The London School of Economics and Political Science



School Regulations 2026-2027

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The London School of Economics and Political Science 2026-2027: School Regulations

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STUDENT CHARTER

LSE AND LSE STUDENTS' UNION CHARTER

LSE has a long and rich educational tradition that all its students and staff can be proud of. Since opening its doors in 1895, our School has sought to advance its founding vision of understanding the causes of things for the betterment of society through the study and analysis of the social sciences.

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

What is an LSE education and how can I make the most of it?

An LSE education is designed so that you can engage critically with your discipline and real global challenges, equipping you professionally and personally to shape the world for the better.

The following principles outline what an LSE education looks like and how all students –undergraduate, taught master's and research – can make the most of their studies at our School.

As an LSE student you will:

- Receive teaching and supervision underpinned by world-leading research, and study curricula that seeks to reflect the diversity of the discipline you are studying.
- Make the most of your LSE education by taking part in lectures, seminars, and workshops, and engage in the learning community outside of the classroom through academic office hours, study groups, and other activities.
- Be offered high quality advice from academic departments and mentors.
- If you need additional guidance or support, make use of the academic and wellbeing support available at the School as soon as you can – they're here to help you.
- Be expected to work to high academic standards.
- Contribute to your own learning by studying beyond reading lists and take advantage of opportunities across the School to advance your academic development.
- Contribute to building an active, inclusive and respectful learning community.
- Participate fully with others as you study, value the input of those around you, and use your voice to partner with us, so that we can work together to enhance your experiences.

What does it mean to be part of the LSE community and how do I contribute?

Our LSE community is shaped by its diverse and talented students and staff, its location in the heart of a vibrant international city, and its mission to shape the world through path-breaking research and education.

We nurture our community through a set of shared understandings that rely on and value contributions from across LSE.

Being part of our LSE community means that together, we:

- Create and sustain excellence through an inclusive, accessible and safe environment to work and study.
- Act collegially as LSE citizens and with respect for one other to support learning, wellbeing, debate and dialogue, alongside the pursuit and dissemination of knowledge and ideas.
- Value our diverse and international membership and promote equality of respect and opportunity in accordance with LSE's Ethics Code and UK law.
- Work in partnership with each another to promote and respect health and wellbeing through a range of dedicated professional services, creating a supportive working environment that's beneficial to all.
- Maximise LSE's opportunities for positive global impacts through our teaching, research and community engagement.
- Value, champion and support School citizens who contribute to this goal by taking up opportunities at LSE and within the wider community.
- • Our community includes LSE Students' Union (LSESU), an independent, student-leddemocratic organisation which focuses on improving the lives of LSE students by providing them with academic, social and welfare support.
- Get involved in the community by taking part inopportunities offered by LSESU, such as sportsclubs, societies and services to enhance yourskills. Your membership to this organisation isautomatic when you become a student at LSE.

How can I inspire future generations of LSE students after I graduate?

Our alumni network go on to work with governments, communities and businesses, actively and positively contributing to the unique educational experience that inspired our founders: to undertake learning and enquiry for the betterment of society.

There are many ways you can inspire the next generation of LSE students after you graduate:

- When you graduate from LSE you become part of a celebrated alumni community.
- Continue to support LSE and its students by giving up your time, providing your expertise, or by making a contribution in your own way. Our alumni are committed to sharing the value of an LSE education and building the strength of our community. Stay connected to our School by contributing to the alumni network, a body which spans the globe and offers support to alumni and current students, no matter where in the world they may be.

REGULATORY MATTERS (FOR ALL STUDENTS)

CONDITIONS OF REGISTRATION AND ENROLMENT FOR STUDY BEGINNING IN 2026/27

Last updated: June 2026

1. INTRODUCTION

1.1. This document contains important information about your agreement with The London School of Economics and Political Science ("**LSE**") and links to important information. You should read these carefully before you accept a place at LSE (the "**Conditions of Registration and Enrolment**").

1.2. We explain below the basis upon which LSE will provide your Programme, and the obligations which you have both as an applicant and as a student. These Conditions of Registration and Enrolment create obligations that are legally binding both on you and on LSE. If you accept an offer to study at LSE, these Conditions of Registration and Enrolment will form your agreement with us.

1.3. Please contact the **Student Services Centre** for clarification if there is anything in these Conditions of Registration and Enrolment that you do not understand.

1.4. Prospective students should read this document to understand the terms which will apply should you accept your current year offer and enrol as a student at LSE. Please note that these Conditions of Registration and Enrolment apply to LSE's undergraduate programmes and postgraduate taught programmes. This includes the MRes phase of MRes/PhD programmes. If you are studying a postgraduate research programme the Postgraduate Research Programme Conditions of Registration and Enrolment will apply.

1.5. Summer School Students, Exec Education Students and students studying PGCertHE programmes accredited by UKHEA, will be subject to separate conditions of registration and enrolment, which shall be notified separately before you accept an offer of a place at LSE.

2. DEFINITIONS

In these Conditions of Registration and Enrolment, the following terms have the following meanings:

"Additional Costs"	has the meaning set out in clause 7.2
"Calendar"	means LSE's calendar which sets out all LSE's regulations and Programme Guides relating to students and their study, available **here**
"Cancellation Period"	has the meaning set out in clause 11.1
"Conditions of Registration and Enrolment"	has the meaning set out in clause 1.1
"Contract"	has the meaning set out in clause 3
"Data Protection Legislation"	means any law, statute, declaration, decree, directive, legislative enactment, order, ordinance, regulation, rule or other binding restriction as updated and amended from time to time which relates to the protection of individuals with regards to the processing of Personal Data and privacy rights to which a party is subject, including the Data Protection Act 2018, the Privacy and Electronic Communications Regulations 2003 (amended by SI 2011 no. 6) and the GDPR (as incorporated into UK law under the UK European Union (Withdrawal) Act 2018) as the same are amended in accordance with the Data Protection, Privacy and Electronic Communications (Amendments etc.) (EU Exit) Regulations 2019 (as amended by SI 2020 no. 1586) as amended
"Financial Sponsor"	has the meaning set out in clause 7.8.1
"Force Majeure Event"	has the meaning set out in clause 14.2
"GDPR"	means Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and repealing Directive 95/46/EC (General Data Protection Regulation) OJ L 119/1, 4.5.2016
"Intellectual Property Rights"	means any patent, rights to inventions, copyright and related rights, performers' property rights, trademarks, trade names, domain names, rights in get-up, goodwill and the right to sue for passing off or unfair competition, rights in designs, rights in computer software, database rights, rights to preserve the confidentiality of information, trade secrets, and other intellectual property rights, in each case whether registered or unregistered and including all applications (or rights to apply) for and be granted, renewals or extensions of and rights to claim priority from, such rights and all similar or equivalent rights or forms of protection which may now or in the future subsist in any part of the world
"LSE", "we", "us" and "our"	refers to The London School of Economics and Political Science, Houghton Street, London WC2A 2AE

"Offer"	means our written offer to you of a place on the Programme, sent to you either directly by LSE or via UCAS
"Payment Deadline"	has the meaning given to it in Clause 7.4
"Personal Data"	has the meaning set out in the Data Protection Legislation and for the purposes of this Contract includes Sensitive Personal Data
"Policies and Procedures"	means our rules, policies procedures and other regulations in force from time to time that are relevant to the Programme and your attendance at LSE and that are made available to you on our website or otherwise provided to you
"Process"	has the meaning given to it in the Data Protection Legislation
"Programme Information"	means subject to these Conditions of Registration and Enrolment, the description of the Programme set out on our website as at the date you accept your Offer
"Programme"	means the programme of study described in your Offer
"Sensitive Personal Data"	means data revealing racial or ethnic origin, political opinions, religious or philosophical beliefs, or trade union membership, genetic data, biometric data, data concerning health or data concerning a natural person's sex life or sexual orientation
"UKVI"	means UK Visas and Immigration
"you" and "your"	refers to you the student or applicant

3. THE CONTRACT

3.1. By accepting our Offer of a place on a Programme, you accept these Conditions of Registration and Enrolment in full, which along with: -

3.1.1. your Offer;

3.1.2. the Programme Information;

3.1.3. the **Calendar**; and

3.1.4. our Policies and Procedures, form the contract between you and LSE in relation to your Programme (the "Contract").

3.2. The Contract is subject to these Conditions of Registration and Enrolment and is created once you accept the Offer.

4. APPLICATION AND OFFER

4.1. You must meet the terms of your Offer and satisfy all necessary legal and other requirements, as set out in clauses 4.2 and 4.3, to secure your place on your Programme.

4.2. Your Offer will be conditional or unconditional. If your Offer is conditional, we will set out the conditions in your Offer which you will need to fulfil in order to be admitted onto your Programme. If you have not fulfilled the conditions of your Offer before the date notified to you in your Offer or any other date notified to you, we reserve the right to withdraw your Offer.

4.3. It is important that you provide accurate information in your application to study at LSE. If it is later found that your application includes false, fraudulent (including fraudulent payment), or misleading information or material omissions, then we may withdraw your application or your Offer.

4.4. LSE may also withdraw or amend your Offer for the following reasons:-

4.4.1. you fail to pay your deposit (if applicable) by the date set out in your Offer and in accordance with our **Tuition Fee Policy**;

4.4.2. you fail to provide a satisfactory criminal record/Disclosure and Barring Service (DBS) check;

4.4.3. you fail to provide information about a relevant conviction, if you are required to provide such information as a condition of your Offer; or

4.4.4. you fail to demonstrate that you have the correct immigration permission to study in the UK, or fail to comply with any immigration conditions.

4.4.5. You accept studentship funding to which the School is a party and the terms of this funding necessitate a change to your Offer. If this is required, it will be explained to you in advance as part of the funding offer.

5. ENROLMENT

5.1. You agree to complete your:

5.1.1. online pre-enrolment prior to Welcome Week (details of which are set out on our website and in other Welcome materials sent to you); and

5.1.2. on-campus enrolment by no later than the date of late on-campus enrolment that has been advised to you for your Programme.

5.2. You must complete both parts of the enrolment process outlined in clause 5.1 to be a registered and enrolled student; however, at the discretion of the Academic Registrar (or nominee) and subject to your immigration

status in the UK, you may in very exceptional circumstances be permitted to only complete enrolment online and not in person.

5.3. If you are registered on another higher education programme at another institution (excluding a dual/double degree, pre authorised programme in relation to your funded post graduate studies, or study abroad programme which you are undertaking as part of your studies with LSE), you may not register or remain registered on a programme at LSE without our special permission. You must notify the Academic Registrar who can be contacted via the **Student Regulations Team** in the Student Services Centre. In such circumstances LSE reserves the right to terminate your registration and Contract with immediate effect by giving you notice in writing. Your tuition fees for your period of study will be calculated and charged in line with clause 7.

5.4. Once you have completed on-campus enrolment, you agree to attend campus for all your teaching events, similarly for all summative assessment periods which includes online assessments and coursework submissions, for courses on which you are registered, which may fall outside the term dates. This includes but is not limited to on campus examinations in the week preceding Winter Term and in the resit and deferral period (where applicable) and for the duration of the dissertation period for Master's students. Once all other assessments have been submitted absences during the dissertation period only need to be noted at departmental level.

5.5. 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.

5.6. You will need to re-enrol online at the start of each academic year and details will be provided to you on the re-enrolment requirements. However, if you return from an approved **interruption of studies**, you will need to campus enrol in person by the first day of teaching in the term that you are due to return.

6. VISA REQUIREMENTS

6.1. All students registered at LSE must have permission to study in the UK throughout their Programme, regardless of which country they are from. You will need to provide original evidence of your permission to study in the UK at the point of enrolment. We may also request a copy of such evidence during the application process.

6.1.1. LSE is required by law to verify that you have immigration permission to study in the UK. If you are subject to UK immigration control, and where the UK government requires us to obtain it, you will need to provide original evidence of your valid immigration status confirming that you have permission to study in the UK at the point of in-person enrolment before the start of the academic year.

6.1.2. The acceptable evidence of your valid immigration status is typically an electronic status check using the UK government's 'View and Prove' online service, which requires you to provide a valid Share Code. In some cases, alternative evidence may be required, such as a visa endorsement in a passport, an immigration officer's stamp obtained at the UK border, or other official documentation issued by the UK Home Office. If your immigration permission is a visa allowing your entry to the UK, your evidence will need to be provided along with proof of your arrival date in the UK which must be no earlier than the start date of your visa.

6.1.3. You will also be required to provide your contact details (including UK address (where relevant), home telephone number and/or mobile telephone number) by the date of your on campus enrolment at the latest.

6.1.4. If your immigration permission is due to expire during your Programme, you will be required to demonstrate to us, within a period of time that we provide to you, that you have applied for and obtained further permission to remain or stay. If you fail to provide such evidence to us within that timeframe, we reserve the right to prevent you from registering on your Programme or withdraw you from your Programme (as set out in clauses 4 and 10).

6.2. If you require a visa to study at LSE it is your responsibility to obtain the appropriate visa before starting your Programme. By agreeing to these Conditions of Registration, you also agree to abide by the terms and conditions of your visa throughout your Programme. Failure to abide by conditions of your visa may lead to a withdrawal. Information on conditions of stay relevant to your particular immigration status can be found on the **Government's Visa and Immigration website**. The terms and conditions of your visa take precedence over these Terms and Conditions to the extent that there is any inconsistency between them.

6.3. If you need to be sponsored under the Points Based System as a Student, subject to our assessment, LSE may issue you with a Confirmation of Acceptance for Studies ("**CAS**"), but LSE is under no legal obligation to do so.

6.4. If LSE sponsors you under the Student Visa route, you agree to comply with the conditions of your stay in the UK and you agree to make relevant notifications to LSE. LSE complies with UKVI's rules for Sponsor Licence holders and is required to provide UKVI with information about students it sponsors, including failure to register on the nominated Programme, failure to engage or attend classes without permission, any concerns about students working illegally in the UK or who are otherwise breaching their conditions of stay. You agree

to LSE providing UKVI with any information required pursuant to LSE status as a Sponsor Licence holder, or as otherwise requested by UKVI or any other government organisation in relation to UK immigration control. You must inform LSE immediately if there are any changes whatsoever to your details or immigration status at any time before or after registration, and during your Programme.

6.5. On occasion, LSE may need to contact UKVI to clarify details on outstanding Visa applications and previous immigration history. Any such contact or related sharing of your Personal Data with UKVI will be carried out in accordance with the Data Protection Legislation. Please refer to LSE's **Data Protection Policy** and **Student Privacy Notice**, for more information about how LSE processes your Personal Data.

6.6. Non-compliance with the conditions of your visa could also result in the cancellation of your visa, fines and/or a ban on entry to the UK by the UK government.

6.7. Many categories of visa are subject to restrictions on the right to work. As a licensed sponsor, LSE has a duty to notify UKVI if we become aware of any instances of our sponsored students breaching the conditions of their immigration status. Examples include undertaking self-employment activity in the UK while holding status under the Student Visa Route, and work in excess of the number of permitted hours per week. Any such reports are likely to lead to the cancellation of the Student Visa.

6.8. If you lack the required permission to study in the UK, or you fail to demonstrate that you have the correct immigration permission, or to comply with any immigration conditions, LSE may: refuse to admit, enrol, or re-enrol you, or may, on written notice, withdraw your visa sponsorship or suspend or terminate your studies (as set out in clauses 4.4 and 10.1). If the Offer is withdrawn, LSE refuses to register you, your registration is terminated or if you choose to withdraw from your studies, this could affect the validity of your visa and your ability to enter, study, work and/or remain in the UK.

6.9. Where a sponsored Student is absent from their studies (approved or otherwise), LSE may be required to report the absence to UKVI, which may lead to the cancellation of their visa. Sponsored Students in this case will be required to obtain a new visa or other immigration status, at their own expense, before returning to LSE following their absence.

6.10. For the avoidance of doubt, LSE is not responsible for you meeting the conditions of the Student or Graduate Route Visa. LSE shall not be responsible for any changes to the UK Immigration Rules which result in you no longer being eligible to study at LSE.

7. TUITION FEES

7.1. Amount of your Tuition Fees

7.1.1. Your status as a Home or Overseas student for tuition fee purposes is determined by the Admissions Office based on information that you have provided in your application and will be confirmed in your Offer. If you seek to challenge this status you must do so before 31 October of your year of entry for standard Autumn term entry, and within three weeks of enrolment for other points of entry in the academic year and preferably before you accept your Offer. This status cannot normally be changed after you accept your Offer. Once you are a registered student your status will only be reclassified in exceptional circumstances. Any request for a fee reclassification requires completion of **fee status classification questionnaire** and the required documentation. Thereafter, as a registered student, any exceptional change in fee status will usually not commence until the first day of the subsequent academic year (normally 1 September for a standard Autumn term entry or Programme).

7.1.2. The amount of your tuition fees for your first year of Study is set out in your Offer.

7.2. Additional Costs

7.2.1. You are responsible for your own living expenses, travel, accommodation and associated costs (unless otherwise expressly agreed in writing or set out in your Offer). Any costs of compulsory activities (such as field trips) are included in your tuition fees or otherwise expressly referred to in your Offer. You will be liable for any additional costs for activities which are not compulsory and which are not required for you to complete your Programme. Please see the **Table of Fees** for more information on the tuition fees for your Programme.

7.3. Tuition fee variations

7.3.1. Details of your tuition fees in your first year of your study at LSE will be set out in your Offer. Programmes can last several years, may include placement years and year abroad, Programme transfer, deferral, interruption or repeat teaching years. LSE reserves the right to vary, including increase, your tuition fees each year, reflecting such variables as your mode of study and changes in costs of delivering your Programme, improving the educational services we provide to you, and any changes in government policy or regulation. Cost increases take account of matters such as increased staffing costs, the need to maintain and renew LSE facilities (for example, buildings, IT and library facilities) and inflation. LSE therefore reserves the right to increase tuition fees annually to recognise these changes (as set out in clause 7.3.2 below).

7.3.2. Tuition fee increases for continuing students shall not exceed the greater of:

(a) 10% (ten percent) of your previous year's total tuition fee; (unless there has been a fee status

change pursuant to clause 7.1.1 above) or

(b) for Home students whose Programmes are subject to regulated tuition fees, the maximum tuition fee cap imposed by Government and changed from time to time.

7.3.3. Where tuition fee increases are applied, LSE will aim to give affected students no less than three months' notice before the start of the academic year to which the fee increase is intended to apply.

7.3.4. If LSE notifies you that your tuition fees will be increasing, and you are unhappy with the increased fees, you may end your Contract with us provided that you follow the **permanent withdrawal process** no later than two months before the start of the academic term for which the fee increase is due to take effect. The effect of ending your Contract is that you will not incur fees for the next or subsequent academic terms and your studies with LSE will terminate. You will remain liable for any fees incurred up to the date before the fee increase takes effect.

7.3.5. Tuition fees for the alternative variable modes of study, including but not limited to placement years, year abroad, Programme transfer, deferral, interruption or repeat teaching are detailed on **LSE fees webpage**. Should they arise in your case you will receive prior notification of them.

7.3.6. If you transfer from one Programme to another, your fees may change and will be advised to you separately. Any tuition fee increase shall apply to the Programme you are currently studying.

7.3.7. If your studies are interrupted or suspended for any reason, the fees when you begin or resume your studies may have increased. Further information is provided in the **Tuition Fee Policy**.

7.4. Deposits

7.4.1. The amount of any deposit you must pay, how to pay the deposit and the date for payment (the "Payment Deadline") are set out in your Offer. The Payment Deadline will usually be not less than six weeks after the date of the Offer[1] but in no event will the Payment Deadline be later than the day preceding the formal start date specified in the Offer.

7.4.2. Your deposit will be deducted from the first instalment of fees that you are due to pay after you complete enrolment.

7.4.3. Deposits are non-refundable unless:

(a) you terminate your Contract within the Cancellation Period;

(b) you fail to meet the conditions related to academic entry requirements set out in the Offer (this excludes conditions relating to English language proficiency)

(c) you are an Overseas student and you fail to secure the necessary clearance to enter the UK and LSE is satisfied that you took all reasonable steps to ensure you obtained your visa prior to commencing your Programme and that the failure to obtain the visa was not your fault;

(d) LSE withdraws or makes substantial changes to your Programme in accordance with clauses 13.4 and 13.5;

(e) your admission is deferred to the subsequent academic session and you request that your deposit be refunded[2]; or

(f) you have paid the deposit in full or in part and have subsequently received full funding for the Programme and are able to provide appropriate evidence (in accordance with sections 4 and 5 of the **Tuition Fee Policy**).

7.4.4. Refunds are otherwise at the discretion of LSE and are subject to an administration fee of £250.

7.5. Payment of tuition fees

7.5.1. It is your responsibility to make arrangements to pay your tuition fees in accordance with the payment terms and conditions set out in the Offer and **Payment Policy Terms and Conditions**.

7.5.2. LSE's acceptable payment methods are set out in the **Payment Policy Terms and Conditions**.

7.6. Students funded via the Student Loans Company

7.6.1. Where LSE is informed directly by the Student Loans Company of approved undergraduate loan funding the relevant body will be invoiced directly for payment.

7.6.2. It is your responsibility to ensure that you apply to the Student Loans Company for undergraduate funding on an annual basis.

7.6.3. If you receive postgraduate funding directly from the Student Loans Company you are responsible for making payments to LSE directly.

7.7. Self-funded students

7.7.1. If you are a self-funded student, please see section 7 of the **Tuition Fees** Policy for more information on how you can pay your tuition fees.

7.8. Financially Sponsored students

7.8.1. LSE considers a financial sponsor to include a company, government body, employer, charitable or a third party non-domestic organisation (a "Financial Sponsor"). A relative, individual or friend is not deemed an official sponsor. External funding for a postgraduate taught Programme through a

research degree studentship is not considered to be a Financial Sponsor.

7.8.2. If you are a student being partly or fully sponsored by a Financial Sponsor you should provide a valid sponsorship letter with your application via the **Financial Undertaking Form Process**. Further information is set out in the relevant section of the **Tuition Fees Policy**.

7.8.3. The invoice for your tuition fees as a sponsored student will be sent directly to the Financial Sponsor. Payment of the invoice is due 30 days from the invoice date. In the event of non-payment of part or all tuition fees by the Financial Sponsor, the outstanding amount will be invoiced to you and shall be payable in accordance with the payment terms specified in **The Payment Policy Terms and Conditions**. If you are receiving part funding of your tuition fees from your Financial Sponsor then the part that is self-funded will be invoiced to you in the same way as for other self-funding students, and in accordance with our **Payment Policy Terms and Conditions**.

7.9. Non-payment or late payment of tuition fees

7.9.1. If you do not pay your tuition fees in accordance with the payment terms set out in these Conditions of Registration and Enrolment and the **Payment Policy Terms and Conditions** LSE will send you a written notification requesting that you make payment. If you fail to pay by the date specified in the written notification one or more of the following may happen:-

(a) you may be prohibited from attending classes, tutorials, receiving academic mentoring and supervision or any other method of teaching support;

(b) you may be prohibited from submitting coursework;

(c) you may be prohibited from accessing LSE's IT systems;

(d) you may be prohibited from using library or computing facilities or services;

(e) we may not issue your final results, degree certificate and/or transcript;

(f) you may not be allowed to graduate and/or attend your graduation ceremony;

(g) you may not be allowed to enrol or re-enrol;

(h) we may not accept any future applications from you to study other LSE programmes;

(i) we may withhold your LSE student status and/or any reference;

(j) we may not provide or support any visa, UKVI endorsement and applications or CAS requests;

(k) we may not arrange, supervise or validate any placements; and/or

(l) you may be prohibited from accessing online Programme content.

7.9.2. For further information in relation to non-payment of your tuition fees please see the **Credit Management Policy**.

8. STUDENT OBLIGATIONS

8.1. You agree to:

8.1.1. comply with these Conditions of Registration and Enrolment;

8.1.2. comply with the **Calendar** and Policies and Procedures;

8.1.3. maintain and evidence an immigration status that entitles you to undertake and continue your Programme;

8.1.4. fulfil the academic requirements of your Programme, including but not limited to, submission of coursework and other assignments, attendance at examinations, completion of online assessments, attendance at lectures, seminars and online live classes, and any such other teaching forums provided by us; and

8.1.5. comply with the terms and conditions of any studentship funding awarded to you.

8.2. You agree that if you change your permanent home address and/or your contact address, you will inform the School via Student LfY, or other relevant LSE platform, of your new address details as soon as is practicably possible. It is also your responsibility to ensure that your emergency contact details are up-to-date and accurate. This information will only be used in the case of an emergency or when we have good reason to believe that you are a serious risk to yourself or others.

8.3. If you need to be absent from your Programme during term time, for reasons other than illness, you must first consult your Academic Mentor / supervisor. If you are to be absent for more than two weeks, you agree to inform your academic department in writing and obtain approval before you leave your Programme.

8.4. If you are absent from your Programme through illness, you must inform your Academic Mentor / supervisor. If you are absent for more than two weeks, you must send a medical certificate to the **Student Services Centre**. Absences of longer than three weeks will not be approved and you should consider **interrupting your studies**.

8.5. LSE considers academic integrity to be of the utmost importance. You agree that you will follow all assessment and exam procedures and that all your assessed work (essays, projects, field reports, literature reviews, and dissertations) will be your own work, created by you during and for the purpose of your

Programme and may be analysed by text matching software and other academic integrity technologies.

8.6. You accept that while any assessment offence allegation made against you remains outstanding, LSE may withhold official certification about your progress at LSE, information about your results and any academic award made to you.

8.7. You understand and acknowledge that your LSE email account will be used for essential communications, including information on payment of your tuition fees. You must therefore regularly check, and where applicable, act upon these emails, even while interrupted.

8.8. 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 LSE can pass your name and LSE email address to ULU for the purpose of registering you to vote in the ULU elections.

8.9. You agree and acknowledge that any accommodation provided to you by LSE is subject to LSE's Accommodation Licence Agreement and not the provisions set out in these Conditions of Registration and Enrolment.

9. PROGRAMME DELIVERY

9.1. Our programmes may be delivered:-

9.1.1. on campus through face-to-face teaching;

9.1.2. online using distance learning methods; or

9.1.3. using a blended approach of on-campus and online delivery.

9.2. The method of delivery for your Programme will be stated in the Programme Information. If LSE has to change the method of delivery of your Programme during an academic year, this may constitute a change to your Programme. Please see clause 13 for further details.

10. LSE'S CANCELLATION RIGHTS

10.1. Subject to us complying with the Calendar and Policies and Procedures we may cancel the Contract at any time with immediate effect by giving you written notice if:-

10.1.1. you have failed to meet the conditions of your Offer, or it comes to our attention that you have failed to meet or no longer meet the entry requirements for your Programme (including by way of us discovering that you have falsified your qualifications or your application contains material inaccuracies or fraudulent information, or that significant information has been omitted from your application form);

10.1.2. LSE is unable to verify any documentation provided as part of your application;

10.1.3. you do not pay your tuition fees, deposit or any Additional Costs in accordance with these Conditions of Registration and Enrolment and our Policies and Procedures;

10.1.4. we lose our right for the purposes of relevant legislation or regulatory requirements to provide your Programme to you;

10.1.5. a Force Majeure Event prevents us from providing your Programme for more than 6 weeks;

10.1.6. you voluntarily withdraw from your programme for which you were registered;

10.1.7. you fail to satisfy the academic requirements for your Programme or fail to make sufficient academic progress, as set out in the **Calendar** and Policies and Procedures (including, without limitation, in respect of your attendance, academic results, failing to meet the Programme completion or progression criteria, or failing to enter for an element of assessment after completing the normal course);

10.1.8. you fail to satisfy the requirements for registration, pre-enrolment, re-enrolment or campus enrolment;

10.1.9. you fail to achieve an award within the maximum period of registration;

10.1.10. you are expelled under the **Disciplinary Procedure for Students** or the **Regulations on Assessment Offences**;

10.1.11. you are found to have committed a serious breach of the **Calendar** and/or our Policies and Procedures at a disciplinary hearing;

10.1.12. you break the Contract in any material way, and, where that situation is capable of being corrected, you do not correct it within 14 days of us asking you to do so;

10.1.13. you do not meet your obligations as a sponsored student, or you no longer have immigration permission to study in the United Kingdom;

10.1.14. you do not comply with the terms and conditions of a postgraduate research studentship which you have accepted; or

10.1.15. a Fitness to Study Panel determines that terminating your registration is appropriate.

10.1.16. You take an unauthorised break from your studies for longer than six months.

10.2. If we cancel the Contract in accordance with clause 10.1 (excluding clauses and 10.1.5), we will invoice you for any outstanding tuition fees and/or Additional Costs.

10.3. If we cancel the Contract in accordance with clause 10.1, and you are funded by the Student Loans Company, the fees that you have incurred for an academic year which has not ended will be calculated in accordance with the Student Loans Company schedule of loans payments.

10.4. If the Contract has been terminated (for any reason), you will no longer be entitled to attend lectures, classes or seminars, use our facilities or services, submit assessments, take tests/examinations, or proceed to any degree, diploma or other award of LSE.

11. YOUR CANCELLATION RIGHTS AND WITHDRAWAL

11.1. You have the right to cancel the Contract and your acceptance of a place at LSE for any reason during a 14-day cancellation period (the "Cancellation Period"), which will start on the day you accept an Offer from LSE.

11.2. Undergraduate students who wish to cancel the Contract during the Cancellation Period should decline the Offer on UCAS. Postgraduate students who wish to cancel the Contract during the Cancellation Period should decline their Offer via the Graduate Applicant Portal.

11.3. You may also inform us in writing of your decision to cancel before the Cancellation Period has expired by submitting the **Withdrawal Form** that is available on our website.

11.4. Subject to clause 11.5, if you cancel the Contract within the Cancellation Period, we will reimburse any tuition fee payment including any deposit received from you as soon as we can, and no later than 14 days after the day on which you informed us of your decision to cancel the Contract. We will make the reimbursement using the same means of payment as you used for the initial transaction in accordance with our money laundering obligations. You will not incur any fees as a result of the reimbursement (except for any exchange rate differences and bank charges). Further information can be found in our **Payment Policy Terms and Conditions**.

11.5. If your Programme is due to begin within 14 days from the date you accept the offer of a place at LSE then, by accepting your Offer, you are expressly agreeing that the Programme should begin within the Cancellation Period. If you then decide to withdraw from your Programme within the Cancellation Period you may be liable to pay a proportion of your tuition fees, as set out in clause 11.6 below.

11.6. If you interrupt or withdraw from your Programme during the Cancellation Period (but have received teaching during the Cancellation Period) or after the Cancellation Period has expired, your fees will be revised on a pro-rata basis based on the time you have attended your Programme and received educational services from LSE. Further details about the tuition fees you have incurred will be calculated in accordance with the **Tuition Fees Policy**.

11.7. Where you interrupt or withdraw from your Programme and you receive or have been awarded student finance by:

11.7.1. the Student Loans Company, then the tuition fees that you have incurred for an academic year which has not ended will be calculated in accordance with the Student Loans Company Schedule of loan payments (further information is available in the relevant section of the Tuition Fee Policy);

11.7.2. the LSE Financial Support Office (for example you have received a scholarship), then any tuition fee liability will be considered alongside the terms of any scholarship (further information is available in the relevant section of the **Tuition Fee Policy** and from the **Financial Support Office**); or

11.7.3. the US Federal Loans (Title IV), US Department of Federal Affairs or any similar overseas funding body, then funds are administered in accordance with relevant rules and regulations governing distribution which will be taken into account in calculating fees on interruption or withdrawal. Interruptions can affect students eligibility under such schemes and you are advised to obtain further specific advice and assistance from the **Fees, Income and Credit Control Office** before taking any steps to interrupt or withdraw.

12. CHANGES TO THE CALENDAR AND POLICIES AND PROCEDURES

12.1. During your Programme, we may update and replace our **Calendar**, and Policies and Procedures from time to time in order to ensure that LSE operates efficiently for students and meets relevant legal and regulatory obligations, and/or where changes are in the interests of students. Changes to the Calendar, and Policies and Procedures will usually be brought into effect at the start of the academic year and the changes will be published as part of the School's Calendar prior to the start of the academic year.

12.2. However, LSE may make changes to the Calendar and Policies and Procedures during the academic year to address unanticipated circumstances that affect the quality, standards or the delivery of a programme or to comply with a recommendation, direction or order made by a court, the Office for Students ("**OfS**"), the Quality Assurance Agency for Higher Education ("**QAA**"), the Office of the Independent Adjudicator for Higher Education ("**OIA**"), UK Research and Innovation, or other external regulatory, validating or accrediting body. In this case any such changes will be notified by way of publication on our website and/or by email to students directly affected.

12.3. LSE will take all reasonable steps to minimise disruption to students wherever reasonably possible if LSE is required to make any changes in accordance with this clause 12. Any changes will not affect the content of

your Programme (see clause 13 for provisions concerning changes to Programmes).

13. CHANGES TO PROGRAMMES

13.1. Once you have accepted your Offer, whilst we will use all reasonable efforts to deliver your Programme as set out in the Contract, due to the time period between the publication of programme advertising and marketing information and registration on your Programme circumstances may arise where we are required to make changes to your Programme. Examples of "changes" include changes to the content or structure of your Programme, or to the location or method of teaching or assessment, or to the type of award. Examples of where changes may be made or required are (without limitation):-

13.1.1. where changes are in students' overall interests, for example because of developments in teaching practice or technology, new assessment methods, or where a campus redevelopment or restructuring of LSE means that teaching locations change to a different site;

13.1.2. where regulatory or government requirements mean that changes must be made to ensure compliance. Examples include changes to how LSE is required to operate because of changes to a professional body's requirements, or changes to immigration rules or other laws/regulations;

13.1.3. where a key member of staff is no longer available (e.g. through illness or resignation) and suitable alternative teaching or supervision arrangements are provided;

13.1.4. where LSE decides for academic or operational reasons to revise the compulsory or optional courses that are available on your Programme;

13.1.5. where the terms and conditions of a postgraduate research studentship that you have accepted require changes to be made to the structure and contents of your Programme; and/or

13.1.6. Where due to factors beyond our reasonable control, it may sometimes become necessary to vary the location or method of teaching or assessment or content of the Programme, courses or services as described in the Programme Information.

13.2. If LSE sponsors you under a student visa, Programme changes may have an impact on your sponsorship. We will provide you with further information as necessary if this arises. If you wish to change your Programme, you should speak to us before taking any action.

13.3. LSE is committed to providing appropriately qualified staff to teach its programmes, but it does not commit to ensuring that any individual will teach on any given programme. Where these members of staff leave LSE, take leave or otherwise become unavailable to teach then they will be replaced by either existing or new staff appointed by LSE.

13.4. Closure of Programmes

13.4.1. Once you have accepted your Offer, whilst we will use all reasonable efforts to deliver your Programme in accordance with the Contract, circumstances may arise where we are required to close your Programme. Examples of where Programme closure may be made or required are (without limitation):-

(a) where a key member of staff is no longer available (e.g. through illness or resignation) and suitable alternative teaching or supervision arrangements cannot be provided. This might be where the member of staff concerned has a particular specialism which cannot be adequately covered by other members of LSE staff, or by other resources (e.g. temporary staff) that LSE would normally engage in such circumstances;

(b) where a teaching location becomes unavailable due to a Force Majeure Event; or

(c) where it is financially unviable to run the Programme.

13.4.2. Where we close a Programme, you will receive a full refund of any and all tuition fees and deposit you have paid. You may also be eligible for compensation in accordance with our **Student Protection Plan** and **Tuition Fee Policy**.

13.5. Consequences of changes to Programmes or closure of Programmes

Changes to Programmes before enrolment

13.5.1. If we have to change your Programme, we will use reasonable efforts to ensure that changes are kept to a minimum, but if we need to make any substantial changes to your Programme (as against the commitments made in your Offer and Programme Information and as reasonably determined by us) before you enrol at LSE, we shall bring the changes to your attention as soon as possible and if you no longer wish to continue on the amended Programme, you may either:-

(a) terminate the Contract and/or withdraw your application for the Programme without any liability to us for tuition fees and with LSE issuing you with a full refund of any and all tuition fees and deposit you have paid. You may also be eligible for compensation in accordance with our **Student Protection Plan** and **Tuition Fee Policy**; or

(b) transfer to another Programme (if any) as may be offered by us for which you are qualified.

Changes to Programmes or closure of Programmes post enrolment

13.5.2. After enrolment, where changes or Programme closure is proposed or have to be made for the reasons outlined at clause 13.1 and 13.4 above, LSE will take all reasonable steps to minimise disruption to students (including where your Programme is closed and LSE is unable to complete delivery of your Programme, using reasonable efforts to, with your consent, transfer you to a new course: (i) at LSE for which you are qualified; or (ii) at an alternative higher education provider).

13.5.3. In the case of minor changes as reasonably determined by us (for example, changing a course from compulsory to optional, changes to course titles or minor variations to course content), we will use reasonable efforts to keep such changes to a minimum and to keep you informed appropriately, for example by email or via notifications on our website and the intranet.

13.5.4. In the case of substantial changes as reasonably determined by us, before implementing any such change, we will (where possible and appropriate) consult with affected students to seek their views on the changes/proposals and any potential alternatives or steps to minimise the impact on students. Changes to the availability of optional modules, or changes which are to students' benefit will not normally be "substantial".

13.5.5. If we make substantial changes to your Programme (as against the commitments made in your Offer and/or Programme Information and as reasonably determined by us) after you have enrolled and you are unhappy with the changes such that you no longer wish to continue to study on your Programme, you must notify us of this in writing as soon as possible, following which we will make reasonable efforts to offer you a suitable alternative programme for which you are qualified (at no additional cost to you). If you are unhappy with the alternative programme we offer you or we are unable to offer you a suitable alternative programme, you may end your Contract with immediate effect by following the **withdrawal process** by submitting the **Permanent Withdrawal from Studies Form**. The effect of terminating your Contract is that you will not incur fees for the next or subsequent academic terms and you may be entitled to a full or partial refund of tuition fees you have paid depending on the circumstances and we will act reasonably in making a determination as to whether a full or partial refund is due (with reference to our **Tuition Fee Policy**).

13.5.6. You should consider your options carefully before terminating your Contract in such circumstances. You may for example want to contact other institutions about whether you might be able to complete your Programme with them. You may also want to consider other matters such as accommodation, visa requirements and travel costs. You are strongly advised to consider all options and seek support and advice from the **Student Advice and Engagement Team** in the Student Services Centre before taking this step.

14. LIABILITY FOR ACTS OUTSIDE OUR CONTROL

14.1. LSE will do all that it reasonably can to provide your Programme as described in the Programme Information or other documents issued by LSE to you. Despite taking all reasonable steps to prevent them occurring, and to mitigate their impact, some events outside our reasonable control may mean that we are not able to provide your Programme.

14.2. We shall not be liable to you for any failure in the delivery of the Programme arising from matters outside our reasonable control. Such events may include: industrial action which it is not within the capacity of LSE to resolve; severe weather, fire, civil commotion, riot, cyber-attack, default by third party suppliers or subcontractors, invasion, actual, threatened or suspected terrorist attack, war (whether declared or not), natural disaster, restrictions imposed by government or public authorities, epidemic or pandemic disease (excluding Covid-19) or failure of public utilities or transport systems/networks (a "**Force Majeure Event**").

14.3. We would normally expect such Force Majeure Events to be short term, and we will contact you to advise of any necessary and reasonable alternative arrangements, where possible. We shall use all reasonable endeavours to mitigate the effect of the Force Majeure Event on your Programme and the performance of our obligations, and such mitigations may include, without limitation, altering timetables to reschedule postponed classes and delivering classes via different or alternative methods and in different locations.

14.4. If a Force Majeure Event results in the complete inability to deliver your Programme for a continued period of six weeks or more then you will be entitled to:

14.4.1. defer your Programme, if you have not yet enrolled on to your Programme;

14.4.2. interrupt your studies (in accordance with the **Interruption of Studies Policy**), if you are currently enrolled on your Programme; or

14.4.3. terminate your Contract with immediate effect by completing the permanent withdrawal process by submitting the **Permanent Withdrawal from Studies Form**.

14.5. Should you terminate your Contract pursuant to clause 14.4, you will have no liability for the next or subsequent academic terms and you may be entitled to a full or partial refund of tuition fees you have paid depending on the circumstances and we will act reasonably in making a determination as to whether a full or partial refund is due (with reference to our **Tuition Fee Policy**).

14.6. You should consider your options carefully before terminating your Contract, for example whether you are able to transfer to an alternative programme at LSE or an alternative higher education institution. You

are strongly advised to consider all options and seek support and advice from the **Student Advice and Engagement Team** in the Student Services Centre before taking this step.

15. LIMITATION OF OUR LIABILITY

15.1. Nothing in these Conditions of Registration and Enrolment will limit or exclude LSE's liability:-

15.1.1. for death or personal injury arising from our own negligence; or

15.1.2. for fraud or fraudulent misrepresentation; or

15.1.3. in respect of any other liabilities which may not be lawfully excluded or restricted.

15.2. LSE shall not be liable and expressly excludes liability for:-

15.2.1. damage to, theft and/or loss of your personal property (including but not limited to personal possessions such as your own IT equipment, bicycles or vehicles) unless caused by our negligence;

15.2.2. for any injury to a student, financial or other loss or damage resulting from such injury, or for damage to property, caused by any other student, or by any person who is not an employee or authorised agent of LSE;

15.2.3. financial or other consequential loss where such loss or damage is a result of theft, fire or flood;

15.2.4. any failure or delay, or for the consequences of any failure or delay, in performance of our obligations under these Conditions of Registration and Enrolment, if such failure or delay is due to a Force Majeure Event; and

15.2.5. any losses which were not foreseeable to you and us when this Contract was formed, and losses are foreseeable if they are an obvious consequence of LSE breach of this Contract. LSE does not accept liability for loss of opportunity or loss of profit.

16. DEFERRED ENTRY

16.1. LSE accepts deferred entry applications for undergraduate programmes but does not otherwise permit students to defer their place on their Programme once they have accepted their Offer (except at the absolute discretion of LSE in exceptional circumstances). In the event that you do defer after our Offer is made to you, the Conditions of Registration that apply to you will be those provided and available on our website when you pre-enrol for your year of entry. Deferral information is provided in the **Undergraduate** and **Graduate** Admissions Policies available on our website. If in exceptional circumstances a request to defer a graduate offer is accepted, an applicant must pay a non-refundable deferral deposit of £1,000 by 31 January of the year they intend to register at LSE. The deferral deposit is offset against tuition fees once they register or is donated to a student hardship fund if they do not take up their place.

