one occasion), at the next appropriate assessment period and in accordance with the General Academic Regulations. Results obtained at repeat shall bear their normal value.
- 6. If a student has passed courses on a repeat attempt and has met the requirements for the award of a diploma, they can only be recommended for the award of an overall Pass diploma unless, in the judgement of the examiners, the initial failure(s) was at least in part a direct result of exceptional circumstances and subject to the requirements of section 7.

### General Proviso

- 7. It is also open to a Sub-Board of Examiners to recommend to the Graduate School Board of Examiners any departure from this Scheme if, in their judgement, this would be equitable for any individual student as a direct result of exceptional circumstances. Such circumstances would need to be extraneous to the normal assessment process and would apply to that student only. The following conditions also apply:
  - 7.1 the student must be very close to the next higher classification boundary (within 3 marks in a single paper);
  - 7.2 the student must have marks in that higher classification range;
  - 7.3 the student must be able to demonstrate that the assessment or set of assessments in question were significantly affected by exceptional circumstances that were sudden, unforeseen, out of the student's own control and proximate to the assessment(s) in question;
  - 7.4 the student must also be able to demonstrate that their performance in the affected assessment(s) was significantly out of line with their performance in other, unaffected assessment(s).

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

# GENERAL ACADEMIC REGULATIONS

*(For all postgraduate students registered in or after the 2019/20 academic year)*

*These regulations are approved by the Academic Board.*

*Last updated: May 2019*

## General

1. These Regulations apply to all persons having registered for a Postgraduate course or programme of study at the School. All Undergraduate students have their own General Academic Regulations. These regulations are made subject to the Articles of Association of the School and to the School bye-laws, where appropriate. Any disputes arising from the application of the Regulations shall be governed by the Laws of England currently in force.
2. In these regulations the following terms shall have the meanings given:
 

Assessment	An assessed component of a course such as an examination, essay, dissertation, field project, presentation etc. which counts towards the award of a degree, also referred to elsewhere as summative assessment.
Course	A distinct part of a programme comprising lectures, classes, seminars, workshops and / or other learning activities
Degree regulations	The Regulations for the Certificate, , Diplomas, Master's Degrees, Research Degrees and their associated classification schemes, as appropriate
Qualification	An academic award such as a, Graduate Certificate or Diploma, Master's Degree or Research Degree
Programme	A whole programme of study, comprising courses, whether or not it is intended that it should lead to an award of the School
Resit	In the context of assessment, an attempt at a failed assessment other than the first attempt, such as an examination resit or resubmission of a piece of written coursework
School	The London School of Economics and Political Science
Student	A person registered as a student of the School under these Regulations
3. Communications the School sends to an individual student will apply to that student only.

## Admission

4. An applicant for admission shall be required to:
  - 4.1 satisfy, or to be formally exempted by the School from, the entry requirements prescribed for the programme concerned, and
  - 4.2 apply through the prescribed procedure and to comply with subsequent administrative requirements.
5. The School may offer a place to an applicant on the programme applied for or on any other programme, or reject the application. An offer of a place may be conditional on the applicant obtaining a particular set of qualifications, either at pass level or at particular levels of pass, before a date determined by the School.
6. Competence in the English language is required of all applicants. The School will determine the level of competence required of each applicant and may make its achievement a condition of admission.
7. The School may from time to time determine the age or ages below which it will not admit students or will not admit them without special consideration.

## Registration

8. A person who is not registered as a student shall not be entitled to take part in any activity in the School as a student. A person who is not registered as a student may not receive teaching at the School.
9. The Academic Registrar or their designated deputy may require any relevant documentation to be produced for inspection to establish the personal details and educational attainment of a person seeking registration.
10. A student is required to register annually during the programme of study, according to procedures determined by the Academic Registrar or the Deputy Director of the PhD Academy or their designated deputy. The requirements for registration beyond initial registration are as follows:
  - 10.1 to have satisfied the academic requirements for progression from the previous year of study or to have been granted repeat teaching, and
  - 10.2 to have completed all forms and / or provided all information required by the School as part of the re-registration process, and
  - 10.3 to have paid all fees and charges due to the School or to have provided guarantees of such payment satisfactory to the School, and
  - 10.4 not to have been barred from further registration at the time concerned by application of these or other Regulations.

## 42 School Regulations

11. Students are required to register in person at the School unless the Academic Registrar or their designated deputy prescribes an alternative procedure.
12. Registration may be full or provisional. Full registration shall be valid until the end of the academic year or until the end of the programme or until withdrawal or exclusion from the School, whichever shall be the nearer. Provisional registration shall last until such time as the School shall prescribe in each case.
13. Students are entitled to take part in all prescribed learning activities and to use all relevant services of the School for the period of their registration.
14. On full registration the Academic Registrar or their designated deputy shall provide the student with a registration card. Any member of staff of the School may require production of this card at any time to establish entitlement to enter the School or to take part in its activities. A replacement may be obtained for a lost or damaged card, on payment of a fee to be determined by the Academic Registrar or their designated deputy.
15. Registration may be withdrawn at any time under these and other Regulations. After withdrawal a student is no longer entitled without special permission to use any facilities or services of the School or to receive any teaching or to be assessed.
16. The normal maximum period of registration for a postgraduate programme will be as follows: two years for 9-, 10- and 12-month programmes; three years for 21-month programmes; and four years for part-time study of any programme. The normal maximum period of registration for Executive MSc programmes will be six years.
17. A student may not register or remain registered, without the special permission of the School, if simultaneously registered for another programme of higher education.

### Programme Interruptions

18. The School may at its discretion permit a student to interrupt their studies on grounds of illness or other relevant cause for a period of up to one year. In very exceptional circumstances, the School may permit a further interruption of up to one year. Requests to interrupt are usually only authorised on submission of evidence of exceptional circumstances. Guidance on requesting interruptions and responsibility for approval is published on the Student Services Centre website <https://info.lse.ac.uk/current-students/student-services/student-services-centre>

### Programme Transfers and Variations

19. The offer of admission and acceptance of a place applies to the specific degree programme that is named in the offer letter. The School will not allow a successful applicant to transfer from one programme to another after registration, unless it considers that exceptional circumstances apply. Such permission will be given only on the recommendation of the directors for the student's current programme and for the programme into which they wish to transfer.
20. The regulations for the programme upon which the student has registered determine the courses of study available to them. This includes courses determined as compulsory and non-compulsory option courses.
21. A student may only change the courses for which they have initially registered within the published timeframe in each of the Michaelmas and Lent Terms. The School will not permit a student who has attended teaching during MT to drop MT half unit course(s) or full unit courses for which they have received teaching in the MT during a LT course change period.

### Boards of Examiners

22. The School will establish a Graduate School Board of Examiners for taught graduate programmes. Each programme and course will be the responsibility of a departmental Sub-Board of Examiners which will report to the Graduate School Board.
23. Each Sub-Board of Examiners shall include examiners who are not members of staff of the School, who shall have regard to the totality of each programme.
24. Assessment procedures shall ensure that assessment is and can be demonstrated to be fair and impartial.
25. Each Board of Examiners shall ensure inter alia that the application of approved classification schemes shall have regard to the totality of the programme and to the requirements for progression within it, and to the requirement for each student to achieve a satisfactory overall standard.

### Assessment

26. By registering with the School a student agrees to be entered for assessment on the courses they are taking, at the time and place set by the School and by the methods prescribed in the relevant degree and programme regulations and in the School Calendar Course Guides.
27. A student is required to engage with their studies by attending classes, seminars, workshops, supervision sessions or other prescribed learning activities and producing promptly the work required. Dereliction, such as not attending classes/seminars or repeated failure to complete formative work or required summative assessment, will result first in a warning, and if continued will result in exclusion from future assessment or from the School as appropriate.
28. A student will be assessed in each course, unless they have deferred or withdrawn under these Regulations.

29. Students are bound by the regulations in force at the time of their first entry to the examination or other assessment, including the individual programme regulations.
30. The method(s) of assessment for each taught course and the weighting of each method of assessment will be specified in the Course Guides.
31. The School may when required and with reference to appropriate School policies e.g. the Alternative Assessment Policy permit a variation of the method(s) of assessment for a course, in respect of some or all students. In cases where students need to resit non-repeatable assessment tasks, an appropriate alternative task will be set.
32. No fee is payable for the first attempt at an assessment.
33. Examinations take place in the week preceding the Lent Term and throughout the Summer Term. Students are required to be in attendance at the School for the duration of the periods in which their examinations take place and to be available until the end of the Summer Term. Students on 12 month Master's programmes are also expected to be in attendance throughout the dissertation period.
34. If a student is required to resit an assessment or defers an attempt at an assessment, the next opportunity will be in the next academic year during the equivalent examination period as the original failed or deferred attempt or by deadlines set by the relevant academic department.
35. All work submitted must be certified to be the student's own, and must comply with the School's Statement on Editorial Help for Students' Written Work, with the Regulations on Assessment Offences: Plagiarism and with the Regulations on Assessment Offences: Offences Other Than Plagiarism.
36. A student will not be re-assessed in any course or course component in which they have already received a pass mark<sup>1</sup>. A student will not normally be re-assessed in any course or course component they have failed if they are eligible for the award of a qualification (e.g. certificate, diploma, degree).
37. Students who fail a course overall will be required to resit. Where a student is required to resit a failed course component, the pass mark(s) achieved in other passed components of that course shall count towards the new overall course mark.
38. Students must attempt all components of assessment in every course, such as sitting an examination or submitting a piece of coursework, in order to be eligible for the award of a degree. Failure to do so will result in a mark of 'Zero Incomplete' and the need to resit that component of assessment, irrespective of the results of other components within the same course.
39. A student who completes a programme at the School and subsequently registers on to a new programme cannot retake any course which they have already passed during their time at the School.
40. Any marks awarded for a previous programme of study for which an award has been made cannot count towards any further programmes of study taken at the School.

#### **Adjustments to Assessment, Deferrals and Exceptional Circumstances**

41. The School shall establish a procedure for determining reasonable adjustments to assessment for students with a disability, chronic medical condition or who experience an acute illness or injury during an assessment period.
42. Examiners / markers shall assess work without referring to medical and / or exceptional circumstances, unless they receive written instructions from the Student Services Centre to do so.
43. All students are required to sit examinations in London in accordance with the examination timetables which are published prior to each examination period. By submitting an assessment or attending an examination, the School considers the student to be declaring themselves fit to sit. If a student experiences disruption to their studies prior to this point from personal difficulties e.g. bereavement or illness, they should consider whether an extension or deferral is more appropriate and seek advice from the Student Services Centre and/or their academic department.
44. The School has established a set of procedures which students may access if they face exceptional circumstances which affect examinations or other forms of assessment:
  - 44.1 A student may request to defer one or more assessments in accordance with the Schools published deferral procedure.
  - 44.2 A student may be permitted to sit an examination overseas in exceptional circumstances where there is clear evidence that the event, in the School's view, would make it inadvisable for the student to return to the UK. The School will not agree to a request which is based solely on the student's personal convenience or the cost of travelling to London.
  - 44.3 A student who is unable to follow the Extension or Deferral Procedure must follow the Exceptional Circumstances Procedure in order to inform the Sub-board of examiners about circumstances that may have affected their assessment(s). Such circumstances would normally be sudden, unforeseen, out of the student's own control and proximate to the assessment(s) in question. The Sub-Board of Examiners may inform the relevant School Board of Examiners of these circumstances.
  - 44.4 In very exceptional circumstances, a student may request a special examination provision. Such provision will only be considered for students who are left unable to graduate or progress as a result of a very serious injury / medical condition or death of a close relative which prevented them from attempting an examination.

## 44 School Regulations

Full details and guidance on these procedures are published on the Student Services Centre website:

<https://info.lse.ac.uk/current-students/student-services/student-services-centre> .

### Re-sits

45. A student being re-assessed must take assessments for the same courses as they attempted previously, unless they obtain permission from their department and the Repeat Teaching Panel and satisfactorily complete assessments for different courses.
46. A student proposing to resit an assessment or attempt a deferred assessment whilst on interruption from their programme of study shall be permitted to undertake that assessment by the Academic Registrar or their designated deputy.
47. A student who resits an assessment when not registered at the School will be required to pay a fee determined by the School from time to time. A student who for medical or other reasons approved by the School does not attempt an assessment while in attendance at the School may be permitted to attempt such an assessment again without payment of a fee, whether or not in attendance at the School.
48. Results obtained at resit always supersede any previous attempt. Academic transcripts will show the course results of all attempts at assessment, unless discounted on the basis of exceptional circumstances, as described in paragraph 46.4

### Eligibility for Award

49. To be eligible for the award of a qualification a student must have:
  - 49.1 completed to the satisfaction of the School the programme prescribed by the School for the qualification concerned, and
  - 49.2 shown a competent knowledge across the programme of study taken as a whole; and
  - 49.3 met all requirements set out in the General Academic Regulations, Degree Regulations and Programme Regulations.
50. A student will be awarded a qualification under the relevant classification scheme at the first point at which they become eligible. Students eligible for award with unredeemed failed assessments will not normally be given the opportunity to resit the failed assessments.
51. A student upon whom a qualification has been conferred ceases to be eligible for consideration for any further award arising from that programme.
52. No student will be recommended for the award of any qualification who has not settled any outstanding academic debt with the School or who has not made acceptable arrangements to settle any such account, and neither will any information on such a person's academic performance be communicated to that person or to any third party save as required by law.

### Late Assessment Submission

53. All students must be given clear written instructions on what is required and the deadline for submission of assessments. This applies for both a first attempt and any subsequent resit or deferred attempts. Deadlines should not normally be set for a working day preceding a non-working day.
54. A student may apply for an extension to published deadlines for summative assessment in accordance with the School's published Extension Procedure.
55. If a student fails to submit by the set deadline (or extended deadline as appropriate) only the Sub-board Chair can decide whether or not to accept the work. If late work is accepted, the following penalties will apply:

Five marks out of 100 will be deducted for coursework submitted within 24-hours of the deadline and a further five marks will be deducted for each subsequent 24-hour period (working days only) until the coursework is submitted. Different regulations apply to coursework submission for course LSE100.

### Information about Assessment Results

56. A list of students who have successfully completed their programme and have received an award will be published by the School each year.
57. Following each diet of assessments of taught courses, students may request an intermediate transcript of their marks or grades obtained at those assessments.
58. A certificate of award will be dispatched to each student who is awarded a qualification. The certificate will state the title of the qualification and the date of conferment.
59. The School will provide a final transcript of marks or grades awarded for taught courses to every student on completion of the programme.

### Copyright

60. Students should refer to the School's Intellectual Property policy.

**Grievances and appeals**

61. A student dissatisfied with any aspect of teaching provided by the School may pursue their case through the Student Complaints Procedure, unless the substantive subject of the grievance is covered by a separate procedure such as that on sexual harassment.
62. A student may appeal against the decision of the examiners concerned, as set out in the Appeals Regulations. A research student may appeal against a decision to terminate registration, a decision not to upgrade to PhD or the result of an MPhil or PhD examination, as set out in the Appeals Regulations for Research Students. Appeals against the academic judgment of examiners are not permitted.

**Footnote**

- <sup>1</sup> The exceptions are research students who may be permitted to resit an assessment required for progression which does not contribute to an award. Such students are entitled to one further attempt only.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.



## REGULATIONS FOR CERTIFICATES

*These regulations are approved by the Academic Board/the Graduate School Board of Examiners.*

*Last updated: August 2019*

### General

1. These Regulations apply to all persons who have registered for a programme of study leading to the award of a Certificate, and to those who have registered for any part of such a programme. These Regulations are subject to the General Academic Regulations for postgraduate students.

### Programmes of Study

2. Programmes and the assessments associated with them shall be organised to fall into one or both of the following categories:
  - 2.1 a period of full-time study, the length of which shall be set out in the individual programme regulations but which shall normally be not less than one calendar year. Students will take assessments at the end of that period, or at a time specified in the programme regulations;
  - 2.2 a period of part-time study of between two and four years, during which students will be assessed in accordance with the individual programme regulations.
3. The minimum length of the period of study is set out in the individual programme regulations.
4. The normal maximum period of registration is as set out in the General Academic Regulations. Failure to achieve an award within the maximum period of registration allowed will result in de-registration.
5. A full-time student will normally register for courses up to the value of two full units in each year. A part-time student will normally register for courses to a value of one full unit. Courses must be chosen to comply with the programme regulations concerned.

### Assessment

6. Unless indicated otherwise in the individual programme regulations, each programme shall include submission of a significant piece of individual work.
7. A student will not be re-assessed in any course which they have already passed.
8. A student who does not at their first attempt successfully complete the assessment, or part of the assessment, for which they have been entered and who has not been awarded a diploma may resit that assessment on one occasion only.

### Illness and Other Exceptional Circumstances

9. In only the most exceptional cases where the exceptional circumstances are sudden, unforeseen, out of the student's own control and proximate to the assessment(s) in question, Sub-Boards of Examiners may recommend to the Graduate School Board of Examiners that:
  - i) the student's result(s) in the affected assessment(s) be discounted, and that they be allowed to resit<sup>1</sup>;
  - ii) the student's result(s) in the affected assessment(s) not be discounted, but that they be allowed an exceptional<sup>1</sup> additional attempt;
  - iii) the student be awarded a Certificate. Sub-Boards may not make this recommendation for a student who made no attempt at a summative assessment, as set out in the General Academic Regulations.
10. The Graduate School Board of Examiners shall be the sole authority in deciding whether to uphold such recommendations.

### Schedule to the Regulations for Certificates

The powers of the School set out in these Regulations shall be exercisable as follows:

Regulation	Responsible
9, 10	The appropriate Sub-board Chair of Examiners

### Footnote

- <sup>1</sup> Sub-Boards of Examiners may also recommend under paragraphs 9 (i) and (ii) that the student may, where relevant and appropriate, progress into the next year of study.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

# REGULATIONS FOR TAUGHT MASTERS DEGREES FOR STUDENTS ENTERING IN OR AFTER THE 2009/10 ACADEMIC YEAR

*These regulations are approved by the Academic Board / the Graduate School Board of Examiners.*

*Last updated: August 2019*

## General

1. These Regulations apply to all persons who have registered for a programme of study leading to a degree of Master of Arts, Master of Laws, Master of Public Administration, Master of Public Policy, Master of Research or Master of Science at the School and to those who have registered for any part of such a programme. These regulations are subject to the General Academic Regulations for postgraduate students.

## Programmes of Study

2. Programmes and the assessments associated with them shall be so organised as to fall into one or both of the following categories:
  - 2.1 a period of full-time study, the length of which shall be prescribed in the individual programme regulations but which shall normally be not less than one calendar year. Students will attempt assessments at the end of that period;
  - 2.2 a period of part-time study of between two and four years, during which students will be assessed in accordance with the individual programme regulations.
3. The minimum length of the period of study is set out in the individual programme regulations. The normal maximum period of registration for Taught Masters programmes will be as defined within the General Academic Regulations. The normal maximum period of registration for Executive MSc programmes will be six years. Failure to achieve an award within the maximum period of registration allowed will result in de-registration.
4. If a student is taking a full-time programme of 12-months' duration or longer, they may be allowed to spend a maximum period of six months on project work under appropriate supervision at an organisation or institution approved by the School. The criterion for approval shall be that the external organisation or institution shall have a function relevant and suitable to the field of study. Such external project work will be at the discretion of the School, provided that it is allowed under the individual programme regulations. Part-time students may be allowed to undertake such external project work for an equivalent period. If a student is taking a full-time programme of less than 12-months' duration, they will not be allowed to undertake project work outside the School unless permitted by the individual programme regulations.
5. A full-time student will normally register for courses up to the value of four full units in each year. A part-time student will normally register for courses to a value of three full units or fewer. This may vary according to the relevant programme regulations. Courses must be chosen to comply with the programme regulations concerned.

## Assessment

6. Unless indicated otherwise in the individual programme regulations, each programme shall include submission of a significant piece of individual work.
7. A dissertation, where indicated in the scheme of assessment, will be assessed on one occasion only in each year. The date for submission will be set out in the programme regulations. A student may re-submit the dissertation early provided they meet one of the two following criteria:
  - 7.1 the student has failed their programme because of a failed dissertation and has failed no other courses;
  - 7.2 the student has not completed their programme, has deferred their dissertation submission and has completed all other courses.

The early re-submission date for such students will be set by the relevant Department.
8. A student who does not at their first attempt successfully pass the assessment or part of the assessment for which they have been entered and who has not been awarded a degree may resit that assessment on one occasion only and in accordance with paragraph 34 of the General Academic Regulations.

## Illness and Other Exceptional Circumstances

9. In only the most exceptional cases where the exceptional circumstances are sudden, unforeseen, out of the student's own control and proximate to the assessment(s) in question, Sub-Boards may recommend to the Graduate School Board of Examiners that:
  - (i) the student's result(s) in the affected assessment(s) be discounted, and that they be allowed to resit<sup>1</sup>.
  - (ii) the student's result(s) in the affected assessment(s) not be discounted, but that they be allowed an exceptional additional attempt<sup>1</sup>.
  - (iii) the student be awarded a degree, or higher class of degree. Sub-Boards may not make this recommendation for a student who has made no attempt at a summative assessment, as set out in the General Academic Regulations.

## 48 School Regulations

10. The Graduate School Board of Examiners shall be the sole authority in deciding whether to uphold such recommendations.

### The Award of a Degree

11. A student awarded a degree will be awarded a Pass, Merit or Distinction.

### Schedule to the Regulations for Taught Masters Degrees

The powers of the School set out in these Regulations shall be exercisable as follows:

Regulation	Powers exercisable by
9, 10	The appropriate Sub-Board of Examiners

### Footnote

- <sup>1</sup> Sub-Boards of Examiners may also recommend under paragraphs 9 (i) and (ii) that the student may, where relevant and appropriate, progress into the next year of study.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

# TAUGHT MASTERS DEGREES

## SCHEME FOR THE AWARD OF A TAUGHT MASTERS DEGREE FOR STUDENTS ENTERING IN OR AFTER THE ACADEMIC YEAR 2008/09

(other than MSc Economic History (Research); MRes Economics (Track 1); MSc Economics and Philosophy; MRes Finance (Route 1); MSc Global Health; MSc Health Policy, Planning and Financing (for students who entered before 2018/19 or in or after 2019/20), MSc Management (1 year programme), Global MSc Management (all streams); MPA Degrees (all streams)).

*This Classification Scheme is approved by the Graduate School Board of Examiners.*

*Last updated: August 2018*

This scheme should be read in conjunction with the General Academic Regulations, Regulations for Taught Masters Degrees, the relevant Taught Master Degree programme regulations, the relevant on-line Taught Masters course guides and the Code of Good Practice for Undergraduate, Diploma and Postgraduate Programmes: Teaching, Learning and Assessment.

### 1. Mark and Grade for a Course:

- 1.1 The examiners for each course will decide a numerical mark for each student using the following scale:

Grade	Mark
Distinction	70 - 100
Merit	60 - 69
Pass	50 - 59
Fail	(x+1) - 49
Bad Fail	0 - x

Each department shall specify the value of x as 19, 29 or 39 for all its courses, and this shall be clearly published in the School Calendar and in departmental student handbooks.

- 1.2 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.

### 2. Eligibility for Award

- 2.1 In order to be considered for a degree, a student must have attempted and completed all components of summative assessment required for all courses as listed in the corresponding programme regulations.
- 2.2 A student who makes no attempt at any component of summative assessment for a course, as set out in the General Academic Regulations, will be considered not to have completed the course. Moreover, the absence of an attempt will count as one of the two attempts allowed for the course unless it is authorised by the Chair of the Sub-Board of Examiners responsible for the programme, in accordance with section 10 of the Regulations for Taught Masters Degrees.
- 2.3 A student will not be recommended for the award of a degree if they have failed courses to the value of one or more units, subject to the penalty rules for failed courses in section 3.2 or, if in the judgement of the examiners, the fail is a direct result of medical and / or exceptional circumstances in accordance with section 10 of the Regulations for Taught Masters Degrees.

### 3. Calculation of the Award

- 3.1 The Sub-Board of Examiners can designate a full-unit course (or equivalent) as being critical to assessment for a programme and establish a 'local rule' whereby it will be given special consideration in the awarding of the degree: for example, a degree cannot be awarded unless the designated course has been passed or the award classification cannot be higher than the result awarded in the designated course<sup>1</sup>.
- 3.2 Where a student receives a Fail mark in any course, the following penalty rules shall apply:
- 3.2.1. A Bad Fail mark in any course of any unit value will result in an overall Fail for the degree.
- 3.2.2. A Fail (but not a Bad Fail) in a course of 0.5 unit value does not require compensation.
- 3.2.3. A Fail (but not a Bad Fail) in a course(s) to the value of 1.0 unit will result in an overall Fail unless compensated either:
- (i) by a mark of at least 60% in: a) one full unit course; or b) each of two half unit courses; or
  - (ii) by a compensation aggregate mark of 165 in the non-failed courses.
- If compensated, a Fail shall result in a drop in the overall award classification where a Distinction or Merit would otherwise have been awarded. It shall have no further impact where a Pass is to be awarded<sup>2</sup>.
- 3.2.4. A department can apply to the Graduate School Board of Examiners to establish a compensation mark of 55% in respect of 3.2.3 (i) and / or an aggregate mark of 160 in respect of 3.2.3 (ii). Where approved, this shall be published in the School Calendar and in programme handbooks<sup>2</sup>.

## 50 School Regulations

- 3.3 The overall classification of an award shall, subject to the penalty rules for failed courses in section 3.2 above, be calculated as follows:
- 3.3.1. For a Distinction:
- (a) marks of a Distinction grade in courses to the value of 3.0 units or more;
  - (b) marks of a Distinction grade in courses to the value of 2.5 units and marks of a Merit grade in courses to the value of 1.0 unit
- 3.3.2. Either a Distinction (if no failed course) or a Merit according to the 'local rules' of the Sub-Board<sup>1</sup>
- (c) marks of a Distinction grade in courses to the value of 2.5 units and a mark of a Merit grade in a course of 0.5 unit value;
  - (d) marks of a Distinction grade in courses to the value of 2.0 units and marks of a Merit grade in courses to the value of at least 1.0 unit and an overall Distinction aggregate mark of at least 260<sup>2</sup>
- 3.3.3. For a Merit:
- (e) marks of a Distinction grade in courses to the value of at least 2.0 units;
  - (f) marks of a Merit grade (or higher) in courses to the value of 3.0 units or more;
  - (g) a mark of a Distinction grade in a course of 0.5 unit value and marks of a Merit grade (or higher) in courses to the value of 2.0 units.
- 3.3.4. Either a Merit (if no failed course) or a Pass according to the 'local rules' of the Sub-Board<sup>1</sup>
- (h) marks of a Distinction or Merit grade in courses to the value of 2.5 units;
  - (i) marks of a Distinction grade in courses to the value of 1.0 unit and marks of a Merit grade in courses to the value of 1.0 units
- 3.3.5. For a Pass
- (j) marks of at least a Pass grade in courses to the value of 3.5 units;
  - (k) marks of at least a Pass grade in courses to the value of 3.0 units with compensation for the failed course(s) as described under section 3.2.

### 4. Failure to Achieve an Award

- 4.1 If a student has not been awarded a degree, they shall normally be entitled to repeat the failed courses only (on one occasion) and at the next normal opportunity, in accordance with the General Academic Regulations.
- 4.2 If a student has met the requirements for the award of a degree having repeated failed courses, they can only be recommended for the award of a Pass degree unless, in the judgement of the examiners, the initial failure(s) was at least in part a direct result of medical and / or exceptional circumstances, subject to the provisions of section 5.

### 5. General Proviso

It is also open to a Sub-Board of Examiners to recommend to the Graduate School Board of Examiners any departure from this Scheme and / or from its 'local rules' if, in their judgement, this would be equitable for any individual student as a direct result of a formal exceptional circumstances submission to the Student Services Center. Such circumstances would need appropriate supporting evidence and must be extraneous to the normal assessment process and would apply to that student only. The following conditions also apply:

- 5.1 that the student is very close to the next higher classification boundary (within 3 marks in a single paper or 5 marks on aggregate)<sup>2</sup>;
- 5.2 that the student has marks in that higher classification range;
- 5.3 that the student has demonstrated that the assessment or set of assessments in question were significantly affected by exceptional circumstances that were sudden, unforeseen, out of the student's own control and proximate to the assessment(s) in question;
- 5.4 that the student has demonstrated that their performance in the affected assessment(s) was significantly out of line with their performance in other, unaffected assessments.

### Footnotes

<sup>1</sup> Each Sub-Board of Examiners shall establish clear 'local rules' about: (i) what special consideration will be given to any course designated as 'critical to assessment' and (ii) when and how the overall classification of an award will be determined where two options are available. Each Sub-Board will also ensure its 'local rules' are published in the relevant departmental student handbook(s). The Academic Registrar's Division will also maintain an authoritative central website about 'local rules'.

<sup>2</sup> The aggregate will be calculated by taking the sum of all relevant courses weighted according to their relative value in terms of half or full units. A half unit mark is halved for aggregate purposes, e.g. a half unit mark of 60 adds 30 to the aggregate and a half unit mark of 55 adds 27.5. Once all marks have been added, the final aggregate total is rounded up if necessary. A compensation aggregate will only be calculated using the marks in passed courses.

The following table indicates the Bad Fail mark for all courses offered by each department:

Department	Bad Fail
Accounting (all courses prefixed with 'AC')	29 (39 for students starting before 2019/20)
Anthropology (all courses prefixed with 'AN')	29
Economic History (all courses prefixed with 'EH')	39
Economics (all courses prefixed with 'EC' except EC4B3, EC4V8 and EC4B4)	29 (19 for students starting before 2010/11)
Economics (EC4B3, EC4V8 and EC4B4 only)	39
Employment Relations and Organisational Behaviour Group (all courses prefixed with 'ID')	29 (39 for students starting before 2012/13)
European Institute (all courses prefixed with 'EU')	39
Finance (all courses prefixed with 'FM')	29 (39 for students starting before 2017/18)
To note: FM436, FM437, FM481, FM482, FM502 and FM503 Bad Fail	39
mark was 19 for students starting before 2012/13	29 (39 for students starting before 2017/18)
Department of Gender Studies (all courses prefixed with 'GI')	39
Geography and Environment (all courses prefixed with 'GY')	39
Government (all courses prefixed with 'GV')	39
Health Policy (all courses prefixed with 'HP')	39
International Development (all courses prefixed with 'DV')	39
International History (all courses prefixed with 'HY')	39
Information Systems and Innovation Group (all courses prefixed with 'IS')	29 (39 for students starting before 2012/13)
International Relations (all courses prefixed with 'IR')	39
Law (all courses prefixed with 'LL')	39
Management (all courses prefixed with 'MG', other than MG411, MG412, MG413, MG417, MG431, MG406E, MG407E, MG4K3, MG4K4 and MG4V8)	29 (39 for students starting before 2012/13)
Management (MG411, MG412, MG413, MG417 and MG431 only)	29 (19 for students starting before 2012/13)
Management (MG406E, MG407E, MG4K3, MG4K4 and MG4V8 only)	39
Management Economics and Strategy Group (all courses prefixed with 'MN')	29
Management Science Group (all courses prefixed with 'OR')	29 (19 for students starting before 2012/13)
Mathematics (all courses prefixed with 'MA', other than MA425, MA426 and MA498)	19
Mathematics (MA425, MA426)	39 (19 for students starting before 2018/19)
(MA498 only)	39 (19 for students starting before 2018/19)
Media and Communication (all courses prefixed with 'MC')	39
Methodology (all courses prefixed with 'MY')	29
Philosophy (all courses prefixed with 'PH', other than PH419)	39
Philosophy (PH419 only)	29 (39 for students starting before 2012/13)
Psychological and Behavioural Science (all courses prefixed with "PS" for students starting before 2018/19. All courses pre-fixed with "PB" from 2018/19)	29
School of Public Policy: for students starting before 2018/19 see Departmental Bad Fail marks as indicated in this table.	-
School of Public Policy: for students starting in 2018/19 (all courses prefixed with "PP" other than PP440, PP455, PP419, PP418, PP410, PP452, PP454, PP4X6, PP455E, PP440E, PP421E, PP410E, PP454E)	39
School of Public Policy for students starting in 2018/19 (PP440, PP455, PP419, PP418, PP410, PP452, PP454, PP4X6, PP455E, PP440E, PP421E, PP410E, PP454E only)	29
Social Policy (all courses prefixed with 'SA', other than SA481)	39
Social Policy (SA481 only)	29

## 52 School Regulations

Sociology (all courses prefixed with 'SO')	39
Statistics (all courses prefixed with 'ST')	19

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.



## TAUGHT MASTERS DEGREES

**MSC ECONOMIC HISTORY (RESEARCH)**

**MRES ECONOMICS (TRACK 1)**

**MSC ECONOMICS AND PHILOSOPHY**

**MRES FINANCE (ROUTE 1)**

**MSC GLOBAL HEALTH**

**MSC HEALTH POLICY, PLANNING AND FINANCING (for all students that started before or after the 2018/19 academic year)**

**MSC INTERNATIONAL HEALTH POLICY (for all students that started before the 2017/18 academic year)**

**MSC INTERNATIONAL HEALTH POLICY (HEALTH ECONOMICS) (for all students that started before the 2017/18 academic year)**

**MSC MANAGEMENT (1 YEAR PROGRAMME)**

**MRES MANAGEMENT (EMPLOYMENT RELATIONS AND HUMAN RESOURCES)**

**MRES MANAGEMENT (INFORMATION SYSTEMS AND INNOVATION)**

**MRES MANAGEMENT (MARKETING)**

**MRES MANAGEMENT (ORGANISATIONAL BEHAVIOUR)**

**SCHEME FOR THE AWARD OF A TAUGHT MASTERS DEGREE: PROGRAMMES COMPRISING COURSES TO THE VALUE OF FIVE UNITS FOR STUDENTS ENTERING IN OR AFTER THE ACADEMIC YEAR 2008/09**

*This Classification Scheme is approved by the Graduate School Board of Examiners.*

*Last updated: August 2018*

This scheme should be read in conjunction with the General Academic Regulations, Regulations for Taught Masters Degrees, the relevant Taught Masters degree programme regulations, the relevant online Taught Masters course guides and the Code of Good Practice for Undergraduate, Diploma and Postgraduate Programmes: Teaching, Learning and Assessment.

### **1. Mark and Grade for a Course:**

- 1.1 The examiners for each course will decide a numerical mark for each student using the following scale:

<b>Grade</b>	<b>Mark</b>
Distinction	70 - 100
Merit	60 - 69
Pass	50 - 59
Fail	(x+1) - 49
Bad Fail	0 - x

Each Department, Institute and Group shall specify the value of x as 19, 29 or 39 for all its courses, and this shall be clearly published in the School Calendar and in departmental student handbooks.

## 54 School Regulations

- 1.2 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.

### 2. Eligibility for Award

- 2.1 In order to be considered for a degree, a student must have attempted and completed all summative components of assessment required for all courses as listed in the corresponding programme regulations.
- 2.2 A student who makes no attempt at any component of summative assessment for a course, as set out in the General Academic Regulations, will be considered not to have completed the course. Moreover, the absence of an attempt will count as one of the two attempts allowed for the course unless it is authorised by the Chair of the Sub-Board of Examiners responsible for the programme, in accordance with section 10 of the Regulations for Taught Masters Degrees.
- 2.3 A student will not be recommended for the award of a degree if they have failed courses to the value of one or more units, subject to the penalty rules for failed courses in section 3.2 or, if in the judgement of the examiners, the fail is a direct result of medical and / or exceptional circumstances in accordance with section 10 of the Regulations for Taught Masters Degrees.

### 3. Calculation of the Award

- 3.1 The Sub-Board of Examiners can designate a full-unit course (or equivalent) as being critical to assessment for a programme and establish a 'local rule' whereby it will be given special consideration in the awarding of the degree: for example, a degree cannot be awarded unless the designated course has been passed or the award classification cannot be higher than the result awarded in the designated course<sup>1</sup>.
- 3.2 Where a student receives a Fail mark in any course, the following penalty rules shall apply:
  - 3.2.1. A Bad Fail mark in any course of any unit value will result in an overall Fail for the degree.
  - 3.2.2. A Fail (but not a Bad Fail) in a course of 0.5 unit value does not require compensation.
  - 3.2.3. A Fail (but not a Bad Fail) in a course(s) to the value of 1.0 unit will result in an overall Fail unless compensated either:
    - (i) by a mark of at least 60% in: a) one full unit course; or b) each of two half unit courses; or
    - (ii) by a compensation aggregate mark of 220 in the non-failed courses.If compensated, a Fail shall result in a drop in the overall award classification where a Distinction or Merit would otherwise have been awarded. It shall have no further impact where a Pass is to be awarded<sup>2</sup>.
- 3.3 The overall classification of an award shall, subject to the penalty rules for failed courses in section 3.2 above, be calculated as follows:
  - 3.3.1. For a Distinction:
    - (a) marks of a Distinction grade in courses to the value of 3.5 units or more, but no marks of a Merit grade in any course;
    - (b) marks of a Distinction grade in courses to the value of 3.0 units and marks of a Merit grade in courses to the value of 1.0 unit
  - 3.3.2. Either a Distinction (if no failed course) or a Merit according to the 'local rules' of the Sub-Board<sup>1</sup>
    - (c) marks of a Distinction grade in courses to the value of 3.0 units and a mark of a Merit grade in a course of 0.5 unit value;
    - (d) marks of a Distinction grade in courses to the value of 2.5 units and marks of a Merit grade in courses to the value of at least 1.5 units and an overall Distinction aggregate mark of at least 320<sup>2</sup>
  - 3.3.3. For a Merit:
    - (e) marks of a Distinction grade in courses to the value of at least 2.5 units;
    - (f) marks of a Merit grade (or higher) in courses to the value of 3.5 units or more;
    - (g) a mark of a Distinction grade in a course of 0.5 unit value and marks of a Merit grade (or higher) in courses to the value of 2.5 units.
  - 3.3.4. Either a Merit (if no failed course) or a Pass according to the 'local rules' of the Sub-Board<sup>1</sup>
    - (h) marks of a Distinction or Merit grade in courses to the value of 3.0 units;
    - (i) marks of a Distinction grade in courses to the value of 1.0 unit and marks of a Merit grade in courses to the value of 1.5 units
  - 3.3.5. For a Pass
    - (j) marks of at least a Pass grade in courses to the value of 4.5 units;
    - (k) marks of at least a Pass grade in courses to the value of 4.0 units with compensation for the failed unit(s) as described under section 3.2.

#### 4. Failure to Achieve an Award

- 4.1 If a student has not been awarded a degree, they shall normally be entitled to repeat the failed courses only (on one occasion) and at the next normal opportunity, in accordance with the General Academic Regulations.
- 4.2 If a student has met the requirements for the award of a degree having repeated failed courses, they can only be recommended for the award of a Pass degree unless, in the judgement of the examiners, the initial failure(s) was at least in part a direct result of medical and / or exceptional circumstances, subject to the provisions of section 5.

#### 5. General Proviso

It is also open to a Sub-Board of Examiners to recommend to the Graduate School Board of Examiners any departure from this Scheme and / or from its 'local rules' if, in their judgement, this would be equitable for any individual student as a direct result of a formal exceptional circumstances submission to the Student Services Centre. Such circumstances would need appropriate supporting evidence and must be extraneous to the normal assessment process and would apply to that student only. The following conditions apply also:

- 5.1 That the student is very close to the next higher classification boundary (within 3 marks in a single paper or 5 marks on aggregate)<sup>2</sup>;
- 5.2 that the student has marks in that higher classification range;
- 5.3 that the student has demonstrated that the assessment or set of assessments in question were significantly affected by exceptional circumstances that were sudden, unforeseen, out of the student's own control and proximate to the assessment(s) in question;
- 5.4 that the student has demonstrated that their performance in the affected assessment(s) was significantly out of line with their performance in other, unaffected assessments.

#### Footnotes

- <sup>1</sup> Each Sub-Board of Examiners shall establish clear 'local rules' about: (i) what special consideration will be given to any course designated as 'critical to assessment' and (ii) when and how the overall classification of an award will be determined where two options are available. Each Sub-Board will also ensure its 'local rules' are published in the relevant departmental student handbook(s). The Academic Registrar's Division will also maintain an authoritative central website about 'local rules'.
- <sup>2</sup> The aggregate will be calculated by taking the sum of all relevant courses weighted according to their relative value in terms of half or full units. A half unit mark is halved for aggregate purposes, e.g. a half unit mark of 60 adds 30 to the aggregate and a half unit mark of 55 adds 27.5. Once all marks have been added, the final aggregate total is rounded up if necessary. A compensation aggregate will only be calculated using the marks in passed courses.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

## MSC MANAGEMENT (2 YEAR PROGRAMME)

## MSC MANAGEMENT (CEMS MIM)

## MSC MANAGEMENT (MiM EXCHANGE)

### SCHEME FOR THE AWARD OF A TAUGHT MASTERS DEGREE: PROGRAMMES COMPRISING COURSES TO THE VALUE OF EIGHT UNITS FOR STUDENTS ENTERING IN 2015/16 OR IN 2016/17

*This classification scheme is approved by the Graduate School Board of Examiners.*

*Last updated: August 2018.*

This scheme should be read in conjunction with the General Academic Regulations, Regulations for Taught Masters Degrees, the relevant Taught Masters degree programme regulations, the relevant online Taught Masters course guides and the Code of Good Practice for Undergraduate, Diploma and Postgraduate Programmes: Teaching, Learning and Assessment.

#### 1. Mark and Grade for a Course:

- 1.1 The examiners for each course will decide a numerical mark for each student using the following scale:

Grade	Mark
Distinction	70 - 100
Merit	60 - 69
Pass	50 - 59
Fail	(x+1) - 49
Bad Fail	0 - x

Each Department, Institute and Group shall specify the value of x as 29 for all its courses, and this shall be clearly published in the School Calendar and in departmental student handbooks.

- 1.2 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.

#### 2. Eligibility for Award of Degree

- 2.1 In order to be considered for a degree, a student must have attempted and completed all summative components of assessment required for all courses as listed in the corresponding programme regulations.
- 2.2 A student who makes no attempt at any element of summative assessment for a course, as set out in the General Academic Regulations, will be considered not to have completed the course. Moreover, the absence of an attempt will count as one of the two attempts allowed for the course unless it is authorised by the Chair of the Sub-Board of Examiners responsible for the programme, in accordance with section 10 of the Regulations for Taught Masters Degrees.
- 2.3 A student will not be recommended for the award of a degree if they have failed courses to the value of one or more units, subject to the penalty rules for failed courses in section 3.2 or, if in the judgement of the examiners, the fail is a direct result of medical and / or exceptional circumstances in accordance with section 10 of the Regulations for Taught Masters Degrees.

#### 3. Calculation of the Award of Degree

- 3.1 The Sub-Board of examiners can designate a full-unit course (or equivalent) as being critical to assessment for a programme and establish a 'local rule' whereby it will be given special consideration in the awarding of the degree: for example, a degree cannot be awarded unless the designated course has been passed or the award classification cannot be higher than the result awarded in the designated course<sup>1</sup>. Please refer to Local Rules for details of courses which are critical to assessment.
- 3.2 Where a student receives a Fail mark in any course, the following penalty rules shall apply:
- 3.2.1. A Bad Fail mark in any course of any unit value will result in an overall Fail for the degree.
- 3.2.2. A Fail (but not a Bad Fail) in a course(s) of 0.5 or 1.0 unit value does not require compensation.
- 3.2.3. A Fail (but not a Bad Fail) in courses of 1.5 or 2.0 unit value will result in an overall Fail unless compensated either:
- by a mark of at least 60% in courses of an equivalent value. For the avoidance of doubt, a mark of at least 60% is required in each course providing compensation.
  - by a compensation aggregate mark of 330 in the non-failed courses.
- If compensated, a Fail shall result in a drop in the overall award classification where a Distinction or Merit would otherwise have been awarded. It shall have no further impact where a Pass is to be awarded<sup>2</sup>.
- 3.3 The overall classification of an award shall, subject to the penalty rules for failed courses in section 3.2 above, be calculated on the basis of the best marks in courses to the value of 8 units as follows:

## 3.3.1. For a Distinction:

- (a) marks of a Distinction grade in courses to the value of 6.0 units or more;
- (b) marks of a Distinction grade in courses to the value of 5.0 units and marks of a Merit grade in courses to the value of 2.0 units.

3.3.2. Either a Distinction (if no failed course) or a Merit according to the 'local rules' of the Sub-Board<sup>1</sup>

- (c) marks of a Distinction grade in courses to the value of 5.0 units and a mark of a Merit grade in a course of 1.0 unit value;
- (d) marks of a Distinction grade in courses to the value of 4.0 units and marks of a Merit grade in courses to the value of at least 2.0 units and an overall Distinction aggregate mark of at least 520<sup>2</sup>

## 3.3.3. For a Merit:

- (e) marks of a Distinction grade in courses to the value of at least 4.0 units;
- (f) marks of a Merit grade (or higher) in courses to the value of 6.0 units or more;
- (g) a mark of a Distinction grade in a course of 1.0 unit value and marks of a Merit grade in courses to the value of 4.0 units.

3.3.4. Either a Merit (if no failed course) or a Pass according to the 'local rules' of the Sub-Board<sup>1</sup>

- (h) marks of a Distinction or Merit grade in courses to the value of 5.0 units;
- (i) marks of a Distinction grade in courses to the value of 2.0 units and marks of a Merit grade in courses to the value of 2.0 units.

## 3.3.5. For a Pass

- (j) marks of at least a Pass grade in courses to the value of 7.0 units;
- (k) marks of at least a Pass grade in courses to the value of 6.0 units with compensation for the failed unit(s) as described under section 3.2.

**4. Failure to Achieve an Award of Degree**

- 4.1 If a student has not been awarded a degree, they shall normally be entitled to repeat the failed courses only (on one occasion) and at the next normal opportunity, in accordance with the General Academic Regulations.
- 4.2 If a student has met the requirements for the award of a degree having repeat failed courses, they can only be recommended for the award of a Pass degree unless, in the judgement of the examiners, the initial failure(s) was at least in part a direct result of medical and / or exceptional circumstances, subject to the provisions of section 5.

**5. General Proviso**

It is also open to a Sub-Board of Examiners to recommend to the Graduate School Board of Examiners any departure from this Scheme and / or from its 'local rules' if, in their judgement, this would be equitable for any individual student as a direct result of a formal exceptional circumstances submission to the Student Services Centre. Such circumstances would need appropriate supporting evidence and must be extraneous to the normal assessment process and would apply to that student only.

- 5.1 That the student is very close to the next higher classification boundary (within 3 marks in a single paper or 5 marks on aggregate)<sup>2</sup>;
- 5.2 that the student has marks in the higher classification range;
- 5.3 that the student has demonstrated that the assessment or set of assessments were significantly and negatively affected by exceptional circumstances that were sudden, unforeseen, out of the student's own control and proximate to the assessment(s) in question;
- 5.4 that the student has demonstrated that their performance in the affected assessment(s) was significantly out of line with their performance in other, unaffected assessments.

**Footnotes**

<sup>1</sup> Each Sub-Board of Examiners shall establish clear 'local rules' about: (i) what special consideration will be given to any course designated as 'critical to assessment' and (ii) when and how the overall classification of an award will be determined where two options are available. Each Sub-Board will also ensure its 'local rules' are published in the relevant departmental student handbook(s). The Academic Registrar's Division will also maintain an authoritative central website about 'local rules'.

<sup>2</sup> The aggregate will be calculated by taking the sum of all relevant courses weighted according to their relative value in terms of half or full units. A half unit mark is halved for aggregate purposes, e.g. a half unit mark of 60 adds 30 to the aggregate and a half unit mark of 55 adds 27.5. Once all marks have been added, the final aggregate total is rounded up if necessary. A compensation aggregate will only be calculated using the marks in passed courses.

## 58 School Regulations

### SUPPLEMENTARY CRITERIA FOR PROGRESSION FROM THE FIRST TO THE SECOND YEAR OF MSC MANAGEMENT

To be eligible to proceed into the second year, students must attain at least a Pass grade in the six compulsory courses (MG431, MG434, MG458, MG459, MG461 and MG462). If a student fails one compulsory course up to the value of 0.5 units, they will not be permitted to progress unless the fail can be compensated by a mark of Merit standard in another of the compulsory courses to the same value. If a student fails more than one of these compulsory courses they will not be allowed to progress to year two. If students fail any of their optional courses taken in year one, they will be allowed to progress to year two provided they have no Bad Fail marks. A student shall normally be entitled to re-sit any failed courses only (on one occasion) and at the next normal opportunity. The Repeat Teaching Panel may consider an application for repeat tuition in any failed courses from a student. Results obtained following a repeated attempt at assessment shall bear their normal value.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

## GLOBAL MSC MANAGEMENT

## GLOBAL MSC MANAGEMENT (CEMS MIM)

## GLOBAL MSC MANAGEMENT (MBA EXCHANGE)

### SCHEME FOR THE AWARD OF A TAUGHT MASTERS DEGREE: PROGRAMMES COMPRISING COURSES TO THE VALUE OF EIGHT UNITS FOR STUDENTS ENTERING IN 2017/18 OR IN 2018/19

*This classification scheme is approved by the Graduate School Board of Examiners.*

*Last updated: August 2018*

This scheme should be read in conjunction with the General Academic Regulations, Regulations for Taught Masters Degrees, the relevant Taught Masters degree programme regulations, the relevant online Taught Masters course guides and the Code of Good Practice for Undergraduate, Diploma and Postgraduate Programmes: Teaching, Learning and Assessment. In this scheme the term “programme” refers to the title of the degree e.g. Global MSc in Management as set out above. The term “course” refers to either a half or full unit course. Students must complete a total of 8 course units in order to be eligible for the award of a degree.

#### 1. Mark and Grade for a Course:

- 1.1 The examiners for each course will decide a numerical mark for each student using the following scale:

Grade	Mark
Distinction	70-100
Merit	60-69
Pass	50-59
Fail	(x+1)-49
Bad Fail	0-x

Each Department, Institute and Group shall specify the Bad Fail value for all its courses, and this shall be clearly published in the School Calendar and in departmental student handbooks. The Bad Fail boundary can therefore vary between departments and courses. Students should consult with the department that teaches a course in order to establish the grade boundary between a Fail and Bad Fail. Alternatively, a full list of Bad Fail boundaries can be found in the footnotes section of the ‘Scheme for the Award of a Taught Masters degree for students entering in or after the academic year 2008/09’.

- 1.2 The grade of Bad Fail will be used internally and will not appear on official transcripts.

#### 2. Eligibility for Award of Degree

- 2.1 In order to be considered for a degree, a student must have attempted and completed all components of summative assessment required for all courses as listed in the corresponding programme regulations.
- 2.2 A student who makes no attempt at any component of summative assessment for a course, as set out in the General Academic Regulations, will be considered not to have completed the programme. Moreover, the absence of an attempt will count as one of the two attempts allowed for the course unless it is authorised by the Chair of the Sub-Board of Examiners responsible for the programme, in accordance with section 10 of the Regulations for Taught Masters Degrees.
- 2.3 A student will not be recommended for the award of a degree if they have failed courses to the value of 1.5 or more units, subject to the compensation and penalty rules for failed courses in section 3.2 or, if in the judgement of the examiners, the fail is a direct result of exceptional circumstances in accordance with section 10 of the Regulations for Taught Masters Degrees.

#### 3. Calculation of the Award of Degree

- 3.1 The Sub-Board of examiners have designated the following courses as being critical to assessment:  
For the Global MSc in Management, students must pass the MG420 dissertation in order to be eligible for the award of the degree.  
For Global MSc in Management (CEMS MIM), and Global MSc in Management (MBA EXCHANGE), students must pass both the MG420 dissertation and the MG410 Term Abroad.
- 3.2 Where a student receives a Fail mark in any course, the following penalty rules shall apply:
- 3.2.1. A Bad Fail mark in any course of any unit value will result in an overall Fail for the degree.  
(See section 4)
- 3.2.2. A Fail (but not a Bad Fail) in a course(s) totalling 0.5 or 1.0 unit value does not require compensation.
- 3.2.3. A Fail (but not a Bad Fail) in courses totalling 1.5 or 2.0 unit value will result in an overall Fail unless compensated either:



- (i) by a mark of at least 60% in courses of an equivalent value. For the avoidance of doubt, a mark of at least 60% is required in each course providing compensation.
- (ii) by a compensation aggregate mark of 330<sup>1</sup> in the non-failed courses.  
If compensated, a Fail shall result in a drop in the overall award classification where a Distinction or Merit would otherwise have been awarded. It shall have no further impact where a Pass is to be awarded.

3.3 The overall classification of an award shall, subject to the penalty rules for failed courses in section 3.2 above, be calculated on the basis of the best marks in courses to the value of 8 units as follows:

3.3.1. For a Distinction:

- (a) marks of a Distinction grade in courses to the value of at least 6.0 units;
- (b) marks of a Distinction grade in courses to the value of at least 5.0 units and marks of a Merit grade or higher in courses to the value of at least 2.0 units.

3.3.2. For either a Distinction, if no failed course, or a Merit, if a failed course (but not a Bad Fail):

- (c) marks of a Distinction grade in courses to the value of at least 5.0 units and a mark of a Merit grade or higher in course(s) to the value of at least 1.0 unit;
- (d) marks of a Distinction grade in courses to the value of at least 4.0 units and marks of a Merit grade or higher in courses to the value of at least 2.0 units and an overall Distinction aggregate mark of at least 520<sup>1</sup>.

3.3.3. For a Merit:

- (e) marks of a Distinction grade in courses to the value of at least 4.0 units;
- (f) marks of a Merit grade or higher in courses to the value of at least 6.0 units;
- (g) marks of a Distinction grade in course(s) to the value of at least 1.0 unit and marks of a Merit grade or higher in courses to the value of at least 4.0 units.

3.3.4. For either a Merit, if no failed course, or a Pass, if a failed course (but not a Bad Fail):

- (h) marks of a Distinction or Merit grade in courses to the value of at least 5.0 units;
- (i) marks of a Distinction grade in courses to the value of at least 2.0 units and marks of a Merit grade or higher in courses to the value of at least 2.0 units.

3.3.5. For a Pass

- (j) marks of at least a Pass grade in courses to the value of 7.0 units;
- (k) marks of at least a Pass grade in courses to the value of 6.0 units with compensation for the failed unit(s) as described under section 3.2.

#### 4. Failure to Achieve an Award of Degree

- 4.1 If a student has not been awarded a degree, they shall normally be entitled to repeat the failed courses only (on one occasion) and at the next normal opportunity, in accordance with the General Academic Regulations.
- 4.2 A repeating student under section 4.1 is entitled to repeat any failed first or second year courses (on one occasion only). They must ensure they repeat enough courses to meet the minimum criteria for an award as set out at section 3.3. Opting out of repeating any failed course or courses is at the student's own risk. The student must ensure they have passed courses that are critical to assessment under section 3.1.
- 4.3 If a student has met the requirements for the award of a degree having repeated failed courses, they can only be recommended for the award of a Pass degree unless, in the judgement of the examiners, the initial failure(s) was at least in part a direct result of an exceptional circumstances submission, subject to the provisions of section 5.

#### 5. General Proviso

It is also open to a Sub-Board of Examiners to recommend to the Graduate School Board of Examiners any departure from this Scheme and if, in their judgement, this would be equitable for any individual student as a direct result of a formal exceptional circumstances submission to the Student Services Centre. Such circumstances would need appropriate supporting evidence and must be extraneous to the normal assessment process and would apply to that student only. All the following conditions also apply:

- 5.1 That the student is very close to the next higher classification boundary (within 3 marks in a single paper or 5 marks on aggregate<sup>1</sup>);
- 5.2 that the student has course marks in the higher classification range;

- 5.3 that the student has demonstrated that the assessment or set of assessments were significantly and negatively affected by exceptional circumstances that were sudden, unforeseen, out of the student's own control and proximate to the assessment(s) in question;
- 5.4 that the student has demonstrated that their performance in the affected assessment(s) was significantly out of line with their performance in other, unaffected assessments.

## **6. SUPPLEMENTARY CRITERIA FOR PROGRESSION FROM THE FIRST TO THE SECOND YEAR OF GLOBAL MSC MANAGEMENT**

The following rules set out what marks are required in order to be eligible to proceed into the second year. There is no distinction between core courses and optional courses for the purposes of progression. Students with the following mark profiles progress as follows:

- 6.1 Pass marks in all first year courses allows progression to year two.
- 6.2 A half unit Fail mark or a half unit Bad Fail mark but with at least Pass marks in all other courses will allow progression to year two.
- 6.3 One full unit (or two half units) of Fail marks (which could include no more than one half unit Bad Fail mark) but with at least Pass marks in all other courses including one half unit of Merit marks will allow progression to year two.
- 6.4 Two Bad Fail marks (full or half units) will not allow progression to year two.
- 6.5 Three or more (full or half units) Fails or Bad Fail marks cannot progress to year two.

The Repeat Teaching Panel may consider an application for repeat tuition in any failed courses from a student. Results obtained following a repeated attempt at assessment shall bear their normal value.

### **Footnote**

- <sup>1</sup> The aggregate will be calculated by taking the sum of all relevant courses weighted according to their relative value in terms of half or full units. A half unit mark is halved for aggregate purposes, e.g. a half unit mark of 60 adds 30 to the aggregate and a half unit mark of 55 adds 27.5. Once all marks have been added, the final aggregate total is rounded up if necessary. A compensation aggregate will only be calculated using the marks in passed courses.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

## GLOBAL MSC MANAGEMENT

## GLOBAL MSC MANAGEMENT (CEMS MIM)

## GLOBAL MSC MANAGEMENT (MBA EXCHANGE)

### SCHEME FOR THE AWARD OF A TAUGHT MASTERS DEGREE: PROGRAMMES COMPRISING COURSES TO THE VALUE OF EIGHT UNITS FOR STUDENTS ENTERING IN OR AFTER THE ACADEMIC YEAR 2019/20

*This classification scheme is approved by the Graduate School Board of Examiners.*

*Last updated: June 2019*

This scheme should be read in conjunction with the General Academic Regulations, Regulations for Taught Masters Degrees, the relevant Taught Masters degree programme regulations, the relevant online Taught Masters course guides and the Code of Good Practice for Taught Masters Programmes: Teaching, Learning and Assessment.

In this scheme the term “programme” refers to the title of the degree e.g. Global MSc in Management as set out above. The term “course” refers to either a half or full unit course. Students must complete a total of 8 course units in order to be eligible for the award of a degree.

#### 1. Mark and Grade for a Course:

- 1.1 The examiners for each course will decide a numerical mark for each student using the following scale:

Grade	Mark
Distinction	70-100
Merit	60-69
Pass	50-59
Fail	(x+1)-49
Bad Fail	0-x

Each Department, Institute and Group shall specify the Bad Fail value for all its courses, and this shall be clearly published in the School Calendar and in departmental student handbooks. The Bad Fail boundary can therefore vary between departments and courses. Students should consult with the department that teaches a course in order to establish the grade boundary between a Fail and Bad Fail.

Alternatively, a full list of Bad Fail boundaries can be found in the footnotes section of the ‘Scheme for the Award of a Taught Masters degree for students entering in or after the academic year 2008/09’.

- 1.2 The grade of Bad Fail will be used internally and will not appear on official transcripts.

#### 2. Eligibility for Award of Degree

- 2.1 In order to be considered for a degree, a student must have completed all elements of summative assessment required for each course as listed in the corresponding programme regulations.
- 2.2 A student who makes no serious attempt at any element of summative assessment for a course, as set out in the General Academic Regulations, will be considered not to have completed the programme. Moreover, the absence of a serious attempt will count as one of the attempts allowed for the course unless it is authorised by the Chair of the Sub-Board of Examiners responsible for the programme, in accordance with section 10 of the Regulations for Taught Masters Degrees.
- 2.3 A student will not be recommended for the award of a degree if they have failed courses to the value of 1.5 or more units, subject to the compensation and penalty rules for failed courses in section 3.2 or, if in the judgement of the examiners, the fail is a direct result of exceptional circumstances in accordance with the Regulations for Taught Masters Degrees.

#### 3. Calculation of the Award of Degree

- 3.1 The Sub-Board of examiners have designated the following courses as being critical to assessment:
- For the Global MSc in Management, students must pass the MG420 dissertation in order to be eligible for the award of the degree.
- For Global MSc in Management (CEMS MIM), and Global MSc in Management (MBA EXCHANGE), students must pass the MG410 Term Abroad. Please also refer to the relevant programme local rules.
- 3.2 Where a student receives a Fail mark in any course, the following penalty rules shall apply:
- 3.2.1. A Bad Fail mark in any course of any unit value will result in an overall Fail for the degree. (See section 4.)
- 3.2.2. A Fail (but not a Bad Fail) in a course(s) totalling 0.5 or 1.0 unit value does not require compensation.

3.2.3. A Fail (but not a Bad Fail) in courses totalling 1.5 or 2.0 unit value will result in an overall Fail unless compensated either:

- (i) by a mark of at least 60% in courses of an equivalent value. For the avoidance of doubt, a mark of at least 60% is required in each course providing compensation.
- (ii) by a compensation aggregate mark of 330 in the non-failed courses.

If compensated, a Fail shall result in a drop in the overall award classification where a Distinction or Merit would otherwise have been awarded. It shall have no further impact where a Pass is to be awarded<sup>1</sup>.

3.3 The overall classification of an award shall, subject to the penalty rules for failed courses in section 3.2 above, be calculated on the basis of the best marks in courses to the value of 8 units as follows:

3.3.1. For a Distinction:

- (a) marks of a Distinction grade in courses to the value of at least 6.0 units;
- (b) marks of a Distinction grade in courses to the value of at least 5.0 units and marks of a Merit grade or higher in courses to the value of at least 2.0 units.

3.3.2. For either a Distinction, if no failed course, or a Merit, if a failed course (but not a Bad Fail):

- (c) marks of a Distinction grade in courses to the value of at least 5.0 units and a mark of a Merit grade or higher in course(s) to the value of at least 1.0 unit;
- (d) marks of a Distinction grade in courses to the value of at least 4.0 units and marks of a Merit grade or higher in courses to the value of at least 2.0 units and an overall Distinction aggregate mark of at least 520<sup>2</sup>.

3.3.3. For a Merit:

- (e) marks of a Distinction grade in courses to the value of at least 4.0 units;
- (f) marks of a Merit grade or higher in courses to the value of at least 6.0 units;
- (g) marks of a Distinction grade in course(s) to the value of at least 1.0 unit and marks of a Merit grade or higher in courses to the value of at least 4.0 units.

3.3.4. For either a Merit, if no failed course, or a Pass, if a failed course (but not a Bad Fail):

- (h) marks of a Distinction or Merit grade in courses to the value of at least 5.0 units;
- (i) marks of a Distinction grade in courses to the value of at least 2.0 units and marks of a Merit grade or higher in courses to the value of at least 2.0 units.

3.3.5. For a Pass

- (j) marks of at least a Pass grade in courses to the value of 7.0 units;
- (k) marks of at least a Pass grade in courses to the value of 6.0 units with compensation for the failed unit(s) as described under section 3.2.

#### 4. Failure to Achieve an Award of Degree

- 4.1 If a student has not been awarded a degree, they shall normally be entitled to repeat the failed courses only (on one occasion) and at the next normal opportunity, in accordance with the General Academic Regulations.
- 4.2 A repeating student under section 4.1 is entitled to repeat any failed first or second year courses (on one occasion only). They must ensure they repeat enough courses to meet the minimum criteria for an award as set out at section 3.3. Opting out of repeating any failed course or courses is at the student's own risk. The student must ensure they have passed courses that are critical to assessment under section 3.1.
- 4.3 If a student has met the requirements for the award of a degree having repeated failed courses, they can only be recommended for the award of a Pass degree unless, in the judgement of the examiners, the initial failure(s) was at least in part a direct result of an exceptional circumstances submission, subject to the provisions of section 5.

#### 5. General Proviso

It is also open to a Sub-Board of Examiners to recommend to the Graduate School Board of Examiners any departure from this Scheme and if, in their judgement, this would be equitable for any individual student as a direct result of exceptional circumstances. Such circumstances would need to be extraneous to the normal assessment process and would apply to that student only. All the following conditions also apply:

- 5.1 That the student is very close to the next higher classification boundary (within 3 marks in a single paper or 5 marks on aggregate)<sup>2</sup>;
- 5.2 that the student has course marks in the higher classification range;
- 5.3 that the student has demonstrated that the assessment or set of assessments were significantly and negatively affected by exceptional circumstances that were sudden, unforeseen, out of the student's own control and proximate to the assessment(s) in question;

- 5.4 that the student has demonstrated that their performance in the affected assessment(s) was significantly out of line with their performance in other, unaffected assessments.

### 6. SUPPLEMENTARY CRITERIA FOR PROGRESSION FROM THE FIRST TO THE SECOND YEAR OF MSC MANAGEMENT

The following rules set out what marks are required in order to be eligible to proceed into the second year. Students with the following mark profiles progress as follows:

- 6.1 Pass marks in all first year courses will allow progression to year two.
- 6.2 A pass in 3 units of courses, including all core courses will allow progression to year two.
- 6.3 2 or more Bad Fail marks (full or half units) in any course will prevent progression to year two.

Students must resubmit all failed components of assessments in courses in which they receive a Bad Fail mark order to be eligible for the award of a degree. The Repeat Teaching Panel may consider an application for repeat tuition in any failed courses from a student. Results obtained following a repeated attempt at assessment shall bear their normal value.

### Footnotes

- <sup>1</sup> Each Sub-Board of Examiners shall establish clear 'local rules' about: (i) what special consideration will be given to any course designated as 'critical to assessment' and (ii) when and how the overall classification of an award will be determined where two options are available. Each Sub-Board will also ensure its 'local rules' are published in the relevant departmental student handbook(s). The Academic Registrar's Division will also maintain an authoritative central website about 'local rules'.
- <sup>2</sup> The aggregate will be calculated by taking the sum of all relevant courses weighted according to their relative value in terms of half or full units. A half unit mark is halved for aggregate purposes, e.g. a half unit mark of 60 adds 30 to the aggregate and a half unit mark of 55 adds 27.5. Once all marks have been added, the final aggregate total is rounded up if necessary. A compensation aggregate will only be calculated using the marks in passed courses.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

# MASTER OF PUBLIC ADMINISTRATION

Formerly known as:

**MPA EUROPEAN POLICY-MAKING**

**MPA INTERNATIONAL DEVELOPMENT**

**MPA PUBLIC AND ECONOMIC POLICY**

**MPA PUBLIC POLICY AND MANAGEMENT**

**MPA PUBLIC AND SOCIAL POLICY**

**MPA SOCIAL IMPACT**

Note: for students starting before 2019/20 the full degree title is determined as one of the six MPA headings listed above. For students starting in 19/20 the full degree title shall be determined based on the combination of courses taken over course of the programme, with a particular specialism noted on the degree certificate and transcript once the programme is complete. For both sets of students the following classification scheme shall be used to calculate the level of award.

## **SCHEME FOR THE AWARD OF A TAUGHT MASTERS DEGREE: PROGRAMMES COMPRISING COURSES TO THE VALUE OF EIGHT UNITS FOR STUDENTS ENTERING IN OR AFTER THE ACADEMIC YEAR 2011/12**

*This classification scheme is approved by the Graduate School Board of Examiners.*

*Last updated: July 2019*

This scheme should be read in conjunction with the General Academic Regulations, Regulations for Taught Masters Degrees, the relevant Taught Masters degree programme regulations, the relevant online Taught Masters course guides and the Code of Good Practice for Taught Masters Programmes: Teaching, Learning and Assessment.

### **1. Mark and Grade for a Course:**

- 1.1 The examiners for each course will decide a numerical mark for each student using the following scale:

<b>Grade</b>	<b>Mark</b>
Distinction	70 - 100
Merit	60 - 69
Pass	50 - 59
Fail	(x+1) - 49
Bad Fail	0 - x

Each Department, Institute and Group shall specify the value of x as 19, 29 or 39 for all its courses, and this shall be clearly published in the School Calendar and in departmental student handbooks.

- 1.2 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.

### **2. Eligibility for Award**

- 2.1 In order to be considered for a degree, a student must have attempted and completed all components of assessment required for all courses as listed in the corresponding programme regulations.
- 2.2 A student who makes no attempt at any component of summative assessment for a course, as set out in the General Academic Regulations, will be considered not to have completed the course. Moreover, the absence of an attempt will count as one of the two attempts allowed for the course unless it is authorised by the Chair of the Sub-Board of Examiners responsible for the programme, in accordance with section 10 of the Regulations for Taught Masters Degrees.
- 2.3 A student will not be recommended for the award of a degree if they have failed courses to the value of one or more units, subject to the penalty rules for failed courses in section 3.3 or, if in the judgement of the examiners, the fail is a direct result of medical and / or exceptional circumstances in accordance with section 10 of the Regulations for Taught Masters Degrees.

### 3. Calculation of the Award

- 3.1 The following classification rules apply to students completing the MPA through two years of study at the LSE. Students completing a dual MPA programme will be classified on the basis of the courses studied at the LSE only. Classification for students on dual programmes will therefore be calculated using the School's standard classification scheme for four unit taught Masters degrees.
- 3.2 The Sub-Board of examiners can designate a full-unit course (or equivalent) as being critical to assessment for a programme and establish a 'local rule' whereby it will be given special consideration in the awarding of the degree: for example, a degree cannot be awarded unless the designated course has been passed or the award classification cannot be higher than the result awarded in the designated course.<sup>1</sup>
- 3.3 Where a student receives a Fail mark in any course, the following penalty rules shall apply:
  - 3.3.1. A Bad Fail mark in any course of any unit value will result in an overall Fail for the degree.
  - 3.3.2. A Fail (but not a Bad Fail) in a course(s) of 0.5 or 1.0 unit value does not require compensation.
  - 3.3.3. A Fail (but not a Bad Fail) in courses to the value of 1.5 or 2.0 units will result in an overall Fail unless all failed courses are compensated either:
    - (i) by a mark of at least 60% in courses of an equivalent value for each failed course. For the avoidance of doubt, a mark of at least 60% is required in each course providing compensation.
    - (ii) by a compensation aggregate mark of 330 in the non-failed courses.  
If compensated, a Fail shall result in a drop in the overall award classification where a Distinction or Merit would otherwise have been awarded. It shall have no further impact where a Pass is to be awarded.<sup>2</sup>  
A Fail (but not a Bad Fail) in courses of more than 2.0 units will result in an overall Fail for the degree.
- 3.4 The overall classification of an award shall, subject to the penalty rules for failed courses in section 3.3 above, be calculated as follows:
  - 3.4.1. For a Distinction:
    - (a) marks of a Distinction grade in courses to the value of 6.0 units or more;
    - (b) marks of a Distinction grade in courses to the value of 5.0 units and marks of a Merit grade in courses to the value of 2.0 units.
  - 3.4.2. Either a Distinction (if no failed course) or a Merit according to the 'local rules' of the Sub-Board<sup>1</sup>
    - (c) marks of a Distinction grade in courses to the value of 5.0 units and a mark of a Merit grade in a course of 1.0 unit value;
    - (d) marks of a Distinction grade in courses to the value of 4.0 units and marks of a Merit grade in courses to the value of at least 2.0 units and an overall aggregate mark of at least 520<sup>2</sup>
  - 3.4.3. For a Merit:
    - (e) marks of a Distinction grade in courses to the value of at least 4.0 units;
    - (f) marks of a Merit grade (or higher) in courses to the value of 6.0 units or more;
    - (g) a mark of a Distinction grade in a course of 1.0 unit value and marks of a Merit grade (or higher) in courses to the value of 4.0 units.
  - 3.4.4. Either a Merit (if no failed course) or a Pass according to the 'local rules' of the Sub-Board<sup>1</sup>
    - (h) marks of a Distinction or Merit grade in courses to the value of 5.0 units;
    - (i) marks of a Distinction grade in courses to the value of 2.0 units and marks of a Merit grade in courses to the value of 2.0 units.
  - 3.4.5. For a Pass
    - (j) marks of at least a Pass grade in courses to the value of 7.0 units;
    - (k) marks of at least a Pass grade in courses to the value of 6.0 units with compensation for the failed unit(s) as described under section 3.3.