17. COMPLAINTS

17.1. If you have a complaint about the admissions process, please follow our complaints procedure detailed in our **Undergraduate** and **Graduate** Admissions Policies.

17.2. Once you have registered as a student of LSE, if you have a complaint about us, please follow the **Student Complaints Procedure**.

17.3. In relevant circumstances you may be eligible for a refund or compensation. Please view our **Tuition Fee Policy** and **Student Protection Plan** for further details.

17.4. If, after registering as a student and having followed the complaints procedure to completion, you remain dissatisfied you have the right to make a complaint to the **Office of the Independent Adjudicator for Higher Education**.

18. INTELLECTUAL PROPERTY

18.1. Any Intellectual Property Rights developed by you during your Programme are subject to our **Intellectual Property Policy**.

18.2. Teaching sessions (including lectures, seminars, and workshops), and appropriate assessments, may be recorded by LSE subject always to our **Lecture Recording Policy**. By attending, either in person or online, you give your consent to this recording and assign to LSE an exclusive, royalty free license for three years from the date of the recording to use, copy, transfer, edit or distribute the recording solely for the purposes of delivering LSE's educational curriculum. You also agree not to copy, disseminate, download, post, publish, sell, or in any other way use the recording, or any written notes, slides, presentation or images created for the purposes of educational delivery or based on the lecture content, for any purpose other than your own private study except as provided under our **Lecture Recording Policy** or you obtain exceptional prior authorisation from LSE, the relevant academic or lecturer and all participants in that recording.

19. DATA PROTECTION

19.1. We will process Personal Data in accordance with the Data Protection Legislation. Our **Student Privacy Notice** sets out what and how we process Personal Data relating to students and applicants. Further information is also set out in our **Data Protection Policy**.

19.2. Your data may be shared with any necessary third parties in accordance with our **Student Privacy Notice**. This

will include Turnitin and Gradescope. For further details, see **Turnitin Services Privacy Policy** and **Gradescope's Privacy Policy**.

19.3. Your final degree classification and supporting academic progress data will be kept permanently by LSE.

20. GENERAL

20.1. If any provision of the Contract between you and us is held to be void or unenforceable in whole or in part by any court or other competent authority, that Contract shall continue to be valid as to the other provisions contained in it and/or the remainder of the affected provision.

20.2. Neither party intends that any of these Conditions of Registration and Enrolment will be enforceable or able to be amended or suspended by any third party.

20.3. These Conditions of Registration and Enrolment are governed by and construed in accordance with English law, and the English Courts have exclusive jurisdiction to deal with any dispute arising out of or in connection with them.

Footnotes

[1] This does not apply to the Department of Finance. Please refer to their specific deposits policy on their **webpage here**

[2] This does not apply to the Department of Finance. Please refer to their specific deposits policy on their **webpage here**

See the **Calendar** for further information about Programme Regulations, Course Guides, School and academic Regulations.

CONDITIONS OF REGISTRATION FOR RESEARCH STUDENTS – 2026/27

The Conditions of Registration for Research Students were under review at the time of publication. Please refer to the most up to date version available online here: **https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/ConditionsOfRegistrationResearch2026.pdf**

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ETHICS CODE

Updated 2025.

Ethics Code

The Ethics Code is a set of six core principles underpinning life at LSE. All members of the LSE community, including students, staff and governors, are expected to behave in line with the Ethics Code principles.

The Code sets out how the School upholds the commitments and details the policies which support this. The purpose of the Code is also to explain what each of the principles mean and how they should be applied in practice by members of the LSE community.

The whole LSE community, including all staff, students, and members of court, are expected to act to the highest standards of ethical integrity in accordance with the ethical principles set out in this Code:

- 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.

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 information on how each principle should apply in practice, and lists some of the policies and procedures which can be referred to address ethical issues.

More detail on the ethics principles can be found in the **Ethics Code Guidance**.

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, listed here.
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 (Research Ethics Committee) and the ethics of receiving external grants and donations (Ethics (Grants and Donations) Panel), while the Ethics 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 further information please contact: **ethics@lse.ac.uk** or call 020 7955 7975. Links to all the documents listed are available online: **lse.ac.uk/ethicscode**.

The Principles

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

Principle 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
- Whistleblowing Policy (Public Interest Disclosure) (PDF)
- Making a Whistleblowing Report
- Health and Safety Policy
- Report + Support

Principle 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.

Further information:

- Research Integrity at LSE
- Policy against Bribery and Fraud (PDF)
- Data Protection Policy (PDF)
- Freedom of Information Guide
- External Funding Acceptance Policy (PDF)
- External Funding Acceptance Procedures (PDF)
- Policy and Procedure on Personal Relationships at Work (PDF)
- Procurement (Financial Regulations) (PDF)
- Student Complaints Procedure (PDF)
- Environmental, Social and Governance (ESG) Policy (PDF)
- Discrimination, Harassment and Bullying Policy (PDF)
- Sexual Harassment and Sexual Violence Policy (PDF)
- Conflict of Interest Policy (PDF)
- Student regulations
- All School policies and procedures

Principle 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 (PDF)
- Code of Research Conduct (PDF)
- Research Ethics Policy and Procedures (PDF)
- Guidance on Research Ethics

Principle 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 their 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 Strategy 2017-2022 (PDF)
- Discrimination, Harassment and Bullying Policy (PDF)
- Sexual Harassment and Sexual Violence Policy (PDF)
- Student Charter
- Report + Support

Principle 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 (PDF)
- Disciplinary Procedure for Students (PDF)
- General Academic Regulations

- Student Charter
- Staff Networks
- Staff well-being policy (PDF)
- Safeguarding Policy (PDF)
- Discrimation, Harassment and Bullying Policy (PDF)
- Sexual Harassment and Sexual Violence Policy (PDF)

Principle 6: Sustainability

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

6.1 Education - Embed sustainability in our teaching and learning experiences.

6.2 Research - Shape the global sustainability debate through our research.

6.3 Engagement and Leadership - Deepen public discussion on sustainability across the world.

6.4 Investment - Make sustainability a key part of our investment decisions.

6.5 Collaboration - Work in partnership within LSE and externally.

6.6 Our School - Become net-zero carbon and reduce our environmental impacts.

Further information:

- Sustainability Strategic Plan
- Sustainability Policies
- Annual Sustainability Reports
- Sustainability at LSE homepage

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

This Code of Practice is approved by the Education Committee.

Last updated: July 2025

Introduction

This Code sets out general School practices for all undergraduate, certificate, diploma and postgraduate taught 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 online **Calendar**. The expectation is that all programmes will meet the standards set out in the paragraphs below. While the **Academic Code** sets out baseline 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 Hub**. Among the 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 **My Adjustments** for students with long-term medical conditions, specific learning differences and/or disabilities in liaison with the School's **Disability and Mental Health 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 Autumn and Winter 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 Hub**.

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.

1.8. For certificate, diploma and postgraduate 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 form of programme regulations and course guides, 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 (for undergraduates) or seminars (for postgraduates). 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. Teaching is predominantly delivered synchronously in person, supplemented through online teaching and learning materials accessed via the Virtual Learning Environment.

2.3. The majority of courses hold weekly lectures which students are expected to attend. Lectures are an important part of the teaching and learning experience, providing students with core conceptual, theoretical, methodological and analytical frameworks to ground their learning on the course.

2.4. Course Convenors are responsible for organising the class and seminar teaching for their courses, for liaising with class or seminar teachers to ensure that the classes or seminars are properly coordinated with their lectures where applicable, and for submitting course reading lists to the Library in good time for required books to be purchased. They are responsible for ensuring that the delivery of the course is consistent with the information published in the Course Guides.

2.5. For both undergraduate and taught postgraduate students, classes and seminars are a compulsory part of the teaching and learning experience. Classes and seminars are designed to utilise the most appropriate teaching and learning methods for the subject material being taught and will normally give students the opportunity to actively engage with course material and develop their analytical and critical thinking skills. The nature and format of these interactions will vary according to the subject matter of the course. Class and seminar sizes and duration will vary between courses, subjects, and level of study. This can include smaller groups with sizes averaging between 15-17 students, or larger group sizes for some teaching methods where appropriate. An indicative overview of the teaching arrangements can be found in the online Course Guide.

2.6. All forms of teaching, including lectures, seminars and classes normally start at five minutes past the hour and end at five minutes to the hour, although the duration and start/end times of some teaching sessions can differ and students should refer to their personal timetable for information. Staff and students should make every effort to start and finish on time.

2.7. Courses normally have a combination of summative and formative assessment. Summative assessment is designed to test whether the intended learning outcomes of a course have been achieved. Formative work is also 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 summative assessment. Students will normally be given the opportunity to produce a range of formative work across their courses that support the consolidation of learning, provide an opportunity for feedback, and help students prepare for summative assessment. The number of pieces of formative work for each course will be detailed in the online Course Guide.

2.8. Feedback on formative work is an essential part of the teaching and learning experience at the School. Class or seminar teachers must mark **formative** assessment 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** assessment 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 assessment, which can include provisional marks that have been both internally and externally moderated. See the **Academic Code** for more detail on summative feedback times.

2.9. Students who are required to resit an assessment will be provided with appropriate and timely feedback before re-taking the assessment.

2.10. 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 Higher Education institutions only using the template document produced by the Academic Registrar's Division.

2.11. 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.

2.12. 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 start of the following term from when the dissertation was submitted e.g. where a dissertation is submitted in August (Spring Term), students will receive feedback within four weeks of the start of the Autumn Term.

2.13. Class or seminar teachers must record student attendance on a weekly basis via LSEforYou.

2.14. 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 Autumn and Winter Terms.

2.15. 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 office hours should be clearly publicised to students.

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 Mental Health Service in good time to negotiate reasonable adjustments. These will be set out in their **My Adjustments**. 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 Autumn and Winter 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 and seminars** 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 assessment on time, whether it is summative assessment (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 assessment.

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 assessment, 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 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 online 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 Integrity Regulations** and the **Statement on Editorial Help**.

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 central examination adjustments (CEAs) must contact an advisor in the **Disability and Mental Health Service** so that reasonable adjustments can be recommended. Applications for CEAs should normally be made by the published deadline given by the Disability and Mental Health Service. Students should check the Disability and Mental Health 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, in accordance with the **Standards of Evidence Policy** and deadlines as set out on the **exceptional circumstances webpage**.

Notes

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

See the **Calendar** for further information about Programme Regulations, Course Guides, School and academic Regulations.

UNDERGRADUATE

GENERAL ACADEMIC REGULATIONS

(For all undergraduate students registered in the 2026/27 academic year)

These regulations are approved by the Academic Board.

Last updated: August 2026

1. About these regulations

This section explains who these regulations apply to and how they relate to other School regulations.

1. These regulations apply to all students registered for an undergraduate course or programme of study at the School.
2. These regulations should be read together with the **Conditions of Registration and enrolment 2026/27**, the relevant **programme regulations, the relevant classification scheme**, the **School Calendar Course Guides**, and any other regulations or procedures expressly referred to in this document.
3. Postgraduate students are subject to separate **General Academic Regulations** for postgraduate students.
4. These regulations are made subject to the **Articles of Association of the School** and the **School bye-laws**, where applicable.
5. Any dispute arising from the application of these regulations shall be governed by the laws of England in force at the relevant time.
6. Communications the School sends to an individual student (normally via their LSE email address) will apply to that student only.

2. Key terms used in these regulations

This section defines terms used throughout these regulations.

Term	Meaning
Assessment	An assessed component of a course, such as an examination, essay, dissertation, project, presentation or other task, which counts towards the award of a degree. Assessment may also be referred to as summative assessment.
Award	A qualification conferred by the School following successful completion of the requirements of a programme of study.
Course	A distinct part of a programme, comprising lectures, classes, seminars, workshops and/or other learning activities.
Classification Scheme	The regulations that set out the basis on which a degree award is calculated.
Deferred assessment	An assessment attempt that a student is permitted to take later under the School's **Deferral Procedure** or another approved process.
IRDAP	The In-Year Resit and Deferred Assessment Period, normally held in late summer.
Programme	A whole programme of study comprising courses, whether or not it is intended to lead to an award of the School.
Qualification	An academic award such as a First Degree.
Resit	An attempt at a failed assessment after the first attempt opportunity, such as an examination resit or resubmission of written coursework.
School	The London School of Economics and Political Science.
Sitting/submitting	Attempting an examination or attempting another form of assessment, including submitting coursework.
Student	A person registered as a student of the School under these regulations.
Unredeemed fail	A failed course that has not been passed, or otherwise redeemed, at resit.
Zero Absent	A zero mark awarded where a student does not submit or contribute to an assessment as required.
Zero Fail	A zero mark awarded as an academic mark or penalty where the assessment has been attempted or otherwise treated as submitted.
Zero Incomplete	An overall course mark arising where a student has a Zero Absent mark in an assessment worth less than 100% of the overall course.

3. Admission

This section explains the School's approach to admission and offers.

7. The School may offer an applicant a place on the programme applied for, offer a place on another programme, or reject the application.
8. An offer of a place may be conditional on the applicant obtaining specified qualifications, either at pass level or at specified levels of pass, by a date determined by the School.
9. 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.
10. 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.

4. Registration and enrolment

This section explains annual registration, enrolment and the requirements for remaining registered.

11. A student must enrol annually during their programme of study in accordance with procedures determined by the Academic Registrar or their designated deputy.
12. To enrol after initial registration, a student must have satisfied the academic requirements for progression from the previous year of study, or have been granted repeat teaching, and must not have been barred from further registration or enrolment under these or other School regulations.
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 enrolment.
14. After completing pre-enrolment and on-campus enrolment, a student will be issued with an ID card. Any member of School staff may require the student to produce this card to establish entitlement to enter the School or take part in its activities.
15. A replacement ID card may be obtained for a lost or damaged card on payment of a fee determined by the Academic Registrar or their designated deputy.
16. A student may not register or remain registered, without the special permission of the School, if simultaneously registered for another programme of higher education. In such circumstances the School reserves the right to terminate their registration.

5. Maximum period of registration

This section explains the normal maximum periods for completing an undergraduate degree.

17. An undergraduate programme leading to a degree normally extends over three or four consecutive academic years, as set out in the programme regulations.
18. 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.
19. Failure to achieve an award within the maximum period of registration will result in deregistration in accordance with the Conditions of Registration.

6. Programme interruptions

This section explains when a student may interrupt their studies.

20. 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. Such students are required to apply for an interruption in accordance with the specified deadlines. Exceptionally, 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**.

7. Programme transfers and variations

This section explains programme transfers, course changes and related variations.

21. 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 there are exceptional reasons to do so. 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.
22. 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.
23. A student may only change the courses for which they have initially registered within the published timeframe during the Autumn Term (AT) and Winter Term (WT). The School will not permit a student who has attended teaching during AT to drop AT half unit course(s) or full unit courses for which they have received teaching in the AT during a WT course change period.

24. A student who completes year one, has passed LSE100 and transfers into year one of a new programme must retake LSE100 and will receive a new mark. Where such a student has failed LSE100, normal resit rules will be applied provided they have resit opportunities remaining.

8. Programmes of study

This section explains course enrolment requirements and additional programme requirements.

25. A student will 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.
26. All undergraduates take the compulsory additional course, LSE100, which for students starting in or after the 2021/22 academic year, may count towards final degree classification as part of the first year average and is represented on their transcript, but does not count towards progression requirements.
27. Students may be enrolled onto compulsory courses for which the marks will appear on their academic transcript but will not be counted for the purpose of classification.
28. A student who is admitted directly into year two of their programme may be granted exemption from courses and assessments (e.g. first year courses), or may be subject to additional requirements, in accordance with the relevant programme regulations.

9. Students undertaking study elsewhere

This section explains when study or approved activity may take place away from the School.

29. Programme regulations may require or offer the opportunity for the student to spend a period of study at a university or time with an employer designated by the School as an alternative approved activity in the UK or another country.
30. 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, or employer that is in partnership with the School. The School may require the institution/employer to confirm the student has passed the tasks undertaken in that year and/or may exempt them from the courses that would have been taken in that year or part thereof, provided:
31. that the institution/employer has been approved for this purpose by the School, and
32. that any academic tasks carried out at that institution/employer cohere with the remainder of the programme, and
33. that any arrangements for the evaluation of the student's assessment performance in the academic tasks completed at that institution/employer 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
34. 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.
35. Students on the BSc Philosophy, Politics and Economics programme taking their third year at a partnership institution must:
36. return to LSE to complete year four of the programme and will have their award calculated on the basis of the three year Classification Scheme based on their marks achieved at LSE only; and
37. pass the equivalent of three full units at the partner institution in order to be allowed to progress into the 4th year of the programme.
38. Students failing to meet this progression rule can rejoin year three of the BSc Philosophy, Politics and Economics programme and will be considered for an award under the four year Classification Scheme upon successful completion of the four year programme.

10. Progression from one year to another

This section explains the normal requirements for progression between years of study. Progression remains subject to the rules on non-submission and exhausted attempt opportunities.

39. Subject to regulation 74, a student registered on a BA or BSc programme who has completed the first year of the programme and who has passed courses to the value of at least three course units, excluding LSE100, 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.
40. Subject to regulation 74, 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 satisfied the progression rules as stated in the relevant Classification Scheme. 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.
41. Subject to regulation 74, a student registered on a BA or BSc programme who has completed the second year of the programme and who has passed courses to the value of at least seven course units, excluding LSE100, 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.

42. Subject to regulation 74, a student registered on a four year BA or BSc programme who has not taken study elsewhere and has passed assessments in courses to the value of at least eleven course units, excluding LSE100, 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.
43. Subject to regulation 74, 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 have satisfied the progression rules as stated in the relevant Classification Scheme.
44. A student who extends their three year programme by one year through participating in an overseas programme or with an employer will be eligible to proceed to the fourth year of the programme, subject to regulation 74, if:
45. they have fulfilled the normal first and second year progression rules above; and
46. they have fulfilled any progression requirements determined by the Department that they were required to undertake at the overseas institution/employer.
47. Where a student fails to meet the progression requirements for their year overseas or employment partnership, the department may consider whether there are any exceptional circumstances to allow the candidate to enter the final year of the programme.

11. Boards of Examiners and assessment decisions

This section explains the role of Boards of Examiners in assessment and academic decision-making.

48. 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.
49. Each Sub-Board of Examiners shall include examiners who are not members of staff of the School, known as External Examiners, who shall have regard to the totality of each programme.
50. Assessment procedures shall ensure that assessment is and can be demonstrated to be fair and impartial.
51. 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.

12. Assessment: general rules

This section sets out the general rules for assessment, academic engagement and academic integrity.

52. 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**.
53. 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 via the **Exam Barring Procedure** or from the School as appropriate.
54. Where a formative assessment is delegated as a "threshold assessment", as indicated by the Department responsible for the assessment, it is compulsory. Where a threshold formative assessment is submitted late or not submitted at all, the Department responsible for the assessment will have discretion to apply up to a 10% mark deduction from the marks awarded to the corresponding summative assessment.
55. A student will be assessed in each course, unless they have deferred or withdrawn under these Regulations.
56. Aside from these General Academic Regulations, which are applied to all students each academic year regardless of when they enrolled at the School, students are bound by the regulations in force at the time of their first attempt at assessment, including the individual programme regulations.
57. The method(s) of assessment for each taught course and the weighting of each method of assessment will be specified in the Course Guides.
58. Where required, students must obtain appropriate ethics approval for research undertaken in dissertations or equivalent assessments. Failure to undertake a review of the ethical implications of such research, 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.
59. The School may when required in accordance with approved My Adjustments permit a variation of the method(s) of assessment for a course for an individual student. In cases where students need to resit a non-replicable assessment task (e.g. class participation, group work, presentations), an appropriate alternative task will be set.

60. In-person examinations take place in the week preceding the Winter Term, during the Spring Term and during the In-Year Resit and Deferred Assessment Period (IRDAP) 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 Spring Term.
61. 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**, and with the School's Assessment Integrity Regulations. The School reserves the right to conduct both selective and randomised interviews with students to discuss their summative submissions in order to authenticate authorship.
62. The unauthorised use of Artificial Intelligence software to help with any part of a student's assessment is strictly prohibited. Any use of Artificial Intelligence software must strictly comply with the requirements specified by the department responsible for the assessment.

13. Attempts, non-submission and zero marks

This section explains assessment attempts, non-submissions and how zero marks are treated.

63. Students are permitted three opportunities, known as "attempts", to pass a first year BA/BSc course or courses taken as part of the LLB programme. BA/BSc students in their second, third or fourth year are only permitted two opportunities to pass a course. General Course students are also only permitted two opportunities to pass a course.
64. A student will not be reassessed in any course or assessment in which they have already received a pass mark.
65. Students must pass assessments, even where they pass a course overall, if the Course Guide states that students are required to achieve a passing mark in individual assessments.
66. A student will not be reassessed in any course or assessment they have failed if they are eligible for the award of the degree.
67. Students who complete and fail a course overall, but are not eligible for an award and have attempt opportunities remaining, will be required to resit all failed assessments in that failed course.
68. Where a student is required to resit a failed assessment, the pass mark(s) achieved in other passed assessments of that course shall count towards the new overall course mark, but the overall course grade will be capped at the pass mark of 40. A maximum mark of 40 will be used for calculating either the first year average, if applicable, or the aggregate, if required, where the resit is a second, third or fourth year classification mark.
69. Subject to regulation 75, students must attempt all components of assessment in every course in order to be eligible for the award of a degree.
70. An assessment will only be regarded as attempted where the student has submitted work that demonstrates engagement with the requirements of the assessment. Entering an examination venue, writing only identifying details, or submitting a blank script or blank assessment will be considered as a non-submission. A non-submission does not count as an attempted assessment for the purpose of satisfying completion requirements, but it will normally count as use of an attempt opportunity.
71. Where a student does not submit an assessment, it will still count as using a resit attempt opportunity and, aside from assessments worth 10% or less than an overall course mark, will result in a mark of 'Zero Absent' in the assessment in question. This will also result in a Zero Absent mark for the overall course if that assessment is worth 100% of the course; or,
72. A mark of Zero Absent in an assessment worth less than 100% of a course mark will result in a 'Zero Incomplete' mark in the overall course.
73. Where a Zero Absent mark is confirmed the student must resit that failed assessment, provided they have attempt opportunities remaining and irrespective of the results of other assessments within the same course. In such cases where a student is required to resit, the new overall course grade will be capped at the pass mark of 40.
74. Where a student receives a Zero Absent mark for an assessment and does not resubmit the work and runs out of attempt opportunities to do so, they will no longer be eligible for the award of the degree.
75. For assessments worth 10% or less of an overall course mark, where a student fails to submit the required work, it will be for the department responsible for the assessment to determine whether a Zero Absent mark is appropriate or whether a Zero Fail mark is adequate. Where a Zero Fail mark is returned, the student will not be required to resubmit this work if they achieve a passing mark in the course. Where the department confirms that a Zero Absent mark is appropriate, the normal Zero Absent mark rules apply as outlined above.
76. Students may receive a Zero Fail mark for one or more assessments as a result of academic failure (which could include the non-submission of assessments with a value of 10% or less), academic misconduct, or the application of a penalty (e.g. submitting late, exceeding the word count etc.). Such students will be expected to resubmit the failed assessment if the overall course mark is a Fail, they have attempt opportunities remaining and the student is not otherwise eligible for an award. The resit shall take place according to the section headed "Resits and deferred assessments" below. Students are not permitted to resit passed

assessments; these marks are banked and used to calculate the new overall course mark.

77. Where such a student no longer has attempt opportunities remaining at the assessment or is in their final year, the School will consider them as having completed that assessment for the purposes of being eligible for the award of a degree. In either instance, a Zero Fail mark will be recorded and no further attempt opportunities permitted.
78. 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.
79. 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.

14. Adjustments, deferrals and exceptional circumstances

This section explains the procedures available where disability, illness or exceptional circumstances affect assessment.

80. The School has an established procedure, known as **My Adjustments** for determining reasonable adjustments to assessment for students with a disability, long-term medical condition or who experience a short-term illness or injury during an assessment period.
81. Examiners/markers shall assess work without referring to medical and/or **Exceptional Circumstances** submissions, unless they receive written instructions from Student Services to do so.
82. All students are required to sit in-person 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.
83. 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:
84. A student may request to defer one or more assessments in accordance with the School's published **Deferral Procedure**.
85. Exceptionally, a student may be permitted to sit an in-person examination overseas 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.
86. 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 must be sudden, unforeseen, out of the student's own control and proximate to the assessment(s) in question.
87. In only the most exceptional cases where the Sub-Board is satisfied a student has demonstrated circumstances that are sudden, unforeseen, outside of their own control and proximate to the assessment(s) in question, it may recommend to the School Board of Examiners that:
88. 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 grade will be capped at the pass mark of 40; or,
89. as an alternative to the student's result(s) in the affected assessment(s) being discounted, they be allowed an exceptional additional attempt opportunity. Where this results in a resit attempt, the overall course grade will be capped at the pass mark of 40; or,
90. 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 at a summative assessment so as to receive Zero Absent marks in all attempts at the assessment, unless it is made under the Aegrotat Degree Award Policy set out below; or,
91. the student be awarded a higher degree classification than their mark profile would ordinarily allow, provided they meet all the criteria set out in the general proviso of the relevant classification scheme for their programme.
92. The School Board of Examiners shall be the sole authority in deciding whether to uphold such recommendations.
93. Full details and guidance on these procedures are published on the Student Services Centre **website**.

15. Resits and deferred assessments

This section explains when students may resit or defer assessments and when those attempts will normally take place.

94. Students who fail an assessment but have deferred other assessments within the same course must normally attempt the deferred assessment first and complete the course before resitting the failed assessment if eligible to do so. Any fail marks will be banked and added to the mark achieved in the deferred assessment to calculate the overall course mark.
95. The student may then resit the failed assessment(s) only if, after the course mark has been calculated, they are eligible to do so under these regulations. Exceptionally, a department, may inform the Student Services Centre to enter the student for the resit during the same assessment period as the deferred assessment from the same course if they have attempts remaining and, it is deemed to be in the student's best interests.
96. Having taken assessments during the academic year, if a student is required to resit an assessment or defers an attempt opportunity at an assessment, the next attempt opportunity to take the assessment will be in or before the end of the next IRDAP.
97. Students who defer and/or fail assessments taken during the IRDAP, and have attempt opportunities remaining, are required to take outstanding resit/deferred assessments during the next suitable opportunity. For example, a January examination will be taken in January only and a Spring Term examination during the Spring Term. Students should refer to the resit, re-entry and IRDAP webpage for further guidance.
98. A student being reassessed 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.
99. A student proposing to resit an assessment or attempt a deferred assessment whilst on interruption from their programme of study must seek permission from the Student Services Centre.
100. Students who have exhausted the maximum number of attempt opportunities to pass a course and have received a Zero Absent mark in their most recent attempts may still be eligible for the award of a degree, provided they have attempted and completed each component of assessment during one of their earlier attempt opportunities. For example, a student who attempts all assessments in a course in year one but is absent at all subsequent attempt opportunities will be considered as having attempted and completed the course.
101. The mark achieved at the latest attempt at the course (capped at 40 if a resit) can be used for the purpose of calculating the first year average mark if it is a first year course and will be used to calculate the overall aggregate if it is not a first year course. Academic transcripts will show the course results of all attempts at assessment, unless discounted on the basis of exceptional circumstances.

16. Eligibility for an award

This section explains the requirements that must be met before a qualification can be awarded.

102. To be eligible for the award of a qualification, a student must complete, to the satisfaction of the School, all assessment components in all courses that form the programme prescribed for the qualification concerned.
103. To be eligible for the award of a qualification, a student must demonstrate competent knowledge across the programme of study taken as a whole.
104. To be eligible for the award of a qualification, a student must meet all requirements set out in these regulations, the relevant classification scheme and the relevant programme regulations.
105. 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 be given the opportunity to resit the failed assessments.
106. A student upon whom a qualification has been conferred ceases to be eligible for consideration for any further award arising from that programme.
107. A student who has not settled any outstanding academic debt with the School or who has not made acceptable arrangements to settle any such account, will have their official results withheld 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.
108. A student registered on a four year BA or BSc programme who has not taken study elsewhere and completed all assessments in the third year but is unable to continue to the fourth year, due to non-academic and exceptional reasons, 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.
109. A student registered on a four year BA or BSc programme who has not taken study elsewhere and 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.

110. 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.

111. 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.

17. Late assessment submission

This section explains the consequences of submitting assessment after the published deadline.

112. 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 during a non-working day or for a working day before a non-working day.

113. A student may apply for an extension to published deadlines for summative assessment in accordance with the School's published **Extension Procedure**.

114. 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, late penalties will apply. The full list of penalties can be found on the Assessment Discipline and Academic Conduct webpage.

18. Results, certificates and transcripts

This section explains the information and documents students may receive about their academic results.

115. A list of students who have successfully completed their programme and have received an award will be published by the School each year.

116. A certificate of award will be issued to each student who is awarded a qualification. The certificate will state the title of the qualification and the date of conferment.

117. The School will issue a final transcript of marks or grades awarded for taught courses to every student on completion of the programme.

19. Other School policies

This section signposts other School policies that may apply alongside these regulations.

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

20. Complaints and appeals

This section explains the procedures available to students who wish to raise a complaint or appeal an academic decision.

119. 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.

120. 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.

121. The **School Calendar** contains further information about Programme Regulations, Course Guides, School and academic Regulations.

See the **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: August 2025

This classification scheme should be read in conjunction with the **General Academic Regulations** (which contains a glossary of terms used in this scheme), the relevant **BA/ BSc programme regulations**, the relevant online **Undergraduate course guides**, the **Code of Good Practice for Undergraduate, Diploma and Postgraduate Programmes**: **Teaching, Learning and Assessment** and the **Addendum - Regulations for 2021/22 updated in response to COVID-19**.

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 submitted every component of assessment (which includes sitting an exam) for all courses required by the Programme Regulations, including LSE100 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.
   - 2.1 Failing to attempt an assessment without an approved deferral will count as one attempt opportunity.
   - 2.2 Students are permitted three attempt opportunities to pass a first year paper1 and two attempt opportunities to pass a second year or third year paper[1] subject to the application of section 9 below.
   - 2.3 Students must meet the following progression rules to proceed to year two and year three of the programme. Failure to meet these progression rules and running out of attempt opportunities to do so will mean a student is no longer eligible for a degree classification and will be classified as Final Fail:
     - 2.3.1 Students must pass at least three out of four first year course units, excluding LSE100 to progress to year two.
     - 2.3.2 Students must pass at least seven out of eight first and second year course units, excluding LSE100 to progress to year three
   - 2.2 Having attempted and completed all elements of assessment for the programme, a student is eligible for the award of the degree if they have no more than three units of failed courses at the point of classification. This includes LSE100.

Classification Marks and the Aggregate

3. The classification of each student shall be based on eighteen classification marks, comprising:
   - 3.1 the marks achieved in all eight second and third year courses with full-unit marks counted twice and half-unit marks counted once to make a total of sixteen classification marks.
   - 3.2 the seventeenth and eighteenth 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[2] of the best six out of nine marks in first year courses. All first year full unit marks will be counted twice and any half unit marks counted once to make a total of nine first year marks.
   - 3.4 for second-year direct entry students, the seventeenth and eighteenth marks will be the average of all sixteen second and third year classification marks resulting in 2 identical classification marks.
4. The aggregate for each student is the sum of the eighteen 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. For students starting in the 2021/22 academic year, LSE100 will count towards the First Year Average if it is one of the best six out of nine first year marks. For students starting before the 2021/22 academic year, the mark achieved in LSE100 is not a classification mark and is not used to calculate the First Year Average or award. Regardless of when a student started, an unredeemed fail in LSE100 will not be considered for the purpose of applying any of the penalties at Paragraph 10.

Degree Classification

7. Subject to the application of the penalty rules for failed courses[1] in section 10 below, the classification of an award shall be calculated as follows:
   - 7.1 For first class honours: Ten first class marks; or nine or eight first class marks and an aggregate of at least 1180.
   - 7.2 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.
   - 7.3 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.
   - 7.4 For third class honours: Sixteen 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 10 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 re-taken, the overall grade for the course for which the resit assessment was taken will be capped at Pass for the purposes of calculating the final degree classification. Furthermore, a maximum mark of 40 will be used for calculating either the first year average if one of the best six first year marks, or the aggregate if a second or third year classification mark. Both the original fail mark and the new mark achieved at resit will be shown on the transcript.
9. Having attempted and completed all elements of assessment for the programme, a student will be awarded a degree at the first point at which they become eligible. Students eligible for award with failed course marks will not be given the opportunity to resit even if they have attempt opportunities remaining.

Penalty Rules

10. The classification of an award for a student with an unredeemed fail in any course taken in fulfilment of the programme regulations shall be calculated as follows (n.b. section 10.3 will not apply to second-year direct entry students):
    - 10.1 a drop of one class in the award classification shall result where a student has unredeemed fails in more than one course i.e. more than one full-unit or two-half units.
    - 10.2 the degree shall be capped at 'Pass' where a student has unredeemed fails in three courses i.e. three full-units or six half-units.
    - 10.3 any unredeemed fail(s) in a first year course or courses, with the exception of LSE100, will be taken into account under sections 10.1 and 10.2 above.

General Proviso

11. The School considers that when a student submits an assessment they are declaring themselves fit enough to do so. If a student experiences disruption prior to the assessment submission deadline or day of exam, they must consider whether an **extension** or **deferral** is more appropriate.
    - 11.1 Any student unable to follow the extension or deferral procedures, must follow the Exceptional Circumstances **(EC) procedure**. Such circumstances must be sudden, unforeseen, out of the student's control and have occurred in a period proximate to the assessment submission deadline or exam date.
    - 11.2 When considering ECs, the exam boards must be satisfied a student has provided a good reason for not proceeding with an extension or deferral, has provided acceptable corroborating evidence and satisfies all the conditions listed at Paragraphs 12 or 13 below.
12. It is also open to a Sub-Board of Examiners to recommend to the School Board of Examiners for BA/BSc Degrees that an individual receives a higher degree classification than this Scheme would normally allow if, in their judgement, this would be equitable, as a direct result of a **formal Exceptional Circumstances submission** to the Student Services Centre. Such circumstances must fall outside of the normal assessment process and apply to that student only. The School Board of Examiners must also be satisfied all of the following conditions also apply:
    - 12.1 that the student is very close to the next higher classification boundary and specifically within 3 marks in a single course 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.

13. Where a student is not eligible for an award, it is also open to a Sub-Board of Examiners to recommend to the School Board of Examiners that a Fail, Incomplete or Absent mark be discounted (treated as a deferral) if, in their judgement, that 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 to be extraneous to the normal assessment process and would apply to that student only. In such cases, the School Board of Examiners would need to determine the conditions set out at 12.3 and 12.4 have been met.
14. All marks and classification awards are subject to any penalties that might be applied under the School's **Assessment Integrity Regulations** and/or any failure to obtain ethics approval, where required for research undertaken in dissertations or equivalent assessments[3].

Footnotes

[1] 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.

[2] Where marks are averaged, the resulting average will be rounded up or down to the nearest whole mark.

[3] Failure to undertake a review of the ethical implications of research 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. To ascertain whether ethics approval is required, students should refer to the bullet points listed **here**.

See the **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: August 2025

This classification scheme should be read in conjunction with the **General Academic Regulations** (which contains a glossary of terms used in this scheme), the relevant **BA/ BSc programme regulations**, the relevant online **Undergraduate course guides**, the **Code of Good Practice for Undergraduate, Diploma and Postgraduate Programmes: Teaching, Learning and Assessment** and the **Addendum - Regulations for 2021/22 updated in response to COVID-19**.

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, including LSE100 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.
   - 2.1 Failing to attempt an assessment without an approved deferral will count as one attempt opportunity.
   - 2.2 Students are permitted three attempt opportunities to pass a first year paper[1] and two attempt opportunities to pass a second, third year paper[1] and fourth year paper[1]. The ability to resit in year four is subject to the application of section 9 below.
   - 2.3 Students must meet the following progression rules to proceed to years two, three and four of the programme. Failure to meet these progression rules and running out of attempt opportunities to do so will mean a student is no longer eligible for a degree classification and will be classified as Final Fail:
     - 2.3.1 Students must pass at least three out of four first year course units, excluding LSE100 to progress to year two.
     - 2.3.2 Students must pass at least seven out of eight first and second year course units, excluding LSE100 to progress to year three.
     - 2.3.3 Students must pass at least eleven out of twelve first, second and third year course units, excluding LSE100 to progress to year four.
   - 2.4 Having attempted and completed all elements of assessment for the programme, a student is eligible for the award of the degree if they have no more than three units of failed courses at the point of classification.

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[1] 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[2] of the best six out of nine marks in first year papers[1]. All first year full-unit marks will be, counted twice and any half-unit marks counted once to make a total of nine 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 the Interdisciplinary Research Seminar are not classification marks and are not used to calculate the award. For students starting in the 2021/22 academic year, LSE100 will count towards the First Year Average if it is one of the best six out of nine first year marks. For students starting before the 2021/22 academic year, the mark achieved in LSE100 is not a classification mark and is not used to calculate the First Year Average or award. Regardless of when a student started, an unredeemed fail in LSE100 will not be considered for the purpose of applying any of the penalties at Paragraph 10.

Degree Classification

7. Subject to the application of the penalty rules for failed papers[1] in section 10 or the application of section 11 or 12 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 re-taken the overall grade for the course for which the resit assessment was taken will be capped at Pass for the purposes of calculating the final degree classification. Furthermore, a maximum mark of 40 will be used for calculating either the first year average if one of the best six first year marks, or the aggregate if a second or third year classification mark. Both the original fail mark and the new mark achieved at resit will be shown on the transcript.
9. Having attempted and completed all elements of assessment for the programme, a student will be awarded a degree at the first point at which they become eligible. Students eligible for award with failed course marks at the end of the fourth year will not be given the opportunity to resit any failed assessments even if they have attempt opportunities remaining.

Penalty Rules

10. The classification of an award for a student with an unredeemed fail in any paper[1] taken in fulfilment of the programme regulations shall be calculated as follows:
    - 10.1 a drop of one class in the award classification shall result where a student has unredeemed fails in more than one paper[1]. i.e. more than one full-unit or two half-units.
    - 10.2 the degree shall be capped at 'pass' where a student has unredeemed fails in three papers[1] i.e. three full units or six half-units.
    - 10.3 Any unredeemed fail(s) in a first year paper (or papers), with the exception of LSE100, will be taken into account under sections 10.1 and 10.2 above.
11. 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 10 of the three year scheme.
12. 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.
13. Students awarded a degree under sections 11 and 12 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[1]. 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

14. The School considers that when a student submits an assessment they are declaring themselves fit enough to do so. If a student experiences disruption prior to the assessment submission deadline or day of exam, they must consider whether an extension or deferral is more appropriate.
    - 14.1 Any student unable to follow the **extension** or **deferral** procedures, must follow the Exceptional Circumstances **(EC) procedure**. Such circumstances must be sudden, unforeseen, out of the student's control and have occurred in a period proximate to the assessment submission deadline or exam date.
    - 14.2 When considering ECs, the exam boards must be satisfied a student has provided a good reason for not proceeding with an extension or deferral, has provided acceptable corroborating evidence and satisfies all the conditions listed at Paragraphs 15 or 16 below.
15. It is also open to a Sub-Board of Examiners to recommend to the School Board of Examiners for BA/BSc Degrees that an individual receives a higher degree classification than this Scheme would normally allow if, in their judgement, this would be equitable as a direct result of a **formal Exceptional Circumstances submission** to the Student Services Centre. Such circumstances would need appropriate supporting evidence, must fall outside of the normal assessment process and would apply to that student only. The School Board of Examiners must also be

satisfied all of the following conditions apply:

15.1 that the student is very close to the next higher classification boundary and specifically within 3 marks in a single paper[1] 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.

16. Where a student is not eligible for an award, it is also open to a Sub-Board of Examiners to recommend to the School Board of Examiners that a Fail, Incomplete or Absent mark be discounted (treated as a deferral) if, in their judgement, that 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 to be extraneous to the normal assessment process and would apply to that student only. In such cases, the School Board of Examiners would need to determine the conditions set out at 15.3 and 15.4 have been met.

17. All marks and classification awards are subject to any penalties that might be applied under the School's **Assessment Integrity Regulations** and/or any failure to obtain ethics approval, where required for research undertaken in dissertations or equivalent assessments[3].

Footnotes

[1] 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.

[2] Where marks are averaged, the resulting average will be rounded up or down to the nearest whole mark.

[3] Failure to undertake a review of the ethical implications of research 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. To ascertain whether ethics approval is required, students should refer to the bullet points listed **here**.

See the **Calendar** for further information about Programme Regulations, Course Guides, School and academic Regulations.

BACHELOR OF LAWS

The LLB programme includes three parts, Year One, Year Two and Year Three. Each part is examined in the Spring 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.

Students starting before the 2023/24 academic year will be classified under the following **Classification Scheme**.

CLASSIFICATION SCHEME FOR THE BACHELOR OF LAWS FOR ALL STUDENTS STARTING IN OR AFTER THE 2023/24 ACADEMIC YEAR

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

Last updated: August 2023

This classification scheme must be read in conjunction with the Regulations for First Degrees, the LLB degree regulations, the relevant online undergraduate course guides, the Code of Good Practice for Undergraduate, Diploma and Postgraduate Programmes: Teaching, Learning and Assessment and the Addendum - Regulations for 2021/22 updated in response to COVID-19.

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.

(B) a candidate who has marks of a higher class than that for which they are 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 within 5 marks of 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 within 5 marks of 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 within 5 marks of 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 within 5 marks of 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:**

Where a candidate's marks include a first-class mark gained in a non-Law course, this mark will be capped at 73 for the purposes of calculating the aggregate under rules 5.1.2., 5.2.2, 5.3.2, or 5.4.2.

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 the Regulations Assessment Offence Regulations. 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 into 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, COMPENSATION AND FAIL RULES FOR YEAR THREE

8. 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 an aggregate of over 160 for the year;

(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 an aggregate of over 160 for the year;

(C) Candidates who are eligible for an award with fail marks will not be given the opportunity to resit any failed assessments.

9. A Fail

9.1 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 which will be either IRDAP for candidates who fail during the academic year, or the next available opportunity in the following academic year for candidates who fail during IRDAP. Candidates must achieve the compensation rules at Paragraph 8 or achieve pass marks to be eligible for the award of the degree.

9.2 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.

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

10. 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.

PASS AND PROGRESSION RULES FOR YEAR TWO

11. Pass and Progress

11.1 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 their 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.

11.2 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 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.