### 4. Failure to Achieve an Award

- 4.1 If a student has not been awarded a degree, they shall normally be entitled to re-sit the failed courses only (on one occasion) and at the next normal opportunity, in accordance with the General Academic Regulations.
- 4.2 If a student has met the requirements for the award of a degree having re-sat failed courses, they can only be recommended for the award of a Pass degree unless, in the judgement of the examiners, the initial failure(s) was at least in part a direct result of medical and / or exceptional circumstances, subject to the provisions of section 5.

## 5. General Proviso

It is also open to a Sub-Board of Examiners to recommend to the Graduate School Board of Examiners any departure from this Scheme and / or from its 'local rules' if, in their judgement, this would be equitable for any individual student as a direct result of a formal exceptional circumstances submission to the Student Services Centre. Such circumstances would need appropriate supporting evidence and must be extraneous to the normal assessment process and would apply to that student only. The following conditions also apply:

- 5.1 That the student is very close to the next higher classification boundary (within 3 marks in a single paper or 5 marks on aggregate)<sup>2</sup>;
- 5.2 that the student has marks in the higher classification range;
- 5.3 that the student has demonstrated that the assessment or set of assessments were significantly and negatively affected by exceptional circumstances that were sudden, unforeseen, out of the student's own control and proximate to the assessment(s) in question;
- 5.4 that the student has demonstrated that their performance in the affected assessment(s) was significantly out of line with their performance in other, unaffected assessments.

### Footnotes

- <sup>1</sup> Each Sub-Board of Examiners shall establish clear 'local rules' about: (i) what special consideration will be given to any course designated as 'critical to assessment' and (ii) when and how the overall classification of an award will be determined where two options are available. Each Sub-Board will also ensure its 'local rules' are published in the relevant departmental student handbook(s). The Academic Registrar's Division will also maintain an authoritative central website about 'local rules'.
- <sup>2</sup> The aggregate will be calculated by taking the sum of all relevant courses weighted according to their relative value in terms of half or full units. A half unit mark is halved for aggregate purposes, e.g. a half unit mark of 60 adds 30 to the aggregate and a half unit mark of 55 adds 27.5. Once all marks have been added, the final aggregate total is rounded up if necessary. A compensation aggregate will only be calculated using the marks in passed courses.

## SUPPLEMENTARY CRITERIA FOR PROGRESSION FROM THE FIRST TO THE SECOND YEAR OF THE MPA AND DUAL MPA DEGREE

- 1.1 Students who attain at least a Pass grade in each of the first year courses will be eligible to proceed into the second year of the MPA or Dual MPA programme.
- 1.2 A student on the MPA programme who has attained a Fail grade in courses to the value of 1.0 unit and at least a Pass grade in the remaining courses to the value of 3.0 units will be eligible to proceed into the second year.
- 1.3 A student holding an offer on the Dual MPA for their second year, who has attained a Fail grade in courses to the value of 1.0 unit, may only progress if a mark of at least 60% has been achieved in courses of an equivalent value or an aggregate mark of at least 165 has been achieved in the non-failed courses.
- 1.4 A student who receives a Bad Fail in any course or who otherwise fails to meet the above criteria for progression will not be able to progress to the second year of the MPA or Dual MPA programme and will be entitled to repeat the failed courses as follows:  
A student shall normally be entitled to repeat any failed courses only (on one occasion) and at the next normal opportunity, in accordance with paragraph 30 of the General Academic Regulations. The Repeat Teaching Panel may consider an application for repeat tuition in any failed courses from a student. Results obtained following a repeated attempt at assessment shall bear their normal value.
- 1.5 A student who has completed year one and is unable to complete year two of the MPA or Dual MPA programme will not receive an interim award.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.



## EXECUTIVE MSc BEHAVIOURAL SCIENCE

This MSc is classified according to the Scheme for the Award of a Taught Masters Degree for Students Entering In or After Academic Year 2008/09 subject to the following provisions:

The MSc is a sixteen month part-time programme. It features three two-week intensive teaching sessions and a full unit dissertation. Assessment for each taught course will take place after the relevant teaching session. Assessment for all taught courses consists of a combination of essays and take-home exams. Students wishing to defer sitting one or more assessments must seek permission according to the Regulations for Taught Masters Degrees.

### Classification

All marks count towards classification.

### Local rules

There are specific rules which state (i) which course has been designated as 'critical to assessment' and (ii) when and how the overall classification of an award will be determined where two options are available. The local rules for this programme can be found here.

### Bad Fail marks:

Please see Paragraph 3 of the Classification Scheme for a list of Bad Fail marks for courses from each Department.

### Resits:

Students submit their dissertation at the end of November and the Sub-Board will meet in late January/early February to determine classifications, which will then be ratified at the Graduate School Board of Examiners(GSBE) Business meeting. Students will attend the July graduation ceremony.

## EXIT OPTIONS

### Diploma

Students who cannot complete the Executive MSc Behavioural Science due to unforeseen circumstances may be eligible for a Diploma

This Diploma is classified according to the Scheme for the Award of a Diploma, as a 3 unit programme subject to the following provisions.

Students eligible for the award of a Diploma will have registered on the Executive MSc Behavioural Science programme and then cease their studies after completing courses to the value of 3.0 full units (three teaching sessions). Results from each of the three units (or equivalent where half unit courses have been taken) count towards the Diploma classification. Students must achieve a mark of 50 or higher in each of the three courses (or equivalent where half unit courses have been taken) to achieve an overall Pass in the Diploma.

### Certificate

Students who cannot complete the Executive MSc Behavioural Science due to unforeseen circumstances, and who are not eligible for a Diploma, may be eligible for a Certificate.

Students wishing to earn a Certificate will have registered on the Executive MSc Behavioural Science programme and then cease their studies after completing courses to the value of 2.0 full units (two teaching sessions).

The certificate is classified on a Pass/Fail basis only. A Pass mark of 50 needs to be achieved in each of the two units (or equivalent where half unit courses have been taken) for students to be eligible for the award of the Certificate. Higher marks in one course cannot compensate a Fail mark in another course.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

## EXECUTIVE MSc HEALTH ECONOMICS, POLICY AND MANAGEMENT

*This classification scheme is approved by the Graduate School Board of Examiners.  
Last updated: August 2018*

### MSc

This MSc is classified according to the Scheme for the Award of a Taught Masters Degree for Students Entering In or After Academic Year 2008/09 subject to the following provisions:

The MSc is a two year programme. It features two intensive teaching sessions each year. Assessment for all courses consists of a combination of unseen examinations, take home examinations and coursework. Students must take total courses to the value of 4.5 full units, namely, four compulsory half units in Year One, four optional half units in Year Two, and a half unit dissertation in Year Two.

For the full programme regulations students should follow the links from their year of entry here.

### Classification

Eight marks count towards classification: the four compulsory courses in Year One, the dissertation, and the best three marks from the optional courses in Year Two. The lowest mark of the optional courses (listed at Paper 6 in the programme Regulations) will automatically be excluded from the marks that will count towards the degree classification. Any failed or Bad Failed courses that count towards classification will be treated in accordance with paragraph 3.2 of the Classification Scheme above. A degree cannot be awarded where a candidate receives a Bad Fail mark in any course.

### Progression

Students wishing to defer attempting one or more assessments must seek permission according to the General Academic Regulations. Students failing one but not more than one of the four compulsory half units in Year One will be able to proceed to Year Two, although this fail will count toward degree classification according to the Scheme for the Award of a Taught Masters Degree for Students Entering In or After Academic Year 2008/09. Students are permitted to repeat failed assessments in line with the School's General Academic Regulations and Regulations for Taught Masters Degrees.

### Diploma

Students who cannot complete the MSc in Health Economics, Policy and Management due to unforeseen circumstances may be eligible for a Diploma. This Diploma is classified according to the Scheme for the Award of a Diploma.

Students may be eligible for the award of a Diploma if they leave the programme after completing the four compulsory half units in Year One and two half units in Year Two. All courses count towards the Diploma classification. A Pass mark of 50 must be achieved in all courses for students to achieve an overall Pass in the Diploma. Students wishing to defer attempting one or more assessments must seek permission according to the General Academic Regulations. Students are permitted to repeat failed assessments in line with the School's General Academic Regulations and Regulations for Diplomas.

### Certificate

Students who cannot complete the MSc in Health Economics, Policy and Management due to unforeseen circumstances, and who are not eligible for a Diploma, may be eligible for a Certificate. Students may be eligible for the award of a Diploma if they leave the programme after completing the four compulsory half units in Year One. The certificate is classified on a Pass/Fail basis only. A Pass mark of 50 needs to be achieved in all courses for students to be eligible for the award of the certificate. Higher marks in one course cannot compensate a Fail mark in another course. Students wishing to defer attempting one or more assessments must seek permission according to the General Academic Regulations. Students are permitted to repeat failed exams in line with the School's General Academic Regulations and Regulations for Certificates.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

## EXECUTIVE MSc IN HEALTH ECONOMICS, OUTCOMES AND MANAGEMENT IN CARDIOVASCULAR SCIENCES

*This classification scheme is approved by the Graduate School Board of Examiners.*

*Last updated: July 2019.*

This MSc is classified according to the Scheme for the Award of a Taught Masters Degree for Students Entering In or After Academic Year 2008/09 subject to the following provisions:

The MSc is a two year part-time programme. It features two intensive teaching sessions each year. Assessment for all courses consists of a combination of unseen examinations, take home examinations and coursework.

### Classification

For students starting in or after the 2018/19 academic year:

Students will take a total of four units of courses. All four units will count towards the calculation of the overall award according to the conditions set out in the Classification Scheme listed above.

For students starting before the 2018/19 academic year:

Students must take total courses to the value of 4.5 units.

Eight marks count towards classification. The lowest mark of the optional courses will automatically be excluded from the degree classification, unless it is a Bad Fail mark at the point of classification in which case Paragraph 3.2.1 of the Classification Scheme shall be applied. The mark excluded from the classification can be a fail (but not a Bad Fail), but in order to receive an overall degree classification of Merit or Distinction a student must not have any Fail marks.

The optional courses are listed below. All optional courses are half units:

HP4A1E

HP4B3E

HP4D1E

HP4D2E

HP4D5E

PB452E

### Progression

Students wishing to defer sitting one or more examinations must seek permission according to the Regulations for Taught Masters Degrees. Students failing one but not more than one of the four compulsory half units in Year One will be able to proceed to Year Two, although this fail will count toward degree classification according to the Scheme for the Award of a Taught Masters Degree for Students Entering In or After Academic Year 2008/09. Students are permitted to re-sit failed exams in line with the School's Regulations for Taught Masters Degrees.

### Diploma

This Diploma is classified according to the Scheme for the Award of a Diploma.

Students may be eligible for the award of a Diploma if, as a result of exceptional and unforeseen circumstances, they must leave the MSc programme after completing the four compulsory half units in Year One and two half units in Year Two. All courses count towards the degree classification. A Pass mark of 50 must be achieved in all courses for students to achieve an overall Pass in the Diploma. Students wishing to defer sitting one or more examinations must seek permission according to the Regulations for Diplomas. Students are permitted to re-sit failed exams in line with the School's Regulations for Diplomas.

### Certificate

Students may be eligible for the award of a Certificate if, as a result of exceptional and unforeseen circumstances, they must leave the MSc programme after completing the four compulsory half units in Year One. The Certificate is classified on a Pass/Fail basis only. A Pass mark of 50 needs to be achieved in all courses for students to be eligible for the award of the Certificate. Higher marks in one course cannot compensate a Fail mark in another course. Students wishing to defer sitting one or more examinations must seek permission according to the Regulations for Certificates. Students are permitted to re-sit failed exams in line with the School's Regulations for Certificates.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

## EXECUTIVE MASTER OF LAWS (ELLM)

*This classification scheme is approved by the Graduate School Board of Examiners.*

*Last updated: June 2015*

This scheme should be read in conjunction with the General Academic Regulations, Regulations for Taught Masters Degrees, the relevant Taught Masters degree programme regulations, the relevant online Taught Masters course guides and the Code of Good Practice for Undergraduate, Diploma and Postgraduate Programmes: Teaching, Learning and Assessment.

The masters degree is classified according to the Scheme for the Award of a Taught Masters Degree for Students Entering in or after Academic Year 2008/09

### Exit Options

#### Diploma

This diploma is classified according to the Scheme for the Award of a Diploma, as a 3 unit programme subject to the following provisions.

Students wishing to earn a diploma will have registered as Executive LLM students and then cease their studies after completing six courses (3 full units). All courses count towards the diploma classification. A Pass mark of 50 must be achieved in all courses for students to achieve an overall Pass in the diploma. Assessments for each of the courses will take place at the beginning of the next teaching session. Students wishing to defer attempting one or more assessments must seek permission according to the General Academic Regulations no later than eight weeks prior to the assessment date except in the case of exceptional circumstances, as set out in the General Academic Regulations. Students are permitted to repeat failed assessments in line with the School's General Academic Regulations and Regulations for Diplomas.

#### Certificate

Students wishing to earn a certificate will have registered as Executive LLM students and then cease their studies after completing four courses (2 full units). The certificate is classified on a Pass/Fail basis only. A Pass mark of 50 needs to be achieved in all courses for students to be eligible for the award of the certificate. Higher marks in one course cannot compensate a Fail mark in another course. Students wishing to defer attempting one or more assessments must seek permission according to the General Academic Regulations no later than eight weeks prior to the assessment date except in the case of exceptional circumstances, as set out in the General Academic Regulations. Students are permitted to repeat failed assessments in line with the School's General Academic Regulations and Regulations for Certificates.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

## EXECUTIVE MASTER OF PUBLIC ADMINISTRATION (EMPA)

## EXECUTIVE MASTER OF PUBLIC POLICY (EMPP)

### SCHEME FOR THE AWARD OF A TAUGHT MASTERS DEGREE: PROGRAMMES COMPRISING COURSES TO THE VALUE OF EIGHT HALF UNITS FOR STUDENTS ENTERING IN OR AFTER THE ACADEMIC YEAR 2014/15 (FOR EMPA) AND 2015/16 (FOR EMPP)

*This classification scheme is approved by the Graduate School Board of Examiners.*

*Last updated: June 2018*

This scheme should be read in conjunction with the General Academic Regulations, Regulations for Taught Master's Degrees, the relevant Taught Master's degree programme regulations, the relevant online Taught Master's course guides and the Code of Good Practice for Undergraduate, Diploma and Postgraduate Programmes: Teaching, Learning and Assessment.

#### 1. Mark and Grade for a Course:

- 1.1 The examiners for each course will decide a numerical mark for each student using the following scale:

Grade	Mark
Distinction	70 - 100
Merit	60 - 69
Pass	50 - 59
Fail	(x+1) - 49
Bad Fail	0 - x

Each Department, Institute and Group shall specify the value of x as 19, 29 or 39 for all its courses, and this shall be clearly published in the School Calendar and in departmental student handbooks.

- 1.2 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.

#### 2. Eligibility for Award

- 2.1 In order to be considered for a degree, a student must have attempted and completed all components of summative assessment required for all courses listed in the corresponding programme regulations.
- 2.2 A student who makes no attempt at any component of summative assessment for a course, as set out in the General Academic Regulations, will be considered not to have completed the course. Moreover, the absence of an attempt will count as one of the two attempts allowed for the course unless it is authorised by the Chair of the Sub-Board of Examiners responsible for the programme, in accordance with section 10 of the Regulations for Taught Master's Degrees.
- 2.3 A student will not be recommended for the award of a degree if they have failed courses to the value of one or more units, subject to the penalty rules for failed courses in section 3.3 or, if in the judgement of the examiners, the fail is a direct result of medical and / or exceptional circumstances in accordance with section 10 of the Regulations for Taught Master's Degrees.

#### 3. Calculation of the Award

- 3.1 The following classification rules apply to students completing either the EMPA or EMPP through twenty months of study at the LSE.
- 3.2 The Sub-Board of examiners can designate a half-unit course (or equivalent) as being critical to assessment for a programme and establish a 'local rule' whereby it will be given special consideration in the awarding of the degree: for example, a degree cannot be awarded unless the designated course has been passed or the award classification cannot be higher than the result awarded in the designated course<sup>1</sup>.
- 3.3 Where a student receives a Fail mark in any course, the following penalty rules shall apply:
- 3.3.1. A Bad Fail mark in any course of any unit value will result in an overall Fail for the degree.
- 3.3.2. A Fail (but not a Bad Fail) in a course(s) of 0.5 unit value does not require compensation.
- 3.3.3. A Fail (but not a Bad Fail) in courses to the value of 1.0 units will result in an overall Fail unless all failed courses are compensated either:
- (i) by a mark of at least 60% in courses of an equivalent value for each failed course.
  - (ii) by a compensation aggregate mark of 330 in the non-failed courses.
- If compensated, a Fail shall result in a drop in the overall award classification where a Distinction or Merit would otherwise have been awarded. It shall have no further impact where a Pass is to be awarded.
- 3.3.4. A Fail (but not a Bad Fail) in a course(s) of more than 1.0 unit will result in an overall Fail for the degree.

- 3.4 The overall classification of an award shall, subject to the penalty rules for failed courses in section 3.3 above, be calculated as follows
- 3.4.1. For a Distinction:
- (a) marks of a Distinction grade in courses to the value of 3.0 units or more;
  - (b) marks of a Distinction grade in courses to the value of 2.5 units and marks of a Merit grade in courses to the value of 1.0 unit.
- 3.4.2. Either a Distinction (if no failed course) or a Merit according to the 'local rules' of the Sub-Board<sup>1</sup>
- (c) marks of a Distinction grade in courses to the value of 2.5 units and a mark of a Merit grade in a course of 0.5 unit value;
  - (d) marks of a Distinction grade in courses to the value of 2.0 units and marks of a Merit grade in courses to the value of at least 1.0 unit and an overall aggregate mark of at least 520
- 3.4.3. For a Merit:
- (e) marks of a Distinction grade in courses to the value of at least 2.0 units;
  - (f) marks of a Merit grade (or higher) in courses to the value of 3.0 units or more;
  - (g) a mark of a Distinction grade in a course of 0.5 unit value and marks of a Merit grade in courses to the value of 2.0 units.
- 3.4.4. Either a Merit (if no failed course) or a Pass according to the 'local rules' of the Sub-Board<sup>1</sup>
- (h) marks of a Merit grade in courses to the value of 2.5 units;
  - (i) marks of a Distinction grade in courses to the value of 1.0 unit and marks of a Merit grade in courses to the value of 1.0 unit.
- 3.4.5. For a Pass
- (j) marks of at least a Pass grade in courses to the value of 3.5 units;
  - (k) marks of at least a Pass grade in courses to the value of 3.0 units with compensation for the failed unit(s) as described under section 3.3.

#### **4. Failure to Achieve an Award of Degree**

- 4.1 If a student has not been awarded a degree, they shall normally be entitled to repeat the failed courses only (on one occasion) and at the next normal opportunity, in accordance with the General Academic Regulations.
- 4.2 If a student has met the requirements for the award of a degree having repeated failed courses, they can only be recommended for the award of a Pass degree unless, in the judgement of the examiners, the initial failure(s) was at least in part a direct result of medical and / or exceptional circumstances, subject to the provisions of section 7.

#### **5. Diploma**

Students who achieve passing grades (50 and above) in at least 6 half units are eligible for the award of Diploma. Students can opt for this award either once they have completed six courses (i.e. all courses in Year One plus two further half units) or once they have completed the programme if they are not eligible for the award of the degree. The Diploma is classified according to the Scheme for the Award of a Diploma.

#### **6. Certificate**

Students who have achieved passing grades (50 and above) in at least 4 half units are eligible for the award of Certificate. The student is classified on a Pass/Fail basis only. Higher marks in one course cannot compensate a Fail mark in another course. The award of a Certificate or Diploma is subject to the application of the General Academic Regulations and the Certificate/Diploma regulations and classification schemes. The Certificate and Diploma are final exit awards with no option to subsequently be awarded the degree of Executive Master of Public Administration or Executive Master of Public Policy.

#### **7. General Proviso**

It is also open to a Sub-Board of Examiners to recommend to the Graduate School Board of Examiners any departure from this Scheme and / or from its 'local rules' if, in their judgement, this would be equitable for any individual student as a direct result of a formal exceptional circumstances submission to the Student Services Centre. Such circumstances would need appropriate supporting evidence and be extraneous to the normal assessment process and would apply to that student only. The following conditions also apply:

- 7.1 That the student is very close to the next higher classification boundary (within 3 marks in a single paper or 5 marks on aggregate);
- 7.2 that the student has marks in the higher classification range;

## 74 School Regulations

- 7.3 that the student has demonstrated that the assessment or set of assessments were significantly and negatively affected by exceptional circumstances that were sudden, unforeseen, out of the student's own control and proximate to the assessment(s) in question;
- 7.4 that the student has demonstrated that their performance in the affected assessment(s) was significantly out of line with their performance in other, unaffected assessments.

### Footnote

- <sup>1</sup> Each Sub-Board of Examiners shall establish clear 'local rules' about: (i) what special consideration will be given to any course designated as 'critical to assessment' and (ii) when and how the overall classification of an award will be determined where two options are available. Each Sub-Board will also ensure its 'local rules' are published in the relevant departmental student handbook(s). The Academic Registrar's Division will also maintain an authoritative central website about 'local rules'.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

## EXAM SUB-BOARD 'LOCAL RULES'

Please read the following local rules in conjunction with the relevant scheme paragraph in the Classification Scheme for each programme. For further information on Exam Sub-Board local rules, please contact Martin Johnson ([m.johnson@lse.ac.uk](mailto:m.johnson@lse.ac.uk)):

### SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'

These Exam Sub-Board 'local rules' apply to the following programmes:

#### **MSc ACCOUNTING AND FINANCE**

#### **MSc ACCOUNTING, ORGANISATIONS AND INSTITUTIONS**

1. Course critical to assessment: None
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
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### SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'

These Exam Sub-Board 'local rules' apply to the following programme:

#### **MSc ANALYSIS, DESIGN AND MANAGEMENT OF INFORMATION SYSTEMS (WITHDRAWN)**

1. Course critical to assessment: The award classification cannot be higher than the result awarded in the designated course (IS499 Dissertation: MSc in ADMIS).
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
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### SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2014/15: SUB-BOARD 'LOCAL RULES'

These Exam Sub-Board 'local rules' apply to the following programmes:

#### **MSc ANTHROPOLOGY AND DEVELOPMENT**

#### **MSc ANTHROPOLOGY AND DEVELOPMENT MANAGEMENT**

#### **MSc CHINA IN COMPARATIVE PERSPECTIVE**

#### **MSc LAW, ANTHROPOLOGY AND SOCIETY**

#### **MSc SOCIAL ANTHROPOLOGY (RELIGION IN THE CONTEMPORARY WORLD) (FORMERLY MSc RELIGION IN THE CONTEMPORARY WORLD)**

#### **MSc SOCIAL ANTHROPOLOGY**

#### **MSc SOCIAL ANTHROPOLOGY (RESEARCH)**

#### **MSc SOCIAL ANTHROPOLOGY (LEARNING AND COGNITION)(FORMERLY MSc PSYCHOLOGICAL ANTHROPOLOGY AND MSc ANTHROPOLOGY OF LEARNING AND COGNITION) (WITHDRAWN 2019/20)**

1. Course critical to assessment: No.
2. Distinction/Merit borderline (scheme paragraph 3.3.2): 3.3.2 (c) marks of a Distinction grade in courses to the value of 2.5 units and a mark of a Merit grade in a course of 0.5 unit value will obtain an overall classification of a Distinction; 3.3.2 (d) marks of a Distinction grade in courses to the value of 2.0 units and marks of a Merit grade of at least 65 in courses to the value of 2.0 units; OR, marks of a Distinction grade in courses to the value of 2.0 units, marks of a Merit grade in courses to the value of 2.0 units, and an overall aggregate mark of at least 275 will obtain an overall classification of a Distinction.
3. Merit/Pass borderline (scheme paragraph 3.3.4): 3.3.4 (h) marks of a Merit grade in courses to the value of 2.5 units will obtain an overall classification of a Merit; 3.3.4 (i) marks of a Distinction grade in courses to the value of



1.0 unit, marks of a Merit grade in courses to the value of 1.0 unit, and marks of a Pass grade of at least 55 to the value of 2.0 units will obtain an overall classification of Merit.

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### **SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2018/19: SUB-BOARD 'LOCAL RULES'**

These Exam Sub-Board 'local rules' apply to the following programme:

#### **MSc APPLIED SOCIAL DATA SCIENCE**

1. Course critical to assessment: None.
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will be determined to the advantage of the student.
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will be determined to the advantage of the student.
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### **SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'**

These Exam Sub-Board 'local rules' apply to the following programmes:

#### **MSc APPLICABLE MATHEMATICS**

#### **MSc FINANCIAL MATHEMATICS**

#### **MSc OPERATIONAL RESEARCH AND ANALYTICS**

1. Course critical to assessment: None except for MSc Operational Research and Analytics; students starting before 2018/19 must pass both MA425 and MA426 in order to be awarded the degree.
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will be determined according to an aggregate formula: a Distinction if the student has achieved either an aggregate score of 280 or marks of 80 or above in one unit's worth of MA courses.
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will be determined according to an aggregate formula: a Merit if they have achieved an aggregate score of 240.
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### **SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'**

These Exam Sub-Board 'local rules' apply to the following programmes:

#### **EXECUTIVE MSc BEHAVIOURAL SCIENCE**

1. Course critical to assessment: For all students: The MSc degree cannot be awarded unless PB451E (formerly PS471E or SA4M5E) has been passed.  
For students starting in or after 2017/18: For the award of an overall Distinction, students must achieve a high Merit (65 or above) in their dissertation.  
Or, for the award of an overall Merit these students must achieve a high Pass (55 or above) in their dissertation.
  2. Distinction/Merit borderline (scheme paragraph 3.3.2):  
For students starting before 2017/18: Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
  3. Merit/Pass borderline (scheme paragraph 3.3.4):  
For students starting before 2017/18: Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
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## SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'

These Exam Sub-Board 'local rules' apply to the following programme:

### **MSc CITY DESIGN AND SOCIAL SCIENCE**

1. Course critical to assessment: For students registered in or before 2016/17: None  
For students registered in or after 2017/18: Must pass SO449 in order to be awarded the degree.
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will be determined to the advantage of the student.
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will be determined to the advantage of the student.
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## SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'

These Exam Sub-Board 'local rules' apply to the following programmes:

### **MSc COMPARATIVE POLITICS (ALL STREAMS)**

### **MSc COMPARATIVE POLITICS (RESEARCH) (WITHDRAWN 14/15)**

### **MSc CONFLICT STUDIES**

### **MSc GLOBAL POLITICS**

### **MSc GLOBAL POLITICS (GLOBAL CIVIL SOCIETY) (WITHDRAWN 16/17)**

### **MSc POLITICAL THEORY**

### **MSc POLITICAL THEORY (RESEARCH) (WITHDRAWN 14/15)**

### **MSc POLITICAL SCIENCE AND POLITICAL ECONOMY**

### **LSE-PKU DOUBLE DEGREE IN PUBLIC ADMINISTRATION AND GOVERNMENT**

### **MSc PUBLIC POLICY AND ADMINISTRATION**

### **MSc PUBLIC POLICY AND ADMINISTRATION (RESEARCH) (WITHDRAWN 14/15)**

### **MRes IN POLITICAL SCIENCE**

1. Course critical to assessment: For all programmes except MRes Political Science: A degree cannot be awarded unless GV499 Dissertation has been passed.
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
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## SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2016/17: SUB-BOARD 'LOCAL RULES'

These Exam Sub-Board 'local rules' apply to the following programmes:

### **EXECUTIVE MSc CITIES**

1. Course critical to assessment: Students must also achieve a Pass mark or higher in SO4A7E (formerly SO4A7) in order for an MSc to be awarded.
2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
4. Students starting the programme in 2018/19 may be eligible for the following exit awards as follows: Diploma  
Students may be eligible for the award of a Diploma if, as a result of exceptional and unforeseen circumstances, they must leave the programme early or once they have completed the programme if they are not eligible for the award of the degree after either completing all their first attempts or all second attempts at all courses. Students in this position must achieve passing grades (50 and above) in courses to the value of at least 3.0 units to be eligible for the award of Diploma. The Diploma is classified according to the Scheme for the Award of a Diploma. The Diploma is a final exit award with no option to be subsequently awarded the degree of Executive MSc in Cities.

Certificate Students may be eligible for the award of a Certificate if, as a result of exceptional and unforeseen circumstances, they must leave the programme early or once they have completed the programme if they are not eligible for the award of the degree after either completing all their first attempts or all second attempts at all courses. Students in this position must have achieved passing grades (50 and above) in courses to the value of at least 2.0 units to be eligible for the award of Certificate. The Certificate is classified on a Pass/Fail basis only. Higher marks in one course cannot compensate a Fail mark in another course. The award of a Certificate or Diploma is subject to the application of the General Academic Regulations and the Certificate/Diploma regulations and classification schemes. The Certificate is a final exit award with no option to be subsequently awarded the degree of Executive MSc in Cities.

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### **SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'**

These Exam Sub-Board 'local rules' apply to the following programme:

#### **MSc CONTEMPORARY URBANISM (WITHDRAWN)**

1. Course critical to assessment: None
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will be determined according to an aggregate formula: a Distinction if the student has achieved an average of > 67.5%
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will be determined according to an aggregate formula: a Merit if they have achieved an average of > 57.5%
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### **SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2014/15: SUB-BOARD 'LOCAL RULES'**

These Exam Sub-Board 'local rules' apply to the following programmes:

#### **MRes INTERNATIONAL DEVELOPMENT**

#### **MSc AFRICAN DEVELOPMENT (WITHDRAWN 2019/20)**

#### **MSc DEVELOPMENT MANAGEMENT**

#### **MSc DEVELOPMENT STUDIES (RESEARCH)**

#### **MSc DEVELOPMENT STUDIES**

#### **MSc HEALTH AND INTERNATIONAL DEVELOPMENT**

#### **MSc INTERNATIONAL DEVELOPMENT AND HUMANITARIAN EMERGENCIES**

#### **MSc POPULATION AND DEVELOPMENT (WITHDRAWN 2018/19)**

1. Course critical to assessment: MRes International Development: no course is critical to assessment.  
MSc Population and Development: students must pass DV459 to be awarded the degree, The mark in this course does not impact the award of a Distinction.  
From 2017/18 students must achieve a mark of 65 in the following programmes in order to achieve an overall Distinction:  
MSc African Development: DV410 (mark of at least 65)  
MSc Development Management: DV410 (mark of at least 65)  
MSc Development Studies: DV410 (mark of at least 65)  
MSc Health and International Development: DV410 (mark of at least 65)  
MSc International Development and Humanitarian Emergencies: DV410 (mark of at least 65)
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
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## SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE: SUB-BOARD 'LOCAL RULES'

These Exam Sub-Board 'local rules' apply to the following programme:

### **MSc INTERNATIONAL STRATEGY AND DIPLOMACY (PREVIOUSLY MSC DIPLOMACY AND INTERNATIONAL STRATEGY)**

1. Course critical to assessment: None
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
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## SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'

These Exam Sub-Board 'local rules' apply to the following programme:

### **MRes ECONOMICS (TRACK 1)**

1. Course critical to assessment: None
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
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## SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE: SUB-BOARD 'LOCAL RULES'

These Exam Sub-Board 'local rules' apply to the following programmes:

### **MSc ECONOMETRICS AND MATHEMATICAL ECONOMICS**

### **MSc ECONOMETRICS AND MATHEMATICAL ECONOMICS (TWO-YEAR PROGRAMME) (WITHDRAWN 2016/17)**

1. Course critical to assessment: None
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will be determined according to an aggregate formula: a Distinction if the student has achieved an aggregate score of 280.
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
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## SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'

These Exam Sub-Board 'local rules' apply to the following programmes:

### **MSc ECONOMIC HISTORY**

### **MSc GLOBAL HISTORY (WITHDRAWN 17/18)**

### **MA GLOBAL STUDIES: A EUROPEAN PERSPECTIVE (THESE RULES APPLY ONLY TO THE PROGRAMME STUDENTS STUDY WHILE AT LSE)**

### **LSE-SCIENCES PO DOUBLE DEGREE IN DEVELOPMENT ECONOMICS AND ECONOMIC HISTORY (THESE RULES APPLY ONLY TO THE PROGRAMME STUDENTS STUDY WHILE AT LSE) (WITHDRAWN)**

### **MSc POLITICAL ECONOMY OF LATE DEVELOPMENT**

### **MSc QUANTITATIVE ECONOMIC HISTORY**

### **MRes IN QUANTITATIVE ECONOMIC HISTORY**

1. Course critical to assessment: None
2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will be determined according to an aggregate formula: a Distinction if the student has achieved an average of > 67.5%

3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
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### **SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'**

These Exam Sub-Board 'local rules' apply to the following programmes:

#### **MSc ECONOMIC HISTORY (RESEARCH)**

1. Course critical to assessment: None
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will be determined according to an aggregate formula: a Distinction if the student has achieved an average of > 67.5%
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
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### **SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2016/17: SUB-BOARD 'LOCAL RULES'**

These Exam Sub-Board 'local rules' apply to the following programmes:

#### **MSc ECONOMICS**

#### **MSc ECONOMICS (TWO YEAR PROGRAMME) (TO NOTE: FINAL CLASSIFICATION OF MSc ECONOMICS (TWO YEAR PROGRAMME) IS BASED ON RESULTS ACHIEVED IN 4 UNITS TAKEN IN YEAR 2 OF THE PROGRAMME.)**

1. Course critical to assessment: None
2. Distinction/Merit borderline (scheme paragraph 3.3.2): A Distinction will not be awarded for students with a mark profile of 3.3.2 (c)  
A Distinction will not be awarded for students with a mark profile of 3.3.2 (d)
3. Merit/Pass borderline (scheme paragraph 3.3.4): (h) Students are unable to obtain a mark profile falling in to this range. See note below.  
(i) Students with mark profiles falling into this range will be determined according to an aggregate formula: a Merit if the student has achieved an aggregate score of 240.

Note: For students who undertake the Finance options under Paper 4 of the Programme Regulations (courses starting FM), the final mark for the purpose of classification will be determined by calculating the average of the marks of the exam and the essay of each course taken, producing a single final mark.

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### **SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2009/10: SUB-BOARD 'LOCAL RULES'**

These Exam Sub-Board 'local rules' apply to the following programme:

#### **MSc ECONOMICS AND MANAGEMENT (FORMERLY MSc IN MANAGEMENT AND ECONOMICS)**

1. Course critical to assessment: None
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Students with a mark profile of 3.3.2 (c) will be awarded a Distinction overall.  
A Distinction will not be awarded for students with a mark profile of 3.3.2 (d)
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Students with mark profiles falling into this range will always be awarded a Merit degree.
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## SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'

These Exam Sub-Board 'local rules' apply to the following programme:

### **MSc ECONOMICS AND PHILOSOPHY**

1. Course critical to assessment: Course PH499 is designated as critical to assessment in determining borderline degree classifications, under 3.3.2 of the Five-unit masters classification scheme.
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will be determined according to another local rule: Distinction if and only if mark in dissertation (PH499)  $\geq 65$
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
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## SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'

These Exam Sub-Board 'local rules' apply to the following programmes:

### **MSc EMPLOYMENT RELATIONS AND ORGANISATIONAL BEHAVIOUR (RESEARCH) (WITHDRAWN)**

### **MSc INTERNATIONAL EMPLOYMENT RELATIONS AND HUMAN RESOURCE MANAGEMENT (WITHDRAWN 2015/16)**

### **MSc MANAGEMENT AND HUMAN RESOURCES (FORMERLY MSc HUMAN RESOURCE MANAGEMENT) (WITHDRAWN 2015/16)**

### **MSc ORGANISATIONAL BEHAVIOUR (WITHDRAWN 2015/16)**

### **MSc HUMAN RESOURCES AND ORGANISATIONS**

1. Course critical to assessment: A degree cannot be awarded unless the designated course MG493 (formerly ID499 Dissertation or ID496 Dissertation) had been passed.
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will be determined according to an aggregate formula: Distinction if aggregate  $> 260$
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will be determined according to an aggregate formula: Merit awarded if aggregate  $> 240$
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## SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE: SUB-BOARD 'LOCAL RULES'

These Exam Sub-Board 'local rules' apply to the following programmes:

### **MSc ENVIRONMENT AND DEVELOPMENT**

### **MSc ENVIRONMENTAL POLICY AND REGULATION**

### **MPA/MSC JOINT ENVIRONMENT MASTER'S PLAN (THESE RULES APPLY ONLY TO THE PROGRAMME STUDENTS STUDY WHILE AT LSE)**

For students entering from 2008/09 and before 2012/13:

1. Course critical to assessment: None
2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will be determined according to an aggregate formula: students must gain average of  $>67.5$  across the number of courses taken to be awarded a Distinction.
3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will be determined according to an aggregate formula: students must gain average of  $>57.5$  across the number of courses taken to be awarded a Merit.

### **FOR STUDENTS ENTERING FROM 2012/13 AND AFTER:**

### **MSc ENVIRONMENT AND DEVELOPMENT**

### **MSc ENVIRONMENTAL ECONOMICS AND CLIMATE CHANGE**

### **MSc ENVIRONMENTAL POLICY AND REGULATION**

### **MPA/MSC JOINT ENVIRONMENT MASTER'S PLAN (THESE RULES APPLY ONLY TO THE PROGRAMME STUDENTS STUDY WHILE AT LSE)**

1. Course critical to assessment: None
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): A Distinction will be awarded if an overall aggregate mark of 270 or above [an average mark of 67.5% or above] is achieved, if an aggregate mark of below 270 [an average mark of below 67.5%] is achieved then a Merit will be awarded. (NB Half units are weighted).
  3. Merit/Pass borderline (scheme paragraph 3.3.4): A Merit will be awarded upon achieving marks of a Merit grade in courses to the value of 2.5 units and overall aggregate mark of at least 230. Or marks of a Distinction grade in courses to the value of 1.0 unit and marks of a Merit grade in courses to the value of 1.00 unit and an overall Merit aggregate mark of at least 230.
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### **SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'**

These Exam Sub-Board 'local rules' apply to the following programmes:

**EXECUTIVE MSc POLITICAL ECONOMY OF EUROPE (WITHDRAWN 2016/17)**

**MSc POLITICAL ECONOMY OF EUROPE (FORMERLY MSc EUROPEAN POLITICAL ECONOMY)**

**MSc EUROPEAN STUDIES: IDEAS, IDEOLOGIES AND IDENTITIES (FORMERLY MSc EUROPEAN STUDIES: IDEAS AND IDENTITIES) (WITHDRAWN 2017/18)**

**MSc EU POLITICS (FORMERLY MSc POLITICS AND GOVERNMENT IN THE EUROPEAN UNION) (WITHDRAWN 2019/20)**

**MSc CULTURE AND CONFLICT IN A GLOBAL EUROPE (FORMERLY MSc GLOBAL EUROPE: CULTURE AND CONFLICT)**

**LSE-FUDAN DOUBLE DEGREE IN THE GLOBAL POLITICAL ECONOMY OF CHINA AND EUROPE**

**LSE-SCIENCES PO DOUBLE DEGREE IN EUROPEAN STUDIES**

**MSc EUROPEAN AND INTERNATIONAL PUBLIC POLICY**

**MSc EUROPEAN AND INTERNATIONAL PUBLIC POLICY (SCIENCES-PO)**

**LSE-BOCCONI DOUBLE DEGREE IN EUROPEAN AND INTERNATIONAL PUBLIC POLICY & POLITICS**

1. Course critical to assessment: None
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
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### **SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'**

These Exam Sub-Board 'local rules' apply to the following programmes:

**EXECUTIVE MASTER OF PUBLIC ADMINISTRATION**

**EXECUTIVE MASTER OF PUBLIC POLICY**

1. Course critical to assessment: None
  2. Distinction/Merit borderline (scheme paragraph 5.4.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
  3. Merit/Pass borderline (scheme paragraph 5.4.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
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## SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'

These Exam Sub-Board 'local rules' apply to the following programmes:

**MASTER OF PUBLIC ADMINISTRATION**

**MPA DUAL DEGREE**

**MPA EUROPEAN POLICY-MAKING (FORMERLY MPA EUROPEAN PUBLIC AND ECONOMIC POLICY) (WITHDRAWN 2018/19)**

**MPA EUROPEAN PUBLIC AND ECONOMIC POLICY (WITHDRAWN 2017/18)**

**MPA INTERNATIONAL DEVELOPMENT**

**MPA PUBLIC AND ECONOMIC POLICY**

**MPA PUBLIC POLICY AND MANAGEMENT**

**MPA PUBLIC AND SOCIAL POLICY**

**MPA SOCIAL IMPACT**

Note: for students starting before 2019/20 the full degree title is determined as one of the MPA headings listed above. For students starting in 19/20 the full degree title shall be determined based on the combination of courses taken over the course of the programme, with a particular specialism noted on the degree certificate and transcript once the programme is complete. For both sets of students the following classification scheme shall be used to calculate the level of award.

1. Course critical to assessment: None
  2. Distinction/Merit borderline (scheme paragraph 3.4.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
  3. Merit/Pass borderline (scheme paragraph 3.4.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
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## SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2019/20: SUB-BOARD 'LOCAL RULES'

These Exam Sub-Board 'local rules' apply to the following programme:

**MASTER OF PUBLIC POLICY**

1. Course critical to assessment: None
  2. Distinction/Merit borderline (scheme paragraph 3.4.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
  3. Merit/Pass borderline (scheme paragraph 3.4.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
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## SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'

These Exam Sub-Board 'local rules' apply to the following programme:

**MSc EUROPEAN STUDIES (RESEARCH)**

1. Course critical to assessment: Students must pass either MY4M1 or MY4M2 in order to be awarded the degree.
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
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## **SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'**

These Exam Sub-Board 'local rules' apply to the following programme:

### **MRes FINANCE (FORMERLY MRES FINANCE (ROUTE 1))**

1. Penalty rules (scheme paragraph 3.2.3. (1)):
 

A Fail (but not a Bad Fail) in a course(s) to the value of 1.0 unit will result in an overall Fail unless compensated either: (i) by a mark of at least 55% in one full unit course; or ii) by a compensation aggregate mark of 220 in the non-failed courses.
  2. Course critical to assessment: None
  3. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
  4. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
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## **SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE: SUB-BOARD 'LOCAL RULES'**

These Exam Sub-Board 'local rules' apply to the following programme:

### **MRes FINANCE (TRACK 2) (WITHDRAWN 2018/19)**

1. Penalty rules (scheme paragraph 3.2.3. (1)):
 

A Fail (but not a Bad Fail) in a course(s) to the value of 1.0 unit will result in an overall Fail unless compensated either: (i) by a mark of at least 55% in one full unit course; or (ii) by a compensation aggregate mark of 165 in the non-failed courses.
  2. Course critical to assessment: None
  3. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
  4. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
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## **SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2009/10: SUB-BOARD 'LOCAL RULES'**

These Exam Sub-Board 'local rules' apply to the following programmes:

### **MSc FINANCE (FULL-TIME)**

### **MSc FINANCE (PART-TIME)**

### **MSc FINANCE AND PRIVATE EQUITY**

1. Course critical to assessment: None
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will be determined according to an aggregate formula: a Distinction if the student has achieved an aggregate score of 275.
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will be determined according to an aggregate formula: a Merit if the student has achieved an aggregate score of 240.
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## SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'

These Exam Sub-Board 'local rules' apply to the following programmes:

### **MSc FINANCE AND ECONOMICS**

#### **MSc FINANCE AND ECONOMICS (RESEARCH) (WITHDRAWN 2017/18)**

From 2017/18 for students on MSc Finance and Economics; half units EC4B5 and EC4B6 shall be paired together and that average mark used when considering the classification.

1. Course critical to assessment: None
2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
4. Condoning a Fail Mark (scheme paragraph 3.2.4):

Students can condone up to full-unit fail mark with a compensation mark of 55% in one of the core courses in respect of 3.2.3 (i), or by an aggregate mark of 160 in respect of 3.2.3 (ii).

## SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'

These Exam Sub-Board 'local rules' apply to the following programmes:

### **MSc GENDER**

#### **MSc GENDER, DEVELOPMENT AND GLOBALISATION**

#### **MSc GENDER, MEDIA AND CULTURE**

#### **MSc GENDER, POLICY AND INEQUALITIES (FORMERLY MSc GENDER AND SOCIAL POLICY)**

#### **MSc GENDER (RESEARCH)**

#### **MSc GENDER (SEXUALITY)**

#### **MSc WOMEN, PEACE AND SECURITY**

1. Course critical to assessment: None except for MSc Women, Peace and Security: GI425 critical to assessment.
2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.

## SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'

**PLEASE READ THE FOLLOWING LOCAL RULES IN CONJUNCTION WITH THE RELEVANT SCHEME PARAGRAPH IN THE CLASSIFICATION SCHEME FOR THIS PROGRAMME:**

These Exam Sub-Board 'local rules' apply to the following programmes:

### **EXECUTIVE MSc IN EVALUATION OF HEALTH CARE INTERVENTIONS AND OUTCOMES, IN COLLABORATION WITH NICE**

#### **MSc GLOBAL HEALTH POLICY (formerly MSc Global Health)**

#### **EXECUTIVE MSc HEALTH ECONOMICS, OUTCOMES AND MANAGEMENT IN CARDIOVASCULAR SCIENCES**

#### **EXECUTIVE MSc HEALTH ECONOMICS, POLICY AND MANAGEMENT**

#### **LSE-CHICAGO DOUBLE EXECUTIVE MASTER'S IN HEALTH POLICY**

**MSc HEALTH POLICY, PLANNING AND FINANCING** - FOR ALL STUDENTS STARTING BEFORE OR AFTER THE 2018/19 ACADEMIC YEAR

**MSc HEALTH POLICY, PLANNING AND FINANCING** - FOR ALL STUDENTS STARTING IN THE 2018/19 ACADEMIC YEAR

**MSc HEALTH POLICY, PLANNING AND FINANCING** - FOR ALL STUDENTS STARTING IN OR AFTER THE 2019/20 ACADEMIC YEAR

**MSc INTERNATIONAL HEALTH POLICY****MSc INTERNATIONAL HEALTH POLICY (HEALTH ECONOMICS)**

1. Course critical to assessment: None
2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
4. Students on the following programmes may be eligible for the following exit awards:

**EXECUTIVE MSc HEALTH ECONOMICS, OUTCOMES AND MANAGEMENT IN CARDIOVASCULAR SCIENCES****EXECUTIVE MSc HEALTH ECONOMICS, POLICY AND MANAGEMENT****EXECUTIVE MSc IN EVALUATION OF HEALTH CARE INTERVENTIONS AND OUTCOMES, IN COLLABORATION WITH NICE****DIPLOMA**

Students may be eligible for the award of a Diploma if, as a result of exceptional and unforeseen circumstances, they must leave the programme early or once they have completed the programme if they are not eligible for the award of the degree after either completing all their first attempts or all second attempts at all courses. Students in this position must achieve passing grades (50 and above) in courses to the value of at least 3.0 units to be eligible for the award of Diploma. The Diploma is classified according to the Scheme for the Award of a Diploma. The Diploma is a final exit award with no option to be subsequently awarded the degree.

**CERTIFICATE**

Students may be eligible for the award of a Certificate if, as a result of exceptional and unforeseen circumstances, they must leave the programme early or once they have completed the programme if they are not eligible for the award of the degree after either completing all their first attempts or all second attempts at all courses. Students in this position must have achieved passing grades (50 and above) in courses to the value of at least 2.0 units to be eligible for the award of Certificate. The Certificate is classified on a Pass/Fail basis only. Higher marks in one course cannot compensate a Fail mark in another course. The award of a Certificate or Diploma is subject to the application of the General Academic Regulations and the Certificate/Diploma regulations and classification schemes. The Certificate is a final exit award with no option to be subsequently awarded the degree.

**SEE RELEVANT PROGRAMME REGULATIONS FOR DETAILS OF PROGRESSION RULES.****SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'**

These Exam Sub-Board 'local rules' apply to the following programme:

**MSc HEALTH, COMMUNITY AND DEVELOPMENT (WITHDRAWN 2018/19)**

1. Course critical to assessment: A degree cannot be awarded unless the designated course PB410 Dissertation (formerly PS497) has been passed.  
(Pre-2012/13 students had to pass PS498 Dissertation in Health, Community and Development).
2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined according to the result in a specific course: Students must achieve a Distinction in either PB423 (formerly PS461) or PB410 (formerly PS497) to be awarded a Distinction overall.
3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.

## SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2015/16: SUB-BOARD 'LOCAL RULES'

These Exam Sub-Board 'local rules' apply to the following programmes:

### **EXECUTIVE MSc HEALTH ECONOMICS, OUTCOMES AND MANAGEMENT IN CARDIOVASCULAR SCIENCES**

1. Course critical to assessment: No
  2. Award of an overall Merit (scheme paragraph 3.3.3) or Distinction (scheme paragraph 3.3.1):  
Students must not have any fail marks. This includes in the half unit course which does not count towards the classification.
  3. Distinction/Merit borderline (scheme paragraph 3.3.2):  
Classification for students with mark profiles falling into this range will always be determined to the advantage of the student as long as there are no fail marks (as above).
  4. Merit/Pass borderline (scheme paragraph 3.3.4):  
Classification for students with mark profiles falling into this range will always be determined to the advantage of the student as long as there are no fail marks (as above).
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## SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2016/17: SUB-BOARD 'LOCAL RULES'

These Exam Sub-Board 'local rules' apply to the following programmes:

### **MSc EMPIRES, COLONIALISM AND GLOBALISATION (FORMERLY MSc HISTORY OF EMPIRES)**

### **MA/MSc HISTORY OF INTERNATIONAL RELATIONS**

### **MSc THEORY AND HISTORY OF INTERNATIONAL RELATIONS**

### **LSE-COLUMBIA UNIVERSITY DOUBLE DEGREE MA IN INTERNATIONAL AND WORLD HISTORY**

### **LSE-PEKING UNIVERSITY DOUBLE DEGREE MSc INTERNATIONAL AFFAIRS**

1. Course critical to assessment: A degree cannot be awarded unless HY499 Dissertation (or HY458 in the case of LSE-Columbia Double MA in International and World History; or HY498 in the case of LSE-PKU Double Degree in International Affairs) has been passed.
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will be determined according to an aggregate formula:  
Discretion in Regulation 3.3.2 d), International History will have its own aggregate rule: Distinction+ Distinction+ Merit +Pass = DISTINCTION with an aggregate of 267 or more  
Distinction+ Distinction+ Merit +Pass = MERIT with an aggregate of 266 or less  
Distinction+ Distinction+ Merit +Merit = DISTINCTION (without the need for a minimum aggregate)  
[N.B. 3.3.2 c) - to the advantage of the student]
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
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## SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2012/13: SUB-BOARD 'LOCAL RULES'

These Exam Sub-Board 'local rules' apply to the following programmes:

### **MSc HUMAN GEOGRAPHY AND URBAN STUDIES (RESEARCH)**

### **MSc LOCAL ECONOMIC DEVELOPMENT**

### **MSc REGIONAL AND URBAN PLANNING STUDIES**

### **MSc URBANISATION AND DEVELOPMENT**

1. Course critical to assessment: None
2. Distinction/Merit borderline (scheme paragraph 3.3.2): Distinction awarded if student achieves marks of a Distinction grade in courses to the value of 2.5 units and a mark of a Merit grade in a course of 0.5 unit value. Or marks of a Distinction grade in courses to the value of 2.0 units and marks of a Merit grade in courses to the value of at least 1.0 and an overall Distinction aggregate marks of at least 260. From 2016/17 MSc Regional and Urban Planning Studies students are required to achieve a Distinction aggregate of at least 270.

3. Merit/Pass borderline (scheme paragraph 3.3.4): Merit awarded if student achieves marks of a Merit grade in courses to the value of 2.5 units. Or marks of a Distinction grade in courses to the value of 1.0 unit and marks of a Merit grade in courses to the value of 1.0 unit.
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## **SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE: SUB-BOARD 'LOCAL RULES'**

These Exam Sub-Board 'local rules' apply to the following programme:

### **MSc HUMAN RIGHTS**

For students entering in and after the 2009/10 session

1. Course critical to assessment: A degree cannot be awarded unless the designated course SO424 has been passed.
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined according to an aggregate formula: to be awarded a Distinction students must gain an aggregate of 260.
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will be determined according to an aggregate formula: to be awarded a Merit at both 3.3.4 (h) and 3.3.4 (i) students must gain an aggregate of 235 and achieve at least 55% in both SO424 Approaches to Human Rights and SO496 The Dissertation.
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## **SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'**

These Exam Sub-Board 'local rules' apply to the following programmes:

### **MSc INTERNATIONAL POLITICAL ECONOMY**

### **MSc INTERNATIONAL POLITICAL ECONOMY (RESEARCH)**

### **MSc INTERNATIONAL RELATIONS**

### **MSc INTERNATIONAL RELATIONS (RESEARCH)**

### **MSc INTERNATIONAL RELATIONS THEORY**

### **LSE-SCIENCES-PO DOUBLE DEGREE IN AFFAIRES INTERNATIONALES**

1. Course critical to assessment: Students must obtain a mark in the Merit range or above in the following courses in order to obtain a Distinction overall in the degree:  
MSc International Political Economy: IR485 (formerly IR499)  
MSc International Political Economy (Research) IR485 (formerly IR499)  
MSc International Relations: IR499  
MSc International Relations (Research): IR486 (formerly IR499)  
MSc International Relations Theory: IR486 (formerly IR499)  
LSE-Sciences-Po Double Degree in Affaires Internationales: IR499.
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
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## **SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'**

### **EXECUTIVE LLM**

1. Course critical to assessment: No
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
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## **SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'**

### **LLM**

1. Course critical to assessment: None
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
- Except, in order to be awarded an overall Distinction, students must achieve at least a Merit in the dissertation LL4F9 Legal Research and Writing Skills.
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## **SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'**

These Exam Sub-Board 'local rules' apply to the following programmes:

### **MSc LAW AND ACCOUNTING**

### **MSc LAW, ANTHROPOLOGY AND SOCIETY**

1. Course critical to assessment: None
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
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## **SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2016/17: SUB-BOARD 'LOCAL RULES'**

These Exam Sub-Board 'local rules' apply to the following programme:

### **MSc MANAGEMENT (1 YEAR PROGRAMME)**

1. Course critical to assessment: None
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
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## **SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'**

These Exam Sub-Board 'local rules' apply to the following programmes:

### **MSc MANAGEMENT (2 YEAR PROGRAMME) (WITHDRAWN 17/18)**

### **MSc MANAGEMENT (CEMS MIM) (WITHDRAWN 17/18)**

### **MSc MANAGEMENT (MIM EXCHANGE) (WITHDRAWN 17/18)**

### **GLOBAL MSc MANAGEMENT**

### **GLOBAL MSc MANAGEMENT (CEMS MIM)**

### **GLOBAL MSc MANAGEMENT (MBA EXCHANGE)**

For students starting the Global MSc Management, Global MSc Management (CEMS MIM) or Global MSc Management (MBA Exchange) programmes from 2017/18, the classification scheme sets out which courses are critical to assessment. Candidates will be awarded the highest classification according to the application of Paragraph 3.3 of the classification scheme depending on the results they have achieved. For all other students please see below:

1. Course(s) critical to assessment: From 2015/16, for MSc Management (CEMS MIM), MSc Management (MiM Exchange), Global MSc Management (CEMS MIM) and Global MSc Management (MBA Exchange) students; a degree cannot be awarded unless the MG420 Dissertation and the MG410 Term Abroad courses have been passed. From 2019/20, for Global MSc Management (CEMS MIM) and Global MSc Management (MBA Exchange) students; a degree cannot be awarded unless the MG410 Term Abroad course has been passed.
  2. Distinction/Merit borderline (scheme paragraph 3.3.2 for students starting in or after 2015/16 or 3.4.2 for students starting before 2015/16): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
  3. Merit/Pass borderline (scheme paragraph 3.3.4 for students starting in or after 2015/16 or 3.4.4 for students starting before 2015/16): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
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## **SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'**

These Exam Sub-Board 'local rules' apply to the following programmes:

### **MSc MANAGEMENT AND REGULATION OF RISK**

### **MSc RISK AND FINANCE**

1. Course critical to assessment: None
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will be determined always to the advantage of the student.
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will be determined always to the advantage of the student.
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## SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2016/17: SUB-BOARD 'LOCAL RULES'

These Exam Sub-Board 'local rules' apply to the following programme:

### **MSc MARKETING**

1. Course critical to assessment: None
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
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## SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2011/12: SUB-BOARD 'LOCAL RULES'

These Exam Sub-Board 'local rules' apply to the following programme:

### **MSc MANAGEMENT OF INFORMATION SYSTEMS AND DIGITAL INNOVATION (FORMERLY MSc MANAGEMENT, INFORMATION SYSTEMS AND INNOVATION)**

1. Course critical to assessment: The overall classification cannot be higher than the result achieved in the designated course MG4D7 Dissertation: MSc MISDI (formerly IS499 or MG4D9).
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
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## SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'

These Exam Sub-Board 'local rules' apply to the following programmes:

### **EXECUTIVE GLOBAL MSc MANAGEMENT (GMIM)**

#### **MSc MANAGEMENT, ORGANISATIONS AND GOVERNANCE (WITHDRAWN 17/18)**

#### **MSc PUBLIC MANAGEMENT AND GOVERNANCE (WITHDRAWN 17/18)**

1. Course critical to assessment: None except for MSc Management, Organisations and Governance; from 2015/16 students must pass MG416 (Dissertation) to be awarded the degree.
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
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## **SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2011/12: SUB-BOARD 'LOCAL RULES'**

These Exam Sub-Board 'local rules' apply to the following programmes:

### **MSc MANAGEMENT SCIENCE (DECISION SCIENCES) (*SUSPENDED 19/20, WITHDRAWN 20/21*)**

1. Course critical to assessment: A degree cannot be awarded unless MA425 Project in Operations Research & Analytics (formerly MG4C7) or MA426 Dissertation in Operations Research & Analytics (formerly MG4C9) have been passed and the mark in the course must be Merit or above for an overall classification of Distinction to be awarded.
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will be determined according to an aggregate formula: 270 for 4 units (540 for 8 half units) and subject to the critical course mark being Merit or above for an overall classification of Distinction.
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will be determined according to an aggregate formula of 240 for 4 units (480 for 8 half units).
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## **SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'**

These Exam Sub-Board 'local rules' apply to the following programmes:

### **MSc INTERNATIONAL MANAGEMENT (*WITHDRAWN 17/18*)**

#### **MSc MANAGEMENT AND STRATEGY**

1. Course critical to assessment: None
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
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## **SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'**

These Exam Sub-Board 'local rules' apply to the following programmes:

### **MSc MEDIA AND COMMUNICATIONS (RESEARCH)**

1. Course critical to assessment: A degree cannot be awarded unless the designated courses MC499 and either MC4M2 or MC4M8 have been passed.
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
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## SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'

These Exam Sub-Board 'local rules' apply to the following programmes:

**MSc MEDIA, COMMUNICATION AND DEVELOPMENT**

**MSc MEDIA AND COMMUNICATIONS**

**MSc MEDIA AND COMMUNICATIONS (DATA AND SOCIETY)**

**MSc MEDIA AND COMMUNICATIONS (MEDIA AND COMMUNICATION GOVERNANCE)**

**MSc POLITICS AND COMMUNICATION**

**MSc STRATEGIC COMMUNICATIONS**

1. Course critical to assessment: A degree cannot be awarded unless the designated course (MC499 Dissertation: Media and Communications) had been passed.
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
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## SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2012/13: SUB-BOARD 'LOCAL RULES'

These Exam Sub-Board 'local rules' apply to the following programme:

**MSc GLOBAL MEDIA AND COMMUNICATIONS (WITH FUDAN OR USC OR UCT)**

1. Course critical to assessment: A degree cannot be awarded unless the designated course (MC499 Dissertation: Media and Communications) had been passed.
2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.

Exceptionally, students are permitted to resit failed courses where they cannot achieve an LSE or other degree based on a partner institutions requirements.

Such additional marks cannot be used to improve an LSE award where this has already been conferred in line with the LSE classification scheme. Such additional marks will not be included on a students official LSE transcript.

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## SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'

These Exam Sub-Board 'local rules' apply to the following programmes:

**MSc OPERATIONAL RESEARCH (WITHDRAWN)**

**MSc DECISION SCIENCES (WITHDRAWN)**

1. Course critical to assessment: A degree cannot be awarded unless OR404 Applied Operational Research and OR418 Applied Decision Sciences have been passed and the mark in the course must be Merit or above for an overall classification of Distinction to be awarded.
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will be determined according to an aggregate formula: 270 for 4 units (540 for 8 half units) and subject to the critical course mark being Merit or above for an overall classification of Distinction.
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will be determined according to an aggregate formula of 240 for 4 units (480 for 8 half units).
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## SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2017/18: SUB-BOARD 'LOCAL RULES'

These Exam Sub-Board 'local rules' apply to the following programmes:

**MSc PHILOSOPHY OF SCIENCE (FORMERLY MSc PHILOSOPHY AND HISTORY OF SCIENCE)**

**MSc PHILOSOPHY OF THE SOCIAL SCIENCES**

**MSc PHILOSOPHY AND PUBLIC POLICY**

1. Course critical to assessment: None
2. Distinction/Merit borderline (scheme paragraph 3.3.2): Overall Distinction classification for students with mark profiles falling into this borderline range will be determined according to the following local rule:
  - c) marks of a Distinction grade in courses to the value of 2.5 units and a mark of a Merit grade in a course of 0.5 unit value will result in a Distinction if and only if the mark in the dissertation (PH499) is at least 65
  - d) marks of a Distinction grade in courses to the value of 2.0 units and marks of a Merit grade in courses to the value of at least 1.0 unit and an overall aggregate mark of at least 260 will result in a Distinction if and only if the mark in the dissertation (PH499) is at least 65.

Note: for students that started before 2017/18 the following rules will apply:

  - c) marks of a Distinction grade in courses to the value of 3.0 units and 1.0 unit of at least Pass will result in a Distinction if and only if the mark in the dissertation (PH499) is at least 58
  - d) marks of a Distinction grade in courses to the value of 2.0 units and marks of a Merit grade in courses to the value of 2.0 units will result in a Distinction if and only if the mark in the dissertation (PH499) is at least 65
3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.

## SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2012/13: SUB-BOARD 'LOCAL RULES'

These Exam Sub-Board 'local rules' apply to the following programme:

**MRes POLITICAL SCIENCE**

1. Course critical to assessment: None
2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.

## SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'

These Exam Sub-Board 'local rules' apply to the following programmes:

**MSc BEHAVIOURAL SCIENCE**

**MSc ORGANISATIONAL AND SOCIAL PSYCHOLOGY**

**MSc PSYCHOLOGY OF ECONOMIC LIFE**

**MSc SOCIAL AND PUBLIC COMMUNICATION**

**MSc SOCIAL AND CULTURAL PSYCHOLOGY**

1. Course critical to assessment: A degree cannot be awarded unless the designated course PB410 Dissertation (formerly PS497) has been passed.  
(Pre-2012/13 students had to pass PS434).
2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined according to the result in a specific course: To achieve a Distinction students must achieve a Distinction in PB410 (formerly PS497) or:
  - PB402 (formerly PS404) in MSc Organisational and Social Psychology
  - PB403 (formerly PS465) in MSc Psychology of Economic Life
  - PB404 (formerly PS429) in MSc Social and Public Communication

PB401 (formerly PS400) in MSc Social and Cultural Psychology

PB410 (formerly PS497) or PB415 (formerly PS467) in MSc Behavioural Science

3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.

### **SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'**

These Exam Sub-Board 'local rules' apply to the following programme:

#### **MSc RACE, ETHNICITY AND POST COLONIAL STUDIES (WITHDRAWN IN 2014/15)**

1. Course critical to assessment: None.
2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.

### **SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE: SUB-BOARD 'LOCAL RULES'**

These Exam Sub-Board 'local rules' apply to the following programme:

#### **MSc REAL ESTATE ECONOMICS AND FINANCE**

1. Course critical to assessment: No
2. Distinction/Merit borderline (scheme paragraph 3.3.2): A Distinction will be awarded if an overall aggregate mark of 270 or above [an average mark of 67.5% or above] is achieved, if an aggregate mark of below 270 [an average mark of below 67.5%] is achieved then a Merit will be awarded. (NB Half units are weighted).
3. Merit/Pass borderline (scheme paragraph 3.3.4): A Merit will be awarded upon achieving marks of a Merit grade in courses to the value of 2.5 units. Or marks of a Distinction grade in courses to the value of 1.0 unit and marks of a Merit grade in courses to the value of 1.0 unit.

### **SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'**

These Exam Sub-Board 'local rules' apply to the following programmes:

#### **MSc REGULATION**

#### **MSc REGULATION (RESEARCH) (WITHDRAWN 14/15)**

1. Course critical to assessment: A degree cannot be awarded unless LL499 Dissertation has been passed.
2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.

## **SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'**

These Exam Sub-Board 'local rules' apply to the following programmes:

### **MSc CRIMINAL JUSTICE POLICY**

**MSc GLOBAL POPULATION HEALTH (FORMERLY MSc HEALTH, POPULATION AND SOCIETY) (WITHDRAWN 2018/19)**

**MSc INTERNATIONAL SOCIAL & PUBLIC POLICY MSC INTERNATIONAL SOCIAL & PUBLIC POLICY (DEVELOPMENT)**

**MSc INTERNATIONAL SOCIAL & PUBLIC POLICY (MIGRATION)**

**MSc INTERNATIONAL SOCIAL & PUBLIC POLICY (NON-GOVERNMENTAL ORGANISATIONS)**

**MSc INTERNATIONAL SOCIAL & PUBLIC POLICY (RESEARCH)**

**MSc SOCIAL POLICY AND DEVELOPMENT (WITHDRAWN 2018/19)**

**MSc SOCIAL POLICY AND DEVELOPMENT: NON-GOVERNMENTAL ORGANISATIONS (FORMERLY MSc NON-GOVERNMENTAL ORGANISATIONS AND DEVELOPMENT) (WITHDRAWN 2018/19)**

**MSc SOCIAL POLICY (EUROPEAN AND COMPARATIVE SOCIAL POLICY) (FORMERLY MSc EUROPEAN SOCIAL POLICY) (WITHDRAWN 2018/19)**

**MSc SOCIAL POLICY (RESEARCH) (WITHDRAWN 2019/20)**

**MSc SOCIAL POLICY (SOCIAL POLICY AND PLANNING) (FORMERLY MSc SOCIAL POLICY AND PLANNING) (WITHDRAWN 2018/19)**

1. Course critical to assessment: A pass mark of 50 or above must be achieved in the courses indicated below in order for a student to be eligible for the award of a degree:  
From 2015/16 to 2017/18 MSc Social Policy and Development: SA472 Dissertation.  
From 2015/16 to 2017/18 MSc Social Policy and Development: Non-Governmental Organisations: SA470 Dissertation. For 2018/19 MSc Social Policy (Research): SA47R Dissertation.  
MSc International Social & Public Policy (all streams): SP499 (formerly SA470) Dissertation.  
MSc Criminal Justice Policy: SP498 (formerly SA465) Dissertation.
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
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## **SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2017/18: SUB-BOARD 'LOCAL RULES'**

These Exam Sub-Board 'local rules' apply to the following programme:

### **MSc SOCIAL INNOVATION AND ENTREPRENEURSHIP**

1. Course critical to assessment: None
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
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## SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2018/19: SUB-BOARD 'LOCAL RULES'

These Exam Sub-Board 'local rules' apply to the following programmes:

### EXECUTIVE MSc SOCIAL BUSINESS AND ENTREPRENEURSHIP

1. Course critical to assessment: None
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
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## SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'

These Exam Sub-Board 'local rules' apply to the following programme:

### MSc SOCIAL RESEARCH METHODS

1. Course critical to assessment: For students entering from 2013/14 a Fail in either MY421 or MY452 shall result in a drop of one class in the overall award classification where a Distinction or Merit would otherwise have been awarded. It shall have no further impact where a Pass is to be awarded.  
A Fail in courses to the value of 1.0 unit which includes a Fail in MY421 and/or MY452 cannot be compensated under rules 3.2.3(i) or 3.2.3(ii), and shall result in an overall Fail. Where a student has substituted a more advanced course for MY452 and/or MY421, rule 1 shall apply to the substituted course(s) in place of the course(s) they replace. Any such substitution must be approved by both the MSc Programme Director and the Chair of the Sub-Board of Examiners.
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will be determined according to an aggregate formula: Distinction if aggregate is 270 or higher.
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will be determined according to an aggregate formula: Merit if aggregate is 240 or higher.
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## SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2015/16: SUB-BOARD 'LOCAL RULES'

These Exam Sub-Board 'local rules' apply to the following programmes:

### MSc CULTURE AND SOCIETY

### MSc ECONOMY, RISK AND SOCIETY

### MSc HUMAN RIGHTS AND POLITICS

### MSc INEQUALITIES AND SOCIAL SCIENCE

### MSc INTERNATIONAL MIGRATION AND PUBLIC POLICY

### MSc POLITICAL SOCIOLOGY

### MSc SOCIOLOGY

### MSc SOCIOLOGY (CONTEMPORARY SOCIAL THOUGHT) (WITHDRAWN 2018/19)

### MSc SOCIOLOGY (RESEARCH) (WITHDRAWN 2018/19)

1. Course critical to assessment: A degree cannot be awarded unless the following designated course has been passed in each respective programme:  
MSc Culture and Society = SO493  
MSc Economy, Risk and Society = SO495  
MSc Human Rights and Politics = SO4B2  
MSc Inequalities and Social Science = SO497  
MSc International Migration and Public Policy = SO499  
MSc Political Sociology = SO494  
MSc Sociology = SO499  
MSc Sociology (Contemporary Social Thought) = SO499

MSc Sociology (Research) = SO499

2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
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## **SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE: SUB-BOARD 'LOCAL RULES'**

These Exam Sub-Board 'local rules' apply to the following programmes:

**MSc DATA SCIENCE**

**LSE-FUDAN DOUBLE MASTER'S IN FINANCIAL STATISTICS AND CHINESE ECONOMY**

**MSc QUANTITATIVE METHODS FOR RISK MANAGEMENT (FORMERLY MSc RISK AND STOCHASTICS)**

**MSc STATISTICS**

**MSc STATISTICS (RESEARCH)**

**MSc STATISTICS (FINANCIAL STATISTICS)**

**MSc STATISTICS (FINANCIAL STATISTICS) (RESEARCH)**

**MSc STATISTICS (SOCIAL STATISTICS)**

**MSc STATISTICS (SOCIAL STATISTICS) (RESEARCH)**

1. Course critical to assessment: None
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will be determined according to an aggregate formula: for a Distinction the aggregate must be 270.
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will be determined according to an aggregate formula: for a Merit the aggregate must be 240.
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## **SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR STUDENTS ENTERING FROM 2008/09: SUB-BOARD 'LOCAL RULES'**

These Exam Sub-Board 'local rules' apply to the following programme:

**LSE AND SCIENCES Po DOUBLE DEGREE IN URBAN POLICY**

1. Course critical to assessment: No
  2. Distinction/Merit borderline (scheme paragraph 3.3.2): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
  3. Merit/Pass borderline (scheme paragraph 3.3.4): Classification for students with mark profiles falling into this range will always be determined to the advantage of the student.
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# REGULATIONS FOR RESEARCH DEGREES

*These Regulations are approved by the Academic Board.*

*Last updated: June 2019*

*Where these regulations require a member of the School's staff or a body of the School to act, this authority may be delegated where appropriate.*

*Where these regulations require communication to be 'in writing' this will normally be by email. In accordance with the Conditions of Registration the School will assume that students can open, read and act upon emails sent to their LSE email account.*

## General

1. These regulations are made subject to the General Academic Regulations of the School and the Conditions of Registration. They apply to every student taking a programme of study leading to the degree of Master of Philosophy (MPhil) or Doctor of Philosophy (PhD) in the School.
2. For students registered on an MRes/PhD programme, the Regulations for Taught Masters Degrees will apply for the MRes stage of the programme. Students are also subject to published local regulations which apply for each programme of study leading to a research degree in respect of arrangements for student progression, monitoring, upgrade to PhD and termination of registration. If a conflict occurs between local and School regulations, the School regulations will normally take precedence.

## Research Ethics and Plagiarism

3. All students must ensure their research complies with the School's Research Ethics Policy.
4. Students must make themselves familiar with the School's Regulations on Assessment Offences (of which there are separate versions on plagiarism and other offences) and the School's Statement on Editorial Help.
5. The School reserves the right to submit any part of a thesis to any software designed to identify plagiarism or to take any other steps it considers appropriate to identify possible plagiarism.

## Registration

6. Except where the School has given permission for initial registration for the PhD degree alone, each student will register initially for an MPhil or MRes programme. Such a programme will not result in examination for a PhD unless the student has been upgraded in accordance with regulations 39-44 or, for MRes programmes, in accordance with local regulations.
7. At the discretion of the teaching department and the Research Degrees Subcommittee Chair, students may be exempted for part of the MPhil or PhD programme if they have already begun a programme for that (or an equivalent) degree at another university. This can include exemption from taught course(s) requirement(s), but will not normally include exemption from the School's upgrade requirements.

## Programme length

8. The LSE PhD is a three year degree programme (or part-time equivalent) with an additional year of registration (or part-time equivalent) to complete writing-up.
9. Except by special permission of the Research Degrees Sub Committee the minimum length of the programme will be two calendar years of full-time study or the equivalent in part-time study.
10. The maximum period of registration is four years for full-time and eight years for part-time students. Where a student follows periods of both full- and part-time study the maximum length will be adjusted according to the length of registration spent in each mode.
11. Registration beyond the maximum length is only permitted in exceptional circumstances via application to the PhD Academy and consideration of the Chair of the Research Degrees Sub Committee or appointed nominee.
  - 11.1 Retrospective consideration of issues will not normally be permitted and students are responsible for ensuring issues are raised at the appropriate time.
12. Students enrolled beyond the maximum period of enrolment will be charged full fees for the extension period.
13. Submission of the thesis for examination is required by the School's stated deadline and non-submission will result in de-registration and the candidate no longer being eligible for examination or award.

## Part-time registration

14. LSE PhD programmes are designed to be followed through a programme of full-time study based at LSE, London.
15. Applications for switching to part-time registration can be made by students who need to spread their studies over a longer period if they are in one or more of the following categories, can provide documentary evidence in support of the application and provided appropriate part-time study support can be provided by the School through application of reasonable adjustments:
  - 15.1 employed or self-employed where the employment is in excess of 20 hours per week;



## 100 School Regulations

- 15.2 on the basis of a protected characteristic recognised in the Equality Act 2010 which precludes undertaking full-time study; and
- 15.3 are not restricted by funding or visa conditions related to their registration.
- 16 Part-time study is 0.5 of a full-time workload and is expected to be based at LSE, London.

### Absence and interrupting registration

- 17. If a student is absent from the School for longer than 2 weeks other than permitted absences under regulations 18, and 28-34, he or she should seek approval of their supervisor/department and notification must be provided to the PhD Academy. Absence over four weeks requires approval from the PhD Academy in accordance with relevant regulations.
- 18. A programme must be followed continuously except by permission of the Research Degrees Subcommittee Chair.
- 19. Students who want to interrupt their studies must apply in advance for permission to do so and provide the appropriate documentary evidence. Retrospective interruptions will not normally be approved.
- 20. Where the School has permitted a student to interrupt his or her studies, no fee will be payable for the period of interruption; and the period will not count towards the period of study required by regulation 9 or allowed by regulation 10. Interruption will not normally be allowed for more than a total of two years overall and will not normally be permitted within the first year of study.

### Registration following a final MPhil/PhD examination

- 21. Where a student receives an outcome from a final examination that involves a referral for revision (under regulations 75 and 77) and wishes to be registered for this period, they will need to request re-registration from the PhD Academy. Further registration is suitable for candidates requiring continued access to campus facilities and supervision. The PhD Academy may request details of the arrangements for completion of revisions before approving registration for this period.

### Supervision arrangements

- 22. Every student is entitled to a lead supervisor who:
  - 22.1 has knowledge of a student's subject area and theoretical approach;
  - 22.2 is a permanent member of the academic staff of the School<sup>1</sup>;
  - 22.3 has passed major review;
  - 22.4 is usually assigned for the duration of a student's programme;
  - 22.5 has no more than eight primary supervisees.
- 23. Every student is entitled to additional supervision that may take the form of:
  - 23.1 "Primary" and "Secondary" Supervisors.
  - 23.2 "joint supervisors"; or
  - 23.3 "Supervisor" and "Advisor(s)".
- 24. Additional supervision may be allocated either after registration (and by the end of a student's first term of registration) or before registration depending on departmental procedures.
- 25. Additional supervision external to LSE is not normally permitted and supervision is expected to be provided by LSE. Where change of circumstances, such as departure of the appointed secondary supervisor, means that availability of secondary supervision from within LSE can no longer be provided, the Doctoral Programme Director and Chair of Research Degrees Sub-Committee may exceptionally consider external secondary supervision.
- 26. Full-time students have the right to see their supervisor at least three times a term in the first year and twice a term thereafter. Part-time students have the right to see their supervisor at least twice a term in the first year and once a term thereafter.
- 27. The Doctoral Programme Director or Head of Department may consider a change of supervisor where deemed appropriate. However, a change of supervisor cannot be guaranteed.

### Studying away from the School

- 28. All students are required to be in regular attendance at the School for the purpose of attending courses, supervisions and other seminars required by their programme.
- 29. The Research Degrees Subcommittee Chair may allow students to be absent from the School for fieldwork or study elsewhere and will set the conditions which will apply. These will include regular contact with their supervisor(s). Absence from the School will not normally be allowed in the first year of registration.
- 30. Applications for study away from the school must be made through the PhD Academy via the appropriate procedure.
- 31. A fee will be payable for the period of absence, and the period will count towards the minimum and maximum number of years of study required by regulations 9-10.
- 32. Students undertaking fieldwork or study elsewhere must carry out a risk assessment in collaboration with their

supervisor before starting the period of absence.

33. Any ethical issues arising from study away from the school should be considered in accordance with the LSE Research Ethics policy, procedures and guidance.
34. In exceptional circumstances, the Research Degrees Subcommittee Chair may permit a student to reside outside the UK during their writing up period. Non-resident registration status will not normally be permitted where a student is required to attend classes at the School or requires access to on-campus resources and facilities and will be subject to confirmation of satisfactory support arrangements, both academic and non-academic, and access to appropriate resources and facilities.

### **Progress Review**

35. The department will formally review the progress of each student at the end of each academic session (and as deemed by the department as equivalent for part-time students) in accordance with its published procedures.
36. Such procedures should:
  - 36.1 confirm the members of staff involved in the progress review, which should include at least one member of the academic staff other than the supervisor;
  - 36.2 detail what written work and/or examinations the student is required to submit and/or sit. Requirements for written work should be based on an appropriate area of the student's research/thesis;
  - 36.3 (where relevant) include what grade a student is required to achieve in any assessment resulting from a taught course;
  - 36.4 include a review of the student's training and professional development needs;
  - 36.5 include an assessment of any ethics review required for the student's research undertaken in accordance with the School's research ethics policy;
  - 36.6 include the submission and review of a completion timetable clearly setting out the work completed and remaining on the student's research/thesis. The completion timetable at the end of year three should ensure the examination entry is made;
  - 36.7 confirm whether an opportunity is provided for the student to defend their progress orally to the progress review panel; and
  - 36.8 include consideration of any information provided by the student on exceptional circumstances.
37. Progress reviews may result in the following outcomes:
  - 37.1 continued registration
  - 37.2 continued registration with conditions, or
  - 37.3 termination of registration.
38. The PhD Academy Deputy Director will, if applicable, inform the student in writing of the outcome with the reasons for imposing conditions or terminating registration. A student has the right of appeal against a decision to terminate his or her registration. Appeals will be conducted in accordance with the Appeal Regulations for Research Students.

### **Upgrade to PhD**

39. The department will make a decision whether to upgrade a student as outlined in the departmental regulations and no later than two years from initial registration.
40. Upgrade procedures are agreed by each department but should:
  - 40.1 specify the amount and type of written materials a student is required to produce and indicate the deadlines for submission;
  - 40.2 require the student's written materials to include a clear framework for the research and a timetable for completion;
  - 40.3 provide for an upgrade panel that can include the student's supervisor(s) and include at least one member of the department who is not directly involved in the student's supervision. Where a student's supervisor is not included on the upgrade panel, their view should be sought before the Panel reaches a decision;
  - 40.4 include an opportunity for the student to defend their written materials orally.
41. Students who do not submit work in accordance with the requirements are not eligible for consideration for upgrade and the Doctoral Programme Director will make a recommendation for either de-registration from the degree programme or allowing continued registration with the aim of submission for the degree of MPhil.
42. If a student is not upgraded they are entitled to resubmit work and be re-examined under the same principles governing the first attempt within a maximum of six months for a final decision.
43. Where a final upgrade attempt is unsuccessful a recommendation will be made either for de-registration or to allow the student to continue in registration with the aim of submission for the degree of MPhil if they so wish. The PhD Academy Deputy Director will inform the student in writing of a final decision, and the reasons for it. Every student has the right of appeal against decisions not to upgrade to PhD status in accordance with the Appeals Regulations for Research Students.

## 102 School Regulations

44. Students not upgraded in accordance with these regulations are not eligible to enter for PhD examination or be considered for PhD award.

### Requirements for all theses submitted for the degrees of MPhil and PhD

45. Most of the work submitted in a thesis must have been done after the initial registration for a research degree at the School, except that in the case of a student accepted under regulation 7 there will be allowance for the fact that his or her registration began at another institution.
46. Except where the School has agreed to a collaborative arrangement with another institution, a candidate will not be allowed to submit a thesis which has been submitted for a degree or comparable award of any institution. He or she may however incorporate in the thesis any work that is the result of previous study, provided that the work which has been incorporated is indicated on the thesis.
47. In addition to the special requirements set out in regulations 49 to 52 for both the PhD and the MPhil, the thesis will:
- 47.1 consist of the candidate's own account of his or her investigations. Work already published, either by the candidate or jointly with others, may be included only if it forms an integral part of the thesis and so makes a relevant contribution to its main theme and is in the same format as the rest of the thesis. The student must clearly state the part played by the candidate in any work done jointly with the supervisor(s) and/or fellow researchers;
  - 47.2 be an integrated whole and present a coherent argument
  - 47.3 alternatively, a series of papers, with an introduction, critical discussion and conclusion, may be submitted instead of a conventional thesis provided that such a format is permitted by the student's departmental regulations and that the thesis conforms to the department's requirements with regards to format and content. A thesis that contains only joint papers is not acceptable. It must contain linking materials which must be solely the work of the candidate. The part played by the candidate in any work done jointly with the supervisor(s) and/or fellow researchers must be clearly stated by the student;
  - 47.4 be written in English and must be presented in line with published School guidance;
  - 47.5 include a full bibliography and references.
48. For the examination, the candidate will be required to provide the PhD Academy with enough hard copies of his or her thesis, along with one electronic copy in PDF format, submitted in accordance with the School's instructions.

### Additional requirements for a PhD thesis

49. The scope of the thesis will be what might reasonably be expected after three or at most four years of full-time study.
50. The thesis will:
- 50.1 form a distinct contribution to the knowledge of the subject and afford evidence of originality by the discovery of new facts and/or by the exercise of independent critical power;
  - 50.2 give a critical assessment of the relevant literature, describe the method of research and its findings, and include a discussion on those findings, and indicate in what respects they appear to the candidate to advance the study of the subject; and so demonstrate a deep and synoptic understanding of the field of study;
  - 50.3 demonstrate research skills;
  - 50.4 be of a standard to merit publication in whole or in part or in a revised form (for example, as a monograph or as a number of articles in learned journals); and
  - 50.5 not exceed 100,000 words (including footnotes but excluding bibliography and appendices). In appropriate circumstances the Research Degrees Subcommittee Chair may grant permission for a thesis to exceed the normal length.

### Additional requirements for an MPhil thesis

51. The scope of the thesis will be what might reasonably be expected after two or at most three years of full-time study.
52. The thesis will:
- 52.1 be either a record of original work or of an ordered and critical exposition of existing knowledge and will provide evidence that the field has been surveyed thoroughly;
  - 52.2 give a critical assessment of the relevant literature, describe the method of research and its findings, and include a discussion on those findings;
  - 52.3 not exceed 60,000 words (including footnotes but excluding bibliography and appendices). In appropriate circumstances the Research Degrees Subcommittee Chair may grant permission for a thesis to exceed the normal length.

### Submission of an MPhil or PhD thesis and examination entry

53. Students will be examined or re-examined in accordance with regulations 54 to 83 as in force when they apply to

enter the examination. They must apply in the form prescribed in the Guidelines for MPhil and PhD Examinations to the PhD Academy who will then initiate the procedure for the appointment of examiners.

54. Students may submit a thesis for examination upon completion of the expected period of registration of three years full time study (or part-time equivalent).
55. Candidates must be registered students at the time of submission.
56. The decision to submit a thesis rests with the candidate alone upon completion of the expected period of registration.
57. Applications for submission before completion of the expected period of registration (three years of full-time registration) require approval of the Chair of the Research Degrees Sub Committee and must meet the following requirements:
  - 57.1 Completion of the minimum permitted period of registration
  - 57.2 Support of the candidate's Academic Department
58. Only candidates who have been successfully upgraded in accordance with the School's regulations can submit a thesis for the PhD award.
59. When entering the examination candidates will be required to sign the following declaration:
  - 59.1 I certify that the thesis I have presented for examination for the MPhil/PhD degree of the London School of Economics and Political Science is solely my own work other than where I have clearly indicated that it is the work of others (in which case the extent of any work carried out jointly by me and any other person is clearly identified in it).
  - 59.2 I consider the work submitted to be a complete thesis fit for examination.
  - 59.3 I authorise that, if a degree is awarded, an electronic copy of my thesis will be deposited in LSE Theses Online (in accordance with the published deposit agreement) held by the British Library of Political and Economic Science and that, except as provided for in regulation 61 it will be made available for public reference.
  - 59.4 I authorise the School to supply a copy of the abstract of my thesis for inclusion in any published list of theses offered for higher degrees in British universities or in any supplement thereto, or for consultation in any central file of abstracts of such theses.
  - 59.5 I will include the following statement at the beginning of my thesis:
    - (a) The copyright of this thesis rests with the author. Quotation from it is permitted, provided that full acknowledgement is made. In accordance with the Regulations, I have deposited an electronic copy of it in LSE Theses Online held by the British Library of Political and Economic Science and have granted permission for my thesis to be made available for public reference. Otherwise, this thesis may not be reproduced without my prior written consent.
    - (b) I warrant that this authorisation does not, to the best of my belief, infringe the rights of any third party.
60. By submitting the thesis for examination candidates are declaring themselves fit for examination and that the work is ready to go forward for consideration. Theses may not be withdrawn from the examination process by the candidate.
61. A candidate may apply to the Research Degree Subcommittee for restriction of access to his or her thesis and/or the abstract for a period of up to two years. Such a request can be on the grounds, for example, of commercial exploitation or patenting or for the protection of individuals. Alternatively, a candidate may apply to the Chair for an embargo period of up to two years. Such a request can be made on the grounds, for example, of a publication contract. In all other circumstances, a thesis will be placed in the public domain immediately after the award of the degree.

### **MPhil and PhD examinations**

62. The Research Degrees Subcommittee will appoint the examiners, having paid particular attention to their independence, expertise and relevant experience. It will appoint two, or exceptionally three, examiners for each candidate. The candidate's supervisors cannot act as examiners.
63. The examiners are required to be experts in the field of the thesis and to be able to make an independent assessment of the student and the thesis.
64. At least one examiner will be external to LSE (in the exceptional case of three examiners at least two of them will be independent of LSE). The panel of examiners are required to demonstrate that the examination is subject to clear independent oversight of LSE procedures and assessment and that there is a sufficient experience of LSE expectations and requirements.
65. Where an examination panel cannot be constituted with sufficient experience of LSE expectations and requirements the department may either:
  - a) Nominate a third examiner with appropriate experience; or

- b) Nominate a chair to be appointed from within the academic department to oversee regulations for the examination. The chair will not take part in academic assessment of the work at viva and their role is limited to ensuring regulatory compliance of the examination process. The candidate's supervisors cannot act as Chair to the examination.
- 66. Assessment will be by submission of a thesis (as defined above) and an oral examination, which will be conducted in English. In highly exceptional circumstances connected with the candidate and with the permission of the appropriate Pro- Director, the School may suspend the requirement for an oral examination.
- 67. Candidates must attend for examination at a place and time the School determines. They must bring with them an additional copy of the thesis paginated in the same way as that submitted for examination.
- 68. Prior to the examination the examiners will prepare and exchange independent preliminary written reports on the thesis to assist in conducting the oral examination (or the preparation of the joint report in those cases where no oral examination is held).
- 69. The oral examination will normally be held in London.
- 70. Unless the candidate indicates otherwise on the entry form, the supervisor(s) may attend the oral examination as an observer. The supervisor(s) do(es) not have the right to take part in the examination but may contribute if invited to do so by the examiners with the agreement of the candidate. Otherwise the oral examination will be held in private.
- 71. After any oral examination, the examiners will prepare a joint final report. It will indicate whether the thesis meets the requirements specified in these regulations and will include a statement of the examiners' reasons for their judgment of the candidate's performance against the criteria. The examiners may, at their discretion, consult the supervisor(s) before completing their report.
- 72. Copies of the reports will be sent to the PhD Academy who will forward a copy of it to the candidate together with the preliminary reports unless the examiners have specified otherwise.
- 73. Examiners have the right to make comments in confidence to the appropriate Pro-Director in a separate report. Such comments should not normally be concerned with the performance of the candidate but may cover other matters that they wish to draw to the attention of the School.
- 74. If the examiners are unable to agree on the result of the examination, the PhD Academy Deputy Director will advise them and if necessary will refer the matter to the Research Degrees Subcommittee Chair, who will determine the action to be taken.

### **Outcome of the PhD examination**

- 75. The options open to examiners in determining the result of the examination are as follows:
  - 75.1 If the thesis meets the criteria set out in these regulations and the candidate satisfies the examiners in the oral examination, they will recommend that the candidate should be awarded the PhD degree. The thesis may contain minor errors deemed by the examiners to have no academic impact.
  - 75.2 If the thesis otherwise meets the criteria but requires minor amendments, and the candidate satisfies the examiners in the oral examination, they may require them to make amendments they specify. The examiners shall indicate the length of time permitted to the candidate to make the required amendments, which shall not be longer than six months. The candidate must submit the amended thesis to both examiners or one of their number nominated by the examiners for confirmation that the amendments are satisfactory.
    - 75.2.1 Failure to submit minor amendments within the required deadline or submission of revisions which do not satisfy the requirements of the examiners will mean that first attempt at examination is considered unsuccessful. The examiners may then decide to allow a re-entry and resubmission (regulation 75.3), offer award of MPhil (regulation 75.5) or determine that the candidate has not satisfied them in examination for either PhD or MPhil (regulation 75.6).
  - 75.3 If the thesis, though inadequate, seems of sufficient merit to justify such action, the examiners may allow the candidate to re-present it in a revised form for re-examination. They will indicate the length of time they consider they will need to complete the revisions, which shall be between seven and twelve months. Examiners may not, however, make such a decision without having submitted the candidate to an oral examination. The examiners may at their discretion exempt the candidate from a further oral examination. On resubmission of a thesis under this regulation, examiners must reach a final decision according to regulations 75.1, 75.2, 75.4, 75.5 or 75.6.
  - 75.4 If the thesis meets the criteria but the candidate fails to satisfy the examiners at the oral examination, they may allow them to re-present the same thesis and take a further oral examination within a period specified by them not exceeding 12 months.
  - 75.5 If, after completion of the oral examination or re-examination for the PhD, the examiners decide that a candidate has not reached the standard required under regulations 49-50, they will consider whether the thesis does, or might be able to, satisfy the criteria for the award of the MPhil degree. If they so decide, they will submit a report that shows either how the criteria for the MPhil degree are met or what action the student needs to take to meet them. Examiners will have discretion to waive the thesis length for the MPhil degree if appropriate. Thereafter the following conditions and procedures will apply:

- (a) The candidate will be told that they have been unsuccessful in the examination for the PhD degree, but has reached the standard required for the award of the MPhil, or with amendment to the thesis may be able to satisfy the criteria for the MPhil.
  - (b) A candidate considered for the award of the MPhil degree under this regulation will not be required to submit the thesis, as required under the regulations for the MPhil degree, or to undergo a further oral examination, but will be required to fulfil the requirements for the MPhil in all other respects.
  - (c) A candidate offered an MPhil degree under these regulations must make any amendments the examiners require within a period they specify, but not exceeding twelve months. The candidate must submit the amended thesis to the examiners who will decide whether they have completed the amendments to their satisfaction.
- 75.6 The examiners may determine that the candidate has not satisfied them in the examination for either the MPhil or the PhD. They will not, however, save in very exceptional circumstances, make such a decision without having submitted the candidate to an oral examination.
76. Students have the right of appeal against a decision taken under regulations 75.3, 75.4, 75.5 or 75.6, in accordance with the Appeals Regulations for Research Students.

### **Outcome of the MPhil examination**

77. The options open to examiners in determining the result of the examination are as follows:
- 77.1 If the thesis meets the criteria set out in these regulations and the candidate satisfies the examiners in the examination, they will recommend that the candidate should be awarded the degree of MPhil. The thesis may contain minor errors deemed by the examiners to have no academic impact.
  - 77.2 If the thesis otherwise meets the criteria but requires minor amendments and the candidate satisfies the examiners in the examination, they may require them to make amendments they specify. The examiners shall indicate the length of time permitted to the candidate to make the required amendments, which shall not be longer than six months. The candidate must submit the amended thesis to both examiners or one of their number nominated by the examiners for confirmation that the amendments are satisfactory.
    - 77.2.1 Failure to submit revisions within the required deadline or submission of revisions which do not satisfy the requirements of the examiner will mean that first attempt at examination is considered unsuccessful. The examiners may then decide to allow a re-entry and resubmission (regulation 56.3), or determine that the candidate has not satisfied them in examination for either PhD or MPhil (regulation 54.6).
  - 77.3 If the thesis, though inadequate, seems of sufficient merit to justify such action, the examiners may allow the candidate to re-present it in a revised form. In such circumstances, they will indicate the length of time they consider they will need to complete the revisions, which shall be between seven and twelve months. Examiners may not, however, make such a decision without having submitted the candidate to an oral examination. The examiners may at their discretion exempt the candidate from a further oral examination. On resubmission of a thesis under this regulation, examiners must reach a final decision according to regulations 77.1, 77.2 or 77.5.
  - 77.4 If the thesis meets the criteria but the candidate fails to satisfy the examiners at the oral examination, they may allow them to re-present the same thesis, and undergo a further oral examination within a period specified by them not exceeding 12 months
  - 77.5 The examiners may determine that the candidate has not satisfied them in the examination for the MPhil degree. They will not, however, save in very exceptional circumstances make such a decision without having submitted the candidate to an oral examination.
78. Students have the right of appeal against a decision taken under regulations 77.3, 77.4 or 77.5, in accordance with the Appeals Regulations for Research Students.

### **Notification of award of MPhil and PhD**

- 79. After the examiners have confirmed their decision, the PhD Academy will notify the candidate of the result. The degree will not be awarded until the candidate has provided a copy of the successful thesis, in accordance with regulation 59.3.
- 80. The PhD Academy will send a certificate to each candidate who has been awarded a degree. It will bear the names of the candidate in the form in which they appear in the School's records at the date of issue.
- 81. Where the authorities of the School notify the PhD Academy that the student has not settled or made acceptable arrangements to settle any account outstanding, the Deputy Director of the PhD Academy will withhold certification until the same authority certifies that the student has made payment in full.
- 82. The Academic Registrar may withhold the result of the examination for any student who is the subject of investigation under the School's disciplinary or other procedures.

**Revocation of award**

83. The Council or Director may revoke an award made under these regulations as permitted by the Bye-laws and Regulations of the School.

**Footnote**

- <sup>1</sup> This excludes centennial or visiting professors and retired members of academic staff.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.



## INFORMED CONSENT

This guidance should be read in conjunction with the LSE Research Ethics Policy and Procedures

Informed consent is widely accepted as the cornerstone of ethical practice in research that involves human participants or personal data. It entails providing participants with clear information about the purpose of the study, what their participation will involve and how their data will be stored and used in the long-term. The informed consent process should stress that participation is voluntary and can be ended at any point during the research.

There may be some circumstances where gaining informed consent is not possible - for instance, in the case of some anthropological field work<sup>1</sup>, or some research in behavioural science - but in these cases the lack of informed consent should be specially argued.

### Written or Verbal?

Written consent should be sought wherever possible. Aside from its generally being a better guarantee that participants have indeed given their consent, written consent also provides an auditable record that will prove useful in the event of a dispute or questions arising later regarding the use or storage of data. Research that proposes to use only verbal consent will need to justify why written consent is inappropriate for the study.

For online surveys or other digital data collection, appropriate ways should be sought to ensure that participants explicitly signal their consent (e.g. by explicitly ticking an "I agree" box).

Researchers involved in collecting data from social media platforms should refer to appropriate guidance, for example: the LSE Social Media, Personal Data and Research Guidance, the Association of Internet Researchers' ethics guidance, or the UKRIO 'Good practice in internet-mediated research'.

Seeking informed and freely-given consent

Whichever method is adopted, researchers must make every effort to ensure that participants are genuinely informed about the study and that they have freely consented to take part. The usual method in the case of written consent is that a relatively (but not overly) detailed information-sheet should be given to participants along with a briefer consent form. On both, researchers should avoid jargon and use language that is appropriate for the intended participants.

### The information sheet

Except in exceptional circumstances (which will require special justification) the information sheet should cover the following topics:

- name of the project and purpose of the research, including:
  - the researcher's institution
  - funding source (if appropriate)
- what participation will involve (e.g. if interviews are proposed, how many and how long they will be and where they will be held)
- risks to participants and benefits to participants and others
- that participants are free to withdraw at any time without prejudice and without providing a reason
- that if the participant withdraws, they should be given the option to have any information they have provided thus far to be removed from the study<sup>2</sup>
- what usage will be made of the data: during the research itself (where data will be stored and who will have access to it); after the research (if/how the data will be published); whether the (anonymised) data will be used in possible future research or archived to meet funder requirements, and/or how and when the data will be destroyed
- strategies for maintaining confidentiality and anonymity
- contact details:
  - contact details for researchers
  - who to contact should they have a complaint (namely, [research.ethics@lse.ac.uk](mailto:research.ethics@lse.ac.uk))
  - how to request a copy of the data about themselves [glpd.info.rights@lse.ac.uk](mailto:glpd.info.rights@lse.ac.uk)

A sample participant Information Sheet and consent form is attached in appendix to this document; a Word version can be found here. This, however, is simply intended as one possible way to produce a form that covers the important issues - researchers will, of course, produce their own forms tailored to the particular research context and participant groups involved in their research project (for instance, for online surveys, for research involving children, etc.). Other examples can be found at: <https://www.ukdataservice.ac.uk/manage-data/legal-ethical/consent-data-sharing/overview>

It is important that arrangements are made for researchers carefully to talk through the information sheet and consent form with participants before they are asked to sign the form, and that appropriate time is allowed in order for participants to make this decision.



### Opt in/Opt Out

It is generally recognized that assuming that participants have given their consent on the basis that they have not taken an opportunity explicitly to opt out is very unsatisfactory. The General Data Protection Regulation and Data Protection Act 2018 states that “Silence, pre-ticked boxes or inactivity” is presumed inadequate to signal consent. The default assumption is, therefore, that all research carried out at LSE involves an ‘opt in’ consent procedure. There may, however, be special circumstances in which ‘opt out’ may arguably be the only pragmatically feasible option (e.g. for large studies conducted in schools). Any such proposals should be submitted to the LSE Research Ethics Committee (REC) and will be subject to special scrutiny.

### Sensitive issues

Where the research involves sensitive issues (such as questions of ethnicity, sexual behaviour, health, political beliefs, or illegal behaviour), then special attention should clearly be paid to ensuring that the participants are fully informed ahead of time of the nature of the research and are given ample time to think before deciding whether or not to become involved. They should also be reminded during the study that they are free to discontinue their participation at any point. Particular attention also needs to be paid to the confidentiality and data management of such data.

For further guidance on this we suggest referring to the book ‘Undertaking Sensitive Research in the Health and Social Sciences’). Hard and e-copies of this are available in the LSE Library.

### Research involving vulnerable participants or those with diminished capacity to give informed consent

Participants may be vulnerable for a number of reasons, for instance due to innate characteristics (such as age, in the case of children or the elderly, ethnicity, or sexuality), or due to physical impairment, learning disabilities, etc. Vulnerability may also be due to a participant’s economic or political situation. Research involving vulnerable participants raises complex ethical issues concerning which it is difficult to formulate generally applicable rules. Researchers should consult relevant guidance and discuss their proposals with those with experience in conducting such research. Useful information on ‘special cases’ of consent can be found at <http://www.data-archive.ac.uk/create-manage/consent-ethics/consent?index=6>. All such research should be submitted to the REC who will give special scrutiny to the proposed procedures for informed consent in such cases.

### Data Protection and information security

An important part of informed consent is that participants should be aware of what will happen to the data that is collected during the study, what arrangements will be made to keep participants’ identities secret and the data confidential. If it is proposed to share data with other researchers or bodies (or even if this is a possibility), participants must be fully informed.

Researchers must ensure that they comply with the UK Data Protection Act. The Act allows special provisions for research, and researchers should consult the LSE guidance on Data Protection and Research. Researchers should also consult the School’s policies and guidance on Information Security, including encryption and audio and video recording. These are available at: <https://info.lse.ac.uk/staff/divisions/dts/about/policies>.

### Limits to Confidentiality

It is always recommended that participants’ details are anonymised at the earliest opportunity and they are not named in research reports or publications. However, in some instances it may be impossible to guarantee that participants will not be identifiable. In such instances it may be better to discuss with participants whether they are happy to be named, and to agree - as part of the informed consent process/form - exactly how their data will be presented, and whether or not they will be able to check transcripts of their interviews. This can raise and number of issues, and we recommend researchers refer to the following resources: <http://www.ethicsguidebook.ac.uk/Limits-of-confidentiality-professional-and-elite-interviews-232> and <https://www.tandfonline.com/doi/full/10.1080/13645579.2015.1123555?src=recsys>

Confidentiality may also need to be re-considered in cases where a participant discloses something in an interview that suggests that they or someone they mention is at serious risk of harm and unable to act for themselves. In such circumstances this may need to be reported to the relevant authorities – however the researcher should always first discuss this with their supervisor and/or line manager, and any breaking of confidentiality will need to be discussed with the participant.

If in any doubt, please refer to the Research Ethics Committee for guidance, via [research.ethics@lse.ac.uk](mailto:research.ethics@lse.ac.uk)

### Deception

Certain kinds of social research – particularly in psychology or the behavioural sciences – would be rendered pointless if participants were fully informed in advance of the details of that research. Where an element of deception is involved in a study, the Research Ethics Committee will want to feel assured

- (a) that there is no other non-deceptive way of investigating the research problem at issue; and that the case can be made that the study’s prospective scientific (or applied) value outweighs the disvalue of the deception involved.
- (b) that, before data collection begins, participants are informed about the nature of the study as fully as is consistent with the scientific aims of the study;

- (c) that the deception will be explained to the participants as early as possible – preferably at the conclusion of their participation, and certainly no later than the conclusion of the overall study's data collection; and that participants will be explicitly informed, at that point, that they may withdraw their data<sup>3</sup>;
- (d) that the study does not involve the possibility of participants suffering any degree of pain or substantial emotional distress.

**Further information**

This policy document cannot cover every type of research context. Where there is any uncertainty, please contact the Research Governance Manager via **research.ethics@lse.ac.uk**. Please also refer to the School's Research Ethics Policy and guidance.

See the **Calendar** ([lse.ac.uk/resources/calendar](https://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

## APPENDIX: SAMPLE INFORMATION SHEET AND CONSENT FORM

*[Title of research study]*

**Name of researcher:**  
**Department/Centre, LSE**

### Information for participants

Thank you for considering participating in this study which will take place [insert approximate dates]. This information sheet outlines the purpose of the study and provides a description of your involvement and rights as a participant, if you agree to take part.

#### 1. What is the research about?

[Set out the aim of this project/research, and also the methods to be used to collect information. Use language that will be understood by your intended participants. If applicable, state who the funder of the research is.]

#### 2. Do I have to take part?

It is up to you to decide whether or not to take part. You do not have to take part if you do not want to. If you do decide to take part [I/we] will ask you to sign a consent form which you can sign and return in advance of the [interview/focus group meeting] or sign at the meeting.

#### 3. What will my involvement be?

[Be clear about what participation will involve and how long this might take. E.g. 'You will be asked to take part in an interview/focus group/survey about your experience/knowledge of... It should take approximately...']

#### 4. How do I withdraw from the study?

You can withdraw at any point of the study, without having to give a reason. If any questions during the [interview/focus group] make you feel uncomfortable, you do not have to answer them. Withdrawing from the study will have no effect on you. If you withdraw from the study we will not retain the information you have given thus far, unless you are happy for us to do so.

#### 5. What will my information be used for?

[I/we] will use the collected information for.... [a research project, academic paper, future research, etc.]

#### 6. Will my taking part and my data be kept confidential? Will it be anonymised?

The records from this study will be kept as confidential as possible. Only [myself and my supervisor] will have access to the files and any audio tapes. Your data will be anonymised – your name will not be used in any reports or publications resulting from the study.<sup>5</sup> All digital files, transcripts and summaries will be given codes and stored separately from any names or other direct identification of participants. Any hard copies of research information will be kept in locked files at all times.

**Limits to confidentiality:** confidentiality will be maintained as far as it is possible, unless you tell us something which implies that you or someone you mention might be in significant danger of harm and unable to act for themselves; in this case, we may have to inform the relevant agencies of this, but we would discuss this with you first.

#### 7. Data Protection Privacy Notice

The LSE Research Privacy Policy can be found at: <https://info.lse.ac.uk/staff/divisions/Secretarys-Division/Assets/Documents/Information-Records-Management/Privacy-Notice-for-Research-v1.1.pdf>

The legal basis used to process your personal data will be [Please select one of the following: Staff "Public Task"; Students "Legitimate interests"]. The legal basis used to process special category personal data (e.g. data that reveals racial or ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, health, sex life or sexual orientation, genetic or biometric data) will be for scientific and historical research or statistical purposes.

To request a copy of the data held about you please contact: [glpd.info.rights@lse.ac.uk](mailto:glpd.info.rights@lse.ac.uk)

#### 8. What if I have a question or complaint?

If you have any questions regarding this study please contact the researcher, [X], on [email address].

If you have any concerns or complaints regarding the conduct of this research, please contact the LSE Research Governance Manager via [research.ethics@lse.ac.uk](mailto:research.ethics@lse.ac.uk).

If you are happy to take part in this study, please sign the consent form attached.

# CONSENT FORM

**[Title of research study]**

**Name of researcher:**

## **PARTICIPATION IN THIS RESEARCH STUDY IS VOLUNTARY.**

I have read and understood the study information dated [DD/MM/YY], or it has been read to me. I have been able to ask questions about the study and my questions have been answered to my satisfaction.	YES / NO
I consent voluntarily to be a participant in this study and understand that I can refuse to answer questions and I can withdraw from the study at any time, without having to give a reason.	YES / NO
I agree to the <i>[interview/focus group]</i> being audio recorded <i>[delete if not being audio recorded]</i>	YES / NO
<i>Add additional statements for e.g. video recording, photographs, etc. if relevant</i>	YES / NO
I understand that the information I provide will be used for <i>[my dissertation, thesis, research publication, etc.]</i> and that the information will be anonymised.	YES / NO
If you want to use quotes in research outputs, add: I agree that my information can be quoted in research outputs.	YES / NO
<i>If you want to use named quotes, add: I agree that my real name can be used for quotes.</i>	YES / NO
<i>If written information is provided by the participant (e.g. diary), add: I agree to joint copyright of the [specify the data] to [name of researcher].</i>	YES / NO
I understand that any personal information that can identify me – such as my name, address, will be kept confidential and not shared with anyone <i>[other than myself / beyond the study team]</i> .	YES / NO
I give permission for the (anonymised) information I provide to be deposited in a data archive so that it may be used for future research. <i>[Note that for some funders it is a requirement to ask participants this]</i>	YES / NO

Please retain a copy of this consent form.

Participant name:

Signature: \_\_\_\_\_ Date \_\_\_\_\_

Interviewer name:

Signature: \_\_\_\_\_ Date \_\_\_\_\_

For information please contact: **<<name and email address of researcher>>**

### **Footnotes**

- <sup>1</sup> Researchers should refer to the Association of Social Anthropologists' ethical guidelines: <https://www.theasa.org/downloads/ASA%20ethics%20guidelines%202011.pdf>
- <sup>2</sup> Up until publication: if a participant withdraws after research results have been published, the publication does not need to be changed. However, the data should not be used for further research or publications.
- <sup>3</sup> This is in line with the advice given on deception by relevant professional bodies – see, e.g., the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct (2016) Ethical Standard 8.07
- <sup>4</sup> A Word version of this template can be downloaded from: <https://info.lse.ac.uk/staff/divisions/research-and-innovation/research/Assets/Documents/Word/info-consent-LSEsample.docx>
- <sup>5</sup> There are some circumstances in which you may – with their agreement – name your participants in your research; however, caution should be exercised, and you are advised to discuss this with either your supervisor or the REC via [research.ethics@lse.ac.uk](mailto:research.ethics@lse.ac.uk)
- <sup>6</sup> Based on UK Data Service model consent form April 2018. <http://data-archive.ac.uk/media/210661/ukdamodelconsent.doc>

## RESEARCH ETHICS POLICY AND PROCEDURES

### STATEMENT OF PRINCIPLES

1. The Research Ethics Policy forms a part of the School's over-arching Ethics Code<sup>1</sup>.
2. Researchers in the social sciences have responsibilities: to society at large; to those who fund their research; the institutions that employ them or at which they study; to their colleagues and the wider academic and research community; to the people who take part in their research; and for their own safety and wellbeing. Reconciling those responsibilities can be difficult and may entail ethical judgement. The intention informing this policy statement is that the School should provide a procedural framework to assist staff and students in exercising such judgement.
3. The policy relates to research - whether funded or unfunded - involving human participants<sup>2</sup>, or involving data relating to directly identifiable human subjects (whether living or recently deceased), conducted by researchers<sup>3</sup>. It does not relate to other ethical judgements. For the purposes of this policy, the term 'researcher' includes members of the School's academic, contract research staff, postgraduate research and Master's students, and undergraduate students. 'Research' is defined variously according to the Frascati definition or the HEFCE definition used for the Research Excellence Framework.
4. The policy has been adopted in support of the School's wider commitments to intellectual freedom and research excellence. Sound ethical standards are a pre-requisite for excellent research. Equally, disproportionate, over-burdensome and narrowly framed research ethics procedures can be an obstacle to excellent research, and thus themselves create an ethical challenge.
5. The procedures instituted in pursuit of this policy are intended:
  - to facilitate, not inhibit, research;
  - to promote a culture within the School whereby researchers conscientiously reflect on the ethical implications of their research;
  - to apply a principle of subsidiarity whereby responsibility for research ethics will be embraced by researchers, supervisors, departments or institutes at a level as close as appropriately possible to the actual conduct of the research.
6. The policy is subject to oversight by the Research Ethics Committee, which is accountable to the Research Committee, the Ethics Policy Committee, Academic Board and ultimately Council. It will be reviewed periodically. The policy is freely available to potential research funding agencies in the interests of transparency and to avoid possible pre-contractual misunderstandings. This document has been drawn up with regard to ethical guidelines relevant to research within the School. Any researcher considering research ethics should do so in conjunction with the resources and policies listed in Annex A.

### POLICY

#### Research ethics applications

7. Where research involves human participants (for example, for interviews, focus groups, surveys, observations, etc.), or involves data relating to directly identifiable human subjects, researchers are required to complete a Research Ethics Review Checklist (see Annex B). The purpose of the Checklist is to require researchers to reflect on the potential ethical implications of their research and the risk of harm (including risks to livelihoods, social relationships, emotional well-being, etc.) that might be caused to the participants.
8. Having completed the Checklist, if researchers (or in the case of student researchers, their supervisors) judge (i) that no significant ethical issues are raised by their research or (ii) that adequate safeguards in relation to such issues can and will be put in place, they may complete the Low risk/Departmental / Centre / Institute Certification in Part II of the ethics review form. The form will then need to be approved/signed by the relevant approver as follows:

Ethics form submitted by	Reviewed and approved by	Audited by*
MSc (or undergraduate) students	Project academic supervisor (PhD students should not approve ethics review forms)	Programme director
PhD students	Supervisor	Doctoral Programme Director
Research staff who are not PIs	Principal Investigator	Designated research ethics champion (as below)
Ethics form submitted by	Counter-signed by	
All faculty and any research staff who are PIs on grants	A designated research ethics champion, for example the Research Director within Departments, Institutes or Centres;	

\*By 'audited' we mean that the relevant person should check/moderate a sample of review forms to check that Departmental/Centre/Institute Certification is appropriate (i.e. whether the review form should instead have been sent to the Research Ethics Committee for review).

9. Completed ethics review forms approved by Departmental Certification must be kept on file within the department for seven years or until the completion of the research, whichever is the later.
10. If your research may be subject to ethics review by an external body, please refer to section 15 below.
11. Where Departmental/Centre/Institute Certification is not appropriate, the researcher should complete the Questionnaire (part III of the Review document). This may be because, in the judgment of the researcher (or the supervisor in the case of students), or in the judgement of the relevant Head of Department or Research Centre (or any departmental committee or subcommittee having responsibility for research ethics) or in the judgement of the Chair of the Research Ethics Committee (where it comes to their attention):
  - i) significant ethical issues are raised by the research and Departmental/Centre/Institute certification of the measures taken to address them would not be appropriate (which includes research characterised by one or more of the features set out in section 13 below; and/or
  - ii) the researcher wants to seek the advice of the Research Ethics Committee; and/or
  - iii) external obligations (for instance, funder requirements, data access requirements) require it; and/or
  - iv) the research will be undertaken by a student or member of staff who does not have sufficient relevant experience or has not received appropriate training in research ethics (see section 27, below).
12. Once completed, the Questionnaire, the Review form and any accompanying documents (including the Informed consent documentation) must be submitted for scrutiny by the Research Ethics Committee by email to **research.ethics@lse.ac.uk**. Note that ethical approval will normally be required before the commencement of research covered by this policy, or else at a particular point in the development of the project, if required by the research funder<sup>4</sup>. (See section 31 below for more details of the procedure for reviews conducted by the Research Ethics Committee.)
13. Applications relating to the following kinds of research should always be subject to review by the Research Ethics Committee:
  - (i) Research involving deception of participants, or that is intentionally conducted without their full and informed consent at the time the study is carried out or when the data are gathered
  - (ii) Research which involves or may lead to the publication of confidential information
  - (iii) Research where informed consent will be obtained orally but not in writing<sup>5</sup>
  - (iv) Research involving any of the following:
    - vulnerable groups<sup>6</sup>;
    - sensitive topics<sup>7</sup>;
    - groups where permission of a gatekeeper is normally required for initial access to members (where involvement of the gatekeeper might raise issues of whether participants' involvement is truly voluntary);
    - research which would induce undue psychological stress, anxiety or humiliation or cause more than minimal pain.
  - (v) Research involving more than minimal risk of harm (whether emotional or physical) to the researcher(s). Where there is doubt, advice should be sought from the Research Governance Manager
14. Substantial research projects and projects presenting significant ethical challenges will on occasions require Project Advisory Panels to be established to oversee the progress of the project and in such instances, it may be appropriate that a member of the Research Ethics Committee should sit on the Advisory Panel.
15. Duplication of ethics reviews will be avoided where possible, especially in regard to research that may fall under the rubric of other ethics review bodies (e.g. NHS Research Ethics Committees<sup>8</sup>, or the Research Ethics

Committees of another university). In these cases the researcher should send their completed ethics review Checklist to the Research Governance Manager ([research.ethics@lse.ac.uk](mailto:research.ethics@lse.ac.uk)) for reference and submit their research for ethics approval to the appropriate body. Once ethics approval has been granted a copy of the letter of approval and relevant documentation should be sent to [research.ethics@lse.ac.uk](mailto:research.ethics@lse.ac.uk) for the records of the LSE Research Ethics Committee. Notwithstanding the principle of avoiding duplication, if deemed appropriate the School will consider the ethical implications of the research in its own right (regardless of whether approval has already been granted externally).

### Informed consent

16. Where information is to be collected from human participants, other than in very particular circumstances informed consent will have to be obtained from those subjects for any use of their information. Researchers should refer to the LSE guidance on Informed Consent<sup>9</sup>. Second, where the research exposes its participants to a risk of harm, the researcher has an ethical duty to consider these risks, even where the participant has consented to participate in the study. It is particularly important to think through carefully the likely impact on vulnerable groups; for example children or people with learning disabilities, or students when they are participating in research as students. Some participants will have diminished capacity to give consent and are therefore less able to protect themselves and require specific consideration. Researchers should refer to the LSE Safeguarding Policy<sup>10</sup>.
17. Research that does not entail the direct participation of living human persons may nonetheless indirectly but significantly affect living persons. Researchers may be assessing information about identifiable individuals, the publication or analysis of which may have ethical (and indeed legal) implications. For example, collection and use of archive, historical, legal, online or visual materials may raise ethical issues (e.g. for families and friends of people deceased), and research on provision of social or human services may impact provision for individuals and groups of service users who did not contribute or consent to, or were not consulted about the research. Researchers should so far as possible consider such implications.

### Multi-funder and multi-performer projects

18. Where there are a number of funders of a project the LSE Research Ethics Policy and any relevant funders' ethics policies must be drawn to the attention of all proposed funders prior to a submission for funding. An agreement is necessary with the other funders that the proposed study will comply with all relevant research ethics policies.
19. Where research involves more than one institution, each institution retains formal responsibility for overseeing the ethical review of research conducted under its auspices. Wherever possible the School should accept the decisions made by the Research Ethics Committee of the institution where the Principal Investigator is based.

### Research conducted outside the UK

20. Where research is to be conducted outside the UK, the researcher must establish whether local ethical review is required by the host country, and if not, how the principles of the Research Ethics Policy can be followed in developing and undertaking the research. The ethical standards that the School expects for UK research apply equally to work undertaken outside the UK. Researchers must, however, ensure that they comply with any legal and ethical requirements of the country/ies where the research is taking place<sup>11</sup>.
21. Where the LSE researcher will be hiring local research assistants or project partners overseas, they must ensure that appropriate training is given, and also that any such collaborators work in accordance with the principles of the LSE Research Ethics Policy, data protection policies, and Safeguarding Policy.

### Legal and data protection requirements

22. Researchers must comply with legal requirements. In particular, they must ensure compliance with the UK Data Protection Act 2018 and EU General Data Protection Regulation (GDPR).
23. Where appropriate, researchers must submit to a Disclosure and Barring Service check (for link see Annex A).
24. It remains the responsibility of the researcher to ensure that arrangements are in place to maintain the integrity and security of research data. Please refer to Annex A for guidance on LSE research data management. If further guidance is required regarding the security of data then the matter may be referred to the Research Ethics Committee.
25. Secondary use of datasets must be given careful consideration by the researcher and the Research Ethics Committee, especially where reliance is being placed on a presumed consent by subjects to the use of their information, or where there is a potential risk of disclosure of sensitive information. Researchers who collect primary data that are to be archived and may be used by others for secondary analysis should be mindful that the consent obtained from the persons providing such data and the safeguards applied to protect their identity should be sufficient for that secondary purpose. (For guidance on these matters please contact the Research Data Librarian via [Datalibrary@lse.ac.uk](mailto:Datalibrary@lse.ac.uk))

### Health and Social Care research

26. Researchers working in the field of health or social care must comply with the UK policy framework for health and social care research<sup>12</sup>. The policy framework applies to health and social care research involving patients, service



users or their relatives or carers. This includes research involving them indirectly, for example using information that the NHS or social care services have collected about them. Researchers should check whether their research should undergo ethics review via the Health Research Authority<sup>13</sup>. Under the UK Policy Framework, the researcher carries defined responsibilities as does the School in its capacity as the employer of the investigator. In addition to the ethics procedures outlined here, documentation will be held on record demonstrating compliance with the UK Policy Framework. The Director of the Research Division will provide written confirmation of compliance on behalf of the School, as required by the UK Policy Framework, seeking advice from the Chair of the Research Ethics Committee where necessary.

### Training

27. All students and staff undertaking research are required in the course of their studies or career to have undertaken appropriate training or to have had significant relevant experience before embarking on an evaluation of the ethical implications of their research or other aspects of this Policy. Students and staff must responsibly consider whether their training or experience sufficiently qualifies them to evaluate the ethical implications of their research. If not, they should in the first instance seek appropriate advice from within their department or centre and/ or from colleagues within their discipline with specific expertise in relation to research ethics. Thereafter, in the event of any remaining uncertainty as to the propriety of their research, they are required to submit their research plans to the Research Ethics Committee.
28. This policy should be formally incorporated into any undergraduate/postgraduate training programme/ documentation offered at departmental level. All degree programmes (undergraduate, Master's and research degrees) must incorporate at least one lecture, seminar or support session that covers research ethics. All students undertaking research for a dissertation or thesis should have access through their supervisor to appropriate advice and support in relation to research ethics. For further information on training please contact **research.ethics@lse.ac.uk**. Students should also refer to the training available via LSE LIFE and the PhD Academy.
29. All academic members of the Research Ethics Committee are required to have undertaken appropriate training and/or to have had significant relevant experience before taking up their responsibilities on the Committee.
30. Members of the Policy Team of the Research Division, the Director of the Research Division and the Deputy Director of the Research Division, or any other member of the School's administration, are required satisfactorily to have undertaken suitable training or to have had significant relevant experience before providing advice on the implementation of this Policy.

### Procedures for review by the Research Ethics Committee

31. Applications should be submitted to the Research Ethics Committee via the Research Governance Manager (research.ethics@lse.ac.uk). Researchers should incorporate an appropriate lead-time into planning of their research. The timeframe for REC decision-making can be found at: <https://info.lse.ac.uk/staff/divisions/research-division/committees-and-working-groups/Research-ethics-committee>
32. The Research Ethics Committee may undertake an expedited review (where the review is carried out by the Chair, who may consult one or more members of the Research Ethics Committee) where this is appropriate in the view of the Chair - generally where research involves no deception, where participants will have consented to participate in writing, and where the potential of the research to cause a risk of harm to participants and others affected by it is not deemed significant. Decisions taken by expedited review will be reported to the Research Ethics Committee.
33. The Chair (in the case of expedited review) or the Committee or a sub-group of the Committee (in the case of full review) will reach a decision on the application as promptly as reasonably possible, having regard to the circumstances and the urgency with which approval may be required
34. Where a case is submitted for full review, the Research Ethics Committee or a sub-group of the Committee will make decisions using a majority voting procedure. Where the Committee is not satisfied with an application, the Chair will consult with the applicant with a view to devising a solution that is acceptable to both the Committee and the researcher. The Committee may at its discretion request advice and guidance from the Pro Director of Research, members of the Research Committee and School colleagues with particular expertise, and in addition may call upon outside experts to assist with advice and review as required. Decisions made by the Research Ethics Committee for each proposal will be minuted and provided to the relevant researcher(s). The decision will be kept on file for a period of at least seven years or for the duration of the project (whichever is longer).
35. Committee decisions to reject a proposal are very rare. However, should the Committee decline to accept a proposal, the researcher has the right to request that the decision is considered by the Ethics Appeals Panel.
36. Appeals should be made in writing to the Chair of the Ethics Appeals Panel providing all the documentation considered by the Research Ethics Committee and a covering letter setting out sufficient information to allow the grounds for appeal to be understood and demonstrating clearly the basis of the appeal.
37. The Ethics Appeals Panel will consist of the following:
  - (i) Pro-Director for Research as Chair (the Pro-Director has the right to appoint another senior member of academic staff in his or her absence)
  - (ii) A senior academic appointed by the Chair



- (iii) The Director of the Research Division (who also acts as the Secretary of the Panel)
  - (iv) If additional expertise is required, the Chair may invite up to two further members of academic staff with relevant expertise but who have not been involved in the initial decision to join the panel.
38. All members of the Panel must be fully apprised of and familiar with the School's Research Ethics Policy.
  39. Unless the Panel decides to uphold the appeal, hearings must provide the researcher with the opportunity of presenting their case in person. Following the withdrawal of the researcher, the Panel will determine its decision and provide clear justification for its decision, whether the appeal has been successful or unsuccessful.
  40. Any complaints against the Research Ethics Committee received from external organizations will be considered by the Pro-Director for Research in the first instance and referred to the Ethics Appeals Panel if considered necessary. For external complaints the same procedures detailed above will be implemented.

### Institutional monitoring

41. In the first instance it will be the responsibility of the researcher to monitor the conduct of research that has received ethical approval (for students, in consultation with supervisors). The researcher, together with any Project Advisory Panel or Group where relevant, must ensure that there is an appropriate continuing review of the research, taking into account any possible changes that may occur over the duration of the research project. It is the responsibility of the researcher to alert the Chair of the Research Ethics Committee if any further ethical implications arise. It is the responsibility of the researcher to ensure that data are securely held and preserved.
42. The Research Ethics Committee will periodically conduct a selective audit of current research projects.
43. Where significant concerns have been raised about the ethical conduct of a study, the Research Ethics Committee can request a full and detailed account of the research for a further ethical review.
44. Where the Research Ethics Committee considers that a study is being conducted in a way which is not in accord with the conditions of its original approval it may consider withdrawal of its approval and require that the research be suspended or discontinued. It is the duty of the Research Ethics Committee to inform the appropriate funding body that ethical approval has been revoked.

### Failure to comply with this Policy

45. Failure to undertake a review of the ethical implications of research or to comply with any other aspect of this Policy or failure to apply reasonable care in assessing the likely ethical implications of a research project, may constitute research misconduct under the School's research misconduct policy and procedures (see Annex A).

### Footnotes

- <sup>1</sup> <http://www.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/ethCod.pdf>
- <sup>2</sup> Should it arise, researchers conducting research involving animals should consider such elements of this policy as may apply, as well as any other relevant guidelines. Please contact the Research Ethics Committee via [research.ethics@lse.ac.uk](mailto:research.ethics@lse.ac.uk) to check discuss ethics review.
- <sup>3</sup> Research involving secondary analysis of established data sets from which it would not be possible to identify any living or recently deceased person need not be subject to the procedure, but wherever it is necessary for data to be effectively anonymised by LSE researchers, the procedure applies.
- <sup>4</sup> For example, the ESRC requires full ethical scrutiny and approval only after the confirmation of award. However some funders require ethical safeguards to be described in advance of application, and ethical approval after confirmation of award.
- <sup>5</sup> Staff and students in the Anthropology department who will not be obtaining written consent may use their departmental ethics review procedure.
- <sup>6</sup> Please note that we follow the ESRC definition of vulnerability as follows: 'Vulnerability may be defined in different ways and may arise as a result of being in an abusive relationship, vulnerability due to age, potential marginalisation, disability, and due to disadvantageous power relationships within personal and professional roles. Participants may not be conventionally 'vulnerable', but may be in a dependent relationship that means they can feel coerced or pressured into taking part, so extra care is needed to ensure their participation is truly voluntary.' <https://esrc.ukri.org/funding/guidance-for-applicants/research-ethics/frequently-raised-topics/research-with-potentially-vulnerable-people/>
- <sup>7</sup> See excerpt from Dixon-Swift, V. et al. Undertaking Sensitive Research in the Health and Social Sciences - at [http://assets.cambridge.org/9780521718233/excerpt/9780521718233\\_excerpt.pdf](http://assets.cambridge.org/9780521718233/excerpt/9780521718233_excerpt.pdf) Chair of the Research Ethics Committee (via [research.ethics@lse.ac.uk](mailto:research.ethics@lse.ac.uk)).
- <sup>8</sup> In general, research falling under the auspices of the Health Research Authority will undergo review by an NHS Research Ethics Committee. See section 26 below.
- <sup>9</sup> <http://www.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/infCon.pdf>
- <sup>10</sup> <https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/safPol.pdf>
- <sup>11</sup> A useful resource is the US Department of Health and Human Services International Compilation of Human Research Standards listing, available at: <https://www.hhs.gov/ohrp/international/compilation-human-research-standards/index.html>

<sup>12</sup> <https://www.hra.nhs.uk/documents/1068/uk-policy-framework-health-social-care-research.pdf>

<sup>13</sup> There is an easy-to-use tool to help you ascertain whether or not you need HRA approval or not at: <http://www.hra-decisiontools.org.uk/ethics/> For further guidance see: [http://www.hra.nhs.uk/research- community/before-you-apply/determine-which-review-body-approvals-are-required/](http://www.hra.nhs.uk/research-community/before-you-apply/determine-which-review-body-approvals-are-required/)

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

## ANNEX A: USEFUL EXTERNAL AND SCHOOL RESOURCES

### 1. External Resources

#### **Anonymisation: managing data protection risk.**

The Information Commissioner's Office (ICO) Code of Practice is available at: <https://ico.org.uk/media/for-organisations/documents/1061/anonymisation-code.pdf> The ICO also has a code of practice on writing privacy notices, which is available at:

<https://ico.org.uk/media/for-organisations/guide-to-data-protection/privacy-notices-transparency-and-control-1-0.pdf>

#### **Disclosure and Barring Service**

Criminal record checking which may be required if working with children or vulnerable groups. See: <https://www.gov.uk/government/collections/dbs-checking-service-guidance--2>

**ESRC Framework for Research Ethics.** The ESRC requires that the research it supports is designed and conducted in such a way that it meets certain ethical principles; that it is subject to proper professional and institutional oversight in terms of research governance.

<http://www.esrc.ac.uk/files/funding/guidance-for-applicants/esrc-framework-for-research-ethics-2015/> See also ESRC Postgraduate Training Guidelines:

<https://esrc.ukri.org/files/skills-and-careers/doctoral-training/postgraduate-training-and-development-guidelines-2015/>

#### **European Commission: How to complete your ethics Self-Assessment**

[http://ec.europa.eu/research/participants/data/ref/h2020/grants\\_manual/hi/ethics/h2020\\_hi\\_ethics-self-assess\\_en.pdf](http://ec.europa.eu/research/participants/data/ref/h2020/grants_manual/hi/ethics/h2020_hi_ethics-self-assess_en.pdf)

**European Science Foundation European Code of Conduct for Research Integrity.** The code addresses the proper conduct and principled practice of systematic research in the natural and social sciences and the humanities in Europe. [https://ec.europa.eu/research/participants/data/ref/h2020/other/hi/h2020-ethics\\_code-of-conduct\\_en.pdf](https://ec.europa.eu/research/participants/data/ref/h2020/other/hi/h2020-ethics_code-of-conduct_en.pdf)

**International Compilation of Human Research Standards** listing (published by the US Department of Health and Human Services) provides a listing of laws, regulations, and guidelines on human subjects protections in 130 countries and from many international organizations: <https://www.hhs.gov/ohrp/international/compilation-human-research-standards/index.html>

#### **Nuffield Council on Bioethics: The ethics of research involving animals.**

<http://nuffieldbioethics.org/project/animal-research/>

**RCUK Policy and Guidelines on the Governance of Good Research Conduct.** The policy aims to help researchers and research organisations to manage their research, and provides guidance of the reporting and investigation of unacceptable research misconduct.

<http://www.rcuk.ac.uk/Publications/researchers/grc/>

**The Research Ethics Guidebook.** An online guide for social science researchers <http://www.ethicsguidebook.ac.uk/>

**UKRIO Code of Practice for Research: Promoting good practice and preventing misconduct.** An essential reference tool to support researchers in the conduct of their research.

<http://www.ukrio.org/what-we-do/code-of-practice-for-research/>

**UK policy framework for health and social care research.** The policy framework applies to health and social care research involving patients, service users or their relatives or carers. This includes research involving them indirectly, for example using information that the NHS or social care services have collected about them.

<https://www.hra.nhs.uk/documents/1068/uk-policy-framework-health-social-care-research.pdf>

**Universities UK Concordat to support research integrity.** The Concordat sets out five commitments that will provide assurances to government, the wider public and the international community that research in the UK continues to be underpinned by sound standards of rigour and integrity. <http://www.universitiesuk.ac.uk/highereducation/Pages/Theconcordattosupportresearchintegrity.aspx>

### 2. Relevant Statutes

The Research Ethics Policy has been drawn up with due regard to relevant statutes, including:

**The Data Protection Act (2018)** <http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>

**The Mental Capacity Act (2005)** <http://www.legislation.gov.uk/ukpga/2005/9/contents>

### 3. LSE Resources

The Research Ethics Policy should be read in conjunction with other School regulations, policies and procedures, including:

**Code of Research Conduct (incorporating research misconduct policy and procedures)**

<http://www.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/codResCon.pdf>

**Data Protection and Research**

<http://www.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/datProRes.pdf>

**Data Storage and Management**

The School's Records Management Policy is available at: <https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/recManPol.pdf>

For information on research data management see the Library guidance at: <http://www.lse.ac.uk/library/research-support/research-data-management>

**Ethics Code:** The LSE Ethics Code is a set of six core principles, including Responsibility and Accountability, Integrity, and declaring conflicts of interest. See: <http://www.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/ethCod.pdf>

**Freedom of Information (FoI) obligations.** The LSE is obliged to meet the requirements of the FoI Act 2000. The School should maintain a list of the information it makes available as a matter of routine. Any person making a request for information is entitled to be informed in writing whether the School holds the information specified in the request, and if that is the case, to have that information communicated to them.

<https://info.lse.ac.uk/Staff/Divisions/Secretarys-Division/Information-Rights-and-Management/Freedom-of-information>

**Information Security Policy.** The LSE Information Security policy can be found at: <http://www.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/infSecPol.pdf>

**Informed consent:** The School's guidance on informed consent (including a sample Information Sheet and Consent form template) can be found at: <http://www.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/infCon.pdf>

**Procedures for the Ethical Screening of Grants and Donations.** <https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/proEthScr.pdf>

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

## ANNEX B: RESEARCH ETHICS REVIEW

A Word version of this form is available at: <https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/resEthPolProForm.docx>

This form should be completed for every research project that involves human participants or the use of information relating to directly identifiable individuals.

PART I - CHECKLIST				
The Checklist is designed to identify the nature of any ethical issues raised by the research.				
This checklist must be completed before potential participants are approached to take part in any research.				
<b>1. Name of Researcher:</b>				
Status (mark with an 'X' as appropriate)	Undergraduate student		Masters student	
	Research degree student		Staff	
Email		Telephone number		
Department				
<b>2. Student Details if applicable:</b>				
Degree programme:				
Supervisor's name:		Supervisor's email:		
Supervisor's department:				
<b>3. Title of the proposal and brief abstract</b>				
<b>i) Title:</b>				
<b>ii) Abstract</b> (approx. 150-200 words. Your abstract should outline in non-technical language the purpose of the research and the methods that will be used.)				
<b>4. Funding</b>				
Is it proposed that the research will be funded? If so by whom?				
<b>5. Where the research will be conducted</b>				
In what country/ies will the research take place? (See Note 1)				
<b>6. Data Management Plans</b>				
Please confirm whether you have completed a Data Management Plan and submitted to <b>Datalibrary@lse.ac.uk</b> (see Note 2) Yes / No				
	Please mark an X in the appropriate right-hand column/box	Yes	No	Not certain
<b>7. Research that may need to be reviewed by an external (non-LSE) Ethics Committee</b>				
i	Will the study require Health Research Authority approval? (See Note 3)			
ii	Does the study involve participants lacking capacity to give informed consent? (See Note 4)			

	Please mark an X in the appropriate right-hand column/box	Yes	No	Not certain
iii	Is there any other reason why the study may need to be reviewed by another external (non-LSE) Ethics Committee? If yes, please give details here			
<b>If your research will be reviewed by an external (non-LSE) ethics committee</b> , you may not need to complete the rest of this LSE review form – please email <a href="mailto:research.ethics@lse.ac.uk">research.ethics@lse.ac.uk</a> for guidance.				
<b>8. Consent</b> (See Note 5)				
i	Does the study involve children or other participants who are potentially or in any way vulnerable or who may have any difficulty giving meaningful consent to their participation or the use of their information? (See Note 6)			
ii	Are subjects to be involved in the study without their knowledge and consent (e.g. through internet-mediated research, or via covert observation of people in public places)?			
iii	Will the study require the co-operation of a gatekeeper for initial access to the groups or individuals to be recruited? ( <i>Answer 'yes' to this question only if the involvement of a gatekeeper in your study might raise issues of whether participants' involvement is truly voluntary or of whether the gatekeeper might influence potential participants in some other way.</i> )			
<b>9. Research Design / Methodology</b>				
i	Does the research methodology involve the use of deception? (See Note 7)			
ii	Are there any significant concerns regarding the design of the research project? For example: <ul style="list-style-type: none"> <li>• where research intrudes into the private sphere or delves into some deeply personal experience;</li> <li>• where the study is concerned with deviance or social control;</li> <li>• where the study impinges on the vested interests of powerful persons or the exercise of coercion or domination; or</li> <li>• where the research deals with things that are sacred to those being studied that they do not wish profaned.</li> </ul>			
iii	Does the proposed research relate to the provision of social or human services?			
<b>10. Financial Incentives</b>				
	Will financial inducements (other than reasonable expenses and compensation for time) be offered to participants that might have an impact on the objectivity of the research?			
<b>11. Research Subjects</b>				
i	Could the study induce unacceptable psychological stress or anxiety or cause harm or negative consequences beyond the risks encountered in normal life?			
ii	Will the study involve discussion of sensitive topics? For example (but not limited to): sexual activity, illegal behaviour, experience of violence or abuse, drug use, etc.). (Please refer to the Research Ethics Policy, § 13).			
iii	Are drugs, placebos or other substances to be administered to study participants or will the study involve invasive, intrusive or potentially harmful procedures of any kind?			
<b>12. Confidentiality</b>				
i	Will research involve the sharing of data or confidential information beyond the initial consent given?			

**122 School Regulations**

	Please mark an X in the appropriate right-hand column/box	Yes	No	Not certain
ii	Is there ambiguity about whether the information/data you are collecting is considered to be public?			
iii	Will the research involve administrative or secure data that requires permission from the appropriate authorities before use?			
iv	Will the research involve the use of visual/vocal methods that potentially pose an issue regarding confidentiality and anonymity?			
<b>13. Legal requirements</b>				
	Is there any reason why the research will NOT comply with the requirements of current data protection legislation? (See Note 8)			
<b>14. Dissemination</b>				
	Are there any particular groups who are likely to be harmed by dissemination of the results of this project? Or is there any potential for misuse of the findings?			
<b>15. Risk to researchers</b>				
	Does your research pose any risks to your physical or psychological wellbeing, or that of others working with you?			
<b>16. Sensitive research materials</b>				
	Will the research involve accessing security-sensitive material, such as material related to terrorism or violent extremism of any kind? (See Note 9)			

**Please continue to Part II**

**PART II: LOW RISK, DEPARTMENTAL/CENTRE/INSTITUTE CERTIFICATION AND/OR NEXT STEPS**

Please note that there are certain circumstances where Self-certification of ethics review is not appropriate. Please see Note 10.

- A** If, after careful consideration, you have answered **No** to all the questions, you do not need to complete the questionnaire in Part III, unless you are subject to some external requirement that requires you to seek formal approval from the School's Research Ethics Committee. You can select **A** in the **Low risk, Departmental/Centre/Institute Certification Section** below, sign as appropriate and submit the form to the appropriate approver in your Department, Centre or Institute. Occasional audits of such forms may be undertaken by the School.
- B** If you have answered **Yes** or **Not certain** to any of the questions in sections 8-16 of the checklist you will need to consider more fully how you plan to deal with the ethical issues raised by your research. Answering the relevant questions in the Questionnaire in Part III below may assist you. If having done so you are wholly assured that adequate safeguards in relation to the ethical issues raised can and will be put in place, you may select **B** in the Low risk/Departmental/Centre/Institute certification Section below, sign as appropriate and submit the form to the appropriate approver in your Department, Centre or Institute. Occasional audits of such forms may be undertaken by the School.
- C** If you have answered Yes in section 7 that your research will be subject to review by an external (non-LSE) ethics committee, please select C below and send the Checklist (questions 1-7) to **research.ethics@lse.ac.uk**. You should submit your research for ethics approval to the appropriate external body. Once approval is granted please send a copy of the letter of approval to **research.ethics@lse.ac.uk**.
- D** If **Departmental/Centre/Institute certification is not appropriate** you should complete the questionnaire in Part III below, the 'Refer to Research Ethics Committee Section' at the end of the form, and then submit the form to **research.ethics@lse.ac.uk**

**LOW RISK, DEPARTMENTAL/CENTRE /INSTITUTE CERTIFICATION**

**Select A, B or C (delete as appropriate):**

I have read and understood the LSE Research Ethics Policy and the questions contained in the Checklist above and confirm:

- A** that no significant ethical issues are raised by the research, or  
**B** that adequate safeguards in relation to such issues can and will be put in place, or  
**C** that the research will be subject to an external ethics review

**Please complete the box below and sign the relevant section**

**i) Summary of any ethical issues identified and safeguards to be taken****ii) Details of relevant experience or training in this area**

Low risk/Departmental / Centre / Institute Certifications should be approved as follows:

- MSc (or undergraduate) student review forms should be approved/signed by the academic supervisor. (PhD students cannot approve ethics review forms);
- PhD student review forms should be approved/signed by the supervisor
- Research staff who are not PIs should have their review forms approved/signed by the PI;
- Faculty and any research staff who are PIs on grants should have their review forms counter-signed by a designated research ethics champion in their Department / Centre or Institute, for example its research director

Signature of researcher (whether student or staff):		Date:	
Approved by (name)		Date:	
Approved by (signature)*:		Date:	

\*By signing here the approver confirms that to the best of their understanding any ethical issues have been adequately addressed in the research design, and the researcher has been made aware of her/his responsibilities for the ethical conduct of her/his research. If in doubt, please refer to your departmental ethics champion, or to the Research Governance Manager, **research.ethics@lse.ac.uk**



**PART III - QUESTIONNAIRE**

The questionnaire enables you to explain how the ethical issues relating to your research will be addressed. If you are intending to submit your proposal to the Research Ethics Committee it needs to be completed in full.