12. A Resit

12.1 A candidate who fails one or more courses and does not meet the compensation requirements set out above must resit the failed components of assessment for any failed courses. The timing of resits will be either IRDAP for candidates who fail during the academic year, or the next available opportunity in the following academic year for candidates who fail during IRDAP. For candidates that 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.

12.2 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.

12.3 A candidate cannot resit an exam in which they have received a pass mark.

13. A Fail

13.1 Candidates who receive a Fail mark in a Year Two subject are entitled to a total of 3 attempts at the Year Two Examinations.

13.2 Candidates who fail to achieve the progression requirements at Paragraphs 11 and 12 above fail the degree. There is no opportunity for an interim award.

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	30 – 39
Bad Fail	0 - 29

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 4 courses that make up the Year One Examination.

16. A Resit

A candidate who fails one course must resit the failed component of assessment for any failed course at the next available opportunity. If they pass the re-sit the mark 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.

17. A Fail

A candidate who fails in two or more courses, fails Year One and must re-sit all courses at the next available opportunity.

18. A Bad Fail in One Course

A candidate who fails to achieve at least 30 marks in one course fails the Year One Examination and must re-sit all failed courses at the next available opportunity.

19. The IRDAP for Year One examinations

A candidate cannot resit an assessment in which they have received a Pass mark.

20. 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.

21. 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 for further information about Programme Regulations, Course Guides, School and academic Regulations.

BACHELOR OF LAWS

The LLB programme includes three parts, Year One, Year Two and Year Three. Each part is examined in the Spring 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.

Students starting *before* the 2024/25 academic year will be classified under the following **Classification Scheme**.

CLASSIFICATION SCHEME FOR THE BACHELOR OF LAWS FOR ALL STUDENTS STARTING IN OR AFTER THE 2024/25 ACADEMIC YEAR

This Classification Scheme is approved by the School Board of Examiners for BA/BSc Degrees.
Last updated: July 2024

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, including LSE100. However, the mark achieved in LSE100 will not count towards the calculation of an overall award.

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 Failing to attempt an assessment without an approved deferral will count as one attempt.

3. Classification Marks and the Aggregate

The classification and aggregate of each candidate shall be based on sixteen classification marks where one classification mark is equal to 0.5 units (therefore full-units marks are counted twice and half unit marks counted once to make a total of sixteen classification marks). The classification is based on:

3.1 the marks achieved in Years Two and Three of the Degree

3.2 the aggregate for each student being the sum of the sixteen classification marks subject to paragraph 5.6

3.3 the marks obtained by the candidate at their latest attempt of the assessment for each course, subject to paragraphs 10.2, 12.4 and 13.1.

4. Penalty Rule

At the point of classification of an award a student with two failed classification marks will drop one class in the award classification. However, this rule will have no impact where an overall Pass is to be awarded.

5. Degree Classification

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 the application of the penalty rule for failed courses in paragraph 4 above:

5.1 For first class honours:

5.1.1 Eight first class classification marks; or

5.1.2 Six first class classification marks and an aggregate mark which is within 10 marks of the 'normal aggregate' of 1080.

5.2 For upper second class honours:

5.2.1 Eight upper second class classification marks (or above); or

5.2.2 Six upper second class classification marks (or above) and an aggregate mark which is within 10 marks of the 'normal aggregate' of 960.

5.3 For lower second class honours:

5.3.1 Eight lower second class classification marks (or above); or

5.3.2 Six lower second class classification marks (or above) and an aggregate mark which is within 10 marks of the 'normal aggregate' of 800.

5.4 For third class honours:

5.4.1 Eight third class classification marks (or above); or

5.4.2 Six third class classification marks (or above) and an aggregate mark which is within 10 marks of the 'normal aggregate' of 720.

5.5 For a pass degree:

5.5.1 Sixteen pass classification marks (or above); or

5.5.2 Twelve pass classification marks (or above), of which at least two are third class (or above) and the 'normal aggregate' of 640.

5.6 For candidates registered from 2011/12 onwards:

Where a candidate's marks include a first-class mark gained in a non-Law course, this mark will be capped at 73 for the purposes of calculating the aggregate under rules 5.1.2., 5.2.2, 5.3.2, or 5.4.2.

6. A student will be awarded a degree at the first point at which they become eligible.

7. Appeals and Offences

Appeals against decisions of the LLB Board of Examiners will be handled according to the Appeals Regulations. Assessment offences will be handled according to the Regulations on Assessment Offences. All Regulations are published in the School Calendar.

8. 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 be taken into account:

8.1 That, in the course for which they have submitted Exceptional Circumstances, the student is close to the next higher classification boundary i.e., within 3 marks in a single half unit course or a full unit course; and

8.2 that the student has marks in the higher classification range; and

8.3 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

8.4 that the student's performance in the affected assessment(s) was significantly out of line with their performance in other, unaffected assessments.

PASS AND FAIL RULES FOR YEAR THREE

9. Pass Rule

A candidate shall pass Year Three and be considered for an award if they have passed all courses taken in the year or achieved passes in at least six classification marks provided they attained a mark of at least 30 in the failed course(s). In such cases, the penalty rule as set out in Paragraph 4 will be applied.

10. A Resit

10.1 A candidate who fails in one classification mark or more with a mark of less than 30, or, who fails in three classification marks or more must resit those failed assessments provided they have not run out of attempts to do so. They must resit the failed assessments at the next available opportunity which will be either IRDAP for candidates who fail during the academic year, or in the following academic year for candidates who fail during IRDAP.

10.2 If a candidate passed the resit(s), the mark(s) achieved will be capped at a Pass mark of 40 for the purposes of calculating the classification and aggregate. However, both the actual mark achieved at resit and the mark obtained in the first attempt will be included on the official transcript.

10.3 A candidate cannot resit an assessment in which they have received a Pass mark.

11. A Fail

11.1 Candidates are permitted a total of three attempts at Year Three assessments.

11.2 Candidates who fail to achieve the overall classification requirements at Paragraphs 9 and 10 above and run out of attempts to do so will fail the degree. There is no opportunity for any other award.

PASS AND PROGRESSION RULES FOR YEAR TWO

12. Pass and Progress

12.1 A candidate shall progress to Year Three if they have passed all courses taken in the year or achieved passes in at least seven classification marks and they attained a mark of at least 30 in the failed classification mark.

12.2 A candidate shall progress to Year Three if they have passed all courses taken in the year or achieved passes in at least six classification marks and they attained a mark of at least 35 in the failed classification marks.

12.3 A candidate shall progress to Year Three if they have passed all courses taken in the year or achieved passes in at least four classification marks and they attained a mark of at least 38 in the failed classification marks.

12.4 Any candidate with fail marks will be given one opportunity in the IRDAP to resit the relevant assessment(s). If they pass the resit(s) the mark(s) achieved will be entered on their official transcript, however, for the purposes of calculating the classification and aggregate of the law degree after the completion of the Year Three assessments, the mark(s) of 40 will be considered to be the mark(s) that they attained.

13. A Resit

13.1 A candidate who fails in five classification marks or more or, does not meet the progression rules in paragraphs 12.1, 12.2 or 12.3, must resit the failed assessment(s). They must resit the failed assessments at the next available opportunity which will be either IRDAP for candidates who fail during the academic year, or in the following academic year for candidates who fail during IRDAP. If a candidate passes the resit(s) the mark(s) achieved will be capped at a Pass mark of 40 for the purposes of calculating the classification and aggregate in Year Three. However, both the actual mark achieved at resit and the mark obtained in the first attempt will be included on the official transcript.

13.2 A candidate cannot resit an assessment in which they have received a pass mark.

14. A Fail

14.1 Candidates are permitted a total of three attempts at the Year Two assessments.

14.2 Candidates who fail to achieve the progression requirements at Paragraphs 12 and 13 and run out of attempts to do so will fail the degree. There is no opportunity for any other award.

PASS AND PROGRESSION RULES FOR YEAR ONE

15. 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	30 – 39
Bad Fail	0 - 29

16. Eligibility for Passing the First Year

16.1 In order to progress to Year Two, a candidate must have attempted and completed every element of the First Year of the LLB degree.

16.2 In order to pass Year One, a candidate must have satisfied the examiners by passing all four courses that make up Year One.

17. A Resit

A candidate who fails 1.0 unit can progress to Year Two but must resit the failed course at the next available opportunity. Whilst the resit mark will not be capped, it is the most recent mark that will be used when considering if a candidate has satisfied the progression rules.

18. A Fail

A candidate who fails in 2.0 or more units, fails Year One, cannot progress, and must resit all failed courses at the next available opportunity.

19. A Bad Fail in One Course

A candidate who fails to achieve at least 30 marks in 1.0 or more units fails Year One, cannot progress, and must resit all failed courses at the next available opportunity.

20. Resit for Year One examinations

A candidate cannot resit an assessment in which they have received a Pass mark.

21. The number of attempts at Year One examinations

Candidates are permitted three attempts at Year One assessments.

22. 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** for further information about Programme Regulations, Course Guides, School and academic Regulations.

PROCEDURE TO AWARD AEGROTAT OR POSTHUMOUS DEGREES

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.
   a. 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. the candidate has completed the majority of their studies. Normally they should have completed or nearly 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.
   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.

CERTIFICATE

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[1].;
   - ii) the student's result(s) in the affected assessment(s) not be discounted, but that they be allowed an exceptional[1] additional attempt;[1]
   - 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 f 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

[1] 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** for further information about Programme Regulations, Course Guides, School and academic Regulations.

SCHEME FOR THE AWARD OF A CERTIFICATE

This Classification Scheme is approved by the Graduate School Board of Examiners.
Last updated: September 2024

This scheme should be read in conjunction with the **Regulations for Certificates**, **General Academic Regulations for Postgraduate Students**, the relevant **certificate programme regulations**, the relevant on-line **Graduate course guides**, the **Code of Good Practice for Undergraduate, Certificate, Diploma and Postgraduate Programmes: Teaching, Learning and Assessment**.

1. Mark and Grade for a Course and Eligbilility for the Award

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

Grade	Mark
Pass	50 - 100
Fail	00 - 49

1.2 In order to be eligible for a Certificate, a student must have submitted all elements of assessment (e.g. coursework, exams, group work etc.) required for each course as listed in the corresponding **programme regulations**.

1.3 A student who makes no attempt at an element of summative assessment for a course, as set out in the **General Academic Regulations for Postgraduate Students**, will be considered not to have completed the course and will be marked as "Absent" or "Incomplete". An Absent or Incomplete grade will count as one of the two attempts allowed to pass the course. Therefore, students must follow to the School's **deferral** or **extension request** procedures if they are unable to attempt an assessment.

1.4 All grades and classification awards are subject to any penalties that might be applied under the School's Regulations on Assessment Offences and/or any failure to obtain appropriate ethics approval, where required, for research undertaken in dissertations or equivalent assessments.1

2. Calculation of the Award

2.1 In order to be awarded a Certificate, students must achieve Pass grades to the value of four Classification Grades.

2.2 For the purpose of calculating an award, a full-unit counts as two Classification Grades and a half unit counts as one Classification Grade.

2.3 Fail grades are not considered as Classification Grades for the purpose of calculating an award.

2.4 In all cases, the Classification Grades will be based on grades obtained by the student at their latest attempt at each course.

3. Resitting to Achieve an Award

3.1 Where a student fails an overall course, is recorded as Absent (in an assessment or course) or Incomplete in an overall course, they must resubmit all failed/Absent assessments within that course provided they have attempts remaining.

3.2 Students may reattempt a course on one occasion only, in accordance with the **General Academic Regulations for Postgraduate Students**.

4. Failure to Achieve an Award

4.1 Where a student has been unable to achieve a Pass in all four Classification Grades and has run out of attempts to resit any failed course(s), this means they have failed the programme and cannot be awarded a Certificate.

5. General Proviso

5.1 When considering the overall classification for an award it is open to a Sub-Board of Examiners to recommend to the Graduate School Board of Examiners (GSBE) 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 to be extraneous to the normal assessment process and would apply to that student only. The following conditions must also apply:

5.1.1 that the student has achieved at least two Classification Grades; and.

5.1.2. that the student is very close to achieving the Pass Grade in the other course(s) (i.e. within three marks in one full/half unit or three marks in each of two half units)

5.1.3 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;

5.1.4 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. Discounting Fail marks

6.1 It is open to a Sub-Board of Examiners to recommend to the Graduate School Board of Examiners that a Fail, Incomplete or Absent grade be discounted (treated as a deferral) 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 to be extraneous to the normal assessment process and would apply to that student only. The following conditions must also apply:

6.1.1 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;

6.1.2 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

[1] Failure to undertake a review of the ethical implications of research 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. To ascertain whether ethics approval is required, students should refer to the guidance listed **here**.

SCHEME FOR THE AWARD OF A POSTGRADUATE CERTIFICATE: CAREER ACCELERATOR MODEL

This Classification Scheme is approved by the Graduate School Board of Examiners. Last updated: October 2025

This scheme should be read in conjunction with the **General Academic Regulations for Postgraduate Students**, the **Code of Good Practice for Undergraduate, Certificate, Diploma and Postgraduate Programmes: Teaching, Learning and Assessment**.

1. Mark and Grade for a Course and Eligibility for the Award

1.1 Courses delivered by our partners, in the Career Accelerator phase, will be marked out of 100 and expressed as a percentage (%) according to the mark scheme and marking practice in use by the relevant delivery partner.

1.2 For each course directly delivered by the London School of Economics (LSE), the examiners will decide a numerical mark for each student using the following scale:

Grade	Mark
Pass	50 – 100
Fail	0 – 49

1.3 In order to be eligible for a Postgraduate Certificate (PG Cert), a student must have completed all courses and achieved a mark of 60% or above in all courses during the career accelerator phase of the programme. They must then submit all elements of assessment (e.g. coursework, exams, group work etc.) required for each course directly delivered by LSE.

1.4 A student who makes no attempt at an element of summative assessment for a course directly delivered by LSE, as set out in the **General Academic Regulations for Postgraduate Students**, will be considered not to have completed the course and will be marked as "Absent" or "Incomplete". An Absent or Incomplete grade will count as one of the two attempts allowed to pass the course. Therefore, students must follow to the deferral or extension request procedures laid out for Career Accelerator students if they are unable to attempt an assessment.

1.5 All grades and classification awards are subject to any penalties that might be applied under the LSE's Regulations on Assessment Offences and/or any failure to obtain appropriate ethics approval, where required, for research undertaken in dissertations or equivalent assessments.[1]

2. Calculation of the Award

2.1 In order to be awarded a PG Cert, students must achieve Pass grades to the equivalent of four Classification Grades.

2.2 Three of classification grades will be achieved by completing all courses during the Career Accelerator phase. Students must achieve a mark of 60% or above in all courses taught during the Career Accelerator phase to obtain these three classification grades. Note that individual courses may not directly map onto specific classification grades.

2.3 The fourth classification grade will be achieved by completing courses directly delivered by LSE. 1.1 lays out the marking scheme for these courses. The fourth Classification Grade will comprise courses to the value of one unit (one full unit or two half-units)

2.4 For the purpose of calculating an award, only the marks from courses directly delivered by LSE will be considered. The marks obtained in Career Accelerator phase will be displayed on the final LSE academic transcript.

2.5 Fail grades are not considered as Classification Grades for the purpose of calculating an award. All courses directly delivered by LSE must be passed for an award to be made.

2.6 In all cases, the Classification Grades will be based on grades obtained by the student at their latest attempt at each course.

3. Resitting to Achieve an Award

3.1 Where a student fails an overall course, is recorded as Absent (in an assessment or course) or Incomplete in an overall course, they must resubmit all failed/Absent assessments within that course provided they have attempts remaining.

3.2 Students may reattempt a course on one occasion only, in accordance with the **General Academic Regulations for Postgraduate Students**.

4. Failure to Progress Between Phases or Achieve an Award

4.1 Students who have not achieved the requisite minimum mark of 60% in all courses that form the Career Accelerator phase will not be allowed to begin courses directly delivered by LSE.

4.2 Where a student has started courses directly delivered by LSE but has been unable to achieve a Pass in those course, and has run out of attempts to resit any failed course(s), this means they have failed the programme and cannot be awarded a PG Cert.

5. General Proviso

5.1 When considering the overall classification for an award it is open to a Sub-Board of Examiners to recommend to the Graduate School Board of Examiners (GSBE) 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 to be extraneous to the normal assessment process and would apply to that student only. The following conditions must also apply:

5.1.1 that the student has achieved at least two Classification Grades; and

5.1.2 that the student is very close to achieving the Pass Grade in the courses directly delivered by LSE (specifically that they are within three marks); and

5.1.3 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; and

5.1.4 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. Discounting Fail marks

6.1 It is open to a Sub-Board of Examiners to recommend to the GSBE that a Fail, Incomplete or Absent grade be discounted (treated as a deferral) 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 to be extraneous to the normal assessment process and would apply to that student only. The following conditions must also apply:

6.1.1 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; and

6.1.2 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

[1] Failure to undertake a review of the ethical implications of research or failure to apply reasonable care in assessing the likely ethical implications of a research project, may constitute research misconduct under LSE's research misconduct policy and procedures. To ascertain whether ethics approval is required, students should refer to the **guidance listed here**.

DIPLOMA

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.[1];
   - (ii) the student's result(s) in the affected assessment(s) not be discounted, but that they be allowed an exceptional additional attempt.[1]
   - (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:

Regulation	Powers exercisable by
3, 9	The appropriate Sub-board Chair of Examiners

Footnote

[1] 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** 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: July 2020

This scheme should be read in conjunction with the **General Academic Regulations for Postgraduate Students**, **Regulations for Diplomas**, the **regulations** for the Diploma programme on which the student is registered, the relevant online **course guides**, the **Code of Good Practice for Undergraduate, Diploma and Postgraduate Programmes: Teaching, Learning and Assessment** and the **Addendum - Regulations for 2021/22 updated in response to COVID-19**.

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 eligible for a degree, a student must have submitted all elements of assessment (e.g. coursework, exams, group work etc.) required for each course as listed in the corresponding programme regulations.
3. A student who makes no attempt at an element of summative assessment for a course, as set out in the General Academic Regulations for Postgraduate Students, will be considered not to have completed the course and will be marked as "Absent" or "Incomplete". An Absent or Incomplete mark will count as one of the two attempts allowed to pass the course. Therefore, students must follow to the School's deferral or extension request procedures if they are unable to attempt an assessment.
4. A student will normally be awarded a degree at the first point at which they become eligible.

Treatment of Half Units

5. This Classification Scheme is based on the marks achieved by students in all papers[1] 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[2] according to the appropriate diploma programme regulations.

Calculation of the Award

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

Pass

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

7.1	3-unit programmes	40	40	40	
7.2	Or	50	40	20	
7.3	4-unit programmes	40	40	40	40
7.4	Or	50	40	40	20

Merit

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

8.1	3-unit programmes	60	60	60	
8.2	Or	70	60	50	
8.3	4-unit programmes	60	60	50	50
8.4	Or	70	60	50	40

Distinction

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

9.1	3-unit programmes	70	70	50	
9.2	4-unit programmes	70	70	60	60
9.3	Or	70	70	70	50

Failure to Achieve an Award

10. 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 for postgraduate students. Where an assessment is failed and re-taken, the overall grade for the course for which the resit assessment was taken will be capped at Pass for the purposes of calculating the final award. Furthermore, a maximum mark of 40 will be used to calculate the aggregate. Both the original fail mark/grade and the new mark/grade achieved at resit will be shown on the transcript. Where an assessment is deferred and it is taken as a first attempt, the grade will not be capped.

General Proviso

11. 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:

    11.1 the student must be very close to the next higher classification boundary (within 3 marks in a single paper);

    11.2 the student must have marks in that higher classification range;

    11.3 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;

    11.4 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

[1] 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.

[2] Where marks are averaged, the resulting average will be rounded up or down to the nearest whole mark.

See the **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: July 2020

This scheme should be read in conjunction with the **General Academic Regulations for Postgraduate Students** (containing a glossary of terms used in this scheme), the **Regulations for Diplomas**, the **Diploma in Accounting and Finance programme regulations**, the relevant on-line course guides, the **Code of Good Practice for Undergraduate, Diploma and Postgraduate Programmes: Teaching, Learning and Assessment** and the **Addendum - Regulations for 2021/22 updated in response to COVID-19**.

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 eligible for diploma, a student must have submitted all elements of assessment (e.g. coursework, exams, group work etc.) required for each course as listed in the corresponding programme regulations.
3. A student who makes no attempt at an element of summative assessment for a course, as set out in the **General Academic Regulations for Postgraduate Students**, will be considered not to have completed the course and will be marked as "Absent" or "Incomplete". An Absent or Incomplete mark will count as one of the two attempts allowed to pass the course. Therefore, students must follow to the School's deferral or extension request procedures if they are unable to attempt an assessment.
4. A student will normally be awarded a diploma at the first point at which they become eligible.

Calculation of the Award

5. The classification of each student will be based on eight classification marks, with full-unit marks counted twice and half unit marks counted once.
   - 5.1 In all cases, the classification marks will be based on marks obtained by the student at their latest attempt at each course.
   - 5.2 The overall classification of an award will be calculated as follows;
     - 5.2.1 For the award of Distinction: at least half i.e. four or more classification marks must be at Distinction level; or
     - 5.2.2 For the award of Merit: at least half i.e. four or more classification marks must be at Merit level or Distinction level; or
     - 5.2.3 For the award of Pass:
       - 5.2.3.1 At least Pass grades to the value of seven classification marks; or
       - 5.2.3.2 At least Pass grades to the value of six classification marks with compensation for the failed course(s) as described under section 6

Fail Marks

6. Where a student receives a Fail mark in any course, the following rules shall apply:
   - 6.1 A fail in a course of 0.5 unit value does not require compensation
   - 6.2 A fail in a course(s) to the value of 1.0 unit requires a minimum mark of 20 to be achieved in the failed full unit or each failed half unit.

Failure to Achieve an Award

7. If a student has not been awarded a diploma, s/he 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 for postgraduate students**.
8. Where an assessment is failed and re-taken, the overall grade for the course for which the resit assessment was taken will be capped at Pass for the purposes of calculating the final award. Furthermore, a maximum mark of 40 will be used to calculate the aggregate. Both the original fail mark/grade and the new mark/grade achieved at resit will be shown on the transcript. Where an assessment is deferred and it is taken as a first attempt, the grade will not be capped.

General Proviso

9. 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 a **formal submission of exceptional circumstances** to the Student Services Centre. Such circumstances would need to be extraneous to the normal assessment process and would apply to that student only.
   The following conditions also apply:
   - 9.1 the student must be very close to the next higher classification boundary i.e. within three marks in either one or two classification marks (i.e. three marks in one full/half unit or three marks in each of two half units)
   - 9.2 the student must have marks in that higher classification range;
   - 9.3 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;
   - 9.4 the student must also be able to demonstrate that his / her performance in the affected assessment(s) was significantly out of line with his / her performance in other, unaffected assessment(s).

Discounting Fail, Incomplete or Zero marks

10. It is open to a Sub-Board of Examiners to recommend to the GSBE that a Fail, Incomplete or Absent mark be discounted (treated as a deferral) 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 to be extraneous to the normal assessment process and would apply to that student only. The conditions set out at 9.3 and 9.4 above will need to apply.

See the **Calendar** for further information about Programme Regulations, Course Guides, School and academic Regulations.

TAUGHT MASTERS

GENERAL ACADEMIC REGULATIONS

(For all postgraduate students registered in the 2026/27 academic year)

These regulations are approved by the Academic Board.

Last updated: August 2026

1. About these regulations

This section explains who these regulations apply to and how they relate to other School regulations.

1. These regulations apply to all students registered for a postgraduate course or programme of study at the School, including postgraduate diploma and certificate programmes and postgraduate exit awards.
2. These regulations should be read together with the **Conditions of Registration and enrolment 2026/27**, the relevant **programme regulations**, the **relevant classification scheme**, the **School Calendar Course Guides**, and any other regulations or procedures expressly referred to in this document.
3. Undergraduate students are subject to separate **General Academic Regulations** for undergraduate students. Research students are subject to the **Regulations for Research Degrees**, which subordinate to these regulations.
4. These regulations are made subject to the **Articles of Association of the School** and the **School bye-laws**, where applicable.
5. Any dispute arising from the application of these regulations shall be governed by the laws of England in force at the relevant time.
6. Communications sent by the School to an individual student (normally via their LSE email address) will apply only to that student.

2. Key terms used in these regulations

This section defines terms used throughout these regulations.

Term	Meaning
Assessment	An assessed component of a course, such as an examination, essay, dissertation, field project, presentation or other task, which counts towards an overall award. Assessment may also be referred to as summative assessment.
Award	The formal conferment of a qualification by the School after a student has met all the requirements of a programme of study.
Bad Fail	A failed course mark that must be redeemed before a student may progress or meet a programme requirement, where this is required by the relevant programme regulations, classification scheme or local rules.
Course	A distinct part of a programme, comprising lectures, classes, seminars, workshops and/or other learning activities.
Classification Scheme	The regulations that set out the basis on which a certificate, diploma, Master's degree, or research degree award is calculated.
Deferred assessment	An assessment attempt that a student is permitted to take later under the School's **Deferral Procedure** or another approved process.
IRDAP-enabled course	**A specified postgraduate course for which assessments can be deferred to or retaken during the undergraduate In-Year Resit and Deferred Assessment Period, that takes place in August.**
Pre-emptive resit (IRDAP-enabled courses only)	A student that fails an IRDAP-enabled course may be required to resit that course before all results for their programme are known in order to ensure they are eligible for an award.
Programme	A whole programme of study comprising courses, whether or not it is intended to lead to an award of the School.
Qualification	An academic qualification such as a graduate certificate, diploma, Master's degree or research degree.
RDAP	The postgraduate Resit and Deferred Assessment Period, normally held in the week before Winter Term.
Resit	An attempt at a failed assessment after the first attempt opportunity, such as an examination resit or resubmission of written coursework.
School	The London School of Economics and Political Science.
Sitting/submitting	Attempting an examination or attempting another form of assessment, including submitting coursework, as defined in these regulations.

Student	A person registered as a student of the School under these regulations.
Unredeemed fail	A failed course that has not been passed, or otherwise redeemed, at resit.
Zero Absent	A zero mark awarded where a student does not submit or contribute to an assessment as required.
Zero Fail	A zero mark awarded as an academic mark or penalty where the assessment has been attempted or otherwise treated as submitted.
Zero Incomplete	An overall course mark arising where a student has a Zero Absent mark in an assessment worth less than 100% of the overall course.

3. Admission

This section explains the School's approach to admission and offers.

7. The School may offer an applicant a place on the programme applied for, offer a place on another programme, or reject the application.
8. An offer of a place may be conditional on the applicant obtaining specified qualifications, either at pass level or at specified levels of pass, by a date determined by the School.
9. All applicants must demonstrate competence in English. The School will determine the level of competence required and may make it a condition of admission.
10. The School may determine the age, or ages, below which it will not admit students, or will admit students only after special consideration.

4. Registration and enrolment

This section explains annual registration, enrolment and course registration requirements.

11. A student must register annually during their programme of study in accordance with procedures determined by the Academic Registrar, the Deputy Director of the PhD Academy, or their designated deputy.
12. To register after initial registration, a student must have satisfied the academic requirements for progression from the previous year of study, or have been granted repeat teaching, and must not have been barred from further registration or enrolment under these or other School regulations.
13. Students are entitled to take part in prescribed learning activities and use relevant School services during their period of enrolment.
14. After completing pre-enrolment and on-campus enrolment, a student will be issued with an ID card. Any member of School staff may require the student to produce this card to establish entitlement to enter the School or take part in its activities.
15. A replacement ID card may be obtained for a lost or damaged card on payment of a fee determined by the Academic Registrar or their designated deputy.
16. A full-time student will normally register for courses to the value of four full course units in each year. A part-time student will normally register for courses to the value of three full course units or fewer. Courses must be chosen in accordance with the programme regulations. Research students will register for the taught courses in the manner prescribed in the regulations specific to their programme.
17. A student may not register, or remain registered, without the special permission of the School if they are simultaneously registered for another programme of higher education. The School reserves the right to terminate registration in such circumstances.

5. Maximum period of registration

This section explains the maximum periods for which postgraduate students may remain registered.

18. The normal maximum period of registration is two years for 9-, 10- and 12-month programmes; three years for 21-month programmes; and four years for 24-month programmes or part-time study of any programme. The normal maximum period of registration for Executive MSc programmes is six years. Maximum registration periods for research students are defined in the **Regulations for Research Degrees**.
19. Failure to achieve an award within the maximum period of registration will result in deregistration in accordance with the Conditions of Registration.

6. Changes to programmes and study patterns

This section explains when students may interrupt studies, transfer programme, change courses or undertake external project work. Equivalent regulations for postgraduate research students are set out in the **Regulations for Research Degrees**.

20. The School may permit a student to interrupt their studies because of illness or another relevant cause for a period of up to one year.
21. A student must apply for an interruption in accordance with the process and deadlines as specified in the procedure. Requests are usually approved only where the student provides evidence of exceptional circumstances.

22. Exceptionally, the School may permit a further interruption of up to one year.
23. An offer of admission and acceptance of a place apply to the specific programme named in the offer letter.
24. The School will not normally permit a student to transfer from one programme to another after registration. A transfer may be permitted only where the School considers that exceptional circumstances apply and where the directors of both the current programme and the proposed new programme recommend the transfer.
25. The regulations for the programme on which the student is registered determine the courses available to them, including compulsory and optional courses.
26. A student may change initially registered courses only within the published Autumn Term and Winter Term course-change periods.
27. The School will not permit a student who has attended teaching during Autumn Term to drop Autumn Term half-unit courses or full-unit courses during a Winter Term course-change period.
28. A student on a full-time programme of 12 months or longer may be permitted to spend up to six months on project work under appropriate supervision at an external organisation or institution approved by the School, where permitted by the programme regulations.
29. Part-time students may be permitted to undertake an equivalent period of external project work.
30. A student on a full-time programme of less than 12 months may not undertake project work outside the School unless this is permitted by the relevant programme regulations.

7. Boards of Examiners and assessment decisions

This section explains the role of Boards of Examiners in assessment and academic decision-making for all postgraduate taught students, and for research students taking taught courses. Final examination mechanisms for postgraduate research students are set out in the Regulations for Research Degrees.

31. The School will establish a Graduate School Board of Examiners for taught graduate programmes.
32. Each programme and course will be the responsibility of a departmental Sub-Board of Examiners, which will report to the Graduate School Board.
33. Each Sub-Board of Examiners shall include External Examiners, who are not members of School staff and who shall have regard to the totality of each programme.
34. Assessment procedures shall ensure that assessment is fair and impartial, and can be demonstrated to be so.
35. Each Board of Examiners shall ensure that approved classification schemes are applied with regard to the totality of the programme, the requirements for progression, and the requirement for each student to achieve a satisfactory overall standard.

8. Assessment: general rules

This section sets out the general rules for assessment, academic engagement and academic integrity.

36. By registering with the School, a student agrees to be entered for assessment on the courses they are taking at the time, place and by the methods set by the School and specified in the **relevant programme regulations** and **Course Guides**.
37. A student must engage with their studies by attending classes, seminars, workshops, supervision sessions or other prescribed learning activities, and by producing required work promptly.
38. Failure to engage, including non-attendance or repeated failure to complete formative work or required summative assessment, may result in a warning and, if it continues, exclusion from future assessment under the Exam Barring Procedure or from the School, as appropriate.
39. Where a formative assessment is designated by the responsible Department as a threshold assessment, it is compulsory.
40. Where a threshold formative assessment is submitted late or not submitted, the responsible Department may apply up to a 10% mark deduction from the mark awarded for the corresponding summative assessment.
41. A student will be assessed in each course unless they have deferred or withdrawn from the programme.
42. Students are bound by the regulations in force at the time of their first attempt at assessment, including the relevant programme regulations.
43. The method or methods of assessment for each taught course, and the weighting of each method, will be specified in the Course Guides.
44. Where required, students must obtain appropriate ethics approval for research undertaken in dissertations or equivalent assessments.
45. Failure to consider the ethical implications of research, or failure to apply reasonable care in assessing those implications, may constitute research misconduct under the School's research misconduct policy and procedures.
46. The School may, in accordance with approved My Adjustments, permit a variation to the method or methods of assessment for an individual student.

47. Where a student needs to resit a non-replicable assessment task (e.g. class participation, group work, presentations), an appropriate alternative task will be set.
48. In-person examinations take place in the week before Winter Term and during Spring Term. Students must attend the School for the periods in which their examinations take place and must be available until the end of Spring Term.
49. All submitted work must be certified as the student's own work and must comply with the School's **Statement on Editorial Help for Students' Written Work**, and the Assessment Integrity Regulations.
50. The School may conduct selective or random interviews with students to discuss summative submissions and authenticate authorship.
51. The unauthorised use of Artificial Intelligence software to assist with any part of an assessment is prohibited. Any permitted use of Artificial Intelligence software must comply with requirements specified by the Department responsible for the assessment.

9. Attempts, non-submission and zero marks

This section explains what counts as an assessment attempt and how non-submissions and zero marks are treated.

52. Students must attempt all assessment components in every course in order to be eligible for the award of a degree, as set out in the relevant classification scheme.
53. An assessment will be regarded as attempted only where the student has submitted work that demonstrates engagement with the requirements of the assessment.
54. Entering an examination venue, writing only identifying details, submitting a blank script, or submitting a blank assessment will be treated as a non-submission.
55. A non-submission does not count as an attempted assessment for the purpose of satisfying completion requirements, but will normally count as use of an attempt opportunity.
56. Where a student does not submit an assessment, the assessment will normally count as an attempt opportunity and, except where regulation 60 applies, will result in a mark of Zero Absent for that assessment.
57. Where a Zero Absent mark is awarded for an assessment worth 100% of the course, the overall course mark will also be Zero Absent.
58. Where a Zero Absent mark is awarded for an assessment worth less than 100% of the course, the overall course outcome will be Zero Incomplete.
59. Where a Zero Absent mark is confirmed, the student must resit that assessment if they have attempt opportunities remaining, regardless of the results of other assessments in the same course. The new overall course grade will be capped at the pass mark.
60. Where an assessment is worth 10% or less of the overall course mark and the student does not submit the required work, the department responsible for the assessment will determine whether a Zero Absent or Zero Fail mark is appropriate.
61. Where the Department returns Zero Fail mark under regulation 60, the student will not be required to resubmit the work if they achieve a passing mark in the course.
62. Where the Department returns Zero Absent under regulation 60, the normal Zero Absent rules apply.
63. A student may receive a Zero Fail mark for one or more assessment components because of academic failure (which could include the non-submission of assessments with a value of 10% or less), academic misconduct, or application of a penalty (e.g. late submission or exceeding a word limit ect.).
64. A student who receives a Zero Fail mark will be expected to resubmit the work if the overall course mark is a Fail, the student is not otherwise eligible for an award, but has an attempt opportunity remaining.
65. Students are not permitted to resit passed assessments.

10. Adjustments, deferrals and exceptional circumstances for taught courses

This section explains the procedures available where disability, illness or exceptional circumstances affect assessment.

66. The School shall establish a procedure, known as **My Adjustments**, for students with a disability, long-term medical condition, short-term illness, or injury during an assessment period.
67. Examiners and markers shall assess work without referring to medical or **Exceptional Circumstances** submissions unless the Student Services Centre gives written instructions to do so.
68. All students must sit in-person examinations in London in accordance with the examination timetables published before each examination period.
69. By submitting an assessment or attending an examination, the student declares themselves fit to sit.
70. If a student experiences disruption before submitting an assessment or attending an examination, they should consider whether an **extension** or **deferral** is appropriate and seek advice from the Student Services Centre and/or their academic Department.

71. A student may request to defer one or more assessments in accordance with the School's published **Deferral Procedure**.
72. A student may apply for an extension to a published summative assessment deadline in accordance with the School's published **Extension Procedure**.
73. Exceptionally, a student may be permitted to sit an in-person examination overseas where there is clear evidence that, in the School's view, it would be inadvisable for the student to return to the UK.
74. The School will not approve an overseas examination request based solely on the student's convenience or the cost of travelling to London.
75. A student who is unable to use the **Extension** or **Deferral Procedure** must use the **Exceptional Circumstances Procedure** to inform the Sub-Board of Examiners about circumstances that may have affected their assessment.
76. Exceptional circumstances must be sudden, unforeseen, outside the student's control and proximate to the assessment or assessments affected.
77. In only the most exceptional cases, where the Sub-Board is satisfied that the criteria in regulation 76 are met, it may recommend to the Graduate School Board of Examiners that one or more of the outcomes in regulations 78 to 81 apply.
78. The student's result in the affected assessment may be discounted and the student may be allowed to resit. Where the affected assessment was a first attempt, the resulting course mark will not be capped. Where it was a second attempt, the course mark will be capped at the pass mark of 50.
79. The student's result in the affected assessment may remain in place, but the student may be allowed an exceptional additional attempt opportunity. Where this additional attempt is a third attempt, the overall course mark will be capped at the pass mark of 50.
80. The student may be awarded a degree where a degree would not normally be awarded. A Sub-Board may not make this recommendation where the student has made no attempt at a summative assessment and has received Zero Absent marks in both attempts, unless the recommendation is made under the Aegrotat Degree Award Policy.
81. The student may be awarded a higher degree classification than their mark profile would ordinarily allow, provided that they meet the criteria in the general proviso of the relevant classification scheme.
82. The Graduate School Board of Examiners is the sole authority for deciding whether to uphold the recommendations set out under this section.

11. Resits and deferred assessments

This section explains when students may resit or defer assessments and when those attempts will normally take place. Unless stated otherwise in regulations 83 to 116, the following table summarises when students will normally take resit or deferred assessments, depending on the type of student, course or assessment involved.

Student or course category	Normal timing of resit or deferred assessment
Standard postgraduate student (including both taught and research students), except Diploma students and IRDAP-enabled courses	Next postgraduate RDAP, normally in the week before Winter Term.
Student carrying a resit or deferred assessment from RDAP, except Diploma students	Next Spring Term assessment period, rather than waiting for the following RDAP.
Student taking an IRDAP-enabled postgraduate course	Next appropriate IRDAP opportunity.
Diploma student taking undergraduate level 100-300 courses	Undergraduate IRDAP, normally in August.
Diploma student taking postgraduate level 400 courses	Postgraduate RDAP, normally in the week before Winter Term.
Diploma student taking IRDAP-enabled postgraduate courses	IRDAP.
Student on a programme longer than 12 months	Earliest appropriate opportunity only where the failed course prevents progression, or where a pre-emptive IRDAP resit is required.
MRes student required to pass failed courses or meet progression criteria	Earliest appropriate opportunity, normally RDAP.
Part-time student with a Bad Fail, Zero Absent, Zero Incomplete, or a fail preventing progression or award	Earliest appropriate opportunity, subject to the rules on Diploma students and IRDAP-enabled courses.
Part-time student with other failed courses	After all course results have been confirmed, if the student is not eligible for an award and has attempt opportunities remaining.

83. A student who has failed a course overall, is not eligible for an award, and has attempt opportunities remaining, will normally be required to resit each failed assessment that forms part of that course.
84. A student may resit or resubmit a failed assessment within a course on one occasion only, unless these regulations or another approved procedure provide otherwise.
85. Subject to regulation 88, a student will not be reassessed in a course or assessment in which they have already achieved a pass mark.
86. A student will not be reassessed in a failed course or assessment if they are eligible for the award of a qualification.
87. Where a student is required to resit a failed assessment, pass marks already achieved in other assessments within the same course will count towards the new overall course mark. The overall course grade will be capped at the pass mark of 50, and a maximum mark of 50 in the resit course will be used when calculating the overall award, including the overall aggregate mark where required.
88. Research students may be permitted to resit an assessment required for progression where the assessment does not contribute to an award. This is limited to one further attempt.
89. The timing of a resit or deferred assessment depends on the student's programme, the level of the course, whether the course is IRDAP-enabled, and whether the student must resit in order to progress or become eligible for an award.
90. Unless a different rule applies below, a postgraduate student who is required to resit an assessment, or who has deferred an assessment opportunity, will take the assessment during the next postgraduate RDAP, normally in the week before Winter Term. In some cases the department may set an assessment in the week or two before this period.
91. Where a student, other than a Diploma student, defers an assessment or carries a resit from RDAP, they will normally take the outstanding assessment during the next Spring Term assessment period rather than waiting until the following RDAP.
92. Where a course is IRDAP-enabled, the student will first take the resit or deferred assessment at the next appropriate IRDAP opportunity.
93. Diploma students will take resit or deferred assessments according to the level of the course.
94. For Diploma students taking undergraduate level 100-300 courses, the resit or deferred assessment will normally take place during the undergraduate IRDAP.
95. For Diploma students taking postgraduate level 400 courses, the resit or deferred assessment will normally take place during the postgraduate RDAP.
96. All resit or deferred attempts for postgraduate IRDAP-enabled courses will take place during IRDAP.
97. A Diploma student who defers or fails an assessment taken during RDAP or IRDAP, and who has attempt opportunities remaining, must take the outstanding assessment at the next suitable opportunity.
98. A student on a programme longer than 12 months, including a 21-month or 24-month programme, will be required to resit a failed or Bad Failed course from the first year of study if the student cannot progress to the next year without resitting that course and has attempt opportunities remaining.
99. A student on a programme longer than 12 months may also be required to take a pre-emptive resit where this is required for an IRDAP-enabled course.
100. A student on a programme longer than 12 months who has failed a course but can still progress to the next year of study will not normally resit the failed course at that point.
101. In such cases, eligibility to resit will be considered only after the student has completed all courses on the programme. The relevant programme regulations, classification scheme and/or local rules will then apply.
102. A Bad Failed course must be retaken at the earliest opportunity where the student has attempt opportunities remaining.
103. An assessment for which the student was Absent, or a course for which the student has received a Zero Incomplete mark, must be taken at the earliest opportunity where the student has attempt opportunities remaining.
104. For IRDAP-enabled courses, the earliest opportunity will normally be IRDAP.
105. An MRes student must resit at the earliest opportunity, normally the next RDAP, where their programme regulations require them to pass all failed courses before progressing to the next year of study or to PhD, or to meet specific PhD progression criteria, such as specified course marks or average marks.
106. A part-time student who fails a course in the first year of study will be required to resit at the earliest appropriate opportunity where the course is a Bad Fail, the fail prevents progression or award, the student was Absent from the assessment, or the student receives a Zero Incomplete mark for the course.
107. A part-time student with a failed course that does not meet the criteria listed at regulation 106, will normally be considered for a resit only after all course results have been confirmed and all assessments have been completed. The student may resit only if they are not eligible for an award and have attempt opportunities remaining.