**17. Research aims**

*Please provide brief (no more than 500 words) details in non-technical language of the research aims, the scientific background of the research and the methods that will be used. This summary should contain sufficient information to acquaint the Committee with the principal features of the proposal. A copy of the full proposal should nonetheless be attached to this document in case it is required for further information.*

**18. Informed consent**

i	Has information (written and oral) about the study been prepared in an appropriate form and language for potential participants? At what point in the study will this information be offered? (See Note 5)
ii	Will potential participants be asked to give informed consent in writing and will they be asked to confirm that they have received and read the information about the study? If not, why not? Please attach your proposed information sheet and consent form.
iii	If the research takes place within an online community, explain how informed consent will be obtained? What arrangements are in place for ensuring that participants do not include vulnerable groups or children?
iv	How has the study been discussed or are there plans to discuss the study with those likely to be involved, including potential participants or those who may represent their views?
v	Will potential participants be clearly informed that no adverse consequences will follow a decision not to participate or to withdraw during the study?
vi	What provision has been made to respond to queries and problems raised by participants during the course of the study?

**19. Research design and methodology**

i	Where the research involves the use of deception (or the withholding of full information about the study), how does the research methodology justify this?
ii	How will data be collected and analysed during the project?
iii	How have the ethical and legal dimensions of the process of collecting, analyzing and storing the data been addressed?
iv	If agencies, communities or individuals may be directly affected by the research (e.g. participants, service users, vulnerable communities or relations), what means have you devised to ensure that any harm or distress is minimized and/or that the research is sensitive to the particular needs and perspectives of those so affected?

<b>20. Ethical questions arising from the provision of incentives</b>		
i	Are any incentives being offered to participants? If so, please provide details	
<b>21. Research participants</b>		
i	Who do you identify as the participants in the project? Are other people who are not participants likely to be directly impacted by the project?	
ii	Are there any specific risks to research participants or third parties? If so, please give details	
iii	If the research involves pain, stress, physical or emotional risk, please detail the steps taken to minimize such effects.	
<b>22. Confidentiality</b>		
i	What arrangements have been made to preserve confidentiality and anonymity for the participants or those potentially affected, and compliance with data protection law?	
ii	Have you considered the limits to confidentiality, if, for instance, a participant should disclose information which suggests that they or someone else may be at significant risk of harm?	
<b>23. Dissemination</b>		
	Will the results of the study be offered to those participants or other affected parties who wish to receive them? If so, what steps have been taken to minimize any discomfort or misrepresentation that may result at the dissemination stage.	
<b>24. Risk to researchers</b>		
	Are there any risks to researchers? If so, please provide details.	

### REFER TO RESEARCH ETHICS COMMITTEE

Approval is required by the Research Ethics Committee on one or more of the following grounds (please mark with an 'X' in the appropriate place in the right-hand column):

a.	Significant ethical issues are raised by the research, including research characterised by one or more of the following features:	
	(i) Research involving deception of participants, or which is conducted without their full and informed consent at the time the study is carried out or when the data is gathered, or which involves the use of confidential information.	

	(ii) Research where informed consent will be obtained orally but not in writing; (iii) Research involving any of the following: vulnerable groups; personally intrusive or ethically sensitive topics; groups where permission of a gatekeeper is normally required for initial access to members (where involvement of the gatekeeper might raise issues of whether participants' involvement is truly voluntary); research which would induce undue psychological stress, anxiety or humiliation cause more than minimal pain (iv) Research involving more than minimal risk of harm to the researcher(s)	
b.	The researcher wants to seek the advice of the Research Ethics Committee	
c.	External obligations (for instance, funder requirements, data access requirements) require it	
d.	Research undertaken by a student or member of staff who has not received appropriate training or has insufficient experience in research ethics and has been unable to access appropriate advice or support.	

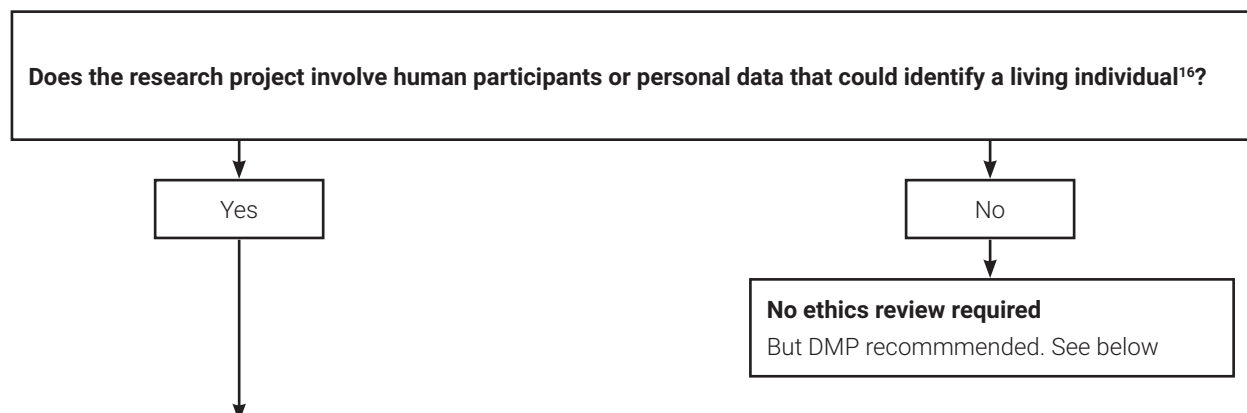
### Notes

1. If the research will be conducted abroad you will need to complete a Notification to Travel form. If you will be travelling to a high risk destination you may need to complete a risk identification form and a risk assessment form. Please see: <https://info.lse.ac.uk/staff/divisions/Risk-and-Compliance-Unit/Health-and-Safety/Fieldwork-overseas-travel-and-off-site-activities>. Note that if the location or nature of the research presents a high degree of risk, the Research Ethics Committee may check with the Health and Safety team that a risk assessment is underway.
2. If you have not already done so, please complete a Data Management Plan (DMP). We recommend using the templates provided on DMPonline: <https://dmponline.dcc.ac.uk/> Guidance on writing a DMP and using DMPonline can be found on the Library webpages at: <http://www.lse.ac.uk/Library/Research-support/Research-Data-Management/What-is-a-Data-Management-Plan-and-how-do-I-write-one> Unless you have a research funder that is listed, selected the generic DMP option. Please submit your completed DMPs to the Data Librarian on [Datalibrary@lse.ac.uk](mailto:Datalibrary@lse.ac.uk)
3. If your research involves participants identified from, or because of, their status as patients of the NHS or other health services of the UK Devolved Administrations, and/or the relatives of such patients then it will most likely fall under the remit of the Health Research Authority; similarly, social care research involving adults children or families and some proposals for social science studies situated in the NHS will fall under the remit of the Social Care Research Ethics Committee. There is an easy-to-use tool to help you ascertain whether or not you need HRA approval or not at: <http://www.hra-decisiontools.org.uk/ethics/> For further guidance see: <http://www.hra.nhs.uk/research-community/before-you-apply/determine-which-review-body-approvals-are-required/>
4. Under the Mental Capacity Act 2005, research involving adults aged 16 or over with learning difficulties or who otherwise 'lack capacity' will be subject to approval by an NHS REC if that research is deemed to be 'intrusive'. For guidance see: <http://www.hra.nhs.uk/resources/research-legislation-and-governance/questions-and-answers-mental-capacity-act-2005/>
5. Please refer to the LSE guidance on Informed Consent (which includes a sample template) here: <http://www.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/infCon.pdf>. Note that if you will not be obtaining written consent then your ethics application will need to be submitted to the Research Ethics Committee for review.
6. Please note that we follow the ESRC definition of vulnerability which is as follows: 'Vulnerability may be defined in different ways and may arise as a result of being in an abusive relationship, vulnerability due to age, potential marginalisation, disability, and due to disadvantageous power relationships within personal and professional roles. Participants may not be conventionally 'vulnerable', but may be in a dependent relationship that means they can feel coerced or pressured into taking part, so extra care is needed to ensure their participation is truly voluntary.' <https://esrc.ukri.org/funding/guidance-for-applicants/research-ethics/frequently-raised-topics/research-with-potentially-vulnerable-people/>  
Please also note that as general guidance, research participants under the age of 18 may be vulnerable. If your research will involve children or other potentially vulnerable participants please refer to the LSE Safeguarding policy at: <https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/safPol.pdf>  
Also, see Note 4 above regarding the Mental Capacity Act.
7. Deception can occur at a variety of levels: for example, at one level, experimental methods may depend on participants being deliberately misled as to the true nature or purpose of the research in which they are taking part; at another, covert participant observation may entail an implicit deception as to the true identity and role of the researcher. Deception may be a legitimate and necessary feature of social scientific research, but its use must always be properly justified. Any research involving deception must be submitted to the LSE Research Ethics Committee for review.
8. Please refer to the School's guidance on Data Protection and research: <https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/datProRes.pdf>

9. Where staff or students are planning research projects that will entail accessing security-sensitive material, it is important we ensure that the necessary safeguards are in place to protect both the researcher and the School. Even where there are no ethical issues raised by the research (inasmuch that there are no human participants) it is very important that we have a log of any such research so that students or staff do not run the risk of being wrongly accused of accessing such materials for other/non-research reasons. If your research will involve accessing such material please email **research.ethics@lse.ac.uk**
10. Applications relating to the following kinds of research should always be subject to review by the Research Ethics Committee:
  - (i) Research involving deception of participants, or that is intentionally conducted without their full and informed consent at the time the study is carried out or when the data are gathered
  - (ii) Research which involves or may lead to the publication of confidential information
  - (iii) Research where informed consent will be obtained orally but not in writing<sup>14</sup>
  - (iv) Research involving any of the following: vulnerable groups; sensitive topics; groups where permission of a gatekeeper is normally required for initial access to members (where involvement of the gatekeeper might raise issues of whether participants' involvement is truly voluntary); research which would induce undue psychological stress, anxiety or humiliation or cause more than minimal pain.
  - (v) Research involving more than minimal risk of harm (whether emotional or physical) to the researcher(s)

See the **Calendar** ([lse.ac.uk/resources/calendar](https://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

## ANNEX C: FLOWCHART OF THE LSE RESEARCH ETHICS REVIEW PROCESS<sup>15</sup>



### Research Ethics Review process

- i) Access the ethics review form at: [www.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/resEthPolProForm.docx](http://www.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/resEthPolProForm.docx) Part I of the form is a 'Checklist', designed to help researchers think through whether or not their proposed research raises any significant ethical issues. If your answers are all 'No', then most likely there are no significant ethical issues raised by your research. However, if some answers are 'Yes' or 'Not certain' then you should complete part III of the form, the Questionnaire.
- ii) If you will be collecting data from participants (e.g. via interviews, focus groups, surveys, observation, etc.) you will need to draw up a Participant Information Sheet and Consent form. Please refer to the guidance (which includes a sample template) here: <http://www.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/infCon.pdf> Students should discuss their completed ethics review form and draft Participant Information Sheet and Consent form with their supervisors.
- iii) If the supervisor and/or relevant departmental approver agrees that there are no significant ethical issues then you and they can sign Part II of the review form, **Departmental Certification**. The form then needs to be filed in your department and no further action is required.
- iv) If, however, the research raises more than minimal ethical issues (or involves certain features – please refer to §13 of the Research Ethics Policy above) you should send the completed form (including Part III) and your informed consent documents to [research.ethics@lse.ac.uk](mailto:research.ethics@lse.ac.uk) for **review by the Research Ethics Committee**.

**Amendments:** If your study design changes you may need to complete/update your ethics review form. Contact your supervisor or [research.ethics@lse.ac.uk](mailto:research.ethics@lse.ac.uk) for advice.

### OTHER REQUIREMENTS

**Data Management Plans (DMPs):** we recommend all researchers complete a DMP (for funded research it is a requirement). There are easy to use templates (customised for LSE) available at: <https://dmponline.dcc.ac.uk/> You will need to create an account, but it's very quick to do and you can use your LSE login credentials.

Completed DMPs should be sent to: [Datalibrary@lse.ac.uk](mailto:Datalibrary@lse.ac.uk) who will respond with any comments and advice.

**Travel:** If you are conducting research overseas you must complete a 'Notification to Travel' form, and check whether any risk assessment is required for the location in question. Guidance can be found at: <https://info.lse.ac.uk/staff/divisions/Risk-and-Compliance-Unit/Health-and-Safety/Fieldwork-overseas-travel-and-off-site-activities>

### If your research may undergo ethics review elsewhere...

Duplication of ethics reviews will be avoided where possible. If your research will undergo ethical review elsewhere (for example, if you are collaborating with another university, or if the research requires NHS Research Ethics Committee approval), contact the research ethics manager via [research.ethics@lse.ac.uk](mailto:research.ethics@lse.ac.uk) to ascertain whether or not LSE research ethics review/approval is required or not.

## Footnotes

- <sup>1</sup> <http://www.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/ethCod.pdf>
- <sup>2</sup> Should it arise, researchers conducting research involving animals should consider such elements of this policy as may apply, as well as any other relevant guidelines. Please contact the Research Ethics Committee via [research.ethics@lse.ac.uk](mailto:research.ethics@lse.ac.uk) to check discuss ethics review.
- <sup>3</sup> Research involving secondary analysis of established data sets from which it would not be possible to identify any living or recently deceased person need not be subject to the procedure, but wherever it is necessary for data to be effectively anonymised by LSE researchers, the procedure applies.
- <sup>4</sup> For example, the ESRC requires full ethical scrutiny and approval only after the confirmation of award. However some funders require ethical safeguards to be described in advance of application, and ethical approval after confirmation of award.
- <sup>5</sup> Staff and students in the Anthropology department who will not be obtaining written consent may use their departmental ethics review procedure.
- <sup>6</sup> Please note that we follow the ESRC definition of vulnerability as follows: 'Vulnerability may be defined in different ways and may arise as a result of being in an abusive relationship, vulnerability due to age, potential marginalisation, disability, and due to disadvantageous power relationships within personal and professional roles. Participants may not be conventionally 'vulnerable', but may be in a dependent relationship that means they can feel coerced or pressured into taking part, so extra care is needed to ensure their participation is truly voluntary.'  
<https://esrc.ukri.org/funding/guidance-for-applicants/research-ethics/frequently-raised-topics/research-with-potentially-vulnerable-people/>
- <sup>7</sup> See excerpt from Dixon-Swift, V. et al. Undertaking Sensitive Research in the Health and Social Sciences - at [http://assets.cambridge.org/9780521718233/excerpt/9780521718233\\_excerpt.pdf](http://assets.cambridge.org/9780521718233/excerpt/9780521718233_excerpt.pdf)
- <sup>8</sup> In general, research falling under the auspices of the Health Research Authority will undergo review by an NHS Research Ethics Committee. See section 26 below.
- <sup>9</sup> <http://www.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/infCon.pdf>
- <sup>10</sup> <https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/safPol.pdf>
- <sup>11</sup> A useful resource is the US Department of Health and Human Services International Compilation of Human Research Standards listing, available at: <https://www.hhs.gov/ohrp/international/compilation-human-research-standards/index.html>
- <sup>12</sup> <https://www.hra.nhs.uk/documents/1068/uk-policy-framework-health-social-care-research.pdf>
- <sup>13</sup> There is an easy-to-use tool to help you ascertain whether or not you need HRA approval or not at: <http://www.hra-decisiontools.org.uk/ethics/> For further guidance see: <http://www.hra.nhs.uk/research-community/before-you-apply/determine-which-review-body-approvals-are-required/>
- <sup>14</sup> Staff and students in the Anthropology department who will not be obtaining written consent may use their departmental ethics review procedure.
- <sup>15</sup> Some departments may use alternative internal documentation or procedures so please check with your department first. However, note that if Research Ethics Committee approval is sought or required, a completed Ethics Review Questionnaire, as described above, will need to be completed and submitted.
- <sup>16</sup> Note that this could include, for instance, social media user/profile names.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

## CODE OF RESEARCH CONDUCT

Incorporating procedures for the investigation of allegations of research misconduct

### I PRINCIPLES

1. The School is committed to maintaining the integrity and probity of academic research. All research should be conducted to the highest levels of ethics and integrity and it is of fundamental importance that the conduct of research and the dissemination of the results of research should be in accordance with the principles of independence, rigour, objectivity, fairness and professionalism, to ensure that findings are robust and defensible.
2. This Code of Research Conduct applies to all members of the School (including students, academic and research staff, honorary and visiting staff) in line with requirements set out by national and international regulatory bodies, professional and regulatory research guidance and research ethics frameworks issued in appropriate areas. It accompanies the School's Research Ethics Policy<sup>1</sup> which applies to all research involving human participants or involving data relating to directly identifiable human subjects, and forms a part of the School's overarching Ethics Code<sup>2</sup>. It applies to all outputs identified by the author as research, explicitly or implicitly, and all outputs communicating the outcomes, findings or conclusions of research, but does not apply to the outputs of those drawing from research, whether in editorials, op-eds, blogs and other such communications.
3. This Code of Research Conduct is consistent with the UUK Concordat to support research integrity<sup>3</sup>, RCUK Policy and Guidelines on the Governance of Good Research Conduct<sup>4</sup>, and the UKRIO Code of Practice for Research: Promoting Good Practice and Preventing Misconduct<sup>5</sup>, and the UKRIO Procedure for the Investigation of Misconduct in Research<sup>6</sup>.
4. It is the responsibility of all individuals to ensure their own compliance with this Code and related policies. Links to the relevant School policies and resources regarding good research conduct can be found at Annex A. Similarly, the School accepts its responsibilities as the employer of investigators.
5. All allegations of breaches of the Code will be investigated by the School in accordance with the Procedures for the investigation of allegations of misconduct outlined in section IV below. A flowchart of the procedure can be found at Annex B.
6. Any comments or queries regarding the Code should be addressed in the first instance to the Research Governance Manager via [research.ethics@lse.ac.uk](mailto:research.ethics@lse.ac.uk)

### II CODE OF RESEARCH CONDUCT

7. All LSE staff and students (and any non-LSE staff undertaking research on behalf of LSE or using LSE facilities) are expected to observe the highest standards of integrity, honesty and professionalism and to embed good practice in every aspect of their work. This includes the interpretation and presentation of research results and contributions to the peer review process and the training of new researchers, staff and students as well as the conduct of the research itself. Research is deemed to follow good practice if it is conducted and disseminated in accordance with the principles of honesty, openness, transparency and research rigour, as set out in the School's Ethics Code, and in accordance with the School's Research Ethics Policy.
8. In addition, specific requirements for good practice in research include:
  - Robust and appropriate research design
  - Documenting of methods and outcomes
  - Honesty in the reporting of findings
  - Acknowledging the contribution of others, whether they be researchers, funders or other stakeholders
  - Honesty and fairness with respect to the attribution of authors of any research outputs. This should include appropriate recognition of the work of research students or other researchers who have contributed to the research and/or publication. (It is recommended that researchers refer to the guidance on authorship provided by the International Committee of Medical Journal Editors (ICMJE), the relevant sections of which are provided in Annex C of this document.)
  - Honesty in the citing of others' research and also of one's own previous relevant or similar research
  - Acknowledging the funders of the research in any research outputs
  - Transparency in reporting any impartiality or conflicts of interest of the researchers or other stakeholders involved in the research
  - Conducting the research in line with relevant ethical standards
  - Responsible data management, including the effective storing and archiving of data in accordance with relevant standards and policies, including those of Open Access. (For guidance see the Library's pages on research data management<sup>7</sup>.)
  - Responsible use of research funds
  - Responsibility for the needs and training of early career researchers

Researchers may find it useful to refer to the UKRIO 'Checklist for researchers' when designing, conducting and

disseminating their work. See Annex D

9. Unacceptable conduct includes the following (the list is not exhaustive):

- **Fabrication, falsification, fraud:** This includes the creation of false data or other aspects of research, including documentation and participant consent; the inappropriate manipulation and/or selection of data, imagery and/or consents; any other kind of fraudulent behaviour.
- **Plagiarism:** This includes the copying or misappropriation of ideas (or their expression), text, software, or data (or some combination thereof) without permission and due acknowledgement. Researchers are strongly encouraged to agree and record in advance with any co-authors and research assistants how any work carried out by them will be attributed in publications.

Self-plagiarism ("presenting one's own previously published work as though it were new"<sup>8</sup>) while not considered to be misconduct is deemed poor practice in all but limited circumstances<sup>9</sup>.

- **Misrepresentation:** this includes:

- (i) Misrepresentation of data, for example suppression of relevant findings and/or data, or knowingly, recklessly or by gross negligence, presenting a flawed interpretation of data;
- (ii) Undisclosed duplication of publication, including undisclosed duplicate submission of manuscripts for publication;
- (iii) Misrepresentation of interests, including failure to declare material interests either of the researcher or of the funders of the research, including failure to disclose the fact that research has been funded by the subject or commissioner of the research;
- (iv) Misrepresentation of qualifications and/or experience, including claiming or implying qualifications or experience which are not held;
- (v) Misrepresentation of involvement, such as inappropriate claims to authorship and/or attribution of work where there has been no significant contribution, or the denial of authorship or full acknowledgement where another researcher or author has made a significant contribution.

- **Mismanagement or inadequate preservation of data and/or primary materials.**

This includes failure to:

- (i) Keep clear and accurate records of the research procedures followed and the results obtained, including interim results;
- (ii) Hold records securely in paper or electronic form;
- (iii) Make relevant primary data and research evidence accessible to others for reasonable periods after the completion of the research: data should normally be preserved and accessible for seven years, but for projects of clinical or major social, environmental or heritage importance, for 20 years or longer;
- (iv) Manage data according to the research funder's data policy and all relevant legislation;
- (v) Wherever possible, deposit data permanently within a national collection.

Responsibility for proper management and preservation of data and primary materials is shared between the researcher and the research organisation.

- **Breach of duty of care**, which may involve but not be limited to the following:

- (i) Deliberately, recklessly or by gross negligence: disclosing improperly the identity of individuals or groups involved in research without their consent, or other breach of confidentiality; placing any of those involved in research in danger, whether as subjects, participants or associated individuals, without their prior consent, and without appropriate safeguards even with consent; this includes reputational danger where that can be anticipated;
- (ii) Not taking all reasonable care to ensure that the risks and dangers, the broad objectives and the sponsors of the research are known to participants or their legal representatives;
- (iii) Failing to ensure appropriate informed consent is obtained properly, explicitly and transparently;
- (iv) Not observing legal and reasonable ethical requirements including those of the LSE's Research Ethics Policy;
- (v) Improper conduct in peer review of research proposals or results (including manuscripts submitted for publication); this includes failure to disclose conflicts of interest; inadequate disclosure of clearly limited competence; misappropriation of the content of material provided for the purposes of peer review; breach of confidentiality or abuse of material provided in confidence for peer review purposes;

- **Collusion** by the deliberate participation in the research misconduct of another person, or concealment of such action by others.

- **Interference** by the intentional damage to, withholding or removal of, the research-related property of another person.

- **Negligence** by the culpable serious departure from contemporary legal, institutional and ethical practices in research, including unjustifiable departure from accepted practices, procedures and protocols.



- **Failure to declare or resolve a conflict of personal interest** in research, including failure to disclose the source of funding for the research where the funder has an interest in the outcome of the research.
  - **Breach of confidentiality** required by external research contractors.
10. Failure to comply with the School's Research Ethics Policy is deemed to be in breach of this Code of Research Conduct, as is failure to deal properly with allegations of misconduct.

### III UPHOLDING THE CODE

#### Responsibilities of researchers

11. All Members of the School are under a general obligation to preserve and protect the integrity and probity of research and to uphold the principles of good research conduct as set out in section II above. Failure to uphold the Code of Research Conduct and the LSE Research Ethics Policy will be deemed to be research misconduct. If any member of the School has good reason to suspect any research misconduct, they should report their suspicions as prescribed below. Staff and students may, in the first instance, raise any concerns with the Principal Investigator of their research project, their mentor, Head of Department or supervisor as appropriate. In line with the School's Whistle-blowing (Public Interest Disclosure) policy (see Annex A), anyone making such an allegation will be protected from any type of punitive action, provided the disclosure is made in good faith. However, members of the School should bear in mind that an allegation of academic impropriety is serious and potentially defamatory, and if made maliciously could lead to the threat (or even the instigation) of legal proceedings.
12. There is a distinction between poor practices, such as weak record-keeping, which can be corrected or prevented by training, and unacceptable types of research misconduct such as those highlighted in §9 above. Minor infractions, where there is no evident intention to deceive, may be addressed informally through mentoring, education and guidance.
13. Researchers should comply with the School's policies and procedures on researcher safety and work with the relevant professional services divisions to enable the School to exercise its duty of care with respect to their safety.

#### Responsibilities of the School

14. As per §11 above, individuals are responsible for ensuring compliance with the Code. However, Departments, Institutes and Research Centres are responsible for promoting standards of good research conduct and ensuring that all staff and students receive appropriate training in standards of research conduct and research ethics as appropriate to their research. The School undertakes to provide the appropriate environment to promote good research conduct and will endeavour to underpin all of its work with the highest standards of ethics and integrity and to ensure that research is conducted in accordance with the principles of independence, rigour, objectivity, fairness and professionalism. The School also undertakes to ensure that transparent, robust and fair processes are in place to handle allegations of misconduct fairly and effectively.
15. The School will monitor, and where necessary improve, the suitability and appropriateness of the mechanisms in place to provide assurances over the ethics and integrity of research conducted by those subject to this Code.
16. The School supports the Russell Group 'Statement of Cooperation in respect of cross- institutional research misconduct allegations'<sup>10</sup>, which sets out the desired standards for cross-institutional investigations between Russell Group members and other universities and/or research organisations (including those outside the UK).

### IV PROCEDURES FOR THE INVESTIGATION OF ALLEGATIONS OF MISCONDUCT

17. The following principles will underpin the investigation of allegations:
- i) Investigation is a neutral act to establish whether it is necessary to invoke the formal disciplinary procedures.
  - ii) Any investigation will be carried out as fully, fairly and expeditiously as possible.
  - iii) Confidentiality will be maintained throughout the investigatory stage.
  - iv) No-one making an allegation of misconduct in research will be victimised for having made an allegation.
  - v) However, it is recognised that the School must protect staff from allegations which are mischievous, frivolous and malicious or reckless or wholly without substance; appropriate action will be taken against any person who is found to have made a malicious or reckless allegation.
  - vi) Researchers who are found not to have committed research misconduct will be supported and appropriate steps taken to restore their reputation and that of any relevant research project(s).
  - vii) A member of staff against whom an allegation of misconduct is formally made and investigated will be given full details of the allegation and may be accompanied when interviewed as part of the investigatory process.
18. In order to uphold the reputation of the School, and to protect the interests of any relevant funding bodies or publishers, investigations of research misconduct will not be terminated on account of the member of staff or student under investigation leaving the School. Staff and students who have left the institution will be invited to continue to participate. Should they choose not to, the School may continue to consider the allegations against them in their absence.

19. This procedure will be followed for allegations of research misconduct received in the context of the School's Whistleblowing (Public Interest Disclosure) Policy<sup>11</sup>.
20. Any conflicts of interest must be avoided and those who have any personal interest, real or perceived, in the allegation should be disqualified from acting as Screener or undertaking any other role in the investigation.
21. The following definitions apply for the purposes of this Policy:

**Research:** This policy adopts the definition used by the Funding Councils for REF2014: "...research is defined as a process of investigation leading to new insights, effectively shared. It includes work of direct relevance to the needs of commerce, industry, and to the public and voluntary sectors; scholarship; the invention and generation of ideas, images, performances, artefacts including design, where these lead to new or substantially improved insights; and the use of existing knowledge in experimental development to produce new or substantially improved materials, devices, products and processes, including design and construction. It excludes routine testing and routine analysis of materials, components and processes such as for the maintenance of national standards, as distinct from the development of new analytical techniques. It also excludes the development of teaching materials that do not embody original research."

**Complainant:** The person, or persons, bringing an allegation of research misconduct. The Complainant may or may not be a member of the University.

**Named Person:** The individual nominated by LSE to have responsibility for receiving allegations of research misconduct. They will initiate and supervise the procedure for investigating allegations of research misconduct. The Named Person is the LSE School Secretary. In the case of any conflicts of interest a nominated alternate will carry out this role. This will be a nominated ex-Head of Department.

**Respondent:** The person, or persons, against whom the allegation of research misconduct is made.

**Screener:** The person nominated to investigate the allegation and determine whether there is a prima facie case for a formal investigation.

**Prima facie case:** a case where the Named Person has concluded that the Complainant has presented sufficient evidence to support a claim of research misconduct.

### Preliminary investigation

22. An allegation of research misconduct must be made in writing, supported by a detailed written statement substantiating the allegation, to the School Secretary (the Named Person) via the email address **research.ethics@lse.ac.uk**. The School Secretary (supported by the Research Governance Manager) will formally acknowledge receipt of the allegation in writing to the Complainant and advise them of the Procedure that will be followed.
23. The identity of the Complainant shall be kept confidential. Exceptionally, if the School Secretary judges that revelation of the identity of the Complainant is essential to the fairness of the proceedings, then the Complainant will be asked to agree to the disclosure of their identity, or to withdraw the allegation.
24. Where necessary, immediate action will be taken to prevent any further consequences/risks of the alleged misconduct.
25. The School Secretary will review the nature of the allegations and assess whether there is a prima facie case that warrants further investigation (i.e. whether the complaint falls within the definition of research misconduct as outlined above). This should be completed within 10 working days of receipt of the allegation.
26. If the School Secretary deems that the allegation is not serious or may be the result of a misunderstanding or dispute between individuals, attempts will be made to resolve the situation by informal discussion, arbitration or dispute resolution.
27. If the School Secretary determines that the allegation is mistaken or malicious, the allegations will be dismissed, and this will be communicated in writing to the Complainant (and any other party who had been informed initially of the allegation), setting out the reasons why the allegation cannot be investigated under the Procedure.
28. If the School Secretary decides that the allegation is vexatious, malicious or otherwise an abuse of process then they may invoke appropriate disciplinary action against the Complainant, or legal action if the Complainant is not a member of the School.
29. Those who have made allegations in good faith will not be penalized.
30. If the School Secretary determines that the allegations cannot be discounted, they will inform the Respondent of the allegation and the procedures under which it is to be investigated. The Respondent will be given the opportunity to respond to the allegations.
31. The School Secretary will inform the Director and the relevant Head of Department or Research Centre Director that the allegation has been received. Where necessary the directors of Human Resources, Research Division, and Finance will also be informed. Any such communications will emphasize that the allegations are as yet unproven and that the information is confidential.
32. In accordance with the current requirements of Research Councils UK, where the Respondent is currently funded by RCUK (either for the research in question or other research) LSE will be required to inform the relevant Council. However, only anonymised data will be provided to the research council, unless the School Secretary deems that the nature of the allegation is sufficiently serious – for instance where there is a risk of harm to others – that identifiable information should be provided, in confidence, to the council.

### Screening stage

33. Where the School Secretary has determined that the allegation cannot be discounted, they will appoint a Screener to investigate the allegation and determine whether there is substance to the case. The Screener will collect relevant documentary evidence from the Complainant and the Respondent. This may include, but will not be limited to, research notebooks, papers, witness statements and computer records. If necessary, the Screener may seek advice in writing from experts both within the School and outside.
34. Within 30 working days of appointment of the Screener, the Screener will submit a confidential written report to the School Secretary together with any documentation collected during the investigation and any written comments submitted by the Respondent. The report will advise the School Secretary either:
  - i) The allegation has no substance, or:
  - ii) The allegation has substance.
35. The School Secretary will review the advice and findings of the Screener and will decide:
  - i) That the allegation has no substance and is dismissed, or:
  - ii) That the allegation has substance but may be dealt with under informal procedures, or:
  - iii) That the allegation has substance and may constitute good cause for disciplinary proceedings to be taken in accordance with the relevant section of the Academic Annex<sup>12</sup> (in relation to Academic staff or contract researchers) or the appropriate disciplinary regulations (in relation to other staff and to students).
36. The School Secretary will notify both the Complainant and the Respondent in writing of their decision within 30 working days of their receipt of the advice and findings of the Screener. They will also notify the Director and the relevant Head of Department or Director of Research Centre or Institute of the decision.
37. As per §27 above, if the School Secretary decides that the allegation is vexatious, malicious or otherwise an abuse of process then they may invoke appropriate disciplinary action against the Complainant, or legal action if the Complainant is not a member of the School.
38. Those who have made allegations in good faith will not be penalized.

### Formal investigation

39. As per §33(iii) above, where the School Secretary has decided that an allegation has substance and that a formal investigation under the Academic Annex is appropriate, such an investigation will be undertaken. To avoid duplication, evidence gathered as part of the screening conducted under this Code of Research Conduct may be used in the subsequent formal investigation and in the course of any disciplinary proceedings, as appropriate.
40. The School Secretary will ensure that appropriate administrative action is taken as necessary to protect the interests of any relevant funding bodies or publishers and to meet all contractual obligations.
41. All documents relating to the investigation must be collected and forwarded to the Director of the Research Division to be filed for a period of six years. The data will be kept securely and in accordance with the rights of the data subjects.
42. A report on allegations of misconduct and their outcome, where appropriate, will be made to the Research Committee annually. The Higher Education Funding Council for England also requires an annual report as a condition of their Financial Memorandum. Data will be anonymised.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

## ANNEX A: SCHOOL AND EXTERNAL RESOURCES

### 1. LSE RESOURCES

**Academic Annex.** The Academic Annex can be found at: <https://www.lse.ac.uk/intranet/staff/humanResources/internal/pdf/academicAnnex.pdf> Data protection policy. The policy can be found at: <http://www.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/datProPol.pdf>

And guidance regarding the Data Protection and Research is at: <http://www.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/datProRes.pdf>

**Data Security policies, procedures and guidelines.** Please refer to the guidance and links at: <http://www.lse.ac.uk/intranet/LSEServices/IMT/about/policies/home.aspx>

**Ethics Code:** A set of six core principles underpinning life at the LSE. All members of the LSE community, including students, staff, visiting appointments and governors, are expected to behave in line with these principles.

<http://www2.lse.ac.uk/intranet/LSEServices/ethics/home.aspx>

**Health and Safety, travel and field work (School policies and legislation):** Information on the measures that the School is taking to ensure the health, safety, and welfare of everyone who works, studies or visits the premises or may be affected by the activities of the School, as well as those undertaking fieldwork, can be found at: <http://www2.lse.ac.uk/intranet/LSEServices/healthAndSafety/Home.aspx>

See also Researcher Safety guidance below.

**Intellectual Property:** currently under development – contact the Director of the Research Division for more information.

**Research Data Management:** Guidance can be found at: <http://www.lse.ac.uk/library/usingTheLibrary/academicSupport/RDM/home.aspx>.

**Research Ethics Policy and Guidelines:** Details of the School's Research Ethics Policy and procedures can be found at: <http://www2.lse.ac.uk/intranet/researchAndDevelopment/researchPolicy/ethicsGuidanceAndForms.aspx>

**Researcher Safety Policy and Guidance:** For any issues concerning safety please contact: [Health.And.Safety@lse.ac.uk](mailto:Health.And.Safety@lse.ac.uk)

**Whistleblowing Policy (Public Interest Disclosure).** See: <http://www.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/lsePubIntDisPro.pdf>

### 2. EXTERNAL RESOURCES

**UUK Concordat to support research integrity**

<http://www.universitiesuk.ac.uk/highereducation/Pages/Theconcordattosupportresearchintegrity.aspx>

**RCUK Policy and Guidelines on the Governance of Good Research Conduct**

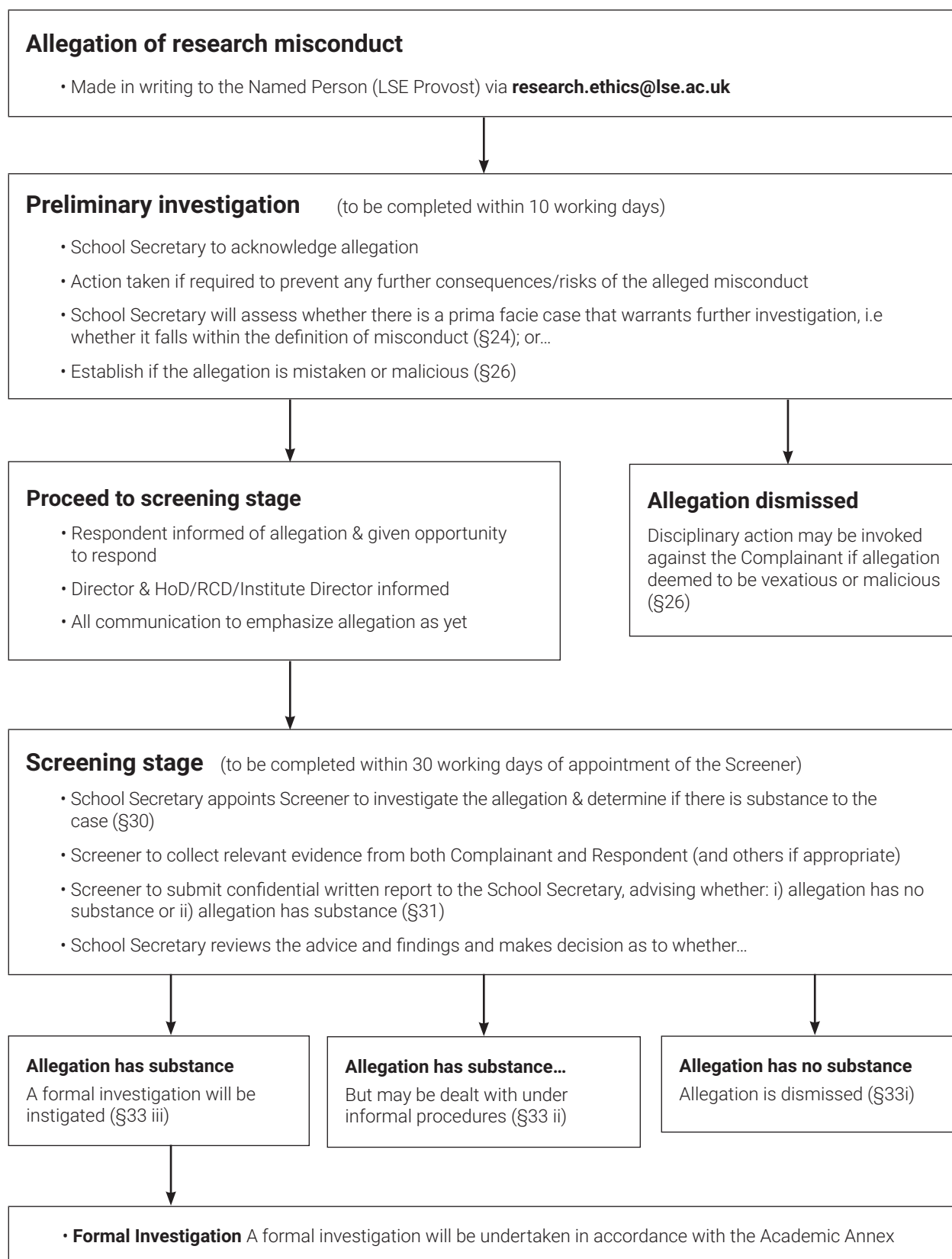
<http://www.rcuk.ac.uk/RCUK-prod/assets/documents/reviews/grc/>

[RCUKPolicyandGuidelinesonGovernanceofGoodResearchPracticeFebruary2013.pdf](#)

**UKRIO Code of Practice for Research:** Promoting Good Practice and Preventing Misconduct.

<http://www.ukrio.org/what-we-do/code-of-practice-for-research/>

## ANNEX B: FLOWCHART OF THE RESEARCH MISCONDUCT PROCEDURE



## ANNEX C: PUBLICATION ETHICS

The following sections are from the International Committee of Medical Journal Editors (ICMJE) guidance on authorship:<sup>13</sup>

The ICMJE recommends that authorship be based on the following 4 criteria:

- Substantial contributions to the conception or design of the work; or the acquisition,
- analysis, or interpretation of data for the work; AND
- Drafting the work or revising it critically for important intellectual content; AND
- Final approval of the version to be published; AND
- Agreement to be accountable for all aspects of the work in ensuring that questions related to
- the accuracy or integrity of any part of the work are appropriately investigated and resolved.

In addition to being accountable for the parts of the work he or she has done, an author should be able to identify which co-authors are responsible for specific other parts of the work. In addition, authors should have confidence in the integrity of the contributions of their co-authors.

All those designated as authors should meet all four criteria for authorship, and all who meet the four criteria should be identified as authors. Those who do not meet all four criteria should be acknowledged—see Section II.A.3 below. These authorship criteria are intended to reserve the status of authorship for those who deserve credit and can take responsibility for the work. The criteria are not intended for use as a means to disqualify colleagues from authorship who otherwise meet authorship criteria by denying them the opportunity to meet criterion #s 2 or 3. Therefore, all individuals who meet the first criterion should have the opportunity to participate in the review, drafting, and final approval of the manuscript.

The individuals who conduct the work are responsible for identifying who meets these criteria and ideally should do so when planning the work, making modifications as appropriate as the work progresses. It is the collective responsibility of the authors, not the journal to which the work is submitted, to determine that all people named as authors meet all four criteria; it is not the role of journal editors to determine who qualifies or does not qualify for authorship or to arbitrate authorship conflicts. If agreement cannot be reached about who qualifies for authorship, the institution(s) where the work was performed, not the journal editor, should be asked to investigate. If authors request removal or addition of an author after manuscript submission or publication, journal editors should seek an explanation and signed statement of agreement for the requested change from all listed authors and from the author to be removed or added.

[...]

Contributors who meet fewer than all 4 of the above criteria for authorship should not be listed as authors, but they should be acknowledged. Examples of activities that alone (without other contributions) do not qualify a contributor for authorship are acquisition of funding; general supervision of a research group or general administrative support; and writing assistance, technical editing, language editing, and proofreading. Those whose contributions do not justify authorship may be acknowledged individually or together as a group under a single heading (e.g. "Clinical Investigators" or "Participating Investigators"), and their contributions should be specified (e.g., "served as scientific advisors," "critically reviewed the study proposal," "collected data," "provided and cared for study patients," "participated in writing or technical editing of the manuscript").

### Footnotes

<sup>1</sup> <http://www.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/resEthPolPro.pdf>

<sup>2</sup> <http://www.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/ethCod.pdf>

<sup>3</sup> <http://www.universitiesuk.ac.uk/highereducation/Pages/Theconcordattosupportresearchintegrity.aspx>

<sup>4</sup> <http://www.rcuk.ac.uk/documents/reviews/grc/rcukpolicyguidelinesgovernancegoodresearchconduct-pdf/>

<sup>5</sup> <http://www.ukrio.org/what-we-do/code-of-practice-for-research/>

<sup>6</sup> <http://ukrio.org/wp-content/uploads/UKRIO-Procedure-for-the-Investigation-of-Misconduct-in-Research.pdf>

<sup>7</sup> <http://www.lse.ac.uk/library/usingTheLibrary/academicSupport/RDM/home.aspx>

<sup>8</sup> American Psychological Association (2010) The Publication Manual of the American Psychological Association. Sixth Edition, p.170.

<sup>9</sup> Ibid, p.16

<sup>10</sup> <https://russellgroup.ac.uk/policy/policy-documents/research-integrity-statement-of-cooperation/>

<sup>11</sup> See <http://www.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/lsePubIntDisPro.pdf>

<sup>12</sup> <https://www.lse.ac.uk/intranet/staff/humanResources/internal/pdf/academicAnnex.pdf>

<sup>13</sup> <http://www.icmje.org/recommendations/browse/roles-and-responsibilities/defining-the-role-of-authors-and-contributors.html>

The Checklist lists the key points of good practice in research for a research project and is applicable to all subject areas. More detailed guidance can be found in section 3. A PDF version is available from [www.ukrio.org](http://www.ukrio.org)

**5. Will your research comply with all legal, ethical and contractual requirements?**



## APPEALS REGULATIONS FOR RESEARCH STUDENTS

These Regulations are approved by the Academic Board.

They apply to any new and continuing research student who wants to appeal against a decision made by LSE academic departments (in relation to upgrade and de-registration) and by examiners (in relation to a final examination outcome) in and after the 2015/6 academic year. They do not apply to MRes students who should use the Appeals Regulations for taught students <http://www.lse.ac.uk/intranet/LSEServices/TQARO/Calendar/AppealsRegulations.pdf>

### Procedure for making an appeal

1. You can appeal against upgrade and de-registration decisions made by LSE academic departments and decisions made by examiners appointed by the LSE following an MPhil or PhD examination.
2. These Regulations govern the procedure for making an appeal. They do not apply to complaints about issues affecting the provision of teaching, learning and supervision. For information on such complaints, see the Student Complaint Procedure.
3. If you want to make an appeal, you must do so within 20 working days from when the School has confirmed a final upgrade outcome, a de-registration decision or an MPhil or PhD examination outcome. To make an appeal, you should complete the appeal form.
4. This appeal procedure is an internal process and not a legal process. We expect you to represent yourself. However, you can get advice from the LSE Students' Union Advice Centre.
5. You can withdraw your appeal at any stage without completing the procedure by confirming this in writing (by email) to the PhD Academy Deputy Director.

### Decisions you can appeal against

6. You can appeal against:
  - 6.1 your department's decision that you have not met the requirements to be upgraded to the PhD;
  - 6.2 your department's decision that you have not met the progression requirements of your programme and should be de-registered from it;
  - 6.3 your examiners' decision not to award you an MPhil or PhD degree;
  - 6.4 your examiners' decision that you are required to complete major revisions to your thesis and be re-examined for the MPhil or PhD degree.

### Grounds for an appeal: departmental decision on upgrade or de-registration

7. For an appeal against a departmental decision on upgrade or de-registration, you can make an appeal on any or all of the following grounds (reasons):
  - 7.1 that the department did not follow the correct procedure such that there is reasonable doubt that the decision would have been the same if the department had followed the correct procedure;
  - 7.2 that there is evidence of bias, prejudice or inadequate assessment on the part of one or more members of the panel involved in the decision such that the result should not be allowed to stand; or
  - 7.3 that there is new information about exceptional circumstances affecting your performance that the panel was not aware of when it took its decision and that this produced an unfair result.
8. There are no other reasons for making an appeal. Specifically, you cannot appeal because you want to question the academic judgement<sup>1</sup> of academic staff involved in making a decision or of individual examiners.

### Grounds for an appeal: examiners' decision on MPhil or PhD award

9. For an appeal against the examiners' decision about an MPhil or PhD award, you can make an appeal on any or all of the following grounds (reasons):
  - 9.1 that the examiners did not follow the correct examination procedure such that there is reasonable doubt that the decision would have been the same if the examiners had followed the correct procedure;
  - 9.2 that there is evidence of bias, prejudice or inadequate assessment on the part of one or both examiners such that the result of the examination should not be allowed to stand; or
  - 9.3 that your performance at the oral examination (viva) was affected by exceptional circumstances of which the examiners were not aware when they took their decision and that this produced an unfair result.
10. There are no other reasons for making an appeal. Specifically, you cannot appeal because you want to question the academic judgement<sup>2</sup> of academic staff involved in making a decision or of individual examiners.

### Submitting an appeal

11. If you want to make an appeal, you must do so within 20 working days of the School confirming the upgrade, de-registration or examination decision with you. To make an appeal you should complete the appeal form.

12. You must include all reasons (permitted under paragraphs 7 or 9) for appeal at this time. It is not permissible to introduce new reasons at a later stage of this procedure.
13. You must provide all the necessary evidence and information at the time you make the appeal. You cannot provide material later without our agreement.
14. Specifically, if you are appealing under reasons 7.3 or 9.3 above, you must provide:
  - 14.1 evidence of why you did not report the exceptional circumstances at the time; and
  - 14.2 evidence of any exceptional circumstances cited in your appeal.
15. All evidence must be in English and you are responsible for getting any official translations if necessary.

### Accepting or rejecting an appeal

16. When the PhD Academy Deputy Director receives your appeal, they will email you to confirm this.
17. The PhD Academy Deputy Director (or a member of staff with authority to act for him/her) will consider your appeal and the evidence you provide. They will also consider any relevant information from your academic record. The Deputy Director will decide, normally within 5 working days of receiving your appeal, either that:
  - 17.1 you do not have a valid reason for appeal (under paragraphs 7 or 9 above) and it should be dismissed (see paragraphs 18 to 22 below); or
  - 17.2 you do have a valid reason for appeal and it should be considered (see paragraphs 23 to 27 below).

### Procedure when there is no valid reason for appeal

18. If the PhD Academy Deputy Director finds that you do not have a valid reason, the Academic Registrar (or a member of staff with authority to act for him/her) will be asked whether or not the appeal should be dismissed.
19. The Academic Registrar (or nominee) will then, normally within 10 working days of receiving the recommendation from the PhD Academy Deputy Director, either:
  - 19.1 accept the recommendation and dismiss the appeal (see paragraphs 20 to 22); or
  - 19.2 reject the recommendation and ask the Deputy Director to progress your appeal to the next stage (see paragraphs 23 to 27 below).
20. The Academic Registrar (or nominee) will confirm their decision and the reasons for it, to the PhD Academy Deputy Director.
21. If he/she dismisses your appeal under paragraph 19.1, they will also consider whether there are any matters in it that should be referred to another LSE procedure (such as the Student Complaint Procedure).
22. The PhD Academy Deputy Director will confirm with you a decision taken under paragraph 19.1 in writing, with a copy of the response received under paragraph 20. They will do so normally within 5 working days of receiving the decision. If the Academic Registrar decides to dismiss your appeal, that decision is final. They will send you a Completion of Procedures letter to explain the decision and confirm that you cannot appeal further through our internal processes. If you are still dissatisfied, you can take your case to the Office of the Independent Adjudicator for Higher Education.

### Procedure when there is a valid reason for appeal

23. If your appeal is accepted under paragraphs 17.2 or 19.2 above the PhD Academy Deputy Director will send it and all supporting documents your head of department or a member of staff with authority to act for them.
24. The Head of Department or nominee will be asked to consider all the information presented and will either:
  - 24.1 uphold the original decision (see paragraphs 28 to 33 below); or
  - 24.2 make a new decision. This decision could be to either:
    - in the case of an appeal against an upgrade decision:
      - (i) nullify the final upgrade attempt and allow you a new attempt; or
    - in the case of an appeal against a de-registration decision:
      - (ii) amend the decision and allow you to re-register. This might be subject to specified conditions if you had previously failed to meet the academic requirements of the programme; or
    - in the case of an appeal against a decision on an MPhil or PhD award:
      - (iii) allow you a further attempt at the viva examination either with the same or new examiners; and/or
      - (iv) refer the decision to the examiners to ask whether they wish to reconsider their decision on the original examination in light of the outcome of the appeal and in accordance with the outcomes prescribed in the Regulations for Research Degrees.
25. The Head of Department will normally reach a decision within 20 working days of receiving the appeal and will confirm this in writing, with the reasons for it, to the PhD Academy Deputy Director.
26. The Head of Department may consult with the examiners, members of the upgrade or progress review panel or other members of staff in the Department involved in making the original decision. They may also consult with members of LSE staff for advice on the procedure.

27. The PhD Academy Deputy Director will confirm with you a decision taken under paragraph 24 normally within 5 working days of receiving it. They will provide you with a copy of the written response submitted under paragraph 25.

#### **Procedure when the original decision is upheld**

28. If a Head of Department decides to uphold the original decision (under paragraph 24.1) the PhD Academy Deputy Director will give you an opportunity to submit a written response to it. This must be submitted to the PhD Academy Deputy Director within 15 working days of receiving the decision.
29. You are permitted to submit new evidence at this stage, but this must relate to the original reason(s) for appeal (permitted under paragraphs 7 or 9).
30. The PhD Academy Deputy Director will send all information received under this procedure to a member of the School's Research Degrees Subcommittee (RDSC) who will be asked to consider it and decide either that:
- 30.1 there is no evidence to uphold your appeal and it should be dismissed (see paragraphs 34 to 47); or
- 30.2 there is evidence to uphold your appeal. They will then decide either to:
- in the case of an appeal against an upgrade decision:
- (i) determine that the final upgrade attempt should be cancelled and a new upgrade event held. This might include a recommendation that a new upgrade panel with new members be convened; or
- in the case of a de-registration decision:
- (ii) determine that the de-registration decision should be cancelled and ask the Department to conduct a new progress review. This might include a recommendation for a new panel with new members to be convened; or
- in the case of a MPhil or PhD examination decision:
- (iii) ask the examiners to reconsider their original decision. The examiners will normally be expected to conduct another oral examination before reaching a decision as to whether the result should be changed; or
- (iv) determine that the original examination should be cancelled and a new examination, with new examiners is held. The new examiners will not be given any information about the previous examination or the appeal. The new examination will be conducted in accordance with the Regulations in force at the time you originally entered for the examination and will be an examination of the thesis you submitted at that time.
31. The RDSC Reviewer can seek the view of other members of the Subcommittee where necessary before reaching a decision. They can also seek clarification from you and/or your department/examiners concerning information submitted under this procedure.
32. He/she will normally reach a decision within 20 working days of receiving the appeal and will confirm their decision in writing, with the reasons for it, to the PhD Academy Deputy Director.
33. The PhD Academy Deputy Director will confirm a decision taken under paragraph 30 normally within 5 working days of receiving it and provide you with a copy of the response submitted under paragraph 32.
34. The decision of the RDSC Reviewer is final. If they reach a decision under paragraph 30.1, the PhD Academy will send you a Completion of Procedures letter to explain the decision and confirm that you cannot appeal further through our internal processes. If you are still dissatisfied, you can take your case to the Office of the Independent Adjudicator for Higher Education.

#### **Footnotes**

- <sup>1</sup> Academic judgement is the professional and scholarly knowledge and expertise which members of upgrade and review panels (in academic departments) and individual examiners draw upon in reaching an academic decision about your work (Higher Education Act, 2004).
- <sup>2</sup> Academic judgement is the professional and scholarly knowledge and expertise which members of upgrade and review panels (in academic departments) and individual examiners draw upon in reaching an academic decision about your work (Higher Education Act, 2004).

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

## PHD PROGRESS REMEDIATION AND WITHDRAWAL POLICY

This policy should be read in conjunction with the Conditions of Registration and General Academic Regulations applicable to all Degree Students at LSE.

This policy does not apply to cases that involve allegations of misconduct that are dealt with under the School's Disciplinary Procedure for Students. Reference to 'departments' in this document includes Centres, Institutes and Groups.

### 1. GENERAL INFORMATION

- 1.1 The remediation and withdrawal processes for a PhD or MPhil candidature may be initiated by the research student, the Supervisory Team, the Doctoral Programme Director, the Research Degrees Subcommittee or the PhD Academy.
- 1.2 At any stage in the process, the research student can seek advice from their Supervisory Team (first supervisor, second supervisor etc.), Departmental PhD Administrator, Doctoral Programme Director, the PhD Academy or the LSE Students' Union.
- 1.3 The Supervisory Team may initiate the remediation process where there are serious concerns about the academic progress of the student. The Supervisory Team should consult with the Doctoral Programme Director prior to initiating the remediation policy.
- 1.4 Withdrawal of a research student by the Supervisory Team requires the approval of the relevant Doctoral Programme Director and the Chair of the Research Degrees Subcommittee.
- 1.5 The LSE PhD Academy may initiate the withdrawal of a student in cases where there is a failure to pay fees or meet attendance and enrolment requirements as laid out by the School.
- 1.6 Withdrawal of a research student by the PhD Academy requires the approval of the Chair of the Research Degrees Subcommittee.
- 1.7 Students who are withdrawn from the PhD programme will be notified of their right to appeal against the decision (please refer to the Appeals Regulations for Research Students). Until the appeal process is concluded, the student will remain current on the student database and will have access to the building and School resources (i.e IT, library, email etc.)
- 1.8 The only exception to 1.7 will be where there are concerns about a student's welfare or if their behaviour is deemed so serious that the student must be denied access to the building and resources immediately.

### 2. NOTIFICATION OF WITHDRAWAL BY THE STUDENT

- 2.1 Students who are experiencing difficulties with their PhD programme are advised to talk to their Supervisory Team (first supervisor, second supervisor etc.), Doctoral Programme Director and other available support services. The first aim of this policy is to explore whether it is possible to find a solution to the issues which may enable the student to continue with the PhD programme or pursue completion of research for MPhil examination.
- 2.2 Once the student has decided that withdrawal is the right option, they must complete a Withdrawal Form and submit this to the PhD Academy.
- 2.3 Once the Withdrawal Form has been completed and submitted this will be processed by the PhD Academy.

### 3. NOTIFICATION OF WITHDRAWAL BY THE SUPERVISORY TEAM

- 3.1 Students can be withdrawn at the stage of consideration for upgrade to PhD enrolment if their progress or research plans are not considered satisfactory to meet the academic, ethical and regulatory requirements of the PhD programme.
- 3.2 Withdrawal may also be initiated following completion of the Annual Review where progression to the next academic session is not approved.
- 3.3 In addition to withdrawal at the upgrade stage or following completion of the annual review, the Supervisory Team can recommend that a student be withdrawn at any point in their registration if there are serious concerns about a student's academic progress or a failure to meet requirements stipulated by the Department or the Supervisory Team. In this case, the Supervisory Team, in consultation with the Doctoral Programme Director, must do the following:
  - a) There are three stages to the remediation and withdrawal process:
    - Stage 1:** First warning from the Supervisory Team
    - Stage 2:** Second warning from the Supervisory Team
    - Stage 3:** Final Warning - Meeting with the Director or Deputy Director of the PhD Academy.
  - b) **Stage 1 – First warning:** If there are serious concerns about a student's academic progress this should be raised with the student at the earliest opportunity in a meeting with the Supervisory Team. The reasons for the Supervisory Team's concerns must be made clear at the meeting and provided in writing after the meeting (with a copy to the Departmental PhD Administrator, the Doctoral Programme Director

and the PhD Academy).

A plan for remediation must be agreed between the student and the Supervisory Team in order for the student to address the concerns. The action plan must have an agreed timeframe, the minimum period of which is one month. The action plan must be documented in writing and a copy provided to the student, the Departmental PhD Administrator and the Doctoral Programme Director. The student will have the right of appeal against the decision.

The student must be provided with a copy of the remediation and withdrawal policy.

c) **Stage 2 – Second warning:** If the concerns about unsatisfactory academic progression have not been addressed satisfactorily within the agreed timeframe, the Supervisory Team can issue a second warning, a revised remediation plan and a timeframe for compliance, the minimum period for which is two weeks.

d) **Stage 3 – Final Warning - meeting with the Deputy Director of the PhD Academy.** If the issues are still not resolved by the next review meeting, the Supervisory Team must meet with the Deputy Director of the PhD Academy to initiate Stage 3 of the process. The student will be called to a meeting with the Deputy Director of the PhD Academy who will inform the student that if there is no resolution by the next Supervisory review meeting then formal withdrawal procedures will be instigated.

The PhD Academy will inform the Supervisory Team, the Departmental PhD Administrator, the Doctoral Programme Director and the Deputy Director of the PhD Academy of the outcome of this meeting and the PhD Academy will confirm the outcome in writing to the student.

e) If there is no further improvement in the student's academic progress by the next Supervisory review date, then the Supervisory Team will advise the PhD Academy of this. The PhD Academy will consult with the Supervisory Team and the Doctoral Programme Director prior to informing the student of the de-registration from the degree programme.

#### 4. NOTIFICATION OF WITHDRAWAL BY THE PhD ACADEMY

- 4.1 The PhD Academy or relevant Professional Services Section will advise the student of any outstanding enrolment requirements and a deadline for completion of enrolment in each year of study. The relevant Professional Services Sections include the PhD Academy, The Registry and the Financial Support Office.
- 4.2 Failure to meet enrolment requirements will result in the issue being referred to the Deputy Director of the PhD Academy. The Deputy Director will contact the student with instructions on the requirements and the deadline for completion. The Deputy Director will also advise of the procedures to be followed if enrolment requirements are not met.
- 4.2 Failure to complete enrolment requirements by the deadline will result in the Deputy Director either initiating Withdrawal Procedures or contacting the student directly regarding requirements for enrolment.

Marcus Cerny

Deputy Director, PhD Academy April 2018

## STATEMENT ON EDITORIAL HELP FOR STUDENTS' WRITTEN WORK

### Guidance for students, supervisors and examiners

*This statement was approved by the Academic Board, July 2012*

- Any written work a student produces (for classes, seminars, examination scripts, dissertations, essays, computer programmes and MPhil/PhD theses) must be solely their own work<sup>1</sup>. Specifically, a student must not employ a "ghost writer" to write parts or all of the work, whether in draft or as a final version, on their behalf<sup>2</sup>.
  - This guidance is for use when a student is considering whether to employ a third party such as a professional copy editing or proof reading company when producing work in draft or final version.
  - It also applies when a student seeks editorial help from other, non-professional third parties, such as fellow-students or friends.
  - It is not concerned with the regular and iterative interaction between student and tutor/supervisor(s) on draft versions of their work throughout the registration period. The student's tutor/supervisor is not regarded as a "third party" for this purpose.
  - For research students, further guidance is included in the Supervisor's Handbook produced by the Teaching and Learning Centre.
  - If a student contravenes this statement, this will be considered an assessment offence and investigated in accordance with the **Regulations on assessment offences: plagiarism**.
1. If the student chooses to employ a third party, it is their responsibility to give them a copy of this statement. When submitting work the student must acknowledge what form of contribution they have made, by stating for example, 'this thesis/essay/dissertation was copy edited for conventions of language, spelling and grammar by ABC Editing Ltd'.
  2. A third party **cannot be used**:
    - 2.1 to change the text of the work so as to clarify and/or develop the ideas and arguments;
    - 2.2 to reduce the length of the work so that it falls within the specified word limit;
    - 2.3 to provide help with referencing;
    - 2.4 to correct information within the work;
    - 2.5 to change the ideas and arguments put forward within the work; and/or
    - 2.6 to translate the work into English.
  3. A third party **can be used** to offer advice on:
    - 3.1 spelling and punctuation;
    - 3.2 formatting and sorting footnotes and endnotes for consistency and order;
    - 3.3 ensuring the work follows the conventions of grammar and syntax in written English;
    - 3.4 shortening long sentences and editing long paragraphs;
    - 3.5 changing passives and impersonal usages into actives;
    - 3.6 improving the position of tables and illustrations and the clarity, grammar, spelling and punctuation of any text in or under tables and illustrations; and
    - 3.7 ensuring consistency of page numbers, headers and footers.
  4. The third party shall give advice by means of tracked changes on an electronic copy or handwritten annotations on a paper copy or other similar devices. The student must take responsibility for choosing what advice to accept, and must him/herself make the changes to the master copy of the work.

### Footnotes

- <sup>1</sup> Except where the School's regulations might permit it to include the work of others e.g., Regulations for Research Degrees (paragraph 31.1) permit a thesis to include the work of others and individual programme regulations for taught students permit group work.
- <sup>2</sup> This does not preclude the use of a 'scribe' where verbatim dictation might be required for a student with a particular disability.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.



# FITNESS TO STUDY POLICY

## A guide to the process and procedure for undergraduate, postgraduate and research students

### 1. Introduction

- 1.1 London School of Economics and Political Science recognises the importance of our students' health and wellbeing in relation to their academic performance, progression and wider student experience. The phrase 'fitness to study' refers to a student's capacity to fully engage with University life, both academically and otherwise, without unreasonable detriment to their wellbeing and whilst maintaining appropriate standards of behaviour. With this in mind, this policy sets out a framework of support to study that is necessary to ensure fairness in terms of fitness to study for all students, and to ensure the School applies due process when considering and determining students' fitness to study. This is not a disciplinary process and should be seen fundamentally as a way of staff supporting students to ensure that they can wherever possible continue to study with appropriate levels of support in place to ensure their continued wellbeing
- 1.2 The School understands that on occasion medical, psychological, behavioural or emotional problems, or other adverse circumstances, may affect students' fitness to study. This policy aims to ensure a consistent approach is taken by the School in supporting students whose mental and/or physical wellbeing is of a concern to staff and/or students, such that interventions need to be put in place to support them.
- 1.3 In this context, "Fitness to Study" relates to a student's fitness to continue with their current programme of study or return to their current programme (or another programme) and a student's ability to meet the reasonable academic requirements of their programme and the reasonable social and behavioural requirements of the School without having an unacceptably detrimental impact on the health, safety, welfare and/or educational experience of the student, other students, members of staff or members of the wider community.
- 1.4 The School's aim, where possible, is to support our students to remain on their programme of study. However, it must be recognised that in some cases this might not be possible. Some students may need to take a break from their studies (interrupt), may need to delay taking their assessments (defer), or in more serious cases, may need to leave the School completely (withdraw).
- 1.5 All students registered at the School are covered by this policy. It is applicable in the main to any activity the student engages in as any part of their studies, including lectures, classes, seminars, workshops and exams. However, it also includes any activity in LSE Halls of Residence, on field trips or any other activities that may take place off campus that are related to the programme of study; or indeed may include any activity that gives justifiable cause for concern with regard to a student's fitness to study. The policy also encapsulates the School's "fit to sit" statement with regard to assessment; that is, that students are deemed to be fit to either take their exams (by stepping into the exam room) or attempt other assessments (by submitting the work) and not seeking a deferral
- 1.6 This policy has links to other School policies. Depending on the situation this may include:
  - Alternative Assessment Policy
  - Cause for Concern
  - Conditions of Registration
  - Ethics Code
  - Examination Procedures for Candidates
  - Disciplinary Procedure for Students
  - Health and Safety Policy
  - LSE Residences Regulations&Student Halls Handbook
  - Safeguarding Policy
  - Student Drugs and Alcohol Policy
- 1.7 Nothing in this procedure should distract from any dangerous or acute situations where a member of staff believes that a student's behaviour presents an immediate risk to themselves or others. In such circumstances the emergency services should be contacted by telephoning 999 and security staff should also be informed to aid directing the emergency services to the correct location.

### 2. Equity, Diversity and Inclusion

- 2.1 The School will take into account relevant legislation; for example, the Equality Act 2010, the Mental Health Act 2007, the Mental Capacity Act 2005, the Human Rights Act 1998 and General Data Protection Regulation (GDPR) and the Data Protection Act 2018 when making decisions under this procedure.
- 2.2 The Equality Act 2010 covers the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race religion or belief (including lack thereof), sex and sexual orientation. Within the Act it remains permissible to treat a disabled person more favourably than a non-disabled person and it remains lawful to make reasonable adjustments in relation to employment,



education and services to ensure that there is equality of opportunity for disabled people.

- 2.3 In extreme cases, where the School believes that the student is danger of coming to harm, it may consider notifying a student's next of kin and/or statutory services regarding concerns raised under these procedures; but will consider the general rights and expectations of confidentiality, along with the Acts listed in 2.1, before doing so.
- 2.4 The School acknowledges that as a result of implementing this policy it will receive personal sensitive data and data of a confidential nature in respect of the student and other third parties. The School will ensure that all such data is handled, processed and stored in accordance with the requirements set out in the Data Protection Act 2018 and the General Data Protection Regulations (GDPR).

### 3. Procedure for Considering Fitness to Study

- 3.1 The School recognises that concerns about a student's wellbeing may be raised by a variety of individuals, including, but not limited to, staff, other students, health professionals or family members, as well as the particular student concerned at any point during a student's studies.
- 3.2 This procedure seeks to promote early intervention and active collaboration between students, staff and third parties, where applicable, to ensure a consistency of approach. Matters will be dealt with sensitively and in a coordinated manner across the School.
- 3.3 Examples of circumstances that may trigger this procedure are:
  - The student has told a member of staff that they have a problem and/or provided information, either directly or as part of another School procedure, which raise concern with regard to their fitness to study;
  - The student's manner indicates that they may have a medical condition which is having an adverse impact on their health;
  - Elongated periods of absence from a student's programme of study because of illness;
  - The student's academic performance or their behaviour gives cause for concern and this is thought by the person raising the concern to be because of an underlying medical condition;
  - A member staff, a student or a third party (e.g. relative, guardian, medical professional, friend, fellow student or member of the public) reports concerns about the student that raise questions about their fitness to study.
- 3.4 This Policy has three stages: initial or emerging concerns, continuing or moderate concerns, and severe and/or enduring concerns. The stages identify the level of difficulty the student may face, as well as the risk or disruption, the responsibilities of the student and the type of intervention required by the School. In an event where a student is unable or unwilling to participate in these associated processes, the School will continue with the process where it is deemed necessary to do so, particularly if there is risk involved to the student, other students or staff. If the situation merits it, the School may start with Stage 3 without the need to undertake Stages 1 and 2 and likewise Stage 2, without need to undertake Stage 1.
- 3.5 To initiate consideration under this procedure, a written report should be made by the person raising the concern(s) to the Departmental Tutor<sup>1</sup>, or their nominee, who will decide if the concern(s) should be considered under this procedure and if they are, at what stage the consideration should commence. The Departmental Tutor, having taken advice from the Student Wellbeing Service, will also consider the student's immediate support needs and any action that needs to take place as a matter of urgency.

### 4. Stage 1: Initial or Emerging Concerns

- 4.1 These are usually low-level risks that do not require immediate or specialist support. A concern of this nature would normally require the student to meet with their Academic Mentor<sup>2</sup> and the Advice Manager in Student Services for an informal review. The student will be notified that the meeting is being called under Stage 1 of this Policy. Possible outcomes from this may include one or more of the following:
  - No further action;
  - Ensuring the student is aware of the support services available within the School;
  - Ensuring the student is aware of relevant School processes, including deferral and exceptional circumstances;
  - Agreeing an Inclusion Plan or similar support;
  - Agreeing a short period of time off, in liaison with the student's department, of usually no more than three weeks. In the case of students holding a Tier 4 visa, the Visa Compliance Manager should be consulted regarding the length of any agreed absence and the student should be urged to consult with staff in ISVAT for further advice on the consequences for their visa and their right to remain in the UK;
  - Asking the student to moderate their behaviour and/or address any concerns that have been raised, which may include seeking further internal or external support.
- 4.2 If the student responds in a constructive way, no further action would be required at that time. If the student is unable to engage with the process due to extenuating circumstances, fails to respond constructively or refuses to engage with the process, escalation to Stage Two may be required.

- 4.3 Any actions agreed by the Academic Mentor and the Advice Manager will be confirmed in writing to the student following the meeting, normally within five working days, but sooner if possible.

## 5. Stage 2: Continuing and/or Moderate Concerns

- 5.1 These are concerns that require appropriate and timely intervention from one or more internal support services within the School, or external support services such as a medical practitioner. A concern of this nature would require the student to meet with a Panel for a formal review. The Panel will comprise of:
- Departmental Tutor (UG)/Programme Director (PGT)<sup>3</sup>, or nominee, who will Chair the meeting
  - Academic Mentor (PhD Supervisor for research students)
  - Advice Manager
  - Student Wellbeing Service representative
  - Warden/School Representative (where the student lives in an LSE Hall of Residence)
- 5.2 The student should be made aware of the circumstances/behaviour that has led to their fitness to study being raised as an issue and, if appropriate, the risks perceived by the School. The student's views should be heard and considered and there should be the opportunity to explore with the student any explanations for the behaviour that has caused concern about their fitness to study. The student may if they wish bring a friend or family member to the meeting for support and also a member of the Students' Union Advice Team
- 5.3 Possible outcomes from the meeting may include:
- No further action;
  - A review of the initial meeting that took place, as well as the agreed actions following it, to determine what happened or needs to happen;
  - Putting in place reasonable adjustments, by way of an Inclusion Plan or Individual Exam Adjustments, to support the student's academic progress;
  - Putting in place support mechanisms to aid the student's wellbeing. This may include regular appointments with the Student Wellbeing Service, LSE LIFE student advisors, external agencies or some combination of these;
  - Recommendation that the student defers their assessment;
  - Recommendation that the student takes an interruption of studies. Any such recommendation will take due regard of the potential impact on Tier 4 visa holders and the Panel will, if necessary, take further advice on this prior to confirming the recommendation;
  - Recommendation that the case is referred to the next level of the procedure.
- 5.4 A review period will be set in the discussion, and follow-up email, to monitor the situation.
- 5.5 Actions agreed by the panel will be confirmed in writing to the student following the meeting, normally within five working days, but sooner if possible.
- 5.6 If the student does not accept the recommendations, they should put their reason(s) in writing to their Departmental Tutor, or nominee, within five working days. The Departmental Tutor will then decide if the recommendations should be amended or if the matter should be referred to Stage 3 of the process.

## 6. Stage 3: Severe and/or Enduring Concerns

- 6.1 These are concerns that may need an immediate or emergency intervention. A concern of this nature would require the student to meet with the Fitness to Study Panel for a formal review.
- 6.2 The Fitness to Study Panel will comprise:
- School Senior Advocate for Students, who will act as Chair
  - Representative from the student's Academic Department who has had no previous involvement in the case<sup>4</sup>
  - Head of Student Wellbeing Service
  - An LSE Students' Union sabbatical officer
  - Head of Residential Life (where the student lives in an LSE Hall of Residence)
- 6.3 The student will normally be given at least five working days' notice of the meeting. The student will be provided with any documents that may be considered by the Panel. The student may submit additional documentation to the Panel, no later than two working days before the meeting. The Panel can invite others to attend in order to provide information or witness proceedings. The student may if they wish bring a friend or family member to the meeting for support and also a member of the Students' Union Advice Team. A third party, chosen by the student, will be permitted to submit a supporting statement or evidence on their behalf.
- 6.4 The student should be made aware or reminded of the circumstances/behaviour that has led to fitness to study being raised and, if appropriate, the risks perceived by the School. The student's views should be heard and considered and there should be the opportunity to explore with the student any explanations for the behaviour that has caused concern about their fitness to study.

- 6.5 The Panel, without the student being present, will endeavour to reach a unanimous decision regarding the appropriate action to take; however, if this proves not to be possible it will reach a majority decision with the Chair having a casting vote if required. Any decision will take due regard of the potential impact on Tier 4 visa holders and the Panel will, if necessary, take further advice on this prior to confirming the recommendation
- 6.6 The student should have the appropriate options discussed with them if and when they are fit to make informed decisions. Where the Panel is convinced that the health, safety or wellbeing of the student, or others, is at significant risk, the School may enforce an outcome. Possible outcomes may include:
  - Recommendation that exceptional circumstances are submitted, directly by the student or, exceptionally on occasion, on their behalf;
  - Recommendation that the student defers their assessments;
  - Recommendation of an interruption of studies, agreed by the student or exceptionally enforced by the School;
  - Recommendation that the student withdraws from their studies, agreed by the student or enforced by the School.
- 6.7 Actions agreed by the Panel will be confirmed in writing to the student following the meeting normally within five working days.
- 6.8 If needed, a review period will be set in the discussion, and follow-up email, to monitor the situation.

## 7. Temporary Precautionary Suspension

- 7.1 Where serious and/or urgent concerns about a student's fitness to study have been raised in accordance with this procedure, a Pro Director (or their nominee) may temporarily suspend a student if they consider:
  - The student poses a serious risk to their own health, safety or wellbeing or to that of other students or staff, and/or;
  - There is a risk to School property.
- 7.2 The student will be notified within two working days of any decision to suspend by email and by letter to the address registered with the School. In such cases, Key School staff will be notified of the suspension, including Security and, where a student holds a Tier 4 visa, the Visa Compliance team. If the student lives in an LSE affiliated Hall of Residence, the Residential Life team will also be informed and they, in conjunction with other staff as appropriate, will make a decision as to whether the temporary suspension should also apply to the Hall of Residence.
- 7.3 Any suspension under these procedures is precautionary and does not mean that any final conclusions have been drawn, or that a decision has been reached, regarding the student's fitness to study. Any decision to suspend will take due regard of the potential impact on Tier 4 visa holders and the decision maker will, if necessary, take further advice on this prior to confirming the suspension.
- 7.4 The suspension will be reviewed on a regular basis, usually every two weeks during term-time, by the Head of Student Services, in conjunction with the student's Department<sup>5</sup>, to determine whether it is reasonable in all the circumstances for it to continue, be revoked or be amended in some way; for example, the imposition of conditions, in order to minimise its impact upon the student and their studies.
- 7.5 A student who is suspended may ask the Head of Student Services for temporary permission to attend the School; for example, to attend a counselling session or an exam. Such permission must be made in advance and in writing.
- 7.6 A student who is suspended may ask the Head of Student Services to review the suspension; for example, on the basis of new medical evidence. Any such request must be made in writing and normally not made more frequently than once a month unless there is a sudden evidenced improvement in the student's circumstances.

## 8. Case Conference

- 8.1 At any stage of the process, a case conference can be called by the Head of the Student Wellbeing Service after consulting with relevant staff. However, this will normally only be in exceptional cases; for instance, where the student's health is such that they cannot engage with the process and will not be able to do so for the foreseeable future. The case conference may comprise of any individuals who have been involved in the case thus far, or who may need to be involved by the Head of the Student Wellbeing Service to ensure as complete a picture of the situation. Depending upon the nature of the student's circumstances, they may be invited to make a written submission, which may include independent evidence, for consideration. Minutes of these meetings will be taken.
- 8.2 Although a student may be invited to the case conference, it is not expected that this would usually be the case – see 8.1 above. A case conference may be held prior to and/or following any meeting with the student.
- 8.3 The case conference will determine whether the student's fitness to study is impaired and any actions to be taken. Such actions may include, but are not limited to, the following:

- Reasonable adjustments being put in place for the student to engage with teaching and undertake assessments;
  - Recommendation of an action plan, setting out how the matter will be managed and any requirements to be placed on the student, along with details of relevant support services. A copy of this plan will be provided to the student;
  - Referral to any stage of the Fitness to Study procedure;
  - Recommendation that exceptional circumstances are submitted, directly by the student or, exceptionally on occasion, on their behalf;
  - Recommendation that the student defers their assessments;
  - Recommendation of an interruption of studies, agreed by the student or enforced by the School;
- 8.4 The proceedings and determinations of the case conference will be recorded and circulated to all in attendance, made available to the student and kept on record by the Student Wellbeing Service.

## 9. Appealing a decision

- 9.1 Students reserve the right to appeal any decision made. This will be conducted via the Fitness to Study Appeal Panel. The grounds on which an appeal can be made are:
- 9.11 A significant procedural flaw or irregularity that compromised the fairness of the process, and/or:
- 9.12 New material evidence, which must be supported by an explanation of why it is being submitted at this late stage, and/or:
- 9.13 An outcome being unreasonable or disproportionate.
- 9.2 A student who wishes to appeal against the final decision must put this in writing to the Fitness to Study Appeal Panel, stating their ground(s) of appeal, within ten working days of the decision being communicated to them. They must detail the nature of their appeal, and submit any applicable corroborating evidence. The Appeal Panel will acknowledge the appeal within seven working days. The Appeal will be considered on the basis of the written papers unless it would assist the Panel's consideration or otherwise be in the interest of fairness to invite the student to attend an appeal meeting. A third party, chosen by the student, will be permitted to submit a supporting statement or evidence on their behalf.
- 9.3 The Appeal Panel will comprise of:
- Head of Department
  - Head of Student Services
  - Director of Residential Services (where the student lives in an LSE Hall of Residence)
- 9.4 After considering the appeal, the Appeal Panel may:
- Affirm, set aside or vary any decision reached;
  - Refer the matter, or any part of it, back to the Stage 3 Panel for further consideration;
  - Dismiss the appeal for any of the following reasons:
    - It is received after the deadline without a reasonable explanation why it could not be submitted on time;
    - It does not clearly state the grounds on which the appeal is being made;
    - It does not disclose any reasonable grounds for appealing the decision;
    - It is entirely without merit;
    - It is vexatious or repetitious.
- 9.5 The decision agreed by the Appeal Panel will be confirmed in writing to the student following the meeting normally within five working days.
- 9.6 The decision of the Appeal Panel is final and a Completion of Procedures letter will be issued

## 10. Returning to Study

- 10.1 The School will only permit a student to return to study if it is satisfied that the student is fit to study. For example, if, after receiving medical advice, the School is satisfied that the student is fit to study and able to comply with any conditions imposed on their return.
- 10.2 The Head of Student Services will determine whether to permit the student to return to study. In reaching their decision, they may consult with relevant School staff, including staff previously involved in the process, the student's Department, and/or external professionals.
- 10.3 The student should provide, or the Head of Student Services may request, independent confirmation of the student's ability to resume their studies. The Head of Student Services, in consultation with staff from the Student Wellbeing Service, may set questions/requirements which form the basis of the evidence required; for example, the student's ability to manage the demands of studying, their engagement with any treatment, previous and potential future, triggers for relapse or causes for concern etc.

## 150 School Regulations

- 10.4 Conditions may be imposed on the return to study (for example, the student's conduct, any support they must seek, ongoing engagement with treatment, or academic progress). The Head of the Student Wellbeing Service, together with the Head of Student Services, will consider any support or reasonable adjustments that should be put in place for the student.
- 10.5 The decision of the Head of Student Services will be communicated to the student in writing, with reasons. This will normally be within five working days of a request to return. The student will be notified as to what would be required for their return to study to be reconsidered and the date of the next point at which they could, potentially, return to their studies.
- 10.6 When a student does return, there must be regular review meetings organised for the student to attend upon their return. These will be managed and conducted by the Student Wellbeing Service. The School recommends no less than two meetings per term and these should continue until the School is satisfied of the student's long-term fitness to study. The School will work with the student to ensure that, if appropriate, a suitable inclusion plan is agreed and implemented. Failure to comply with any conditions may give rise to further concerns regarding a student's fitness to study and may lead to further consideration/action under these procedures.
- 10.7 If a student is unable to return or prevented from doing so by the School, a further interruption may be agreed. No more than two interruptions will be permitted per programme of study for taught graduate students and research students, and no more than three interruptions will be permitted per programme of study for undergraduate students.

### Footnotes

- <sup>1</sup> For research students this will be the Doctoral Programme Director and for General Course, Sciences Po/Erasmus and Berkeley Exchange students, this will be the Dean of the General Course
- <sup>2</sup> For research students this will be the PhD Supervisor. For General Course, Sciences Po/Erasmus and Berkeley exchange students, the Dean of the General Course may replace or the Academic Mentor or attend the meeting as well.
- <sup>3</sup> For research students this would be the Doctoral Programme Director and for General Course, Sciences Po/Erasmus and Berkeley Exchange students, this will be the Dean of the General Course
- <sup>4</sup> For General Course, Sciences Po/Erasmus and Berkeley exchange students, this may be the Dean of the General Course; however, if they have been involved in earlier decisions as part of this process they will only act in an advisory capacity and will recuse themselves from any decision at this stage.
- <sup>5</sup> For General Course, Sciences Po/Erasmus and Berkeley exchange students, this would be the Dean of the General Course
- <sup>6</sup> For General Course, Sciences Po/Erasmus and Berkeley exchange students, this would be the Dean of the General Course

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

# ASSESSMENT POLICIES: DEFERRAL POLICY 2019-2020

(For all Undergraduate students)

## OVERARCHING FRAMEWORK

Students may experience circumstances which are unforeseen and outside of their control that have a significant impact on their assessment academic performance e.g. in an exam or other form of summative assessment. Such circumstances might include, but are not limited to, illness, being victim to a crime, injury, personal/family problems or bereavement. The School defines exceptional circumstances in the General Academic Regulations as "sudden, unforeseen, out of the student's own control and proximate to the assessment(s) in question"

The School offers four options for students whose assessment performance is affected by such circumstances.

### Before an assessment deadline or exam sitting

- I. Extensions: this applies to coursework and dissertations/projects only. Students who experience exceptional circumstances before an assessment deadline may apply for an extension.
- II. Deferral: this applies to all assessments when a student:
  - a. is unable to submit an assessment by the published deadline or within an agreed extended deadline or
  - b. has determined they cannot sit an exam before entering the exam room due to unforeseen and proximate circumstances and wishes to postpone the exam to another opportunity. This will normally be in the **In-Year Resit and Deferred Assessment Period (IRDAP)**. The student may request a deferral before or on the day of an assessment, but not after the assessment completion deadline.

### After an assessment deadline or exam sitting

- III. **Exceptional Circumstances (ECs)**: this applies to students who have attempted the assessment but believe their performance has been affected by circumstances beyond their control. This can include missing a coursework/project deadline. However, students who do not attend an exam or submit an assessment without first seeking to defer will be marked as absent, which will count as one of their attempts at the assessment. Students must complete all assessments in order to be eligible for the award of a degree.
- IV. **Repeat Teaching (RT)**: a student who feels that circumstances prevented them from fully engaging with the teaching they received, and who have attempts remaining, may apply for RT. The student would be re-assessed in line with the standard assessment pattern for the course(s) being taken e.g. in the January exam period or during term time. Students may apply for RT upon receipt of their results.

This document should be read in conjunction with the School's policy and procedures on Extensions, Exceptional Circumstances and Repeat Teaching.

## THE DEFERRAL POLICY

### Regulations Underpinning this Policy

- General Academic Regulations (for all undergraduates students)
- Regulations for first degrees (for all students starting in 2019/20)
- Code of Good Practice in Teaching, Learning and Assessment

### Deferrals: Scope and Purpose

1. Exceptional circumstances can arise which may affect a student's ability to complete a component or all components of assessment for a course by the submission deadline or to sit for an exam on the published date.
2. For coursework, project work or a dissertation the first option is to request an extension to the submission deadline. The student needs to be clear that they will be able to submit the work within the agreed extension timescale. If the student does not think this is possible, they should apply to defer that assessment on the basis of exceptional circumstances.

### Policy

*General information, Requirements and Entitlements*

3. Deferrals are available to students at all levels of study but this document sets out the policy specific to undergraduate students only; this includes General Course and undergraduates taking intercollegiate courses.
4. Deferral is normally appropriate for students who have received teaching but due to exceptional circumstances are prevented from being able to sit exams or submit/undertake other forms of assessment.
5. A deferral of assessment is not an automatic right and the School will only approve deferral requests on the basis of unforeseen and proximate exceptional circumstances that are supported with evidence. The School will not approve deferrals after the assessment deadline has passed or after the student has entered an exam room and therefore declared themselves fit to sit. In exceptional cases where a student is unable to complete and submit the deferral form before an assessment takes place e.g. a contagious disease on the day of the exam, they must



notify the Advice Team of their intention to defer before the exam is scheduled to finish and then submit the deferral form as soon as possible using the procedure set out below.

6. Students who do not declare their intent to defer prior to the date or time of assessment or who do not subsequently submit the deferral form will be marked as absent from the assessment. Students should refer to the Exceptional Circumstances guidance for information regarding what to do if they were unable to submit an assessment or sit an exam and were unable to request to defer before that assessment had taken place.
7. All deferral requests must be supported by adequate evidence. Students should refer to the Standards of Evidence Table for the types of evidence required.
8. This policy applies to all forms of summative assessment which count towards a degree classification. It does not apply to formative assessment.
9. Where a deferral request is approved, students will undertake deferred assessments without additional tuition or fees. Departments are encouraged to provide additional support.
10. Students will have access to LSE facilities such as the Library, LSE Life and other learning resources to help them prepare for their deferred assessment attempt. There may be reduced availability of some resources during LSE closure periods.
11. Students will normally receive the same Individual Exam Adjustments (IEA) when taking deferred assessments as they had received for the previous attempt unless this was a short term arrangement. Students without previous IEAs who think they may be eligible may apply for IEAs for deferred assessments. Students with long-term medical conditions must contact the Student Disability and Wellbeing service as soon as possible so that LSE can put reasonable adjustments in place to support study and attempts at assessments. Students can find information regarding applying for Individual Exam Adjustments or an Inclusion Plan [here](#).
12. Students who apply for deferral and think they may need repeat tuition in that course(s) may apply for Repeat Teaching for the deferred course(s) but would need to clearly demonstrate their circumstances affected their ability to engage with teaching throughout the year rather than just affecting the assessment period in question.
13. Students may defer any component of assessment appropriate to their individual circumstance. If deferring more than one assessment they must state on the deferral form each component of assessment they are seeking to defer.
14. If less than all components of assessment within a course are deferred, the student will be expected to attempt and complete all other components in accordance with published deadlines or agreed extensions. Failure to complete any components without an agreed deferral will result in a Zero Absent mark for that component. Students must complete all assessments in order to be eligible for the award of a degree.
15. Students will normally be allowed a maximum of 2 deferrals per assessment. In certain circumstances it may be possible to allow an exceptional third deferral with further approval from the School.

### *Timing of Deferral Assessment*

16. Students who defer an unseen, timed exam will be due to sit the exam during the In-Year Resit and Deferral Assessment Period (IRDAP) and/or; students that defer an assessment will be due to submit the assessment by a deadline set by the Department which will be no later than the end of the IRDAP.

### *Procedure*

17. Students must complete the deferral form, indicate their reasons for applying for a deferral and attach supporting evidence in accordance with the standards of evidence table.
18. Students may like to discuss their completed application form with their Academic Mentor but they do not have to. For the deferral to be agreed students must gain the approval of the Chair of the Sub-Board of Examiners for their degree programme or an agreed delegate as nominated by the Department.

### *Approval*

19. The Chair (or delegate) must sign the form to provide their approval as soon as possible upon receipt. Deferral requests by other means, including a verbal request to a course leader, will not be processed or authorised.
20. Students must submit the completed deferral request form, including the Chair of the Sub-Board's approval and the supporting evidence, to the Student Services Centre. In some instances the Department may pass the form directly to Student Services.
21. Students will be sent an e-mail to their LSE account confirming the deferral has been approved once the fully completed form and accompanying evidence has been processed.
22. Students who defer assessments will automatically be entered to complete the assessment either during or by the end of the next IRDAP.

### *Rejection*

23. The Chair or their delegate must inform the student of the reason(s) for rejecting the request as soon as possible.
24. If the assessment has not yet taken place the student may apply for a deferral again as long as they have provided significantly new or further contextual information (e.g. new medical evidence/further evidence). The Chair may then either accept or reject the request; or



25. Where the assessment has taken place the student may try to obtain significantly new or further evidence and submit this with an Exceptional Circumstances form. The Exam Boards will then consider these circumstances.

*Format of the Deferral Assessment*

26. Students will be assessed under the syllabus of the original assessment, normally utilising the same format as the original assessment(s) for the course.
27. Deferred assessments will be as rigorous as the original assessment, and measure the same learning outcomes and breadth of subject matter.
28. Where it is not possible to exactly replicate the original format of assessment e.g. a group project, an alternative method of assessment can be set following the procedure below. The alternative assessment must be pedagogically robust and accessible, with marking arrangements as rigorous as those in place for the first assessment.
- The Course Convenor should consult with the Teaching and Learning Centre (TLC) and the TLC assessment toolkit.
  - The proposed new format of assessment should be considered and approved initially by the Sub-Board Chair and External Examiner, with any revisions to the originally proposed assessment being checked with TLC.
  - The new assessment should be approved by the Department Teaching Committee (DTC) (or its Chair by Chair's Action).
  - The new assessment format should be included in the DTC report that is formally returned to the Teaching Quality Assurance and Review Office.

*Marking a Deferred Assessment*

29. Where a student defers a first attempt they will receive the full mark for the assessment. Where a student defers a resit attempt i.e. after failing the first attempt, the course mark(s) will be capped at the Pass mark of 40.

*Deferring an IRDAP Assessment*

30. Once a student is required to submit an assessment in the IRDAP any subsequent resit or deferred attempts must also be taken during the subsequent IRDAP. For example, any student who defers an assessment in the 2020 IRDAP will be expected to submit that assessment during the 2021 IRDAP.

*Progression*

31. A first or second year student may defer assessments contained within two half unit courses or within a one unit course as set out in the Course Guide within the IRDAP period and still be permitted to progress to the next year of study provided they have passed all other courses. I.e. provided a first year student has passed three complete units or a second year student has passed seven complete units. It is worth noting where a second year student defers an assessment during the 2020 IRDAP, but is able to progress to their third year, they will not be able to graduate in July 2021 but must wait to submit that deferred assessment during the 2021 IRDAP in August and would graduate in September 2021.
32. If a student needs to defer assessments in more than one unit's worth of courses they cannot progress. In exceptional cases it may be possible for a student to apply for exceptional progression.

*Exceptional Circumstances with a Deferred Attempt*

33. If a student subsequently attempts the deferred assessment and experiences further exceptional circumstances which they feel has impacted on their performance in that assessment, they must follow the EC procedure. Multiple requests submitted in relation to the same exceptional circumstances are unlikely to be accepted if they do not meet the criteria of being sudden, unexpected, and beyond the student's control. Students with chronic or longer-term medical conditions must contact the Student Disability and Wellbeing service as soon as possible so that LSE can put reasonable adjustments in place to support study and assessments.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

## ASSESSMENT POLICIES: DEFERRAL POLICY 2019-2020

(For all Postgraduate students)

### OVERARCHING FRAMEWORK

Students may experience circumstances which are unforeseen and outside of their control which they feel may have had a significant impact on their academic performance e.g. in an exam or other form of summative assessment. Such circumstances might include, but are not limited to, illness, being victim to a crime, injury, personal/family problems or bereavement. The School defines exceptional circumstances in the General Academic Regulations as "sudden, unforeseen, out of the student's own control and proximate to the assessment(s) in question"

The School offers four options for students whose assessment performance is affected by such circumstances.

*Before an assessment deadline or exam sitting*

- I. **Extensions:** this applies to coursework and dissertations/projects only. Students who experience exceptional circumstances before an assessment deadline may apply for an extension.
- II. **Deferral:** this applies to all assessments when a student:
  - a. is unable to submit an assessment by the published deadline or within an agreed extended deadline or
  - b. has determined they cannot sit an exam before entering the exam room and wishes to postpone the exam to the next available opportunity. The student may request a deferral before or on the day of an assessment, but not after the assessment completion deadline.

*After an assessment deadline or exam sitting*

- III. **Exceptional Circumstances (ECs):** this applies to students who have attempted the assessment but believe their performance has been affected by circumstances beyond their control. This can include missing a coursework/project deadline. However, students who do not attend an exam or submit an assessment without first seeking a deferral will be marked as absent, which will count as one of their attempts at the assessment. Students must complete all assessments in order to be eligible for the award of a degree.
- IV. **Repeat Teaching (RT):** a student who feels that circumstances prevented them from fully engaging with the teaching they received, and who have assessment attempts remaining, may apply for RT. The student would be re-assessed in line with the standard assessment pattern for the course(s) being taken e.g. in the January exam period or during term time. Students may apply for RT upon receipt of their results.

This document should be read in conjunction with the School's policy and procedures on Extensions, Exceptional Circumstances and Repeat Teaching.

### THE DEFERRAL POLICY

#### Regulations Underpinning this Policy

- General Academic Regulations (for all postgraduate students)
- Regulations for taught masters degrees for students entering in or after the 2009/10 academic year
- Regulations for Certificates
- Regulations for Diplomas
- Code of Good Practice in Teaching, Learning and Assessment
- Appeal Regulations

#### Deferrals: Scope and Purpose

1. Exceptional circumstances can arise which may affect a student's ability to complete a component or all components of assessment for a course by the submission deadline or to sit for a take home assessment or timed exam on the published date.
2. For coursework, project work or a dissertation the first option is to request an extension to the submission deadline. The student needs to be clear that they will be able to submit the work within the agreed extension timescale. If the student does not think this is possible, they should apply to defer the assessment.

*General information, requirements and entitlements*

3. Deferrals are available to students at all levels of study but this document sets out the policy specific to postgraduate students only.
4. Deferral is normally appropriate for students who have received teaching but due to exceptional circumstances are prevented from being able to sit exams or submit/undertake other forms of assessment.
5. A deferral of assessment is not an automatic right and the School will only approve deferral requests on the basis of unforeseen and proximate exceptional circumstances that are supported with evidence. The School will not approve deferrals after the assessment deadline has passed or after the student has entered an exam room and therefore declared themselves fit to sit. In exceptional cases where a student is unable to complete and submit the deferral form before an assessment takes place e.g. a contagious disease on the day of the exam, they must

notify the Advice Team of their intention to defer before the exam is scheduled to finish and then submit the deferral form as soon as possible using the procedure set out below.

6. Students who do not declare their intent to defer prior to the date or time of assessment or who do not subsequently submit the deferral form will be marked as absent from the assessment. Students should refer to the Exceptional Circumstances guidance for information about what to do if they were unable to submit an assessment or sit an exam and were unable to request to defer before that assessment had taken place.
7. All deferral requests must be supported by adequate evidence. Students should refer to the Standards of Evidence Table for the types of evidence required.
8. This policy applies to all forms of summative assessment which counts towards a degree classification. It does not apply to formative assessment.
9. Where a deferral request is approved, students will undertake deferred assessments without additional tuition or fees. Departments are encouraged to provide additional support.
10. Students will have access to LSE facilities such as the Library, LSE Life and other learning resources to help them prepare for their deferred assessment attempt. There may be limited availability of some resources during LSE closure periods.
11. Students will normally receive the same Individual Exam Adjustments (IEA) when taking deferred assessments as they had received for the previous attempt unless this was a short term arrangement. Students without previous IEAs who think they may be eligible may apply for IEAs for deferred assessments. Students with long-term medical conditions must contact the Student Disability and Wellbeing service as soon as possible so that LSE can put reasonable adjustments in place to support study and attempts at assessments. Students can find information regarding applying for Individual Exam Adjustments or an Inclusion Plan [here](#).
12. Students who apply for deferral and think they may need repeat tuition in that course(s) may apply for Repeat Teaching for the deferred course(s) but would need to clearly demonstrate their circumstances affected their ability to engage with teaching throughout the year rather than just affecting the assessment period in question.
13. Students may defer any component of assessment they feel is appropriate to their individual circumstance. If deferring more than one assessment they must state on the deferral form each component of assessment they are seeking to defer.
14. If less than all components of assessment within a course are deferred, the student will be expected to attempt and complete all other components in accordance with published deadlines or agreed extensions. Failure to complete any components without an agreed deferral will result in a Zero Absent mark for that component. Students must complete all assessments and/or successfully redeem all Bad Fail marks (which could involve receiving a good fail at resit) in order to be eligible for the award of a degree.
15. Postgraduate programme regulations and progression rules may vary so students will need to check their progression rules for the impact that deferring assessments may have on progressing to the next year of study. It is also worth noting deferring an assessment will normally extend the time it takes to complete the programme.
16. Students will normally be allowed a maximum of 2 deferrals per assessment. In certain circumstances it may be possible to allow an exceptional third deferral with further approval from the School.

#### *Timing of the Deferral Assessment*

17. Students who defer an assessment or components of assessment for a course(s) will normally submit the assessment or sit the exam during the equivalent assessment period the following academic year. For example, a student who defers an exam scheduled for January 2020 will sit that exam in January 2021; likewise a deferred summer 2020 exam will take place in the summer 2021. The same principle applies to assessments originally due during Lent Term 2019 or Michaelmas Term 2020 that are deferred and will be due for submission during the next Lent Term in 2020 or Michaelmas Term in 2021.
18. The exception to the above is for 12 month masters students who have attempted and completed all other assessments but defer the dissertation or project. These students may be allowed to submit the dissertation early if they wish to allow them to graduate in July rather than November. The early resubmission date will be determined by the Department but will normally be no sooner than three months after the student formally receives their results in November and no later than the end of the following Lent Term.

#### *Procedure*

19. Students must complete the deferral form, indicate their reasons for applying for a deferral and attach supporting evidence in accordance with the standards of evidence table.
20. Students may like to discuss their completed application form with their Academic Mentor but they do not have to. For the deferral to be agreed students must gain the approval of the Chair of the Sub-Board of Examiners for their degree programme or an agreed delegate as nominated by the Department.

#### *Approval*

21. The Chair (or delegate) must sign the form to provide their approval as soon as possible upon receipt. Deferral requests by other means, including a verbal request to a course leader, will not be processed or authorised.

22. Students must submit the completed deferral request form, including the Chair of the Sub- Board or delegate's approval, to the Student Services Centre. In some instances the Department may pass the form directly to Student Services.
23. Students will be sent an e-mail to their LSE account confirming the deferral has been approved once the fully completed form and accompanying evidence have been processed.
24. Students who defer assessments will automatically be re-entered to complete the assessment for the next academic year.

### *Rejection*

25. The Chair or their delegate must inform the student of the reason(s) for rejecting the request as soon as possible.
26. If the assessment has not yet taken place the student may apply for a deferral again as long as they have provided significantly new or further contextual information (e.g. new medical evidence/further evidence). The Chair may then either accept or reject the request; or
27. Where the assessment has taken place the student may try to obtain significantly new or further evidence and submit this with an Exceptional Circumstances form . The Exam Boards will then consider these circumstances.

### *Format of the Deferral Assessment*

28. Students will be assessed under the syllabus of the original assessment, normally utilising the same format as the original assessment(s) for the course.
29. Deferred assessments will be as rigorous as the original assessment, and measure the same learning outcomes and breadth of subject matter.
30. Where it is not possible to exactly replicate the original format of assessment e.g. a group project, an alternative method of assessment can be set following the procedure below. The alternative assessment must be pedagogically robust and accessible, with marking arrangements as rigorous as those in place for the first assessment.
  - a) The Course Convenor should consult with the Teaching and Learning Centre (TLC) and the TLC assessment toolkit.
  - b) The proposed new format of assessment should be considered and approved initially by the Sub-Board Chair and External Examiner, with any revisions to the originally proposed assessment being checked with TLC.
  - c) The new assessment should be approved by the Department Teaching Committee (DTC) (or its Chair by Chair's Action).
  - d) The new assessment format should be included in the DTC report that is formally returned to the Teaching Quality Assurance and Review Office.

### *Exceptional Circumstances with a Deferred Attempt*

31. If a student subsequently attempts the deferred assessment and experiences further exceptional circumstances which they feel has impacted on their performance in that assessment, they must follow the EC procedure.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

# ASSESSMENT POLICIES: EXCEPTIONAL CIRCUMSTANCES POLICY 2019-2020

(For all Undergraduate students)

## OVERARCHING FRAMEWORK

Students may experience circumstances which are unforeseen and outside of their control which they feel may have had a significant impact on their academic performance e.g. in an exam or other form of summative assessment e.g. in an exam or other form of summative assessment. Such circumstances might include, but are not limited to, illness, being victim to a crime, injury, personal/family problems or bereavement. The School defines exceptional circumstances in the General Academic Regulations as “sudden, unforeseen, out of the student’s own control and proximate to the assessment(s) in question”

The School offers four options for students whose assessment performance is affected by such circumstances.

*Before an assessment deadline or exam sitting*

- I. **Extensions:** this applies to coursework and dissertations/projects only. Students who experience exceptional circumstances before an assessment deadline may apply for an extension.
- II. **Deferral:** this applies to all assessments when a student:
  - a. is unable to submit an assessment by the published deadline or within an agreed extended deadline or
  - b. has determined they cannot sit an exam before entering the exam room and wishes to postpone the assessment to another opportunity. This opportunity will normally take place in the **In-Year Resit** and **Deferral Assessment Period** (IRDAP). The student may request a deferral before or on the day of an assessment, but not after the assessment completion deadline.

*After an assessment deadline or exam sitting*

- III. **Exceptional Circumstances:** this applies to students who have attempted the assessment but believe their performance has been affected by circumstances beyond their control. This can include missing a coursework/project deadline. However, students who do not attend an exam without first seeking to defer will be marked as absent, which will count as one of their attempts at the assessment. Students must complete all assessments in order to be eligible for the award of a degree.
- IV. **Repeat Teaching (RT):** a student who feels that circumstances prevented them from fully engaging with the teaching they received, and who have attempts remaining, may apply for RT.

This document should be read in conjunction with the School’s policy and procedures on Extensions, Deferrals and Repeat Teaching.

## THE EXCEPTIONAL CIRCUMSTANCES POLICY

### Regulations Underpinning this Policy

- General Academic Regulations (for all undergraduate students)
- Regulations for First Degrees
- Code for Good Practice in Teaching, Learning and Assessment
- Appeal Regulations

### Exceptional Circumstances: Scope and Purpose

1. Students must submit their assessments and sit their exams at the deadlines or times prescribed by the School. It is recognised that exceptional, serious and acute problems can arise that may genuinely affect a student’s ability to fulfil these requirements.
2. If a student experiences such difficulties prior to an assessment deadline or exam sitting, the Extension Policy (for coursework only) or Deferral Procedures should be followed. The School determines that by submitting an assessment or by entering the exam room a student is declaring themselves able to attempt the assessment.
3. However, if a student has attempted an assessment and experienced difficulties which they feel may have had an impact on their performance, they may submit details of their Exceptional Circumstances (ECs) for consideration by the Sub Boards of Examiners within the following deadlines:
  - **January exams;** no later than seven calendar days after a student’s last assessment;
  - **Summative assessments during term time;** no later than seven calendar days after the submission deadline of a student’s last assessment;
  - **Summer exams;** no later than seven calendar days after a student’s last exam.

- **In-Year Resit and Deferral Assessment Period (IRDAP)** no later than five calendar days after the submission deadline of your last assessment in this period. This could be an exam or coursework.
- 4. If one of the days after the last assessment falls on a Bank Holiday, an EC submission form and evidence will still be accepted on the next working day **after** the bank holiday. Any documentation submitted after this deadline may not be considered by Sub-board of Examiners.
- 5. This policy applies to all forms of summative assessment which counts towards a degree classification. It does not apply to formative assessment.

### General Information, Requirements and Entitlements

6. LSE operates a 'Fit to Sit' Policy. Therefore students are strongly advised not to sit an exam or undertake an assessment if they feel unable to do so.
7. LSE academic regulations state that students should request an Extension or Deferral prior to the assessment deadline wherever possible and the Sub-boards of Examiners reserve the right to determine whether or not it was appropriate for the student to attempt the assessment or whether they should have sought an extension or deferral.
8. EC submissions must be supported by adequate evidence. Please refer to the standards of evidence for the types of evidence required.
9. Students may submit ECs in relation to any assessment or component of assessment and must list on the EC form each component of assessment they wish to be considered.
10. If less than all components of assessment for a course are affected by ECs, the student will be expected to attempt and complete all other components in accordance with published deadlines.
11. Sub-boards of Examiners cannot guess, assume or predict how a student's circumstances might have affected them. Therefore, students need to write a statement explaining how they feel the circumstances affected their wellbeing and their performance in an assessment or exam.
12. If the ECs are of a kind where the student feels their performance was affected because they were worried about somebody else's wellbeing (for example a very sick relative), where possible they should provide evidence of that illness. However, in such cases the School will also need evidence of how these circumstances specifically impacted the student's own wellbeing. Therefore, students should also provide information and evidence relating to the impact of these circumstances on their own health and wellbeing.
13. Submitting an EC form to the Student Services Centre is the only way for students to make the relevant Sub-boards of Examiners aware of their circumstances when it considers their results.
14. The School will consider all EC submissions in confidence. Information submitted through the EC procedure will only be made available to staff who are directly involved with the process.
15. Individual marks will never be changed as a result of ECs. For continuing students who are not due to graduate at the end of the academic year, the Sub-board of Examiners can only consider ECs if a student has failed a half or full unit course, or been unable to complete all components of a course e.g. failure to submit an assessment or sit an exam resulting in a Zero Incomplete mark. The Sub-board of Examiners may recommend that the failed, absent or non-submitted course mark be discounted i.e. removed from the student's academic record, or a further exceptional attempt at the assessment be awarded.
16. For students who are eligible for an award, the Sub-board of Examiners may consider whether to award a higher degree classification than a student's overall mark profile would ordinarily allow.
17. Sub-boards of examiners may recommend the following to the School Board of Examiners (SBE) as below:
  - a) For a failed overall course or absent assessment: that an attempt at a failed assessment be discounted so the student may take it again. Where a first attempt is discounted, the student will be provided the opportunity to resubmit any failed components of that course. The marks for any passed components will be banked and contribute to the new mark. The mark for the new attempt will not be capped at a Pass.
  - b) Where a resit attempt is discounted, the student will be allowed a further opportunity to attempt any failed components of that course. The new overall mark achieved will be capped at a Pass.
  - c) that where a student has run out of attempts to redeem a failed course they may be granted an additional attempt at a failed assessment. Where a resit attempt is discounted, the new mark achieved will be capped at a Pass.
  - d) For students who are eligible for an award: that, at the point of classification the normal classification rules might be suspended so that a borderline student is awarded a higher degree classification than their overall mark profile would ordinarily allow. Sub-boards of Examiners must consider whether the student meets all of the following conditions:
    - I. be very close to the next higher classification boundary, normally within 3 marks of a single full unit course or 5 marks on aggregate
    - II. have marks in that higher classification range
    - III. clearly be able to show that the assessment(s) in question were significantly and negatively affected by exceptional circumstances which were unforeseen and beyond their control



- IV. be able to show that their performance in the affected assessment(s) was significantly out of line with their performance in other, unaffected assessments.
18. All discounted attempts or additional attempts will take place during IRDAP. If the original failed/absent attempt took place during the academic year e.g. during term time, the January or main summer exam periods, the IRDAP will take place in the same academic year. If the failed/discounted attempt took place during IRDAP the new attempt will take place during the IRDAP of the following academic year. For example, if a student fails an assessment submitted during IRDAP 2020 and it is discounted, they will have the opportunity to attempt the assessment during the IRDAP in 2021.
  19. For students who pass all of their courses but are not graduating at the time the Board meets, their submitted EC form will be filed and considered at the point of final classification. At this point, if the student has a borderline mark profile, the Sub-board of Examiners may consider whether to award a higher degree classification than the student's overall mark profile would ordinarily allow as stipulated above.
  20. It is an important part of the exceptional Circumstances procedure that information about exceptional circumstances are submitted before results are known and in time for consideration by the Exam Boards. This is so that the Sub and School Exam Boards can properly consider them at the point of classification and if necessary suspend the regulations before results are formally released.
  21. Exceptional circumstances that are not declared within the seven day deadline normally cannot later be taken into account, i.e. they cannot be used as the basis for an appeal unless there is an extremely compelling reason why the circumstances were not declared to the School within the seven day deadline.
  22. Failing a course or failing to be awarded a degree is not considered to be evidence that the assessment was affected by exceptional circumstances.
  23. Any re-assessment approved will be undertaken without tuition unless the student applies for RT. Students may be offered, but are not automatically entitled to, additional tutorials or supervision.
  24. Students undertaking additional or discounted assessment attempts will have access to LSE's facilities such as the library, LSE Life and other learning resources for study support, although there may be limited availability of some resources during LSE holiday periods.
  25. Students with a declared disability will receive the Reasonable Adjustments or Individual Exam Adjustments (IEA) applied for all other assessments when taking additional or discounted attempts. Please see here for information regarding applying for Individual Exam Adjustments or an Inclusion Plan.

#### **Procedure for Submitting an Exceptional Circumstances Form and Evidence**

26. Students must complete an Exceptional Circumstances Form. This must be accompanied by appropriate official corroborating evidence as set out in the School's Standards of Evidence procedure.
27. The form must be submitted to the Student Services Centre (SSC). It is the student's responsibility to provide all relevant documentation.
28. Students who can obtain corroborating evidence but will not be able to submit the evidence within the seven day deadline must still complete and submit the form and clearly note on the form that the evidence will follow shortly. The evidence must then be submitted as soon as possible.
29. Where a student is unable to meet the evidence standard as set out above, they must submit any corroborating evidence they do have within the normal deadline or as soon as possible. It is not possible for Sub-boards of Examiners or the School Board of Examiners to consider evidence once results have been formally ratified. Therefore, evidence must be submitted in good time.
30. Students are encouraged to discuss their circumstances with their Academic Mentor, in order to ensure full support and referral to other appropriate sources of support at the School. However, students must ensure they also submit an EC form and evidence to the SSC.
31. Once an EC form has been submitted students will be sent an email to their LSE account confirming that their request has been received and a record that an EC form has been submitted will be kept on file.
32. Where students have submitted assessments throughout the academic year including the January and/or main summer exam periods and submitted ECs relating to a failed course, the ECs will be considered at the end of the academic year. If the ECs do not relate to a failed course they will be considered at the end of the degree programme when the Sub-board of Examiners determines the overall degree classification.
33. In cases where a student takes an assessment during the IRDAP all relevant ECs will be considered in September.
34. Where a discounted attempt at an assessment has been approved, that fail or absence mark will not appear on the student's profile in LSE for You or on their final transcript. If a discounted attempt has been granted and the student can be re-assessed, or if they have exhausted all attempts at the assessment and have been granted an exceptional attempt, the Results Team will inform the student of this by email.
35. Where ECs relate to a student's overall classification, they will not be sent notification of the Sub-Board decision but will need to check their results on LSE for You when they are formally published. If an adjustment has been made it will be reflected in the award shown on LSE for You on the day the results are released. If the overall award has not been adjusted on LSE for You it means the normal regulations have been applied.



### Format and Marking of Re-assessment due to ECs

36. Students will be assessed under the syllabus of the original assessment.
37. Additional or discounted attempt tasks will be as rigorous as the first assessment, and measure the same learning outcomes and breadth of subject matter.
38. Where it is not possible to exactly replicate the first format of assessment for a discounted or additional attempt e.g. a group project, an alternative method of assessment can be set with the agreement of the External Examiner. The alternative assessment will be as rigorous as the original assessment in the same way as above.

### Students with Long-Term Health Conditions

39. Where a student has a long-term health condition, they must contact Student Disability and Wellbeing Service directly as soon as possible so that LSE can ensure that reasonable adjustments are implemented to support study and assessments.
40. Sub-boards of Examiners and the School Board of Examiners will not be notified of any Individual Exam Adjustments (IEAs) that a student has in place or of their health condition. The Disability and Well-Being Service will not pass on any information about a student's circumstances to these Boards. Therefore, students must submit an Exceptional Circumstances Form if they feel that even with the IEAs in place, their performance in the assessment was impacted or if there are other circumstances which they wish to bring to the attention of the Boards.
41. Students who have informed their Department in person about a long-term health condition, or their experience of exceptional circumstances, must still submit an EC form with evidence. All marks and exceptional circumstances are considered anonymously at Board meetings and therefore, the only way in which circumstances can be considered by the Boards is by submitting an Exceptional Circumstances form with evidence to the Student Services Centre. This includes if a student has requested and was granted an extension but still feels that their performance was impacted by circumstances beyond their control.

### Sources of Support

42. If a student experiences difficulties and requires advice, they may wish to approach their Supervisor or Academic Mentor in the first instance. Please note, however, that any information given to the department will only be made available to the Sub-board if the student submits an Exceptional Circumstances Form.
43. If a student would like further support in relation to sexual violence, including sexual harassment, a Safe Contact will be able to refer them to LSE and external specialist sources of support.
44. For specific advice on submitting the Form, and on degree and classification regulations, students should contact the Advice Team.
45. The Students' Union Advice Service can provide independent advice.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

# ASSESSMENT POLICIES: EXCEPTIONAL CIRCUMSTANCES POLICY 2019-2020

(For all Postgraduate students)

## OVERARCHING FRAMEWORK

Students may experience circumstances which are unforeseen and outside of their control which they feel may have had a significant impact on their academic performance e.g. in an exam or other form of summative assessment. Such circumstances might include, but are not limited to, illness, being victim to a crime, injury, personal/family problems or bereavement. The School defines exceptional circumstances in the General Academic Regulations as "sudden, unforeseen, out of the student's own control and proximate to the assessment(s) in question"

The School offers four options for students whose assessment performance is affected by such circumstances.

*Before an assessment deadline or exam sitting*

- I. **Extensions:** this applies to coursework and dissertations/projects only. Students who experience exceptional circumstances before an assessment deadline may apply for an extension.
- II. **Deferral:** this applies to all assessments when a student:
  - a. is unable to submit an assessment by the published deadline or within an agreed extended deadline or
  - b. has determined they cannot sit an exam before entering the exam room and wishes to postpone the assessment to the next available opportunity. The student may request a deferral before or on the day of an assessment, but not after the assessment completion deadline.

*After an assessment deadline or exam sitting*

- III. **Exceptional Circumstances (EC):** this applies to students who have attempted the assessment but believe their performance has been affected by circumstances beyond their control. This can include missing a coursework/project deadline. However, students who do not attend an exam or submit an assessment without first seeking a deferral will be marked as absent, which will count as one of their attempts at the assessment. Students must complete all assessments in order to be eligible for the award of a degree.
- IV. **Repeat Teaching (RT):** a student who feels that circumstances prevented them from fully engaging with the teaching they received, and who have assessment attempts remaining, may apply for RT. The student would be re-assessed in line with the standard assessment pattern for the course(s) being taken e.g. in the January exam period or during term time. Students may apply for RT upon receipt of their results.

This document should be read in conjunction with the School's policy and procedures on Extensions, Deferrals and Repeat Teaching.

## THE EXCEPTIONAL CIRCUMSTANCES POLICY

### Regulations underpinning this policy

- General Academic Regulations (for all postgraduate students)
- Regulations for taught masters degrees for students entering in the 2009/10 academic year
- Regulations for Certificates
- Regulations for Diplomas
- Code for Good Practice in Teaching, Learning and Assessment
- Appeal Regulations

### Exceptional Circumstances: Scope and Purpose

1. Students must submit their assessments and sit their exams at the deadlines or times prescribed by the School. It is recognised that exceptional, serious and acute problems may arise that may genuinely affect a student's ability to fulfil these requirements.
2. If a student experiences such difficulties prior to an assessment deadline or exam sitting, the Extension Policy (for coursework only) or Deferral Procedures should be followed. The School determines that by submitting an assessment or by entering the exam room a student is declaring themselves able to attempt the assessment in question.
3. However, if a student has attempted an assessment and experienced difficulties which they feel may have had an impact on their performance, they must submit details of their Exceptional Circumstances (ECs) for consideration by the Sub Boards of Examiners within the following deadlines:
  - **January exams;** no later than seven calendar days after a student's last assessment;
  - **Summative assessments during term time;** no later than seven calendar days after the submission deadline of a student's last assessment;
  - **Summer exams;** no later than seven calendar days after a student's last assessment which could be a project or dissertation which is due after the exam period.

- **12 Month Master's dissertations/project work;** no later than seven calendar days after the submission deadline.
- 4. If the seventh calendar day after the last assessment falls on a bank holiday, then an EC submission form and evidence will still be accepted on the next working day **after** the bank holiday. Any documentation submitted after this deadline may not be considered by the Sub-board of Examiners.
- 5. This policy applies to all forms of summative assessment which counts towards a degree classification. It does not apply to formative assessment.

### General Information, Requirements and Entitlements

6. LSE operates a 'Fit to Sit' Policy. Therefore students are strongly advised not to sit an exam or undertake an assessment if they feel unable to do so.
7. LSE regulations state that where a student is not fit they should request an extension or deferral prior to the assessment deadline wherever possible and the Sub-board of Examiners reserve the right to determine whether or not it was appropriate for the student to attempt the assessment or whether they should have sought an extension or deferral.
8. EC submissions must be supported by adequate evidence. Please refer to the standards of evidence for the types of evidence required.
9. Students may submit ECs in relation to any assessment or component of assessment and must list on the EC form each component of assessment they wish to be considered.
10. If less than all components of assessment for a course are affected by ECs, the student will be expected to attempt and complete all other components in accordance with published deadlines.
11. Sub-boards of Examiners cannot guess, assume or predict how a student's circumstances might have affected them. Therefore, students need to write a statement explaining how they feel the circumstances affected their wellbeing and their performance in an assessment or exam.
12. If the ECs are of a kind where the student feels their performance was affected because they were worried about somebody else's wellbeing (e.g. a very sick relative), then where possible they should provide evidence of that illness. However, in such cases the School will also need evidence of how these circumstances specifically impacted the student's own wellbeing. Therefore, students should also provide information and evidence relating to the impact of these circumstances on their own health and wellbeing.
13. Submitting an EC form to the Student Services Centre is the only way for students to make the relevant Sub-boards of Examiners aware of their circumstances when it considers their results.
14. The School will consider all EC submissions in confidence. Information submitted through the EC procedure will only be made available to staff who are directly involved with the process.
15. Individual marks will never be changed as a result of ECs. Rather, Sub-board of Examiners can consider ECs if a student has failed a half or full unit course, or been unable to complete all components of a course e.g. failure to submit an assessment or sit an exam resulting in a Zero Incomplete mark. The Sub-board of Examiners may recommend that the failed, absent or non-submitted course mark be discounted i.e. removed from the student's academic record or a further exceptional attempt at the assessment be awarded.
16. For students who are eligible for an award, the Sub-board of Examiners may consider whether to award a higher degree classification than a student's overall mark profile would ordinarily allow.
17. Sub-boards of Examiners may recommend the following to the Graduate School Board of Examiners (GSBE):
  - a) For a failed overall course or absent assessment: that an attempt at a failed assessment be discounted or a further attempt permitted so the student may be provided the opportunity to resubmit any failed components of a failed course. The marks for any passed components will be banked and contribute to the new mark. Discounted assessment attempts will be taken in the equivalent assessment period of the following academic year.
  - b) For students who are eligible for an award: that, at the point of classification the normal classification rules might be suspended so that a borderline student is awarded a higher degree classification than their overall mark profile would ordinarily allow. Sub-boards of Examiners must consider whether the student meets all of the following conditions:
    - I. be very close to the next higher classification boundary, normally within 3 marks of a single full unit course or 5 marks on aggregate
    - II. have marks in that higher classification range
    - III. clearly be able to show that the assessment(s) in question were significantly and negatively affected by exceptional circumstances which were unforeseen and beyond their control
    - IV. be able to show that their performance in the affected assessment(s) was significantly out of line with their performance in other, unaffected assessments.
18. For students who pass all of their courses but are not graduating at the time the Board meets, their submitted EC form will be filed and considered at the point of final classification. At this point, if the student has a borderline mark profile, the Sub-board of Examiners may consider whether to award a higher degree classification than the student's overall mark profile would ordinarily allow as stipulated above.

19. It is an important part of the exceptional Circumstances procedure that information about exceptional circumstances are submitted before results are known and in time for consideration by the Exam Boards. This is so that the Exam Boards can properly consider them at the point of classification and if necessary suspend the regulations before results are formally released.
20. Exceptional circumstances that are not declared within the seven day deadline normally cannot later be taken into account, i.e. they cannot be used as the basis for an appeal unless there is an extremely compelling reason why the circumstances were not declared to the School within the seven day deadline.
21. Failing a course or failing to be awarded a degree is not considered to be evidence that the assessment was affected by exceptional circumstances.
22. Any re-assessment approved will be undertaken without tuition unless the student applies for RT. Students may be offered, but are not automatically entitled to, additional tutorials or supervision.
23. Students undertaking additional or discounted attempts will have access to LSE's facilities such as the library, LSE Life and other learning resources for study support, although there may be limited availability of some resources during LSE holiday periods.
24. Students with a declared disability will receive the specified Reasonable Adjustments or Individual Exam Adjustments (IEA) applied for all other assessments when taking additional or discounted attempts. Please see here for information regarding applying for Individual Exam Adjustments or an Inclusion Plan.

### **Procedure for Submitting an Exceptional Circumstances Form and Evidence**

25. Students must complete an Exceptional Circumstances Form. This must be accompanied by appropriate official corroborating evidence as set out in the School's Standards of Evidence procedure.
26. Students must submit this form within seven calendar days of their very last assessment or assessment deadline.
27. The form must be submitted to the Student Services Centre (SSC). It is the student's responsibility to provide all relevant documentation.
28. Students who can obtain corroborating evidence but will not be able to submit the evidence within the seven day deadline must still complete and submit the form and clearly note on the form that the evidence will follow shortly. The evidence must then be submitted as soon as possible.
29. Where a student is unable to meet the evidence standard as set out above, they must submit any corroborating evidence they do have within the normal deadline or as soon as possible as above. It is not possible for Sub-boards of Examiners or the GSBE to consider evidence once results have been formally ratified. Therefore, evidence must be submitted in good time.
30. Students are encouraged to discuss their circumstances with their Academic Mentor in order to ensure full support and referral to other appropriate sources of support at the School. However, students must ensure they also submit an EC form and evidence directly to the SSC.
31. Once an EC form has been submitted students will be sent an email to their LSE account confirming that their form has been received. A record that an EC form has been submitted will be kept on file.
32. Where students have submitted assessments throughout the academic year including the January and/or main summer exam period and submitted ECs relating to a failed course, the ECs will be considered at the end of the academic year. If the ECs do not relate to a failed course they will be considered at the end of the degree programme when the Sub-board of Examiners determines the overall degree classification.
33. ECs submitted by 9 Month Masters students will be considered in July. ECs submitted by 12 Month Masters students will be considered between September and November.
34. Where a discounted attempt at assessment has been approved the fail or absence mark will not appear on the student's profile in LSE for You or on their final transcript. If a discounted attempt has been granted and the student can be re-assessed, or if they have exhausted attempts and have been granted an exceptional third attempt, the Results Team will inform the student of this by email.
35. Where ECs relate to a student's overall classification, they will not be sent notification of the Sub-Board decision but will need to check their results on LSE for You when they are formally published. If an adjustment has been made it will be reflected in the award shown on LSE for You on the day the results are released. If the overall award has not been adjusted on LSE for You it means the normal regulations have been applied.

### **Format and Marking of Re-assessment due to ECs**

36. Students will be assessed under the syllabus of the original assessment.
37. Additional or discounted attempt tasks will be as rigorous as the first assessment, and measure the same learning outcomes and breadth of subject matter.
38. Where it is not possible to exactly replicate the first format of assessment for a discounted or additional attempt e.g. a group project, an alternative method of assessment can be set with the agreement of the External Examiner. The alternative assessment will be as rigorous as the original assessment in the same way as above.

### Students with Long-Term Health Conditions

39. Where a student has a long-term health condition, they must contact Student Disability and Wellbeing Service directly as soon as possible so that LSE can ensure that reasonable adjustments are implemented to support study and assessments.
40. Sub and School Boards of Examiners will not be notified of any Individual Exam Adjustments (IEAs) that a student has in place or of their health condition. The Disability and Well-Being Service will not pass on any information about a student's circumstances to these Boards. Therefore, students must submit an Exceptional Circumstances form if they feel that even with the IEAs in place, their performance in the assessment was impacted or if there are other circumstances which they wish to bring to the attention of the Boards.
41. Students who have informed their Department in person about a long-term health condition, or their experience of exceptional circumstances, must still submit an EC form with evidence. All marks and exceptional circumstances are considered anonymously at Board meetings and therefore, the only way in which circumstances can be considered by the Boards is by submitting an Exceptional Circumstances form with evidence to the Student Services Centre. This includes if a student has requested and was granted an extension but still feels that their performance was impacted by circumstances beyond their control.

### Sources of Support

42. If a student experiences difficulties and requires advice, they may wish to approach their Supervisor or Academic Mentor in the first instance. Please note, however, that any information given to the department will only be made available to the Sub-Board if the student submits an Exceptional Circumstances Form.
43. If a student would like further support in relation to sexual violence, including sexual harassment, a Safe Contact will be able to refer them to LSE and external specialist sources of support.
44. For specific advice on submitting the Form, and on degree and classification regulations, students should contact the Advice Team.
45. The Students' Union Advice Service can provide independent advice.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

## PROCEDURE TO AWARD AEGROTAT OR POSTHUMOUS DEGREES - UNDERGRADUATE LEVEL ONLY

1. The following procedure relates to the award of an undergraduate degree in the event of either:
  - a) a terminal illness preventing any further study; or
  - b) the death of a candidate prior to the completion of their degree
2. The Sub-Board responsible for the candidate's degree programme should formally make a request to the School Board of Examiners (SBE) via the Student Services Centre.
- 2a. The Sub-Board should provide the SBE with the candidate's overall marks to date including any component marks for courses not yet complete.
3. The Sub-Board should take steps to ensure it has checked and verified appropriate evidence on behalf of the School.
4. The following guidelines apply to the SBE when considering awarding an Aegrotat or a posthumous degree:
  - a. normally they should have completed at least all first and second year assessments.
  - b. where a candidate marginally falls short of this requirement, the SBE may be able to consider component marks and/or formative marks where the candidate has partially completed a course.
  - c. there is strong evidence that the candidate would have achieved the award of a degree, had they been able to continue their studies. This evidence might include class registers, formative work and feedback from teachers etc.
  - d. where there is no clear evidence the candidate would have achieved the award, the Board must consider whether there are any mitigating factors for this.
  - e. the candidate must not have submitted any work that had received a fail mark as a result of an assessment misconduct allegation; or been the subject of disciplinary proceedings.
5. Where the Board determine not to make an award the candidate shall be entitled to a "certificate of achievement" which will show all the marks for courses completed at the School.
6. Where the SBE determines to make an award the candidate or their family will be awarded a degree certificate which confirms the award of a "Bachelor of Science/Arts Aegrotat with Honours in the following field of study [Insert programme title]"
7. Posthumous degrees will be awarded in the name of the deceased student and may be announced at the next relevant graduation ceremony, if the next of kin so desires. The Home Department should make arrangements with the Student Services Centre.
8. Where a student dies before the Exam Boards have met but after they have completed their programme of study, they shall be awarded in the normal way according to the relevant classification scheme. The Home Department should make arrangements with the next of kin and the Student Services Centre regarding:
  - a. the delivery of the certificate.
  - b. whether an announcement should be made at the ceremony.
  - c. whether the next of kin would like to be invited to the ceremony.

Any enquiries concerning these procedures should be directed to the Assessment Regulations and Appeals Manager.

# STUDENT COMPLAINTS PROCEDURE

## SECTION ONE-HOW TO RAISE A COMPLAINT

### Introduction

1. This Student Complaints Procedure ("this Procedure") sets out how the London School of Economics & Political Science (hereinafter "the School", "we", "us", "our") will deal with complaints that a student of the School ("you") may wish to pursue. Our aim is to make this Procedure accessible and understandable, as well as to encourage the early resolution of complaints in a way that is fair, reasonable and proportionate. It should be read in conjunction with the General A-Z guidance set out in Section Two.
2. For the purpose of this Procedure, we consider you to be a student of the School if:
  - 2.1. You are a registered student as long as you are pursuing a programme of study for which you are receiving teaching and/or supervision, or from which you are on an authorised temporary absence that does not require interruption or an extension to the length of your programme of study; or you are on a period of authorised interruption or have been suspended from your programme of study.
  - 2.2. You are a Former Student, as long as any complaint is lodged within three months after your programme of studies has formally ceased.
3. We define a complaint as an expression of dissatisfaction by one or more students about an academic or administrative service or facility that we or someone on our behalf provides you from your acceptance of our offer of a place at the School up to the end of your programme of study with us.
4. This Procedure aims to enable you to understand how we would normally handle student complaints.

### Stage 1 Early Resolution

5. This stage is aimed at addressing straightforward concerns swiftly and locally rather than escalating them into formal complaints. This stage could include a face-to-face discussion with you or asking an appropriate member of staff, or mediator/conciliator to deal with the matter.
6. If you wish to raise a complaint, or undertake mediation, you should do so within Twenty (20) working days from the date of the incident/s. This will provide us with an opportunity to attempt to resolve the issue/s as efficiently and as amicably as possible. You can present your complaint to the following people:
  - 6.1. If your complaint concerns an academic matter: your Academic Mentor, Personal Tutor, Supervisor, Programme Director or Head of your Academic Department, or;
  - 6.2. If your complaint concerns a non-academic matter: the School Senior Advocate for Students, the person with whom you have been dealing, their line manager or the Service Leader of the relevant Division.
7. Unless there is good reason for not attempting an early resolution, we will not normally investigate issues as a formal complaint without the early resolution stage being followed.

### Stage 2 Formal Complaint

8. If you are dissatisfied with the outcome of the early resolution or mediation, or consider this stage to be inappropriate, or if the issues are complex and may require a detailed investigation, then you can pursue a formal Complaint by submitting the Complaint Form (Appendix A) to the School Secretary ("the Secretary").
9. The School aims to complete consideration of a formal complaint and any associated review within ninety (90) calendar days. The deadline requires that you meet all deadlines we set you for submission of evidence. In some cases, we may need to extend our deadline and in these circumstances we will contact you to inform you of this and keep you regularly updated on the progress of your case.
10. You must send your Complaint Form to the Secretary by no later than:
  - 10.1. Ten (10) working days from the end of an attempt at early resolution or mediation; or
  - 10.2. Twenty (20) working days from the date of the incident/s, with an explanation of why you have not attempted early resolution or mediation.
  - 10.3. Three (3) months from the date your programme of study formally ceased.
11. You are asked to set out your complaint clearly and where possible provide evidence to substantiate the issues raised. You should state the outcome you are seeking. The types of evidence you can provide include but are not limited to:
  - Independent medical evidence
  - Expert reports by professionals
  - Witness statements
  - Relevant correspondence
  - Financial information
12. On receipt of your formal complaint, the Secretary will carry out an initial consideration of your complaint and as



soon as is reasonably practicable will write to you to confirm:

- 12.1. Whether they consider your complaint to be eligible under this Procedure, and:
  - 12.1.1. If it is eligible, how they intend to deal with it; or
  - 12.1.2. If it is not eligible, explain why not and how you can appeal against their decision under section 13 below;
  - 12.1.3 Whether the complaint should be referred to a different procedure
  - 12.1.4 Whether the complaint is to be referred to conciliation or mediation
  - 12.1.5. Whether they intend to put in place any alternative study or work arrangements while your complaint is investigated, which you and/or an affected party can appeal against under section 13 below; and
  - 12.1.6. If they have delegated the matter, the name of the individual who will be responsible for investigating. They can delegate decision-making powers on your complaint only to another member of staff at an appropriate level
  - 12.1.7 Whether swift action needs to be taken in cases which include but are not limited to:
    - Complaints involving a threat of serious harm
    - Cases where the impact of the issues raised may have detrimental consequences for an individual's mental health or where they display significant stress
    - Complaints relating to disability support
    - Issues of serious and repeated service failure and/or significant delay
    - Issues of a highly sensitive nature
13. An investigation into your complaint will take account of any evidence that you have presented to us. Any investigation may involve separate meetings with you and any other relevant parties. You and other parties have the right to be accompanied to any meetings and to comment on a written record of the proceedings. Please note that anyone who accompanies you or any other party to a meeting, such as an adviser from the Students' Union, should do as a silent observer, unless a reason to do otherwise is presented to, and agreed by, the person who has requested the meeting. We would not normally accept students being accompanied by someone acting in a legal capacity unless this is requested and agreed as a reasonable adjustment.
14. Once the investigation into your complaint is complete, you will receive the Secretary's decision in writing. If your Complaint is rejected, the Secretary will:
  - Set out the reasons behind their decision;
  - Explain any actions that they may have decided to take;
  - Inform you of whom you should contact if you wish to request a review.
  - Include the grounds on which you can request a review; and
  - The time limit for a review
15. If you do not take the complaint to the Review stage within the time limit for doing so, then the School will close the complaint and notify you in writing. A completion of Procedures letter (noting that you did not complete the School's internal processes) can be issued at this point, if you request it.
  - 15.1 If the School decides to uphold a complaint, then you will receive this decision in writing and it will explain:
    - How and when any remedy will be implemented
    - What you can do if you remain dissatisfied

### Stage 3 Review

16. If you are dissatisfied with the Secretary's Decision, you may submit a Review to a Pro-Director within fifteen (15) days of receipt of the Secretary's Decision.
17. A Review is not an opportunity to re-submit your complaint for a second opinion.
  - 17.1 As such, a request for a review may be made on the following grounds:
    - A procedural flaw or irregularity that caused reasonable doubt as to whether the same decision would have been reached had it not occurred
    - New material evidence, which must be supported by a valid explanation as to why it was not submitted earlier in the process and is instead being submitted at this late stage; and
    - The decision was unreasonable or disproportionate.

With these factors in mind, your Review should:

  - 17.2. Set out the grounds on which you are requesting a Review;
  - 17.3. Attach any new evidence, along with an explanation as to why this evidence is being submitted at this late stage of the Procedure; and
18. The Pro-Director will decide to either uphold or overturn the Formal Complaint decision within twenty-eight (28) days of receipt of your Review request.

19. If the Pro-Director rejects your Review and upholds the Formal Complaint decision, they will convey their decision in writing in a Completion of Procedures letter. It will:
    - Set out the reasons behind their decision;
    - Explain any actions that they may have decided to take; and
    - Inform you of your right, and how, to approach the Office of the Independent Adjudicator for Higher Education.
  20. If the Pro-Director overturns the Formal Complaint decision, the School will then write to you to explain how and when we will implement any remedy proposed by the Pro-Director. The remedy may include referring the complaint back to the formal stage for reconsideration.
- In these circumstances, a Completion of Procedures letter can be issued if requested by you if you are unhappy with the remedy proposed.

### Office of the Independent Adjudicator for Higher Education

21. If after receiving the Completion of Procedures Letter from a Pro-Director, you remain dissatisfied with the outcome of, or the way that we have handled, your complaint, you may approach the (OIA). This organisation provides an independent scheme for the review of student complaints. The OIA normally require you to have completed our internal Procedure and received a Completion of Procedures Letter from us before you approach it by completing a Scheme Application Form. You can find more information on its website at [www.oiahe.org.uk](http://www.oiahe.org.uk).

## SECTION TWO - GENERAL A-Z GUIDANCE

### 1. Advice and Alternative Procedures

It is impractical for our Student Complaints Procedure ('this Procedure'), or any other procedures, to cover every kind of issue that a student wishes to raise with us. We therefore have a number of different procedures to deal with specific types of circumstances, issues or events. You should note that you cannot use this Procedure to:

- Question the academic judgement of one or more members of staff;
- Appeal against examination marks;
- Complaints and Appeals against an admissions decision;
- Raise issues concerning a position of employment;
- Question the actions or policies of the LSE Students' Union; or
- Appeal against a decision reached under a different Procedure.

If there is already a separate complaint procedure that you are subject to and which you must use in the first instance.

In some cases, your complaint may not be easily categorised into one School Procedure. If this is the case, the School will inform you of which specific issues will be considered under which specific procedure and we will direct you to the alternative appropriate procedure for any remaining issues. If two procedures are to be pursued at the same time, then one procedure may be suspended pending the completion of another.

Alternatively, the School may decide, with your Agreement, to consider matters altogether. If this is the case, then the School will inform you about how matters will be investigated, where responsibility for overall conduct of the matter lies, and who will issue the final decision.

You can obtain advice on the way we might handle the issue/s that you wish to bring to our attention by approaching any of the following people:

- Your Academic Mentor or Head of Department.
- The Head of the relevant administrative department.
- The School Senior Advocate for Students
- The Adviser to Female Students.
- The Warden or Sub-Warden of your hall of residence.
- The Head of the LSE Legal Team.
- The Ethics Manager.

You can also seek independent advice from The LSE Students' Union Advice Centre.

You can find their contact details on our website (see our 'What to do if you have a problem' page) or by visiting or contacting The Student Services Centre ([ssc.advice@lse.ac.uk](mailto:ssc.advice@lse.ac.uk)) in the Old Building.

We will normally refer complaints about a third party to the organisation that is responsible for that party.

### 2. Anonymous Complaints

We will not normally pursue anonymous complaints where we believe our doing so would compromise the fairness and/or reasonableness of this Procedure.

### 3. Collaborative Programmes

If your programme of study is provided by us in collaboration with one or more institutions, we will not use

this Procedure to consider your complaint if it was agreed between us and the other institution/s that another procedure would apply. We will ensure that you are made aware of, and have access to, the relevant procedure.

#### **4. Confidentiality**

It is essential that you feel confident and secure about raising a complaint. We will therefore keep information confidential, unless doing so would compromise the fairness and thoroughness of our investigation, or we are required to disclose information by law, which includes our having to comply with the relevant data protection legislation such as the Data Protection Act 2018 and the General Data Protection Regulation (GDPR) (2016/679). Such legislation requires us to handle and record your and other people's personal information securely and for relevant purposes only. It also gives you and other people the right to access your personal information, which in general terms is any information that could be considered biographical. Our normal approach is to disclose information on a 'need to know' basis.

#### **5. Criminal Investigations**

We will not normally look into a matter that is also the subject of an external criminal investigation until that investigation is concluded, but we reserve the right to conduct an internal investigation at any point when we deem it appropriate to do so. Examples of our doing so may include the need to prevent harm being caused to other members or the day-to-day business of the School.

#### **6. Equal Opportunities**

When necessary, we will put in place reasonable adjustments and provide you with additional support to help you use this Procedure. Such measures may involve us extending a deadline, providing a translation service or amending this Procedure. You should present any requests to make adjustments to the Head of the LSE Legal Team or other person who is overseeing an investigation, either directly or through a third party.

#### **7. Frivolous, Vexatious or Misleading Complaints**

Frivolous or vexatious complaints include but are not limited to:

- Complaints or academic appeals which are obsessive, harassing or repetitive
- Insistence on pursuing non-meritorious complaints and/or unrealistic outcomes
- Insistence on pursuing what may be meritorious complaints in an unreasonable manner
- Complaints which are designed to cause disruption or annoyance
- Demands for redress which lack any serious purpose or value

The School has the discretion to terminate consideration of a complaint if it considers it to be frivolous or vexatious as outlined above. In these circumstances, we would write to you explaining why we were terminating consideration of the matter with details on how to appeal. For the avoidance of doubt, the individual reviewing the appeal would only review the information previously provided by you including any representations you have made and will decide whether to confirm the decision that the complaint is frivolous or vexatious or to re-open the complaint.

We may also consider taking disciplinary action if your complaint is considered to be frivolous, vexatious or deliberately misleading.

#### **8. Group Complaints**

We will consider how to deal with complaints by two or more persons on a case-by-case basis, though, as far as is practically possible, we will follow this Procedure. We will notify you and any other complainants of any procedural changes, which we reserve the right to make, provided our procedure remains fair, reasonable and timely in the circumstances.

The School may accept Group complaints where the same issue(s) affects a number of students. In this case, the School will require the Group to appoint a spokesperson to represent the group as a whole and to liaise with other students.

The School reserves the right to separate out group complaints where individual remedies would be more appropriate and to apply a resolution to a wider number of students than may have submitted the group complaint.

The decision will be addressed to the 'group spokesperson.' All students party to the group will be named in the decision letter and any subsequent letters and a copy will be sent to all students' party to the group.

If a student wishes to withdraw from the group at any time, this should be confirmed in writing, either by email or post, to the person managing the complaint.

For Data Protection Purposes, each student party to the group will be required to sign an individual Group Complaints Consent form. The consent of all parties to the group will need to be received by the person managing the complaint prior to accepting the group complaint.

#### **9. Legal and Third Party Representation**

As one of our students, our contractual relationship is with you. In this regard, we will not consider any complaint

that is submitted by a third party unless we are satisfied that you have given that party your explicit permission to do so.

This Procedure is subject to the civil law evidential test of the 'balance of probabilities' and the independent complaints service that is run by the Office of the Independent Adjudicator for Higher Education (OIA). As such, we would normally expect you to approach us, and subsequently the OIA if you are dissatisfied with our response, without legal representation.

### 10. Mediation

Mediation can be helpful in resolving complaints at an early stage and can be used as an alternative at any point before or after a complaint is submitted. You will not lose your right to submit a formal complaint if mediation is unsuccessful.

### 11. Procedural Bias

The person/s against whom a complaint is made will not have a role in the decision-making process of our handling of a complaint.

Therefore, if your complaint concerns someone who is designated as having a role in this Procedure, the School will use its discretion to nominate another person to perform the role.

### 12. Procedural Delays

We will give you, and you must give us, notification, and reasons for, any procedural delays or the missing of a deadline, in advance of the set deadline. We reserve the right to decide whether to dismiss or continue with our handling of your complaint if you fail to notify or respond to us by a set deadline.

### 13. Procedural Deviations

If we believe it to be appropriate, necessary, and practical or are given sufficient grounds to do so, we may vary this Procedure to resolve your complaint. We will not make any amendments that would compromise the fairness, reasonableness and/or timeliness of this Procedure, and we will explain our reasons for any amendments to you and the subject/s of your complaint.