108. Where a student has failed one assessment in a course but has deferred another assessment in the same course, the student must normally attempt the deferred assessment first and complete the course.
109. The failed mark will be banked and combined with the mark achieved in the deferred assessment to calculate the overall course mark.
110. The student may then resit the failed assessment(s) only if, after the course mark has been calculated, they are eligible to do so under these regulations. Exceptionally, a department, may inform the Student Services Centre to enter the student for the resit during the same assessment period as the deferred assessment from the same course if they have attempts remaining and it is deemed to be in the student's best interests.
111. A student being reassessed must normally take assessments for the same courses as previously attempted.
112. A student may take assessments for different courses only where they have obtained permission from their Department and the Repeat Teaching Panel and have satisfactorily completed the assessment requirements for the different courses.
113. A student who wishes to resit an assessment or attempt a deferred assessment while interrupted from their programme must obtain permission from the Student Services Centre.
114. A result obtained at resit will normally supersede the previous attempt.
115. Regulation 114 does not apply where the assessment was taken as a pre-emptive IRDAP-enabled course and the pre-emptive mark is not needed.
116. Academic transcripts will show the course results used to calculate the student's award classification and, where possible, previous attempts at assessment. Previous attempts may be excluded where they have been discounted because of exceptional circumstances.

12. Eligibility for an award

This section explains the requirements that must be met before a qualification can be awarded. Award eligibility for postgraduate research students is governed separately by the Regulations for Research Degrees.

117. To be eligible for the award of a qualification, a student must complete, to the satisfaction of the School, all assessment components in all courses that form the programme prescribed for the qualification concerned.
118. To be eligible for the award of a qualification, a student must demonstrate competent knowledge across the programme of study taken as a whole.
119. To be eligible for the award of a qualification, a student must meet all requirements set out in these regulations, the relevant classification scheme and the relevant programme regulations.
120. A student will be awarded a qualification under the relevant classification scheme at the first point at which they become eligible.
121. A student who is eligible for an award with unredeemed failed assessments will not be given the opportunity to resit those failed assessments.
122. A student on whom a qualification has been conferred ceases to be eligible for consideration for any further award arising from that programme.
123. A student who has not settled an outstanding academic debt with the School, or has not made acceptable arrangements to settle it, will have their official results withheld.
124. Where regulation 123 applies, information about the student's academic performance will not be communicated to the student or to any third party except where required by law.
125. A student who completes a programme at the School and subsequently registers on a new programme may not retake any course that they have already passed during their time at the School.
126. Marks awarded for a previous programme of study for which an award has been made cannot count towards any further programme of study taken at the School.
127. Where a student has failed courses and is required to resit or resubmit failed assessments, they must ensure that they complete enough courses to meet the minimum criteria for an award under the relevant classification scheme.
128. A student may formally opt out of resitting or resubmitting failed courses only by informing the Records Team by the stated deadline. Students that do not opt out of a resit will be required to submit that assessment and will be marked as Absent if they do not.
129. Opting out of resitting or resubmitting failed courses is at the student's own risk. The student must ensure that they have passed any courses that are deemed critical to assessment under the relevant local rules for their programme.
130. Once a student has opted out of a resit, they will not be permitted another opportunity to attempt it.

13. Late assessment submission (taught courses)

This section explains the consequences of submitting assessment after the published deadline.

131. All students must be given clear written instructions on the requirements for an assessment and the deadline for submission. This applies to first attempts and to resit or deferred attempts.

132. Submission deadlines should not normally be set on a non-working day, or on a working day before a non-working day.
133. A student may apply for an extension to a published summative assessment deadline in accordance with the School's published **Extension Procedure**.
134. If a student does not submit by the set deadline, or by an approved extended deadline, only the Sub-Board Chair may decide whether to accept the work.
135. Where late work is accepted, late penalties will be applied in accordance with the School's published penalties.

14. Results, certificates and transcripts

This section explains the information and documents students may receive about their academic results.

136. Following each diet of assessment for taught courses, students may request an intermediate transcript of marks or grades obtained at those assessments.
137. A certificate of award will be issued to each student who is awarded a qualification. The certificate will state the title of the qualification and the date of conferment.
138. The School will issue a final transcript of marks or grades awarded for taught courses to every postgraduate taught student on completion of the programme.

15. Other School policies

This section signposts other School policies that may apply alongside these regulations.

139. Students should refer to the **School's Intellectual Property Policy**.

16. Complaints and appeals

This section explains the procedures available to students who wish to raise a complaint or appeal an academic decision.

140. A student who is dissatisfied with any aspect of teaching provided by the School may use the **Student Complaints Procedure**, unless the matter is covered by a separate procedure.
141. A postgraduate taught student may appeal against a decision of examiners in accordance with the **Appeals Regulations**.
142. 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, in accordance with the **Appeals Regulations for Research Students**.
143. Appeals against the academic judgment of examiners are not permitted.
144. The **School Calendar** contains further information about programme regulations, course guides, School regulations and academic regulations.

See the **Calendar** for further information about Programme Regulations, Course Guides, School and academic Regulations.

SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR ALL STUDENTS STARTING IN OR AFTER THE ACADEMIC YEAR 2023/24: FOUR UNIT PROGRAMMES

This Classification Scheme is approved by the Graduate School Board of Examiners.
Last updated: August 2025

This scheme should be read in conjunction with the **General Academic Regulations for Postgraduate Students**, the relevant **taught master's degree programme regulations**, the relevant on-line **taught master's course guides**, the **Code of Good Practice for Undergraduate, Diploma and Postgraduate Programmes: Teaching, Learning and Assessment** and the **Addendum – Regulations for 2021/22 updated in response to COVID-19**.

1. Mark and Grade for a Course and Eligibility for Award

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	

1.2 Each department will specify the Bad Fail mark to the value of x as either 19, 29 or 39 for all its courses. The School will publish a list of **Bad Fail marks** in the **Calendar** and in Departmental student handbooks.

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

1.4 In order to be eligible for a degree, a student must have submitted all elements of assessment (e.g. coursework, exams, group work etc.) required for each course as listed in the corresponding **programme regulations**.

1.5 A student who makes no attempt at an element of summative assessment for a course, as set out in the **General Academic Regulations for Postgraduate Students**, will be considered not to have completed the course and will be marked as "Absent" or "Incomplete". An Absent or Incomplete mark will count as one of the two attempt opportunities allowed to pass each course. Therefore, students must follow to the School's **deferral** or **extension request** procedures if they are unable to attempt an assessment.

1.6 The School considers that when a student submits an assessment they are declaring themselves fit enough to do so. If a student experiences disruption prior to the assessment submission deadline or day of exam, they must consider whether an extension or deferral is more appropriate.

1.6.1 Any student unable to follow the extension or deferral procedures, must follow the **Exceptional Circumstances (EC) procedure**. Such circumstances must be sudden, unforeseen, out of the student's control and have occurred in a period proximate to the assessment submission deadline or exam date.

1.6.2 When considering ECs, the exam boards must be satisfied a student has provided a good reason for not proceeding with an extension or deferral, has provided acceptable corroborating evidence and satisfies all of conditions listed at Paragraphs 5 or 6 below.

1.7 Having attempted and completed all elements of assessment for the programme, a student will normally be awarded a degree at the first point at which they become eligible.

2. Calculation of the Award[1]

2.1 The Sub-Board of Examiners can designate a course or courses as being critical to assessment for a programme and establish '**local rules**'[2] where the specific course(s) and/or marks will be given special consideration in the awarding of the degree. These **local rules**[2] will be published in the Calendar and in Departmental student handbooks.

2.2 The classification of each student will be based on eight classification marks, with full-unit marks counted twice and half unit marks counted once. Fail marks are not considered as classification marks for the purpose of calculating an award under section 2.4 below, an award aggregate[3] as defined by **local rules**[2], or a compensation aggregate[3].

2.3 In all cases, the classification marks will be based on marks obtained by the student at their latest attempt at each course.

2.4 The overall classification of an award will be calculated as follows, subject to the penalty rules for failed courses in section 4 and the application of any **local rules**[2]:

2.4.1 For the award of Distinction: at least half i.e. four or more classification marks must be at Distinction level; or

2.4.2 For the award of Merit: at least half i.e. four or more classification marks must be at Merit level or Distinction level; or

2.4.3 For the award of Pass:

2.4.3.1 At least Pass grades to the value of seven classification marks; or

2.4.3.2 At least Pass grades to the value of six classification marks with compensation for the failed course(s) as described under section 3.

3. Fail Marks and Compensation

3.1 Where a student receives a Fail mark in any course, the following penalty rules will apply:

3.1.1 A **Bad Fail mark** in any course of any unit value will result in the need to resubmit all failed assessments (which might include resitting an exam) in that course. A Bad Fail mark cannot be compensated by other marks.

3.1.2 A Fail (but not a Bad Fail) in a course of 0.5 unit value does not require compensation.

3.1.3 A Fail (but not a Bad Fail) in a course or courses to the value of 1.0 unit will result in the need to resubmit all failed assessments in the failed course(s) 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[3] mark of 330 in the non-failed courses.

3.1.4 Where a student would normally be eligible for an overall Distinction or Merit award but a Fail mark has to be compensated with other marks, the overall award classification will drop by one classification boundary. Compensated Fail marks will have no further impact where an overall Pass is to be awarded[4].

3.1.5 Where a student has fail marks but satisfies the compensation rule at 3.1.3 above they will be awarded the degree subject to the penalty rule at 3.1.4 above; students that receive a Bad Fail mark or cannot compensate the failed course(s) will be required to resit in accordance with section 4 below.

4. Resitting to Achieve an Award

4.1 If a student has not been awarded a degree they will normally be entitled to resubmit any failed assessment(s) within the failed course(s) on one occasion only, in accordance with the **General Academic Regulations for Postgraduate Students**.

4.2 Where an assessment is failed and re-taken, the overall grade 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 grade and the new mark achieved at resit will be shown on the transcript. Where an assessment is deferred and it is taken as a first attempt, the grade will not be capped. Where a resit is taken pre-emptively for **postgraduate IRDAP enabled courses**, the mark may not be used if an award can be made on the basis of other marks achieved once they are known. In such cases the resit mark will not appear on the transcript even if it is higher than that achieved at the first attempt.

4.3 To be eligible for an award the following students need to resubmit failed assessment(s) or resit a failed exam(s):

4.3.1 Students with any Bad Fail marks (see rule 4.4 below)

4.3.2 Students who fail any course denoted as "critical to assessment" and requiring a pass mark as determined by the Departmental **local rules**[2]

4.3.3 Students with either one unit or two half units at Fail who do not satisfy the compensation rules at 3.1.3 above

4.3.4 Students with more than one unit or two half units at Fail

4.3.5 Students with a deferred assessment - the grade will only be capped if the assessment is not a first attempt.

4.4 Where an assessment is re-taken as a result of receiving a Bad Fail mark, the overall grade for the course for which the resit assessment is taken will be capped at Pass in accordance with 4.2 above. Additionally, a resit as a result of a Bad Fail mark will result in a drop in the overall award classification where a Distinction or a Merit would otherwise have been awarded. It will have no further impact where a Pass is to be awarded. In cases where a student is required to resit more than one Bad Fail, only one drop in the overall degree classification will be applied. Where a student receives a Bad Fail mark in their second and final attempt at a course they cannot be awarded the degree subject to the application of section 6 below.

5. General Proviso

5.1 When considering the overall classification for an award it is open to a Sub-Board of Examiners to recommend to the Graduate School Board of Examiners (GSBE) that an individual receives a higher degree classification than this Scheme and / or from its local rules[2] would normally allow if, in their judgement, this would be equitable, as a direct result of a **formal exceptional circumstances submission** to the Student Services Centre. Such circumstances would need to be extraneous to the normal assessment process and would apply to that student only. The GSBE must also be satisfied the following conditions also apply:

5.1.1 that the student is very close to the next higher classification boundary and specifically within three marks in either one or two classification marks (i.e. three marks in one full/half unit or three marks in each of two half units) or ten marks on aggregate[3]);

5.1.2 that the student has marks in that higher classification range;

5.1.3 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;

5.1.4 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. Discounting Fail or Zero marks

6.1 It is open to a Sub-Board of Examiners to recommend to the GSBE that a Fail, Incomplete or Absent mark be discounted (treated as a deferral) 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 to be extraneous to the normal assessment process and would apply to that student only. The conditions set out at 5.1.3 and 5.1.4 above will need to apply.

7. Ethics Approval for Dissertations

7.1 All marks and classification awards are subject to any penalties that might be applied under the School's Regulations on Assessment Offences and/or any failure to obtain appropriate ethics approval, where required, for research undertaken in dissertations or equivalent assessments[5].

Footnotes

1 Capped resit grades and a maximum capped mark of 50 will be used for the purposes of award and aggregate calculation while uncapped resit marks will be used for the purposes of calculating the compensation aggregate required to achieve an award

2 Each Sub-Board of Examiners will establish clear **local rules** regarding: (i) any course(s) designated as 'critical to assessment' and (ii) if the overall classification of a Distinction or Merit award will be determined by any other criteria in addition to sections 2.4.1 and 2.4.2. The School will publish a list of **local rules** in the Calendar. Each Sub-Board will also ensure its local rules are published in the relevant departmental student handbook(s).

3 The aggregate for each student is the sum of the relevant classification marks.

4 In cases where a student could potentially incur more than one drop in the overall award calculation, e.g. resitting a Bad Fail and subsequently requiring compensation in order to be awarded, only one drop in the overall award calculation will be applied.

5 Failure to undertake a review of the ethical implications of research 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. To ascertain whether ethics approval is required, students should refer to the bullet points listed **here**.

SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR ALL STUDENTS STARTING IN OR AFTER THE ACADEMIC YEAR 2023/24: FIVE UNIT PROGRAMMES

This Classification Scheme is approved by the Graduate School Board of Examiners.
Last updated: August 2025

This scheme should be read in conjunction with the **General Academic Regulations for Postgraduate Students**, he relevant **taught master's degree programme regulations**, the relevant on-line **taught master's course guides**, the **Code of Good Practice for Undergraduate, Diploma and Postgraduate Programmes: Teaching, Learning and Assessment** and the **Addendum - Regulations for 2021/22 updated in response to COVID-19**.

1. Mark and Grade for a Course and Eligibility for Award

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	

1.2 Each department will specify the Bad Fail mark to the value of x as either 19, 29 or 39 for all its courses. The School will publish a list of **Bad Fail marks** in the **Calendar** and in Departmental student handbooks.

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

1.4 In order to be eligible for a degree, a student must have submitted all elements of assessment (e.g. coursework, exams, group work etc.) required for each course as listed in the corresponding **programme regulations**.

1.5 A student who makes no attempt at an element of summative assessment for a course, as set out in the **General Academic Regulations for Postgraduate Students**, will be considered not to have completed the course and will be marked as "Absent" or "Incomplete". An Absent or Incomplete mark will count as one of the two attempt opportunities allowed to pass each course. Therefore, students must follow to the School's **deferral** or **extension request** procedures if they are unable to attempt an assessment.

1.6 The School considers that when a student submits an assessment they are declaring themselves fit enough to do so. If a student experiences disruption prior to the assessment submission deadline or day of exam, they must consider whether an extension or deferral is more appropriate.

1.6.1 Any student unable to follow the extension or deferral procedures, must follow the **Exceptional Circumstances (EC) procedure**. Such circumstances must be sudden, unforeseen, out of the student's control and have occurred in a period proximate to the assessment submission deadline or exam date.

1.6.2 When considering ECs, the exam boards must be satisfied a student has provided a good reason for not proceeding with an extension or deferral, has provided acceptable corroborating evidence and satisfies all of conditions listed at Paragraphs 5 or 6 below.

1.7 Having attempted and completed all elements of assessment for the programme, a student will normally be awarded a degree at the first point at which they become eligible.

2. Calculation of the Award[1]

2.1 The Sub-Board of Examiners can designate a course or courses as being critical to assessment for a programme and establish '**local rules**'[2] where the specific course(s) and/or marks will be given special consideration in the awarding of the degree. These **local rules**[2] will be published in the **Calendar** and in Departmental student handbooks.

2.2 The classification of each student will be based on ten classification marks, with full-unit marks counted twice and half unit marks counted once. Fail marks are not considered as classification marks for the purpose of calculating an award under section 2.4 below, an award aggregate[3] as defined by '**local rules**'[2], or a compensation aggregate.[3]

2.3 In all cases, the classification marks will be based on marks obtained by the student at their latest attempt at each course.

2.4 The overall classification of an award will be calculated as follows, subject to the penalty rules for failed courses in section 4 and the application of any **local rules**[2]:

2.4.1 For the award of Distinction: at least half i.e. five or more classification marks must be at Distinction level; or

2.4.2 For the award of Merit: at least half i.e. five or more classification marks must be at Merit level or Distinction level; or

2.4.3 For the award of Pass:

2.4.3.1 At least Pass grades to the value of nine classification marks; or

2.4.3.2 At least Pass grades to the value of eight classification marks with compensation for the failed course(s) as described under section 3.

3. Fail Marks and Compensation

3.1 Where a student receives a Fail mark in any course, the following penalty rules will apply:

3.1.1 A **Bad Fail mark** in any course of any unit value will result in the need to resubmit all failed assessments (which might include resitting an exam) in that course. A Bad Fail mark cannot be compensated by other marks.

3.1.2 A Fail (but not a Bad Fail) in a course of 0.5 unit value does not require compensation.

3.1.3 A Fail (but not a Bad Fail) in a course or courses to the value of 1.0 unit will result in the need to resubmit all failed assessments in the failed course(s) 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[3] mark of 440 in the non-failed courses.

3.1.4 Where a student would normally be eligible for an overall Distinction or Merit award but a Fail mark has to be compensated with other marks, the overall award classification will drop by one classification boundary. Compensated Fail marks will have no further impact where an overall Pass is to be awarded[4].

3.1.5 Where a student has fail marks but satisfies the compensation rule at 3.1.3 above they will be awarded the degree subject to the penalty rule at 3.1.4 above; or students that receive a bad Fail mark to cannot compensate the failed course(s) will be required to resit in accordance with section 4 below.

4. Resitting to Achieve an Award

4.1 If a student has not been awarded a degree they will normally be entitled to resubmit any failed assessment(s) within the failed course(s) on one occasion only, in accordance with the **General Academic Regulations for Postgraduate Students**.

4.2 Where an assessment is failed and re-taken, the overall grade 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 grade and the new mark achieved at resit will be shown on the transcript. Where an assessment is deferred and it is taken as a first attempt, the grade will not be capped. Where an assessment is deferred and it is taken as a first attempt, the grade will not be capped. Where a resit is taken pre-emptively for **postgraduate IRDAP enabled courses**, the mark may not be used if an award can be made on the basis of other marks achieved once they are known. In such cases the resit mark will not appear on the transcript even if it is higher than that achieved at the first attempt.

4.3 To be eligible for an award the following students need to resubmit failed assessment(s) or resit a failed exam(s):

4.3.1 Students with any Bad Fail marks (see rule 4.4 below)

4.3.2 Students who fail any course denoted as "critical to assessment" and requiring a pass mark as determined by the Departmental **local rules**[2]

4.3.3 Students with either one unit or two half units at Fail who do not satisfy the compensation rules at 3.1.3 above

4.3.4 Students with more than one unit or two half units at Fail

4.3.5 Students with a deferred assessment - the grade will only be capped if the assessment is not a first attempt.

4.4 Where an assessment is re-taken as a result of receiving a Bad Fail mark, the overall grade for the course for which the resit assessment is taken will be capped at Pass in accordance with 4.2 above. Additionally, a resit as a result of a Bad Fail mark will result in a drop in the overall award classification where a Distinction or a Merit would otherwise have been awarded. It will have no further impact where a Pass is to be awarded. In cases where a student is required to resit more than one Bad Fail, only one drop in the overall degree classification will be applied. Where a student receives a Bad Fail mark in their second and final attempt at a course they cannot be awarded the degree subject to the application of section 6 below.

5. General Proviso

5.1 When considering the overall classification for an award it is open to a Sub-Board of Examiners to recommend to the Graduate School Board of Examiners (GSBE) that an individual receives a higher degree classification than this Scheme and/or from its **local rules**[2] would normally allow if, in their judgement, this would be equitable, as a direct result of a **formal exceptional circumstances submission** to the Student Services Centre. Such circumstances would need to be extraneous to the normal assessment process and would apply to that student only. The GSBE must also be satisfied the following conditions also apply:

5.1.1 that the student is very close to the next higher classification boundary and specifically within three marks in either one or two classification marks (i.e. three marks in one full/half unit or three marks in each of two half units) or ten marks on aggregate[3]);

5.1.2 that the student has marks in that higher classification range;

5.1.3 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;

5.1.4 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. Discounting Fail or Zero marks

6.1 It is open to a Sub-Board of Examiners to recommend to the GSBE that a Fail, Incomplete or Absent mark be discounted (treated as a deferral) 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 to be extraneous to the normal assessment process and would apply to that student only. The conditions set out at 5.1.3 and 5.1.4 above will need to apply.

7. Ethics Approval for Dissertations

7.1 All marks and classification awards are subject to any penalties that might be applied under the School's Regulations on Assessment Offences and/or any failure to obtain appropriate ethics approval, where required, for research undertaken in dissertations or equivalent assessments[5].

Footnotes

1 Capped resit grades and a maximum capped mark of 50 will be used for the purposes of award and aggregate calculation while uncapped resit marks will be used for the purposes of calculating the compensation aggregate required to achieve an award

2 Each Sub-Board of Examiners will establish clear **local rules** regarding: (i) any course(s) designated as 'critical to assessment' and (ii) if the overall classification of a Distinction or Merit award will be determined by any other criteria in addition to sections 2.4.1 and 2.4.2. The School will publish a list of **local rules** in the Calendar. Each Sub-Board will also ensure its **local rules** are published in the relevant departmental student handbook(s).

3 The aggregate for each student is the sum of the relevant classification marks.

4 In cases where a student could potentially incur more than one drop in the overall award calculation, e.g. resitting a Bad Fail and subsequently requiring compensation in order to be awarded, only one drop in the overall award calculation will be applied.

5 Failure to undertake a review of the ethical implications of research 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. To ascertain whether ethics approval is required, students should refer to the bullet points listed **here**.

SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE FOR ALL STUDENTS STARTING IN OR AFTER THE ACADEMIC YEAR 2023/24: EIGHT UNIT PROGRAMMES

This Classification Scheme is approved by the Graduate School Board of Examiners.
Last updated: August 2025

This scheme should be read in conjunction with the **General Academic Regulations for Postgraduate Students**, the relevant **taught master's degree programme regulations**, the relevant on-line **taught master's course guides**, the **Code of Good Practice for Undergraduate, Diploma and Postgraduate Programmes: Teaching, Learning and Assessment** and the **Addendum - Regulations for 2020/21 updated in response to COVID-19**.

1. Mark and Grade for a Course and Eligibility for Award

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	

1.2 Each department will specify the Bad Fail mark to the value of x as either 19, 29 or 39 for all its courses. The School will publish a list of **Bad Fail marks** in the **Calendar** and in Departmental student handbooks.

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

1.4 In order to be eligible for a degree, a student must have submitted all elements of assessment (e.g. coursework, exams, group work etc.) required for each course as listed in the corresponding **programme regulations**.

1.5 A student who makes no attempt at an element of summative assessment for a course, as set out in the **General Academic Regulations for Postgraduate Students**, will be considered not to have completed the course and will be marked as "Absent" or "Incomplete". An Absent or Incomplete mark will count as one of the two attempt opportunities allowed to pass each course. Therefore, students must follow to the School's **deferral** or **extension request** procedures if they are unable to attempt an assessment.

1.6 The School considers that when a student submits an assessment they are declaring themselves fit enough to do so. If a student experiences disruption prior to the assessment submission deadline or day of exam, they must consider whether an extension or deferral is more appropriate.

1.6.1 Any student unable to follow the extension or deferral procedures, must follow the **Exceptional Circumstances (EC)** procedure. Such circumstances must be sudden, unforeseen, out of the student's control and have occurred in a period proximate to the assessment submission deadline or exam date.

1.6.2 When considering ECs, the exam boards must be satisfied a student has provided a good reason for not proceeding with an extension or deferral, has provided acceptable corroborating evidence and satisfies all of conditions listed at Paragraphs 5 or 6 below.

1.7 Having attempted and completed all elements of assessment for the programme, a student will normally be awarded a degree at the first point at which they become eligible.

2. Calculation of the Award[1]

2.1 The Sub-Board of Examiners can designate a course or courses as being critical to assessment for a programme and establish '**local rules**'[2] where the specific course(s) and/or marks will be given special consideration in the awarding of the degree. These **local rules**[2] will be published in the Calendar and in Departmental student handbooks.

2.2 The classification of each student will be based on sixteen classification marks, with full-unit marks counted twice and half unit marks counted once. Fail marks are not considered as classification marks for the purpose of calculating an award under section 2.4 below, an award aggregate[3] as defined by **local rules**[2], or a compensation aggregate[3].

2.3 In all cases, the classification marks will be based on marks obtained by the student at their latest attempt at each course.

2.4 The overall classification of an award will be calculated as follows, subject to the penalty rules for failed courses in section 4 and the application of any **local rules**[2]:

2.4.1 For the award of Distinction: at least half i.e. eight or more classification marks must be at Distinction level; or

2.4.2 For the award of Merit: at least half i.e. eight or more classification marks must be at Merit level or Distinction level; or

2.4.3 For the award of Pass:

2.4.3.1 At least Pass grades to the value of fourteen classification marks; or

2.4.3.2 At least Pass grades to the value of twelve classification marks with compensation for the failed course(s) as described under section 3.

3. Fail Marks and Compensation

3.1 Where a student receives a Fail mark in any course, the following penalty rules will apply:

3.1.1 A **Bad Fail mark** in any course of any unit value will result in the need to resubmit all failed assessments (which might include resitting an exam) in that course. A Bad Fail mark cannot be compensated by other marks.

3.1.2 A Fail (but not a Bad Fail) in a course or courses totalling 0.5 or 1.0 unit value does not require compensation.

3.1.3 A Fail (but not a Bad Fail) in a course or courses to the value of 1.5 or 2 units will result in the need to resubmit all failed assessments in the failed course(s) 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; or (ii) by a compensation aggregate[3] mark of 660 in the non-failed courses.

3.1.4 Where a student would normally be eligible for an overall Distinction or Merit award but a Fail mark has to be compensated with other marks, the overall award classification will drop by one classification boundary. Compensated Fail marks will have no further impact where an overall Pass is to be awarded[4].

3.1.5 Where a student has fail marks but satisfies the compensation rule at 3.1.3 above they will be awarded the degree subject to the penalty rule at 3.1.4 above; or students that receive a Bad Fail mark or cannot compensate the failed course(s) will be required to resit in accordance with section 4 below.

4. Resitting to Achieve an Award

4.1 If a student has not been awarded a degree they will normally be entitled to resubmit any failed assessment(s) within the failed course(s) on one occasion only, in accordance with the **General Academic Regulations for Postgraduate Students**.

4.2 Where an assessment is failed and re-taken, the overall grade 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 grade and the new mark achieved at resit will be shown on the transcript. Where an assessment is deferred and it is taken as a first attempt, the grade will not be capped. Where an assessment is deferred and it is taken as a first attempt, the grade will not be capped. Where a resit is taken pre-emptively for **postgraduate IRDAP enabled courses**, the mark may not be used if an award can be made on the basis of other marks achieved once they are known. In such cases the resit mark will not appear on the transcript even if it is higher than that achieved at the first attempt.

4.3 To be eligible for an award the following students need to resubmit failed assessment(s) or resit a failed exam(s):

4.3.1 Students with any Bad Fail marks (see rule 4.4 below)

4.3.2 Students who fail any course denoted as "critical to assessment" and requiring a pass mark as determined by the Departmental **local rules**[2]

4.3.3 Students with either 1.5 or two units at Fail who do not satisfy the compensation rules at 3.1.3 above

4.3.4 Students with more than two units at Fail

4.3.5 Students with a deferred assessment - the grade will only be capped if the assessment is not a first attempt

4.4 Where an assessment is re-taken as a result of receiving a Bad Fail mark, the overall grade for the course for which the resit assessment is taken will be capped at Pass in accordance with 4.2 above. Additionally, a resit as a result of a Bad Fail mark will result in a drop in the overall award classification where a Distinction or a Merit would otherwise have been awarded. It will have no further impact where a Pass is to be awarded. In cases where a student is required to resit more than one Bad Fail, only one drop in the overall degree classification will be applied. Where a student receives a Bad Fail mark in their second and final attempt at a course they cannot be awarded the degree subject to the application of section 6 below.

5. General Proviso

5.1 When considering the overall classification for an award it is open to a Sub-Board of Examiners to recommend to the Graduate School Board of Examiners (GSBE) that an individual receives a higher degree classification than this Scheme and / or from its **local rules**[2] would normally allow if, in their judgement, this would be equitable, as a direct result of a **formal exceptional circumstances submission** to the Student Services Centre. Such circumstances would need to be extraneous to the normal assessment process and would apply to that student only. The GSBE must also be satisfied the following conditions also apply:

5.1.1 that the student is very close to the next higher classification boundary and specifically within three marks in either one or two classification marks (i.e. three marks in one full/half unit or three marks in each of two half units) or ten marks on aggregate[3]);

5.1.2 that the student has marks in that higher classification range;

5.1.3 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;

5.1.4 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. Discounting Fail or Zero marks

6.1 It is open to a Sub-Board of Examiners to recommend to the GSBE that a Fail, Incomplete or Absent mark be discounted (treated as a deferral) 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 to be extraneous to the normal assessment process and would apply to that student only. The conditions set out at 5.1.3 and 5.1.4 above will need to apply.

7. Ethics Approval for Dissertations

7.1 All marks and classification awards are subject to any penalties that might be applied under the School's Regulations on Assessment Offences and/or any failure to obtain appropriate ethics approval, where required, for research undertaken in dissertations or equivalent assessments[4].

Footnotes

1 Capped resit grades and a maximum capped mark of 50 will be used for the purposes of award and aggregate calculation while uncapped resit marks will be used for the purposes of calculating the compensation aggregate required to achieve an award.

2 Each Sub-Board of Examiners will establish clear **local rules** regarding: (i) any course(s) designated as 'critical to assessment' and (ii) if the overall classification of a Distinction or Merit award will be determined by any other criteria in addition to sections 2.4.1 and 2.4.2. The School will publish a list of **local rules** in the Calendar. Each Sub-Board will also ensure its **local rules** are published in the relevant departmental student handbook(s).

3 The aggregate for each student is the sum of the relevant classification marks.

4 In cases where a student could potentially incur more than one drop in the overall award calculation, e.g. resitting a Bad Fail and subsequently requiring compensation in order to be awarded, only one drop in the overall award calculation will be applied.

5 Failure to undertake a review of the ethical implications of research 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. To ascertain whether ethics approval is required, students should refer to the bullet points listed **here**.

BAD FAIL MARKS FOR TAUGHT MASTER'S DEGREES AND EXECUTIVE PROGRAMMES

The following table indicates the Bad Fail mark for all Postgraduate courses offered by each department. Bad Fail marks only apply to overall course marks and not components of assessment: In addition, all course marks of Zero Absent are classified as Bad Fail marks.

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
Economics (EC4B3, EC4V8 and EC4B4 only)	39
Employment Relations and Organisational Behaviour Group (all courses prefixed with 'ID')	29
European Institute (all courses prefixed with 'EU')	39
Finance (all courses prefixed with 'FM') To note: FM436, FM437, FM481, FM482, FM502 and FM503 Bad Fail 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', other than DV476)	39
International Development (DV476 only)	29 (39 for students starting before 2022/23)
International History (all courses prefixed with 'HY')	39
Information Systems and Innovation Group (all courses prefixed with 'IS')	29
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
Management (MG411, MG412, MG413, MG417 and MG431 only)	29
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
Mathematics (all courses prefixed with 'MA', other than MA425, MA426 and MA498)	19
Mathematics (MA425 and MA426 only)	39 (19 for students starting before 2018/19)
Mathematics (MA498 only)	39 (19 for students starting before 2015/16)
Media and Communication (all courses prefixed with 'MC')	39
Methodology (all courses prefixed with 'MY')	29
Philosophy (all courses prefixed with 'PH')	39

Psychological and Behavioural Science (all courses prefixed with 'PS' for students starting before 2018/19. All courses pre-fixed with "PB" from 2018	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 from 2018/19 (PP402, PP404, PP440, PP455, PP418, PP419, PP410, PP452, PP454, PP4X6, PP455E, PP440E, PP421E, PP410E, PP454E only)	29
Social Policy (all courses prefixed with 'SP')	39
Sociology (all courses prefixed with 'SO')	39
Statistics (all courses prefixed with 'ST')	19

See the **Calendar** for further information about Programme Regulations, Course Guides, School and academic Regulations.

Exam Sub-Board Local Rules for 2026-27

DEPARTMENT OF ACCOUNTING

The Sub-Board of Examiners can set additional criteria for the award of Merit/Distinction. The Sub-Board of Examiners can also designate a course or courses as being critical to assessment for a programme and establish 'local rules' where the specific course(s) and/or marks will be given special consideration in the awarding of the degree.

The following programmes have Exam Sub-Board 'local rules'.

MRES/PHD IN ACCOUNTING (AOI) (ACCOUNTING, ORGANISATIONS AND INSTITUTIONS TRACK)

MRES/PHD IN ACCOUNTING (EOA) (ECONOMICS OF ACCOUNTING TRACK)

The following programmes do not have any Exam Sub-Board 'local rules'. For the programme(s) below the award of the degree is determined by the relevant classification scheme.

MSC ACCOUNTING AND FINANCE

MSC ACCOUNTING, ORGANISATIONS AND INSTITUTIONS

MSC ACCOUNTING AND DATA ANALYTICS

SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE

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:

MRES/PHD IN ACCOUNTING (AOI) (ACCOUNTING, ORGANISATIONS AND INSTITUTIONS TRACK)

MRES/PHD IN ACCOUNTING (EOA) (ECONOMICS OF ACCOUNTING TRACK)

1. **Course(s) critical to assessment:** Students must pass AC599 to be awarded the degree
2. **Additional criteria for the award of Merit/Distinction (scheme section 2):** None

For further information on Exam Sub-Board local rules, please contact the relevant department.

DEPARTMENT OF ANTHROPOLOGY

The Sub-Board of Examiners can set additional criteria for the award of Merit/Distinction. The Sub-Board of Examiners can also designate a course or courses as being critical to assessment for a programme and establish 'local rules' where the specific course(s) and/or marks will be given special consideration in the awarding of the degree.

The following programmes have Exam Sub-Board 'local rules'.

MSC ANTHROPOLOGY AND DEVELOPMENT

MSC ANTHROPOLOGY AND DEVELOPMENT MANAGEMENT

MSC CHINA IN COMPARATIVE PERSPECTIVE

MSC CULTURE, JUSTICE, AND ENVIRONMENT

MSC SOCIAL ANTHROPOLOGY

MSC SOCIAL ANTHROPOLOGY (RELIGION IN THE CONTEMPORARY WORLD)

The following programme(s) do not have any Exam Sub-Board 'local rules'. For the programme(s) below the award of the degree is determined by the relevant classification scheme.

MRES/PHD ANTHROPOLOGY

SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE

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:

MSC ANTHROPOLOGY AND DEVELOPMENT

MSC ANTHROPOLOGY AND DEVELOPMENT MANAGEMENT

MSC CHINA IN COMPARATIVE PERSPECTIVE

MSC CULTURE, JUSTICE, AND ENVIRONMENT

MSC SOCIAL ANTHROPOLOGY

MSC SOCIAL ANTHROPOLOGY (RELIGION IN THE CONTEMPORARY WORLD)

1. **Course(s) critical to assessment:** Students must pass specific core course to be awarded the degree:

MSC ANTHROPOLOGY AND DEVELOPMENT - for students starting before 2025/26: AN436. For students starting in or after 2025/26:If AN456 is taken, then the following are critical to assessment: AN436 and AN456. If AN456 is not taken, then the following are critical: AN436 and AN476

MSC ANTHROPOLOGY AND DEVELOPMENT MANAGEMENT - AN436

MSC CHINA IN COMPARATIVE PERSPECTIVE - AN447

MSC CULTURE, JUSTICE, AND ENVIRONMENT - AN476 AND AN487

MSC SOCIAL ANTHROPOLOGY - AN404

MSC SOCIAL ANTHROPOLOGY (RELIGION IN THE CONTEMPORARY WORLD) - for students starting before 2025/26 AN402.

For students starting in or after 2025/26: AN490 and AN4A1

2. Additional criteria for the award of Merit/Distinction (scheme section 2): None

For further information on Exam Sub-Board local rules, please contact the relevant department.

DEPARTMENT OF ECONOMICS

The Sub-Board of Examiners can set additional criteria for the award of Merit/Distinction. The Sub-Board of Examiners can also designate a course or courses as being critical to assessment for a programme and establish 'local rules' where the specific course(s) and/or marks will be given special consideration in the awarding of the degree.

The following programmes have Exam Sub-Board 'local rules'.

MSC IN ECONOMETRICS AND MATHEMATICAL ECONOMICS

MSC IN ECONOMICS

MSC IN ECONOMICS (2-YEAR PROGRAMME)

The following programme(s) do not have any Exam Sub-Board 'local rules'. For the programme(s) below the award of the degree is determined by the relevant classification scheme.

MRES/PHD IN ECONOMICS

SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE

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:

MSC IN ECONOMETRICS AND MATHEMATICAL ECONOMICS

MSC IN ECONOMICS

MSC IN ECONOMICS (2-YEAR PROGRAMME)

1. **Course(s) critical to assessment:** None
2. **Additional criteria for the award of Merit/Distinction (scheme section 2):** Distinction if the student has achieved an aggregate score of 560. Merit if the student has achieved an aggregate score of 480.

For further information on Exam Sub-Board local rules, please contact the relevant department.

DEPARTMENT OF ECONOMIC HISTORY

The Sub-Board of Examiners can set additional criteria for the award of Merit/Distinction. The Sub-Board of Examiners can also designate a course or courses as being critical to assessment for a programme and establish 'local rules' where the specific course(s) and/or marks will be given special consideration in the awarding of the degree.

For students starting in or after 2025/26 there are no 'local rules' applied to any Economic History programme.

For all students starting before 2025/26 the following programmes have Exam Sub-Board 'local rules'.

MRES/PHD IN QUANTITATIVE ECONOMIC HISTORY

MA IN GLOBAL STUDIES: A EUROPEAN PERSPECTIVE

LSE-LEIPZIG DOUBLE DEGREE IN GLOBAL STUDIES AND ECONOMIC HISTORY

MSC IN ECONOMIC HISTORY

MSC IN ECONOMIC HISTORY (RESEARCH)

MSC IN FINANCIAL HISTORY

MSC IN GLOBAL ECONOMIC HISTORY

MSC IN GLOBAL ECONOMIC HISTORY (ERASMUS MUNDUS)

MSC IN POLITICAL ECONOMY OF LATE DEVELOPMENT

MSC IN QUANTITATIVE ECONOMIC HISTORY

SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE

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:

MA IN GLOBAL STUDIES: A EUROPEAN PERSPECTIVE

LSE-LEIPZIG DOUBLE DEGREE IN GLOBAL STUDIES AND ECONOMIC HISTORY

MRES/PHD IN QUANTITATIVE ECONOMIC HISTORY

MSC IN ECONOMIC HISTORY

MSC IN FINANCIAL HISTORY

MSC IN GLOBAL ECONOMIC HISTORY

MSC IN GLOBAL ECONOMIC HISTORY (ERASMUS MUNDUS)

MSC IN POLITICAL ECONOMY OF LATE DEVELOPMENT

MSC IN QUANTITATIVE ECONOMIC HISTORY

1. **Course(s) critical to assessment:** None.
2. **Additional criteria for the award of Merit/Distinction (scheme section 2):** Students are required to achieve Distinction marks in more than half of their degree (i.e. 2.5 units or more) in order to be awarded a Distinction overall.

   Students are required to achieve Merit marks in more than half of their degree (i.e. 2.5 units) in order to be awarded a Merit overall.

For further information on Exam Sub-Board local rules, please contact the relevant department.

SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE

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 programme:

MSC IN ECONOMIC HISTORY (RESEARCH)

1. **Course(s) critical to assessment:** None
2. **Additional criteria for the award of Merit/Distinction (scheme section 2):** Students are required to achieve Distinction marks in more than half of their degree (i.e. 3 units or more) in order to be awarded a Distinction overall.

   Students are required to achieve Merit marks in more than half of their degree (i.e. 3 units) in order to be awarded a Merit overall.

For further information on Exam Sub-Board local rules, please contact the relevant department.

EUROPEAN INSTITUTE

The Sub-Board of Examiners can set additional criteria for the award of Merit/Distinction. The Sub-Board of Examiners can also designate a course or courses as being critical to assessment for a programme and establish 'local rules' where the specific course(s) and/or marks will be given special consideration in the awarding of the degree.

The following programmes have Exam Sub-Board 'local rules'.

MSC IN EUROPEAN STUDIES (RESEARCH)

MSC IN INTERNATIONAL MIGRATION AND PUBLIC POLICY

The following programmes do not have any Exam Sub-Board 'local rules'. For the programme(s) below the award of the degree is determined by the relevant classification scheme.

MSC IN CULTURE AND CONFLICT IN A GLOBAL EUROPE

MSC IN CULTURE AND CONFLICT IN A GLOBAL EUROPE (LSE AND COLUMBIA)

MSC IN CULTURE AND CONFLICT IN A GLOBAL EUROPE (LSE AND SCIENCES PO)

MSC IN EUROPEAN AND INTERNATIONAL POLITICS AND POLICY

MSC IN EUROPEAN AND INTERNATIONAL POLITICS AND POLICY (LSE AND BOCCONI)

MSC IN EUROPEAN AND INTERNATIONAL POLITICS AND POLICY (LSE AND SCIENCES PO)

MSC IN EUROPEAN AND INTERNATIONAL PUBLIC POLICY *(LAST YEAR OF ENTRY 2023/24)*

MSC IN EUROPEAN AND INTERNATIONAL PUBLIC POLICY (LSE AND BOCCONI) *(LAST YEAR OF ENTRY 2023/24)*

MSC IN EUROPEAN AND INTERNATIONAL PUBLIC POLICY (LSE AND SCIENCES PO) *(LAST YEAR OF ENTRY 2023/24)*

MSC IN POLITICAL ECONOMY OF EUROPE *(LAST YEAR OF ENTRY 2024/25)*

MSC IN POLITICAL ECONOMY OF EUROPE (LSE AND FUDAN) *(LAST YEAR OF ENTRY 2024/25)*

MSC IN POLITICAL ECONOMY OF EUROPE (LSE AND SCIENCES PO) *(LAST YEAR OF ENTRY 2024/25)*

MSC IN POLITICAL ECONOMY OF EUROPE IN THE WORLD

MSC IN POLITICAL ECONOMY OF EUROPE IN THE WORLD (LSE AND FUDAN)

MSC IN POLITICAL ECONOMY OF EUROPE IN THE WORLD (LSE AND SCIENCES PO)

SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE

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 programme:

MSC IN EUROPEAN STUDIES (RESEARCH)

1. **Course(s) critical to assessment:** Students must pass either MY4M1 or MY4M2 in order to be awarded the degree.
2. **Additional criteria for the award of Merit/Distinction (scheme section 2):** Students must pass the dissertation/ policy incubator course to be awarded a Distinction overall.