If the matter complained about is subject to other internal procedures and these have not yet been completed, then any complaint received under this Procedure will be stayed pending the outcome of the other proceeding.

Deviations from this Procedure will not invalidate any action taken against a student unless the integrity of the process is compromised. The person who is overseeing an investigation, usually the Secretary, a Pro-Director or a Board of Discipline, will decide when and how to deviate from this Procedure, and explain to the affected parties the reason for doing so.

### 14. Protection

We will take appropriate steps, including the possibility of disciplinary action, to protect any parties involved in a complaint case from being victimised or treated unfairly.

### 15. Record Keeping

We will not keep a record of your complaint on your student file unless:

- you agree that it is appropriate for us to do so; or
- if we find your complaint to be frivolous, vexatious or deliberately misleading.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

# STUDENT COMPLAINTS PROCEDURE

## Appendix A: Complaint Form

<b>Student ID:</b>	
<b>Surname:</b>	
<b>First Name:</b>	
<b>Address/Email:</b>	
<b>Telephone:</b>	
<b>Date of incident :</b>	
<b>Summary of complaint:</b>	[This should include what the incident is that is referred to, where the incident happened, the parties involved, the basis of the complaint and, where appropriate, the outcome sought.]

Signed:

Dated:

## STUDENT COMPLAINT PROCEDURE

### Appendix B: Complaint Process

Are you a student of the School?



Have you missed the deadline for submitting a formal complaint? The School will not normally consider a complaint raised more than twenty working days from the date of the incident.



Raise the complaint for Early Resolution



If dissatisfied with the early resolution or if the early resolution is not suitable raise a Formal Complaint in writing to the School Secretary within ten working days of incident or outcome of Departmental Level.



The School Secretary will make a decision on the Formal Complaint



If dissatisfied with the School Secretary's decision, you can request a Review within fifteen working days of receipt of the School Secretary's decision.



Grounds for Review

1. A significant procedural flaw or irregularity that caused reasonable doubt as to whether the same decision would have been reached had it not occurred;
2. New material evidence, which must be supported by a valid explanation of why it was not submitted earlier in the process and is instead being submitted at this late stage
3. The decision was unreasonable or disproportionate.



Formal complaint decision either upheld or overturned by the Pro-Director Completion of Procedures Letter issued within 28 days of receipt of a Review

# ACADEMIC APPEALS REGULATIONS FOR TAUGHT PROGRAMMES

*These Regulations are approved by the Academic Board.*

*These Regulations take effect from the start of the 2019/20 academic year and apply to all undergraduate and taught postgraduate students.*

See also:

- Regulations for First Degrees;
- Regulations for Taught Masters;
- Schemes for Awards; and
- The procedure for submitting Exceptional Circumstances (ECs).

## 1. Introduction

- 1.1. The London School of Economics (LSE) is committed to a high quality student experience and these Regulations reflect the School's commitment to consider appeals in a reasonable, consistent and equitable manner.
- 1.2. These Regulations apply to all undergraduate and taught masters students of the School and are designed to protect students against unfair assessment resulting from omission or error on the part of the School or from unforeseen circumstances affecting a student.
- 1.3. No student appealing under these Regulations, whether successful or not, shall be treated less favourably than would have been the case had an appeal not been made.
- 1.4. The Regulations are aligned to the appropriate advice and guidance in the QAA's UK Quality Code for Higher Education and the Good Practice Framework: Handling Academic Appeals and Student Complaints (Office of the Independent Adjudicator for Higher Education – OIA).
- 1.5. In accordance with the definition provided by the QAA, the School defines an academic appeal as: "A request for a review of a decision of an academic body around a mark, outcome or decision. Students may appeal an outcome on the basis of evidence or procedure, but not on the basis of disagreement with academic judgement."
- 1.6. The principles of natural justice and procedural fairness will be applied in the consideration of all appeals. All appeals will be dealt with confidentially, but on the understanding that suitable enquiries will have to be made in order to investigate the matters raised in the appeal.
- 1.7. Details of the grounds of appeal are contained in Section 2, but in short, you can appeal to have an Exam Board's procedural error corrected (you cannot just appeal their decision per se) and/or you can appeal to have your Exceptional Circumstances considered as if they were submitted on time, by demonstrating good reason(s) for their late submission.
- 1.8. These regulations govern the procedure for making an appeal; they do not apply to complaints about issues affecting the provision of teaching, learning, research, supervision or exams. For information on how to raise a complaint about these issues see the Student Complaints Procedure and the Exam Procedures for Candidates.
- 1.9. Where your appeal in part or whole would be more appropriately considered under the Complaints Procedure, you will be informed of this and invited to submit a Complaint Form should you wish to do so. The aspects of the appeal that would be more appropriately considered under the Complaints Procedure will be deemed invalid for the purposes of your appeal, unless they have a material impact upon the appeal in which case they may exceptionally be considered under both procedures.
- 1.10. This appeal procedure is an internal process, not a legal process. Normally, we expect you to represent yourself when using this procedure. However, if you deem it more appropriate you may appoint a representative, provided that you send an email from your LSE email address to [ssc.appeals@lse.ac.uk](mailto:ssc.appeals@lse.ac.uk) confirming that they have your consent to submit an appeal on your behalf. For context, it would also be useful if you could briefly outline their job and/or relation to you so that any conflict of interest, bias or perceived bias can be avoided.
- 1.11. If you would like support or guidance with your appeal, then you are advised to contact the LSE Students' Union Advice Service, who are able to provide free, independent advice to students at all stages of this process.
- 1.12. If, when making an appeal, you believe you should receive reasonable adjustments to the procedure on the grounds of disability, you should clearly state this in the appeal.
- 1.13. The Academic Registrar (or nominee) has overall responsibility for these Regulations.

## 2. Grounds for Appeal

- 2.1. You can appeal against decisions made by LSE examination boards, including the School Board of Examiners, the Graduate School Board of Examiners, any sub-board of Examiners, and the LLB Board of Examiners. You can make an appeal on one or both of the following grounds:



- 2.1.1. That the Exam Board did not follow the correct procedure such that there is reasonable doubt that the decision would have been the same if the correct procedure had been followed ('Procedural error');
- 2.1.2. That there is new information about Exceptional Circumstances (ECs) that affected the examination outcome. The School's General Academic Regulations state that "such circumstances would normally be sudden, unforeseen, out of the student's own control and proximate to the assessment(s) in question".
- 2.2. If you are appealing under 2.1.2, you must provide:
  - 2.2.1. Evidence of the exceptional circumstances that affected the assessment in question, and;
  - 2.2.2. Evidence of good reason for not reporting those circumstances at the time, as set out in the procedure for submitting exceptional circumstances.

### 3. What Can I Appeal Against?

- 3.1. Any result; e.g. final degree classification, course mark etc. can be appealed against on the ground of procedural defect; furthermore, you can appeal against the following on the basis of new information about exceptional circumstances:
  - 3.1.1. Your final degree classification;
  - 3.1.2. Not being awarded a degree, or a decision to class you as a 'Final Fail';
  - 3.1.3. A mark or grade of 'Absent', 'Incomplete' or 'Fail'.
- 3.2. If you are appealing on the basis of exceptional circumstances, you will need to provide evidence of:
  - 3.2.1. The exceptional circumstances, and;
  - 3.2.2. Why you did not report these circumstances at the appropriate time, as set out in the procedure for submitting exceptional circumstances.
- 3.3. If you are appealing against your final degree classification on the basis of exceptional circumstances, in addition to the conditions set out in 3.2, you will also have to meet the following conditions:
  - 3.3.1. Your classification marks are no more than three marks below the next higher classification in a single course, and/or:
  - 3.3.2. Your aggregate is no more than five marks away from the next higher classification on aggregate.
- 3.4. There are no other aspects of your academic results that you can appeal against. For example, you cannot appeal with regard to:
  - 3.4.1. Provisional results;
  - 3.4.2. Exceptional progression decisions;
  - 3.4.3. A mark being capped because it is a resit;
- 3.5. Specifically, the School does not accept academic appeals that challenge academic judgement. The OIA defines academic judgement as "a judgement that is made about a matter where only the opinion of an academic expert is sufficient". For example the final grading of assessment, based on clear marking and moderation procedures, is an academic judgement.
- 3.6. The School will not consider appeals which it considers frivolous or vexatious. The decision of the Academic Registrar that an appeal is frivolous or vexatious is final. Any such appeal will be closed and a Completion of Procedures letter will be issued.

### 4. Submitting an Appeal

- 4.1. The deadline for submitting an appeal is 10 working days from when your results are published. To make an appeal, you must complete the appeal form and submit it, along with all the evidence that you want considered, to the Assessment Regulations Team (ART) by the deadline.
- 4.2. You must send your appeal by email to **ssc.appeals@lse.ac.uk** Hard copy appeals are not accepted unless by prior agreement with the ART. You should receive an auto-reply email when your appeal reaches the ART – it is your responsibility to follow up to confirm receipt if you do not receive this acknowledgement.
- 4.3. By submitting an appeal, you are giving the ART permission to seek further detail about your case as required – this may involve consulting your student record, your academic department, any School service or any external service (for example, if you have taken an intercollegiate course).
- 4.4. You must submit all supporting evidence at the same time as you submit your appeal form. Late evidence will not be accepted without explicit prior permission from the ART. If you need additional time to submit evidence, you must contact the ART before the appeal deadline to explain your reasons and ask for permission.
- 4.5. The ART will not obtain evidence on your behalf; it is your responsibility to submit any evidence that you think is relevant to the consideration of your appeal. Prior to submitting your appeal and evidence, you should consult the School's 'Standards of Evidence'.

- 4.6. All evidence must be in English and you are responsible for obtaining official translations as necessary.
- 4.7. Evidence in relation to Exceptional Circumstances should demonstrate the impact of the circumstances on you; evidence solely in relation to a third party may not be the best, or appropriate, way of demonstrating this impact. Where the circumstances are, for example, that you were worried about the health of a family member, you need to submit evidence to show how these circumstances specifically affected you and your academic performance.
- 4.8. Any evidence containing information relating to a third party (other than a death certificate) cannot be considered as part of your appeal and will be destroyed, unless that party has given their express consent for the information to be used and stored.

## **5. Appeal Consideration: Stage 1**

- 5.1. The ART will review each appeal to determine its validity in accordance with sections 2.1 and 2.2 above. Where the ART deems an appeal to be valid, it will be considered, where it is deemed invalid it will be rejected and the student will be notified of the reason(s) and offered the opportunity to request a review of the decision as per Section 10 below.
- 5.2. The ART will consider each valid appeal and determine whether it is reasonable to accept or reject the appeal. Such consideration will be based on the student's statement and the evidence submitted in support of it, with due regard to equity across the School. Information from staff members, other students or outside agencies may also be sought, as appropriate, by the ART when considering an appeal.

## **6. Accepted Appeals**

- 6.1. Where the ART considers that it is reasonable to accept an appeal; for example where your statement and evidence demonstrate that the ground(s) appealed under have been clearly met, you will be notified of the reason(s) for your appeal being accepted.
  - 6.1.1. In the case of 'Procedural Error', any disadvantage caused by the error(s) will be rectified; this will mean that normally you will be put back in the position you would have been in prior to the error(s), with the error(s) being corrected;
  - 6.1.2. In the case of Exceptional Circumstances, your reason(s) for not notifying the School of your ECs by the deadline will be accepted
- 6.2. This will be the end of the appeals process. However, if you are dissatisfied with the outcome you can request a review of the decision as per Section 10 below

## **7. Accepted Appeals – Further Action**

- 7.1. If the ART accepts your appeal that marks the conclusion of the appeal process. They will then refer the matter appealed against to the SBE/GSBE Chair, or their nominee for their consideration and decision. The Chair or their nominee will make a decision, ensuring that the correct procedure is followed and, if appropriate, that your ECs are considered as if submitted on time. For the avoidance of doubt, the Chair's (or their nominee's) decision is different to, and additional from, the ART's decision to accept your appeal. The ART's decision to accept your appeal should not be taken as an indicator of the Chair's (or their nominee's) subsequent decision. The Chair's (or their nominee's) possible decisions could include:
  - 7.1.1. Awarding you a degree, or;
  - 7.1.2. Awarding you a higher degree classification, or;
  - 7.1.3. Granting you another attempt at a course or courses that you have previously failed. The failed attempt(s) will remain on your record, and you will not be permitted to re-sit any element of assessment which you have already passed, or;
  - 7.1.4. Discounting failed course(s) as a whole meaning that the failed attempt will be removed from your record.
  - 7.1.5. It being determined that your Exceptional Circumstances do not merit a suspension of the School's regulations.
- 7.2. For undergraduate students only, where a first attempt is discounted, this means that you will sit the next attempt without it being capped at a pass mark.
- 7.3. You will be notified of the SBE/GSBE Chair's decision by the ART, this decision is not part of the Appeals Procedure and is not governed by these Regulations; rather it will be governed by the application of the relevant classification scheme and associated regulations.

## **8. Rejected Appeal at Stage 1**

- 8.1. If your appeal does not clearly demonstrate that the ground(s) of appeal have been met, the ART will reject the appeal. The reason(s) for the decision will be clearly explained and any evidence/information upon which the decision was based that you did not provide will be provided to you as part of the decision; although this may be in a redacted form to protect the confidentiality of others.
- 8.2. If your appeal is rejected, you will be notified that you can request a review of the decision as per Section 10 below.

## 9. Common Reasons Why Appeals Are Unsuccessful

- 9.1. The following list is not exhaustive but explains the most common reasons why appeals are rejected or deemed to be invalid.
- 9.2. The appeal was received outside the deadline of 10 working days without good reason and evidence for the delay. In cases where a delay is unavoidable, the appeal must be submitted as soon as possible after the deadline and must include an explanation and independent supporting evidence covering the entire period affected.
- 9.3. The Exceptional Circumstances could, in the opinion of the ART, have been disclosed via the Exceptional Circumstances procedure; i.e. in time for consideration by the Sub-Board of Examiners for your programme.
- 9.4. The appeal is made on the grounds of Exceptional Circumstances, but the evidence does not meet the criteria set down in the School's 'Standards of Evidence'.
- 9.5. Although frequently cited in appeal applications, the following do not constitute valid grounds for appeal:
  - 9.5.1. Disagreement with the academic judgement of a Sub-Board/Board in assessing the merits of an item of academic work or the classification of a final award, where the Board's decision was reached in accordance with the School's regulations and procedures. In such circumstances you should request feedback from the relevant course tutor;
  - 9.5.2. Ignorance without good reason of the published regulations and procedures, including deadlines for submitting Exceptional Circumstances or Deferral requests;
  - 9.5.3. Academic performance being affected by alleged poor teaching, supervision or guidance. In such circumstances you should submit a complaint in good time in accordance with the Complaints Procedure.

## 10. Appeal Review: Stage 2

- 10.1. If a student is dissatisfied with the outcome of their appeal, including it being deemed invalid, they can request a review in accordance with the following grounds:
  - 10.1.1. A review of the appeal procedure already followed;
  - 10.1.2. A consideration of whether the outcome of the appeal was reasonable in all circumstances;
  - 10.1.3. Consideration of new relevant evidence, which the student was unable, for valid reason(s), to provide earlier in the process.
- 10.2. To request a review, you must complete the Appeal Review Form with specific, concise reasons for your request and submit it within 10 working days of receiving the outcome of your appeal to **ssc.appeals@lse.ac.uk**
- 10.3. If you would like support or guidance with requesting a review, then you are advised to contact the LSE Students' Union Advice Service, who are able to provide free, independent advice to students at all stages of this process.
- 10.4. The review will not normally entail a reconsideration of the appeal, but will check whether the appropriate procedures were followed and that the decision to reject the appeal was reasonable. The review stage will not usually consider issues afresh or involve a further investigation. It will also not consider any actions taken subsequent to the conclusion of the appeals process; for example, the actions outlined in Section 7 above.
- 10.5. The review will be undertaken by the Academic Registrar (or nominee, who will have had no previous involvement with the appeal).
- 10.6. If the review concludes that appropriate procedures were not followed, and/or that the decision to reject the appeal was not reasonable, the Academic Registrar (or nominee) will set aside the original appeal decision and determine a new one as per Sections 6 and 7 above.
- 10.7. If the appeal remains rejected, you will be notified of the reason(s) for this decision.
- 10.8. In either case you will be issued with a Completion of Procedures letter.

## 11. Concluding Remarks

- 11.1 You will normally be notified of the outcome of your appeal within 90 days of the date that the appeal was initially received by the School. Where this proves not to be possible, you will be notified of the progress of the review to date.
- 11.2 The School subscribes to the independent scheme for the review of student complaints. If you are dissatisfied with the outcome of your appeal you may be able to apply for a review of your appeal to the Office of the Independent Adjudicator for students in Higher Education (OIA) providing that the complaint you take to the OIA is eligible under its Rules. The School will confirm in writing to you by way of a Completion of Procedures letter, when you have exhausted the University's internal procedures. At this point you may apply to the OIA if you wish. If you would like support or guidance with applying to the OIA, then you are advised to contact the LSE Students' Union Advice Service, who are able to provide free, independent advice to students.

- 11.3 You will normally have one calendar year in which to submit a complaint to the OIA. The exact deadline will be stated in the Completion of Procedures letter.
- 11.4 You should note that an anonymised record will be kept of your appeal and of its outcome in order that trends and themes in appeals can be identified, addressed and improvements introduced.
- 11.5 Student Services will hold the full documentation of your academic appeal in line with the School's record retention schedule.
- 11.6 Fraudulent appeals will lead the School to take action under its disciplinary procedures.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

## REGULATIONS ON ASSESSMENT OFFENCES: PLAGIARISM APPLICABLE FOR ALL STUDENTS

*These Regulations are approved by the Academic Board*

*Last updated: August 2019*

These Regulations apply to all allegations of plagiarism against work (as defined by Regulations 9 and 10) submitted for assessment from 1 October 2016. All allegations for assessments submitted before this date will be considered under the Regulations on Assessment Offences: Plagiarism that were in place for the 2015/16 academic year.

### Preamble

Assessment is the means by which the academic standards that students achieve are made known to the School and beyond. It also provides students with impartial feedback on their performance. Assessment forms a significant part of the process by which the School monitors its own standards of teaching and student support. It therefore follows that all work presented for assessment must be the student's own work.

### What is academic misconduct?

1. All work for classes and seminars (which could include, for example, written assignments, group work, presentations, and any other work, including computer programs) must be the student's own work. Direct quotations from other work must be placed properly within quotation marks or indented and must be cited fully. All paraphrased material must be clearly acknowledged. Infringing this requirement, whether deliberately or not, or passing off the work of others as the student's own work, whether deliberately or not, is plagiarism.
2. The definition of a student's own work includes work produced by collaboration expressly allowed by the department or institute concerned or, at MPhil/PhD level, allowed under the Regulations for Research Degrees. If the student has not been given permission, such work will be considered to be the product of unauthorised collusion and will be considered as an offence under these Regulations.
3. Students should also take care in the use of their own previous work. A piece of work may only be submitted for assessment once either to the LSE or elsewhere. Submitting the same work twice will be regarded as an offence of 'self-plagiarism' and will be considered under these Regulations. However, earlier essay work may be used as an element of a dissertation, provided that the amount of earlier work used is acceptable to the department and the work is properly referenced. Students wanting to use earlier work must seek clarification from the relevant department or institute.
4. Students must ensure they submit the correct and final version of their summative work to the School. Normally, the department or institute must treat and mark summative work submitted by the student as a genuine first attempt even where a student claims to have submitted the incorrect version. It will be open to the department to run all submissions through text matching software (for example Turnitin). For the avoidance of doubt, all work received in connection with summative assessments is subject to the School's assessment Regulations.
5. Each department and institute will provide instructions to students on the conventions required for the citation and acknowledgement of sources in its discipline. The responsibility for learning the proper forms of citation lies with the individual student.
6. The LSE's Statement on editorial help for students' written work sets out what the School considers to be and not to be permissible by way of editorial help with their written work. Contravention of the statement, whether deliberately or not, is an assessment offence.
7. Other examples of assessment offences under these Regulations could include but are not limited to commissioning (including buying or paying for) another person to complete an assignment which is then submitted as the student's own work; and, falsification of data, e.g. the presentation of any quantitative or qualitative data, based on work purporting to have been carried out by the student, but which has been bought or invented by the student or altered, copied or obtained by unfair means.
8. Allegations of academic misconduct in an assessment taken under supervised examination conditions will normally be considered under a separate procedure called: Regulations on Assessment Offences: Offences Other Than Plagiarism.

### Procedure under these Regulations

9. In these Regulations the following definitions apply:
  - 9.1 The Assessment Regulations Team will be referred to as the "ART";
  - 9.1 "work" means summative work of any kind submitted for assessment or opinion by staff of the School, including material submitted for upgrade to PhD status;
  - 9.2 all allegations relating to MPhil/PhD work should be referred directly to the PhD Academy. The ART will refer any allegations it receives relating to MPhil/PhD work to the PhD Academy. For allegations relating to MPhil/PhD work all actions described in these Regulations as being undertaken by the ART will be undertaken by the PhD Academy.

- 9.3 "examination board" means the body of examiners that initially considers the work of the student;
  - 9.4 "source" means the published primary and secondary material from any source whatsoever (including websites and/or online material), and includes information and opinions gained directly from other people, including students and tutors;
  - 9.5 "year" means the academic session in which a proven offence was committed.
  - 9.6 the Head of the relevant department or institute or their nominated delegate will be referred to as the "departmental representative."
10. These Regulations apply to allegations of plagiarism or other academic misconduct (except for exam misconduct) against any student. Allegations of assessment offences can take place in any work, though these Regulations cover only alleged academic misconduct in summative assessed work submitted in connection with the requirements for an LSE programme or course. Allegations of academic misconduct against a student that are outside these Regulations, for example in formative work or work submitted in connection with external publications, may be considered under the Disciplinary Regulations for Students.
  11. The department or institute responsible for the work in question will be responsible for conducting an investigation into any allegations. The department or institute must determine if the allegation is major or minor and whether it is appropriate to deal with the allegation at a local level or if it must be referred to an Assessment Misconduct Panel under Regulation 28. The student has the right to respond to any allegation and seek impartial advice from the Students' Union Advice Team. In all cases the department or institute should normally seek advice from the ART before taking any formal action under these Regulations.
  12. If a student infringes these Regulations they will be liable to action under these Regulations or under the Disciplinary Regulations for Students.
    - 12.1 All action under these Regulations, whether by the student or by the School, should be conducted promptly.

**Making an allegation in work submitted in connection with the requirements for a programme or course:**

13. Any member of the School or an external examiner may make the allegation to the Head of the department or institute concerned. Where an examiner intends to make an allegation, they should consult any co-examiner(s) of the work concerned before contacting the Head. The Head may delegate to a senior member of the department or institute any actions and decisions within this part of the Regulations. The representative cannot be the student's Academic Advisor, Supervisor or have had any previous involvement with the candidate outside of the anonymous marking procedure.
14. The departmental representative may consult an external examiner. For allegations relating to MPhil/PhD work the external examiner must not have previously examined the work. The departmental representative will also seek such evidence and advice as they may think necessary, which may include interviewing the student(s) concerned. Where practicable, such interviews should be conducted in the presence of an Officer of the Students' Union Advice Team. The department will keep a formal record of the interview which may be referred to by a Panel if one is convened under Regulation 29.
15. On the basis of the evidence and advice collected under Regulation 14, the departmental representative will determine whether there is sufficient cause for the student to be required to answer a formal allegation.
16. Where the departmental representative determines there is no case to answer they may dismiss the allegation, in which case no further reference will be made to it and no information about it will be added to the student's file.
17. Where the departmental representative determines there is a case to answer, they must also determine whether it is a minor or major allegation. The severity of the allegation will determine how the matter should be considered under these Regulations. A minor allegation concerning just one piece of work can be dealt with at a local level and a major allegation must be dealt with at a School level. The department must consider the following factors when deciding the level of an allegation:
  - 17.1 The extent of alleged plagiarism in the assessment as a whole.
  - 17.2 The extent to which key ideas that are central to the assessment appear to have been plagiarised.
  - 17.3 The extent to which the use of data that is central to the assessment appears to have been plagiarised (this may include but is not limited to data that appears to be falsified, invented, altered, copied, or obtained by unfair means).
  - 17.4 On the balance of probabilities, the extent of a premeditated intention to deceive or otherwise gain advantage through deception or fraudulent means. The department should consider whether there is any evidence to suggest the student has made an attempt to reference the source material or if the evidence suggests that the student has deliberately attempted to change minor aspects of plagiarised text to give the impression that it is their own work.
18. Before proceeding under any of the Regulations set out at 19 to 28 the department must inform the ART of all of the details of the case, whether it is a major or minor case and reasons for this decision.
  - 18.1 The ART will advise whether or not the allegation should be treated as major or minor within the context of both the alleged offence itself and past precedent.



- 18.2 Once the department has consulted appropriately with the ART, the departmental representative may present the allegation to the student.

### Dealing with minor allegation(s)

19. Where the department representative determines the allegation is minor it can be dealt with at a local level.
- 19.1 The department must determine whether to deal with the matter as a disposal or apply a penalty.
- 19.2 The department should not come to a decision about what penalty to apply under Regulation 23 until more information about the case is established; namely, the department should consider the student's response to the allegation, investigate the use and origin of sources referenced by text matching software and the ART should be consulted.
20. Before proceeding under these Regulations the department should take appropriate steps to check whether or not the student has a declared disability and/or an Individual Student Support Agreement or Inclusion Plan. Where this is the case the department must check with the Disability and Wellbeing Service to determine if there are any appropriate adjustments that must be applied before taking any action under Regulations 21 to 28 (e.g. present the allegation face to face and not just in writing and/or allow the student extra time to consider and respond to the allegation).
21. The departmental representative (subject to ratification by the relevant Sub-Board Chair, who may consult with other Sub-Board members), or the Doctoral Programme Director in the case of MPhil/PhD students, may take one of the following actions listed below:

### Disposal

- 21.1 If, in the opinion of the departmental representative, the nature of the formal allegation is such that if proved it would result in no, or a very small, amendment to the decision of the examination board for undergraduate or taught graduate students and there is no other justification for further time being spent on the allegation, then they may invite the student to consent to a disposal.
- 21.2 The departmental representative should present the offer of a disposal formally and in writing to the student. The allegation of plagiarism should be fully explained, specifying the passages of any work thought to be affected and if relevant including the suspected sources and any related evidence which will normally include reports generated by text matching software. The student must be given a time limit of not less than five working days to either accept or decline the disposal.
- 21.3 Where the student chooses to accept this offer they must do so formally and in writing. A note will then be placed on their central file held by the Student Services Centre identifying that the offence was alleged and considered. The Academic Advisor or Supervisor may counsel the student as to their future behaviour. The examination board for undergraduate or taught graduate students will be informed of the decision; if the student's overall mark profile is borderline and they have submitted exceptional circumstances, the board will be entitled to take the allegation into account when deciding whether or not to apply the normal application of the classification scheme.
- 21.4 Normally the affected work should have already been marked and that mark should be returned. Where a mark has not yet been agreed, a mark should be determined by excluding the plagiarised material and assigning a mark only to the non-plagiarised material. A department or institute will normally use text matching software to determine the plagiarised material to be excluded. Once marked by internal examiners the external examiner must be consulted. For the avoidance of doubt, where the work has not yet been marked the student must be informed of the way in which the work will be marked and accept the offer of a disposal before a mark is returned.
- 21.5 If the student does not so consent, the allegation will be considered by an Assessment Misconduct Panel set up under Regulation 29.

### Applying a penalty

- 22 The departmental representative should present the allegation formally and in writing to the student, specifying the passages of any work thought to be affected and where practicable including the suspected sources and any related evidence which will normally include reports generated by text matching software.
- 22.1 The departmental representative should invite the student to state whether the allegation is true or false and to provide a statement and/or any evidence or information about their circumstances relevant to the case, giving a time limit of not less than ten working days for them to respond, and
- 22.2 The departmental representative should advise the student they can seek advice from the Students' Union Advice Team and optionally from their Academic Advisor if they are not directly involved in the allegation or (if a research student), from the Supervisor or Doctoral Programme Director.
- 22.3 Once a response has been received from the student the department must consider all of the evidence, the student's explanation and any exceptional circumstances (provided there is appropriate corroborating evidence) provided by the student. It should also consider whether the level of support and information the department has provided about plagiarism to its students was appropriate. The department must then determine whether an assessment offence has occurred.



- 22.4 The department's decision will not be affected by the unwillingness of the student, to reply to questions, either orally or in writing. Before considering whether an assessment offence has occurred in the absence of a response from the student, the department must satisfy itself that it has fulfilled Regulations 22 to 22.2 and that the student has had a reasonable opportunity to respond. Where the department determines that the student has had a reasonable opportunity to respond but is unwilling to reply, it may draw reasonable inferences from that refusal.
- 22.5 Where the department determines there is no case to answer they may dismiss the allegation, in which case no further reference will be made to it and no information about it will be added to the student's file.
- 22.6 Where the department determines an offence has been committed it must use its academic judgement to determine the most appropriate penalty to apply listed at Regulations 23.1 to 23.4. Each penalty will be subject to the application of the degree regulations.

### **Penalties for minor offences**

- 23. Before presenting the penalty to the candidate the department must consult with the ART and explain the reasons for the proposed penalty. The ART will advise whether or not the proposed penalty is appropriate within the context of both the alleged offence itself and past precedent.
  - 23.1 (For all students taking taught courses) That a new mark be determined for the work by excluding the plagiarised material and assigning marks only to the non-plagiarised material in accordance with normal assessment criteria. A department or institute will normally use text matching software to determine the plagiarised material to be excluded. Once marked by internal examiners the external examiner must be consulted. An agreed mark should be released to the student within an appropriate timescale.
  - 23.2 (For all students taking taught courses) That the student be awarded a zero mark for the assessed work only, which can include an assessment worth up to 100% of a half or full unit course. The student will have the right to re-submit the work in the following year provided they have not run out of attempts to do so and only where this penalty (or their other marks) results in them not being awarded the degree. For new undergraduate students starting their programme in the 2018/19 academic year, they will repeat the assessment in the subsequent resit and deferral period subject to degree regulations and the overall course mark will be capped at the pass mark for the programme of study<sup>1</sup>.
  - 23.3 (For MPhil/PhD students only) Where a minor offence has occurred in material submitted for upgrade, the student can either revise the work and resubmit for a second attempt at the upgrade (where a second attempt remains), or where the second attempt has already been taken, the Upgrade Panel should determine on the basis of the non-plagiarised material whether or not the student can be upgraded in accordance with the School's regulations.
  - 23.4 (For MPhil/PhD students only) Where a minor offence has occurred in the final thesis, the examiners should be made aware of the plagiarised material within the thesis, but the student can be examined in accordance with the School's regulations.

### **Accepting a penalty**

- 24. The departmental representative must present the student with the proposed penalty in writing and advise them that they may seek impartial advice from the Students' Union Advice Team. The student must be offered the opportunity to either accept the penalty or to request that this matter proceed to an Assessment Misconduct Panel which will consider the matter afresh. The student must be allowed at least five working days to respond. The student should be informed that an Assessment Misconduct Panel has the authority to dismiss an allegation but that it may apply the same penalties available to the department (listed at Regulations 23.1 to 23.4) or more severe sanctions as set out under Regulation 48.
  - 24.1. If the student formally accepts the penalty in writing, a note will be placed on their central file held by the Student Services Centre identifying the allegation, outcome and that the matter was resolved under these Regulations.
  - 24.2. Where a student requests the matter to be considered by an Assessment Misconduct Panel, the department representative will follow the instructions at Regulation 28.

### **Escalating a minor allegation to a major allegation**

- 25. If there is more than one allegation or if a second allegation in separate work comes to light then all allegations will normally be considered by an Assessment Misconduct Panel.
- 26. If a second allegation occurs after a candidate has had a previous allegation resolved under these Regulations the second allegation must be considered by an Assessment Misconduct Panel.
- 27. If, during the course of an investigation, a departmental representative establishes new evidence or aggravating factors, which can include any information received from the student under Regulation 22.1, the allegation can be considered by an Assessment Misconduct Panel.

### **Dealing with major allegations**

- 28. All major allegations must be considered by an Assessment Misconduct Panel which will convene according to

Regulation 29. The student will have the right to be presented with the allegation and formally respond in writing before the Panel convenes and at the Panel meeting itself. A departmental representative must attend this meeting to present the allegation to the Panel.

- 28.1 Before an allegation can be considered by a Panel the departmental representative must present the allegation formally and in writing to the student, specifying the passages of any work thought to be affected and where practicable including the suspected sources and any related evidence which may include reports generated by text matching software. The departmental representative should advise the student that a member of the ART will contact them separately to inform them about the procedure.
- 28.2 The departmental representative must pass a copy of all of the case papers to the ART. The ART will make arrangements to convene an Assessment Misconduct Panel and will request a statement from the student and advise them of the procedure.
- 28.3 All students presented with a major allegation will have their results withheld until the allegation has been formally concluded under these Regulations. This may mean the student will not be permitted to attend the graduation ceremony if this matter has not been fully concluded when the ceremony takes place.

### **The Assessment Misconduct Panels**

- 29. An Assessment Misconduct Panel will normally comprise four members. The Chair of the Undergraduate Studies, Graduate Studies Sub-Committee or Research Degrees Sub-Committee, as appropriate, will normally chair the Panel unless excluded from membership because of previous connection with the assessment in question or with the allegation, in which case a deputy Chair of the relevant Sub-Committee will chair it. Two academic members of the relevant Sub-Committee and a sabbatical officer of the Students' Union will also serve on the Panel as members.
  - 29.1 No person directly involved with the assessment in question or connected in any way with the allegation, investigation or the student will serve as a member when the Panel considers a case. A member of the ART will act as secretary to the Panel. All relevant documentation will be placed before the Panel.
- 30. The role of the Panel is:
  - 30.1 to decide whether the allegation of plagiarism has been proved to the satisfaction of a majority of Panel members, on the balance of the evidence presented to them, and
  - 30.2 where the allegation is found proved, to apply a penalty from the list set out at Regulation 23 or 48.
- 31. The Panel is quorate when three of its members are present, one of whom must be the Chair.

### **Preparation for an assessment misconduct Panel hearing**

- 32. Any actions under Regulations 22 to 56, including for the avoidance of doubt notifying the student of the allegation, will normally be delayed if the student is due to sit any examinations or submit any summative assessments within four weeks from when the allegation would have been put to them. This Regulation does not apply to any action taken under Regulations 21.1 to 21.4.
  - 32.1 A candidate may be notified of the allegation within this time frame if it is deemed to be in their best interests to know about the allegation (e.g. to prevent them from committing any further possible misconduct in their future work). The Panel hearing itself will normally be held in abeyance until after the exam or essay has been submitted.
- 33. The secretary to the Panel will:
  - 33.1 send the student a copy of the allegation and any relevant documents that provide evidence in support of it, a copy of these procedures and a proposed timetable for progressing the matter, and
  - 33.2 invite the student to state whether the allegation is true or false and to provide a statement and/or any evidence or information about their circumstances relevant to the case, giving a time limit of not less than ten working days for them to respond, and
  - 33.3 advise the student to seek advice from the Students' Union Advice Team and optionally from their Academic Advisor if they are not directly involved in the allegation or, if a research student, from the Supervisor or Doctoral Programme Director.
- 34. The secretary to the Panel will pass the student's submissions to the departmental representative who may provide a written response within five working days for consideration by the Panel.
- 35. All submissions received under Regulations 33.2, 34 and 37.5 will be made available to the Panel.
- 36. A meeting of the Panel will normally be called to consider the allegation. The only exception to this requirement will be where a student submits medical evidence indicating that participation in a formal hearing would clearly be detrimental to their health and wellbeing. On the basis of this evidence the Chair of the relevant Sub-Committee, in consultation with the Disability and Wellbeing Service, will determine whether or not it is appropriate to convene a Panel hearing. Where it is determined a Panel hearing is not appropriate, the ART, the department/institute concerned and the Panel Chair must all agree to an appropriate outcome; namely, to either dismiss the allegation or to apply a penalty as set out at Regulation 23 or 48. The student has the right to appeal this decision under Regulation 52.

37. The secretary to the Panel will:
  - 37.1 inform the student of the date on which the hearing is to take place at least five working days beforehand (though the student is entitled to waive this period of notice), of the membership of the Panel, the department representative(s) who will attend and of any witnesses who will attend, and of their right to call witnesses;
  - 37.2 provide the student with a copy of any response received under Regulation 34 and any other material that the Panel will consider;
  - 37.3 invite the student to attend the hearing of the allegation and to make representations, present evidence and question any witnesses;
  - 37.4 inform the student that they may be accompanied or represented according to the conditions set out in Regulation 39; and
  - 37.5 inform the student that they may submit additional written submissions and other forms of evidence to the Panel as long as these are received by the secretary at least two working days before the Panel hearing. Evidence submitted later will only be considered by agreement of the Panel Chair.
  - 37.6 There is no obligation for a student to attend the hearing in person. It will normally be possible for the student to participate by conference call as long as they have informed the secretary at least three days in advance of the hearing. The Panel recognises that students may not be located in the UK at the time of the hearing and it will not draw any inferences if a candidate cannot participate in person.

### **Assessment Misconduct Panel hearings**

38. The departmental representative who has taken action under Regulations 13 to 18 and 28 is normally responsible for attending the hearing and presenting the case against the student. They will have the right to submit documents and other forms of evidence to the Panel (subject to the timeframe and terms set out in Regulation 37.5), to see or to listen to, as appropriate, all evidence given, to question the student and other witnesses appearing before the Panel, and to challenge evidence submitted by the student.
39. The student may be accompanied by an officer of the Students' Union Advice Team or by a friend or representative. The student must inform the secretary to the Panel of the background and professional qualifications of the friend or representative at least five working days before the date set for the hearing.
40. Where the student has indicated that they will be accompanied by a legal representative the School reserves the right to recruit a legal representative to assist with the case.
41. If the student has a declared disability with the School then they may be entitled to adjustments (e.g. rest breaks during the Panel meeting). It is the student's responsibility to request adjustments at least five working days in advance of the hearing if they think they are eligible. The secretary will discuss all requests with the Disability and Wellbeing Service.
42. The student will have the right to submit documents and other forms of evidence to the Panel (subject to Regulation 37.5), to see or to listen to, as appropriate, all evidence given, to question the person presenting the case and other witnesses appearing before the Panel, and to challenge evidence. The student's friend or representative may attend the meeting to accompany the student but the student is expected to respond to the allegation directly in the first instance.
43. In exceptional circumstances, the Panel may adjourn the hearing to seek other evidence to help it in reaching its decision. Independent expert evidence may be obtained and introduced by either party, as long as it is received by the secretary at least five working days before the Panel reconvenes. Any evidence requested by the Panel will be disclosed to the student and their representative as well as the departmental representative, who will each be given the opportunity to comment upon it. Where a hearing has reconvened, its membership will be as originally appointed; no replacements will be allowed except in exceptional circumstances.
44. Any person who attended the initial hearing is entitled to attend the reconvened hearing. The student and the departmental representative are also entitled to serve further evidence and/or written submissions in response to any new evidence to be considered by the Panel, as long as these are received by the secretary at least two working days before the re-start of the hearing.
45. The validity of the proceedings of the Panel will not be affected by the unwillingness of the student, or other person acting with or for them, to reply to questions, orally or in writing, or to appear before the Panel.
  - 45.1 Before considering an allegation in the absence of the student, the Panel must satisfy itself that the secretary to the Panel has fulfilled Regulations 32 to 44 and that the student has had a reasonable opportunity to respond. Where the Panel concludes that the student is unwilling to reply to a question or questions, it may draw reasonable inferences from that refusal.
  - 45.2 If the student cannot attend because of a disability they must inform the secretary straight away. The secretary may be able to arrange adjustments in accordance with Regulation 41.
46. The Panel may meet in private, with its secretary in attendance, when it wishes, provided that in such meetings it does not hear evidence. When all evidence has been heard the Panel will meet in private, with its secretary in attendance, to make its decision. The Panel will determine whether an offence has been committed and if so whether or not the offence is minor or major in accordance with Regulation 17. The Panel will then determine what

penalty listed at either Regulation 23 or 48 it is appropriate to apply. The Panel may seek advice from the secretary regarding the School regulations, procedures and case precedent.

### **The Assessment Misconduct Panel's decision and subsequent action**

47. Having conducted the hearing:
  - 47.1 if the Panel decides that the allegation has not been proved, it will direct that no further action be taken, and no record of the allegation or the proceedings be included on the student's record. The secretary will confirm this decision in writing;
  - 47.2 if the Panel decides that an offence against these Regulations has been committed by the student, it will apply one of the penalties listed at Regulation 23 or 48, with a formal admonition to the student and a note being placed on their record. In doing so it will seek to reflect the seriousness of the offence, and may take into account any previous assessment offences committed by the student. In reaching its decision the Panel will be mindful of the need of the School to assure the highest standards among its students.
48. The penalties available to the Panel are any of those listed at Regulations 23.1 to 23.4 or as set out below:
  - 48.1 (for all students taking taught courses) that, despite the allegation being upheld, a mark be returned for the work in question. A new mark should be determined according to Regulation 23.1, or
  - 48.2 (For MPhil/PhD students only) where the offence has occurred in work submitted for an upgrade, the Upgrade Panel should determine whether or not the student should be upgraded in accordance with the School's regulations, or
  - 48.3 (For MPhil/PhD students only) where the offence has occurred in a final thesis, the examiners will examine the student in accordance with the School's regulations, or
  - 48.4 (For all students taking taught courses) that the student be awarded a zero mark, either for the assessed work or for the course as a whole. The student will have the right to re-submit the work in the following year provided they have not run out of attempts to do so and only where this penalty (or their other marks) results in them not being awarded the degree, or (for MPhil/PhD students only) results in them not being allowed to progress or be upgraded. For new undergraduate students starting in the 2019/20 academic year, they will repeat the assessment in the subsequent resit and deferral period subject to degree regulations and the overall course mark will be capped at the pass mark for the programme of study<sup>1</sup>. Or
  - 48.5 (For all students taking taught courses) that the student be awarded a zero mark for the work or course as a whole and in addition, a zero mark for one or more other pieces of assessed work or whole courses taken that year. The Panel will use its academic judgement to determine which other work and/or courses should be penalised. The student will have the right to re-submit the work or courses in the following year provided they have not run out of attempts to do so and only where this penalty (or their other marks) results in them not being awarded the degree, or (for MPhil/PhD students only) results in them not being allowed to progress or be upgraded. For new undergraduate students starting in the 2019/20 academic year, they will repeat the assessment in the subsequent resit and deferral period subject to degree regulations and the overall course mark will be capped at the pass mark for the programme of study<sup>1</sup>. Or
  - 48.6 (For all students taking taught courses) except where it may result in a postgraduate student receiving a Bad Fail mark, they be awarded a zero mark either for the assessed work or for the course as a whole and be denied the right to re-sit it or an equivalent course;
  - 48.7 (For all students taking taught courses) that the student be awarded a zero mark for all courses taken that year, or for all courses taken that year and all previous years, and also be expelled from the School, or
  - 48.8 (PhD students only) that the student only be examined for an MPhil award in accordance with the School's regulations.
  - 48.9 (For MPhil/PhD students only) that the student not be awarded any degree, and that they be denied the right of resubmission or right of appeal save as set out in Regulation 52 below, and that they also be expelled from the School.
49. The decision of the Panel under Regulations 23.1 to 23.4 or 47-48 will be applied subject to the normal application of the degree regulations.
50. If plagiarism is discovered after graduation, the student's degree may be revoked and they will be subject to one of the penalties set out at Regulation 23 or 48 (following the procedure set out in these Regulations).
51. Where practicable the decisions of the Panel will be given to the student orally by the Chair of the Panel and will be conveyed to the student in writing by the secretary to the Panel. The secretary to the Panel will also send the student a formal record of the hearing.
52. Where a Panel has decided that an offence against these Regulations has been committed by the student, the student will have the right to appeal against that decision on one or more of the following grounds:
  - 52.1 that the Panel was constituted in such a way that it was not impartial.
  - 52.2 that there has been a material breach of these procedures that affected the fairness of the Panel's decision.
  - 52.3 that relevant fresh evidence has been received that might have caused a different decision to have been made, provided the student can show that it was neither reasonable nor practical to have presented the

evidence to the Panel before its decision.

- 52.4 Any such appeal must be received by the secretary within ten working days of the date of the written confirmation of the Panel's decision sent under Regulation 51.
53. A Pro-Director will have the sole right of determining whether the student has presented sufficient grounds to warrant reopening the hearing. It will be open to a Pro-Director considering an appeal to consult the Panel Chair who heard the case in question. It will be open to the Pro Director either:
  - 53.1 to change the penalty decided by the Panel to one which in their opinion is less serious, or
  - 53.2 to direct a rehearing by a different Panel constituted under Regulation 29, or
  - 53.3 to reject the appeal on the basis that the student has not presented sufficient grounds to warrant reopening the hearing, which can include dismissing the submission of new evidence.
54. If the student does not appeal, they will receive final confirmation of the penalty and an explanation about its impact on their status with the School in a letter from the secretary on behalf of the Academic Registrar.
55. The consideration and conclusion of an appeal against the decision of a Panel under these Regulations will complete the procedures open to the student within the School. The appeal outcome will be confirmed in writing in a completion of procedures letter from the Academic Registrar. This letter will inform the student of their right to make a complaint to the Office of the Independent Adjudicator for Higher Education.
56. Upon the conclusion of a misconduct case under either Sections 54 or 55 the student's results will be released, subject to ratification from the relevant examination boards.

#### Footnote

- <sup>1</sup> The pass mark for undergraduate programmes of study (BA, BSc) is 40%.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

## REGULATIONS ON ASSESSMENT OFFENCES: OFFENCES OTHER THAN PLAGIARISM

*These regulations are approved by the Academic Board*

*Last updated: August 2019*

Please note that these regulations will apply to all assessment offences other than plagiarism in scripts submitted as assessment from 1 October 2007.

### Preamble

Assessment is the means by which the standards that students achieve are made known to the School and beyond; it also provides students with detached and impartial feedback on their performance. It also forms a significant part of the process by which the School monitors its own standards of teaching and student support. It therefore follows that all work presented for assessment must be that of the student.

### What is an offence other than plagiarism?

1. An assessment offence under these regulations is any of the following:
  - 1.1 bringing books, notes, instruments or other materials however they are stored or transported, which might be used to the student's advantage and are not expressly allowed by the examiners under Regulation 3, into the examination room or using them in the examination room;
  - 1.2 communication in any form by a student during the examination to another individual or individuals except where expressly allowed by the examiners;
  - 1.3 in the examination room, copying or reading from the work of another student or from another student's books, notes, instruments, computer files or other materials or aids, unless expressly allowed by the examiners;
  - 1.4 offering a bribe of any kind to an invigilator, examiner or other person connected with assessment;
  - 1.5 using software or information stored electronically in any form that is not expressly allowed by the examiners;
  - 1.6 providing or receiving information about the content of an examination before it takes place, except when expressly allowed by the department or institute concerned;
  - 1.7 impersonating or trying to impersonate a candidate, or attempting to procure a third party to impersonate oneself;
  - 1.8 any unauthorised study and/or unauthorised absence of a candidate from the examination room during the period of the examination;
  - 1.9 any attempt to tamper with examination scripts or coursework after they have been submitted by candidates;
  - 1.10 fabricating or falsifying data or results by individual students or groups of students;
  - 1.11 not complying with the reasonable request of an invigilator under these or other regulations and rules;
  - 1.12 any conduct of which the result would be an advantage for the student obtained by subterfuge or action contrary to published rules or regulations;
  - 1.13 removing from the examination room without authority stationery or other materials supplied by the School.
2. An attempt to commit an assessment offence is itself an assessment offence.
3. The examination board shall specify such books, notes, instruments, computer files or other materials or aids that are allowed to be used in conjunction with assessment. Any other articles may not be brought into, handled or consulted during an examination. Any such articles in the possession of a student on entry to the examination room must be deposited immediately with the invigilator.
4. The student must on request surrender to the invigilator any books, notes, instruments, computer files or other materials or aids introduced into an examination room that the invigilator reasonably believes are not allowed under Regulation 3. The invigilator shall pass such articles to the School, which may make copies of them and may retain the original articles and the copies at its absolute discretion.

### Procedure Under These Regulations

#### 5. Introduction

These regulations apply to allegations of assessment misconduct other than plagiarism against any student (for the avoidance of doubt, this includes MPhil and PhD students). They apply to all work submitted by a student for any kind of opinion or assessment by staff of the School or under School regulations.

6. In these regulations the following definitions apply:

- 6.1 *script* means work of any kind submitted for assessment or opinion by staff of the School, including material submitted for upgrade to PhD status;
- 6.2 *examination board* means the body of examiners that initially considers the work of the student;



- 6.3 *award* means the result decided by an examination board in any course or programme, howsoever expressed.
  - 6.4 *year* means the academic session in which a proven offence was committed.
  - 7. If a student infringes these regulations they will be liable to action under these regulations or under the Disciplinary Regulations for Students.
- All action under these regulations, whether by the student or by the School, should be conducted promptly.

### **Making an allegation**

- 8. Only an invigilator or examiner may make an allegation of an assessment offence as defined under these regulations against a student. An invigilator should normally make an allegation as part of their report on the examination concerned. An allegation must be made confidentially in writing to the Academic Registrar.
- 9. The Academic Registrar may consult the Dean of Undergraduate or Graduate Studies ('the Dean') as appropriate. If, in the opinion of the Academic Registrar and the Dean, the nature of the offence is such that if proved it would result in no, or a very small, amendment to the decision of the examination board and there is no other justification for further time being spent on the allegation, then the Academic Registrar shall invite the student to consent to a disposal under this regulation. If the student consents, a note will be placed on their file held by the Academic Registrar identifying that the offence was alleged and considered. The tutor or supervisor may counsel the student as to their future behaviour. The examination board shall be informed of the decision: if the student's final result is borderline, it shall be entitled to take any possible advantage gained from the allegation into account. If the student does not so consent, the allegation shall be heard by an Assessment Misconduct Panel set up under these regulations.
- 10. Unless Regulation 9 applies, the Academic Registrar shall then either:
  - 10.1 dismiss the allegation, in which case no further reference shall be made to it and no information about it shall be added to the student's file, or
  - 10.2 (subject to the provision set out in Regulation 15) present the allegation formally and in writing to the student.
- 11. Except where paragraph 10.1 applies, the Academic Registrar will refer the allegation to an Assessment Misconduct Panel set up under these regulations.

### **The assessment misconduct panels**

- 12. An Assessment Misconduct Panel shall comprise four members. The Chair of the Undergraduate Studies, Graduate Studies, or Research Degrees Sub-Committee, as appropriate, will normally chair the Panel unless excluded from membership because of previous connection with the assessment in question or with the allegation: in which case the Vice-Chair of the relevant Sub-Committee will chair it. Two academic members of the relevant Sub-Committee and a sabbatical officer of the Students' Union will also serve on the Panel as members. No person directly involved in the assessment in question or connected in any way with the allegation or the student will serve as a member when the Panel considers a case. The Academic Registrar will appoint a secretary to the Panel. All relevant documentation will be placed before the Panel.
- 13. The role of the Panel is:
  - 13.1 to decide whether the assessment offence allegation has been proved to the satisfaction of a majority of Panel members, on the balance of the evidence presented to them, and
  - 13.2 where the allegation is found proved, to apply a penalty from the list set out in Regulation 31.
- 14. The Panel is quorate when three of its members are present, one of whom must be the Chair.

### **Preparation for assessment misconduct panel hearing**

- 15. Any action under Regulations 10-34, including for the avoidance of doubt notifying the student of the allegation, will normally be delayed if the student is sitting any examinations within four weeks from when the allegation would have been put to them. This regulation does not apply to any action taken under Regulation 9.
- 16. The secretary to the Panel shall:
  - 16.1 send the student a copy of the allegation and any relevant documents that provide evidence in support of it, a copy of these procedures and a proposed timetable for progressing the matter,
  - 16.2 invite the student to state whether the allegation is true or false and to provide a statement and/or any evidence relevant to the case, giving a time limit of not less than five working days for them to respond, and
  - 16.3 advise the student that they might wish to seek advice from the Students' Union and (if an undergraduate) from the Tutor or Departmental Tutor or (if a graduate student) from the Supervisor or Programme Director.
- 17. If the student admits the allegation, the secretary to the Panel shall ask them for any written observations that would help the Panel in deciding the action to be taken.
- 18. If the student denies the allegation and submits a statement and/or evidence in response, the secretary to the Panel shall pass the student's submissions to the examiner(s) or invigilator(s) concerned who may provide a written response within ten working days for consideration by the Panel.



19. All submissions received under Regulation 16.2 and/or 17, and 18, will be made available to the Panel.
20. A meeting of the Panel will normally be called to consider the allegation. The only exception to this requirement will be by approval of the Deputy Director (Teaching and Learning), if, for example the student has provided medical evidence indicating that participation in a formal hearing would clearly be contrary to the School's mental health policies or mental health legislation and both the department/institute concerned and the student agree to a mark of zero for the course: in which case the allegation shall be resolved at departmental or institute level.
21. The secretary to the Panel shall:
  - 21.1 inform the student of the date on which the hearing is to take place at least five working days beforehand (though the student is entitled to waive this period of notice), of the membership of the Panel, of any witnesses who will attend, and of the their right to call witnesses;
  - 21.2 provide the student with a copy of any response received under Regulation 18 and any other material that the Panel will consider;
  - 21.3 invite the student to attend the hearing of the allegation and to make representations, present evidence and question any witnesses;
  - 21.4 inform the student that they may be accompanied or represented on the conditions set out in Regulation 22; and
  - 21.5 inform the student that they may submit additional written submissions and other forms of evidence to the Panel as long as these are received by the secretary at least two working days before the Panel hearing. Evidence submitted later will only be considered by agreement of the Panel Chair.

**Assessment Misconduct Panel Hearings**

22. The student may be accompanied by an officer of the Students' Union or by a friend or representative. In this event, they shall inform the secretary to the Panel of the background and professional qualifications of the friend or representative at least five working days before the date set for the hearing.
23. Where the student has indicated that they are to be represented, the Academic Registrar may recruit a representative to assist the School at the hearing.
24. Any person in attendance under Regulation 23 will have the rights to submit documents and other forms of evidence to the Panel (subject to the timeframe and terms set out in Regulation 21.5), to see or to listen to, as appropriate, all evidence given, to question the student and other witnesses appearing before the Panel, and to challenge evidence submitted by the student.
25. The student will have the rights to submit documents and other forms of evidence to the Panel (subject to Regulation 21.5), to see or to listen to, as appropriate, all evidence given, to question witnesses appearing before the Panel, and to challenge evidence. The student's friend or representative may attend the meeting either to accompany the student or to respond to the allegation.
26. The Panel may adjourn the hearing to seek other evidence to help it in reaching its decision. Independent expert evidence may be obtained and introduced by either party, including on the use of IT hardware or software, as long as it is received by the secretary at least two working days before the Panel hearing. Any evidence requested by the Panel shall be disclosed to the student and any person in attendance under Regulation 23, who shall each be given the opportunity to comment upon it. Where a hearing has restarted, its membership shall be as originally appointed; no substitutes or replacements will be allowed except in exceptional circumstances.
27. The student and their representative, any person who attended the initial hearing under Regulation 23, and witnesses are entitled to attend the return hearing. The student and any person who attended the initial hearing under Regulation 23 are also entitled to serve further evidence and/or written submissions in response to any new evidence to be considered by the Panel, as long as these are received by the secretary at least two days before the re-start of the hearing.
28. The validity of the proceedings of the Panel will not be affected by the unwillingness or inability of the student, or other person acting with or for them, to reply to questions, orally or in writing, or to appear before the Panel. Before considering an allegation in the absence of the student, the Panel must satisfy itself that the secretary to the Panel has fulfilled Regulations 16-21 and that the student has had a reasonable opportunity to respond. Where the Panel concludes that the student or their representative is unwilling to reply to a question or questions, the Panel may draw reasonable inferences from that refusal.
29. The Panel may meet in private, with its secretary in attendance, when it wishes, provided that in such meetings it does not hear evidence. When the hearing of the evidence has been completed the Panel will meet in private, with its secretary in attendance, to make its decision.

**The assessment misconduct panel's decision and subsequent action**

30. Having conducted the hearing:
  - 30.1 if the Panel decides that the allegation has not been proved, it shall direct that no further action be taken, and no record of the allegation or the proceedings be included on the student's record. The Academic Registrar will inform the student in writing;

- 30.2 if the Panel decides that an offence against these regulations has been committed by the student, it shall apply one of the penalties listed at Regulation 31, in each case with a formal admonition to the student and a note being placed on their record. In doing so it shall seek to reflect the seriousness of the offence, and may take into account any previous assessment offences committed by the student. In reaching its decision the Panel will be mindful of the need of the

**School to assure the highest standards among its students.**

31. The penalties available to the Panel are
- 31.1 (all students) that, despite the allegation being upheld, no penalty be incurred and that a mark be returned for the script in question, or
  - 31.2 (undergraduate and taught postgraduate students) that the student be awarded a zero mark, either for the assessed script or for the course as a whole, with the right to re-submit the script or repeat the course in the following year subject to the degree regulations. For new undergraduate students starting in the 2019/20 academic year, they will repeat the assessment in the subsequent resit and deferral period subject to degree regulations and the overall course mark at resit will be capped at the pass mark for the programme of study<sup>1</sup>. Or
  - 31.3 (undergraduate and taught postgraduate students) that the student be awarded a zero mark for the course as a whole and a zero mark for one or more other courses taken that year, with the right to repeat all courses in the following year subject to degree regulations. For new undergraduate students starting in the 2019/20 academic year, they will repeat the assessments in the subsequent resit and deferral period subject to degree regulations and the overall course mark at resit will be capped at the pass mark for the programme of study<sup>1</sup>. Or
  - 31.4 (undergraduate students) that the student be awarded a zero mark for the course as a whole and be denied the right to re-sit it or an equivalent course;
  - 31.5 (undergraduate and taught postgraduate students) that the student be awarded a zero mark for all courses taken that year, or for all courses taken that year and in one, two or all previous years, and also be expelled from the School, or
  - 31.6 (PhD students) that the student be awarded an MPhil degree, and that they are denied the right of re-submission or right of appeal save as set out in Regulation 34 below, or
  - 31.7 (PhD or MPhil student) that the student not be awarded any degree, and that they are denied the right of re-submission or right of appeal save as set out in Regulation 34 below, and that they are also be expelled from the School.
32. If an assessment offence is discovered after graduation, the student's degree may be revoked and they will be subject to one of the penalties set out at Regulation 31 (following the procedure set out in the appropriate regulations arising out of the School's bye-laws).
33. The decisions of the Panel under Regulations 30-31 shall where practicable be given to the student orally by the chair of the Panel and will be conveyed to them in writing by the secretary to the Panel. The secretary to the Panel will also send to the student the report of the Panel.
34. Where a Panel has decided that an offence against these regulations has been committed, the student will have the right to appeal against that decision on the following grounds:
- 34.1 that the Panel was constituted in such a way as to cast doubt on its impartiality, and/or
  - 34.2 that there has been a material breach of these procedures that affected the fairness of the Panel's decision, and/or
  - 34.3 that relevant fresh evidence has been received that might have caused a different decision to have been made, provided the student can show that it was neither reasonable nor practical to have presented the evidence to the Panel before its decision.
- Any such appeal must be received by the Academic Registrar within ten working days of the date of the letter sent under Regulation 33.
35. A Pro-Director shall have the sole right of determining whether the student has presented sufficient grounds to warrant reopening the hearing. It will be open to a Pro-Director considering an appeal to consult the Panel Chair who heard the case in question, if necessary. If they so decide, it will be open to them either:
- 35.1 to change the penalty decided by the Panel in the light of fresh evidence provided under 34.3 to one which in their opinion is less serious, or
  - 35.2 to direct a rehearing by a different Panel constituted under Regulation 12 in the light of an appeal under any of Regulations 34.1-34.3, or
  - 35.3 to reject the appeal on the basis that the student has not present sufficient grounds to warrant reopening the hearing.
36. If the student does not appeal, or appeals unsuccessfully, they will receive final confirmation of the penalty and an explanation about its impact on their status with the School in a letter from the Academic Registrar. The consideration of an appeal against the decision of a Panel under these regulations will exhaust the opportunities

## 190 School Regulations

open to the student within the School. It will then be open to the student to take their case to the Office of the Independent Adjudicator for Higher Education.

### Footnote

<sup>1</sup> The pass mark for undergraduate programmes of study (BA, BSc) is 40%.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

## REGULATIONS FOR DIPLOMAS

*These regulations are approved by the Academic Board / the Graduate School Board of Examiners.*

*Last updated: August 2019.*

### General

1. These Regulations apply to all persons having registered for a programme of study leading to a Diploma and to those having registered for any part of such a programme. They are made subject to the General Academic Regulations for postgraduate students.
2. The Diploma is awarded in the majority of cases as an exit award as detailed in the relevant published programme classification schemes. Where this is the case, it will be stated within the relevant programme classification schemes as published School Calendar.

### Programmes of Study

3. Programmes shall be so organised as to fall into one or both of the following categories:
  - 3.1 a period of full-time study, the length of which shall be prescribed in the individual programme regulations but which shall be not less than one academic year, the assessments being completed by the end of that period;
  - 3.2 a period of part-time study of between two and four years, during which students will be assessed in accordance with the individual programme regulations.
4. A student may be allowed, at the discretion of the School and provided that the individual programme regulations so permit, to spend a maximum period of six months or, in the case of students pursuing a part-time programme, an equivalent period, on project work under appropriate supervision at an organisation or institution approved by the School as having a function relevant and suitable to the field of study. The student will not normally be permitted to undertake the project work outside the School.
5. A full-time student will normally register for courses up to the value of four courses in each year, and a part-time student for courses to a value of three courses or fewer. Courses must be chosen to comply with the programme regulations concerned.

### Assessment

6. Unless indicated otherwise in the individual programme regulations, each programme shall include submission of a significant piece of individual work.
7. A student will not be re-assessed in any course which they have already passed.
8. A student who does not at their first attempt successfully complete the assessment, or part of the assessment, for which they have been entered and who has not been awarded a diploma may resit that assessment on one occasion only.

### Illness and Other Exceptional Circumstances

9. In only the most exceptional cases where the exceptional circumstances are sudden, unforeseen, out of the student's own control and proximate to the assessment(s) in question, Sub-Boards may recommend to the Graduate School Board of Examiners that:
  - (i) the student's result(s) in the affected assessment(s) be discounted, and that they be allowed to resit.<sup>1</sup> ;
  - (ii) the student's result(s) in the affected assessment(s) not be discounted, but that they be allowed an exceptional<sup>1</sup> additional attempt.
  - (iii) the student be awarded a diploma. Sub-Boards may not make this recommendation for a student who made no attempt at a summative assessment, as set out in paragraph 38 of the General Academic Regulations.
10. The Graduate School Board of Examiners shall be the sole authority in deciding whether to uphold such recommendations.

### The Award of a Diploma

11. To be eligible for the award of a diploma a student must satisfy the examiners in the assessments prescribed for the programme. This should take place within the School's standard period of registration for Taught Masters programmes as defined within the General Academic Regulations. Failure to achieve an award within the maximum period of registration allowed will result in de-registration
12. A student awarded a diploma will be awarded a Pass, Merit or Distinction.

### Schedule to the Regulations for Diplomas

The powers of the School set out in these Regulations shall be exercisable as follows:

## 192 School Regulations

Regulation	Powers exercisable by
3, 9	The appropriate Sub-board Chair of Examiners

### Footnote

- <sup>1</sup> Sub-Boards of Examiners may also recommend under paragraphs 9 (i) and (ii) that the student may, where relevant and appropriate, progress into the next year of study.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

# DISCIPLINARY PROCEDURE FOR STUDENTS

## Purpose of this Procedure

1. The School's Memorandum and Articles of Association set out its main objectives of education and research. These can be met only if students, staff and visitors can conduct their business in conditions that permit freedom of thought and expression and in which they show respect to one another. The School's governing body has put this disciplinary procedure ("the Procedure") in place to maintain such conditions and to protect the School from actions that may harm it or its members.
2. It will be an offence under this Procedure if a registered student is found to have breached one or more of the School's terms or conditions, policies or procedures, or rules or regulations. This list includes, but is not limited to, the School's Conditions of Registration, Anti-Bullying and Anti-Harassment Policy, Sexual Harassment and Sexual Violence Policy, Ethics Code and Conditions of Use of IT Facilities at LSE.

## Status

3. The School's Council is responsible for the content of this Procedure, save for factual information; which will be the responsibility of the School Secretary ("the Secretary") to correct.

## Application

4. This Procedure will apply to allegations of misconduct against registered students of the School. For the avoidance of doubt:
  - 4.1 A registered student is a student that is pursuing a programme of study for which they are receiving teaching and/or supervision, or from which they have an authorised temporary absence that does not require interruption or an extension to the length of their programme of study.
  - 4.2 A registered student also includes a student who is on a period of authorised interruption or has been temporarily suspended from their programme of study. Additionally, this procedure will apply to a student who is on an authorised interruption or has been temporarily suspended from their programme of study.
  - 4.3 This Procedure will not apply to students of the School who have been expelled or withdrawn from the School or to students who have completed their programme of study (whether successfully or unsuccessfully).
5. A local procedure that is specific to an area of the School may be used to resolve some allegations of misconduct. Examples of areas that sometimes use a local procedure are the LSE Summer School, LSE Executive Summer School or LSE Residences. The application of a local procedure will not necessarily preclude the use of this Procedure.
6. Students who are studying at Partner Universities or overseas collaborating institutions for a specified period of time will fall under the remit of that institution's disciplinary procedures unless alternative arrangements regarding disciplinary procedures has been agreed. If during this period, misconduct occurs on the School's premises, then the alleged misconduct will be considered under this disciplinary procedure.
7. The School and the School's Students' Union have separate disciplinary procedures: the School will use this Procedure to determine whether a student has breached any of its terms or conditions, policies or procedures, or rules or regulations; the Students' Union will use its own procedure to determine whether a student has breached the terms of their membership of the Union. This being the case, it is possible for one allegation of a breach of discipline to be considered separately under one or both of the procedures.
8. This Procedure will apply to incidents of alleged misconduct that occur on and off the School's premises (including via social media) or as part of activities organised or authorised by the School and where they are related to the approved business of the School. For the avoidance of doubt, the alleged victim could be the School itself, a student or employee of the School or others visiting, working or studying at the School. This procedure will apply to incidents or alleged misconduct that occur on and off the School's premises (including via social media) or as part of activities organised or authorised by the School (such as placements and field trips) where the alleged victim is the School itself, a student or employee of the School or others visiting, working or studying at the School.
9. Deviations from this Procedure will not invalidate any action taken against a student unless the integrity of the process is compromised. The person who is overseeing an investigation at different stages, usually the Secretary, a Pro-Director or a Board of Discipline, will decide when and how to deviate from this Procedure, and explain to the affected parties the reason for doing so.

## Equality and Diversity

10. Members of staff involved in a potential or actual disciplinary case must give thought to any equality and diversity matters which may be relevant, particularly in relation to the following diversity strands which are referred to in the Equality Act 2010: age, disability (including mental health and wellbeing), race, gender, gender reassignment, pregnancy and maternity, religion or belief and sexual orientation. Requests for reasonable adjustments should be made to the Secretary, Pro-Director or Board of Discipline (whichever is overseeing an investigation at the time).
11. In some instances, the Secretary, Pro-Director or Board of Discipline (whichever is overseeing an investigation at

the time) may decide to postpone, interrupt or not pursue a disciplinary case because a key person is, for medical or other reasons, unfit to participate in it. This type of decision must be based on evidence that the Secretary, Pro-Director or Board of Discipline considers relevant and adequate. The Secretary, Pro-Director or Board of Discipline reserves the right to reject or ask for an independent assessment of evidence if its relevance or adequacy is doubted.

### **Criminal Offences**

12. Where appropriate, the School will consider referring incidents to the Police, or if necessary, UK Visas and Immigration or the Home Office. Although the School would not ordinarily pursue disciplinary action against a student while they are the subject of a Police investigation, it reserves the right to do so; particularly if a student's registration is due to expire before the conclusion of any criminal proceedings, or the safety of one or more members of the School is at risk. The School's disciplinary procedure is not an alternative to investigations carried out by the Police. The School also reserves the right to apply this Procedure after any Police investigation has concluded.
13. The School can take precautionary measures against a student who is alleged to have committed a criminal offence or a breach of discipline at an early stage pending the outcome of criminal and/or disciplinary proceedings. For the avoidance of doubt, the taking of such action would not be considered as a penalty.
14. The grounds for initiating precautionary measures may be put in place if they are necessary:
  - To ensure that a full and proper investigation can be carried out by the Police/School and/or;
  - To protect the reporting student or others whilst the allegation is being dealt with as part of a criminal/disciplinary process.
15. In considering what precautionary action to take, the School will consider amongst other factors, the nature of the misconduct committed, the circumstances of the individuals involved, the views of the police and any input from witnesses. Precautionary action can include but is not be limited to:
  - Suspending the student from their studies.
  - Suspending the student from areas/facilities of the School and /or accommodation blocks.
  - Imposing conditions on the student such as requiring the student to have no contact with the reporting student(s) or certain witnesses and/or requiring the student to move to alternative accommodation.
16. The student will be informed of any decision to suspend them and the reasoning behind the decision will be set out. The Student will then be given an opportunity to:
  - Make representations to the decision-maker before the decision is made.
  - Appeal the decision.
  - Request a review at any stage if there is a material change in the circumstances of the case.

Precautionary measures that have been imposed will be reviewed at regular intervals and reconsidered as the case progresses.
17. Students should use their best endeavours to keep the School informed of any change of details, and/or progress or change in status regarding their case.
18. If necessary, the School will take steps to prevent any member of staff or a student from being victimised as a result of their involvement in a disciplinary matter. This may involve taking disciplinary action against the perpetrator and/or giving support to a complainant.

### **Confidentiality and Data Protection**

19. The School will handle disciplinary cases in accordance with any of its own relevant confidentiality and data protection policies as well as the Data Protection Act 2018 and The General Data Protection Regulation (GDPR) (2016/679).

### **Types of Misconduct**

20. The following list is indicative (but not exhaustive) of the type of offences which would constitute misconduct:
  - 20.1 engagement in any act that will, or is likely to, disrupt teaching, study, research or administrative work of the School;
  - 20.2 cause, or threaten to cause, injury to, or endanger the safety of, a member of staff or student of the School, or a visitor to it;
  - 20.3 dishonest behaviour and/or fraudulent actions, which include submitting incorrect or misleading information to the School;
  - 20.4 engagement in any form of conduct or communication, including that on social media, that can reasonably be considered to be abusive, bullying or harassment of another student, member of staff, any other member of the School community and/or any visitor to the School as it is defined by the School's Anti-Bullying and Anti- Harassment Policy and the Sexual Harassment and Sexual Violence Policy;
  - 20.5 engagement in any act that will, or is likely to, damage or deface property of the School;
  - 20.6 cause a Health and Safety concern;



- 20.7 engagement in any conduct or communication that will, or is likely to, bring the School into disrepute or unjustifiably harm the reputation of a member of it;
- 20.8 breach of one or more of the School's terms or conditions, policies or procedures, or rules and regulations, which includes but is not limited to, the Conditions of Registration, the School's Ethics Code and any penalties or measures that have been put in place under the School's disciplinary or any other procedure;
- 20.9 commitment of a criminal act and/or a breach of discipline, which may or may not be punished in a court of law, on any premises that the School owns, leases or in any way administers or in relation to an offence committed outside of School premises as part of activities organised or authorised by the School and where they are related to the approved Business of the School;
- 20.10 use of any of the School's facilities improperly and / or breach the Conditions of Use of IT Facilities at the School;
- 20.11 use of the School's name or address in a public statement, or business or other venture, without obtaining the permission of the School;
- 20.12 use of any of the School's registered trademarks without seeking permission from a relevant person in the School's central administration;
- 20.13 recording of a lecture, meeting or other School event, or use of such a recording, without the permission of the lecturer or person or group who organised the event;
- 20.14 breach of the Data Protection Act 2018 or the General Data Protection Regulation ( GDPR ) (2016/679).

### Informal Resolution

- 21. Informal resolutions are intended to be flexible and the aim is to resolve matters as quickly and amicably as possible, normally within 10 working days of the alleged misconduct having been raised. As such, if any person ("a Complainant") believes that a student or group of students of the School has acted in a way that warrants investigation under this Procedure they should first consider contacting the School Senior Advocate for Students as soon as the Complainant becomes aware of the alleged misconduct. Any excessive delay may impact on the subsequent consideration of the case.
- 22. If preferred, a student may speak to a relevant member of their academic department (e.g. their tutor, or a senior academic or administrator), the School's administration (e.g. adviser to female students) or the School's Students' Union before an approach is made to the School Senior Advocate for Students to consider an informal resolution. For the avoidance of doubt, there may not always be a Complainant to trigger the informal resolution as it may be that a disciplinary matter arises from the acts of a student whereby the School may consider disciplinary action, independent of any Complainant. In all cases, disciplinary action will be considered as soon as possible after the event giving rise to the allegation.
- 23. The School Senior Advocate for Students will decide whether to resolve a case informally, and, if so, how. If considered appropriate, they may refer the case to the School Secretary to resolve under the formal Resolution stage of this Procedure and/or to ask whether the Police should be alerted to the case.
- 24. A student will be permitted to bring a silent observer, such as a friend or member of the Students' Union, to any meeting with the School Senior Advocate for Students. Legal representation is considered inappropriate. In exceptional circumstances, such as it constituting a reasonable adjustment, the School Senior Advocate for Students may permit the observer to actively contribute to the meeting.
- 25. The School Senior Advocate for Students will consider whether it is necessary to ask a student not to attend part or all of the premises, or use particular facilities, of the School if they considers it to be in the interests of one or more of the parties involved in a case, or the wider School community, while the informal resolution stage is ongoing. If a student objects to, or fails to cooperate with such a request, the School Senior Advocate for Students will consider referring the case to the School Secretary under the formal stage of this Procedure.
- 26. The School Senior Advocate for Students will produce a report confirming the action/s taken to resolve a case informally and the outcome, and will disclose a copy of this report to the student/s and/or member/s of staff directly involved the case as a Complainant. The School Senior Advocate for Students will not normally disclose their report to people who are not members of staff or students of the School.
- 27. The School Senior Advocate for Students report, either in full or any aspect of it, will not be recorded on a student's file, though it may be considered in any subsequent investigation under the formal stage of this Procedure.
- 28. If the alleged perpetrator fails to co-operate in an attempt at informal resolution, this may be considered as grounds for a formal investigation. Please note that any such failure to co- operate may also be taken into account as part of the formal investigation.

### Formal Resolution

- 29. The School Secretary is responsible for deciding whether to resolve a case formally, regardless of how the matter is brought to their attention, and, if so, how. The Secretary will also consider whether to alert the Police. The Alleged Misconduct Form at Appendix A should be used by anyone wishing to raise an alleged misconduct issue to the Secretary under this Procedure.

30. On deciding to resolve a case formally, the Secretary will decide whether to put in place any kind of suspension or other measure/s while the formal stage is ongoing. A student who is affected by a suspension or other measure/s may appeal in writing to a Pro-Director. The Pro-Director will respond to the appeal within five (5) working days.
31. The Secretary may ask a relevant member of staff (his/her "Nominee") who has had no prior involvement in the case, to conduct an investigation, although the Secretary will make the final decision on the case based on the findings of the Nominee's investigation.
32. The form of any investigation will depend on a number of factors, such as the severity and complexity of the issue in question as well as the availability of evidence. However, the Secretary or their Nominee must ensure that any investigation is conducted fairly and is of a reasonable level in depth and scope.
33. The student subject to an allegation ('the Student') will be given an opportunity to present their case to the person conducting the investigation ('the Secretary/Nominee'). In exceptional circumstances, for example, when a Student's whereabouts are not known at the time of investigation, the Secretary or their Nominee may decide to conduct the investigation in the Student's absence.
34. The Secretary or Nominee must inform the Student of their right to be accompanied to any meeting relating to the investigation by a friend or a representative of the LSE Student' Union. The friend or representative will accompany the Student as a silent observer; save in exceptional circumstances, such as it constituting a reasonable adjustment, and with the permission of the Secretary or their Nominee.
35. The School will endeavour to complete the initial investigation and formal stage of the process within sixty (60) days of the allegation being made. In some cases, we may need to extend this deadline and in these circumstances the Secretary or Nominee will inform the student(s) involved of any delay, and the reason/s for the delay, as soon as possible.

#### **Outcome of a Formal Resolution**

36. At the end of a formal investigation, the Secretary will decide whether to:
  - 36.1 Dismiss the allegation;
  - 36.2 Refer the case to other, more appropriate procedures in the School;
  - 36.3 Uphold the allegation and determine an outcome that is relevant and proportionate to the offence/s; or
  - 36.4 Convene a Board of Discipline (see below) to consider the allegation, and if necessary, determine an appropriate outcome.
37. The Secretary will find an allegation of misconduct proven if it is considered that the evidence identifies, on a balance of probabilities that misconduct has occurred.
38. When deciding on the appropriate penalty to be applied in cases of proven misconduct, the Secretary will give due consideration to the following:
  - 38.1 The student's previous disciplinary record;
  - 38.2 If the student had admitted the misconduct;
  - 38.3 The conduct of the student following the misconduct;
  - 38.4 Any mitigating factors, as applicable.
39. Multiple or repeated incidents of misconduct may be treated as being more serious than a single act of misconduct and previous findings may be taken into account when considering which penalty should apply.
40. The Secretary will take into consideration the table set out at Appendix C which outlines the types of misconduct and possible penalties the Secretary may put in place and includes, but is not limited to:
  - 40.1 Take no action;
  - 40.2 Issue a formal warning which shall not be recorded on the student's record;
  - 40.3 Issue a formal warning to be noted on the student's file for the duration of their registration at the School and any future proven misconduct will take such warning into account;
  - 40.4 Require the Student to make a formal written apology;
  - 40.5 Require the Student to take appropriate training;
  - 40.6 A fine;
  - 40.7 A requirement to make good the cost in whole or in part of any damage caused and/or repay/make good any financial loss to the University;
  - 40.8 An order of Service to the School for a specified period;
  - 40.9 Issue a final warning;
  - 40.10 Suspension from the whole School or defined areas and/or facilities of the School including Halls of Residence for a specified period of time;
  - 40.11 Imposing conditions on a student's access to facilities if the student has been convicted of a criminal conviction where such conditions are deemed necessary for the safety and security of members of the School.

41. Any serious misconduct, which may warrant an expulsion of the student from the School will be referred to the Board of Discipline for assessment and decision.
42. The Secretary has the discretion to decide on a combination of penalties and will convey their decision and the reason/s for it, in writing to the Student and any member/s of staff or student/s of the School who have been directly involved in the case as a Complainant. The Secretary will also inform any other member of staff or student whom they consider has a relevant interest in the case. The Secretary will not normally disclose their decision to people who are not members of staff or students of the School and where disclosure is made, it is only on a 'needs to know' basis.
43. The Secretary's written response must inform the Student, and if applicable, the Complainant, of their right to an Appeal to a specified Pro-Director of the School (see the "Appeal" section below).

### **Board of Discipline**

44. The School Secretary or their nominee, will decide whether to convene a Board of Discipline to consider an allegation of misconduct. This route will normally be taken when an allegation of misconduct brings into question a Student's status in the School.

### **Membership**

45. A Board of Discipline consists of the following people:
  - A Lay member of Council as Chair, appointed by the Secretary;
  - The General Secretary of the Students' Union or their nominee (who must be a Sabbatical Officer of the Students' Union or registered student of the School); and
  - An academic member of staff appointed by the Vice-Chair of the Academic Board.
46. All members of a Board of Discipline must participate in the whole process for the final decision to be valid.

### **Procedure**

47. The Secretary will appoint a Clerk to the Board of Discipline ("the Clerk"), who will have had no prior involvement in, and will have no decision-making powers on, the case.
48. The Board of Discipline will, at all times, respect the rights of the individuals involved, particularly in terms of confidentiality and personal welfare.
49. The Board of Discipline must give due regard to the needs of the individuals involved in a disciplinary case with a view to making any reasonable adjustments to enable the individuals to properly participate in the process.
50. As soon as is reasonably possible, and normally with a minimum notice period of 10 working days, the Clerk will inform the Student of:
  - The membership of the Board of Discipline, and the Student's right to object to the Secretary about the participation of one or more of those members, provided the objection and the reason/s for it is presented to the Secretary in writing by no later than 5 working days of the date of the Clerk's communication;
  - The procedural and logistical arrangements of the Board of Discipline ("the Hearing");
  - The identity of witnesses or other attendees at the Hearing;
  - The Student's right to be accompanied to the Hearing, normally by a friend or member of the Students' Union who will be expected to silently observe the process; and
  - The Student's right to request to submit and/or present any evidence before or at the Hearing in accordance with the procedure set out by the Board of Discipline.
51. The Board of Discipline will make its decision by majority vote. It must decide:
  - Whether a disciplinary offence has been committed; and;
  - An appropriate outcome.
52. The range of penalties that a Board of Discipline may put in place include, but are not limited to:
  - 52.1 Issue a formal warning to be noted on the student's file for the duration of their registration at the School and any future proven misconduct will take such warning into account;
  - 52.2 Require the Student to make a formal apology;
  - 52.3 Require the Student to take appropriate training;
  - 52.4 A fine;
  - 52.5 A requirement to make good the cost in whole or in part of any damage caused and/or repay/make good any financial loss to the School;
  - 52.6 An order of Service to the School for a specified period to be determined by the Board of Discipline;
  - 52.7 Issue a final warning;
  - 52.8 Suspension from the whole School or defined areas and/or facilities of the School including Halls of Residence for a specific period of time;

## 198 School Regulations

- 52.9 Imposing conditions on a student's access to facilities if the student has been convicted of a criminal conviction where such conditions are deemed necessary for the safety and security of members of the School;
- 52.10 Expulsion from the School.
53. The Board of Discipline will take into consideration the Table set out in Appendix C when making its decision and will convey its decision and the reason/s for it, in writing to the Student and any member/s of staff or student/s of the School who have been directly involved in the case as a Complainant. It will also inform any other member of staff or student who it considers has a relevant interest in the case. It will not normally disclose its decision to people who are not members of staff or students of the School.
54. The Secretary's written response must inform the Student, and if applicable, the Complainant of the misconduct, of their right to Appeal to a Pro-Director of the School (see the "Appeal" section of the Disciplinary Procedure).

### Appeal

55. An Appeal against the Secretary's or a Board of Discipline's decision must be made using the Appeal Form at Appendix B, no later than 10 working days from the date of the Secretary's or a Board of Discipline's written decision.
56. An Appeal must normally be made on one or more of the following grounds:
- 56.1. A significant procedural flaw or irregularity that compromised the fairness of the process;
  - 56.2. New material evidence, which must be supported by an explanation of why it is being submitted at this late stage; and
  - 56.3. An outcome being unreasonable or disproportionate.
57. The Pro-Director will review the decision. A student will be permitted to bring a silent observer to any meeting. In exceptional circumstances, such as it constituting a reasonable adjustment, the Pro-Director may permit the observer to actively contribute to the meeting.
58. The Pro-Director will normally complete their review within twenty-eight (28) working days of receiving the Appeal. In determining a review of a decision by the Secretary, the Pro-Director may confirm, amend or dismiss the penalty imposed by the Secretary. The Pro-Director may refer the case back to the formal stage for reconsideration or request a re-hearing of the case (if the case had been considered by a Board of Discipline). They will convey their decision in writing to relevant parties in a Completion of Procedures Letter.
59. The Completion of Procedures Letter will contain the Pro-Director's decision and the reasons for it. The letter will also confirm any course of action or penalty, which may differ to the outcome of the original investigation.

### Office of the Independent Adjudicator for Higher Education

60. The Pro-Director's Completion of Procedures Letter will inform the recipients of their right to submit a complaint to the Office of the Independent Adjudicator for Higher Education ("the OIA"). The Pro-Director will also provide any relevant documents that may be required by the OIA. The OIA will not consider complaints from a member of staff.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

## APPENDIX A: COMPLAINT FORM

### ALLEGED MISCONDUCT FORM

<b>Student ID</b>	
<b>Family Name</b>	
<b>Given Name</b>	
<b>Address/Email</b>	
<b>Telephone</b>	
<b>Date of incident</b>	
<b>Summary of complaint</b>	<p><i>[This should include what the incident is that is referred to, where the incident happened, the parties involved, the basis of the complaint and, where appropriate, the outcome sought.]</i></p>

Signed:

Dated:

APPENDIX B: APPEAL FORM

APPEAL AGAINST THE DECISION OR OUTCOME OF A DISCIPLINARY INVESTIGATION

Student ID	
Family name	
Given Name	
Address/Email	
Telephone	
Date of incident	
Date decision was received	
Summary of grounds for appeal	<p><i>[This should include what is being challenged (e.g. the decision or measures put in place as a result of the decision). This should also set out the grounds for the appeal (e.g. procedural defect in the formal investigation or new evidence). You should also include a copy of the Secretary's decision and any relevant evidence (e.g. emails or medical report/s), as well as explain why any new evidence is being presented at this late stage of the procedure.]</i></p>

Signed:

Date:

## APPENDIX C: TABLE OF TYPES OF MISCONDUCT AND POSSIBLE PENALTIES

The following table sets out examples of the types of misconduct and the corresponding penalties which are non-exhaustive. The possible penalties that may be applied if a specific misconduct occurs is illustrative only i.e. there will be cases where certain behaviours which would usually be considered major breaches of discipline are minor and will require a less serious penalty and vice versa.

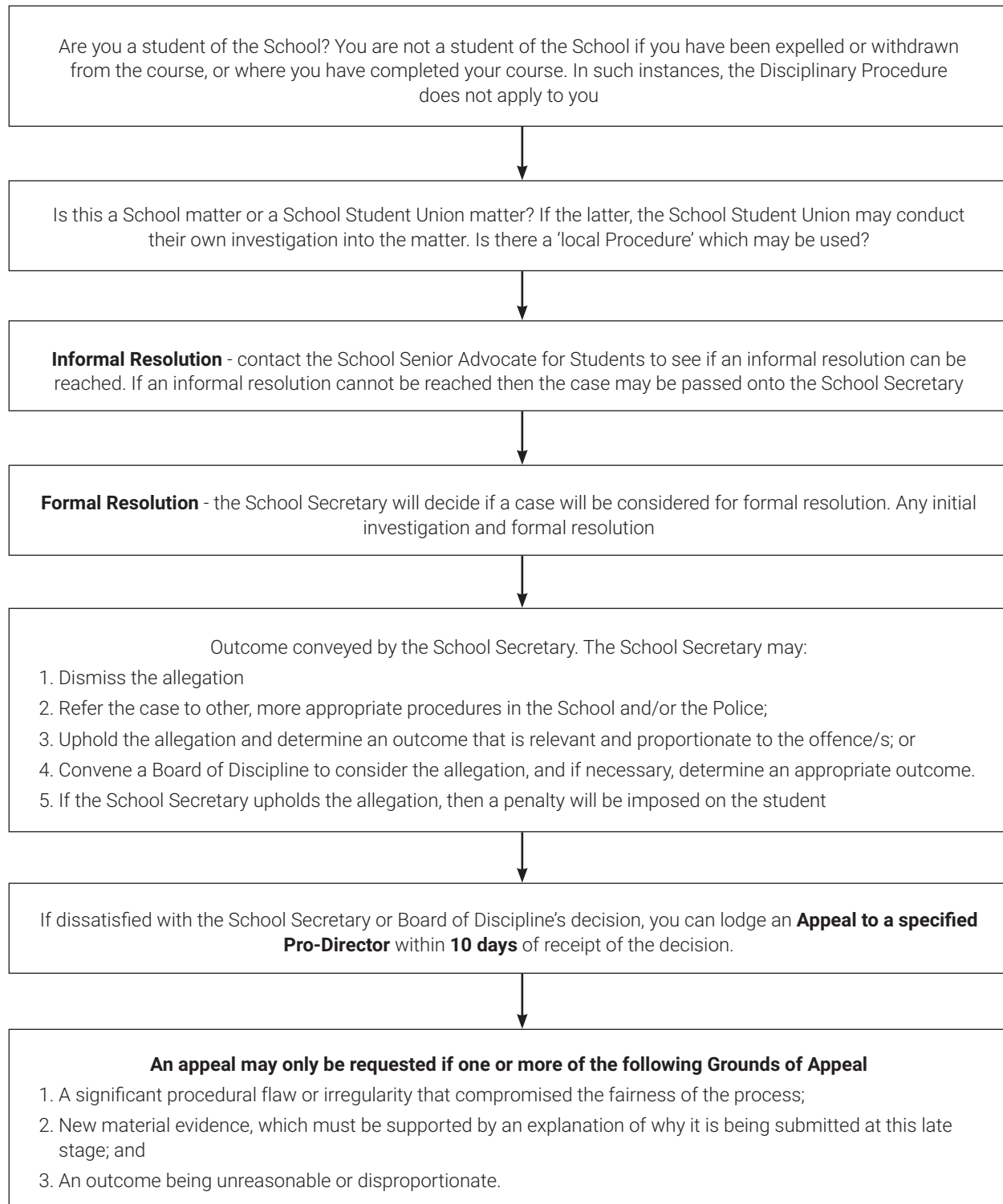
TYPES OF MISCONDUCT	POSSIBLE PENALTIES
<b>Physical Misconduct:</b>  <b>Major:</b> <ul style="list-style-type: none"> <li>• Punching</li> <li>• Slapping</li> <li>• Biting</li> <li>• Kicking</li> <li>• Pulling hair</li> </ul> <b>Minor:</b> <ul style="list-style-type: none"> <li>• Pushing</li> <li>• Shoving</li> </ul>	<ul style="list-style-type: none"> <li>• Expulsion</li> <li>• Suspension</li> <li>• Restrictions/Conditions placed on the Student</li> </ul> <ul style="list-style-type: none"> <li>• Formal warning</li> <li>• Training</li> <li>• Formal written apology</li> </ul>
<b>Sexual Misconduct:</b>  <b>Major:</b> <ul style="list-style-type: none"> <li>• Sexual intercourse or engaging in a sexual act without consent</li> <li>• Attempting to engage in sexual intercourse or engaging in a sexual act without consent</li> <li>• Sharing (including on social media) private sexual materials of another person without consent</li> <li>• Kissing without consent</li> <li>• Touching inappropriately through clothes without consent</li> <li>• Showing sexual organs to another person</li> <li>• Stalking another person</li> </ul> <b>Minor:</b> <ul style="list-style-type: none"> <li>• Making unwanted remarks of a sexual nature</li> </ul>	<ul style="list-style-type: none"> <li>• Expulsion</li> <li>• Suspension</li> <li>• Restrictions/Conditions placed on the Student</li> <li>• Formal warning</li> <li>• Training</li> <li>• Formal written apology</li> </ul>
<b>Abusive Behaviour:</b>  <b>Major:</b> <ul style="list-style-type: none"> <li>• Abusive comments relating to an individual's sex, sexual orientation, religion or belief, race, pregnancy/ maternity, marriage/civil partnership, gender reassignment, disability or age.</li> <li>• Threats to hurt another person</li> <li>• Acting in an intimidating and hostile manner</li> <li>• Stalking another person</li> </ul> <b>Minor:</b> <ul style="list-style-type: none"> <li>• Use of inappropriate language</li> <li>• Repeatedly contacting another person (by phone, email, text or on social networking sites) against the wishes of the other person</li> </ul>	<ul style="list-style-type: none"> <li>• Expulsion</li> <li>• Suspension</li> <li>• Restrictions/Conditions placed on the Student</li> </ul> <ul style="list-style-type: none"> <li>• Formal written warning</li> <li>• Training</li> <li>• Formal written apology</li> </ul>



<p><b>Damage to Property:</b></p> <p><b>Major:</b></p> <ul style="list-style-type: none"> <li>• Causing significant damage to the School property or the property of other students, employees and/or visitor of the School.</li> </ul> <p><b>Minor:</b></p> <ul style="list-style-type: none"> <li>• Causing minor damage to the School property, the property of other students, employees and/or visitor of the School</li> </ul>	<ul style="list-style-type: none"> <li>• Expulsion</li> <li>• Suspension</li> <li>• Restrictions/Conditions placed on the Student</li> <li>• A fine</li> <li>• A requirement to make good the cost in whole or in part of any damage caused and/or repay/make good any financial loss to the School</li> <li>• An order of Service to the School for a specified period</li> </ul> <ul style="list-style-type: none"> <li>• Formal warning</li> <li>• Training</li> <li>• Fine</li> <li>• Formal written apology</li> </ul>
<p><b>Unauthorised Taking or use of Property</b></p> <p><b>Major:</b></p> <ul style="list-style-type: none"> <li>• Unauthorised entry onto or unauthorised use of School Premises. This includes Halls of Residences.</li> <li>• Taking property belonging to the School, another student, employee of the School and/or visitor of the School without permission.</li> <li>• Misuse of School property including computer equipment</li> </ul> <p><b>Minor:</b></p> <ul style="list-style-type: none"> <li>• Misuse of School property including computer equipment,</li> <li>• Using the School's name, address or trademarks without the Permission of the School.</li> </ul>	<ul style="list-style-type: none"> <li>• Expulsion</li> <li>• Suspension</li> <li>• Restrictions/Conditions placed on the student</li> <li>• Fine</li> <li>• Requirement to return property in the same condition it was taken repay/make good any financial loss to the School</li> <li>• An order of Service to the School for a specified period</li> </ul> <ul style="list-style-type: none"> <li>• Formal warning</li> <li>• Training</li> <li>• Formal written apology</li> </ul>
<p><b>Causing a Health or Safety Concern</b></p> <p><b>Major:</b></p> <ul style="list-style-type: none"> <li>• Act/omission that did cause or could have caused serious harm on the School Premises or during School activities (outside of School Premises)</li> </ul> <p><b>Minor:</b></p> <ul style="list-style-type: none"> <li>• Act/omission that did cause or could have caused a health and safety concern on University premises or during School activities (outside of the School Premises)</li> </ul>	<ul style="list-style-type: none"> <li>• Expulsion</li> <li>• Suspension/Exclusion</li> <li>• Restrictions/Conditions placed on the student</li> <li>• An order of service for a specified period</li> </ul> <ul style="list-style-type: none"> <li>• Formal warning</li> <li>• Training</li> <li>• Fine</li> <li>• Formal written apology</li> </ul>

<p><b>Operational Obstruction</b></p> <p><b>Major:</b></p> <ul style="list-style-type: none"> <li>• Acts/omissions/statements intended to deceive the School. Committing fraud.</li> <li>• Disruption of the activities of the School (including academic, administrative, sporting and social) on School Premises or elsewhere</li> <li>• Disruption of the functions, duties or activities of any other student, employee or visitor of the School</li> <li>• Breach of the relevant data protection legislation</li> <li>• Breach one or more of the School's terms or conditions, policies or procedures, or rules and regulations</li> </ul> <p><b>Minor</b></p> <ul style="list-style-type: none"> <li>• Improper interference with the activities of the School on the School premises or elsewhere.</li> <li>• Improper interference with the functions, duties or activities of any other student, employee or authorised visitor of the School</li> <li>• Record a lecture, meeting or other School event, or use such a recording, without the permission of the lecturer or person or group who organised the event</li> </ul>	<ul style="list-style-type: none"> <li>• Expulsion</li> <li>• Suspension</li> <li>• Restrictions/Conditions placed on the Student</li> <li>• An Order of Service to the School for a specified period</li> </ul>     <ul style="list-style-type: none"> <li>• Formal warning</li> <li>• Training</li> <li>• Fine</li> <li>• Formal written apology</li> </ul>
<p><b>Reputational Damage</b></p> <p><b>Major:</b></p> <ul style="list-style-type: none"> <li>• Behaviour which has caused serious damage or could have caused serious damage to the reputation of the School</li> </ul> <p><b>Minor:</b></p> <ul style="list-style-type: none"> <li>• Behaviour which has damaged or could have damaged the reputation of the School</li> </ul>	<p><b>Reputational Damage</b></p> <p><b>Major:</b></p> <ul style="list-style-type: none"> <li>• Expulsion</li> <li>• Suspension</li> <li>• Fine</li> <li>• Restrictions/Conditions placed on the Student</li> <li>• An order of Service to the School for a specified period</li> </ul> <p><b>Minor:</b></p> <ul style="list-style-type: none"> <li>• Formal warning</li> <li>• Training</li> <li>• Formal written apology</li> </ul>

## APPENDIX D: DISCIPLINARY PROCEDURE FLOW CHART



# ANTI-BULLYING AND ANTI-HARASSMENT POLICY

## 1. Policy Statement

- 1.1 The School is committed to a working and learning environment where people can achieve their full potential free of bullying and harassment. It will take appropriate action to try to eliminate bullying and harassment, as well as put in place procedures to resolve complaints as swiftly and amicably as possible. These procedures will also make provision for disciplinary action to be taken.
- 1.2 For the purposes of this Policy, references to 'the LSE community' includes all salaried and non-salaried members of staff, students and lay governors of the School. The School will try to ensure other relevant parties comply with the required standards of behaviour in this Policy by way of contract.

## 2. Action Against Bullying and Harassment

- 2.1 It should be noted that a member of the LSE community is personally liable for their actions, which in some instances could lead to criminal or civil action in the Courts under the Protection from Harassment Act 1997, Equality Act 2010 or other relevant legislation, such as the Crime and Disorder Act 1998.
- 2.2 The School and the LSE Students' Union may use their own separate procedures to investigate and take appropriate action to resolve the same allegation of bullying or harassment (i.e. the School considering a student's status at LSE, the Union considering a student's membership of its organisation).
- 2.3 The School will take appropriate steps to deal with behaviour, intentional or unintentional, that results in a breach of this Policy. The School will conduct confidential and impartial investigations into allegations of bullying and/or harassment. It will at all times comply with The Data Protection Act 2018 and the General Data Protection Regulation (GDPR).
- 2.4 Disciplinary action may be taken if allegations of bullying or harassment are found to be malicious or vexatious.

## 3. Scope of Policy

- 3.1 The School will not tolerate any form of bullying or harassment within its community or against its members, which may go beyond the physical premises and normal business hours of the School, such as conduct at events and trips abroad or on social media.
- 3.2 This Policy applies to the LSE community and relates to bullying or harassment perpetrated by:
  - a student against a student, member of staff or lay governor;
  - a member of staff against a student, member of staff or lay governor; and
  - a lay governor against a student, member of staff or lay governor.
 The above examples also include bullying and harassment by or against any other party who is contracted to abide by this Policy.
- 3.3 The School's Sexual Harassment and Sexual Violence Policy is intended to cover instances of harassment and/or violence of a sexual nature. In the event of a conflict between this Anti-Bullying and Anti-Harassment Policy, and the Sexual Harassment and Sexual Violence Policy, the terms of the latter policy will prevail.
- 3.4 Bullying and harassment is not necessarily confined to the behaviour of senior staff towards more junior staff, or indeed staff towards students; it can take place between persons at the same level or involve staff or students behaving inappropriately towards more senior members of the School.

## 4. Definition of Bullying and Harassment

- 4.1 For the purpose of this Policy:
  - 4.1.1 Bullying is defined as offensive, intimidating, malicious or insulting behaviour, which may include an abuse or misuse of power, through means that threaten, undermine, humiliate, denigrate, take advantage of, or injure the recipient. Power does not always mean being in a position of authority, but can include both personal strength and the power to coerce through fear or intimidation.
  - 4.1.2 Harassment is defined as unwanted conduct that has the purpose or effect of:
    - violating a person's dignity; or
    - creating an intimidating, hostile, degrading, humiliating or offensive environment.
  - 4.1.3 A person is also guilty of harassment if they treat a person less favourably because that person has rejected or submitted to unwanted conduct of a sexual nature or that is related to gender identity or sex, and which has had the purpose or effect described in this section. In this scenario, the person who is guilty of treating someone less favourably might not be the person who engaged in the unwanted conduct.

- 4.2 In deciding whether conduct is bullying or harassment, the School will take account of the following factors:
- the alleged victim's (or victims') perception of the conduct;
  - the other circumstances of the case;
  - whether it is reasonable for the conduct to have had the effect of bullying or harassment.
- 4.3 Examples of the different types of bullying and harassment are included in Appendix A.
5. Responsibility of the LSE Community
- 5.1 All members of the LSE community can help to:
- prevent bullying and harassment by being sensitive to the reactions and needs of others, and ensuring that their conduct does not cause offence;
  - discourage bullying and harassment by others by making it clear that such conduct is unacceptable, and supporting colleagues and peers who are taking steps to stop the harassment;
  - understand bullying and harassment by attending training sessions and/or seeking advice from the School's Central Administration or Students' Union.
- 5.2 The School is responsible for:
- taking steps to eliminate bullying and harassment and other unlawful discrimination, as well as to actively promote equality to provide a collegiate, lawful and harmonious working environment;
  - taking appropriate action when it is aware that bullying or harassment may be or is taking place;
  - raising awareness to help members of the LSE Community identify and deal with bullying and harassment.
6. Monitoring of Bullying and Harassment Cases
- 6.1 The School will compile anonymous information about the number, nature and outcome of bullying and harassment cases each academic year, with a view to keeping the Ethics Policy Committee updated.
- London School of Economics and Political Science Anti-Bullying and Anti-Harassment Policy

## APPENDIX A: EXAMPLES OF BULLYING AND HARASSMENT

### 1. Introduction

Bullying and harassment are not always easy to identify and sometimes difficult to distinguish from one another. The purpose of this appendix is to describe some of the ways in which bullying and harassment can take place.

### 2. Bullying

Bullying may be physical or psychological in nature and conducted in an open environment or a secretive manner. It is behaviour that is often repetitive and intended to dominate another person or group by making them feel degraded, humiliated, intimidated or offended. It can cause a person to lose respect and confidence. The types of behaviour may include:

- unmerited criticism, exclusion, isolation and/or gossip;
- gossiping campaigns or spreading rumours about a person;
- stalking or persistently displaying unwanted conduct to a person face-to-face, online or by another means of communication;
- taunting, teasing, ostracising or ridiculing a person either directly or to a third party;
- shouting at or berating a person in a public environment, such as in an office, during a committee session or in a classroom;
- taking or hiding another person's property;
- undermining a person's ability to carry-out or take credit for their work by unfairly overloading them with menial tasks, taking their work away from them, or stealing or copying their work;
- physically or verbally threatening or intimidating a person; and
- making unwelcome sexual advances.

### 3. Harassment

Like bullying, harassment can occur in many different forms: orally, in writing, in person or on social media. The School considers any unwelcome behaviour that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment to be a breach of its Anti-Harassment Policy. Unwelcome behaviour may relate but is not restricted to a person's age, disability, gender identity, ethnicity, race, religion or belief, sex and/or sexual orientation. The kinds of actions or behaviour that is considered to be harassment include:

- jokes, offensive remarks or intimate questions conveyed orally or in writing directly to a person or about a person to a third party;
- producing, sending or displaying inappropriate and/or offensive images or other material to, or about, a person or group;

- abuse, threats or intimidation towards a person or group;
- damaging, defacing or removing a person's or group's property;
- breaching a person's confidentiality by disclosing their sensitive personal information;
- less favourable treatment by excluding a person from a benefit or opportunity that is open to others;
- unwanted physical conduct such touching, staring at or hitting a person; and
- sexually assaulting or making sexual advances towards another person.

Stalking is also considered a form of bullying and/or harassment, regardless of whether the perpetrator is known or a stranger to the victim. It is usually persistent and unwanted conduct of one or different kinds that meets the School's definition of bullying and/or harassment in its Anti-Bullying and Anti-Harassment Policy. It can be physical or psychological and take place directly against a person, or by approaching a third party about a person. Following a person home, sending or leaving them unwanted and repeated messages on their telephone or email, bullying them on social media or making intrusive or unwanted visits are examples of how stalking may take place.

Harassment may also involve the actions of a third party, if this third party treats a person less favourably because the person has rejected or submitted to unwanted conduct of a sexual nature or behaviour that is related to gender identity or sex. Examples could include a person being moved from a committee, department or study group, because the person being moved has rejected sexual advances of another member of the same group.

#### 4. Information on the Anti-Bullying and Anti-Harassment Policy

##### LSE Contacts:

You are encouraged to approach one of the following members of School staff if you have any concerns about harassment and bullying:

- Your Academic Adviser, Supervisor or Departmental Tutor
- The Senior Adviser to Students, Pete Evanson at: **p.evanson@lse.ac.uk**
- The Adviser to Female Students, Dr Bingchun Meng at: **b.meng@lse.ac.uk**
- Head of Student Services (Interim), Martyn Annis at: **M.Annis@lse.ac.uk**
- Head of Residential Life, Victoria Frost at: **v.l.frost@lse.ac.uk**
- Head of Legal, Kevin Haynes at: **k.j.haynes@lse.ac.uk**
- The Ethics Manager, Stephanie Allison at: **ethics@lse.ac.uk**
- The Student Counselling Service at: **student.counselling@lse.ac.uk**
- The School's Equity, Diversity and Inclusion Taskforce at: **edi@lse.ac.uk**
- The Faith Centre at: **faithcentre@lse.ac.uk**
- Student Services Centre at: **ssc.advice@lse.ac.uk**
- The Warden of your hall of residence.

You can contact the Head of the School's Legal Team, Kevin Haynes at: **k.j.haynes@lse.ac.uk**, or Legal Officer, Refel Ismail at: **r.ismail@lse.ac.uk**, for advice on the Anti-Bullying and Anti-Harassment Policy.

##### LSESU Contacts:

The Students' Union has Sabbatical Officers, Part-time Officers and an Advice Team who will listen to you, represent your views on these issues and liaise with the School to tackle inappropriate behaviour.

- Sabbatical and Part-Time Officers, a list of whom can be found at: **<http://www.lsesu.com/democracy/student-reps/>**
- LSESU Advice Team, which can be contacted at **su.advice@lse.ac.uk**. You can find more information at **<http://www.lsesu.com/advice/>**

Please get in touch with any of the following people if you have any questions or would like clarity on any aspect of the School's Anti-Bullying and Anti-Harassment Policy:

You can find more information on bullying and harassment, including a list of external organisations to contact, at the following address: **<http://www.lse.ac.uk/intranet/students/registrationTimetablesAssessment/RegulationsAndPolicies/problems/victimHarassment.aspx>**

See the **Calendar** (**[lse.ac.uk/resources/calendar](http://www.lse.ac.uk/resources/calendar)**) for further information about Programme Regulations, Course Guides, School and academic Regulations.

## PROCEDURE FOR CONSIDERING OPERATIONAL ALLEGATIONS OF HARASSMENT FROM STUDENTS AGAINST MEMBERS OF STAFF

### Introduction

1. For the purposes of this document, 'harassment' is as defined in the School Anti-Harassment Policy. References to staff mean persons employed by LSE; references to students mean those registered on courses at LSE.
2. This procedure is for use by students who consider that they have been harassed by a member of staff.
3. The School is committed to investigating all complaints thoroughly.
4. Staff or students who have been the victim of a violent attack or sexual assault should inform the police immediately and seek medical help.
5. Nothing in this procedure prevents those who either claim to be harassed or are allegedly harassers from exercising their legal rights.

### Exclusions and Conditions

6. Students cannot use this Procedure for grievances other than harassment. Separate procedures apply for other grievances, such as the School's Student Complaints Procedure.
7. All people involved in a harassment case, including witnesses, advisers and/or people chosen to accompany either party, must respect the confidentiality of all parties involved, particularly the Complainant, the Alleged Harasser and the members of an Investigation Team. The School will at all times comply with relevant legislation, such as the Data Protection Act 1998.
8. The identity of the Complainant will need to be disclosed to the Alleged Harasser. The Director of Human Resources (or Senior Adviser to Students for an informal resolution) will check that the Complainant understands this procedure before a disclosure is made.
9. The student making the allegation will be protected from reprisal or unfair treatment because of their decision to submit a complaint, unless there is substantial reason to believe that the allegation is based on information known to be false or has been made maliciously. Cases of deliberately false or malicious allegations of harassment will normally be investigated under the School's Disciplinary Procedure Students.
10. No record of an alleged case of harassment will be placed on a staff or student file unless it is required under this or another relevant procedure.
11. Only the Complainant can decide whether to pursue or withdraw a complaint. This may be done at any time during the investigation, by formal notice to the Director of Human Resources, who will inform the Investigation Team and decide whether further action is required, such as training or alternative working arrangements, or disciplinary action if they decide that the complaint was originally submitted for malicious reasons.

### Advice

12. Students who are concerned about harassment may wish to speak to one or more of:
  - Their Personal Tutor or Supervisor, the Senior Adviser to Students, or if relevant, the Dean of the General Course.
  - The Student Union Education Officer or Community and Welfare Officer.
  - The Adviser to Women Students.
  - The Student Union Advice & Counselling Centre.
  - The Student Counselling Service.
  - The Warden of their hall of residence.
13. Members of staff who are concerned about harassment may wish to speak to one or more of:
  - Their Line Manager, Head of Division or Department.
  - A trade union representative.
  - The Staff Counsellor.
  - Their HR Partner.

### Informal Procedure

14. Allegations of harassment can be resolved under informal or formal procedures. The School will make every attempt to resolve an allegation of harassment informally. However, the formal procedure must be used to resolve serious cases, which, for example, concern an allegation of physical assault.
15. Where a student considers that they have been harassed by a member of staff, they should contact the Senior Adviser to Students, or if relevant, Dean of the General Course (hereafter included in any reference to the Senior Adviser to Students). This should take place no later than three months after the alleged incident/s occurred.
16. The Senior Adviser to Students will normally talk to both parties separately in the first instance in an attempt to facilitate an informal resolution of the alleged grievance. They will take notes of the meetings.



17. If all parties agree, the Senior Adviser to Students will arrange a face-to-face meeting between the Complainant and the Alleged Harasser. A second member of staff may be asked to attend as a silent observer and to take notes of the meeting.
18. The Complainant and/or Alleged Harasser can request the presence of an additional silent observer of their choice. This individual's involvement must remain informal; a legal representative, for example, is inappropriate at this stage. Either party may request the presence of an interpreter if English is not their first language.
19. At the end of the informal process, the Senior Adviser to Students will send a written record of it to the Complainant and Alleged Harasser. Where agreement cannot be reached, the dissenting party will have the right to include in the record the reasons for their dissent. Copies of this record will be given to the Complainant and Alleged Harasser and held by the Senior Adviser to Students facilitating the process. The written record of this informal stage may be used in any formal procedure if it is subsequently instigated.

## **Formal Procedure**

### **Making the allegation**

20. The formal procedure should be instigated if any of the following conditions apply:
  - the Complainant has chosen not to use the informal procedures;
  - all attempts at an informal resolution have failed;
  - the alleged offence is of a serious nature and/or a potential case of gross misconduct (e.g. sexual or physical assault).
21. To instigate the formal procedure, a formal written complaint (using the form at Appendix A) must be submitted to the Director of Human Resources no later than three months after the alleged incident/s occurred or within ten working days of the conclusion of an unsuccessful informal process. It should explain the reasons for the complaint and provide all available evidence.
22. Once the formal complaint has been lodged, the Director of Human Resources will arrange for an Investigation Team to be convened (see Appendix B). It will be composed of:
  - a member of the Academic Board appointed by the Vice Chair of the Academic Board; and
  - a student representative appointed by the General Secretary of the Students' Union; and
  - a trade union representative appointed by a recognised trade union.

No one shall be appointed who has given advice to either the Complainant or the Alleged Harasser in connection with the incident(s) concerned.
23. If the Complainant or the Alleged Harasser objects to the appointment of one or more of the Investigation Team, they must submit a written statement to the Director of Human Resources, explaining their reasons, within three working days of being informed of the names. If the Director of Human Resources upholds the objection, then alternative members of the Panel will be selected. Further objections may then be made under this paragraph but only in relation to the newly appointed members.
24. If an Investigation Team believes that the Alleged Harasser should be suspended, or their duties altered, then it should ask the Director of Human Resources to instigate the relevant process. A member of staff may make such a request on their own behalf to the Director of Human Resources.

### **Investigation**

25. As soon as the Complainant and Alleged Harasser have consented to the appointment of Investigation Team or if no response is received within three days of informing the Complainant and Alleged Harasser, the appointed members will be asked to begin their investigation.
26. The Investigation Team will carry out the investigation as quickly as is reasonably possible and normally within twenty working days of the date of receipt of the written complaint. The Complainant and the Alleged Harasser will be advised in advance of any extension to this period, including the reasons for that extension.
27. The Investigation Team will meet the Complainant and Alleged Harasser, normally in person. The Investigation Team should find alternative means to speak to the Complainant or Alleged Harasser when it is too difficult to arrange a face-to-face meeting, such as by video link or a conference call.
28. The meetings will always include at least two members of the appointed Investigation Team. The Complainant and the Alleged Harasser have the right to be accompanied by a silent observer of their choice (e.g. a colleague, trade union member or Students' Union representative).
29. If the Investigation Team considers it necessary to meet witnesses, they must convey to them the need to respect confidentiality. The absence of witnesses will not necessarily be taken to imply that the alleged incident(s) did not take place.
30. One of the Investigation Team will make a record of each meeting and ask the person present to confirm that it is a true and accurate record. Where agreement cannot be reached, the reservations will be included in the record.

### Report

31. On completion of the investigation, the Investigation Team will submit a written report to the Director of Human Resources. The report will include the dates and details of the alleged incidents; an explanation of any previous attempts at informal resolution; and a recommendation whether to uphold the allegation of harassment. The report will also include a copy of the interview records and any other information that the Investigation Team considers relevant.

### Meeting

32. Normally within ten working days of receiving the Investigation Team's report, the Director of Human Resources will meet the Complainant and Alleged Harasser separately to inform them of the main elements of the Investigation Team's findings and to convey the decision they are minded to make. The Complainant and Alleged Harasser have the right to be accompanied to this meeting by a silent observer of their choice (e.g. by a trade union member, work colleague or the Students' Union Representative). A written statement of the decision will follow in five working days of the second meeting.
33. If the decision is not to uphold the allegation of harassment, the Director of Human Resources may nevertheless recommend that one or both of the parties involved in the case consider training, counselling, a voluntary transfer or change in the reporting relationship (if possible) if a working relationship has become untenable.
34. If an allegation of harassment is upheld, the Human Resources Director may invoke the disciplinary procedure for misconduct or gross misconduct.

### Appeal

35. The Complainant or the Alleged Harasser may appeal against the outcome of a harassment case by writing to the Director of Human Resources within five working days of receiving their decision. It must set out the grounds on which the appeal is made. There is no route of appeal if the case is referred to staff or student disciplinary procedures.
36. The Director of Human Resources Director will refer the appeal to a Pro-Director, who will decide how to deal with it. If they decide to meet any of the parties involved, they must inform the person of their right to be accompanied by a silent observer.
37. The Pro-Director will inform the Complainant and the Alleged Harasser of their final decision normally within ten working days of the date the appeal was received by the Director of Human Resources. They must set out the reasons behind their decision and inform the Complainant of their right to complain to the Independent Adjudicator for Higher Education (this service is available to students only). The School's internal procedure is complete at this point.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

## APPENDIX A

### CONFIDENTIAL

#### THE LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE

#### Harassment Complaint Form

**The completion of this form is not compulsory. It is intended to help the School understand and deal with a complaint as efficiently as possible. The Complainant should send a completed version of it to the Director of Human Resources.**

1. Name of the person making the complaint
2. Name(s) of Alleged Harasser(s)
3. Nature of the complaint (this should include a description of the behaviour and why it is felt to be unacceptable, date(s) and location(s) of occurrence)
4. Any steps taken to stop the harassment. (Note: It is useful for the investigator to be aware of any action taken by you. However, if action has not been taken, this will not prejudice your claim.)

I recognise that for a formal complaint to be pursued it will be necessary for my identity to be revealed to the Alleged Harasser, and I hereby give my permission to the investigator to do so.

Signature:

Date:

## APPENDIX B

### The Anti-Harassment Panel

Training shall be given to the Investigation Team to ensure that its members are suitable investigators. The objectives of the training shall include:

- Awareness of what harassment means, the forms that it can take and the impact on individuals;
- Development of listening skills;
- Investigation interviewing and report writing; An understanding of the School's relevant policies and procedures;
- Resolution of complaints of harassment with the least damage to the people concerned and compatible with a just outcome.

On appointment, the members of the Investigation Team shall be required to confirm their commitment to allocate time as necessary to investigate a formal complaint.

For members of staff, their respective managers shall also need to confirm in writing their understanding of the time input that may be necessary.

# SEXUAL HARASSMENT AND SEXUAL

## VIOLENCE POLICY

### Introduction

LSE is committed to a working and learning environment where people can achieve their full potential free of all types of harassment. The School recognises sexual harassment and sexual violence are prevalent in all areas of society, including higher education, and can take many forms. The nature of sexual harassment can be difficult to recognise and, gone undetected, can result in a culture that tolerates such behaviour. This can lead to individuals feeling isolated and unsafe. LSE recognises the importance of raising specific awareness of sexual harassment and sexual violence to promote a fully inclusive culture in order to enable issues to be tackled appropriately if they occur, resulting in a better environment for all.

The School's Ethics Code includes Equality of Respect and Opportunity as one of the Code's six key principles. This details the School's commitment to treating all people with dignity and respect and ensuring that no person is treated less favourably as a result of any of the protected characteristics under the Equality Act 2010, including gender (and gender identity).

### Policy Aims

This policy explains the steps LSE will take to provide a safe environment free from sexual harassment and violence. LSE recognises the need to challenge any tacit or explicit acceptance of sexual harassment or sexual violence to prevent escalation. LSE also undertakes to improve the understanding of sexual harassment across the School's community to prevent it occurring, as well as providing a supportive culture, which encourages reporting of incidents and ensures that they are dealt with sensitively and appropriately. It is recognised that it can be distressing for all those affected by a sexual harassment disclosure; this policy aims to ensure that all parties are treated with dignity and respect and provided with appropriate support.

In addition to addressing individual complaints of sexual harassment and sexual violence, LSE will take steps to understand the nature and extent of sexual harassment and sexual violence experienced by members of the LSE community on its premises that goes unreported.

### Scope of Policy

LSE recognises that all people, including men in heterosexual and same gender relationships and transgender and non-binary people, can experience sexual harassment and/or sexual violence. This policy applies to all members of the LSE community regardless of gender or sexuality.

The School will not tolerate any form of sexual harassment or sexual violence within its community or against its members. This may go beyond the physical premises and normal business hours of the School, such as conduct at events and trips abroad or on social media.

This policy applies to the LSE community and specifically relates to sexual harassment or sexual violence perpetrated by:

- a student against a student, member of staff or lay governor;
- a member of staff against a student, member of staff or lay governor; and
- a lay governor against a student, member of staff or lay governor.

The School also commits to tackling sexual harassment or sexual violence by, or against, any other party who is contracted to abide by this policy, such as visiting fellows, and will take action deemed appropriate in the circumstances.

Whilst issues relating to sexual harassment and/or sexual violence may arise as a result of a power differential, they are not necessarily confined to the behaviour of any particular group of staff to another, e.g. senior staff towards more junior staff, or, indeed, staff towards students. It can take place between persons at the same level or involve staff or students behaving inappropriately towards more senior members of the School.

### Definitions

For the purposes of this Policy, the following definitions apply:

**Sexual harassment** is defined as unwanted behaviour of a sexual nature which has the purpose or effect of violating an individual's dignity; making an individual feel intimidated, degraded or humiliated and/or creating a hostile or offensive environment.

Sexual harassment also occurs if an individual treats a person less favourably because that person has rejected or submitted to unwanted conduct of a sexual nature or that is related to gender identity or sex, and which has had the purpose or effect described in this section. In this scenario, the person who treats someone less favourably might not be the person who engaged in the unwanted conduct.

**Sexual violence** is any sexual act or attempt to obtain a sexual act by violence or coercion which takes place without consent.

Actions or behaviour which may constitute sexual harassment or sexual violence include, but are not limited to, the following: sexual comments or jokes, touching, sexual assault including groping, unwelcome sexual advances, displaying or showing material of a pornographic or sexual nature, making requests for sexual favours, stalking in person or online, rape. Online harassment may take the form of intimidating, offensive, or graphic posts on social media sites or chat rooms, or sexually explicit communications by email, text, or instant messaging.

**Consent** is providing permission for something to happen or agreement to do something with a full understanding of the facts and without coercion. In cases of sexual activity, consent cannot be presumed but must be explicitly given, verbally or non-verbally. Consent cannot be deemed to have been given if it is provided under pressure or in situations where someone is not capable of providing it. Consent can be withdrawn at any time.

LSE community includes all salaried and non-salaried members of staff, students and lay governors of the School. The School will take steps to ensure other relevant parties comply with the required standards of behaviour in this policy by way of contract.

**Safe Contacts** are members of LSE staff who have received advanced anti-sexual violence and harassment training and can provide a primary point of contact, information and support for individuals disclosing sexual violence or sexual harassment.

## Policy Principles

### *Preventing Sexual Harassment and Sexual Violence*

LSE will take steps to eliminate sexual harassment and sexual violence and other unlawful discrimination. The School will actively promote equality in order to provide a collegiate, lawful and harmonious working and learning environment.

LSE will endeavour to raise awareness of sexual harassment and sexual violence among staff and students, in conjunction with the LSE Students' Union. This will be achieved by providing workshops covering the issue of consent for staff and students.

Updated contact details for 'Safe Contacts' will be published annually on the LSE website and in relevant student and staff handbooks. There will be an ongoing programme of training for new and existing Safe Contacts. Neither students nor staff are restricted to making disclosures to these members of staff and the School commits to carrying out briefings to raise awareness and support staff and students who are affected by a disclosure.

### *Reporting Sexual Harassment and/or Sexual Violence*

LSE provides guidance for students and staff on how to report sexual harassment or sexual violence and the support that is available both internally and externally. This guidance will be updated annually and can be found at <https://info.lse.ac.uk/staff/divisions/equity-diversity-and-inclusion/EDI-and-you/Making-a-choice/Sources-of-support>

LSE provides detailed guidance for staff on how to handle disclosures of sexual harassment or sexual violence and this guidance will be updated annually. This guidance can be found at <https://info.lse.ac.uk/staff/divisions/equity-diversity-and-inclusion/Assets/Documents/PDFs/Internal/LSE-staff-guide-to-handling-cases-of-student-sexual-violence-harassment-and-abuse.pdf>.

LSE will listen to, and take seriously, all disclosures of sexual harassment and sexual violence without making any judgements regarding the circumstances. The School will work with staff and students to provide them with information about their options and the support available to them, both internally within LSE and, where appropriate, externally to statutory services.

LSE will respect the sensitivity of complaints of sexual harassment or sexual violence, and their consequences, and will treat any complaint with the utmost confidentiality and in line with the wishes of the individual. Unless there is a safeguarding risk, complaints will not normally be taken further than the complainant wishes, thereby allowing for both informal and formal resolution.

All those affected by the disclosure, including the person accused and the person to whom the disclosure was made, may access support through the School's counselling services and the LSESU Advice Service.

### *Action against Sexual Harassment and Sexual Violence*

The School will conduct confidential and impartial investigations in response to allegations of sexual harassment and/or sexual violence made against students or staff as appropriate under the School's relevant staff or student procedure (see Related Policies and Procedures section below). Where historical allegations are brought by a member of the LSE community, including alumni, these will be taken seriously and, where possible, reasonable attempts will be made to obtain relevant information to determine the appropriate response. Investigations will at all times comply with the General Data Protection Regulation 2018. Where an allegation of sexual harassment and/or sexual violence is upheld, this will normally result in disciplinary action up to and including dismissal or expulsion in more serious cases. Disciplinary action may also be taken if allegations of sexual harassment or sexual violence are found to be malicious or vexatious.

Where appropriate, following an allegation of sexual harassment and/or sexual violence, the School may be required, or decide, to take steps in relation to the alleged perpetrator, in order to prevent contact between the two parties pending the conclusion of the ongoing investigation(s). Actions taken will be proportionate and will constitute a neutral act. Such actions may include a change in accommodation or working location or suspension. Where it is considered that it may be necessary, suspension will be carried out in line with the relevant disciplinary procedure.

The School and the LSE Students' Union may also use their own separate procedures to investigate and take appropriate action to resolve the same allegation of sexual harassment or sexual violence (i.e. the School considering a student's status at LSE, the Union considering a student's membership of its organisation). In cases of staff/student incidents, the School and the LSE Students' Union will keep each other informed of relevant action where appropriate.

The School will also take appropriate steps to deal with behaviour, intentional or unintentional, that results in a breach of this policy.

It should be noted that a member of the LSE community is personally liable for their actions, which in some instances could lead to criminal or civil action in the Courts under the Protection from Harassment Act 1997, Equality Act 2010 or other relevant legislation, such as the Crime and Disorder Act 1998.

Where a complaint is being investigated as a criminal act, the School will normally defer its own internal investigations pending the conclusion of the criminal case. However, where appropriate, the School reserves the right to conclude its own investigations regardless of the criminal proceedings and without delay. In these cases, caution will be exercised to prevent any internal investigations from compromising the criminal proceedings. Internal investigations will be judged on the balance of probability, as opposed to the criminal standard of 'beyond reasonable doubt'. As such, it is possible that different conclusions may be reached in the separate proceedings.

*Monitoring sexual harassment or sexual violence within the LSE community*

LSE will record and compile anonymous information about the number, nature and outcome of reported sexual harassment or sexual violence incidents and investigations and the time it took to reach resolution each year. The Safeguarding group will be responsible for carrying out the monitoring and will report into the EDI Advisory board.

### Legislation

**The Equality Act 2010** applies to nine protected characteristics, including sex, sexual orientation and gender reassignment. It provides individuals with legal protection against harassment.

The School also has a **Public Sector Equality Duty**, and therefore has a general duty to have due regard to eliminating harassment.

The **Human Rights Act 1998 (HRA)**: underpins all equality legislation that relates to employers in the public sector, and those for whom they provide services. Article 3, in particular, includes serious physical assault, defining it as inhuman treatment. Article 8 sets out your right to control who sees and touches your body.

The General Data Protection Regulation 2016 (GDPR) sets out six legal principles for the processing of data and rules around consent. It ensures that personal data must be secured in line with the Regulation and provides right of access to that data. It does not cover cases of lawful interception and individuals should note that it may be necessary to provide data to the police if required to do so during a criminal investigation.

The **Protection from Harassment Act 1997** prohibits harassment whatever the cause, with Section 2A specifically referring to stalking. The Act gives both civil and criminal remedies.

The **Sexual Offences Act 2003** covers all physical forms of sexual abuse, specifically non-consensual sexual activity.

The **Crime and Disorder Act 1998** contains specific provision relating to sex offenders. It can impose a Sex Offender Order on an individual for up to five years to protect the public from harm.

See the **Calendar** ([lse.ac.uk/resources/calendar](https://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

# LSE WHISTLEBLOWING POLICY

## PUBLIC INTEREST DISCLOSURE

### 1. Policy Statement

- 1.1 LSE (the "School") is committed to the highest standards of ethical practice, behaviour and integrity among its staff and students. The School encourages the reporting of any genuine concerns of wrongdoing and commits to ensuring that individuals are not adversely affected as a result of reporting such wrongdoing.
- 1.2 As such, the aim of this Policy is:
  - i. To encourage individuals to report suspected serious wrongdoing as soon as possible in the knowledge that their concerns will be taken seriously and investigated as appropriate;
  - ii. To provide individuals with guidance as to how to raise those concerns;
  - iii. To provide a transparent and confidential process for dealing with concerns;
  - iv. To ensure individuals are aware that they are able to raise genuine concerns in good faith without fear of reprisal; even if they turn out to be mistaken;
  - v. To support the School's Ethics Code.
  - vi. To support the School's zero tolerance approach to dishonest behaviour, malpractice and misconduct including fraud, bribery and corruption as set out in the School's policy against bribery and fraud.

### 2. Who Is Covered By This Policy?

- 2.1 This Policy applies to all individuals, whether studying ("Students") or working at the School, including contracted and visiting staff, consultants and members of Court (Governors) and Council (referred to hereafter as "Staff and Governors"), regardless of any protected characteristics.
- 2.2 This policy has been designed to ensure that no-one receives less favourable treatment due to the protected characteristics of age, disability, gender (including gender identity), ethnicity and race, religion or belief, sexual orientation, marriage and civil partnership, pregnancy and maternity and social and economic background.
- 2.3 This Policy may be amended at any time and individuals will be able to access the latest version via the Policies pages of the School website.

### 3. What Is Whistleblowing?

- 3.1 Whistleblowing is the disclosure of information which relates to suspected serious wrongdoing or dangers relating to the running of the School or to the work-related activities of Staff. This may include, but is not limited to, information relating to:
  - a criminal offence has been, is being or is likely to be committed;
  - a person has failed, is failing, or is likely to have failed to comply with a legal or regulatory obligation, or to instrument of governance to which they are subject;
  - a miscarriage of justice has occurred, is occurring or is likely to occur;
  - the health and safety of an individual has been, is being, or is likely to be endangered;
  - the environment has been, is being or is likely to be damaged;
  - Fraud;
  - Corruption, bribery or blackmail;
  - Administrative malpractice (financial such as improprieties in matters of financial reporting or non-financial);
  - Failure to properly safeguard assets;
  - Obstruction or frustration of the exercise of academic freedom;
  - Academic or professional malpractice (including, for instance, violation of intellectual property rights or failure of integrity in research);
  - Improper conduct or unethical behaviour;
  - Bullying and Harassment;
  - Unauthorised disclosure of confidential information;
  - Serious breach of the LSE Ethics Code; and
  - Suppression or concealment of any of the above matters.

A **whistleblower** is a person who raises a genuine serious concern in good faith relating to any of the above. The whistleblower may or may not be directly affected by the matter.



- 3.2 If a Student or member of Staff or Governor is uncertain whether something is within the scope of this Policy, they should seek advice from the School Secretary; whose contact details are at section 10. They may also contact Public Concern at Work, which is an independent whistleblowing charity, and has a hotline for advice. See section 11 for details.
- 3.3 All disclosures should be made with the "reasonable belief" that it is in the public interest. Public interest is dependent on a number of factors including the number of workers affected, the nature of interests affected, the nature of the wrongdoing and the identity of the alleged wrongdoer. Complaints that relate to a personal grievance are not usually covered by whistleblowing law. Personal grievances can be addressed through the School's grievance procedures.
- 3.4 All UK employees are protected under the Public Interest Disclosure Act 1998.

#### 4. Raising A Whistleblowing Concern

- 4.1 Any individual as defined in paragraph 2.1 may raise a concern in the first instance with a Head of Department, Service Leader, line manager, trade union representative, officer of the Students' Union or colleague. The person notified may be able to agree a way of resolving the concern quickly and effectively or may refer the matter to the School Secretary, or a Pro-Director if the concerns relate to the School Secretary, on behalf of the student, member of Staff or Governor.
- 4.2 Where the matter is more serious, or the individual feels that the person that they notified has not addressed their concern, or the student, member of Staff or Governor prefers not to raise it with them for any reason, they should raise the concerns in the manner set out below:
  - Concerns should be submitted in writing to the School Secretary, unless the School Secretary is the subject of the concern or is in some way implicated in it (in which case paragraph 5.4 applies).
  - Where a concern relates to the School Secretary, the student, member of Staff or Governor may refer the matter to a Pro-Director.
  - If the student, member of Staff or Governor considers it inappropriate to raise the concern with either the School Secretary or a Pro-Director, they may refer the matter to the Chair of the Audit Committee.
  - Contact details are at section 10.
- 4.3 An individual is not required to classify the type of wrongdoing – it is sufficient to raise a concern that they believe that there is or has been an act of wrongdoing.
- 4.4 An individual may prefer not to raise the matter directly with a member of the LSE community according to the procedure above, they may call an independent whistleblowing service to which the School subscribes: UK Freephone number: 0800 374 199.  
Email: [lse@expolink.co.uk](mailto:lse@expolink.co.uk),  
Direct Link to Web-Reporting: <https://wrs.expolink.co.uk/lse> or: [www.wrs.expolink.co.uk](http://www.wrs.expolink.co.uk) and the access code: LSE

Such concerns will be discussed, anonymously if required, by the company's own staff, who will take the matter up with the correct School personnel on the individual's behalf.

#### 5. Investigation And Outcome

- 5.1 In all cases where a concern is raised under paragraph 4.2, the person to whom the concern is reported will acknowledge its receipt and keep a record of action taken. This will include an initial assessment to determine the scope of any investigation.
- 5.2 If, on preliminary examination, the concern is judged to be wholly without substance or merit, no further action will be taken, and the whistleblower will be informed accordingly.
- 5.3 The relevant officer outlined in 4.2 may appoint another person to undertake the investigation on their behalf. Where there is an investigation, the person or persons identified as the subject of the concern will be informed of each allegation made against them and any evidence supporting it and will be allowed to comment before the investigation is concluded.
- 5.4 The School Secretary/ a Pro-Director /Chair of Audit Committee will aim to keep the whistleblower informed of who is handling the matter, the progress of the investigation and its likely timescale. However, sometimes the need for confidentiality may prevent them from giving the whistleblower specific details of the investigation or any disciplinary action taken as a result. The whistleblower should treat any information about the investigation as confidential.
- 5.5 Upon the conclusion of an investigation, the School Secretary/ a Pro-Director/Chair of Audit Committee will let the whistleblower know the outcome. The School Secretary/ a Pro- Director/Chair of Audit Committee is also responsible for the submission of a report to the Audit Committee. The Audit Committee must also be made aware of any concerns dismissed after preliminary examination.

**6. If The Whistleblower Is Not Satisfied**

- 6.1 If the whistleblower is not satisfied with the way in which their concern has been handled because either:
  - a. They believe the procedures have not been followed properly;
  - b. There is evidence of prejudice or bias; or
  - c. There is further evidence which was not available at the time the original concerns were raised; there is a right of appeal on these grounds only to the Director, or if the allegation relates to the Director, to the Chair of Court and Council ("Chair").
- 6.2 The Director (or the Chair) will decide if the case meets the grounds for appeal (as set out above). If it does, they will appoint an independent lay member of Council to hear the appeal.
- 6.3 The Director (or the Chair) will let the whistleblower know the outcome of the appeal. The Director (or the Chair) is also responsible for the submission of a report to the Audit Committee. The Audit Committee must also be made aware of any appeals dismissed after preliminary examination.
- 6.4 If a Student whistleblower is not satisfied by the process or outcome of the procedure, they may be entitled to refer the matter to the Office of the Independent Adjudicator.

**7. Confidentiality And Anonymity**

- 7.1 The School hopes that Students, Staff and Governors will feel able to voice whistleblowing concerns openly under this Policy. It is helpful for the School to know the identity of the whistleblower in order to conduct a fair and effective investigation of the complaint.
- 7.2 However, if an individual wants to raise a concern anonymously directly to the School via the procedure outlined in 4.1-4.2 above, the School will make every effort to keep their identity confidential. An individual's identity will not be disclosed without prior consent.
- 7.3 Additionally, if an individual wants to raise a concern anonymously via the independent whistleblowing hotline described under 5.3 above, the School will proceed with an investigation on the basis of all the information disclosed to it by the company, and agreed to be disclosed by the whistleblower.
- 7.4 In all instances, anonymous complaints will be investigated or acted upon under this procedure, as the person receiving the complaint sees fit, having regard to the seriousness of the issue raised, the credibility of the complaint, the prospects of being able to investigate the matter, and fairness to any individual mentioned in the complaint.
- 7.5 For further independent advice, students can seek advice from the Students' Union and Staff can seek advice from Public Concern at Work, the independent whistleblowing charity, which offers a confidential helpline. Their contact details are at the end of this Policy.
- 7.6 Data stored on individuals is compliant with General Data Protection Regulations (GDPR). Further information on the data that is held can be found in the School's information Asset Register. All queries should be directed to **GLPD.Info.Rights@lse.ac.uk**.

**8. Protection For Whistleblowers**

- 8.1 It is understandable that whistleblowers are sometimes worried about possible repercussions. As such, the School aims to encourage openness and will support Students, Staff and Governors who raise genuine concerns in good faith under this Policy, even if they turn out to be mistaken.
- 8.2 If the School concludes that an individual has made malicious allegations, in bad faith or with a view to personal gain, that individual will be subject to disciplinary action under the School's relevant procedure.
- 8.3 Students, Staff or Governors will not suffer any detrimental treatment as a result of raising a concern without malice, in good faith, reasonably believing it to be true. Detrimental treatment includes but is not limited to suspension/removal from studies, dismissal, disciplinary action, threats or other unfavourable treatment connected with raising a concern. If the whistleblower believes that they have suffered any such treatment, then they should inform the relevant contact (listed in section 10) immediately. If the detrimental treatment is not remedied, the whistleblower should raise it formally using the School's Harassment Policy.
- 8.4 Students, Staff and Governors must not threaten or retaliate against whistleblowers in any way. Anyone involved in such conduct will be subject to disciplinary action.

**9. Oversight And Ownership**

- 9.1 Council has overall responsibility for this Policy, and for reviewing the effectiveness of actions taken in response to concerns raised under this Policy. The Ethics Policy Committee and Audit Committee support Council with monitoring the Policy.

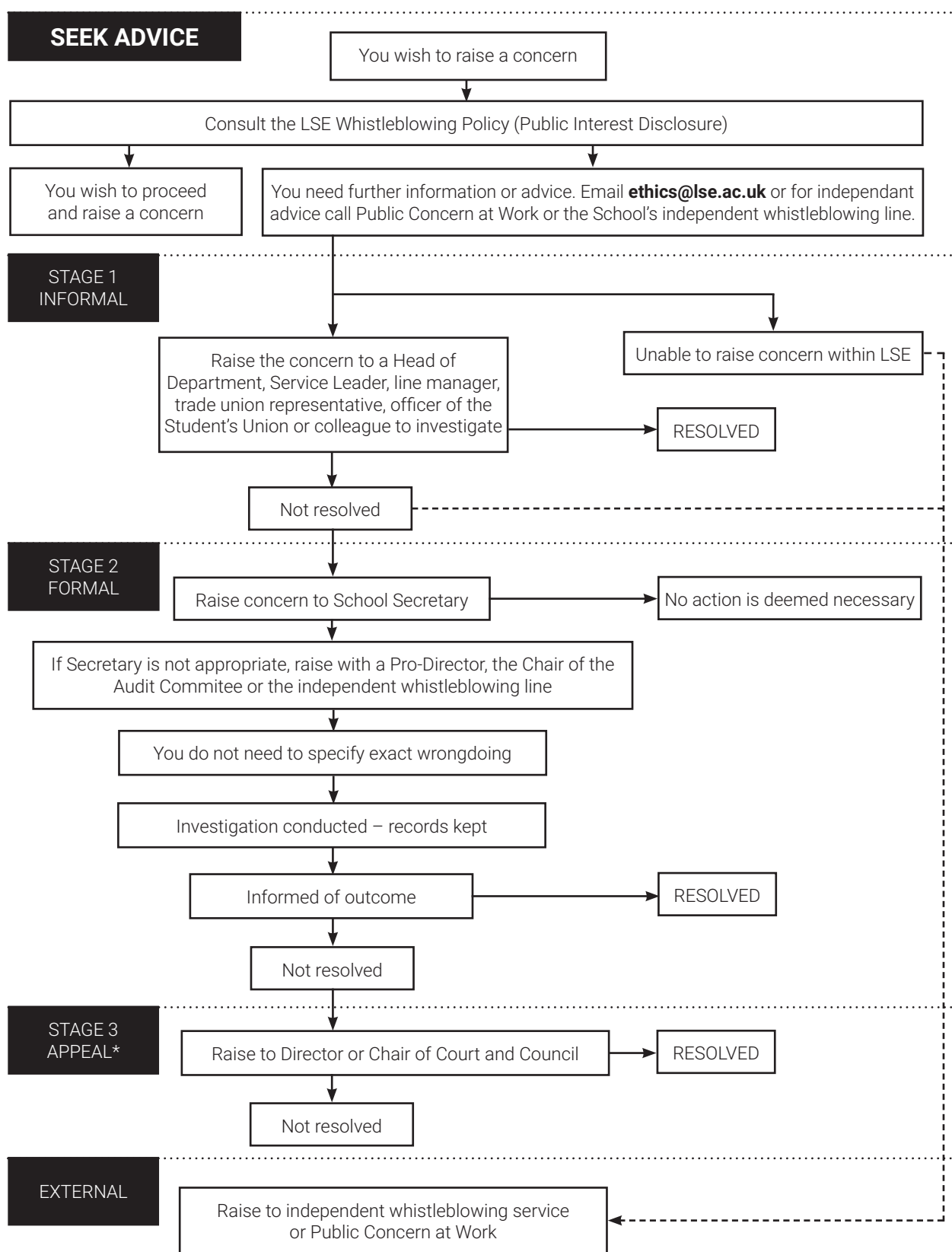
## 10. Contacts

10.1 Contact addresses and numbers for those mentioned in the procedure are:

	Address	Tel	Email
School Secretary	Secretary's Office London School of Economics & Political Science Houghton Street, London WC2A 2AE	020 7955 4959	<b>secretary@lse.ac.uk</b>
Pro-Directors	Directorate London School of Economics & Political Science Houghton Street, London WC2A 2AE	020 7955 7077	<b>Directorsoffice@lse.ac.uk</b>
Director	Directorate London School of Economics & Political Science Houghton Street, London WC2A 2AE	020 7955 6575	<b>Directorsoffice@lse.ac.uk</b>
Chair of Council	c/o GLPD London School of Economics & Political Science Houghton Street, London WC2A 2AE	c/o 020 7955 7554	Correspondence marked for the private and confidential attention of the Chair of Court & Council or Chair of Audit Committee can be sent via the Governance team in GLPD.
Chair of Audit Committee	c/o GLPD London School of Economics & Political Science Houghton Street, London WC2A 2AE	c/o 020 7955 7825	
Public Concern at Work (independent whistleblowing charity hotline)	CAN Mezzanine 7 - 14 Great Dover Street London SE1 4Y	020 7404 6609	<b>whistle@pcaw.org.uk</b>
WHISTLEBLOWING HOTLINE	Direct Link to Web-Reporting: <b><a href="https://wrs.expolink.co.uk/lse">https://wrs.expolink.co.uk/lse</a></b> Or: <b><a href="https://wrs.expolink.co.uk">www.wrs.expolink.co.uk</a></b> and the access code: LSE	Freephone number: 0800 374 199	<b>lse@expolink.co.uk</b>

## 11. Further Information

- 11.1 This Policy is designed to facilitate the disclosure of genuine concerns of wrongdoing. However, such disclosure must be in the public interest. This means that any such disclosure must affect others, for example, the general public, or other Staff, Governors and Students.
- 11.2 Concerns may be raised by any member of Staff, Governor or Student. Concerns that are not of a public interest nature, or those which fall into an area covered by another procedure, will not be considered under this Policy. Any such concerns may be considered under other policies and procedures of the School.
- 11.3 For the avoidance of doubt, this Policy cannot be used in order to re-open or review a matter that is currently, or has already been decided, under one of the School's other procedures.
- 11.4 The aim of this Policy is to provide an internal process for reporting, investigating and remedying any suspected wrongdoing at the School. As such, while it is accepted that in some circumstances it may be appropriate to report concerns to an external body, such as a regulator, the School recommends that the internal process be used in the first instance. However, please note that if external disclosure is necessary, the independent whistleblowing charity, Public Concern at Work, operates a confidential helpline and also provides a list of prescribed regulators for reporting concerns.
- 11.5 Whistleblowing usually relates to the conduct of Students and/or Staff and/or Governors but can sometimes relate to the actions of a third party, such as a supplier or service provider. The law allows Staff to raise a concern in good faith with a third party, where they reasonably believe it relates mainly to their actions or something that is legally their responsibility. However, the School encourages Staff and Governors to report such concerns internally first. Staff and Governors should seek guidance from the relevant contact listed in section 10 above.