For further information on Exam Sub-Board local rules, please contact the relevant department.

SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE

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:

MSC IN INTERNATIONAL MIGRATION AND PUBLIC POLICY

1. **Course(s) critical to assessment:** None.
2. **Distinction/Merit borderline (scheme paragraph 3.3.2):** Students must pass the dissertation course (EU499) to be awarded a Distinction overall.

For further information on Exam Sub-Board local rules, please contact the relevant department.

DEPARTMENT OF FINANCE

The Sub-Board of Examiners can set additional criteria for the award of Merit/Distinction. The Sub-Board of Examiners can also designate a course or courses as being critical to assessment for a programme and establish 'local rules' where the specific course(s) and/or marks will be given special consideration in the awarding of the degree.

The following programmes do not have any Exam Sub-Board 'local rules'. For the programme(s) below the award of the degree is determined by the relevant classification scheme.

MRES/PHD IN FINANCE

MSC IN FINANCE (FULL-TIME)

MSC IN FINANCE (FULL-TIME) (WORK PLACEMENT PATHWAY)

MSC IN FINANCE (PART-TIME)

MSC IN FINANCE AND ECONOMICS

MSC IN FINANCE AND ECONOMICS (WORK PLACEMENT PATHWAY)

MSC IN FINANCE AND PRIVATE EQUITY

MSC IN FINANCE AND PRIVATE EQUITY (WORK PLACEMENT PATHWAY)

MSC IN FINANCE AND RISK

MSC IN LAW AND FINANCE

MSC IN RISK AND FINANCE *(LAST YEAR OF ENTRY 2023/24)*

DEPARTMENT OF GENDER STUDIES

The Sub-Board of Examiners can set additional criteria for the award of Merit/Distinction. The Sub-Board of Examiners can also designate a course or courses as being critical to assessment for a programme and establish 'local rules' where the specific course(s) and/or marks will be given special consideration in the awarding of the degree.

The following programmes do not have any Exam Sub-Board 'local rules'. For the programme(s) below the award of the degree is determined by the following *Classification Scheme*

MSC IN GENDER

MSC IN GENDER, DEVELOPMENT AND GLOBALISATION

MSC IN GENDER, MEDIA AND CULTURE

MSC IN GENDER, POLICY AND INEQUALITIES

MSC IN GENDER (RESEARCH)

MSC IN GENDER (RIGHTS AND HUMAN RIGHTS)

MSC IN GENDER (SEXUALITY)

MSC IN GENDER, PEACE AND SECURITY

DEPARTMENT OF GEOGRAPHY AND ENVIRONMENT

The Sub-Board of Examiners can set additional criteria for the award of Merit/Distinction. The Sub-Board of Examiners can also designate a course or courses as being critical to assessment for a programme and establish 'local rules' where the specific course(s) and/or marks will be given special consideration in the awarding of the degree.

The following programmes have Exam Sub-Board 'local rules'.

LSE-PKU DOUBLE DEGREE IN ENVIRONMENTAL POLICY, TECHNOLOGY AND HEALTH

LSE-SCIENCES PO DOUBLE DEGREE IN URBAN POLICY

MSC IN ENVIRONMENT AND DEVELOPMENT

MSC IN ENVIRONMENTAL ECONOMICS AND CLIMATE CHANGE

MSC IN ENVIRONMENTAL POLICY AND REGULATION

MSC IN GEOGRAPHIC DATA SCIENCE

MSC IN HUMAN GEOGRAPHY AND URBAN STUDIES (RESEARCH)

MSC IN INNOVATION POLICY

MSC IN LOCAL ECONOMIC DEVELOPMENT

MSC IN REAL ESTATE ECONOMICS AND FINANCE

MSC IN REGIONAL AND URBAN PLANNING STUDIES

MSC IN URBAN POLICY

MSC IN URBANISATION AND DEVELOPMENT

SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE

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:

MSC IN ENVIRONMENT AND DEVELOPMENT (STUDENT(S) THAT OPT IN TO TAKE THE DISSERTATION GY489)

1. **Course(s) critical to assessment:** None.
2. Additional criteria for the award of Merit/Distinction (scheme section 2):
   - Students must achieve a Merit in the dissertation course GY489 to be awarded a Distinction overall.
   - If Merit is not achieved in GY489 but the student has otherwise achieved the criteria for an overall Distinction i.e.: at least four CMs of Distinction then student will receive an overall Merit.
   - Students starting before the 2020/21 academic year must achieve a Merit in GY489 to be awarded a Merit overall. Students starting in or after 2022/23 must achieve at least a Pass in GY489 to be awarded a Merit overall.

MSC IN ENVIRONMENT AND DEVELOPMENT (STUDENT(S) THAT OPT OUT OF THE DISSERTATION)

1. **Course(s) critical to assessment:** None.
2. Additional criteria for the award of Merit/Distinction (scheme section 2):•

   Students must achieve a Merit in Both GY473 and GY474 to be awarded a Distinction overall.
   - If Merit is not achieved in Both GY473 and GY474 but the student has otherwise achieved the criteria for an overall Distinction i.e.: at least four CMs of Distinction then student will receive an overall Merit.
   - Students must achieve a Merit in Either GY473 or GY474 to be awarded a Merit overall.

For further information on Exam Sub-Board local rules, please contact the relevant department.

DEPARTMENT OF GOVERNMENT

The Sub-Board of Examiners can set additional criteria for the award of Merit/Distinction. The Sub-Board of Examiners can also designate a course or courses as being critical to assessment for a programme and establish 'local rules' where the specific course(s) and/or marks will be given special consideration in the awarding of the degree.

The following programmes have Exam Sub-Board 'local rules'.

MSC IN POLITICAL SCIENCE (CONFLICT STUDIES AND COMPARATIVE POLITICS)

MSC IN POLITICAL SCIENCE (GLOBAL POLITICS)

MSC IN POLITICAL SCIENCE (POLITICAL BEHAVIOUR)

MSC IN POLITICAL SCIENCE (POLITICAL SCIENCE AND POLITICAL ECONOMY)

MSC IN POLITICAL THEORY

MSC IN PUBLIC POLICY AND ADMINISTRATION

MSC IN REGULATION

The following programme(s) do not have any Exam Sub-Board 'local rules'. For the programme(s) below the award of the degree is determined by the relevant classification scheme.

MRES/PHD IN POLITICAL SCIENCE

SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE

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:

MSC IN POLITICAL SCIENCE (CONFLICT STUDIES AND COMPARATIVE POLITICS)

MSC IN POLITICAL SCIENCE (GLOBAL POLITICS)

MSC IN POLITICAL SCIENCE (POLITICAL BEHAVIOUR)

MSC IN POLITICAL SCIENCE (POLITICAL SCIENCE AND POLITICAL ECONOMY)

MSC IN POLITICAL THEORY

MSC IN PUBLIC POLICY AND ADMINISTRATION

MSC IN REGULATION

1. **Course(s) critical to assessment:** Students must pass GV499 to be awarded the degree.
2. **Additional criteria for the award of Merit/Distinction (scheme section 2):** None.

For further information on Exam Sub-Board local rules, please contact the relevant department.

DEPARTMENT OF HEALTH POLICY

The Sub-Board of Examiners can set additional criteria for the award of Merit/Distinction. The Sub-Board of Examiners can also designate a course or courses as being critical to assessment for a programme and establish 'local rules' where the specific course(s) and/or marks will be given special consideration in the awarding of the degree.

The following programmes do not have any Exam Sub-Board 'local rules'. For the programme(s) below the award of the degree is determined by the relevant classification scheme.

EXECUTIVE MSC IN HEALTHCARE DECISION-MAKING, IN COLLABORATION WITH NICE

EXECUTIVE MSC IN HEALTH ECONOMICS, OUTCOMES AND MANAGEMENT IN CLINICAL SCIENCES

EXECUTIVE MSC IN HEALTH ECONOMICS, POLICY AND MANAGEMENT

LSE-LSHTM MSC IN HEALTH POLICY, PLANNING AND FINANCING

MSC IN GLOBAL HEALTH POLICY

MSC IN HEALTH DATA SCIENCE

MSC IN INTERNATIONAL HEALTH POLICY

MSC IN INTERNATIONAL HEALTH POLICY (HEALTH ECONOMICS)

DEPARTMENT OF INTERNATIONAL DEVELOPMENT

The Sub-Board of Examiners can set additional criteria for the award of Merit/Distinction. The Sub-Board of Examiners can also designate a course or courses as being critical to assessment for a programme and establish 'local rules' where the specific course(s) and/or marks will be given special consideration in the awarding of the degree.

The following programmes have Exam Sub-Board 'local rules'.

MSC IN DEVELOPMENT MANAGEMENT *(LAST YEAR OF ENTRY 2024/25)*

MSC IN DEVELOPMENT MANAGEMENT (APPLIED DEVELOPMENT ECONOMICS)

MSC IN DEVELOPMENT MANAGEMENT (APPLIED DEVELOPMENT ECONOMICS) (LSE AND SCIENCES PO)

MSC IN DEVELOPMENT MANAGEMENT (POLITICAL ECONOMY)

MSC IN DEVELOPMENT MANAGEMENT (POLITICAL ECONOMY) (LSE AND SCIENCES PO)

MSC IN DEVELOPMENT STUDIES

MSC IN HEALTH AND INTERNATIONAL DEVELOPMENT

MSC IN INTERNATIONAL DEVELOPMENT AND HUMANITARIAN EMERGENCIES

MSC IN ECONOMIC POLICY FOR INTERNATIONAL DEVELOPMENT

The following programme(s) do not have any Exam Sub-Board 'local rules'. For the programme(s) below the award of the degree is determined by the relevant classification scheme.

MSC IN ECONOMIC POLICY FOR INTERNATIONAL DEVELOPMENT

MRES/PHD IN INTERNATIONAL DEVELOPMENT

SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE

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:

MSC IN DEVELOPMENT MANAGEMENT *(LAST YEAR OF ENTRY 2024/25)*

MSC IN DEVELOPMENT MANAGEMENT (APPLIED DEVELOPMENT ECONOMICS)

MSC IN DEVELOPMENT MANAGEMENT (APPLIED DEVELOPMENT ECONOMICS) (LSE AND SCIENCES PO)

MSC IN DEVELOPMENT MANAGEMENT (POLITICAL ECONOMY)

MSC IN DEVELOPMENT MANAGEMENT (POLITICAL ECONOMY)(LSE AND SCIENCES PO)

MSC IN DEVELOPMENT STUDIES

MSC IN HEALTH AND INTERNATIONAL DEVELOPMENT

MSC IN INTERNATIONAL DEVELOPMENT AND HUMANITARIAN EMERGENCIES

MSC ECONOMIC POLICY FOR INTERNATIONAL DEVELOPMENT

1. **Course(s) critical to assessment:** None.
2. **Additional criteria for the award of Merit/Distinction (scheme section 2):** Students must achieve a mark of at least 65 in the Dissertation component of DV410 in order to achieve an overall Distinction.

For further information on Exam Sub-Board local rules, please contact the relevant department.

DEPARTMENT OF INTERNATIONAL HISTORY

The Sub-Board of Examiners can set additional criteria for the award of Merit/Distinction. The Sub-Board of Examiners can also designate a course or courses as being critical to assessment for a programme and establish 'local rules' where the specific course(s) and/or marks will be given special consideration in the awarding of the degree.

The following programmes have Exam Sub-Board 'local rules'.

MA IN MODERN HISTORY

MSC IN EMPIRES, COLONIALISM AND GLOBALISATION

MSC IN HISTORY OF INTERNATIONAL RELATIONS

MSC IN INTERNATIONAL AND ASIAN HISTORY

MSC IN THEORY AND HISTORY OF INTERNATIONAL RELATIONS

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

LSE-NUS DOUBLE DEGREE MA IN ASIAN AND INTERNATIONAL HISTORY

LSE-PKU DOUBLE DEGREE IN MSC INTERNATIONAL AFFAIRS

SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE

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:

MA IN MODERN HISTORY

MSC IN EMPIRES, COLONIALISM AND GLOBALISATION

MSC IN HISTORY OF INTERNATIONAL RELATIONS

MSC IN INTERNATIONAL AND ASIAN HISTORY

MSC IN THEORY AND HISTORY OF INTERNATIONAL RELATIONS

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

LSE-NUS DOUBLE DEGREE MA IN ASIAN AND INTERNATIONAL HISTORY

LSE-PKU DOUBLE DEGREE IN MSC INTERNATIONAL AFFAIRS

1. **Course(s) critical to assessment:** Students must pass the dissertation course to be awarded the degree.
2. **Additional criteria for the award of Merit/Distinction (scheme section 2):** Students must achieve mark of at least 60 in the dissertation course and pass all International History (HY) coded courses to be awarded a Distinction overall.

For further information on Exam Sub-Board local rules, please contact the relevant department.

DEPARTMENT OF INTERNATIONAL RELATIONS

The Sub-Board of Examiners can set additional criteria for the award of Merit/Distinction. The Sub-Board of Examiners can also designate a course or courses as being critical to assessment for a programme and establish 'local rules' where the specific course(s) and/or marks will be given special consideration in the awarding of the degree.

The following programmes have Exam Sub-Board 'local rules'.

MSC IN INTERNATIONAL POLITICAL ECONOMY

MSC IN INTERNATIONAL POLITICAL ECONOMY (RESEARCH)

MSC IN INTERNATIONAL POLITICAL ECONOMY (LSE AND SCIENCES PO)

MSC IN INTERNATIONAL RELATIONS

MSC IN INTERNATIONAL RELATIONS (RESEARCH)

MSC IN INTERNATIONAL RELATIONS (LSE AND SCIENCES PO)

MSC IN INTERNATIONAL RELATIONS THEORY

MSC IN INTERNATIONAL STRATEGY AND DIPLOMACY

SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE

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:

MSC IN INTERNATIONAL POLITICAL ECONOMY

MSC IN INTERNATIONAL POLITICAL ECONOMY (RESEARCH)

MSC IN INTERNATIONAL POLITICAL ECONOMY (LSE AND SCIENCES PO)

MSC IN INTERNATIONAL RELATIONS

MSC IN INTERNATIONAL RELATIONS (RESEARCH)

MSC IN INTERNATIONAL RELATIONS (LSE AND SCIENCES PO)

MSC IN INTERNATIONAL RELATIONS THEORY

1. **Course(s) critical to assessment:** Students must pass the dissertation course (IR485/486/499) to be awarded the degree.
2. **Additional criteria for the award of Merit/Distinction (scheme section 2):** Students must achieve mark of at least 65 in the dissertation course and achieve an aggregate score of at least 520 to be awarded a Distinction overall.

For further information on Exam Sub-Board local rules, please contact the relevant department.

SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE

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 programme:

MSC IN INTERNATIONAL STRATEGY AND DIPLOMACY

1. **Course(s) critical to assessment:** None.
2. **Additional criteria for the award of Merit/Distinction (scheme section 2):** Students must achieve mark of at least 65 in the dissertation course (IR496E) and achieve an aggregate score of at least 520 to be awarded a Distinction overall.Students are required to achieve Merit marks in more than half of their degree (i.e. at least 2.5 units) to be awarded a Merit overall.

For further information on Exam Sub-Board local rules, please contact the relevant department.

DEPARTMENT OF LAW

The Sub-Board of Examiners can set additional criteria for the award of Merit/Distinction. The Sub-Board of Examiners can also designate a course or courses as being critical to assessment for a programme and establish 'local rules' where the specific course(s) and/or marks will be given special consideration in the awarding of the degree.

The following programmes have Exam Sub-Board 'local rules'.

LLM (FULL-TIME)

LLM (EXTENDED PART-TIME)

The following programme(s) do not have any Exam Sub-Board 'local rules'. For the programme(s) below the award of the degree is determined by the relevant classification scheme.

EXECUTIVE LLM

MSC IN LAW AND FINANCE

SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE

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:

LLM (FULL-TIME)

LLM (EXTENDED PART-TIME)

1. **Course(s) critical to assessment:** Students must pass LL4F9 to be awarded the degree.
2. **Additional criteria for the award of Merit/Distinction (scheme section 2):** Students must achieve mark of at least 60 in LL4F9 to be awarded a Distinction overall.

For further information on Exam Sub-Board local rules, please contact the relevant department.

DEPARTMENT OF MANAGEMENT

The Sub-Board of Examiners can set additional criteria for the award of Merit/Distinction. The Sub-Board of Examiners can also designate a course or courses as being critical to assessment for a programme and establish 'local rules' where the specific course(s) and/or marks will be given special consideration in the awarding of the degree.

The following programmes have Exam Sub-Board 'local rules'.

MSC IN ECONOMICS AND MANAGEMENT *(LAST YEAR OF ENTRY 2025/26)*

MSC IN HUMAN RESOURCES AND ORGANISATIONS (HUMAN RESOURCE MANAGEMENT/CIPD)

MSC IN HUMAN RESOURCES AND ORGANISATIONS (INTERNATIONAL EMPLOYMENT RELATIONS/CIPD)

MSC IN HUMAN RESOURCES AND ORGANISATIONS (ORGANISATIONAL BEHAVIOUR)

MSC IN MANAGEMENT AND STRATEGY

MSC IN MANAGEMENT OF INFORMATION SYSTEMS AND DIGITAL INNOVATION

MSC IN MANAGEMENT (1 YEAR PROGRAMME) (WORK PLACEMENT PATHWAY)

MSC IN MARKETING

The following programmes do not have any Exam Sub-Board 'local rules'. For the programme(s) below the award of the degree is determined by the relevant classification scheme.

GLOBAL MSC IN MANAGEMENT

GLOBAL MSC IN MANAGEMENT (CEMS MIM)

GLOBAL MSC IN MANAGEMENT (MBA EXCHANGE)

EXECUTIVE GLOBAL MSC IN MANAGEMENT

- for students entering before 2026/
- for students entering from 2026/27 onwards

EXECUTIVE MSC IN SOCIAL BUSINESS AND ENTREPRENEURSHIP

MRES/PHD IN ECONOMICS AND MANAGEMENT

MRES/PHD IN MANAGEMENT (EMPLOYMENT RELATIONS AND HUMAN RESOURCES)

MRES/PHD IN MANAGEMENT (MARKETING)

MRES/PHD IN MANAGEMENT (ORGANISATIONAL BEHAVIOUR)

MSC IN MANAGEMENT (1 YEAR PROGRAMME)

MSC IN SOCIAL INNOVATION AND ENTREPRENEURSHIP

SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE

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:

MSC IN ECONOMICS AND MANAGEMENT

1. **Course(s) critical to assessment:** None.
2. **Additional criteria for the award of Merit/Distinction (scheme section 2):** Distinction if the student has achieved an aggregate score of over 560. Merit if the student has achieved an aggregate score of over 480.

For further information on Exam Sub-Board local rules, please contact the relevant department.

SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE

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:

MSC IN HUMAN RESOURCES AND ORGANISATIONS (HUMAN RESOURCE MANAGEMENT/CIPD)

MSC IN HUMAN RESOURCES AND ORGANISATIONS (INTERNATIONAL EMPLOYMENT RELATIONS/CIPD)

MSC IN HUMAN RESOURCES AND ORGANISATIONS (ORGANISATIONAL BEHAVIOUR)

1. **Course(s) critical to assessment:** Students must pass the dissertation course (MG493) to be awarded the degree.
2. **Additional criteria for the award of Merit/Distinction (scheme section 2):** None.

For further information on Exam Sub-Board local rules, please contact the relevant department.

SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE

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:

MSC IN MANAGEMENT AND STRATEGY

1. **Course(s) critical to assessment:** None.
2. **Additional criteria for the award of Merit/Distinction (scheme section 2):** Distinction if the student has achieved an aggregate score of at least 560.

For further information on Exam Sub-Board local rules, please contact the relevant department.

SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE

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:

MSC IN MARKETING

1. **Course(s) critical to assessment:** None
2. **Additional criteria for the award of Merit/Distinction (scheme section 2):** Students starting before the 2025/26 academic year must achieve over a merit grade in either MG404, MG4E8 or MG4E9 to be awarded an overall Merit or Distinction.

   Students starting in or after the 2025/26 academic year must achieve at least a Merit grade in one or more of the following: MG404, MG4E8 or MG4E9 to be awarded an overall Merit; and at least a Distinction grade in one or more of the following: MG404, MG4E8 or MG4E9 to be awarded an overall Distinction.

For further information on Exam Sub-Board local rules, please contact the relevant department.

SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE

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 programme:

MSC IN MANAGEMENT OF INFORMATION SYSTEMS AND DIGITAL INNOVATION

1. **Course(s) critical to assessment:** Students must pass the dissertation course (MG4D7) to be awarded the degree.
2. **Additional criteria for the award of Merit/Distinction (scheme section 2):** The overall classification cannot be higher than the result achieved in the dissertation course MG4D7.

For further information on Exam Sub-Board local rules, please contact the relevant department.

DEPARTMENT OF MATHEMATICS

The Sub-Board of Examiners can set additional criteria for the award of Merit/Distinction. The Sub-Board of Examiners can also designate a course or courses as being critical to assessment for a programme and establish 'local rules' where the specific course(s) and/or marks will be given special consideration in the awarding of the degree.

For students starting ***before*** the 2023/24 academic year:

MSc in Applicable Mathematics *(last year of entry 2024/25)*

MSC IN FINANCIAL MATHEMATICS

MSC IN OPERATIONS RESEARCH AND ANALYTICS

FOR STUDENTS STARTING *IN OR AFTER* **THE 2023/24 ACADEMIC YEAR:**

MSC IN APPLICABLE MATHEMATICS (*LAST YEAR OF ENTRY 2024/25)*

MSC IN FINANCIAL MATHEMATICS

MSC IN MATHEMATICS AND COMPUTATION

MSC IN OPERATIONS RESEARCH AND ANALYTICS

SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE

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 for students starting *in or after* the 2023/24 academic year:

MSC IN APPLICABLE MATHEMATICS *(LAST YEAR OF ENTRY 2024/25)*

MSC IN FINANCIAL MATHEMATICS

MSC IN MATHEMATICS AND COMPUTATION

MSC IN OPERATIONS RESEARCH AND ANALYTICS

1. **Course(s) critical to assessment:** None.
2. **Additional criteria for the award of Merit/Distinction (scheme section 2):** Notes.

   The Exam Sub-Board 'local rules' differ from Section 2 of the Classification Scheme (the "Scheme") in only two 'boundary' cases, one for the award of Distinction, and another for the award of Merit. The boundary conditions are as follows: .

   For the award of Distinction, the local rules differ from the Section 2 of the Scheme only if the student has exactly 4 classification marks at Distinction, and exactly 1 classification mark at Fail. In this case, to qualify for a Distinction, the aggregate in the non-failed courses must be at least 490. .

   For the award of Merit, the local rules differ from Section 2 of the Scheme only if the student has 4 classification marks at Merit, 3 classification marks at Pass, and 1 classification mark at Fail. In this case, to qualify for a Merit, the aggregate in the non-failed courses must be at least 420.

   2.1. **For the award of Distinction**, a student must have:

   (a) five or more classification marks at Distinction level; *or*

   (b) exactly four classification marks at Distinction level and no Fail mark; *or*

   (c) exactly four classification marks at Distinction level, and exactly one Fail mark, and an aggregate mark of at least 490 (in the non-failed courses).

   2.2. **For the award of Merit**, a student must have:

   (a) five or more classification marks at Merit or Distinction level; *or*

   (b) three classification marks at Merit or Distinction level, and one further classification mark at Distinction level; *or*

   (c) exactly four classification marks at Merit, and exactly four classification marks at Pass; *or*

   (d) exactly four classification marks at Merit, and exactly one Fail mark, and an aggregate mark of at least 420 (in the non-failed courses)

For further information on Exam Sub-Board local rules, please contact the relevant department. For Mathematics local rules for students starting ***before*** the 2023/24 academic year please see the following page.

SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE

Please read the following local rules in conjunction with the relevant scheme paragraph in the *Classification Scheme https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/SchemeTaughtMasters-FourUnits.pdf* for this programme:

These Exam Sub-Board 'local rules' apply to the following programme for students starting ***before*** the 2023/24 academic year:

MSC IN APPLICABLE MATHEMATICS

1. **Course(s) critical to assessment:** None.
2. **Additional criteria for the award of Merit/Distinction (scheme section 2):** Distinction if the student has achieved an aggregate score over 520. Merit if the student has achieved an aggregate score over 460.

For further information on Exam Sub-Board local rules, please contact the relevant department. For Mathematics local rules for students starting *after* the 2023/24 academic year please see the following page.

SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE

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 programme for students starting ***before*** the 2023/24 academic year:

MSC IN FINANCIAL MATHEMATICS

1. **Course(s) critical to assessment:** None.
2. **Additional criteria for the award of Merit/Distinction (scheme section 2):** Distinction if the student has achieved an aggregate score over 560. Merit if the student has achieved an aggregate score over 480.

For further information on Exam Sub-Board local rules, please contact the relevant department. For Mathematics local rules for students starting *after* the 2023/24 academic year please see the following page.

SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE

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 programme for students starting ***before*** the 2023/24 academic year:

MSC IN OPERATIONS RESEARCH AND ANALYTICS

1. **Course(s) critical to assessment:** None.
2. **Additional criteria for the award of Merit/Distinction (scheme section 2):** Distinction if the student has achieved an aggregate score over 520. Merit if the student has achieved an aggregate score over 460.

For further information on Exam Sub-Board local rules, please contact the relevant department. For Mathematics local rules for students starting *after* the 2023/24 academic year please see the following page.

DEPARTMENT OF MEDIA AND COMMUNICATIONS

The Sub-Board of Examiners can set additional criteria for the award of Merit/Distinction. The Sub-Board of Examiners can also designate a course or courses as being critical to assessment for a programme and establish 'local rules' where the specific course(s) and/or marks will be given special consideration in the awarding of the degree.

The following programmes have Exam Sub-Board 'local rules'.

MSC IN GLOBAL MEDIA AND COMMUNICATIONS (LSE AND FUDAN)

MSC IN GLOBAL MEDIA AND COMMUNICATIONS (LSE AND UCT) *(LAST YEAR OF ENTRY 2025/26)*

MSC IN GLOBAL MEDIA AND COMMUNICATIONS (LSE AND USC)

MSC IN MEDIA AND COMMUNICATIONS

MSC IN MEDIA AND COMMUNICATIONS (COMMUNICATION, CULTURE AND GLOBAL CITIES) (LSE AND NYU)

MSC IN MEDIA AND COMMUNICATIONS (DATA AND SOCIETY)

MSC IN MEDIA AND COMMUNICATIONS (MEDIA AND COMMUNICATION GOVERNANCE)

MSC IN MEDIA AND COMMUNICATIONS (RESEARCH)

MSC IN MEDIA, COMMUNICATION AND DEVELOPMENT

MSC IN POLITICS AND COMMUNICATION

MSC IN STRATEGIC COMMUNICATIONS *(LAST YEAR OF ENTRY 2023/24)*

MSC IN STRATEGIC COMMUNICATIONS AND SOCIETY

SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE

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:

MSC IN GLOBAL MEDIA AND COMMUNICATIONS (LSE AND FUDAN)

MSC IN GLOBAL MEDIA AND COMMUNICATIONS (LSE AND UCT)

MSC IN GLOBAL MEDIA AND COMMUNICATIONS (LSE AND USC)

MSC IN MEDIA AND COMMUNICATIONS

MSC IN MEDIA AND COMMUNICATIONS (DATA AND SOCIETY)

MSC IN MEDIA AND COMMUNICATIONS (MEDIA AND COMMUNICATION GOVERNANCE)

MSC IN MEDIA, COMMUNICATION AND DEVELOPMENT

MSC IN POLITICS AND COMMUNICATION

MSC IN STRATEGIC COMMUNICATIONS

MSC IN STRATEGIC COMMUNICATIONS AND SOCIETY

1. **Course(s) critical to assessment:** Students must pass MC499 to be awarded the degree.
2. **Additional criteria for the award of Merit/Distinction (scheme section 2):** None.

For further information on Exam Sub-Board local rules, please contact the relevant department.

SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE

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:

MSC IN MEDIA AND COMMUNICATIONS (RESEARCH)

1. **Course(s) critical to assessment:** For students starting before the 2024/25 academic year: Students must pass MC499 and either MC4M2 or MC4M8 to be awarded the degree.

   For students starting in or after the 2024/25 academic year: Students must pass MC499 and MC4M2 to be awarded the degree.
2. **Additional criteria for the award of Merit/Distinction (scheme section 2):** None.

For further information on Exam Sub-Board local rules, please contact the relevant department.

DEPARTMENT OF METHODOLOGY

The Sub-Board of Examiners can set additional criteria for the award of Merit/Distinction. The Sub-Board of Examiners can also designate a course or courses as being critical to assessment for a programme and establish 'local rules' where the specific course(s) and/or marks will be given special consideration in the awarding of the degree.

The following programme(s) do not have any Exam Sub-Board 'local rules'. For the programme(s) below the award of the degree is determined by the relevant classification scheme.

MSC IN APPLIED SOCIAL DATA SCIENCE

MSC IN SOCIAL RESEARCH METHODS

DEPARTMENT OF PHILOSOPHY, LOGIC AND SCIENTIFIC METHOD

The Sub-Board of Examiners can set additional criteria for the award of Merit/Distinction. The Sub-Board of Examiners can also designate a course or courses as being critical to assessment for a programme and establish 'local rules' where the specific course(s) and/or marks will be given special consideration in the awarding of the degree.

The following programmes have Exam Sub-Board 'local rules'.

MSC IN ECONOMICS AND PHILOSOPHY

MSC IN PHILOSOPHY AND PUBLIC POLICY

MSC IN PHILOSOPHY OF ECONOMICS AND THE SOCIAL SCIENCES

MSC IN PHILOSOPHY OF SCIENCE

MSC IN PHILOSOPHY OF THE SOCIAL SCIENCES *(LAST YEAR OF ENTRY 2023/24)*

SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE

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:

MSC IN PHILOSOPHY OF SCIENCE

MSC IN PHILOSOPHY OF ECONOMICS AND THE SOCIAL SCIENCES

MSC IN PHILOSOPHY AND PUBLIC POLICY

1. **Course critical to assessment:** None.
2. **Additional criteria for the award of Merit/Distinction (scheme section 2):** Students are required to achieve at least two Distinctions and one Merit to be awarded a Distinction overall.

For further information on Exam Sub-Board local rules, please contact the relevant department.

SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE

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 programme:

MSC IN ECONOMICS AND PHILOSOPHY

1. **Course(s) critical to assessment:** None.
2. **Additional criteria for the award of Merit/Distinction (scheme section 2):** Students are required to achieve at least 2.5 Distinctions and 1 Merit to be awarded a Distinction overall.

For further information on Exam Sub-Board local rules, please contact the relevant department.

DEPARTMENT OF PSYCHOLOGICAL AND BEHAVIOURAL SCIENCE

The Sub-Board of Examiners can set additional criteria for the award of Merit/Distinction. The Sub-Board of Examiners can also designate a course or courses as being critical to assessment for a programme and establish 'local rules' where the specific course(s) and/or marks will be given special consideration in the awarding of the degree.

The following programmes have Exam Sub-Board 'local rules'.

EXECUTIVE MSC IN BEHAVIOURAL SCIENCE

MSC IN BEHAVIOURAL SCIENCE

MSC IN ORGANISATIONAL AND SOCIAL PSYCHOLOGY

MSC IN PSYCHOLOGY OF ECONOMIC LIFE (*LAST YEAR OF ENTRY 2024/25)*

MSC IN SOCIAL AND CULTURAL PSYCHOLOGY

MSC IN SOCIAL AND PUBLIC COMMUNICATION

MSC IN SOCIETAL AND ENVIRONMENTAL PSYCHOLOGY

SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE

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:

MSC IN BEHAVIOURAL SCIENCE

MSC IN ORGANISATIONAL AND SOCIAL PSYCHOLOGY

MSC IN PSYCHOLOGY OF ECONOMIC LIFE *(LAST YEAR OF ENTRY 2024/25)*

MSC IN SOCIAL AND CULTURAL PSYCHOLOGY

MSC IN SOCIAL AND PUBLIC COMMUNICATION

MSC IN SOCIETAL AND ENVIRONMENTAL PSYCHOLOGY

For students starting in or after the 2022/23 academic year:

1. **Course(s) critical to assessment:** None
2. **Additional criteria for the award of Merit/Distinction (scheme section 2):** Two of the four required Distinction classification marks must be achieve in either the dissertation course or the relevant core course to be awarded a Distinction overall.

Core courses from each programme are listed below:

MSC IN BEHAVIOURAL SCIENCE = PB405

MSC IN ORGANISATIONAL AND SOCIAL PSYCHOLOGY = PB402

MSC IN PSYCHOLOGY OF ECONOMIC LIFE = PB403

MSC IN SOCIAL AND CULTURAL PSYCHOLOGY = PB401

MSC IN SOCIAL AND PUBLIC COMMUNICATION = PB404

MSC IN SOCIETAL AND ENVIRONMENTAL PSYCHOLOGY = PB403

For students starting before the 2022/23* academic year:

1. **Course(s) critical to assessment:** Students must pass the dissertation course to be awarded the degree.
2. **Additional criteria for the award of Merit/Distinction (scheme section 2):** Students must achieve a Distinction mark in the dissertation course to be awarded a Distinction overall.

Students must achieve a Merit mark in the dissertation course to be awarded a Merit overall.

**For students starting during the 2021/22 academic year only, for the award of Merit only, there are no local rules and Merit can be awarded according to the classification Scheme. Awards of Distinction must be classified according to the local rule stated above.*

For further information on Exam Sub-Board local rules, please contact the relevant department.

SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE

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 BEHAVIOURAL SCIENCE

1. **Course(s) critical to assessment:**
   For all registered students: Students must pass the dissertation course to be awarded the degree.
2. **Additional criteria for the award of Merit/Distinction (scheme section 2):**
   For students starting before the 2026/27 academic year:
   Students must achieve a Distinction mark in the dissertation course to be awarded a Distinction overall.
   Students must achieve a Merit mark in the dissertation course to be awarded a Merit overall.

For further information on Exam Sub-Board local rules, please contact the relevant department.

SCHOOL OF PUBLIC POLICY

The Sub-Board of Examiners can set additional criteria for the award of Merit/Distinction. The Sub-Board of Examiners can also designate a course or courses as being critical to assessment for a programme and establish 'local rules' where the specific course(s) and/or marks will be given special consideration in the awarding of the degree.

The following programme has Exam Sub-Board 'local rules'.

EXECUTIVE MSC IN CITIES

The following programmes do not have any Exam Sub-Board 'local rules'. For the programme(s) below the award of the degree is determined by the relevant classification scheme.

DOUBLE MASTER OF PUBLIC ADMINISTRATION (LSE-COLUMBIA)

DOUBLE MASTER OF PUBLIC ADMINISTRATION (LSE-SCIENCES PO)

DOUBLE MASTER OF PUBLIC ADMINISTRATION (LSE-TORONTO)

EXECUTIVE MASTER OF PUBLIC ADMINISTRATION

EXECUTIVE MASTER OF PUBLIC POLICY

MASTER OF PUBLIC ADMINISTRATION

MASTER OF PUBLIC POLICY

MPA DUAL DEGREE

MPA IN DATA SCIENCE FOR PUBLIC POLICY

DEPARTMENT OF SOCIAL POLICY

The Sub-Board of Examiners can set additional criteria for the award of Merit/Distinction. The Sub-Board of Examiners can also designate a course or courses as being critical to assessment for a programme and establish 'local rules' where the specific course(s) and/or marks will be given special consideration in the awarding of the degree.

The following programmes have Exam Sub-Board 'local rules'.

MSC IN CRIMINAL JUSTICE POLICY

MSC IN INTERNATIONAL SOCIAL AND PUBLIC POLICY

MSC IN INTERNATIONAL SOCIAL AND PUBLIC POLICY (DEVELOPMENT)

MSC IN INTERNATIONAL SOCIAL AND PUBLIC POLICY (EDUCATION)

MSC IN INTERNATIONAL SOCIAL AND PUBLIC POLICY (MIGRATION)

MSC IN INTERNATIONAL SOCIAL AND PUBLIC POLICY (NON-GOVERNMENTAL ORGANISATIONS)

MSC IN INTERNATIONAL SOCIAL AND PUBLIC POLICY (RESEARCH)

MSC IN INTERNATIONAL SOCIAL AND PUBLIC POLICY (LSE AND FUDAN)

SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE

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:

MSC IN CRIMINAL JUSTICE POLICY

MSC IN INTERNATIONAL SOCIAL AND PUBLIC POLICY

MSC IN INTERNATIONAL SOCIAL AND PUBLIC POLICY (DEVELOPMENT)

MSC IN INTERNATIONAL SOCIAL AND PUBLIC POLICY (MIGRATION)

MSC IN INTERNATIONAL SOCIAL AND PUBLIC POLICY (NON-GOVERNMENTAL ORGANISATIONS)

MSC IN INTERNATIONAL SOCIAL AND PUBLIC POLICY (RESEARCH)

MSC IN INTERNATIONAL SOCIAL AND PUBLIC POLICY (LSE AND FUDAN)

1. **Course(s) critical to assessment:**

   1a. For all students: Students must pass dissertation course to be awarded the degree.

   1b. For students starting in or after the 2025/26 academic year. In addition to 1a above:

   - MSc International Social and Public Policy students on all streams except MSc International Social and Public Policy (Research) must also pass SP400 to be awarded the degree
   - MSc International Social and Public Policy (Research) students must also pass SP401 to be awarded the degree
   - MSc Criminal Justice Policy students must also pass SP477 to be awarded the degree.

2. **Additional criteria for the award of Merit/Distinction (scheme section 2):** None.

For further information on Exam Sub-Board local rules, please contact the relevant department.

DEPARTMENT OF SOCIOLOGY

The Sub-Board of Examiners can set additional criteria for the award of Merit/Distinction. The Sub-Board of Examiners can also designate a course or courses as being critical to assessment for a programme and establish 'local rules' where the specific course(s) and/or marks will be given special consideration in the awarding of the degree.

The following programmes have Exam Sub-Board 'local rules'.

MSC IN CITY DESIGN AND SOCIAL SCIENCE

MSC IN CULTURE AND SOCIETY

MSC IN ECONOMY AND SOCIETY

MSC IN HUMAN RIGHTS

MSC IN HUMAN RIGHTS AND POLITICS

MSC IN INEQUALITIES AND SOCIAL SCIENCE

MSC IN POLITICAL SOCIOLOGY

MSC IN SOCIOLOGY

SCHEME FOR THE AWARD OF A TAUGHT MASTER'S DEGREE

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:

MSC IN CITY DESIGN AND SOCIAL SCIENCE

MSC IN CULTURE AND SOCIETY

MSC IN ECONOMY AND SOCIETY

MSC IN HUMAN RIGHTS

MSC IN HUMAN RIGHTS AND POLITICS

MSC IN INEQUALITIES AND SOCIAL SCIENCE

MSC IN POLITICAL SOCIOLOGY

MSC IN SOCIOLOGY

1. **Course(s) critical to assessment:** Students must pass the dissertation/independent project to be awarded the degree.
2. **Additional criteria for the award of Merit/Distinction (scheme section 2):** Students must achieve mark of 55 or above in specified core course(s) to be awarded a Distinction overall:

MSC CITY DESIGN AND SOCIAL SCIENCE: SO448

MSC CULTURE AND SOCIETY: FOR STUDENTS STARTING FROM 2025/26 SO4D3: FOR STUDENTS STARTING BEFORE 2025/26 SO434

MSC ECONOMY AND SOCIETY: SO4D1

MSC ECONOMY, RISK AND SOCIETY: SO425

MSC HUMAN RIGHTS: SO4D8 AND SO4D9

MSC HUMAN RIGHTS AND POLITICS: SO4B1

MSC INEQUALITIES AND SOCIAL SCIENCE: SO488

MSC POLITICAL SOCIOLOGY: SO407

MSC SOCIOLOGY: SO491 OR SO492

For further information on Exam Sub-Board local rules, please contact the relevant department.

DEPARTMENT OF STATISTICS

The Sub-Board of Examiners can set additional criteria for the award of Merit/Distinction. The Sub-Board of Examiners can also designate a course or courses as being critical to assessment for a programme and establish 'local rules' where the specific course(s) and/or marks will be given special consideration in the awarding of the degree.

The following programmes do not have any Exam Sub-Board 'local rules'. For the programme(s) below the award of the degree is determined by the relevant *Classification Scheme*.

MSC IN DATA SCIENCE

MSC IN FINANCIAL STATISTICS

MSC IN FINANCIAL STATISTICS (RESEARCH)

MSC IN QUANTITATIVE METHODS FOR RISK MANAGEMENT

MSC IN STATISTICS

MSC IN STATISTICS (RESEARCH)

MSC IN STATISTICS (FINANCIAL STATISTICS) *LAST YEAR OF ENTRY 2025/26*

MSC IN STATISTICS (FINANCIAL STATISTICS) (RESEARCH) *LAST YEAR OF ENTRY 2025/26*

MSC IN STATISTICS (SOCIAL STATISTICS)

MSC IN STATISTICS (SOCIAL STATISTICS) (RESEARCH)

RESEARCH

REGULATIONS FOR RESEARCH DEGREES

These Regulations are approved by the Academic Board.
Last updated: June 2026

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 for all postgraduate students and the relevant Conditions of Registration and Enrolment. 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 in an MRes/PhD programme, the General Academic Regulations for all postgraduate students 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 and the Code of Research Conduct.
4. Students must make themselves familiar with the School's Assessment Integrity Regulations and the 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 40-45 or, for MRes programmes, in accordance with local regulations.
7. In recognition of prior study with the School, or at another institution, a student may be admitted to an MPhil/PhD or an MRes/PhD programme with exemption from taught course requirements and/or at an advanced stage in the programme. Exemption from the School's upgrade requirements and/or from the absolute minimum expected period of enrolment set out in regulation 9 will normally only be permitted in exceptional cases.