All concerns raised will be treated as **confidential**.

You will not suffer detriment if you raise a concern in good faith. However, if you make malicious allegations in bad faith or with a view to personal gain, you will be subject to disciplinary action under the School's relevant procedure.

**\* PLEASE REFER TO THE WHISTLEBLOWING POLICY FOR GROUNDS OF APPEAL**

## STUDENT DRUGS AND ALCOHOL POLICY

### 1. Student drugs and alcohol policy statement

- 1.1 The School will not condone the possession or supply of illegal drugs and is opposed to the excessive consumption of alcohol.
- 1.2 The School will seek to provide information in order to encourage those with an alcohol or drugs problem to seek support and help, and in order to encourage responsible use of alcohol.
- 1.3 The School will seek to provide guidance for members of staff on how to deal with incidents within the School involving drug use and the excessive consumption of alcohol.

### 2. The legal context concerning illegal drugs

- 2.1 The legal framework
  - 2.1.1 The use and supply of illegal drugs is a criminal offence in the United Kingdom. The Misuse of Drugs Act 1971 is intended to prevent the non- medicinal use of medicinal drugs as well as drugs with no current medicinal uses.  
Drugs are categorised from Class A to Class C (with the last carrying the lowest penalties).  
Illegal drugs, for the purpose of the School's Student Drugs and Alcohol Policy and Procedure, are defined in keeping with the categories detailed within the Misuse of Drugs Act 1971.
- 2.2 The school's legal responsibility
  - 2.2.1 Under the Misuse of Drugs Act, 1971, it is an offence for the occupier of premises or persons concerned in the management of premises to allow the supply, use, or production of drugs to take place on those premises. In addition the School has a legal responsibility to provide a safe and healthy environment for students, staff and visitors.

### 3. Disciplinary action

- 3.1 The School will take appropriate disciplinary action in the case of the use, possession or supply of illegal drugs, and also in the case of unacceptable behaviour arising from excessive consumption of alcohol. This may range from a verbal reprimand to expulsion from the School and/or Hall of Residence.

### 4. Welfare and support for students

- 4.1 Details of support services where students can get confidential advice if they have an alcohol - or drug-related problem, or are seeking information, are displayed in key areas around the School, and published on the LSE web pages.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

# STUDENT DRUGS AND ALCOHOL PROCEDURE

## 1. Purpose of procedure

The purpose of this procedure is to provide general guidelines for School students and staff regarding action to be taken when dealing with a drug or alcohol related incident.

## 2. Dealing with drug and alcohol related incidents

It is recognised that there is a broad range of possible drug and alcohol related incidents, which vary according to, among other things, the nature of the evidence of use/misuse and according to the nature of the substance used/abused. The School's aim is to deal with all such incidents in a way that balances its legal, Health and Safety, welfare, educational and confidentiality responsibilities.

## 3. Different types of drug and alcohol related incidents

3.1 There are four broad types of drug and alcohol related incidents, as follows:

- 3.1.1 Emergency intoxication/influence: where intoxication/influence involves a perceived threat to the health, wellbeing and/or safety of the individual(s) involved and others
- 3.1.2 Non-emergency intoxication/influence: where no immediate danger is apparent
- 3.1.3 Discovery: where an individual finds a student in possession of, or using what is thought to be, an illegal drug or drug-related paraphernalia (eg, syringe)
- 3.1.4 Disclosure, Suspicion or Rumour: where an allegation is made by a third party that a student is misusing drugs and/or alcohol, where this allegation may be substantiated by evidence.

3.2. The School recognises the legal distinction between alcohol and other drugs, and so would not normally take disciplinary or other actions for excessive use of alcohol unless there was evidence that this was causing harm to the individual, to their studies, or resulting in unacceptable behaviour towards other people or School buildings and facilities. The School expects those in positions of authority to promote a responsible attitude among students regarding the consumption of alcohol.

## 4. Key stages for dealing with a drug or alcohol related incident

Each case will be handled differently, and may involve different personnel, but all will involve three key stages:

### 4.1 Stage 1: Assessment of incident and immediate action

A "front-line" person will make an initial assessment of the situation, and take any necessary immediate action, followed by referring the incident to a responsible person, which could be the Head of Security Team, or their deputy, the Front House Manager or the Warden for the Halls of Residence. This action may involve, as appropriate, confiscation of drugs/suspicious substances, contacting the police and ambulance services, and collecting of witness statements.

### 4.2 Stage 2: Referral

The responsible person will liaise with key individuals inside and outside the School (the Pro- Director and, as necessary, the Director of Residential Services, the LSE Health Service, SU Education and Welfare Officer, and the local Police station). The appropriate welfare referrals will be enacted and disciplinary procedures commenced where deemed necessary under the Code of Conduct for Disciplinary Proceedings in Halls or the Disciplinary Procedure for Students.

### 4.3 Stage 3: Recording

After the issue has been resolved, the general information about the case (stripped of any information that might identify the student involved), will be passed onto the Head of Security for collation. The collated information will be used to determine the level of drug misuse in the School, and to inform directions in School Policy concerning student and staff information and training needs.

## 5. Sanctions

5.1 Each case will be considered on its own merits, and may involve disciplinary action under either or both of the misconduct procedures that apply to a student's licence agreement and student contract.

Any discovery of drug usage could result in suspension or expulsion from the School and/or expulsion from a Hall of Residence. Criminal sanctions are also possible if the Police decide to press charges. .

## 6. Appeals

6.1 The relevant misconduct procedure/s will set out a student's right to appeal against any suspension or disciplinary sanction applied to them. The relevant procedures will also set out a student's right to approach an external complaints service, Office of the Independent Adjudicator for Higher Education (OIA), when their appeal is complete.

## LIBRARY RULES

### Admission to the Library

- The London School of Economics and Political Science exists for the purpose of public education. The School is a private institution and retains the right to revoke the permission of people to enter and use the estate if they are engaging in behaviour that is criminal, prejudices public safety, breaches the School's rules and procedures or diminishes or disrupts the experience of students through the misuse of School facilities.
- The Library is open for the purpose of study and research to current members of the School and other groups and individuals according to the Library's admissions policy.
- All users must possess a current Library card and show it on request to Library staff and Security. Library users are responsible for the use of their Library card and should not allow others to use it. Users who are found to have allowed entry to unauthorised people will be subject to disciplinary procedures (see Enforcement below).
- Applicants for a Library card will be required to provide evidence of identification and status. See the Membership pages for full admissions policy details.
- Children under 12 are not allowed beyond the Library entrance turnstiles.

### Conduct within the Library

- Noise, disturbance or inappropriate behaviour is prohibited, including abusive or threatening behaviour to Library staff and other Library users. As space is at a premium, users should not bring in large numbers of bags as these can make it difficult for other users to access study spaces.
- No food is permitted in the Library building, apart from in the Escape areas outside of the Library turnstiles. Soft drinks and hot drinks may be consumed in the Library as long as they are in non-spill containers, cartons, cans or bottles. Anyone found to be eating in the Library will be asked to dispose of the food or take it to one of the Escape areas on the ground floor. Food left unattended will also be removed.
- Alcohol cannot be consumed anywhere in the Library building.
- Smoking (including smoking of electronic and herbal cigarettes) is not permitted in the Library building or outside near external doorways.
- Mobile phones can be used in the Library but disruptive mobile phone use is prohibited. Phones should be set to silent mode in the Library building and cannot be used in the red Silent Zones.
- Library users are asked to treat other users with consideration.
- No material other than official notices from the Library or the School may be distributed or posted within the Library, without the permission of the appropriate Library manager.
- Library furniture, fittings or equipment must not be misused or their arrangement altered.
- Library users should not attempt to reserve study spaces by leaving personal belongings at desks when they have left the building. Belongings may be cleared to allow others to use study places. Note that any unattended belongings are left at the owner's risk and users are strongly advised not to leave valuables even if they will be away from the desk for a short time.
- Study space and group study room bookings take precedent over casual use of space and rooms. A user who has booked a study space or room can expect any other user occupying it, at the reserve time, to vacate it.
- Library users may be asked to present their bag for inspection by Library staff, as well as any books or folders they are carrying.
- Any damage or defacement of Library materials is strictly prohibited and users found damaging material will be subject to disciplinary procedures (see Enforcement below). Library users are asked to report any instances of such defacement to Library staff.
- Photography is not permitted unless permission is sought - via Security staff in the first instance.

### Loan facilities and terms of borrowing

- Current members of the School and certain categories of external users may borrow from the Library. Details of borrowing privileges are available online.
- Loans may normally be renewed if the book is not required by the Library for another user. Special rules may apply for items in high-use categories.
- Borrowing from the Course Collection is restricted to registered students of the School and its staff. External users may have access to the Course Collection for reference use during vacation at the discretion of Library staff.
- Course Collection books may not be removed from the Collection unless issued on loan.
- A current Library card is required whenever borrowing items.
- Library materials on loan to one person may not be transferred to another. The person in whose name the loan is made is solely responsible for the safekeeping and due return of items loaned.
- All Library materials borrowed must be returned within the stipulated loan period. Failure to do so will result in



application of appropriate sanctions.

- Items on loan may be recalled at any time if required for the use of another reader. Failure to return recalled books on time will result in application of appropriate sanctions.
- Sanctions to be applied for the late return of borrowed or recalled material will be determined from time to time by the Library's management.
- Late return of materials borrowed, or failure to comply with sanctions, may result in suspension of borrowing privileges and access, in the case of external user categories.
- Where an item is lost or stolen, returned damaged, or not returned after a reasonable period of time, the borrower will be charged for the item at a level to be determined by the Library's management. An item charged for in this way remains the property of the Library.
- No book or other Library property may be taken from the building at any time without authority.
- Library users allocated a book locker may keep in it Library materials recorded as on loan to them. Checks of the lockers will be carried out, from time to time, by Library staff and any non-issued Library materials found will be removed. In such circumstances the individual concerned will automatically lose the right to use the facility. Locker keys must be returned by the date stipulated. Beyond this date, key deposits will not be refunded.
- Special rules (displayed in the Archives Reading Room) apply to the use of rare books and archives in the Archives Reading Room or administered by its staff.

### **Copyright**

- Copyright law must be observed in all copying of Library and archive material and in all copying carried out within the Library, whether by reprographic or any other means. Current copyright licensing rules for Library material are displayed next to Library photocopiers and copyright guidelines for archive and historic print material are displayed on desks in the archives reading room.
- The Data Protection Act 1998 governs how personal data should be handled and applied to the use of information relating to living individuals found in our archive collections. Library users are responsible for ensuring that any data obtained relating to living individuals is treated in accordance with the principles of the Data Protection Act 1998. Guidance on Data Protection is displayed in the archives reading room, and further information and the full text of the Act are available on the Information Commissioner's website.

### **Use of information technology facilities within the library**

- Use of information technology facilities within the Library is governed by the School's Conditions of Use of such Services, as set out in the Calendar of the School and on the IMT website. By accessing and/or using the IT facilities, you agree to be bound by these Conditions of Use.
- The software, databases, websites and other electronic resources accessible via the Library are either owned by LSE or owned by various publishers and other third parties. Users may only access and use these resources in accordance with any applicable terms of use including any relevant licence.

### **Enforcement**

- Failure to observe any of the foregoing provisions may, in the first instance, be dealt with by an authorised Library manager, who may take such action or apply such penalty as is reasonable in the circumstances.
- Any user who is aggrieved by a decision of a member of Library staff may appeal to the Director of Library Services, as set out in the Library's Complaints Policy.

See the **Calendar ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar))** for further information about Programme Regulations, Course Guides, School and academic Regulations.

# INFORMATION SECURITY POLICY

## Foreword to the Information Security Policy

The current era is often referred to as the “information age”. We have seen a massive change in the way humans generate, store and exchange information. It has also profoundly altered the terms by which we interact with each other, not just as individuals, but also within and between institutions, societies and nations. We have accrued great benefits from this new era, but it brings with it profound challenges in the areas of security and privacy, which have been reflected in the growth of legislation around the globe concerning the holding of information.

As a leading higher education institution committed to both high quality teaching and research, LSE has an ethical, legal and professional duty to ensure that the information it holds conforms to the principles of confidentiality, integrity and availability. We must ensure that the information we hold or are responsible for is safeguarded where necessary against inappropriate disclosure; is accurate, timely and attributable; and is available to those who should be able to access it.

The Information Security Policy below provides the framework by which we take account of these principles. Its primary purpose is to enable all LSE staff and students to understand both their legal and ethical responsibilities concerning information, and empower them to collect, use, store and distribute it in appropriate ways.

This policy is the cornerstone of LSE’s on-going commitment to enhance and clarify our information security procedures. It has my full support and I encourage all LSE staff and students to read it and abide by it in the course of their work.

Dame Minouche Shafik Director

## 1. INTRODUCTION

The confidentiality, integrity and availability of information, in all its forms, are critical to the on- going functioning and good governance of LSE. Failure to adequately secure information increases the risk of financial and reputational losses from which it may be difficult for LSE to recover.

This information security policy outlines LSE’s approach to information security management. It provides the guiding principles and responsibilities necessary to safeguard the security of the School’s information systems. Supporting policies, codes of practice, procedures and guidelines provide further details.

LSE is committed to a robust implementation of Information Security Management. It aims to ensure the appropriate confidentiality, integrity and availability of its data. The principles defined in this policy will be applied to all of the physical and electronic information assets for which the LSE is responsible.

LSE is specifically committed to preserving the confidentiality, integrity and availability of documentation and data supplied by, generated by and held on behalf of third parties pursuant to the carrying out of work agreed by contract in accordance with the requirements of data security standard ISO 27001.

### 1.1 Objectives

The objectives of this policy are to:

1. Provide a framework for establishing suitable levels of information security for all LSE information systems (including but not limited to all Cloud environments commissioned or run by LSE, computers, storage, mobile devices, networking equipment, software and data) and to mitigate the risks associated with the theft, loss, misuse, damage or abuse of these systems.
  - a. This explicitly includes any ISO27001-certified Information Security Management Systems the School may run.
  - b. The resources required to manage such systems will be made available
  - c. Continuous improvement of any ISMS will be undertaken in accordance with Plan Do Check Act principles
2. Make certain that users are aware of and comply with all current and relevant UK and EU legislation.
3. Provide the principles by which a safe and secure information systems working environment can be established for staff, students and any other authorised users.
4. Ensure that all users understand their own responsibilities for protecting the confidentiality and integrity of the data that they handle.
5. Protect LSE from liability or damage through the misuse of its IT facilities.
6. Maintain research data and other confidential information provided by suppliers at a level of security commensurate with its classification, including upholding any legal and contractual requirements around information security.
7. Respond to changes in the context of the organisation as appropriate, initiating a cycle of continuous improvement.

## 1.2 Scope

This policy is applicable to, and will be communicated to, all staff, students, other members of the School and third parties who interact with information held by the LSE and the information systems used to store and process it.

This includes, but is not limited to: Cloud systems developed or commissioned by LSE, any systems or data attached to the LSE data or telephone networks, systems managed by LSE, mobile devices used to connect to LSE networks or hold LSE data, data over which LSE holds the intellectual property rights, data over which LSE is the data controller or data processor, electronic communications sent from the LSE.

## 2. POLICY

### 2.1 Information security principles

The following information security principles provide overarching governance for the security and management of information at LSE.

1. Information should be classified according to an appropriate level of confidentiality, integrity and availability (see Section 2.3. Information Classification) and in accordance with relevant legislative, regulatory and contractual requirements (see Section 2.2. Legal and Regulatory Obligations).
2. Staff with particular responsibilities for information (see Section 3. Responsibilities) must ensure the classification of that information; must handle that information in accordance with its classification level; and must abide by any contractual requirements, policies, procedures or systems for meeting those responsibilities.
3. All users covered by the scope of this policy (see Section 1.2. Scope) must handle information appropriately and in accordance with its classification level.
4. Information should be both secure and available to those with a legitimate need for access in accordance with its classification level.
  - a. On this basis, access to information will be on the basis of least privilege and need to know.
5. Information will be protected against unauthorized access and processing in accordance with its classification level.
6. Breaches of this policy must be reported (see Sections 2.4. Compliance and 2.5. Incident Handling).
7. Information security provision and the policies that guide it will be regularly reviewed, including through the use of annual internal audits and penetration testing.
8. Any explicit Information Security Management Systems (ISMSs) run within the School will be appraised and adjusted through the principles of continuous improvement, as laid out in ISO27001 clause 10.

### 2.2 Legal & Regulatory Obligations

The London School of Economics has a responsibility to abide by and adhere to all current UK and EU legislation as well as a variety of regulatory and contractual requirements.

A non-exhaustive summary of the legislation and regulatory and contractual obligations that contribute to the form and content of this policy is provided in Appendix A.

Related policies will detail other applicable legislative requirements or provide further detail on the obligations arising from the legislation summarised below.

### 2.3 Information Classification

The following table provides a summary of the information classification levels that have been adopted by LSE and which underpin the 8 principles of information security defined in this policy.

These classification levels explicitly incorporate the General Data Protection Regulation's definitions of Personal Data and Special Categories of Personal Data, as laid out in LSE's Data Protection Policy, and are designed to cover both primary and secondary research data.

Detailed information on defining information classification levels and providing appropriate levels of security and access is provided in the Data Classification Standard. Information on appropriate encryption techniques for securing Confidential data can be found on the LSE website [here](#).

Information may change classification levels over its lifetime, or due to its volume – for instance:

- student grades may be classed as Confidential prior to release, but become Public after release.
- NHS patient data aggregated to a higher level (so that, for instance, there is one observation for each GP Practice, or Hospital) is considered Confidential if any observations created using 5 or fewer patient-level observations are present, but is not considered confidential if any such observations are either not present, or are dropped from the dataset

Security Level	Definition	Examples	FOIA2000 status
1. Confidential	Normally accessible only to specified members of LSE staff. Should be held in an encrypted state outside LSE systems; may have encryption at rest requirements from providers.	GDPR-defined Special Categories of personal data (racial/ethnic origin, political opinion, religious beliefs, trade union membership, physical/mental health condition, sexual life, criminal record) including as used as part of primary or secondary research data; patient-level observations; aggregated patient data containing observations created using 5 or fewer patient-level observations; passwords; large aggregates of personally identifying data (>1000 records) including elements such as name, address, telephone number.	Subject to significant scrutiny in relation to appropriate exemptions/ public interest and legal considerations
2. Restricted	Normally accessible only to specified members of LSE staff or the student body	GDPR-defined Personal Data (information that identifies living individuals including home / work address, age, telephone number, schools attended, photographs); reserved committee business; draft reports, papers and minutes, systems.	Subject to significant scrutiny in relation to appropriate exemptions/ public interest and legal considerations.
3. Internal Use	Normally accessible only to members of LSE staff and the student body	Internal correspondence, final working group papers and minutes, committee papers, information held under license	Subject to scrutiny in relation to appropriate exemptions/ public interest and legal considerations
4. Public	Accessible to all members of the public	Annual accounts, minutes of statutory and other formal committees, pay scales etc. Information available on the LSE website or through the LSE's Publications Scheme.	Freely available on the website or through the LSE's Publication Scheme.

## 2.4 Suppliers

All LSE's suppliers will abide by LSE's Information Security Policy, or otherwise be able to demonstrate corporate security policies providing equivalent assurance. This includes:

- when accessing or processing LSE assets, whether on site or remotely
- when subcontracting to other suppliers.

## 2.5 Cloud Providers

Under the GDPR, a breach of personal data can lead to a fine of up to 4% of global turnover. Where LSE user Cloud services, LSE retains responsibility as the data controller for any data it puts into the service, and can consequently be fined for any data breach, even if this is the fault of the Cloud service provider. LSE will also bear the responsibility for contacting Information Commissioner's Office concerning the breach, as well as any affected individual. It will also be exposed to any lawsuits for damages as a result of the breach. It is extremely important, as a consequence, that LSE is able to judge the appropriateness of a Cloud service provider's information security provision. This leads to the following stipulations:

1. All providers of Cloud services to LSE must respond to LSE's Cloud Assurance Questionnaire prior to a service being commissioned, in order for LSE to understand the provider's information security provision.
2. Cloud services used to process personal data will be expected to have ISO27001 certification, with adherence to the standard considered the best way of a supplier proving that it has met the GDPR principle of privacy by design, and that it has considered information security throughout its service model.
3. Any request for exceptions will be considered by the Risk Manager and the Chief Operating Officer.

## 2.6 Compliance, Policy Awareness and Disciplinary Procedures

Any security breach of LSE's information systems could lead to the possible loss of confidentiality, integrity and availability of personal or other confidential data stored on these information systems. The loss or breach of confidentiality of personal data is an infringement of the General Data Protection Regulation, contravenes LSE's Data Protection Policy, and may result in criminal or civil action against LSE.

The loss or breach of confidentiality of contractually assured information may result in the loss of business, financial penalties or criminal or civil action against LSE. Therefore it is crucial that all users of the School's information systems adhere to the Information Security Policy and its supporting policies as well as the Information Classification Standards.

All current staff, students and other authorised users will be informed of the existence of this policy and the availability of supporting policies, codes of practice and guidelines.

Any security breach will be handled in accordance with all relevant School policies, including the Conditions of Use of IT Facilities at the LSE and the appropriate disciplinary policies.

## 2.7 Incident Handling

If a member of the School (staff or student) is aware of an information security incident then they must report it to the Information Management and Technology Service Desk at [IT.Servicedesk@lse.ac.uk](mailto:IT.Servicedesk@lse.ac.uk) or telephone 020 7107 5000.

Breaches of personal data will be reported to the Information Commissioner's Office by LSE's Data Protection Officer.

If necessary, members of the School can also use LSE's Whistle Blowing (Public Interest Disclosure) policy (see <http://www2.lse.ac.uk/intranet/staff/brightIdeas/haveYourSay/whistleBlowing/Home.aspx>.)

## 2.8 Supporting Policies, Codes of Practice, Procedures and Guidelines

Supporting policies have been developed to strengthen and reinforce this policy statement. These, along with associated codes of practice, procedures and guidelines are published together and are available on LSE's website.

All staff, students and any third parties authorised to access LSE's network or computing facilities are required to familiarise themselves with these supporting documents and to adhere to them in the working environment.

Supporting policies may be found at: <http://www.lse.ac.uk/intranet/LSEServices/IMT/about/policies/home.aspx>

## 2.9 Review and Development

This policy, and its subsidiaries, shall be reviewed by the Information Security Advisory Board (ISAB) and updated regularly to ensure that they remain appropriate in the light of any relevant changes to the law, organisational policies or contractual obligations.

Additional regulations may be created to cover specific areas.

ISAB comprises representatives from all relevant parts of the organisation. It shall oversee the creation of information security and subsidiary policies.

The Information Security Manager will determine the appropriate levels of security measures applied to all new information systems

# 3. RESPONSIBILITIES

## Members of LSE:

All members of LSE, LSE associates, agency staff working for LSE, third parties and collaborators on LSE projects will be users of LSE information. This carries with it the responsibility to abide by this policy and its principles and relevant legislation, supporting policies, procedures and guidance.

No individual should be able to access information to which they do not have a legitimate access right.

Notwithstanding systems in place to prevent this, no individual should knowingly contravene this policy, nor allow others to do so. To report policy contraventions, please see Section 2.5: Incident Handling

## Data Controllers:

Many members of LSE will have specific or overarching responsibilities for preserving the confidentiality, integrity and availability of information. These include:

### Principal Investigators / Project administrators:

Responsible for the security of information produced, provided or held in the course of carrying out research, consultancy or knowledge transfer activities. This includes ensuring that data is appropriately stored, that the risks to data are appropriately understood and either mitigated or explicitly accepted, that the correct access rights have been put in place, with data only accessible to the right people, and ensuring there are appropriate backup,

retention, disaster recovery and disposal mechanisms in place.

**Heads of Departments, Divisions, Centres:**

Responsible for the information systems (e.g. HR/ Registry/ Finance) both manual and electronic that support LSE's work. Responsibilities as above (for *Principal Investigators / Project administrators*).

**Departmental managers / Line managers:**

Responsible for specific area of LSE work, including all the supporting information and documentation that may include working documents/ contracts/ staff or student information.

**Head of Research Division**

Signs off LSE research contracts and is responsible for providing the assurance that any mandated security measures for research data are met.

**School Secretary**

Responsible for LSE compliance with the general Data Protection regulation

**Records Manager / Data Protection Officer**

Responsible for LSE's Data Protection Policy, data protection and records retention issues. Breach reporting to ICO

**IMT and devolved School IT teams:**

Responsible for ensuring that the provision of LSE's IT infrastructure is consistent with the demands of this policy and current good practice.

**Head of Security:**

Responsible for physical aspects of security and will provide specialist advice throughout the LSE on physical security issues.

**Information Security Team:**

Responsible for this and subsequent information security policies and will provide specialist advice throughout the School on information security issues.

**Information Security Advisory Board**

Responsible for the advising on and recommending information security policies to the Information Technology Committee, assessing information security risks, identifying and implementing controls to risks.

**Information Technology Committee**

Responsible for approving information security policies.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

## CONDITIONS OF USE OF IT FACILITIES AT THE LSE

By accessing and/or using the IT Facilities, you agree to be bound by these Conditions of Use including all documents referred to in them, and you agree to adhere to the requirements.

Your attention is particularly drawn to the section on working practices and the penalties including expulsion / dismissal from the School for breach of these Conditions of Use.

### General

1. You must not carry out any action (including loading any software on to the IT Facilities) that shall or may interfere with the normal working of the IT Facilities or may interfere with or disrupt other users' use of the IT Facilities or access, corrupt or modify any other user's data without their consent.
2. You must not deliberately introduce a virus, worm, trojan horse, Spyware, or other similar code nor take any action to circumvent, or reduce the effectiveness of, any anti-virus or other malicious software detection, removal and protection precautions established by DTS.
3. You are responsible for all use of your username. You should not make your username or password available to anyone else nor should you use any other person's username.
4. You may use the IT Facilities for commercial activities only if you are an employee of the School and such use forms part of your duties of employment. You should raise any queries on whether a commercial activity using the IT Facilities is permitted with your line manager before commencing the relevant use of the IT Facilities.
5. You must not install games on LSE-owned computers. DTS will block any games traffic that negatively affects other users' experience, and will not provide support for any gaming activities.
6. You must not tamper with the configuration of any LSE computer or any cables or peripheral devices attached to LSE computers.
7. You must at all times adhere to the policies and procedures of the London School of Economics, in addition to all applicable laws.

### Legal Requirements and Prohibited Uses

8. You must not use the IT Facilities in any way that could expose you or the School to any criminal or civil liability.
9. You must use the IT Facilities in accordance with the following:
  - a. software - software should always be used in accordance with the terms of the relevant licence, and copying software without the licence holder's permission is prohibited.
  - b. rights in content - do not use third party text, images, sounds, trademarks and logos in materials such as emails, documents and web pages without the consent of the rights holder.
  - c. offensive material – you must not use the IT Facilities to access, store or distribute material that is obscene, indecent or pornographic. If the School suspects that you have accessed material that might give rise to criminal liability, it may notify the police. If staff or students create, store or transmit such material in the course of their research, written permission must be sought in advance from the appropriate Head of Department or the School Secretary. In all cases, access to any material must not be in breach of paragraph 7 above.
  - d. discrimination and harassment - you must not create, distribute or access material that is unlawfully discriminatory, including on the grounds of age, sex, sexual orientation, race, gender identity, disability, religion/belief, or any other protected characteristic; that is likely to incite any form of violence or hatred; or that is likely to cause harassment, alarm or distress.
  - e. computer misuse - unauthorised access to accounts (including stealing or misusing a password), programs and/or data and all forms of hacking are prohibited, and may be an offence under the Computer Misuse Act 1990.
  - f. defamation – you should take care to avoid content which may be defamatory. Particular care is needed when sending material electronically or by posting material to the Internet (e.g., through web pages, or social media).
  - g. data – all data owned, processed or held by LSE, whether primary or secondary, must be accessed, stored, processed and backed up in a manner appropriate to its security classification. LSE's data classification guidelines can be found at <http://www2.lse.ac.uk/intranet/LSEServices/itservices/about/policies/documents/infoSecClassification.pdf>. Failure to appropriately classify and handle data is a breach of these terms and conditions.
  - h. personal data - data on living persons must be held and processed in accordance with the General Data Protection Regulation. Persons who hold Personally Identifiable Information must control and process these data in accordance with the data protection principles set out in the GDPR. Student users must not construct or maintain files of personal data for use in connection with their academic studies/research without the express authority of an appropriate member of staff. When giving such authority, the member of staff should make the student aware of the GDPR's requirements, inform them that they must abide by



the data protection principles, and of the appropriate level of security arrangements which should attach to a particular set of personal data. Contact the School's Records Manager for more advice on notification and the implications of the GDPR.

- i. formation of contracts - you should note that it is possible to form contracts electronically, without any hard copy confirmation from the user. Care should be taken to obtain appropriate authority before purporting to commit the School to any contractual obligations (which may include clicking 'I agree' to an online dialogue box) and the wording 'subject to contract' should be used on emails where appropriate.
- j. unsolicited and offensive e-mail – you must not send unsolicited e-mail or other mass e-mails (spam) to multiple recipients, except as part of legitimate School activities, including sanctioned marketing campaigns and research. You must not send e-mail that any member of the School may reasonably find offensive or likely to cause annoyance or needless anxiety, in particular any that would be in breach of sub-paragraphs (c), (d) and (f) above. This includes a prohibition on forwarding on chain letters, advertisements, or replying inappropriately to an entire mailing list.
- k. extremist material – under the Counter-Terrorism and Security Act 2015, LSE must have "due regard to the need to prevent people from being drawn into terrorism." The Act imposes certain duties under the Prevent programme, which is aimed at responding to "the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views." Under the Act, LSE must seek to ensure that its IT facilities are not used to draw people into terrorism.

If you do need to view extremist materials for legitimate research purposes, please contact DTS Cyber Security and Risk via the Service Desk ([it.servicedesk@lse.ac.uk](mailto:it.servicedesk@lse.ac.uk))

### **Monitoring and privacy**

10. The School acts in accordance with applicable legislation and the Information Commissioner's Employment Practices Code, notably in relation to the monitoring of communications.
11. The School undertakes some routine monitoring of activity on the IT Facilities to ensure that they operate correctly and to protect against the risk of harm from viruses, malicious attack and other known threats. This does not involve the monitoring of individual communications or the disclosure of the contents of any user files.
12. The School reserves the right, under explicit authorisation, to monitor your use of the IT Facilities, including emails sent and received, and web pages and other online content accessed:
  - to protect the IT Facilities against viruses, hackers and other malicious attack;
  - to assist in the investigation of breaches of these Conditions of Use, as described in paragraphs 15-19 below;
  - to prevent or detect crime or other unauthorised use of the IT Facilities;
  - when legally required to do so, for example as part of a police investigation or by order of a court of law;
  - to assist in the managing the utilisation of physical space across the campus
  - where such monitoring is necessary, to pursue the School's other pressing academic and business interests, for example by reviewing the emails of employees on long-term sick leave or to disclose documents under the Freedom of Information Act 2000.

In all cases, monitoring of individual content shall only be carried out if authorised by the Dean of Graduate Studies or the School Secretary for students, or the Director, a Pro Director, the School Secretary, or the Chief Operating Officer for members of staff. It is best to assume documents such as emails could become known to other users. For example, such material may be subject to the requirements on the School to disclose documents under the Freedom of Information Act 2000.

### **Personal use**

13. The IT Facilities are made available for you to use principally for the purpose of your work or studies; however, we realise that you may occasionally want to use the IT Facilities for your own purposes. You are allowed to make personal use of the IT Facilities only if such use:
  - does not interfere with the performance of your work or studies;
  - does not incur unwarranted expense on the School;
  - does not have a negative impact on the School; and
  - is otherwise in accordance with these Conditions of Use.

### **Consideration for other IT users**

14. You must show consideration for other users of the IT Facilities. For example, you must not use an LSE machine for social email in a computer room where other students are waiting to use the facilities for academic purposes.

### **Internet and Social Media Publishing**

15. If you publish information on the Internet using the IT Facilities, or if you publish information on an LSE-affiliated online platform including websites, social media, or the Student Hub app using a personal device, you are subject to additional regulations. In particular, you must comply with the internet publishing and social media guidelines and best practice toolkits available on our website. Any use of cookies on websites that contain personal data

should be accompanied by a notice informing users that cookies are being used and giving users the option to disable cookies.

### **Disciplinary regulations and enforcement**

16. If you use the IT Facilities in breach of these Conditions of Use, the School may take disciplinary action.
17. Where an allegation has been made against a student under the Regulations on Assessment Offences in taught degrees and diploma courses, or against a research student under the Regulations for Research Degrees, the School shall have the right to inspect and take copies of any material held in the name of that student on any of the IT Facilities that might provide evidence for or against the allegation.
18. Where an alleged breach of these Conditions of Use is brought to the attention of IMT, all reasonable measures will be taken to investigate whether the allegation is justified and, if so, the necessary steps will be taken to prevent further abuse. This may involve inspecting the contents of a user's files or email messages. Inspection and copying of a user's files shall only be undertaken if authorised by a Dean or the School Secretary for students, or the Director, a Pro Director, the School Secretary, or the Chief Operating Officer for members of staff. All reasonable efforts shall be made to avoid inspection of files not connected with the relevant allegations, and such files will be copied only if the appropriate Dean, the School Secretary or the Director, a Pro Director, or the Chief Operating Officer (as appropriate) is satisfied that such a step is unavoidable.
19. If a complaint or allegation is received your account may be immediately suspended for investigation. Wherever possible, users will be notified of such suspension. Penalties for breach of these Conditions of Use may include temporary or long-term suspension of your access to the IT Facilities, and/or other disciplinary penalties up to and including expulsion from LSE in the case of a student or dismissal from the School in the case of staff. The School may refer the user to the police where appropriate and will co-operate fully with any police investigations.

### **Working practices**

20. The School has IT security systems in place, but cannot guarantee that these will prevent every attempt to access confidential or restricted data. As laid out in the Information Classification Standard, it is your responsibility to ensure that confidential material is stored appropriately, including using password-protection and/or encryption as appropriate, to prevent unauthorised access by third parties.
21. If you do make use of the IT Facilities for personal use you should be aware that it may be possible for personal information to be inadvertently accessed during enforcement of these Conditions of Use.
22. All School-related e-mail must be sent from and stored within the School e-mail system, however, as storage elsewhere may be in breach of the General Data Protection Regulation.

### **Definitions**

For the purposes of these conditions of use, "IT Facilities" are defined as meaning any of the LSE's IT facilities, including email, connection from the campus to the Internet and other networks, and all computers, laptops, other mobile devices, and any other related software and hardware.

"The LSE's IT Facilities" means the property of the School or leased/rented to it; or on loan to the School from third parties; or the property of third parties affiliated to LSE located in the School, or attached to School computers, computer systems or networks. This also includes any software or systems that LSE is licensed to use, for example, library catalogues and database services. Users using personally owned equipment attached to LSE network are still bound by these Conditions.

These conditions apply to all users of the IT Facilities, including but not limited to, all members of staff, students (both full and part time), associates, visitors, temporary users and any other user of the IT Facilities.

Any use of IT Facilities must also conform to the JANET Policy on Acceptable Use, which is available on the Web here: <https://community.ja.net/library/acceptable-use-policy> or from Information Management and Technology (IMT).

### Equity, Diversity and Inclusion (EDI) Policy Statement

LSE is committed to building a diverse, equitable and truly inclusive university.

With students and staff from over 140 countries around the world, diversity is integral to LSE. The School's dynamic mix of people and ideas underpins our global reputation for excellence in the social sciences, and makes studying and working at LSE a unique and enriching experience.

In support of the ongoing success of LSE students, staff and the wider School community, LSE is committed and accountable for advancing equity, diversity and inclusion in all its forms. LSE believes that diversity is critical to maintaining excellence in all of our endeavours.

We seek to enable all members of the School community to achieve their full potential in an environment characterised by equality of respect and opportunity.

Through the implementation of transparent policies, practices and procedures, the School has due regard to our duties under the Equality Act 2010, and to the protected characteristics<sup>1</sup> detailed in the Act. The School seeks to fulfil this commitment by ensuring that our policies, training and development reflect the principles laid down in this statement, as well as our obligations under the law.

The School is committed to embedding and mainstreaming equity, diversity and inclusion through the following overarching areas of focus:

1. To advance diversity of student recruitment, equity of attainment, and an inclusive community
2. To promote inclusive teaching, education and engagement
3. To promote diversity amongst the School's staff communities, and an inclusive staff experience
4. To achieve an inclusive School environment, which promotes equality of respect and opportunity for all members of the School's diverse community.

This policy is applicable to all students, staff, applicants and visitors. Further details of these areas of focus are outlined in LSE's 'Equity, Diversity and Inclusion Strategy 2017–2022'. The principles of non-discrimination and equity also apply to the way in which staff and students should treat each other, visitors, contractors, service providers, suppliers, former staff and students and any other persons associated with the functions of the School.

This policy should be read in conjunction with the LSE Strategy 2030 and the LSE Ethics Code.

### Footnote

- <sup>1</sup> The nine protected characteristics under the Equality Act 2010 are 'age', 'disability', 'gender reassignment' (now commonly understood as 'gender identity'), 'marriage and civil partnership', 'pregnancy and maternity', 'race',

See the **Calendar** ([lse.ac.uk/resources/calendar](https://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

# DATA PROTECTION POLICY

## 1. Purpose

- 1.1 This document sets out The London School of Economics and Political Science ("the School")'s policy on data protection. It provides an overview of data protection requirements and directs you to more detailed guidance as appropriate.
- 1.2 If you have any questions relating to this policy please contact the School's Data Protection Officer via [glpd.info.rights@lse.ac.uk](mailto:glpd.info.rights@lse.ac.uk)

## 2. Background to this Policy

- 2.1 The General Data Protection Regulation (GDPR), to be incorporated into UK law via a new Data Protection Act (DPA), establishes a framework of rights and duties which are designed to safeguard personal data. These are referred to in this policy as 'Data Protection legislation'. The legislation is underpinned by a set of six straightforward principles, which define how data can be legally processed.
- 2.2 These six principles are:
  - 2.2.1 Personal data shall be processed fairly, lawfully and transparently.
  - 2.2.2 Personal data shall be held only for one or more specified and lawful purposes and shall not be further processed in any manner incompatible with that purpose or purposes. There is an exemption for research data.
  - 2.2.3 Personal data shall be adequate, relevant and not excessive in relation to the purpose for which it is processed.
  - 2.2.4 Personal data shall be accurate and where necessary kept up to date.
  - 2.2.5 Personal data processed for any purpose shall not be kept for longer than is necessary for that purpose. There is an exemption for research data.
  - 2.2.6 Appropriate technical and organisational measures shall be taken against unauthorised or unlawful processing of personal data and against accidental loss or destruction of the data.
- 2.3 The GDPR also sets out rights of data subjects relating to their personal data. These rights include:
  - 2.3.1 the right to access
  - 2.3.2 the right to rectification
  - 2.3.3 the right to erasure (in certain circumstances)
  - 2.3.4 the right to stop processing
  - 2.3.5 the right to portability (in certain circumstances)
  - 2.3.6 the right to object to marketing. and
  - 2.3.7 the right to have human intervention with regards to automated processing, including profiling
- 2.4 The GDPR sets out the conditions under which information can be transferred to countries outside the European Economic Area. These include adequacy, appropriate safeguards, binding corporate contracts and explicit consent, amongst others.
- 2.5 The Act defines both **personal data** and **special categories personal data**.
  - 2.5.1 Personal data is any information that can identify a living individual and can include such items as home and work address, personal email address, age, telephone number and schools attended, and even photographs and other images.
  - 2.5.2 Special categories personal data consists of racial/ethnic origin, political opinion, religious or similar beliefs, trade union membership, physical or mental health or condition, sexual life and information relating to legal proceedings and convictions.
  - 2.5.3 Personal data comes under the categories of confidential or restricted information in the Information Classification Standard depending on the volume. Special categories personal data comes under the category of confidential information only in the Information Classification Standard.
- 2.6 The GDPR sets out certain lawful bases that must be satisfied to justify the holding or use of personal data. These are set out in Article 6 of the GDPR and include: contract; legal; vital interests, public duty, legitimate interests and consent. Special categories data requires that (an) additional lawful basis as set out in Article 9 of the GDPR. These lawful basis are recorded in the School's Information Asset Register. Staff who are unsure what lawful bases apply to personal data they intend to process should seek advice from the Data Protection Officer.

## 3. Policy and Guidance

- 3.1 The School is committed to a policy of protecting the rights and freedoms of individuals with respect to the processing of their personal data.

- 3.2 This Policy and the further School guidance it refers to apply to all personal data processed for the School's purposes, regardless of where it is held and, in respect of automatically processed data, the ownership of the equipment used.
- 3.3 Links to relevant School guidance are set out at the end of this policy. This list is not exhaustive and all relevant guidance can be found at <http://www2.lse.ac.uk/intranet/LSEServices/legalAndCompliance/dataProtection/Home.asp> x.

#### 4. Application of this Policy

- 4.1 The School holds personal information about individuals such as employees, students, graduates, research subjects and others, defined as **data subjects** in Data Protection legislation. Such data must only be processed in accordance with the Data Protection legislation. This Policy and the School Guidance are written to ensure such compliance. Any breach of this Policy and/or the School Guidance may result in the School as the **Data Controller** (and in some cases individuals), being in breach of Data Protection legislation and therefore liable in law for the consequences of such breach.
- 4.2 Heads of Department and Service Leaders are responsible for ensuring that the School complies with Data Protection legislation. All students and staff must ensure they have read and understand this Policy and the School Guidance.
- 4.3 It is the responsibility of all users of personal data throughout the School to ensure that personal data is kept securely. Personal data should not be disclosed to any unauthorised third party in any form, either accidentally or otherwise.
- 4.4 Any breach of or failure to comply with this Policy or the School Guidance, particularly any deliberate release of personal data to an unauthorised third party, may result in disciplinary or other appropriate action.
- 4.5 The School will continue to perform periodic audits to ensure compliance with this Policy and Data Protection legislation and to ensure that all guidance and support is kept up to date.
- 4.6 Any unauthorised access to or disclosure of personal data or other data security breaches should be reported to the Data Protection Officer and/or the Information Security Manager as soon as possible, using the Data Breach notification form on the website where possible.
- 4.7 The School Secretary is responsible for ensuring that the School community remain informed of their obligations under Data Protection legislation, with operational duties of advice and support devolved to the Data Protection Officer.
- 4.8 The Data Protection Officer is required by Data Protection legislation to report to the highest levels of management at the School, which will normally be done through the School Secretary.
- 4.9 Staff procuring cloud based services or mobile apps storing personal data for the School must check with the Information Security team that these meet the security requirements of Data Protection legislation.

#### 5. Handling of Personal Data by Students

- 5.1 A student should only use personal data for an academic or School-related purpose, with the knowledge and express consent of an appropriate member of staff. The use of personal data by students should be limited to the minimum consistent with the achievement of academic objectives.
- 5.2 For a postgraduate research student, this appropriate member of staff would be the supervisor. Research students are more likely than other students to be collecting personal data and creating datasets. They should seek advice from the Data Protection Officer at the earliest stage, and at all times comply with the policy.
- 5.3 For a postgraduate taught student, the appropriate member of staff would be the supervisor of their dissertation or the course leader of the relevant class/course. As with research students, any personal data collected as part of the dissertation should be kept in accordance with this policy.
- 5.4 For an undergraduate, responsibility would lie with the course leader of the relevant class/course. Wherever possible, data should be de-personalised so that students are not able to identify the subject.
- 5.5 Any confidentiality or consent agreements should normally be signed off by the School Secretary or the Head of Research Division. For advice, contact the Data Protection Officer.

#### 6. Access to Data

- 6.1 The DPA gives data subjects a right to access to personal data held about them within a set timescale. Therefore it is important that the Data Protection Officer be notified of any request to the School for access to an individual's personal data as soon as they are received.
- 6.2 There are specific provisions which apply to examination marks and comments.
- 6.3 If you have any questions relating to access to personal data please contact the Data Protection Officer.

**7. Retention of Data**

- 7.1 Personal data must only be kept for the length of time necessary to perform the processing for which it was collected. This applies to both electronic and non-electronic personal data. The School's retention schedule outlines the length of time various classes of records and other data should be kept. This extends to backups and copies made on removable media.
- 7.2 This does not apply to research related data which can be kept indefinitely.

**8. Data Transfer**

- 8.1 If data is being sent outside the European Economic Area by the School, the School needs to put in place certain safeguards. Please contact the Data Protection Officer if for any reason related to the School, as part of a supplier contract or for your studies, for example, you may need to send personal data outside the EEA.
- 8.2 Information published on the web must be considered to be an export of data outside the EEA.
- 8.3 No web-based, or 'Cloud' services, storing personal data outside the EEA should be used for storing or sending special categories personal data unless this has been agreed with the Data Protection Officer.
- 8.4 Any transfers of personal data outside the EEA and/or extraordinary transfers of data should be signed off by the School Secretary, unless to countries that are covered by an EU adequacy decision.

**9. CCTV and Physical Access control**

- 9.1 CCTV at the School will be used in line with the School's Code of Conduct on CCTV.
- 9.2 Access control systems are used at the School for the purposes of security, maintenance of IT and building systems and public safety.
- 9.3 Requests for information held within CCTV and access control systems made by police services under the relevant exemptions in Data Protection legislation will be handled by the School's Security Office.
- 9.4 Requests for information held within CCTV and access control systems made by any other individuals or organisations will be handled by the Data Protection Officer.

**10. Information Asset Register**

- 10.1 The School's Information Asset Register (IAR) will be used to meet the record keeping requirements of Data Protection legislation.
- 10.2 Information Asset Owners, defined as the staff member with responsibility for the information asset, will ensure that they create and maintain the data held within the Information Asset Register.
- 10.3 This will include an annual review of their information assets.
- 10.4 The Data Protection Officer will ensure that Information Asset Owners receive the appropriate support to maintain the information asset register.

**11. Compliance, Policy Awareness and Disciplinary Procedures**

- 11.1 The loss or breach of confidentiality of personal data is an infringement of Data Protection legislation and may result in criminal or civil action against LSE. Therefore all users of personal data at the School's information systems must adhere to the Data Protection Policy and its supporting policies as well as the Information Security Policy.
- 11.2 All current staff, students and other authorised users will be informed of the existence of this policy and the availability of supporting policies, codes of practice and guidelines.
- 11.3 Any breach of this policy will be handled in accordance with all relevant School policies, including the Conditions of Use of IT Facilities at the LSE and the appropriate disciplinary policies.

**12. Status of This Policy**

- 12.1 This Policy has been approved by the Information Governance Committee on 26 March 2018. It is available in the policies and procedures section of the website.

# POLICY ON TRANS STAFF AND STUDENTS

## INTRODUCTION

The School celebrates and values diversity in both its workforce and student population. All staff and students should be able to be themselves at LSE, have equal access to services and facilities, reach their full potential and be treated with dignity and respect.

All staff and students work better if they can be themselves, and this is no different for trans members of the LSE community. However, many trans people still choose not to express their gender identity in their place of work, or study, because they fear a transphobic reaction from staff members or students. This can cause great stress and is likely to undermine their ability to focus on their job, or their studies. An environment in which diversity is celebrated, ensures that valuable staff are recruited and retained, and students obtain better results – an approach that benefits everyone, not just the groups targeted.

## POLICY AIMS

This policy sets out how the School will ensure an inclusive culture that both welcomes and supports trans staff and students and promotes an environment that is free from discrimination. Furthermore, this policy seeks to further positive relations amongst staff, students and the broader community of which we are all a part by acting as an information resource for those who wish to gain a greater understanding of trans matters at LSE.

The accompanying guidance note also outlines practical support that is available should staff or students seek to transition whilst working or studying at LSE.

This policy will ensure that LSE protects its staff and students in line with current legislation (see heading 'Legislation')

## DEFINITIONS

Trans is an umbrella term covering a diverse range of gender identities that are not typically associated with an individual's sex as assigned at birth on the basis of genital appearance.

Language in this area changes continuously, and is also deeply personal. There are many individual preferences of terms and definitions. In this policy, the term 'trans' is used to recognise the broadest range of gender diversity, including those that fall between or outside the 'man' or 'woman' binary identities. Therefore, the policy also implicitly recognises identities that are 'non-binary' and 'non-gender'.

Gender dysphoria is a condition where a person experiences discomfort or distress because there is a mismatch between their biological sex and gender identity. Often people with gender dysphoria will wish to live according to their gender identity, rather than their assigned sex.

Transition refers to the point at which a person changes their gender expression to align it with their gender identity rather than their assigned sex. This may involve social change of dress, names, pronouns and titles; it may or may not be supported by medical and legal interventions. Some individuals will only take small steps, but others may undertake a series of permanent social and medical changes.

Transphobia is a term used to describe discrimination, harassment or victimisation, experienced by trans people, as a direct result of their known or perceived gender non-conforming identity or expression.

## POLICY PRINCIPLES

### Preventing discrimination

The School will not tolerate discrimination (direct or indirect), harassment, or victimisation on the basis of gender identity, nor any other protected characteristic.

The School is committed to ensuring that trans staff and students are not treated less favourably than non-trans members of the School community, as a consequence of being trans or being perceived as trans. The School is committed to assessing its policies and procedures to actively foster good relations and to mitigate any unintended negative impacts on trans staff and students.

These issues are also considered under the School's Anti-Bullying and Anti-Harassment Policy, and where they are reported, they will be investigated as appropriate under the School's relevant staff or student procedure. Actions or behaviour which may constitute harassment include: name-calling, derogatory jokes or offensive comments, and inappropriate questioning, whether directly or through social media. This policy also covers any such inappropriate behaviours, whether related or unrelated to a protected characteristic.

LSE has responsibility to protect and promote freedom of speech within the law. However, legal obligations also exist which may set limits on certain freedoms, in order to protect the rights and freedoms of others. At controversial events it is not prudent to have someone in the chair whose own views mean they may not be seen as a neutral chairperson. Also, at controversial events it is particularly important that the Chair seeks to ensure that there is an opportunity for the views of the speaker(s) to be challenged (and ensure a right of reply)<sup>1</sup>.



### Commitment to trans equality

The School is committed actively to promoting good relations, and an inclusive and supportive environment for all staff and students. In relation to trans staff and students in particular, we are committed to the following:

- Trans students will receive fair and equal treatment during their programme of study, and will not be denied access to programmes, or progression to further programmes of study.
- The School will provide options for gender neutral titles within staff and student records, e.g. Mx , and use gender neutral language in its formal communications.
- Programme content will strive to be inclusive. Any historical material that contains stereotypical depictions of trans people or transphobic material will be open to critical analysis.
- Trans students should always be accommodated according to their full-time gender expression, unless they choose otherwise. Concerns or issues that are raised by trans students will be handled sensitively and fairly by Residential Services<sup>2</sup>.
- Staff and students who wish to disclose their trans history or give notification of their intention to transition will be supported sensitively and be allocated a mentor or 'point of contact' to help make all necessary arrangements, including the update of School records and systems with any new name and title (see separate guidance on 'transitioning at work'). It may be necessary to replace, rather than amend, degree and other certificates using the new name.
- The School will respect the confidentiality of trans staff and students and will not reveal/share this information without the prior agreement of the individual concerned. Where paper documents cannot be changed they will be kept separately in double sealed envelopes bearing the name of a person or persons who may have access, under certain circumstances, with the permission of the individual concerned (unless emergency circumstances prevail). IT records must be password protected in such a way that they are not accessible to anyone other than those directly involved.
- Staff and students undergoing medical and surgical procedures related to transition will receive positive support from the School to meet their particular needs during this period.
- Where a person needs to take time off work or study for medical assistance because of transition, they should not be treated any less favourably than if the absence were due to another cause such as sickness or injury.
- It will not be relevant for the purpose of staff recruitment, selection and promotion, access to training and benefits etc. that a person is trans or has a trans history.
- In circumstances where the School requires official confirmation of a person's identity, staff and students will be given the option of providing different types of documentation such as a driving licence, passport, deed poll or statutory declaration. Birth certificates are not identity documents and may 'out' a trans person, so will not be required except, for instance, to prove the right to work in the UK. Trans people may not hold the full range of documents reflective of their current name and gender status and the School will be flexible in its requirements.
- In the few instances where uniforms and/or dress codes are required by the School, these do not reinforce binary gender stereotypes.
- It is good practice to have adequate gender neutral toilets to accommodate non-binary, non-gender and other gender diverse people. However, the School recognises that trans people must not be obliged to use these facilities where male and female designated toilets are also provided, unless they choose to do so. From the moment a person transitions they should have access to the toilets that are appropriate to their gender identity and expression. Others who are not willing to share toilet facilities with a trans person will have the option of using gender neutral or accessible facilities.

### Promotion of trans equality

To ensure that LSE maintains a secure and inclusive culture for trans staff and students, the following proactive measures will take place to foster a safe and welcoming environment:

- Trans equality and gender identity issues will form part of generic equity, diversity and inclusion (EDI) training courses and modules
- Trans equality (along with other EDI issues) will be reinforced and 'mainstreamed' across staff training course content. e.g. gender identity issues will be included in case studies, training exercises etc., where relevant.
- Gender identity will be considered alongside other protected characteristics when policies and procedures are reviewed and/or designed, as part of the equality analysis (equality impact assessment) process.
- Our publicity, literature and public events will reflect the diversity of our staff and students, and wider society.
- Staff and student network groups that specifically include trans individuals will be supported to flourish and to encourage trans staff and students to actively participate in broader School life.

### Legislation

The Equality Act 2010 applies to nine protected characteristics, of which 'gender reassignment' is one. This characteristic describes individuals who propose to undergo, are undergoing, or have undergone a process (or part of a process) to bring their gender expression and status into alignment with their gender identity. The School interprets the duties relating to this particular characteristic as going beyond those who fall under this specific definition and applying

to broader matters of gender identity.

The School has a Public Sector Equality Duty, and therefore has a general duty to have due regard to eliminating discrimination (direct and indirect), harassment and victimisation; it must provide equality of opportunity, and foster good relations between those who have the protected characteristic (of gender reassignment), and others who do not have it.

Specific duties require the School to collect data, and to analyse the effect of its policies on protected groups, and to publish these.

- Direct discrimination occurs when a trans member of staff or a student is treated less favourably than non-trans members of the School community, as a consequence of being trans or being perceived as trans.
- Indirect discrimination may arise where a policy, practice or criterion within the School that applies equally to all staff and students has an adverse impact upon trans staff and students, that cannot be properly justified.
- Victimisation may occur, for instance, when a trans person, (or a person acting on their behalf) makes a complaint that discrimination has occurred because they are trans. If, as a result of the complaint, harassment or further discrimination occurs, this would be 'victimisation'.
- Positive action under the Equality Act may be used to encourage applicants from this protected group. A trans person may be selected in preference to a candidate who is equally qualified for the post, on the basis that trans people are under-represented in the School's staff. Positive action in this manner is applicable to all under-represented protected groups.

The Human Rights Act 1998 (HRA): underpins all equality legislation that relates to employers in the public sector, and those for whom they provide services. Article 8, in particular, requires trans and non-binary people to be treated with respect, dignity and fairness, and to protect their privacy in family life and correspondence. Article 3 creates an absolute ban on degrading treatment. Article 14 is also important; it does not stand alone, but it ensures that all the other Articles under the HRA are delivered in a non-discriminatory way.

Data Protection Act 1998 (DPA): All IT records of the individual's personal life and medical history ("sensitive personal data") must be secured in line with the Data Protection Act, including password-protection, and should be "kept for no longer than is absolutely necessary". Any named person who needs to access this private information, must still ask permission of the individual concerned, unless there is an emergency situation and the individual is unable to give permission. Employers should note that an individual who suffers damage by reason of any contravention by a data controller of any of the requirements of the DPA is entitled to compensation from the data controller for that damage.

The Gender Recognition Act 2004: A Gender Recognition Certificate enables the person to have a new birth certificate, if their birth was registered in the UK, and to be legally recognised 'for all purposes' according to their new gender role and expression, including in marriage, same-sex marriage and civil partnership. The Gender Recognition Certificate (GRC) may be obtained by application to the Gender Recognition Panel.<sup>3</sup> Applicants must provide evidence that they have lived permanently in their new gender role, full-time, for two years prior to their application. They must be at least 18 years old. A 'diagnosis' of gender dysphoria is required, but no medical interventions have to be undertaken.

Trans people may obtain a GRC within a pre-existing (heterosexual) marriage, which must, however, be converted to a 'same-sex' marriage, with the written consent of the non-trans spouse; it may also be converted to a Civil Partnership if that is preferred. When a trans person seeks to obtain a GRC within a pre-existing Civil Partnership, that partnership must be changed into a (heterosexual) marriage, with the written consent of the non-trans partner.

A GRC is held by only a minority of trans people, and it has little relevance in the School setting. Its privacy provisions extend what is already available under Data Protection, and Human Rights legislation, and make it a potentially criminal act to disclose, without the person's permission, their trans status or history.

### Footnotes

<sup>1</sup> For further information, please see <http://www.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/codOfGodPraFreSpe.pdf> and <http://www.lse.ac.uk/intranet/LSEServices/communications/eventsOffice/information/securityfreespeechstaff.aspx>

<sup>2</sup> Please see School Accommodation Policy

<sup>3</sup> <https://www.gov.uk/apply-gender-recognition-certificate/overview>

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

## POLICY ON DISABILITY

The London School of Economics and Political Science is committed to complying with the disability provisions of the Equality Act 2010 and the preceding legislation including the Special Educational Needs and Disability Act 2001 (SENDA) by:

- Maximising accessibility to the School's services and activities for disabled staff, students, alumni, visitors, prospective staff and students, and taking all steps to ensure that no-one is treated less favourably on the ground of disability.
- Developing a culture of inclusion and diversity which celebrates disability as an equally valued diversity strand and in which people feel motivated and confident to disclose a disability, with a view to negotiating access requirements in order to promote equal participation in the School's services and activities. In adherence to the Data Protection Act 1998 (DPA 1998), such information shall be passed on only with consent and where there is a legitimate reason to do so.
- Reviewing, monitoring and revising, as appropriate, all School systems, procedures, facilities, services and buildings in compliance with the Equality Act 2010 and the SENDA 2001 in addition to the Human Rights Act 1998 (HRA 1998), which includes the right not be denied access to education.
- Creating, maintaining and disseminating information about services and facilities available for disabled staff, students, alumni, visitors and prospective staff and students

For the purpose of this policy, the term 'disability' has the same meaning as that given in the Equality Act 2010 and SENDA 2001: "a physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities".

In recognition of evolving case law, this includes, but is not limited to: sensory impairments, learning disabilities, mental illness, clinically recognised severe disfigurements, cancer, HIV/Aids, progressive conditions even at an early stage, conditions which are characterised by a number of cumulative effects such as pain or fatigue and a past history of disability.

While understanding the Medical Model nature of the definition used in The Equality Act 2012, LSE recognises the Social Model of Disability and is therefore committed to addressing disabling barriers to participation which are frequently external to individuals identified with impairments.

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.

## POLICY ON SMOKING

### 1. Introduction

- 1.1. The London School of Economics has duties under the Health and Safety at Work etc. Act 1974 to provide a safe working environment for its staff and for those who come into its buildings. It also has duties under the Regulatory Reform (Fire Safety) Order to manage the risk of fire. The policy on smoking addresses the risk to health from smoking (including passive smoking), and the risk to safety from fire associated with all types of smoking, including electronic and herbal cigarettes.

### 2. Aims of the Policy

- 2.1. The aims of the policy are to:
  - 2.1.1. protect staff, students, contractors and visitors from the harmful effects of tobacco smoke;
  - 2.1.2. protect staff, students, visitors and buildings from the risk of fire;
  - 2.1.3. ensure the LSE complies with Smokefree and other relevant legislation;
  - 2.1.4. guide staff and students to sources of support if they want to stop smoking.

### 3. Application of the Policy

- 3.1. This policy applies to all staff, students, contractors and visitors to LSE buildings.
- 3.2. The policy covers all types of smoked products including tobacco and herbal cigarettes, electronic cigarettes, and other devices or substances which may be used for the purpose of smoking.

### 4. Policy

- 4.1. Smoking is prohibited:
  - 4.1.1. within all LSE buildings;
  - 4.1.2. at entrances, external staircases and roofs of LSE buildings;
  - 4.1.3. on all terraces other than Old Building, St Clements and Clare Market.
  - 4.1.4. below open windows and air intakes.
- 4.2. Electronic nicotine delivery systems devices (e-cigarettes, e-pipes and similar) may only be charged using branded chargers appropriate for the device. Charging units must be disconnected when not in use.

### 5. Responsibilities

- 5.1. Smokers are responsible for complying with the law and the School's policy on smoking. They must also agree arrangements for taking smoking breaks with their line managers.
- 5.2. Anyone who observes someone smoking in LSE buildings should ask them to stop smoking. If the person smoking is a member of staff, it should be reported to the appropriate manager, if known. If you feel unable to speak to the person, contact Security.
- 5.3. Line managers are responsible for taking action if a member of their staff is found to be smoking in any of LSE's buildings. They should seek guidance from the Human Resources Division on the appropriate disciplinary steps they should take.
- 5.4. The appropriate Undergraduate, Postgraduate and General Course Deans are responsible for disciplinary action against any students found to be smoking in LSE buildings other than Halls of Residence.
- 5.5. Wardens are responsible for disciplinary action against any students found to be smoking in an LSE Hall of Residence.
- 5.6. Estates Division are responsible for providing appropriate no smoking signage at all entrances, and for the provision and emptying of ash cans.
- 5.7. Human Resources Division is responsible for informing staff of the smoking ban in the Terms and Conditions of Service.
- 5.8. The Academic Registrar's Division is responsible for informing students of the smoking ban in the information sent to new students and on their website.
- 5.9. All staff and students must cooperate with Local Authority Enforcement Officers investigating reports of smoking in LSE buildings.

### 6. Smoking Cessation

- 6.1. GPs and pharmacists can advise on stopping smoking.
- 6.2. More information can be found on the NHS Stop Smoking website or the NHS Smokefree National Helpline: 0300 123 1044.
- 6.3. Staff can seek support from the LSE Staff Counselling Service.
- 6.4. Students can seek support from the LSE Student Counselling Service.

# LSE SAFEGUARDING POLICY

## 1. Introduction

The School is committed to ensuring the safety of everyone involved in School activities. This includes the duty of care to safeguard children, young people and vulnerable adults during interactions relating to School activities, irrespective of duration or location.

This policy applies to all staff, students and volunteers (irrespective of whether they act in a paid or unpaid capacity), who may be working with children, young people or vulnerable adults through the School's teaching, research activities and other initiatives or outreach programmes. Children, young people and vulnerable adults will be referred to within this policy as 'vulnerable groups'.

Whilst this policy sets out the School's general responsibilities in ensuring the protection of vulnerable groups, it will also be necessary for appropriate local provisions to be made in a number of areas of the School, depending on the nature of their activities. As such, those expecting to work with vulnerable groups (regularly or occasionally) should always refer to any more detailed local guidance, and/or the relevant safeguarding officer or service leader, alongside this policy.

It is assumed generally that all individuals will conduct themselves whilst on School business in a professional manner with integrity, upholding the reputation of the School at all times, in line with the School's Ethics Code.

## 2. Policy aims

This policy aims to provide clarity on the School's legal obligations relating to vulnerable groups and identifies the key responsibilities relating to safeguarding for all individuals associated with the School.

This policy does not seek to discourage activity that contributes positively to the School's interest and/or has community value; instead, it seeks to ensure an environment free from harm and offer ongoing assurance to staff, students, volunteers and visitors that their experience at the School will be a positive one. Ultimately, it aims to facilitate the management of the risk associated with the duty to protect vulnerable groups.

Vulnerable groups are as follows: A 'child' is defined as a person under 16 years of age<sup>1</sup>, a 'young person' is defined as a person who is 16 or 17 years of age, and a 'vulnerable adult' is broadly defined as someone aged 18 or over who may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of themselves, or unable to protect themselves against significant harm or exploitation either temporarily or permanently<sup>2</sup>.

At times it may not always be explicitly obvious that a person or group (regardless of age) may be considered vulnerable. Although the list below is not exhaustive, a person is likely to be considered vulnerable if they:

- have a learning or physical disability; or
- have a physical or mental illness, chronic or otherwise, including an addiction to alcohol or drugs; or
- have a reduction in physical or mental capacity.

The following examples are indicators that may suggest a person is to be considered vulnerable, because either temporarily or permanently they are:

- being detained in custody; or
- receiving community services because of age, health or disability; or
- living in sheltered or residential care home; or
- being unable for any other reason to protect themselves against significant harm or exploitation.

## 3. Policy responsibilities

The designated lead for safeguarding at the School is the Chief Operating Officer, who is tasked with ensuring that the importance of safeguarding vulnerable groups within the School is understood. The Academic Registrar (for students) and the Director of Human Resources (for staff) deputise for the Chief Operating Officer in their absence.

However, the responsibility for formal procedural arrangements continues to reside locally with assurance that advice can be sought at any time from the designated lead or their nominated contact.

All areas of the School with regular or occasional contact with vulnerable groups are obligated to ensure that appropriate arrangements are in place to operationalise this policy, and that these are regularly reviewed and updated to ensure the content of this policy is continually reflected upon, delivered and maintained. These areas of the School must ensure that all staff in their area are made aware of this policy, and that they receive appropriate training.

## 4. Working with vulnerable groups

Examples of areas around the School with roles that this policy may relate to include (this is not an exhaustive list):

- Staff in the LSE Nursery

- Residences, including Wardens and Subwardens in halls of residence.
- Widening participation
- Those working with disabled students and staff
- Those working with students and staff with mental health issues
- Counselling
- Those responsible for organising and supporting visits to the campus, for open days, and taster days
- Student ambassadors
- Mentors
- Academic Advisers
- Any staff who work with vulnerable groups, either via academic research, or through public engagement
- Professional Services Staff (in particular departments)

Some of the roles within the areas of the School listed above may or may not require Disclosure and Barring Service (DBS) checks; if in doubt individuals should check with their Human Resources partner for clarification.

LSE is committed to safeguarding and promoting the welfare of vulnerable groups, in response to specific legislation, and as part of our common law duty of care. This includes taking all reasonable measures to:

- Ensure that the School's environment is safe, secure and inclusive of those from vulnerable groups.
- Ensure that staff, students and governors are familiar with the School's Ethics Code which sets out guidelines for the whole LSE community regarding expected behaviour.
- Ensure that recruitment processes (outlined below) are followed, in order to ensure that all job roles with known, direct contact with vulnerable groups have had the appropriate background checks conducted.
- Ensure that anyone suffering from or who has suffered significant harm is identified and responded to appropriately and quickly.
- Ensure that all concerns are taken seriously, and responded to appropriately and quickly. All groups should be respected and have their views heard and considered irrespective of age or other presentation.
- Work co-operatively with School divisions and other agencies that provide safeguarding services for vulnerable groups, and in partnership with parents and guardians where appropriate.

In order to safeguard oneself from raising the concerns of others about your behaviour towards vulnerable groups, it is good practice to be vigilant that interactions are open and transparent at all times. To this end, staff should:

- In accordance with the Ethics Code, treat all people with dignity and respect, and promote within the School an inclusive and participatory working and social environment in which we encourage, support and behave appropriately to one another.
- Be mindful of interaction which could be considered as favouritism, either directly or indirectly;
- Avoid putting themselves in a position where they might find themselves alone with a vulnerable individual unnecessarily.
- Refrain from using personal contact details such as mobile numbers and email addresses, or engaging in non-work related contact via social networking sites (e.g. Facebook, Instagram, Twitter, Snapchat etc.) Relationships should be kept on a professional, not personal basis. It should not be necessary to contact vulnerable groups outside of School business;
- Exercise care in their use of language, and in their behaviour, and avoid comments or actions which could be interpreted as having a sexual connotation, even in jest;
- Report any concerns, suspicions or allegations regarding the welfare of a child, young person immediately or vulnerable adult to the appropriate officer (see 8 below).

## 5. Recruitment processes

The School's recruitment processes ensure that all job roles with known, direct contact with vulnerable groups have had the appropriate background checks conducted. The School will take all appropriate steps to ensure that unsuitable people are prevented from working with vulnerable groups. Separate procedures exist for the purposes of undertaking DBS checks and should be read in conjunction with the Recruitment and Selection Policy.

Job roles that require a DBS check will be listed on a single, central record maintained by Human Resources. It is the responsibility of line managers to inform Human Resources where job roles change to include contact with vulnerable groups and to discuss new requirements for appropriate record checks. Processes relating to this are reviewed periodically to ensure compliance.

## 6. LSE nursery

LSE's nursery has its own safeguarding policy (see link in the 'Links' section), which reflects the legislative framework for safeguarding children required of all childcare providers.

## 7. Safeguarding responsibilities under the Prevent duty

LSE is obligated to engage with the Government's Prevent strategy and provide appropriate training and guidance for members of staff whose role involves safeguarding students.

Any behaviour which suggests that an individual might be at risk of being drawn into terrorism must be reported in the Prevent duty flowchart (see link in the 'Links' section), so that the matter can be investigated and any appropriate support can be put in place.

As with other types of safeguarding, the threshold for reporting to our designated officer for consideration through our documented processes is low, because Prevent is concerned with early intervention to safeguard and divert people away from the risk they face.

## 8. Raising Concerns

From a moral and social viewpoint, safeguarding is everyone's responsibility at all times. All staff have a responsibility to raise any concerns they may have for the safety and wellbeing of vulnerable groups or individuals who are in contact with the School. These could arise in a variety of ways in a range of situations.

It is not always easy to recognise a situation that compromises a vulnerable group's safety; however, each person has a responsibility to act if they have any concerns about a child, young person or vulnerable adult, and such concerns are to be taken in good faith. Those concerns may also relate to issues of vulnerability that arise outside the School or the School's activities.

The person aware of these suspicions or allegations must contact the relevant safeguarding officer, and follow local procedural arrangements (see the 'Links' section below for details). Matters outside the scope of these procedures should be referred to the School's designated lead or their nominated contact immediately for guidance on what action must be taken. All discussions will be treated with discretion at all times.

The School's designated safeguarding lead has overall responsibility for investigating allegations and other disclosure information, in conjunction with relevant external agencies. However, the responsibility for formal procedural arrangements continues to reside locally, with assurance that advice can be sought at any time from the designated lead or their nominated contact.

### Footnotes

<sup>1</sup> Children Act 1989

<sup>2</sup> Safeguarding Vulnerable Groups Act 2006

See the **Calendar** ([lse.ac.uk/resources/calendar](http://lse.ac.uk/resources/calendar)) for further information about Programme Regulations, Course Guides, School and academic Regulations.



## **Disclaimer**

Every effort has been made to ensure that the information in the Calendar is correct and up-to-date at the time of publication (August 2019). Circumstances may change subsequent to publication. The online version of the Calendar, which will be adjusted from time to time throughout the year, is the definitive version: in the case of differences between versions, the online version should be considered authoritative. The School reserves the right at all times to withdraw or alter particular courses and syllabuses, and to alter the level of fees.