Programme length

8. The LSE MPhil/PhD degree programme involves four years of enrolment as a research student. LSE MRes/PhD programmes include an initial period of enrolment as a taught student, followed by a period of enrolment as a research student. The structure may take the form of 1+3, 2+3 or 2+4, in accordance with the approved regulations for the programme.
9. Except by special permission of the Research Degrees Sub-Committee, the absolute minimum period of enrolment for a research degree is two calendar years of full-time study, or the equivalent in part-time study, spent enrolled as a research student of the School.
    - 9.1 For students registered in an MPhil/PhD programme, the absolute minimum period of enrolment is calculated from the point of initial enrolment.
    - 9.2 For students registered in an MRes/PhD programme, the absolute minimum period of enrolment is calculated from the point at which the student is enrolled as a research student following completion of the MRes stage.
10. The maximum permitted period of registration as a research student is subject to adjustment under regulations 11, 15-16, and 18-19.
11. Registration beyond the maximum length (known as "extension") is only permitted in exceptional circumstances by application to the Chair of the Research Degrees Sub Committee or their appointed nominee. 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. Non-submission will result in de-registration and the candidate no longer being eligible for examination or award.

Part-time enrolment

14. LSE PhD programmes are designed to be followed through a programme of full-time study based at LSE, London.
15. Subject to compliance with any funding or visa conditions related to their registration, applications to switch 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 both of the following categories and 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.
    15.2 On the basis of a protected characteristic recognised in the Equality Act 2010 which precludes full-time study.
16. Part-time study is 0.5 of a full-time workload and is expected to be based at LSE, London.

Absence and interrupting enrolment

17. If a student is absent from the School for longer than 2 weeks, other than permitted absences under regulations 18-20 and 29-35, they should seek approval of their supervisor and programme director, and notification must be provided to the PhD Academy. Absence over four weeks requires approval from the Research Degrees Sub-Committee Chair in accordance with the relevant regulations.
18. A programme must be followed continuously except by permission of the Research Degrees Sub-Committee 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 their 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 except where permitted within the LSE Parental Leave Policy for Research Degrees Students.

Enrolment during the examination process

21. Where a student requires further supervisory support and/or access to campus and facilities either in preparation for the viva, or receives an outcome from a final examination that involves a referral for revision (under regulations 77 and 79) and wishes to be enrolled for this period, they will need to request re-enrolment from the PhD Academy. Further enrolment is suitable for candidates requiring continued access to campus facilities and supervision. The PhD Academy may request details of the arrangements for viva preparation or completion of revisions before approving enrolment for this period. Students re-enrolled under this regulation are subject to the same expectations and entitlements in respect of supervision and supervisory engagement as apply to students enrolled prior to submission.

Supervision arrangements

22. All students are entitled to a team of at least two supervisors to provide academic support.
23. Irrespective of supervisory arrangements agreed between supervisory team members, one of the supervisors will be responsible for managing progression and meeting regulatory requirements and will be designated lead supervisor for administrative purposes. The other supervisor may also be known as an adviser.
24. The lead supervisor will
    24.1 have knowledge of a student's subject area and theoretical approach;
    24.2 be a permanent member of the academic staff of the School at the grade of Associate Professor, Associate Professor (Education), Associate Professorial Research Fellow, Professor, Professor (Education), or Professorial Research Fellow[1];
    24.3 usually be assigned for the duration of a student's programme; and
    24.4 be responsible in a lead capacity for no more than eight supervisees.
25. The supervisory team must be confirmed by the end of a student's first term of registration in the PhD programme.
26. Supervision is normally expected to be provided by LSE faculty. Where circumstances mean that suitable supervision from within LSE cannot be provided, the Doctoral Programme Director and Chair of Research Degrees Sub-Committee may exceptionally consider appointment of an external supervisor to the supervisory team.
27. Full-time students have the right to at least three supervisory meetings per term. Part-time students have the right to at least two supervisory meetings per term.
28. 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

29. 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.
30. The Research Degrees Sub-Committee 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 supervisory team.

Absence from the School will not normally be allowed in the first year of registration.

31. Applications for study away from the School must be made through the PhD Academy via the appropriate procedure.
32. 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.
33. Students undertaking fieldwork or study elsewhere must carry out a risk assessment in collaboration with their supervisor before starting the period of absence.
34. Any ethical issues arising from study away from the School should be considered in accordance with the LSE Research Ethics policy and Code of Research Conduct.
35. In exceptional circumstances, the Research Degrees Sub-Committee Chair may permit a student to reside outside the UK during their final year of enrolment. Non-resident enrolment 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

36. 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.
37. Such procedures should:
    - 37.1 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;
    - 37.2 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;
    - 37.3 where relevant, include what grade a student is required to achieve in any assessment resulting from a taught course;
    - 37.4 include a review of the student's training and professional development needs;
    - 37.5 include an assessment of any ethics review required for the student's research undertaken in accordance with the School's research ethics policy;
    - 37.6 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 in the student's final year should include plans for examination entry and submission;
    - 37.7 confirm whether an opportunity is provided for the student to defend their progress orally to the progress review panel; and
    - 37.8 include consideration of any information provided by the student on exceptional circumstances.
38. Progress reviews may result in the following outcomes:
    - 38.1 continued registration;
    - 38.2 continued registration with conditions;
    - 38.3 continued registration as an MPhil Candidate; or
    - 38.4 termination of registration.
39. The PhD Academy 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 their registration or to allow progression as an MPhil Candidate. Appeals will be conducted in accordance with the Appeals Regulations for Research Students.

Upgrade to PhD

40. 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.
41. Upgrade procedures are agreed by each department but must:
    - 41.1 specify the amount and type of written materials a student is required to produce and indicate the deadlines for submission;
    - 41.2 require the student's written materials to include a clear framework for the research and a timetable for completion;
    - 41.3 provide for an upgrade panel that can include the student's supervisor(s) and must 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; and
    - 41.4 include an opportunity for the student to defend their written materials orally.

42. 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.
43. If a student is not upgraded at the first attempt, 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. Where a student's supervisor is not included on the upgrade panel at the second attempt, the panel must seek and record the supervisor's view before reaching a final decision. Second attempts will normally include a further opportunity for the student to defend their written materials orally. A second oral defence may only be waived by the upgrade panel where the assessors determine, on consideration of the resubmitted materials, that the work is of sufficient quality that the student can be passed without the need for further oral examination.
44. 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 will inform the student in writing of a final decision, and the reasons for it.
45. Students not upgraded in accordance with these regulations are not eligible to enter for PhD examination or be considered for PhD award, but have the right of appeal against decisions not to upgrade to PhD status in accordance with the Appeals Regulations for Research Students.

Research in Practice placements for research council studentship recipients

46. Where a student is required to complete a Research in Practice placement as a condition of studentship funding from the LSE ESRC Doctoral Training Partnership (DTP), that placement will form an assessed and integral part of the student's required programme of training.

Requirements for all theses submitted for the degrees of MPhil and PhD

47. 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 their registration began at another institution.
48. 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. They 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.
49. In addition to the special requirements set out in regulations 51-52 and 53-54 for both the PhD and the MPhil, the thesis will:
    - 49.1 consist of the candidate's own account of their 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. Irrespective of thesis format (see 49.2 and 49.3), the candidate must clearly state the part they played in any work done jointly with the supervisor(s) and/or fellow researchers;
    - 49.2 consist either of a monograph that forms an integrated whole; or
    - 49.3 consist normally of a series of at least three papers, provided that submission of thesis by papers is permitted by the candidate's department and that the thesis conforms to the department's requirements with regards to format and content[2],
    - 49.4 be written in English and must be presented in line with published School guidance;
    - 49.5 include a full bibliography and references; and,
    - 49.6 may include an Open Research Appendix as part of the thesis. This may contain materials that support transparency or verification of the research, including software code, scripts, computational notebooks, data documentation, or other digital research objects. Candidates who choose to include such materials may append them directly to the thesis or deposit them in a School supported or discipline appropriate repository, providing stable links or persistent identifiers in the thesis. Any sharing of materials must comply with ethical, legal, contractual, and data protection requirements. Candidates are advised to follow School guidance on use of repositories, documentation and licensing. The decision not to include an Open Research Appendix will not disadvantage a candidate in examination.
50. For the examination, the candidate will be required to provide the PhD Academy with one electronic copy of their thesis, submitted in accordance with the School's instructions.

Additional requirements for a PhD thesis

51. The scope of the thesis will be what might reasonably be expected after three or at most four years of full-time study.
52. The thesis will:
    - 52.1 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;

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, indicate in what respects they appear to the candidate to advance the study of the subject; and demonstrate a deep and synoptic understanding of the field of study;

52.3 demonstrate research skills;

52.4 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

52.5 not exceed 100,000 words (including footnotes but excluding bibliography and appendices). In appropriate circumstances the Research Degrees Sub-Committee Chair may grant permission for a thesis to exceed the normal length.

Additional requirements for an MPhil thesis

53. The scope of the thesis will be what might reasonably be expected after two or at most three years of full-time study.

54. The thesis will:

54.1 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;

54.2 give a critical assessment of the relevant literature, describe the method of research and its findings, and include a discussion on those findings;

54.3 not exceed 60,000 words (including footnotes but excluding bibliography and appendices). In appropriate circumstances the Research Degrees Sub-Committee Chair may grant permission for a thesis to exceed the normal length.

Submission of an MPhil or PhD thesis and examination entry

55. Students will be examined or re-examined in accordance with regulations 56-85 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 Research Degrees Sub-Committee. Following approval, the PhD Academy will then initiate the procedure for the appointment of examiners.

56. The decision to submit a thesis rests with the candidate alone upon completion of the absolute minimum period of registration set out in regulation 9.

57. Provided that the candidate has completed the absolute minimum period of enrolment specified in regulation 9 and meets all other regulatory requirements for examination entry, submission up to one year in advance of the candidate's expected submission deadline may take place without special permission.

58. Provided that the candidate has completed the absolute minimum period of enrolment specified in regulation 9 and meets all other regulatory requirements for examination entry, submission more than one year in advance of the candidate's expected submission deadline may take place subject to the support of the candidate's lead supervisor and programme director, and the approval of the Chair of the Research Degrees Sub-Committee.

59. In all cases of early submission, the candidate accepts responsibility for the decision to submit and confirms that the thesis is complete and fit for examination.

60. Only candidates who have been successfully upgraded in accordance with the School's regulations can submit a thesis for the PhD award.

61. When entering the examination candidates will be required to sign the following declaration:

61.1 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).

61.2 I consider the work submitted to be a complete thesis fit for examination.

61.3 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 63 it will be made available for public reference.

61.4 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.

61.5 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.

62. 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.
63. A candidate may apply to the Research Degree Sub-Committee for restriction of access to their thesis and/or the abstract for a period of up to two years from submission of the final thesis. Such a request can be on the grounds, for example, a publication contract, of commercial exploitation or patenting or for the protection of individuals. The thesis will be placed in the public domain at the expiry of the approved period of restriction of access. In all other circumstances, a thesis will be placed in the public domain immediately after the award of the degree.
64. In exceptional circumstances and prior to the thesis being placed in the public domain, a candidate may apply for an additional period of restriction of access to their thesis or for redaction of parts of the thesis beyond the two-year period specified in regulation 63. Applications for additional restriction must be made in accordance with the guidance and procedures as laid out by the Research Degrees Sub-Committee and the Research Ethics Committee at the time of application.

MPhil and PhD examinations

65. The Research Degrees Sub-Committee 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.
66. 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.
67. At least one examiner will be external to LSE. In the exceptional case of three examiners, at least two will be external to 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 sufficient experience of LSE expectations and requirements.
68. 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.
69. 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 Vice-Chancellor, the School may suspend the requirement for an oral examination.
70. Candidates must attend for examination at a place and time the School determines. The oral examination may be held at LSE in London, or using approved video conferencing facilities.
71. 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 in the preparation of the joint report in those cases where no oral examination is held.
72. Unless the candidate indicates otherwise on the entry form, members of the supervisory team may attend the oral examination as an observer. The supervisory team does 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.
73. After any oral examination, the examiners will prepare a joint final report. This 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 members of the supervisory team before completing their report.
74. 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.
75. Examiners have the right to make comments in confidence to the appropriate Pro Vice-Chancellor 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.
76. If the examiners are unable to agree on the result of the examination the PhD Academy will advise them and, if necessary, will refer the matter to the Research Degrees Sub-Committee Chair, who will determine the action to be taken.

Outcome of the PhD examination

77. The result of a PhD examination is determined across a maximum of three stages of examination or re-examination.
    77.1 At Stages 1 and 2, the examiners may determine either at the viva, or after receipt of amendments, whether a further oral examination is required.

77.2 At Stage 1, following the initial examination, the examiners may recommend one of the following outcomes.

a) Fail, with no award.

b) Award of MPhil. The examiners may recommend minor typographical corrections in this case, but these will not be mandatory, and the examiners will not be entitled or required to check their completion.

c) Major amendments, with or without a further viva, where the examiners shall specify the revisions required and the period for completion, which shall be not less than seven months and not more than twelve months.

d) Minor amendments, with or without a further viva, where the examiners shall specify the amendments required and the period for completion, which shall not exceed six months.

e) A requirement to complete a second viva without the requirement to complete amendments to the thesis, within a maximum of 12 months.

f) Award of PhD. The examiners may recommend minor typographical corrections in this case, but these will not be mandatory, and the examiners will not be entitled or required to check their completion.

77.3 At Stage 2, following re-examination after amendments under regulations 77.2(c-d), or following a further viva under regulation 77.2(e), the examiners may recommend one of the following outcomes.

a) Fail, with no award.

b) Award of MPhil. The examiners may recommend minor typographical corrections in this case, but these will not be mandatory, and the examiners will not be entitled or required to check their completion.

c) Minor amendments, with or without a further viva, where the examiners shall specify the amendments required and the period for completion, which shall not exceed six months.

d) A requirement to complete a second viva without the requirement to complete amendments to the thesis, within a maximum of 12 months.

e) Award of PhD. The examiners may recommend minor typographical corrections in this case, but these will not be mandatory, and the examiners will not be entitled or required to check their completion.

77.4 At Stage 3, the examiners must reach a final decision. The possible outcomes are limited to the following.

a) Fail, with no award.

b) Award of MPhil. The examiners may recommend minor typographical corrections in this case, but these will not be mandatory, and the examiners will not be entitled or required to check their completion.

c) Award of PhD. The examiners may recommend minor typographical corrections in this case, but these will not be mandatory, and the examiners will not be entitled or required to check their completion.

77.5 No further referral, re-submission, or re-viva is permitted after Stage 3.

78. Students have the right of appeal against a decision taken under regulations 77.2(a-e), 77.3(a-d) and 77.4(a-b).

Outcome of the MPhil examination

79. The result of an MPhil examination is determined across a maximum of three stages of examination or re-examination.

79.1 At Stages 1 and 2, the examiners may determine either at the viva, or after receipt of amendments, whether a further oral examination is required.

79.2 At Stage 1, following the initial examination, the examiners may recommend one of the following outcomes:

a) Fail, with no award.

b) Major amendments, with or without a further viva, where the examiners shall specify the revisions required and the period for completion, which shall be not less than seven months and not more than twelve months.

c) Minor amendments, with or without a further viva, where the examiners shall specify the amendments required and the period for completion, which shall not exceed six months.

d) A requirement to complete a second viva without the requirement to complete amendments to the thesis within a maximum of 12 months.

e) Award of MPhil. The examiners may recommend minor typographical corrections in this case, but these will not be mandatory, and the examiners will not be entitled or required to check their completion.

79.3 At Stage 2, following re-examination after submission of amendments under regulations 79.2(b-c), or following a further viva under regulation 79.2(d), the examiners may recommend one of the following outcomes:

a) Fail, with no award.

b) Minor amendments, with or without a further viva, where the examiners shall specify the amendments required and the period for completion, which shall not exceed six months.

c) A requirement to complete a second viva without the requirement to complete amendments to the thesis within a maximum of 12 months.

d) Award of MPhil. The examiners may recommend minor typographical corrections in this case, but these will not be mandatory, and the examiners will not be entitled or required to check their completion.

79.4 At Stage 3, following a final re-examination or further viva, the examiners must reach a final decision. The possible outcomes are limited to the following:

a) Fail, with no award.

b) Award of MPhil.

80. Students have the right of appeal against a decision taken under regulations 79.2(a-d), 79.3(a-c) and 79.4(a).

Notification of award of MPhil and PhD

81. 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 61.3.

82. 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.

83. 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 PhD Academy will withhold certification until the same authority certifies that the student has made payment in full.

84. 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

85. The Council or Director may revoke an award made under these regulations as permitted by the Bye-laws and Regulations of the School.

Footnotes

[1] This excludes centennial, visiting professors, professors in practice and retired members of academic staff.

[2] In case of paper-based theses, department specific exceptions from the requirement of at least three papers must be grounded in the research practice prevalent in the relevant field, documented in department rules and approved by the RDSC.

See the **Calendar** for further information about Programme Regulations, Course Guides, School and academic Regulations.

GENERAL REGULATIONS FOR VISITING RESEARCH STUDENTS

These Regulations are approved by the Academic Board.
Last updated: June 2025

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 and Enrolment, 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 and Enrolment. They apply to all students enrolled as Visiting Research Students with the School.
2. These regulations do not apply to research exchange programmes.
3. By-programme regulations are not required for VRS programmes.
4. VRS admitting rights are automatically granted to departments with existing postgraduate research degree programmes, and run in parallel with these, with the same programme director. Other entities within the School may not admit Visiting Research Students.
5. These regulations exist to facilitate visits to LSE for the purposes of study by research students registered at other institutions, to allow them to:
   - 5.1 participate in and contribute to the research environment of their host department, and in the School research environment in general;
   - 5.2 interact with other LSE research students; and,
   - 5.3 benefit from the expertise of LSE faculty, the training offered by the PhD Academy, and other resources available to LSE research degree students.
6. These regulations do not apply to circumstances in which research students registered at other institutions are employed by the LSE. Visiting Research Students must not be admitted if the primary purpose of the proposed visit is work, rather than study.[1]
7. The Appeals Regulations for Research Students do not apply to Visiting Research Students.

Research Ethics

8. All students must ensure their research complies with the School's Research Ethics Policy.

Admission

9. Only students currently enrolled in research degree programmes at other institutions and at an advanced stage in their studies may be admitted as Visiting Research Students. Departments are required to interview students before recommending admissions offers, or otherwise demonstrate that they are satisfied that the applicant is a suitable candidate for admission.

Enrolment

10. The minimum period of enrolment for Visiting Research Student is 7 weeks.
11. The normal maximum permitted period of enrolment for a Visiting Research Student is 52 weeks. Enrolment beyond 52 weeks, either in a single period or via multiple separate periods of enrolment, will only be permitted in exceptional circumstances via application to the Chair of the Research Degrees Sub Committee.
12. Periods of enrolment will normally be expected to match the start and end dates of the relevant LSE term/s. However, bespoke dates may be requested.
13. Where a student's period of enrolment runs beyond the end of the academic year in which they initially enrolled, the student will be subject to the School's re-enrolment processes.
14. Part-time enrolment is not permitted for Visiting Research Students.
15. Currently enrolled students may apply to extend or interrupt their period of enrolment by writing to the PhD Academy, providing proof of support from their home institution, LSE advisor and Visiting Research Student programme director. Students whose period of enrolment has already ended must submit a new application for admission.

Entitlement to an advisor

16. VRS are not entitled to supervision of the sort described in the Regulations for Research Degrees. Instead, VRS students are entitled to an advisor. Advisors will:
    - 16.1 have knowledge of a student's subject area and theoretical approach;
    - 16.2 be a member of the academic staff of the School whose employment will outlast the student's period of enrolment;

16.3 be assigned for the duration of the student's period of enrolment, subject to regulation 17;

16.4 be responsible in a lead capacity for no more than eight of the following total: supervisees in a lead capacity, VRS advisees, and Research Exchange Student advisees; and,

16.5 will be a permanent member of the academic staff of the School[2].

17. The identity of the advisor will be confirmed as part of the admission process, and will not normally change during a student's period of enrolment. Changes of advisor can be approved by the programme director in cases where the advisor becomes unavailable or is no longer employed by the School.

18. As VRS students are expected to be at an advanced stage in their studies, they are expected to be self-directed during their period of enrolment, and are not entitled to full supervisory meetings.

Absence

19. Periods of enrolment must be followed continuously. Periods of absence are permitted, subject to the limitations set out below, and subject to the limitations of the UK visa system.

19.1 Periods of absence will count towards a student's period of enrolment.

19.2 For students enrolled for less than 12 weeks, absence for vacation outside of School closure periods will not normally be permitted.

19.3 For any student registered for more than 12 weeks, programme directors may approve up to 1 week of absence for vacation, outside of School closure periods, per 12-week period of enrolment. Periods of approved absence will not extend the student's period of enrolment.

19.4 Up to 2 weeks of absence due to illness or other urgent cause may be approved by the programme director in any 12-week period of enrolment.

Taught courses and assessment

20. Visiting Research Students are:

20.1 entitled to attend and participate in doctoral workshops and department research seminars in their home department;

20.2 not entitled to take taught courses for credit, but may audit courses by agreement with the course leader; and,

20.3 not entitled to submit for or be examined for a degree from the LSE by virtue of their Visiting Research Student enrolment.

Attendance, engagement and fieldwork

21. All Visiting Research Students are expected to be in regular attendance at the School, in regular contact with their advisor, and in continuous engagement with their studies. Departments are required to maintain accurate and up to date records of interactions between Visiting Research Students and their advisors, and to make these available on request for the purposes of visa compliance monitoring.

21.1 Visiting Research Students enrolled for less than 24 weeks will be entitled to one advisory meeting every six weeks.

21.2 Visiting Research Students enrolled for more than 24 weeks will be entitled to three advisory meetings per term.

22. Though Visiting Research Students are not required to undertake the progress review or upgrade procedures, where engagement concerns exist, it will be open to the Research Degrees Sub-Committee Chair to instruct the PhD Academy to de-register the student.

23. Visiting Research Students are not permitted to undertake fieldwork or to study elsewhere during their period of enrolment.

Notes

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

Footnotes

[1] Any work undertaken while enrolled must comply with visa conditions, and the School recommends that work is limited to a maximum of 20 hours per week.

[2] This excludes centennial or visiting professors and retired members of staff.

See the **Calendar** for further information about Programme Regulations, Course Guides, School and academic Regulations.

GENERAL REGULATIONS FOR RESEARCH EXCHANGE STUDENTS

These Regulations are approved by the Academic Board.
Last updated: June 2025

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 and Enrolment, 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 and Enrolment. They apply to all students enrolled as Research Exchange Students with the School.
2. Research Exchange Student status is available only to research students officially nominated to study at LSE by staff at institutions with which the School has a valid reciprocal PhD student exchange agreement.
3. By-programme regulations are not required for Research Exchange Student programmes.
4. Research Exchange Student admitting rights are automatically granted to departments with existing postgraduate research degree programmes, and run in parallel with these, with the same programme director. Other entities within the School may not admit Research Exchange Students.
5. These regulations exist to facilitate visits to LSE for the purposes of study by research students registered at institutions with which the School has a valid reciprocal PhD student exchange agreement, to allow them to:
    5.1 participate in and contribute to the research environment of their host department, and in the School research environment in general;
    5.2 interact with other LSE research students; and,
    5.3 benefit from the expertise of LSE faculty, the training offered by the PhD Academy, and other resources available to LSE research degree students.
6. Research Exchange Students are not permitted to work during their period of enrolment at the School. The sole purpose of the proposed visit must be study.
7. The Appeals Regulations for Research Students do not apply to Research Exchange Students.

Research Ethics

8. All students must ensure their research complies with the School's Research Ethics Policy.

Admission

9. Only students who are currently enrolled in research degree programmes at institutions with which LSE has a valid reciprocal PhD student exchange agreement, are officially nominated by their home institutions, and are at an advanced stage in their studies may be admitted as Research Exchange Students. In collaboration with the relevant academic departments, the Study Abroad team will ensure that nominated Research Exchange Students are suitable and eligible candidates before any offer of admission is made.

Enrolment

10. The minimum period of enrolment for Research Exchange Students is one LSE academic term.
11. The normal maximum permitted period of enrolment for a Research Exchange Student is one LSE academic term.
12. Periods of enrolment will normally be expected to match the start and/or end dates of the relevant LSE academic term. However, bespoke dates may be requested.
13. Part-time enrolment is not permitted for Research Exchange Students.
14. Research Exchange Students are not permitted to extend or interrupt their period of enrolment.

Entitlement to an advisor

15. Research Exchange Students are not entitled to supervision of the sort described in the Regulations for Research Degrees. Instead, Research Exchange Students are entitled to an advisor. Advisors will:
    15.1 have knowledge of a student's subject area and theoretical approach;
    15.2 be a member of the academic staff of the School whose employment will outlast the student's period of enrolment;
    15.3 be assigned for the duration of the student's period of enrolment, subject to regulation;
    15.4 be responsible in a lead capacity for no more than eight of the following total: supervisees in a lead capacity, VRS advisees, and Research Exchange Student advisees; and,
    15.5 will be a permanent member of the academic staff of the School.[1]

16. The identity of the advisor will be confirmed as part of the admission process and will not normally change during a Research Exchange Student's period of enrolment. Changes of advisor can be approved by the programme director in cases where the advisor becomes unavailable or is no longer employed by the School.
17. As Research Exchange Students should be at an advanced stage in their studies when admitted to the School, they are expected to be self-directed during their period of enrolment and are not entitled to full supervisory meetings.

Absence

18. Periods of enrolment must be followed continuously. Periods of absence are permitted, subject to the limitations set out below, and subject to the limitations of the UK visa system.
    - 18.1 Periods of absence will count towards a student's period of enrolment.
    - 18.2 For students enrolled for less than 12 weeks, absence for vacation outside of School closure periods will not normally be permitted.
    - 18.3 Up to 2 weeks of absence due to illness or other urgent cause may be approved by the programme director in any 12-week period of enrolment.

Taught courses and assessment

19. Research Exchange Students are:
    - 19.1 entitled to attend and participate in doctoral workshops and department research seminars in their home department;
    - 19.2 not entitled to take taught courses for credit, but may audit courses by agreement with the course leader; and,
    - 19.3 not entitled to submit for or be examined for a degree from the LSE by virtue of their Research Exchange Student enrolment.

Attendance, engagement and fieldwork

20. All Research Exchange Students are expected to be in regular attendance at the School, in regular contact with their advisor, and in continuous engagement with their studies. Departments are required to maintain accurate and up to date records of interactions between Research Exchange Students and their advisors, and to make these available on request for the purposes of visa compliance monitoring.
    - 20.1 Research Exchange Students will be entitled to one advisory meetings per term.
21. Though Research Exchange Students are not required to undertake the progress review or upgrade procedures, where engagement concerns exist, it will be open to the Research Degrees Sub-Committee Chair to instruct the PhD Academy to de-register the student.
22. Research Exchange Students are not permitted to undertake fieldwork or to study elsewhere during their period of enrolment.

Notes

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

Footnote

[1] This excludes centennial or visiting professors and retired members of staff.

See the **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[1]

1. Introduction

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 short and longer-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 fieldwork or ethnography in some public or online spaces, or where the use of deception has been justified (see §10 below) - but in these cases the lack of informed consent should be specially argued.

2. Written or Verbal consent?

Written consent should be sought wherever possible, provided it is both appropriate and safe in the context in which the research is being conducted. Aside from 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 not appropriate for the study (see 'Verbal consent' below). Written consent does not necessarily require a hard copy or electronic signature - typed confirmation, e.g. in an email, is acceptable as constituting written consent.

For ***online surveys*** or other digital data collection, appropriate ways should be sought to ensure that participants explicitly signal their consent, usually by ticking an "I agree" box, or indicating Yes/No. (This is also a data protection requirement, and only where the participant has confirmed they agree should they be able to proceed to the survey.)

Researchers involved in collecting data from **social media** platforms or other internet-based sources should refer to appropriate guidance, for example our guidance **Using data from the internet and social media in research: ethics & consent**[2] and the LSE Social Media, Personal Data and Research Guidance[3]. Other suggested guidance includes the Association of Internet Researchers' ethics guidance[4], and the UKRIO resources on the ethics of social media research[5].

Verbal consent may be preferable where participants are not fully literate, or due to cultural norms around the signing of forms, and in some other specific circumstances (for example in the case of telephone surveys). It may (possibly) also be appropriate where the researcher has established close and continuing personal relationships with participants over long periods of time. Where participant observation is the primary method, researchers should carefully consider how they will present themselves and their research to potential study participants. In the case of interviews, the researcher should prepare for themseves a verbal consent script to ensure that the information regarding consent that they discuss with each participant is consistent. (A copy of the verbal consent script should be attached to the ethics review form. See the Appendix for an example template.) Wherever possible an audio recording of the verbal consent should normally be made (with the permission of the participant).

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. Consideration should be given to the ways in which procedures for securing consent might need to be adapted over the course of the research, based on the needs and desires of study participants.

Participant information sheets and consent forms The usual method in the case of written consent is that a relatively (but not overly) detailed information sheet is 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. Please see below and the example templates in the Appendix.

3. The information sheet and consent form

Except in exceptional circumstances (which will require special justification) the information sheet should cover the following topics:

- The researcher's name(s), institution (and where relevant, degree progarmme)
- name of the project and purpose of the research
- where approrpiate, the funding source of the study
- what participation will involve (e.g. if interviews are proposed, how many and how long they will be and where they will be held)
- if any compensation or incentive is to be provided this should be noted[6]
- any risks to participants and any wider benefits to participants and others
- that participants are free to withdraw at any time[7] 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 removed from the study
- what usage will be made of the data: during the research itself (where data will be stored, 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. If Generative AI tools

will be used this may need to be explained - please see §8 below;

- strategies for maintaining confidentiality and anonymity
- contact details of the researcher(s) and who to contact should participants have a complaint (namely, **research.ethics@lse.ac.uk**)
- A link to the **LSE Research Privacy Policy**.

A **consent form** should accompany (or be attached to) the Information sheet. The consent form sets out the explicit points the participant is asked to give their consent to, including that they have read and understood the information about the study and what is involved.

Example participant Information Sheet/consent form templates are attached in the appendix to this document; we recommend that the first, simpler, version be used for MSc or UG studies provided these do not involve sensitive or complex issues. The second, more detailed, example may be used for any large study or sensitive/complex research. There is also a suggested template for online surveys, and a sample script for cases where verbal, rather than written, consent will be obtained. Word versions of these templates can be found **here**. Researchers should ensure they tailor these templates to the particular research context and participant groups involved in their research project (for instance, for research involving children further adaptations may be required to ensure any documents are age-appropriate). Other templates may be used provided they contain the information outlined above. Where researchers will be working with children we recommend they look at the resources of the Global Kids online study[8] (see also section 6 below). Further examples and useful guidance (for example around special considerations) can be found on the UK Data Service webpage[9]. For some larger studies researchers may like to produce the information in the form of a leaflet.

The information sheet/consent form that the researcher proposes to use should be attached to the ethics review application form for the project, and researchers should await approval of the ethics review before recruiting any participants.[10]

It is important that arrangements are made for researchers to carefully talk through the information sheet and consent form with participants before they are asked to sign/return the consent form, and that appropriate time should be allowed in order for participants to make this decision.

4. Opt in/Opt Out

An 'opt-out' consent procedure (i.e. where participants are assumed to have consented because they have not explicitly opted out of a study) is generally recognized to be 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 Review Board (RERB) and will be subject to special scrutiny.

5. Sensitive issues

Where the research involves the discussion of topics that participants may find sensitive (for instance, topics of a personal nature, that may be a cultural taboo, that may be controversial or contentious politically, or concern illegal behaviour), then special attention should clearly be paid to ensuring that the participants are fully informed well in advance 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[11] of such data.

In the case of very sensitive research we recommend the researcher refers to the book 'Undertaking Sensitive Research in the Health and Social Sciences'[12]. Further, if the researcher plans to conduct interviews where the topic is very sensitive but they do not have any prior experience of conducting such research, the Research Ethics Committee may ask that the researcher undertakes some training and/or practice interviews before commencing the study.

6. Participants with diminished capacity to give informed consent

Some participants may have a diminished capacity to give informed consent. For example (but not limited to), young children, the elderly, those in long-term care, those with learning disabilities. Other vulnerabilities may also affect the ability of a participant to give full/freely given consent.

Research in these circumstances raises complex ethical issues for which it is difficult to formulate generally applicable rules around how consent should be handled. Consent may need to be obtained from family or care-givers, or in some cases through the use of pictures rather than written text. In the case of longitudinal studies, researchers should be alert to the fact that capacity to consent may have diminished over time (or, in the case of studies where participants were children at initial stages but are now older, their capacity to consent may be less diminished than previously), and thus the method of obtaining consent may need to be re-appraised. Researchers should consult relevant guidance and discuss their proposals with those with experience in conducting such research. Researchers should also refer to the LSE guidance on *Research with children and other vulnerable groups*[13]. Where working with participants with diminished capacity to consent the researcher should also ensure they are familiar with the Mental Capacity Act 2005 (England and Wales).[14]

Any research involving participants with diminished capacity to consent will require review/approval by the Research Ethics Committee who will give special scrutiny to the proposed procedures for informed consent in such cases.

7. 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 as part of the consent process.

Researchers must also ensure that they comply with the UK Data Protection Act (the Act allows special provisions for research) regardless of where in the world the research will be conducted. The legal basis used to process personal data will be "Public Task" in the case of research conducted by staff or "Legitimate interests" for that conducted by students. 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. Researchers should note which legal basis they are using in case research participants ask for this information.

Researchers should consult the LSE guidance on Data Protection and Research[15] and consider writing a Data Managemnt Plan. Researchers should also consult the School's policies and guidance on Information Security, including encryption and audio and video recording[16].

8. Use of AI in research

The use of generative AI tools in research can give rise to data protection/privacy issues. Please refer to the LSE Guidance on the use of *Generative AI for research*[17]. Furthermore, some participants may feel uncomfortable with the thought that the information they provide will be fed into AI tools. If you plan to use any personal data in a Generative AI tool and/or the data will be shared with third parties via the tool or used to train models, this should be explained in the Participant Information Sheet and consent obtained

9. Naming of participants and organisations

It is always recommended that participants' details are anonymised at the earliest opportunity and that no names or identifiable information is presented in any research reports or publications. However, in some instances the naming of participants may be justified – for instance in the case of elite or expert interviews, in certain kinds of oral history, or where participants are activists who are keen for their voices to be heard. There are also some cases where it may be impossible to guarantee that participants will not be identifiable from the information provided. In such instances the researcher must discuss any possible risks with participants and ensure they give their consent to be named and agree exactly how their data will be presented, and whether or not they will be given the opportunity to check transcripts of their interviews.

Researchers should be aware that the naming of participants in elite interviews can raise a number of issues – see, for instance, Lancaster 2016[18].

Regarding the naming of organisations in your research outputs: there may be some organisations who you wish to name in your research. They may have been involved in the research in some way (e.g. as a partner, a service provider, gatekeeper, etc.), or they may the organisation(s) for whom your participants work or are involved with in some way. Is consent required in order for you to name them in your research outputs? This will very much depend on the nature of their involvement and/or the context, and thus needs to be considered on a case by case basis. If, for instance, you interview someone and wish to name the organisation they work for, you should normally discuss this with the participant and check that it does not raise any risks for them. In some cases you may need to add this to the consent form.

10. Limits to Confidentiality (disclosure of harm)

Confidentiality may 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.[19]

11. Deception

Certain kinds of social research – particularly in experimental designs, 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, or the withholding of full information as to its true purpose, the Research Ethics Committee will want to feel assured that:

(a) there is no other non-deceptive way of investigating the research problem; and that the case can be made that the study's prospective scientific (or applied) value outweighs the disvalue of the deception involved;

(b) 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; to this end participants should at that point be provided with a '**de-brief**' that explicitly informs them of the true purpose of the study and that gives them the opportunity to withdraw their data should they wish;

(d) that the study does not involve the possibility of participants suffering any degree of pain or substantial emotional distress.

Researchers should refer to the sections on deception and debriefing in the British Psychological Society's Code of Human Research Ethics.[20]

A de-brief sheet should also be provided in cases where participants have been assigned to different treatment groups.

12. Further information

This guidance document cannot cover every type of research context. Where there is any uncertainty, please contact the research ethics team via **research.ethics@lse.ac.uk**. Please also refer to the School's **Research Ethics Policy and guidance**.

Footnotes

1 https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/resEthPolPro.pdf

2 https://info.lse.ac.uk/staff/divisions/research-and-innovation/research/Assets/Documents/PDF/ethics-Using-internet-and-Social-media-data-v8.pdf

3 https://info.lse.ac.uk/staff/divisions/Secretarys-Division/Assets/Documents/Information-Records-Management/Social-media-personal-data-and-research-guidance-v.1.pdf

4 https://aoir.org/ethics/

5 https://ukrio.org/ukrio-resources/ethical-issues-in-research-using-social-media/

6 Please refer to our guidance Payments and benefits to research participants: https://info.lse.ac.uk/staff/divisions/research-and-innovation/research/Assets/Documents/PDF/ethics-incentives-reimbursement-etc-v5.pdf

7 A time limit may need to be given, as it is not usually possible to withdraw data once results have been analysed/aggregated and published. Where a participant does request withdrawal after research results have been published, the publication does not need to be changed (assuming they had consented to publication); however, the data should not be used for any further research or publications.

8 http://globalkidsonline.net/tools/qualitative/

9 https://ukdataservice.ac.uk/learning-hub/research-data-management/ethical-issues/consent-for-data-sharing/

10 https://info.lse.ac.uk/staff/divisions/research-and-innovation/research/research-ethics/Research-Ethics-Submission-System

11 See guidance and the Research Data Toolkit here: https://www.lse.ac.uk/library/research-support/research-data-management-and-open-data

12 Dickson-Swift, Virginia, Erica. James, and Pranee Liamputtong, 2008. Available online and in hard copy from the LSE Library at https://librarysearch.lse.ac.uk/permalink/44LSE_INST/1f110cn/alma99149133205902021

13 https://info.lse.ac.uk/staff/divisions/research-and-innovation/research/Assets/Documents/PDF/ethics-working-with-children-and-vulnerable-groups-v1.pdf

14 A useful explanation is given here: https://www.hra.nhs.uk/planning-and-improving-research/policies-standards-legislation/mental-capacity-act/

15 https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/datProRes.pdf

16 These are available at: https://info.lse.ac.uk/staff/divisions/dts/about/policies

17 https://www.lse.ac.uk/DSI/Assets/documents/LSE-Guidance-on-the-use-of-Generative-AI-for-research-2024-09-26.pdf Further guidance on the use of generative AI to support research are available at: https://www.lse.ac.uk/DSI/AI/AI-Research

18 https://www.tandfonline.com/doi/full/10.1080/13645579.2015.1123555?src=recsys

19 If in any doubt, please refer to the Research Ethics Committee for guidance, via research.

20 https://www.bps.org.uk/guideline/bps-code-human-research-ethics

APPENDIX: SAMPLE INFORMED CONSENT TEMPLATES

Example 1: template for MSc/UG/small projects where the research is not overly sensitive or complex (template combines the information sheet/consent form in one)

Example 2: template recommended for larger studies or complex/sensitive research (information sheet + consent form)

Example 3: template for verbal consent script

Example 4: template for online surveys and experiments

Word versions of these templates can be found **here**.

Adapting the templates – please note:

1. Text in black are standard elements which we recommend you include
2. Text in square brackets/highlighted in yellow: please insert your specific information]
3. Notes in the grey boxes or highligted in grey: these provide guidance only and are to be removed from the final version

Accessibility

Please ensure that the information sheet/consent form is provided in a format accessible to your intended participants. For instance:

- if providing a hard copy you may need to increase the font size;
- if your participants are not fluent in English you must provide them with a copy that has been translated as appropriate (but please attach an English version to your ethics form).

Example 1: Template for MSc/UG/small projects where the research is not sensitive or complex

This template combines information sheet and consent form in one

Dear [.....],

My name is [.....] and I am a [student/researcher/academic] at the London School of Economics. Thank you for your interest in this project. In this [email], I give you information about the project and ask for your consent to participate. If you agree, please reply to this [email], stating your name and that you agree to the statements in the table below to give your consent.

What is the study about?

Briefly explain what the study is about in simple/accessible language that will be understood by your participants. If the study is funded, state who the funder is.

What will my involvement be?

Briefly explain what their involvement will comprise. For example, if you plan to conduct interviews, state how long you expect these to take and where they would take place (and whether online or in person). If you plan to conduct focus groups, explain what other type of participants you are inviting to join the group.

Do I have to take part?

Participation is voluntary. There are no negative consequences for you if you choose not to take part in this study. If you decide to take part but then later on you change your mind and wish to withdraw your data, you can let me know by [DATE*] - you will not have to give any explanation why. It is also absolutely fine if you don't want to answer any specific questions – you can just tell me, and we will move on.

*This should usually be a date before you will begin analysis of the data. Ideally allow participants at least 2 weeks from after the date of the interview/focus group/survey

What will my information be used for?

State whether the data is to be used in e.g. a Masters' dissertation or some other kind of output. If you want the option to use the data in future research or publications you must state so here.

If you plan to use any personal data in a Generative AI tool and/or the data will be shared with third parties via the tool or used to train models, then this should be explained here and consent obtained

Will my information be anonymous?

Your participation will be anonymous - your name will not be used in any reports or publications resulting from the study.

If you agree to take part in the research, please complete the section below.

Participant's name: [Participant to type first name and surname here]

Pease read these three statements. If you agree with them, put a X in the boxes below	
I have read this message and had the opportunity to ask questions.	
I agree to participate in the [e.g. interview / survey / focus group]]	
I understand that my responses will be kept as confidential as possible, that my name will not be included in any reports or publications, and that my personal information will be kept securely and destroyed at the end of the study. [If relevant, add additional statements, such as the use of personal data in Generative AI tools]	

Once completed lease email this back to me. Thank you!

Researcher name: Email address:

Any concerns or complaints about this study should be addressed to **research.ethics@lse.ac.u**k

The LSE Research Privacy Policy can be found here: **https://info.lse.ac.uk/staff/divisions/Secretarys-Division/Assets/Documents/Information-Records-Management/Privacy-Notice-for-Research-v1.2.pdf**

The legal basis used to process any personal data is “Legitimate interests” for student and commercially funded research and “Public Task” for staff research.

Example 2: Template recommended for larger studies or complex/sensitive research

Template comprises separate information sheet + consent form

[Title of research study]

[Name of researcher]
[Degree programme/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?

Briefly explain what the study is about in simple/accessible language that will be understood by your participants. If the study is funded, state who the funder is.

2. Do I have 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 indicate your consent in the form (below) which you can return to [me/us] in advance of the [interview/focus group meeting/survey] or at the start of the [interview/focus group meeting/survey].

3. What will my involvement be?

Briefly explain what their involvement will comprise. For example, if you plan to conduct interviews, state how long you expect these to take and where they would take place (and whether online or in person). If you plan to conduct focus groups, explain what other type of participants you are inviting to join the group.

4. How do I withdraw from the study?

You can withdraw from the study at any point until [insert date*], without having to give a reason. If any questions during the [interview/focus group/survey] 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, I will not retain the information you have already given, unless you are happy for me to do so.

*This should usually be a date before you will begin analysis of the data. Ideally allow participants at least 2 weeks from after the date of the interview/focus group/survey

5. What will my information be used for?

State whether the data is to be used in e.g. a Masters' dissertation, research project, academic paper, or some other kind of output. If you want the option to use the data in future research or publications you must state so here.

If you plan to use any personal data in a Generative AI tool and/or the data will be shared with third parties via the tool or used to train models, then this should be explained here and consent obtained.

6. Will my taking part and my data be kept confidential? Will it be anonymised?

The data [I/we] collect will be kept as confidential as possible. Only [my supervisor and I] will have access to any files that contain your personal data. Your data will be anonymised – your name and anything else that could identify you will not be used in any reports or publications resulting from the study. All data (your personal data and the information you provide) will be securely stored in keeping with LSE data management policies and the LSE Research Privacy Policy[21].

Naming participants (e.g. in the case of interviews with experts, activists, etc.): There are some circumstances in which you may – with their explicit consent – name your participants in your research; in this case you need to amend the wording in the section above accordingly. However, caution should be exercised, and you are advised to discuss this with either your supervisor or the RERB via **research.ethics@lse.ac.uk**

Limits to confidentiality: Where applicable (e.g. in the case of research on very sensitive topics) add the following proviso: "Confidentiality will be maintained as far as it is possible, unless you tell [me/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. Who has reviewed this study?

This study has undergone ethics review in accordance with the LSE Research Ethics Policy and Procedure.

You must obtain approval of your research ethics review before you undertake any data collection or recruit participants. Details of the Research Ethics Policy and Procedure can be found at:
http://www.lse.ac.uk/research-ethics

8. What if I have a question or complaint?

If you have any questions regarding this study please contact the researcher, [Researcher's name], on [email address].

If you have any concerns or complaints regarding the conduct of this research, please contact the LSE research ethics managers via **research.ethics@lse.ac.uk**.

If you are happy to take part in this study, please complete the consent sheet attached/below.

CONSENT FORM

This form is to be completed by the participant. They should be given a copy of this and the information sheet to keep.

Please ensure you adapt the text highlighted below as appropriate to your study

[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 participate in this study. I understand that I can refuse to answer questions and that I can withdraw from the study at any time up until [date], without having to give a reason.	YES / NO
I agree to the [interview/focus group] being [audio and video*] recorded. I understand that the researcher will securely delete the [audio and video] recordings as soon as notes/transcripts have been made.	YES / NO
[For focus groups add] *I agree to maintain the confidentiality of the focus group discussions.*	YES / NO
[If relevant, add additional statements, e.g. for taking videos, photographs, use of diaries, etc. You should add a statement such as "I agree to joint copyright of the [specify the data] to [name of researcher]. Please also ensure that use of photographs, video, diaries, etc has been explained in the information sheet]	YES / NO
[If relevant, add additional statements, such as the use of personal data in Generative AI tools]	YES / NO
I understand that the information I provide will be used for [Researcher name]'s [dissertation, thesis, research publication, etc.].	YES / NO
I understand that any personal information that can identify me will be kept as confidential as possible and will not be shared with anyone other than [researcher name] [and supervisor name].	YES / NO
I agree that my anonymised information can be quoted in research outputs. Our recommendation is that all participants are anonymised unless there is good reason to do so (e.g. interviews with experts). Where naming participants can be justified, please add the following optional clause to this section: *OR (delete as appropriate)* I agree that my real name can be used for quotes in research outputs.	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. For some funders it is a requirement to ask participants this. UG/MSc students, however, should only include this clause if it is something they really intend to do this.	YES / NO

*You should only video record interviews/focus groups where absolutely necessary – for instance if conducting these online and it's not possible to turn the video off feature and still see participants

Please retain a copy of this consent form.

Participant name:

Signature: _____ Date _____

Signature does not need to be in hard copy where, for instance, arrangements are made over email or other electronic form

Interviewer name:

Signature: _____ Date _____

For information please contact: [name and email address of researcher]

Example 3: Template for verbal consent

Verbal consent should only be used in cases where written consent is not appropriate, for instance due to literacy levels, cultural norms, or where a written record may heighten risks to the participant. Please see §2 of the Informed Consent guidance. The use of verbal consent usually requires review/approval by the Research Ethics Committee.

[Title of your study]

[Researcher name]

[Degree programme, Department, LSE]

Pre-interview

Hi, my name is [……], and I'm a [student/researcher] at the London School of Economics.

[show School ID/business card]

[As explained in the information sheet I sent/gave you,] I am researching […add brief details of what the study is about and what their involvement will include – e.g. if you would like to interview them, roughly how long that would take, etc.]

Before I ask for your agreement to participate, I'd like to tell you more about how your information will be used. Is it ok with you if I record this?

[wait for acknowledgement]

First, this study has undergone ethics review in accordance with the LSE Research Ethics Policy and Procedure. The information you provide will be anonymized and confidential, which means your name and any identifiable details will not be used in my [dissertation/publication]. You can retract any information you provide up to [insert date*] without any reason. And during the interview, if any questions make you feel uncomfortable, you do not have to answer them.

*This should usually be a date before you will begin analysis of the data. Ideally allow participants at least 2 weeks from after the date of the interview/focus group/survey

If you plan to use any personal data in a Generative AI tool and/or the data will be shared with third parties via the tool or used to train models, then this should be explained here and consent obtained.

If that's all clear and alright with you, are you happy to proceed with [the interview]?

[wait for acknowledgement]

And is it ok for me to audio record the interview? This is only to help me write notes/transcribe afterwards. I will then delete the recording.

[wait for acknowledgement]

Do you have any questions before we begin?

[potential interviewee responds]

Post-interview

Thank you so much for your answers. To confirm, are you happy for me to use this information you provided for my [dissertation / publication] with the terms outlined before? I'm also happy to go through them again.

[interviewee reconfirms/asks for details of the study or how data will be used to be repeated]

Thank you so much for your time!

Example 4: Template for online surveys/experiments

This should be presented on the first screen of the survey/experiment; participants should only be able to proceed if they answer Yes to the consent questions at the end

[Title of your study]

[Researcher name]

[Degree programme, Department, LSE]

Thank you for your interest in this study. The study is about [briefly describe the study].

What will my involvement be?

If you agree to take part you will be asked to [briefly explain what will be required].

[The survey/task] should take approximately [X minutes/hours] of your time.

Participation is voluntary. You do not need to answer any questions you don't want to, and you can stop completing the [survey/task] at any point if you wish to. If you take part but then later on you wish to retract the information you have provided, you can let me know via email [your email address] by [DATE] - you will not have to give any explanation why.

If the data collection will be entirely anonymous and you will not have any contact details of the participants, replace the above text with, e.g. "Since the data collection is anonymous, it will not be possible to withdraw the information you have provided once you have completed and submitted the [survey/ questionnaire.]"

Will I be compensated for taking part?

Researchers should reflect on whether participants should be compensated for their time (or, e.g. entered in a lottery prize). Please refer to our guidance **here**. If participants will be compensated for their time, provide a clear statement of what this will be and ensure you have thought through how to arrange payment

What will my information be used for?

Your responses will be used in my [Masters' dissertation/PhD thesis/publications/future research/other].

[If relevant] Your personal information will be kept securely and destroyed at the end of the study.

[If relevant] Your IP address will not be collected during this survey/task.[22]

Your participation will be anonymous - your name will not be used in any reports or publications resulting from the study. The **LSE Research Privacy Policy** can be found online.

If you plan to use any personal data in a Generative AI tool and/or the data will be shared with third parties via the tool or used to train models, then this should be explained here and consent obtained.

Please read and select the following statements if you agree with them:

- I have read and understood the explanations above YES/NO
- I am 18 or over YES/NO
- I agree to take part YES/NO

Footnotes

[21] **https://info.lse.ac.uk/staff/divisions/Secretarys-Division/Assets/Documents/Information-Records-Management/Privacy-Notice-for-Research-v1.2.pdf?from_serp=1**

[22] Qualtrics/IP addresses: By default, surveys using Qualtrics collect IP addresses; if you do not need to collect IP addresses, you must turn this off in the settings.

Review schedule:

Review interval	Next review due by	Next review start
3 years	AY 2027-28	November 2027

Version history:

Version	Date	Approved by	Notes
2	1/11/2017	Research Committee	
2.1	25/6/2018	Lyn Grove	p.2: Insertion of 'and Data Protection Act 2018' and removal of 'coming into force May 2018'
2.2	26/09/2018	RC Chair's action	Further minor revisions to ensure compliance with DPA/GDPR 2018 plus Research Council requirements vis a vis archiving of data
2.3	09/04/19	RC, 27/03/19	Minor revisions, including addition of limits to confidentiality
2.4	04.11.2019	RC Chair, 4.11.19	Minor revisions to the sample template only
2.5	25.01.2021	Research Governance Manager (Lyn Grove)	Minor corrections to links, and numbering
2.6	27.08.2021	Research Governance Manager (Lyn Grove)	Inclusion of an additional/simpler sample information sheet/consent form
2.7	18.07.2023	Research Ethics Officer (Myriam Fellous-Sigrist)	Addition of a verbal consent script template
2.8	26.09.2023	Research Governance Manager (Lyn Grove)	Addition of link to LSE REC guidance on research with vulnerable groups
2.9	02.12.2024	REC	Following full review of guidance (and including re use of GenerativeAI)
3	05.09.2025	SREM (Lyn Grove)	Additional clarity re DPA/legal basis; change of REC to Research Ethics Review Board

Links:

Reference	Link
Research Ethics Policy and guidance	https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/resEthPolPro.pdf

Contacts:

Position	Name	Email	Notes
Senior Research Ethics Manager	Lyn Grove	l.grove@lse.ac.uk	Co-author (with RERB)

Communications and Training:

Will this document be publicised through Internal Communications? **Yes**

Will training needs arise from this policy **Yes/ No**

If Yes, please give details:

Staff/students should contact **research.ethics@lse.ac.uk** if they have any queries regarding training needs.

RESEARCH ETHICS POLICY AND PROCEDURES

STATEMENT OF PRINCIPLES

1. The Research Ethics Policy forms a part of the School's over-arching Ethics Code[1].
2. Researchers in the social sciences have responsibilities: to society at large; to those who fund their research; to 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 of 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 and related activities (such as impact and engagement activities) – whether funded or unfunded – involving human participants, or involving data relating to directly identifiable human subjects (whether living or recently deceased), conducted by researchers[2]. For research involving animals researchers should refer to section 45 below. The policy does not relate to other types of ethical judgements. For the purposes of this policy, the term 'researcher' includes members of the School's community including academics, contract research staff, postgraduate researchers, Master's students, and undergraduate students. The policy also applies to visiting staff/ students for any research being conducted as part of their visiting appointment to the School. For the purposes of this policy, 'research' is defined according to the HEFCE definition used for the Research Excellence Framework.[3]
4. The policy has been adopted in support of the School's wider commitments to the rights and dignity of all human subjects, intellectual freedom and research excellence. Sound ethical standards are a pre-requisite for excellent research. Equally, disproportionate, burdensome and narrowly framed research ethics procedures can be an obstacle to excellent research, and might 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 Review Board[4], which is accountable to the Research 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 review procedure

7. Researchers are required to complete a Research Ethics Review for any research (or impact/engagement activities[5]) which involve human participants (or involves data relating to directly identifiable human subjects) – see full list below. The purpose of the review is to require researchers to reflect on the potential ethical implications of their research and the potential risks of harm (including risks to life, livelihoods, social relationships, emotional well-being, reputation, mental health, and more) that might be caused to the participants (as well as to the researcher(s) themselves).
   Ethics review is required for any research involving:
   - Interviews, surveys, focus groups, experiments, observations of people, etc.
   - User generated data (e.g. from discussion forums, social media, vlogs, blogs, comments on posts or articles)
   - The collection or use of any personal data/identifiable information (e.g. names, email addresses, IP addresses, social media profiles or meta-data, visual material, etc.)[6]
   - Any other information that could identify a living individual (or potentially lead to their identification). For example: where information from micro datasets, if combined, could lead to the identification of individuals; or where an online search for particular wording could lead to the identification of an individual
   - If findings/conclusions/publication/impact or engagement activities could have damaging repercussions for any individuals (reputation, stigma, bullying) or groups with protected characteristics

• Any other reason why the research might raise ethical issues

Note that if the research will involve accessing security-sensitive material, such as material related to terrorism or violent extremism of any kind, the resaercher must complete a Data Management Plan[7] and submit that to the data librarian so that they can advise on how to securely/safely access such materials. Please see §42-43 below.

8. When reflecting on the ethical implications of their research, researchers should refer not only to this policy but also to any/all the following where relevant: disciplinary frameworks, funders' guidance, relevant legal statutes, cultural norms of those they intend to involve in their research. Researchers should also be familiar with the basic principles of the Belmont Report[8], which are: Respect for persons (and their autonomy), Beneficence, Non-maleficence, Distributive justice (ensuring benefits and burdens are shared equitably).
9. Researchers should refer to the guidance and instructions as to how to complete the online ethics review form.[9] There are two review/approval routes: applications categorised as low risk are reviewed/approved at **Departmental/ Centre** level by either the supervisor/mentor (for student applications), or by the faculty ethics approver (for staff applications); applications categorised as higher risk require review/approval by the **Research Ethics Review Board** (see §11 below). Ethics review applications are automatically routed to either the Departmental or RERB review process. In the case of student applications which are higher risk, the supervisor will review the application prior to submitting it to the Research Ethics Review Board.
10. MSc student projects – other than those for dissertations or capstone projects - and all undergraduate projects, are exempted from review by the Research Ethics Review Board, even where the project may contain some elements that would normally require REC review/approval. They will be categorised for Departmental review and can be reviewed and approved by the relevant course convenor/supervisor/mentor. However, where a course convenor/ supervisor/ mentor has significant concerns about a project they will have the option to refer the application to the RERB should they wish to. (Course convenors may also like to consider the option for review of 'small student research projects undertaken for coursework' outlined in §21-24 below.)
11. Applications requiring review/approval by the Research Ethics Review Board are deemed to be those where the research:
    - Will involve children/young people under the age of 18 or other vulnerable groups[10]
    - Will involve sensitive topics that may be distressing to the participants[11]
    - Will involve asking participants questions that they may find emotional or distressing
    - Involves deception of participants or that is intentionally conducted without their full and informed consent at the time the study is carried out
    - Entails the collection of any biometric or physiological data
    - Might have negative repercussions for individuals or groups
    - Will involve more than minimal risk of harm (whether emotional or physical) to the participants or the researcher(s) beyond that normally encountered in their regular activities.

    Or where:

    - The researcher will not obtain consent in writing[12]
    - External obligations (e.g. funder requirements, data access requirements) require approval by the Research Ethics Review Board
12. If your research may be subject to ethics review by an external body, please refer to §26-30 below.
13. Any queries regarding the ethics review procedure should be directed to the Research Ethics Managers in the first instance (via **research.ethics@lse.ac.uk**).
14. Substantial research projects and projects presenting significant ethical challenges will, on occasion, 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 Review Board should sit on the Advisory Panel.
15. Ethical approval will normally be required before the commencement of research covered by this policy, or if required by the research funder[13], at a designated point in the development of the project. Researchers should incorporate an appropriate lead-time into the planning of their research to allow for the deliberation, discussion, possible changes and reconsideration required in the ethics review process.
16. Reviews will be undertaken by the Research Ethics Review Board as promptly as reasonably possible, having regard to the circumstances and the urgency with which approval may be required. The timeframes for ethics review can be found in §20 below.
17. The Research Ethics Review Board may undertake an expedited review where the ethical risks of the project are not especially complex and where there is a genuine case for urgency due to circumstances which could not have been anticipated and which are outside of the researcher's control[14]. Expedited reviews are usually carried out by the Chair or a Deputy Chair only. Decisions taken by expedited review will be reported to the Research Ethics Review Board. Researchers requesting expedited review should email **research.ethics@lse.ac.uk**. However, researchers should not expect that urgency will pre-empt the full extent of the review process.

18. Where the Review Board is not satisfied with an initial application, the applicant will be consulted with a view to revisions to the project or solutions to ethical problems that are acceptable to both the Review Board and the researcher. The Committee may, at its discretion, request advice and guidance from others at the School or from outside experts to assist with advice and review as required. Decisions made by the Research Ethics Review Board for each proposal will be recorded either by the Research Ethics Managers or within the online ethics review system.
19. Review Board decisions to reject a proposal are very rare. However, should the Review Board decline to accept a proposal, the researcher has the right to request that the decision is considered by an Ethics Appeals Panel. See §51 below.

Timeframe for research ethics review

20. Researchers must ensure they obtain ethics approval before they commence any data collection. Applications can be submitted at any time; however, students should check any internal Departmental deadlines, and allow for those plus the following timeframes for the review/ approval process:

    Departmental review: researchers should check the timeframe with their Department.

    Research Ethics Review Board review: student applications first go to the relevant project supervisor/academic mentor for review. Students should monitor the status of their application online and send a reminder to the supervisor if necessary. Once the supervisor submits the application to the Research Ethics Review Board, students can then expect to receive initial feedback from the Committee within two weeks of submission. In most cases approval may take longer as the student may be asked to provide some additional details, clarifications or to make amendments before approval can be confirmed. Complex applications may require even longer and/or further iterations with the researcher. Students should as a rule allow four weeks for the RERB review process (after review by the supervisor).

    Expedited review: expedited review should only be requested where there is a genuine case for urgency – see §17 above. Where such a case is presented, the review will be undertaken by the Chair or a Deputy Chair of the Research Ethics Review Board usually within a few days. Again, however, even in expedited cases time pressure should not be expected to pre-empt the full review process and the iterations or requests for clarification and amendment which require a further round of approval.

Review of small student research projects undertaken for coursework

21. Where students will be undertaking very small projects as part of their coursework, the course convenor/class teacher may submit a single/consolidated ethics review form via the online ethics review submission system for the course/assignment that covers the types of projects the students will be conducting in lieu of the students submitting individual review forms. This option should not, however, be used for student dissertations or capstone projects.
22. Where a course convenor/class teacher wishes to submit an ethics review form for a whole class in this way, they should enter the course code/title in the Project title field (e.g. 'SO451 Cities by Design'), and select Yes to question F8 so that the review form is directed to the REC. The course convenor/class teacher should provide a brief note (in the 'Covering comments' box) about any potential ethical concerns they feel the projects might give rise to. Subsequently, the convenor/class teacher must let the Research Ethics Review Board know each year whether or not there are changes with ethical implications to the types of projects the students will be conducting.
23. Any student wishing to conduct research that falls outside the paramenters outlined by the convenor in the consolidated ethics submission, will need to submit an individual ethics review form in the usual way (agreement should be sought from the convenor in the first instance).
24. Any questions about this option should be directed to Lyn Grove in the first instance via **research.ethics@lse.ac.uk**

Engagement and impact activities

25. Engagement and impact activities may be envisioned when researchers are designing their initial research. Where this is the case, any ethics considerations arising from these activities should be considered as part of the usual ethics review process set out in section 7 onward above. In other cases, such activities may only be considered/ designed after the original data collection has taken place. Where this is the case – and the activity will involve participants or their personal data or user-generated data (e.g. from social media), or where there may be negative or ambiguous impacts for some individuals/groups - researchers should complete the short ethics review questionnaire for impact and engagement activities[15]. This should be submitted via email to **research.ethics@lse.ac.uk** for review by the Research Ethics Review Board. Researchers should allow time for responding to any questions from the Review Board and must await approval before commencing activities under review.

External ethics review

26. 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, or the Research Ethics Committee of another university). In these cases the researcher should provide details of the external review body in sections D/E of the online ethics review form. The researcher will receive confirmation via the Senior Research Ethics Manager as to whether or not LSE ethics review/approval is also required. The researcher will be asked to submit a copy of the letter of approval from the relevant review body. Notwithstanding the principle of avoiding duplication, if deemed

appropriate, the LSE Research Ethics Review Board will consider the ethical implications of the research in its own right (regardless of whether approval has already been granted externally).

27. As a guide, external ethics review/approval will normally be deemed to be sufficient where the body undertaking the review is:
    - another academic institution within the UK; or
    - an international academic institution operating with a defined ethics review policy/procedure and equivalent ethical standards to LSE's; or
    - a third party organisation that can demonstrate the existence of an ethics approval process that aligns to the standards applicable to higher education institutions and/or is appropriate for the research in question (e.g. the Health Research Authority, Social Care Research Ethics Committee).
28. In all cases, the researcher should confirm that the external ethics review will cover all research activities to be undertaken by themselves and any LSE researchers involved in the project.
29. Exemption from review by an external partner will not be accepted in lieu of review/approval by the LSE Research Ethics Review Board if the study requires review/approval according to the LSE Research Ethics Policy.
30. 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.

Amendments

31. Ethics review forms cannot be edited once they have been approved. Where a researcher needs to make amendments to a study that has already received ethics approval, the researcher should complete an Amendments form16 and send this to the research ethics team via **research.ethics@lse.ac.uk** (students should copy in the their project supervisor[17]). The research ethics team will advise whether any further review of the proposed amendment is required (either by the supervisor/Department or the Research Ethics Review Board as appropriate). Once approval is confirmed, the research ethics team will upload a copy of the Amendments form to the researcher's original ethics application submission online.
32. Taught students should avoid wherever possible having to make any amendments to their projects over the summer vacation period that will require ethics approval as their project supervisor may not be available to review these changes where required.
33. Submission of a new ethics review form will be avoided wherever possible. However, where there are very significant changes the researcher may be asked to submit a new application for review.

Informed consent and vulnerable groups

34. Where information is to be collected from human participants, other than in very particular circumstances, informed consent will have to be obtained from those individuals for any use of the information they provide. Researchers should refer to the LSE guidance on Informed Consent (which includes sample templates)[18].
35. Where proposed research might expose 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, incarcerated persons, stateless persons, persons belonging to groups who have been or are often targeted with abuse or discrimination based on protected characteristics such as race, gender, sexuality, disability or religion, or people with learning disabilities, or students when they are participating in research as students[19]. Some participants may have diminished capacity to give consent and are therefore less able to protect themselves and require specific consideration. Where researchers will have unsupervised access to children or vulnerable adults a Disclosure and Barring Service check may be required. Researchers should refer to the LSE Safeguarding in Research and International Activities Policy[20] and guidance 'Research with children and other vulnerable groups'[21].
36. 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, the 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 as far as possible consider such implications and outline strategies to mitigate the harms.

Research conducted outside the UK

37. 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[22]. Researchers should also ensure they are knowledgeable about relevant cultural norms and economic and political conditions, etc.

38. Where the LSE researcher will be hiring local research assistants or project partners overseas, they must ensure that appropriate methodological and ethical 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 in Research and International Activities Policy[23]. A risk assessment may also be required of any activities to be undertaken by local research assistants.[24]

Legal and data protection requirements

39. Researchers must comply with any relevant legal requirements. In particular, they must ensure compliance with the UK Data Protection Act 2018 and EU General Data Protection Regulation (GDPR), regardless of where in the world they will be conducting their research.
40. 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 the researcher should contact the research data librarian via **datalibrary@lse.ac.uk**.
41. Secondary use of datasets must be given careful consideration by the researcher and the Research Ethics Review Board, 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**)

Security-sensitive research material

42. Staff or students whose research may involve accessing material which could be interpreted as promoting terrorism or violent extremism of any kind (such as material obtained from the websites of terrorist or extremist organisations[25]) – must take care to protect themselves when accessing and storing such materials so as not to attract the unwarranted attention of security services. As noted in the UUK guidance *Oversight of Security Sensitive Research Material in UK Universities*, "If circulated carelessly, such material is sometimes open to misinterpretation by the authorities, and can put researchers in danger of arrest and prosecution under, for example, counterterrorism legislation"[26].
43. It is important that researchers give due consideration as to how to protect their and their participants' legitimate educational purposes against suspicion, misunderstanding and interference. Researchers who may access such material must therefore complete a Data Management Plan and submit it to the Research Data Librarian (**datalibrary@lse.ac.uk**) so that they can advise on how to securely/safely access such materials. This also ensures the School has a record of such research so that it can support researchers should any questions be raised regarding the researcher's use of such materials.

Health and Social Care research

44. Researchers working in the field of health or social care must comply with the UK policy framework for health and social care research[27]. 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[28]. 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 and Innovation Division will provide written confirmation of compliance on behalf of the School, as required by the UK Policy Framework, seeking advice from Research Ethics Review Board where necessary.

Research involving animals

45. The LSE does not have an Animal Welfare Ethics Review Board, and cannot review or approve any research involving animals which would require a licence under the Animals (Scientific Procedures) Act (ASPA)[29]. However, low risk studies involving animals – for instance studies involving observations or low-risk interventions only – may be conducted. In these instances researchers should complete the 'Ethics review form for studies involving animals'[30] and submit it to the Research Ethics Review Board via **research.ethics@lse.ac.uk**.
46. Staff or students conducting research involving animals should give due regard to best practice and any relevant guidelines (refer to Annex A for initial suggested resources) and should also consider such elements of this policy as may apply.

Training

47. All students and staff undertaking research involving human participants or data that identifies human subjects are required in the course of their studies or career to have undertaken appropriate training, or to have relevant experience, in order to evaluate the ethical implications of the research they plan to undertake.

48. 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, the Department of Methodology and the PhD Academy.
49. All academic members of the Research Ethics Review Board are required to have undertaken appropriate training and/or to have had significant relevant experience before taking up their responsibilities on the Committee.
50. Any members of the Research and Innovation Division whose roles may include providing advice on the implementation of this Policy are also required to have undertaken suitable training or to have had significant relevant experience before providing advice on the implementation of this Policy.

Appeals procedure

51. As stated in §19 above, Review Board decisions to reject a proposal are very rare. However, should the review Board decline to accept a proposal, the researcher has the right to request that the decision is considered by an Ethics Appeals Panel.
52. Appeals should be submitted to the Pro-Vice Chancellor (Research) in the first instance, who may then convene an appeals panel as appropriate. The constitution of the appeals panel may vary, but would normally include the Pro-Vice Chancellor (Research) as panel Chair, the Chair and/or a Deputy Chair of the Research Ethics Review Board, and the Deputy Head (Research) of the relevant department (or equivalent in the case of research centres/institutes).

RESEARCHER, DEPARTMENTAL AND INSTITUTIONAL MONITORING

Researchers' responsibilities

53. 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 Research Ethics Review Board if any further ethical implications arise. It is the responsibility of the researcher to ensure that data are securely held and preserved.

Departmental/centre/institute responsibilities[31]

54. Departments are responsible for ensuring that students and staff complete an ethics review where required and obtain approval before commencing any data collection. Students should receive appropriate training including guidance on research design. Following ethics approval (whether approved at Departmental level or by the Research Ethics Review Board), Departments/ supervisors are responsible for maintaining supervision of student projects to ensure there is practical compliance with the ethics approval.

    Departments are asked to undertake two types of monitoring:

    • Monitoring the status of student ethics submissions

    Departments (e.g. programme administrators or class teachers) should monitor the ethics submissions from students to ensure that where relevant:

    - Students have submitted their ethics review forms within the timeframe expected

    - Supervisors have reviewed and approved (or, where relevant, referred to the Research Ethics

    Review Board) the application within the timeframe expected

    - That where an application has been categorised as "Approval not required", that the supervisor has checked and confirmed that this is correct

    • Auditing of ethics submissions

    For applications approved at Departmental level, Departments are asked to check periodically that these have undergone review/approval by the appropriate person. The Research Ethics Review Board recommends that this monitoring is conducted at two specific times during the academic year – for instance, early in the Winter Term and early or middle of the Spring term.

    Departments should therefore have procedures in place to monitor:

    i. that student ethics review forms have been submitted where required and have been approved by the appropriate supervisor;
    ii. that staff ethics review forms have been reviewed/approved by the appropriate departmental/faculty ethics approver.

It is up to Departments how best to organise this process. For instance, course convenors or programme administrators/managers could oversee (i), whereas either the faculty approver or Department manager should oversee (ii). The outcome of both monitoring exercises should be reported to the Departmental research committee (or, in the case of Centres/Institutes, to their management committees).

Institutional responsibilities

55. The Research Ethics Review Board will periodically conduct a selective audit of current research projects.
56. Where significant concerns have been raised about the ethical conduct of a study, the Research Ethics Review Board can request a full and detailed account of the research for a further ethical review.
57. Where the Research Ethics Review Board 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 Review Board to inform the appropriate funding body that ethical approval has been revoked.

Failure to comply with this Policy

58. 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.[32]

Footnotes

1 https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/ethCod.pdf

2 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.

3 REF2021: "...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."

4 Formerly named the Research Ethics Committee

5 For impact/engagement/impact activities please refer to section 25 for more details

6 Research that will only use data from publicly available archival records (including newspapers) does not require ethics review (unless there are other reasons why it may give rise to ethical issues – for example, see §36)

7 https://www.lse.ac.uk/library/research-support/research-data-management-and-open-data

8 https://www.hhs.gov/ohrp/sites/default/files/the-belmont-report-508c_FINAL.pdf

9 https://info.lse.ac.uk/staff/divisions/research-and-innovation/research/research-ethics/Research-Ethics-Submission-System

10 Note that vulnerability may be due to a number of factors, for instance due to: age, potential marginalisation, disability, disadvantageous power relationships (including, for example, students – where recruitment is connected to a course they are enrolled in), etc. Young people under the age of 18 may also be potentially vulnerable. Please refer to our guidance Research with children and other vulnerable groups: https://info.lse.ac.uk/staff/divisions/research-and-innovation/research/Assets/Documents/PDF/ethics-working-with-children-and-vulnerable-groups-v1.pdf

11 For example: where research intrudes into the private sphere or delves into some deeply personal experience; where the study is concerned with deviance or social control; where the study impinges on the vested interests of powerful persons or the exercise of coercion or domination; where the research deals with things that are sacred to those being studied that they do not wish profaned; or where discussion of the topic could place the participant (or researcher) at risk.

12 Written consent does not necessarily require a hard copy or electronic signature - typed confirmation is acceptable. For online surveys, an explicit tick box for consent is also considered to be "written" consent).
For researchers in the Anthropology department, the lack of written consent alone does not warrant REC review.

13 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.

14 For example, in the case of fast-track funding to address global or national emergencies

15 This can be found on the Research Ethics Submission System webpage under the heading 'Ethics review of engagement and impact activities' https://info.lse.ac.uk/staff/divisions/research-and-innovation/research/research-ethics/Research-Ethics-Submission-System

16 https://info.lse.ac.uk/staff/divisions/research-and-innovation/research/Assets/Documents/Word/ethics-amendments-form.docx

17 The word 'supervisor' is used to encompass project/dissertation/thesis supervisor (or academic mentor/ advisor) as appropriate.

18 https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/infCon.pdf

19 Since students being asked to participate in research being conducted by a member of faculty or a class teacher may not want to decline participating for fear it might impact their marks

20 https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/safResIntActPol.pdf

21 https://info.lse.ac.uk/staff/divisions/research-and-innovation/research/Assets/Documents/PDF/ethics-working-with-children-and-vulnerable-groups-v1.pdf

22 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

23 https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/safResIntActPol.pdf

24 Advice on this should be sought from the Health and Safety team, Health.and.Safety@lse.ac.uk

25 Some helpful examples are given at: https://www.research-strategy.admin.cam.ac.uk/research-policy/research-integrity-and-ethics/handling-security-sensitive-research-material

26 https://www.universitiesuk.ac.uk/sites/default/files/field/downloads/2021-07/Oversight-security-sensitive-research-material-guidance-3.pdf

27 https://www.hra.nhs.uk/planning-and-improving-research/policies-standards-legislation/uk-policy-framework-health-social-care-research/uk-policy-framework-health-and-social-care-research/

28 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/

29 https://www.gov.uk/guidance/research-and-testing-using-animals

30 https://info.lse.ac.uk/staff/divisions/research-and-innovation/research/Assets/Documents/Word/Ethics-review-form-research-involving-animals-low-risk.docx

31 Where 'Department' is stated the same applies to research centres and institues if appropriate

32 https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/codResCon.pdf

ANNEX A: USEFUL EXTERNAL AND SCHOOL RESOURCES

AI: LSE Guidance on the use of Generative AI for research
https://www.lse.ac.uk/DSI/Assets/documents/LSE-Guidance-on-the-use-of-Generative-AI-for-research.pdf
Further resources and guidance: https://www.lse.ac.uk/DSI/AI/AI-Research

Anonymisation: managing data protection risk
See Research Data Toolkit, under Data Management, below

Animals in research
ESRC Involving animals in research:
https://www.ukri.org/manage-your-award/good-research-resource-hub/use-of-animals-in-research/
Nuffield Council on Bioethics: The ethics of research involving animals:
https://www.nuffieldbioethics.org/topic/research-involving-animals/

Belmont Report
https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/index.html

Research with Chidren and other vulnerable groups (LSE guidance)
https://info.lse.ac.uk/staff/divisions/research-and-innovation/research/Assets/Documents/PDF/ethics-working-with-children-and-vulnerable-groups-v1.pdf

Code of Research Conduct, LSE (incorporating research misconduct policy and procedures)
https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/codResCon.pdf

Data management and data protection (LSE resources)
Research Data management webpage:

https://www.lse.ac.uk/library/research-support/research-data-management-and-open-data

Research Data Toolkit:

https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/internal/staffAndStudents/resDatManToo-B460.pdf

Disclosure and Barring Service

Criminal record checking which may be required if working with children or vulnerable groups.

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.

https://www.ukri.org/councils/esrc/guidance-for-applicants/research-ethics-guidance/framework-for-research-ethics/

See also ESRC Postgraduate Training Guidelines:

https://www.ukri.org/publications/esrc-postgraduate-training-and-development-guidelines/

Ethics Codes and guidelines (ESRC collated list)

https://www.ukri.org/councils/esrc/guidance-for-applicants/research-ethics-guidance/useful-resources/

Ethics review considerations: A quick guide for researchers (students or staff)

https://info.lse.ac.uk/staff/divisions/research-and-innovation/research/Assets/Documents/PDF/ethicsReviewConsiderations.pdf

External Funding Acceptance Procedures

https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/extFunAccPro.pdf

Ethics Code, LSE

The LSE Ethics Code is a set of six core principles, including Responsibility and Accountability, Integrity, and declaring conflicts of interest.

https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/ethCod.pdf

Ethics review submission system (LSE): Instructions and guidance for users

https://info.lse.ac.uk/staff/divisions/research-and-innovation/research/research-ethics/Research-Ethics-Submission-System

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/info/funding-tenders/opportunities/docs/2021-2027/horizon/guidance/european-code-of-conduct-for-research-integrity_horizon_en.pdf

Informed consent (LSE guidance)

Including two sample Information Sheet and Consent form templates

https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/infCon.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

International research (ESRC)

https://www.ukri.org/councils/esrc/guidance-for-applicants/research-ethics-guidance/international-research/

Medical and health research - MRC ethics guides:

https://www.ukri.org/who-we-are/mrc/our-policies-and-standards/ethics/

Mental Capacity Act (2005)

http://www.legislation.gov.uk/ukpga/2005/9/contents

Payments and benefits to research participants (LSE guidance)

https://info.lse.ac.uk/staff/divisions/research-and-innovation/research/Assets/Documents/PDF/ethics-incentives-reimbursement-etc-v5.pdf

Research Privacy Notice (LSE), for Participants, Partners and Collaborators

https://info.lse.ac.uk/staff/divisions/Secretarys-Division/Assets/Documents/Information-Records-Management/Privacy-

Notice-for-Research-v1.1.pdf

Safeguarding in Research and International Activities Policy (LSE)
https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/safResIntActPol.pdf

Social media and internet data in research: ethics and consent (LSE guidance)
https://info.lse.ac.uk/staff/divisions/research-and-innovation/research/Assets/Documents/PDF/ethics-Using-internet-and-Social-media-data-v8.pdf

UKRI 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.
https://www.ukri.org/publications/ukri-policy-and-guidelines-on-governance-of-good-research/

UKRIO Code of Practice for Research: Promoting good practice and preventing misconduct
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/planning-and-improving-research/policies-standards-legislation/uk-policy-framework-health-social-care-research/

Review schedule:

Review interval	Next review due by	Next review start
3 years	July 2025	November 2024

Version history:

Version	Date	Approved by	Notes
Nov 14 annex	Nov 2014	REC, RC	Completed review of policy plus annexes A, B and C
B2016_v4	Nov 2016	REC Chair	Minor amendment of wording to Q6 (re DMP) in Annex B
annexB_v5	Oct 2017	RC Chair	Updated web links; small change to fieldwork/risk assessment wording; sentence added to start of Part II re circumstances where Self-certification of ethics review is not appropriate
v8	Dec 2018	REC, RC	Changes to Self-certification process; revised policy and annexes
v9	Aug 2020		Updated ethics review procedure to align with online ethics review submission system; removal of Annex B (the previous ethics review from) and Annex C (the previous flowchart)
v9(i)	Sept 2020	Research Governance Manager	Re-insertion of a couple of missing footnotes
v10	March 2022	REC, Feb 2022; RC, March 2022; RC Chair May 2022	Review of policy. New sections re external review, amendments, timeframes, small student projects, and re-introduction/ update re departmental monitoring; ref to Belmont report; change to Appeals process.
v11	Nov 2022	REC & RC, Nov 2022	Change to review procedure for taught student projects that are not for dissertations; 'Low' and 'High' risk categories re-named 'Departmental' and 'REC review' respectively
v12	May 2023	REC & RC Chair, September 2023	Inclusion of a footnote to §3 the REF2021 definition of 'research'; clarification of Amendments process, §29-31
v13	Dec 2023	RC December 2023	Clarity/list given in §7 (and footnote added regarding archival research) minor edits to §11. v13i: links corrected, March 2024
v14	Aug 2024	RC Chair	Change to UG review, §10.
v15	2025	RC Chair July 2025	Full review (& change of REC > RERB for Sep 2025)

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Communications and Training:

Will this document be publicised through Internal Communications? **Yes**
Will training needs arise from this policy **Yes**
If Yes, please give details:
Staff and students should contact their Department/Centre/Institute regarding any training needs

CODE OF RESEARCH CONDUCT

INCORPORATING PROCEDURES FOR THE INVESTIGATION OF ALLEGATIONS OF RESEARCH MISCONDUCT

I PURPOSE, SCOPE AND STANDARDS

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 but not limited to students, academic and research staff, honorary and visiting staff, as well as those engaged as Consultants or Sub-contractors) 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[1] which applies to all research involving human participants, user-generated data or data relating to directly identifiable human subjects, and forms a part of the School's overarching Ethics Code[2]. 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, wherever they are published.
3. This Code of Research Conduct is consistent with the UUK Concordat to Support Research Integrity[3], UKRI Policy on the Governance of Good Research Practice[4], the UKRIO Code of Practice for Research: Promoting Good Practice and Preventing Misconduct[5] and Procedure for the Investigation of Misconduct in Research[6], and the European Code of Conduct for Research Integrity[7].
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 research 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 Senior Research Ethics Manager via **research.conduct@lse.ac.uk**

II PRINCIPLES

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, accountability, transparency, research rigour and good stewardship**, in keeping with the School's Ethics Code and 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. (Please refer to the LSE Principles of Authorship[8].)
   - 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 the LSE Research Ethics Policy and any other 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 LSE guidance on research data management[9].)
   - 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 'Recommended Checklist for researchers' when designing, conducting and disseminating their work.[10]

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, or text recycling, (i.e "presenting one's own previously published work as though it were new"[11]) while not considered to be misconduct is deemed poor practice in all but limited circumstances[12]. However, researchers should refrain from excessive text recycling without due reference.

- **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 repository/ data archive. 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.
- **Proprietary practices** such as the making of a vexatious allegation (or threat of allegation) of plagiarism for reasons other than the protection of academic integrity.
- **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'[13], 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).
17. Where an allegation of research misconduct has already been investigated by an academic journal, the School may still conduct its own investigation, since the aims of a journal investigation and a university investigation are not always fully aligned. Nevertheless, in some cases the results of a journal investigation may help inform and expedite an investigation by the School. Any decision to draw on the findings of a journal investigation, however, will be made on a case by case basis.

IV PROCEDURES FOR THE INVESTIGATION OF ALLEGATIONS OF RESEARCH MISCONDUCT

18. Allegations of research misconduct may be brought to the attention of the School by any individual, whether internal or external to the School, following the procedures set out in this Code.
19. The School does not set a time limit on when allegations can be raised, recognising that those raising concerns may have valid reasons for not raising concerns promptly. Each case will be considered on its merits, including the likelihood of finding sufficient evidence to establish the truth of the matter a significant time afterward, balanced with the responsibility to correct the record of research if appropriate.
20. The following principles will underpin the investigation of allegations:
    - Investigation is a neutral act to establish whether it is necessary to invoke formal disciplinary procedures.
    - Any investigation will be carried out as fully, fairly and expeditiously as possible. The timescale may, however, vary according to the time required to investigate a specific allegation.
    - Confidentiality will be maintained throughout the investigatory stage.
    - Where applicable, any investigation will take into account established disciplinary norms.

- No-one making an allegation of misconduct in research in good faith will be victimised for having made an allegation.
- 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.
- 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).
- A member of staff against whom an allegation of misconduct is formally made and investigated will be given full details of the allegation.

21. Where an allegation concerns research conducted by a taught student, the case may be referred to the relevant Department to be investigated in line with the School Assessment Regulations.[14]
22. 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.
23. This procedure will be followed for allegations of research misconduct received in the context of the School's Whistleblowing (Public Interest Disclosure) Policy[15].
24. Any conflicts of interest will be avoided. Those who have any personal interest, real or perceived, in the allegation will be disqualified from acting as Screener or undertaking any other role in the investigation.
25. The following **definitions** apply for the purposes of this Policy:

    Research: This policy adopts the definition used by the Funding Councils for REF2021

    "…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."

    Research misconduct: This policy uses the definition of research misconduct adopted by the Concordat to Support Research Integrity, namely: 'research misconduct is characterised as behaviours or actions that fall short of the standards of ethics, research and scholarship required to ensure that the integrity of research is upheld. It can cause harm to people and the environment, wastes resources, undermines the research record and damages the credibility of research. The [School] recognises that academic freedom is fundamental to the production of excellent research. This means that responsibility for ensuring that no misconduct occurs rests primarily with individual researchers.' Examples of unacceptable conduct are given in §9 and 10 above.

    Complainant: The person, or persons, bringing an allegation of research misconduct. The Complainant may or may not be a member of the School.

    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 and be responsible for decisions at key stages of the procedure. At LSE the Named Person is the School Secretary. In the absence of the School Secretary, or in the case of any conflicts of interest, a nominated alternate will carry out this role[16]. The nominated alternate will be the current Chair of Research Ethics Committee.

    Respondent: The person, or persons, against whom the allegation of research misconduct is made.

    Screener: An independent scholar nominated to investigate the allegation and advise the School Secretary whether or not there is substance to the case. The Screener may be someone internal or external to the School.

Preliminary steps[17]

26. The purpose of the Receipt of Allegations Stage is to assess an allegation of research misconduct that has been received by the School, to determine the most appropriate process to investigate or otherwise address it. The primary aim is to determine whether the matter falls under the institutional procedure for investigating misconduct in research (in terms of both the matter raised and the individuals identified). Its aim is NOT to investigate the substance of the matter raised.
27. 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.conduct@lse.ac.uk**. The School Secretary (supported by the Senior Research Ethics Manager) will formally acknowledge receipt of the allegation in writing to the Complainant and advise him/her of the Procedure that will be followed.[18]

28. 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 his/her identity, or to withdraw the allegation.
29. The School Secretary will also determine whether the allegation and/or the research project(s) in question concern situations that require immediate action – for instance, to prevent further risk or harm to staff, participants or other persons. If so, the School Secretary will take immediate appropriate action to ensure that any such potential or actual danger/illegal activity/risk is prevented/ eliminated. It may be necessary to notify legal or regulatory authorities or relevant professional bodies. [It may be necessary to inform the Respondent when carrying out any such actions. This may be because the Respondent will be involved in some or all of the actions and/or because the Respondent will become aware of them. (If it is necessary to inform the Respondent, they should at the same time be informed that an allegation of research misconduct has been made concerning them, that the allegation is being investigated under this Procedure, and that the matter is at the 'Receipt of allegations' stage.)] At all times, the Named Person will emphasise to all parties that the allegation is to be investigated, is as yet unproven and that the information is confidential.
30. The School Secretary will review the nature of the allegation and assess whether the case 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. In making this assessment the School Secretary may consult with one or all of the following as necessary: the Chair of the Research Ethics Committee, the Senior Research Ethics Manager, the Head of Research Governance and Culture, the Director of Research and Innovation. Furthermore, where deemed necessary, the School Secretary shall be free to seek confidential advice from persons with relevant expertise, either within the LSE or externally. Any of the above persons asked to provide such support should confirm to the School Secretary in writing that their participation involves no conflict of interest and that they will respect the confidentiality of the proceedings.
31. The purpose of the above assessment is not to determine whether the allegation should be upheld or dismissed, but to determine the most appropriate process to address an allegation.
32. The School Secretary may determine that the allegation falls within the scope of another formal process of the School and warrants referral directly to it, including but not limited to examination regulations, academic misconduct process or equivalent; bullying/ harassment procedures or equivalent; financial fraud investigation process or other equivalent disciplinary process.
33. The School Secretary may decide that it is necessary to contact the Complainant and/or the Respondent to seek information or ask questions in order to carry out the above assessment. As per §29 above, if it is necessary to contact the Respondent, they should at the same time be informed that an allegation of research misconduct has been made concerning them, that the allegation is being investigated under this Procedure, and that the matter is at the 'Preliminary Steps stage.
34. 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.
35. 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.
36. If the School Secretary determines that the allegation is vexatious, malicious or otherwise an abuse of process they may invoke appropriate disciplinary action against the Complainant, or legal action if the Complainant is not a member of the School.
37. Those who have made allegations in good faith will not be penalized.
38. If the School Secretary determines that the allegation cannot be discounted, the Respondent will be informed of the following (if this has not already taken place under §29 or §33 above):

    • That an allegation of research misconduct has been made which involves them;

    • A summary of the allegation;

    • The procedures under which the allegation is to be investigated.

    The Respondent will be given the opportunity to respond to the allegations should they wish to. Where they do so, the School Secretary will review their response to the allegation and weigh this up in their assessment of whether the case warrants further investigation. However, any such response by the Respondent at this stage will not preclude them from making a fuller, more informed response at a later stage should the case proceed to an investigation stage.
39. Following the response from the Respondent, if the School Secretary determines that the allegation still cannot be discounted, he/she will initiate the Screening Stage.
40. Where he/she deems necessary, the School Secretary will inform relevant organisational contacts of the allegation received and the conclusion of this stage. Such contacts may include, but not be limited to: the relevant Head of Department or Research Centre Director, the directors of Human Resources, Research and Innovation, Finance Division. Any such communications will emphasize that the allegations are as yet unproven and that the information is confidential.

Screening Stage

41. Where the School Secretary has determined that the allegation cannot be discounted, a Screener will be appointed to investigate the allegation and determine whether there is substance to the case. In exceptional circumstances, for instance where an allegation involves multiple disciplines of research and/or is especially complex, the School Secretary may appoint a panel consisting of two or three persons (rather than an individual Screener). The panel may include external members, and will have a nominated Chair.[19]
42. The Screener may 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, however this should first be discussed and agreed with the School Secretary.
43. 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 from the Complainant, Respondent or others. In their report, the Screener will provide their academic judgement as to whether:
    i) The allegation has no substance (or that there is insufficient evidence to support the allegation); or:
    ii) The allegation has substance.
44. The School Secretary will review the advice and findings of the Screener and will decide:
    i) That the allegation has no, or insufficient, 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 a formal investigation should take place in accordance with the relevant disciplinary regulations (as set out in the Respondent's Terms and Conditions of employment).
45. The School Secretary will notify both the Complainant and the Respondent in writing of his/her decision within 30 working days of receipt of the advice and findings of the Screener.
46. As per §36 above, if the School Secretary decides that the allegation is vexatious, malicious or otherwise an abuse of process then the School Secretary may invoke appropriate disciplinary proceedings against the Complainant, or legal action if the Complainant is not a member of the School.
47. As per §37, those who have made allegations in good faith will not be penalized.

Formal investigation

48. As per §44 (iii) above, where the School Secretary has decided that an allegation has substance and that a formal investigation is appropriate, such an investigation will be undertaken in accordance with the relevant disciplinary regulations (as set out in the Respondent's Terms and Conditions of Employment[20]). 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.
49. In accordance with the current requirements of UKRI, where the Respondent is currently funded by UKRI (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 UKRI, 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 UKRI.

Appeals

50. The Respondent shall have the right to appeal an investigation decision as per the procedures set out in their Terms and Conditions of Employment.

Reporting and records management

51. 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.
52. An anonymised report on allegations of research misconduct and their outcome, where appropriate, will be submitted annually to the LSE Research Committee and to Council, along with an annual Integrity Statement, following the recommendations of the UUK Concordat to Support Research Integrity[21]. The annual Integrity Statement will be made publicly available on the LSE 'Research and Integrity' webpage[22].
53. LSE is also required to complete an annual report to the US Office of Research Integrity (ORI) to declare any allegations of research misconduct relating to research funded by the US Public Health Service[23].
54. All documents relating to the investigation must be collected and forwarded to the Senior Research Ethics Manager to be filed for a period of six years plus current year from the conclusion of a case. The data will be kept securely and in accordance with the rights of the data subjects..

Footnotes

1 https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/resEthPolPro.pdf

2 https://info.lse.ac.uk/staff/divisions/Secretarys-Division/Ethics/Ethics-Code

3 http://www.universitiesuk.ac.uk/highereducation/Pages/Theconcordattosupportresearchintegrity.aspx

4 https://www.ukri.org/publications/ukri-policy-on-the-governance-of-good-research-practice/

5 https://ukrio.org/publications/code-of-practice-for-research/

6 https://ukrio.org/wp-content/uploads/UKRIO-Procedure-for-the-Investigation-of-Misconduct-in-Research-V2.pdf

7 https://allea.org/code-of-conduct/

8 https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/priOfAut.pdf

9 https://www.lse.ac.uk/library/research-support/research-data-management-and-open-data

10 https://ukrio.org/wp-content/uploads/UKRIO-Recommended-Checklist-for-Researchers.pdf

11 American Psychological Association (2010) The Publication Manual of the American Psychological Association. Sixth Edition, p.170

12 Ibid., p.16

13 https://russellgroup.ac.uk/policy/policy-documents/research-integrity-statement-of-cooperation/

14 https://info.lse.ac.uk/current-students/services/assessment-and-results/exams/exam-discipline-and-academic-misconduct

15 See https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/lsePubIntDisPro.pdf

16 For instance, if the School Secretary were on annual leave for more than a short period; the nominated alternate would oversee the procedure in their absence, but hand the role back to the School Secretary on their return.

17 A flowchart of the procedure can be found in Annex B

18 Throughout the process, the Research Governance Manager will record all decisions, and, where appropriate, undertake any relevant correspondence, etc.

19 Henceforth in this Procedure, reference to the 'Screener' shall be taken as reference to the screening panel where such a panel is appointed.

20 In the case of staff covered by the definition of academic staff in Article 14.3 of the Articles of Association, this will be undertaken as per the procedures set out in Part III of the Academic Annex: https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/acaAnn.pdf

21 https://www.universitiesuk.ac.uk/topics/research-and-innovation/concordat-support-research-integrity

22 https://info.lse.ac.uk/staff/divisions/research-and-innovation/research/Research-integrity-at-LSE

23 As per the LSE Statement on Dealing with Allegations of Research Misconduct Under United States Public Health Service (USPHS) Research related Activities for Foreign Institutions: https://info.lse.ac.uk/staff/divisions/research-and-innovation/research/Assets/Documents/PDF/ori-foreign-statement-lse.pdf

ANNEX A: SCHOOL AND EXTERNAL RESOURCES

1. LSE RESOURCES

Academic Annex. The Academic Annex can be found at:
https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/acaAnn.pdf

LSE Authorship Principles
https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/priOfAut.pdf

Data protection policy. The policy can be found at:
https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/datProPol.pdf
And guidance regarding the Data Protection and Research is at:
https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/datProRes.pdf

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.
https://info.lse.ac.uk/staff/divisions/Secretarys-Division/Ethics/Ethics-Code

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:
https://info.lse.ac.uk/staff/divisions/Risk-and-Compliance-Unit/Health-and-Safety

Intellectual Property: The policy can be found at: https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/IntProPol.pdf

Research Data Management: Guidance can be found at:
https://www.lse.ac.uk/library/research-support/research-data-management-and-open-data

Research Ethics Policy and Guidelines: Details of the School's Research Ethics Policy and procedures can be found at:
https://info.lse.ac.uk/staff/divisions/research-and-innovation/research/research-ethics/research-ethics

Whistleblowing Policy (Public Interest Disclosure). See:
https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/lsePubIntDisPro.pdf

2. EXTERNAL RESOURCES

Committee on Publication Ethics (COPE): Authorship and contributorship
https://publicationethics.org/authorship

International Committee of Medical Journal Editors (ICMJE): Guidance on defining the role of authors and contributors
https://www.icmje.org/recommendations/browse/roles-and-responsibilities/defining-the-role-of-authors-and-contributors.html

UUK Concordat to support research integrity
https://www.universitiesuk.ac.uk/topics/research-and-innovation/concordat-support-research-integrity

UKRI policy on the governance of good research practice (GRP)
https://www.ukri.org/publications/ukri-policy-on-the-governance-of-good-research-practice/

UKRIO Code of Practice for Research: Promoting Good Practice and Preventing Misconduct
https://ukrio.org/wp-content/uploads/UKRIO-Code-of-Practice-for-Research.pdf

UKRIO Recommended Checklist for Researchers:
https://ukrio.org/wp-content/uploads/UKRIO-Recommended-Checklist-for-Researchers.pdf

ANNEX B: FLOWCHART - PROCEDURE FOR THE INVESTIGATION OF ALLEGATIONS OF RESEARCH MISCONDUCT

Allegation of research misconduct

- Made in writing to the Named Person (School Secretary) via **research.conduct@lse.ac.uk**

Preliminary investigation (to be completed within 10 working days)

- School Secretary to acknowledge allegation
- Action taken if required to prevent any further consequences/risks of the alleged misconduct
- School Secretary will assess whether the case warrants further investigation, i.e whether it falls within the definition of misconduct (§30);

Outcomes:

- School Secretary determines allegation does not warrant further investigation (e.g. may be due to a misunderstanding, or mistaken or malicious (§34, 35). **Allegation dismissed**. [Disciplinary action may be invoked against the Complainant if allegation deemed to be vexatious or malicious (§36)]
- School Secretary determines allegation cannot be discounted (§38, 39). Respondent informed of allegation & given opportunity to respond; School Secretary determines whether further investigation required. If yes, **proceeds to Screening stage**.

Screening stage (to be completed within 30 working days of appointment of the Screener)

- School Secretary appoints Screener to investigate the allegation and determine if there is substance to the case (§41)
- Screener to collect relevant evidence from both Complainant and Respondent (and others if appropriate)
- Screener submits a confidential report to the School Secretary with their judgement as to whether: i) allegation has no substance (or there is insufficient to evidence to support it); or ii) allegation has substance (§43)

Outcomes:

- School Secretary reviews the findings of the Screener and makes decision as to whether:

i) the allegation has no, or insufficient, substance and is dismissed (§44i), or:

ii) the allegation has substance but may be dealt with under informal procedures (44ii); or:

iii) That the allegation has substance and a formal investigation should take place (44iii)

Formal Investigation

In the case of 44iii, a formal investigation will be undertaken in accordance with the Respondent's Terms and Conditions of Employment.

Review schedule:

Review interval	Next review due by	Next review start
3 years	AY 2025-26	September 2025

Version history:

Version	Date	Approved by	Notes
v13	September 2016	Chair RC, Oct 16; VCAB Jan 17	
v14 (c)	November 2017	RC, Oct 17; VCAB, Nov 17;	Due to changes in RCUK policy, Apr 17
v15	July 2018	RC, June 2018; VCAB July 2018.	Reference (§16) to RGIF Statement of Cooperation
v16	July 2019	Chair RC, July 2019	Minor correction and addition to Annex C
v17	October 2020	Research Committee, June 2020	Change of terminology: 'Preliminary Investigation" to 'Preliminary Steps'
v17b	January 2021	Chair RC, 06.01.21	Change of contact email to research.conduct@lse.ac.uk
v18	November 2021	Chair RC, 17.11.21	Bullet point addition to §9; minor wording changes to §21 and §25
v19	March 2023	RC, 30 March 2023	Review and revision, mostly of Part IV Minor edits by HR re references to Terms and Conditions, Nov 2023
v20	April 2024	RC Chair, 12 April 2024	Clarification of Appeals; reference to LSE Authorship Principles rather than ICMJE
v21	November 2024	RC Chair, 6 November 2024	Change to 'nominated alternate', §25, p9

Contacts:

Position	Name	Email	Notes
Senior Research Ethics Manager	Lyn Grove	l.grove@lse.ac.uk	Author

Incident Reporting

Any incidents or near misses relevant to this document should be escalated based on the level of impact outlined in the School's Risk Procedure. Escalation scales follow below.

Rating	Board Oversight	Management Oversight
Severe	Reported to Audit and Council	Managed by Chief Operating Officer
High	Reported to SMC	Reported to Chief Operating Officer
Medium	Reported to Management Board	Reported to Professional Service Leader

Communications and Training:

Will this document be publicised through Internal Communications? **Yes/ No**

Will training needs arise from this policy **Yes/ No**

If Yes, please give details:

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 progress review, upgrade and de-registration) and by examiners (in relation to a final examination outcome) in and after the 2024/25 academic year. They do not apply to MRes students who should use the Appeals Regulations for taught students **https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/AppealsRegulations-for-all-students-from-2019-20.pdf**

Procedure for making an appeal

1. You can appeal against progress review and upgrade assessment decisions made by LSE academic departments, and decisions made by examiners appointed by LSE following an 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 making such complaints, see the **Student Complaint Procedure**.
3. To make an appeal, you must do so within 20 working days from when the School has confirmed the relevant decision to you. You must do so by completing the appeal form, which can be found on the PhD Academy website.
4. This appeal procedure is an internal process, and is 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.

Decisions you can appeal against

6. You can appeal against:
    - 6.1 your department's decision that you have not met the progression requirements of your programme[1], and that either:
        - 6.1.1 your continued registration should be subject to conditions, or;
        - 6.1.2 you should be allowed to continue in registration only as an MPhil candidate, or;
        - 6.1.3 your registration should be terminated.
    - 6.2 your department's decision that you have not met the requirements to be upgraded to the PhD, at either the first or the second attempt.
    - 6.3 your examiners' decision that you are required to be re-examined, either:
        - 6.3.1 after completing revisions to your submitted thesis, or;
        - 6.3.2 without completing revisions to your submitted thesis.
    - 6.4 your examiners' decision not to award you either an MPhil or a PhD degree.
    - 6.5 your examiners' decision to award you an MPhil degree, rather than a PhD degree.

Grounds for an appeal: departmental decisions on progress or upgrade assessment

7. For an appeal against a departmental decision under the progress review or upgrade assessment processes, 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.
    - 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, which factors beyond your control prevented you from disclosing prior to the relevant assessment, and that this produced an unfair result.
8. There are no other grounds for appeal. Specifically, you cannot appeal because you want to question the academic judgement[2] of academic staff involved in making a decision or of individual examiners.

Grounds for an appeal: examiners' decisions

9. For an appeal against examiners' decisions, 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.

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, which factors beyond your control prevented you from disclosing prior to the examination, and that this produced an unfair result.

10. There are no other grounds for appeal. Specifically, you cannot appeal because you want to question the academic judgement[3] 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 relevant 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 evidence which complies with the School's requirements[4] which:

    14.1 sets out why you did not report the exceptional circumstances at the time; and

    14.2 relates to the exceptional circumstances cited in your appeal.

15. All evidence must be in English. You are responsible for procuring official translations where these are necessary.

Accepting or rejecting an appeal

16. When the PhD Academy receives your appeal, you will receive an email confirming receipt.
17. The PhD Academy will send your appeal and all supporting documents to a member of the Research Degrees Sub-Committee other than the Chair, who will consider your appeal and the evidence you have provided. They will be referred to as the 'Stage 1 decision-maker'. They will also consider any relevant information from your academic record. They will then 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 Stage 1 decision maker finds that you do not have a valid reason, the Academic Registrar (or a member of staff with authority to act for them) will be asked whether or not the appeal should be dismissed.
19. The Academic Registrar (or their delegate) will then, normally within 10 working days of receiving the recommendation from the Stage 1 decision-maker, either:

    19.1 accept the recommendation and dismiss the appeal (see paragraphs 20 to 22), or;

    19.2 reject the recommendation and ask the PhD Academy to appoint an alternative Stage 1 decision-maker to progress your appeal to the next stage (see paragraphs 23 to 27 below).

20. The Academic Registrar (or their delegate) will confirm their decision and the reasons for it, to the Stage 1 decision maker.
21. If the Academic Registrar (or their delegate) 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 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 (or their delegate) 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 Stage 1 decision-maker will consider your appeal.
24. The Stage 1 decision-maker will be asked to consider all the information presented and will determine either:

    24.1 that there is no evidence to uphold your appeal and it should be dismissed (see paragraphs 28 to 33 below), or;

    24.2 there is evidence to uphold your appeal. They will then cancel the original decision, if necessary including part or all of the process which led to the decision, and determine that:

    in the case of an appeal against a progress review or upgrade assessment decision:

(i) the department are required to re-run the relevant decision-making process in light of the appeal outcome, either:

(a) with new assessors, or;

(b) with the same assessors.

in the case of an appeal against a decision made by your examiners:

(ii) your examiners should be required to reconsider their decision on the original examination in light of the outcome of the appeal, potentially including a recommendation or requirement as to the necessity of a further oral examination, or;

(iii) a fresh examination panel should be appointed, and that a further oral examination should be conducted.[5]

25. The Stage 1 decision-maker 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.
26. The Stage 1 decision-maker 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 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 the Stage 1 decision-maker decides to uphold the original decision (under paragraph 24.1) at stage 1, the PhD Academy will inform you of your right to submit a further appeal. This must be submitted to the PhD Academy within 15 working days of receiving the stage 1 decision. Appeals submitted at this stage are referred to as 'stage 2' appeals.
29. You can make a stage 2 appeal against a stage 1 appeal on any or all of the following grounds (reasons).
    29.1 That a procedural flaw or irregularity in the decision-making process at stage 1 caused reasonable doubt as to whether the same decision would have been reached had it not occurred.
    29.2 That new material evidence is available, and that there is a valid explanation as to why it was not submitted at stage 1 and is instead being submitted at stage 2.
    29.3 That the decision at stage 1 was unreasonable or disproportionate.
30. The PhD Academy will send all information received under this procedure to the Chair of the School's Research Degrees Subcommittee (or a member of staff with authority to act for them), who will be asked to consider it and decide either that:
    30.1 there are no grounds for appeal under regulation 28, and that your appeal should be dismissed (see paragraph 34); or
    30.2 you have grounds for appeal under regulation 29, and that the decision-making process should be re-run. In this case, the Chair of the Research Degrees Sub-Committee (or their delegate) will then make their own determination under regulation 24.
31. The Research Degrees Sub-Committee Chair (or their delegate) may seek the view of other members of the Research Degrees Sub-Committee where necessary before reaching a decision. They can also seek clarification from you and/or your department/examiners/the stage 1 decision-maker concerning their decisions and/or any information submitted under this procedure.
32. The Research Degrees Sub-Committee Chair (or their delegate) 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.
33. The PhD Academy 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 Research Degrees Sub-Committee Chair (or their delegate) 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**.

Further procedural notes

35. In complex cases, such as those involving significant quantities of evidence or particularly complex procedural questions, decision makers may exceed the timescales stated above. In such cases, the PhD Academy will keep you informed, providing updated timescales wherever feasible.
36. Some appeals cases may raise matters which overlap with other School procedures.[6] Where an appeal overlaps with these procedures, the School may need to pause consideration of your appeal to allow consideration to be undertaken under another procedure.

Footnotes

[1] This includes decisions made under the Regulations for Research Degrees, or under the PhD Remediation and Withdrawal Policy.

[2] 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).

[3] 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).

[4] **https://info.lse.ac.uk/current-students/services/assets/documents/standards-of-evidence-information.pdf**

[5] In this case, the new examination panel will be required to examine your originally submitted thesis, without reference to any previously submitted amendments, under the regulations in force at the time at which you originally entered for the examination, and will not be given any information about the previous examination or the appeal process.

[6] A non-exhaustive list of potentially overlapping procedures includes the Cause of Concern process, the Fitness to Study procedure, the Disciplinary, Harassment and Bullying Policy, the Student Complaints Procedure, the Disciplinary Policy and Procedure for Professional Services staff, and the Academic Annex to the Articles of Association of the London School of Economics and Political Science.

See the **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).

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 Progress 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 Progress 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 note the following:

a) There are <u>three</u> 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 enrolment and regulatory requirements (eg attendance and engagement) and a deadline for resolution of any issues. The relevant Professional Services Sections include the PhD Academy, The Registry and the Financial Support Office.

4.2 Failure to meet enrolment or regulatory 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 resolution. The Deputy Director will also advise of the procedures to be followed if requirements are not met.

4.3 Failure to complete resolution by the deadline will result in the Deputy Director initiating Withdrawal Procedures.

January 2022

PRINCIPLES OF AUTHORSHIP

Introduction

Turning research into tangible outcomes is a key aspiration of those involved in research. Authoring articles, books, conference presentations and proceedings enables the dissemination and sharing of one's ideas and findings, and contributes to one's professional progression.

The process of appropriately recognising, agreeing and representing contributions to research that result in authorship must be undertaken in accordance with the LSE Code of Research Conduct[1], the LSE Research Ethics Policy[2], **and the core principles of honesty, openness, transparency and research rigour** set out in the School's Ethics Code[3].

Supporting and engaging in a process with these principles in mind will facilitate a culture of accountability, the management of expectations, and the due consideration of contributions in ethical collaborative research by:

- Raising awareness of good practice in claims to authorship in the context of research collaborations
- Encouraging a fair and safe environment for the exchange of ideas and for the co-production of publications
- Supporting and valuing the contributions of all researchers – from PhD students to senior faculty – who engage in collaborative research
- Preventing the most common queries/ disputes surrounding authorship by encouraging all researchers to have open conversations about co-authorship at the outset of any research collaboration
- Guarding against the possibility that unequal power relations (e.g., between Principal Investigators (PIs) and junior researchers on their grants) may compromise the accurate and fair recognition of the contribution of junior researchers
- Helping researchers to meet funders' criteria, which may require evidence of good research collaboration

1. What constitutes authorship?

1.1 The principles of authorship

The School expects researchers to follow best practice in publication, embedding the principles set out above together with the relevant disciplinary guidelines and standards (see Annex A for links to disciplinary authorship norms).

LSE researchers should, as a minimum:

- have made a substantial contribution to the work, and

- be accountable for the work in its published form[4].

Although authorship conventions vary across disciplines, a substantial intellectual or scholarly contribution must include one and ideally a combination of two or more of the following:

- conception and design of the project or output
- significant input into the development and/or design of project methodologies
- acquisition of research data where the acquisition has required significant intellectual judgement, planning, design, or input
- contribution of knowledge, where justified, including Indigenous knowledge
- analysis or interpretation of research data
- drafting significant parts of the research output or critically revising it so as to contribute to its interpretation.

This is the minimum threshold for authorship, and researchers should recognise that practice varies e.g., journals, disciplines, and institutions may require a higher threshold. Therefore, additional criteria may be applied for authorship in some fields and Departments will be responsible for identifying relevant authorship standards within their disciplines (Annex A).

The above principles are not intended for use as a means to disqualify colleagues from authorship who otherwise meet authorship criteria by denying them the opportunity to review and approve the final version to be published (see Section 2: Unacceptable authorship-related practices). Therefore, **all individuals who have made any of the above listed contributions should be given the opportunity to participate in the review, drafting, and final approval of the manuscript**.

The following activities do ***not*** give rise to a claim to authorship (but they should be acknowledged[5]):

- Provision of training and basic technical support for users of equipment or software
- Routine collection of raw data using standard techniques and methodologies, where some technical skill is needed, but the personnel were not involved in advising or choosing which method, materials and equipment to use, nor in any analysis or interpretation of the data
- General supervision and/or mentorship of research group members and/or the provision of funding or other resources in the absence of any intellectual input into the project

1.2 Different contributing roles

Researchers often employ the CRediT – Contributor Roles Taxonomy[7] – to help describe each contributor's specific contribution to the scholarly output, thus clarifying on which basis they have been included (or excluded) as co-authors.

Researchers will benefit from creating an ORCID ID[8], which they should add to their publication(s). This free, unique, persistent identifier distinguishes researchers from one another across disciplines, borders and time will help to avoid any ambiguities which may arise, e.g., between authors with the same name.

Given that roles and contributions can change over the lifecycle of a research project, these should be reviewed periodically and a written record of any resulting decisions and agreements may prove useful in case these need to be revisited.

Keeping a clear, accurate and fair record of each co-author's contribution is of particular importance when it comes to their career progression and academic promotion. (See further guidance under the FAQs).

Some journals, publishers and some learned societies have their own rules regarding who can or should be recognised as an author; so it is important for the corresponding author (see section 'Corresponding Author') to check with co-authors and against previous agreements before any submission to a journal is made.

1.3 Author position

It is good practice for PIs to consult all co-authors at the earliest opportunity to decide on and manage expectations for the order of authorship. Following this and in advance of publication, the lead author may find it useful to prepare a concise, written description of how the order of authorship was decided, which can be shared among, and approved by, all co-authors.

The way of determining order of authorship varies across disciplines, research groups, journals and countries, and while the significance of a particular order may be understood in each disciplinary or publishing setting, order of authorship needs to be agreed and negotiated on a case-by-case basis.

Except in disciplines which have a specific norm regarding order of authorship (for example, that authors are presented alphabetically), the order and other publication credit should accurately and fairly reflect the relative scientific and intellectual contribution of the individuals involved, regardless of their relative status and position in the academic hierarchy. For example, a student should be listed as first author on any multiple authored article that is substantially based on their dissertation or thesis.

1.4 Corresponding author

A corresponding author takes the lead in the manuscript submission and the entire publication process, as the primary contact between the publisher and all the other authors of the paper. While the corresponding author is not necessarily the first author and may not have contributed the most to the writing of the manuscript, they are usually a more experienced researcher, e.g., a Principal Investigator. The corresponding author is responsible for:

- Keeping to deadlines during each phase of the publication process
- Ensuring that all authors have reviewed and approved the final version[9] of the manuscript prior to submission
- Providing the correct name, affiliation[10] and contact details for each co-author
- Distributing communications from the journal such as decision letters, reviewers' reports, etc.
- Ensuring that funders are acknowledged, when required
- Selecting an appropriate route to funding Open Access, which may include deposit of the accepted version in a repository such as LSE Research Online
- Funding the Open Access costs via their institution where payment is required[11].

As stated in the previous section, the order of authorship must fairly reflect the scientific and intellectual contribution to the project (other than where disciplinary norms dictate otherwise). This means that, as stated above, the corresponding author may not be the same as the first listed author.

2. Unacceptable authorship-related practices

The following authorship-related practices constitute a breach of the LSE Code of Research Conduct and could result in allegations of research misconduct. It is the position of the School that these practices are contrary to the principles of research integrity and are thus not acceptable:

- *honorary authorship* where an individual is listed as co-author but does not meet the authorship criteria listed above
- *ghost authorship* where an individual has contributed to the research but is not disclosed in the author's by-line or acknowledgments section (they generally work on behalf of companies, or agents acting for those companies, with a commercial interest in the topic)
- *self-plagiarism* is where there is a high proportion of direct replication of work previously published by the same author, i.e., substantial sections of previous work[12].
- *denial of authorship:* denying the status of, or opportunity to be, co-author to individuals who would otherwise meet the criteria for inclusion.

Unequal power relations may encourage some of these practices (for example, junior researchers may feel unable to prevent that honorary authorship is assigned to a senior researcher on whose support they depend for their career prospects). However, the knowledge that these practices are in breach of LSE Code of Research Conduct should empower all researchers, whether senior or junior, to oppose them and to report them.

3. Good authorship practice

Whilst we recognise that publications and decisions around authorship often arise organically as research develops, we nevertheless recommend that all researchers abide by the following principles of good authorship practice so as to avoid disputes arising later on in time:

- **Ensure you understand what constitutes authorship** and be aware of the unacceptable practices set out above (see also the section below, 'Different contributing roles').
- **Encourage best practice** amongst your own research team, department and/or research centre.
- **Discuss authorship at the earliest possible stage** of any research to manage expectations in a transparent manner. Maintain a written record of changes, e g., the addition of new researchers, which is shared and regularly reviewed by the whole team. As a project evolves and before any publication or conference presentation is drafted, confirm who will have what role in the publication/ presentation to ensure that everyone who has contributed to the research is informed.
- **Challenge any questionable practices**, referring to these guidelines or other relevant best practice guidance.

4. Common authorship disputes

4.1 Disagreements regarding authorship/authorship roles

Disagreements about authorship may arise, particularly where there are different interpretations, for example, of what constitutes a 'substantial' contribution. The best approach is always to discuss and resolve any such disagreements with one's co-researchers at the earliest possible stage and in as open and collegial a manner as possible.

Where a disagreement cannot be resolved within the research team, we recommend the researchers consult their Head of Department (or Research Centre Director). It is best to involve all the research team in this referral/discussion. In exceptional circumstances, where a disagreement can still not be resolved, the Head of Department/Research Centre Director may refer the issue to the Chair of the LSE Research Committee.

4.2 Concerns regarding unethical behaviour/research misconduct

Where a researcher feels that unacceptable/unethical behaviour is being proposed, they should, in the first instance, seek local support and guidance to informally resolve their questions and any resulting situations using these best practice guidelines and highlight the fact that unacceptable/unethical practice may constitute research misconduct. If the issue cannot be resolved informally (or if unethical behaviour has already occurred), they should refer to the LSE Code of Research Conduct[13]. Any questions can be addressed confidentially to **research.conduct@lse.ac.uk**. Where appropriate and where there is no conflict of interest, junior researchers may wish to discuss their concerns with their PI or Head of Department/Research Centre Director in the first instance.

5. Affiliation

It is standard practice for authors to list their institutional affiliation. This information is important for transparency and fairness, ensuring that institutions are duly credited for hosting the research and that potential conflicts of interest can be identified.

While publishers may have their own guidelines, it is the norm for authors to use as their affiliation the institution in which they worked during the time they conducted the research. If the author has moved to a different institution since the research was completed, their new affiliation/ contact can be acknowledged in a footnote.

Authors may report single or multiple affiliations. Multiple affiliations are needed when the author belongs to more than one organisation that has contributed to the research, e.g., universities, commercial research companies, hospitals, non-profit organisations, etc.

For LSE affiliation, the preferred format is: *[Parent department/ centre/ institute], The London School of Economics and Political Science, London, WC2A 2AE, United Kingdom* (if there are constraints on the space available, the phrase *The London School of Economics and Political Science* will be used, omitting the address).

6. Acknowledgements

The contributions of anyone who directly assisted or indirectly supported the research need to be acknowledged, e.g., taught students who have assisted with the research, software developers such as a database designer or coder.

It is also good practice, and often a requirement, to acknowledge all research funders. It is the responsibility of each co-author who holds a grant to check whether the project's funders require mention of, for example, a grant reference number/ a specific sentence of acknowledgement/ an EU flag in the publication. Such information is usually a contractual condition with the contract defining the phrase / wording to use in referencing.

7. Frequently Asked Questions

7.1 How might authorship affect Open Access payments?

Researchers are increasingly required to publish their work open access to meet institutional, governmental and research funder requirements. It is important that researchers consider 'green' routes to Open Access where a version of the work is made available through a repository without payment of an Article Processing Charge[14]. For gold open access[15], it is usually the responsibility of the corresponding author or their institution to cover the open access costs (either by payment of an Article Processing Charge or through an open access publishing agreement).

Institutions vary in the support offered to researchers for open access, and this means that co-authors might wish to consider available institutional support for open access when deciding who should be assigned the role of corresponding author. It is good practice that, prior to submission for publication, all co-authors understand and agree that if they chose as corresponding author one of the co-authors whose institution covers the open access costs, the corresponding author will also be taking on all the ensuing responsibilities of the role (listed in section 1.3).

Conversely, it is bad practice to:

- change the corresponding author after the paper has been accepted simply to take advantage of an open access publishing agreement at the institution of a different co-author.
- appoint someone as corresponding author where it would not have otherwise been considered appropriate, solely for the purpose of availing of open access funding.

7.2 How should taught students be credited in a research publication?

If students, whether undergraduates or taught masters, are involved in data collection but are not actively participating in data analysis or making any other substantive contribution, they should not normally be attributed authorship of the final work. However, they should be included in the Acknowledgements section. It is also good pedagogical practice and highly recommended that their supervisors discuss with them the reasons for the collection and use of the data; that they obtain students' consent for the use of the data they have collected (see also section 7.3 on data ownership and section 7.4 on the use of research data below); and that they keep them informed of how the data they have collected is being used. It may be appropriate for the dataset to be published as a research output in its own right, where recommended by their PI, and enabling direct citation of the student's contribution.

7.3 Intellectual Property (IP): Who owns the research data?

Ownership issues may arise when consent is required for the use of copyrighted materials. Therefore, researchers should familiarise themselves with the School's Intellectual Property (IP) Policy[16] and associated FAQs[17] which describes the IP rights of LSE staff, students and visitors in relation to their research.

Data underlying a study should be made as available as possible, subject to ethical constraints, in line with the LSE data management guidelines[18], and it should be shared within the minimum timing compatible with fair requirements of priority, publication embargoes, etc.

It is important for researchers to discuss and reach an agreement on data ownership as early as possible to ensure that every member of the research team is aware if data is being archived and if there is an expectation that data be transferred to the PI for deposit. While it is often the responsibility of the PI to deposit data, it is important to note that this does not automatically entail that the PI owns the data.

It is good practice for researchers to have access to the data that underlies a publication they have co-authored. Moreover, agreements concerning the intellectual ownership rights over future re-uses of those data and over future publications based on those data should be made in advance by all members of the research team. For example, it should be clarified whether or not a research assistant can claim ownership of the data, or whether, in an inter-research group collaboration, re-use of data collected by one research group may or may not require the agreement by the other research group.

7.4 As an author, can I use the research data from my publication?

Being listed as an author of an academic research publication does not necessarily give an individual co-ownership of the publication or the research data on which it is based. Unless agreed prior to data collection, research assistants and research officers cannot publish research data from a project without explicit agreement from the PI. However, this is not the case in some disciplines such as Anthropology which, for example, rely on long-term fieldwork[19]. For the avoidance of doubt, PIs should consult the contractual agreements of research assistants/ officers to clarify expectations around the use of research data.

Furthermore, it is a researcher's responsibility to:

- Check the terms and conditions of the grant (if applicable) to determine whether the funder has claimed ownership of the data or require its release under a specific licence
- Check the terms and conditions of any secondary data sources used in the research
- Consult their LSE Research Awards Manager[20] to understand how their intellectual property rights may be impacted by the terms and conditions imposed by their funders or research collaborators
- Go through LSE legal checks before signing data sharing agreements with secure data suppliers and/or non-disclosure agreements.

7.5 Protecting your IP rights in the innovation of co-authored research

Collaborative research with, for example, (i) a non-academic organisation or (ii) researchers in another university, or non-collaborative research may sometimes be developed for innovation purposes. In all cases, authorship that is not a true reflection of a person's contribution to the research as described by the principles above can potentially lead to IP issues.

In cases like this, the lead or corresponding author of the subsequent research publication should contact the LSE's Innovation team at the earliest opportunity (email: **innovation@lse.ac.uk**)[21] for further advice.

7.6 Co-authorship in relation to academic promotion

Publications play a crucial role in a researcher's career progression. For this reason, a researcher's self-interest may come into conflict with the principles of co-authorship outlined in these guidelines, e.g., by wanting to be listed as first author when this is not a fair reflection of their contribution or by demanding to be listed as co-author even when their contribution does not meet the criteria for authorship. Additionally, where leads or line managers would like a publication to have a positive impact on a researcher's career and so include them as an author where it is not warranted due to their contribution, these may have longer-term unforeseen implications if, for example, the research is later adopted for innovation. It is therefore important to fairly align authorship with contribution.

While the ethical responsibility for following good practice with regards to authorship lies with individual researchers, it is important to note that Higher Education Institutions, via their internal promotion processes, can play a significant role in supporting and encouraging good practice. They can do so by:

- having reasonable expectations with regards to co-authorship, i.e., recognising that collaborative research necessarily leads to co-authorship
- recognising and supporting researchers' ability to clearly, accurately and fairly represent their contribution to the co-authored publication and to the research process that underpins it

Footnotes

1 https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/codResCon.pdf

2 https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/resEthPolPro.pdf

3 https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/ethCod.pdf

4 Committee of Publishing Ethics (COPE): https://publicationethics.org/authorship

5 See Section 6: Acknowledgements

7 Elsevier journals require a CRediT statement during the submission process although other publishers may not.

8 https://info.orcid.org/benefits-for-researchers

9 For the avoidance of doubt, the final version is a) submitted to a journal for publication and subsequently b) the peer reviewed paper which may include revisions made prior to publication.

10 See Section 5: Affiliation.

11 See Section 7.3: How might authorship affect Open Access payments?

12 There are different disciplinary norms regarding self-plagiarism, e.g., in some areas of mathematics, where preliminary material, introducing definitions, notation and standard tools may be copied from earlier articles which are referenced as appropriate.

13 https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/codResCon.pdf

14 https://www.lse.ac.uk/library/research-support/open-access

15 https://www.jisc.ac.uk/guides/an-introduction-to-open-access

16 https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/IntProPol.pdf

17 https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/intProPolFAQ.pdf

18 https://www.lse.ac.uk/library/research-support/research-data-management-and-open-data

19 https://easaonline.org/publications/guidelines

20 https://info.lse.ac.uk/staff/divisions/research-and-innovation/research/meet-the-team

21 https://info.lse.ac.uk/staff/divisions/research-and-innovation/innovation

ANNEX A: DEPARTMENT-SPECIFIC AUTHORSHIP PRACTICE

Guidance from the Departments of Economic History, Statistics, Philosophy, Logic and Scientific Method, and the International Inequalities Institute does not differ from the LSE Principles of Authorship.

Department	Disciplinary Area	Discipline-specific guidance
Accounting	N/A	The Department expects researchers to, at a minimum, have made a substantial contribution to the work and be accountable for the work in its published form.
Anthropology	N/A	• Please see discipline specific guidance at: **https://easaonline.org/newsletter/79-1021/guidelines.shtml#:~:text=Every%20member%20of%20a%20research,should%20all%20appear%20as%20authors**. • The 2021 Association of Social Anthropologists ethics guidelines states: **7.6 Authorship and acknowledgements** The support and intellectual input of colleagues should be appropriate acknowledged. Researchers should publicly acknowledge student/researcher assistance in research and preparation of their research and give appropriate credit for co-authorship to students/researchers and encourage publication of worthy student/researcher papers; and compensate students/researchers justly for their participation in all professional activities. **ASA Ethics (theasa.org)**
Economic History	Economic History, History, Economics, Economic Geography	None that differs from the LSE guidance

Department	Disciplinary Area	Discipline-specific guidance
Health Policy (including LSE Health)	Economics, sociology, medicine, political science, international relations, policy studies, anthropology, law, statistics, epidemiology, development studies, criminology and demography.	• In some outlets for health policy research alphabetical order is the norm, but conventions differ and a candidate's contribution to a paper will be made clear in the submission for promotion. • It is common that journals in this field require multi-authorship statements, using conventions such as **CRediT** authorship statements or the four criteria **ICMJE** set out by the International Committee of Medical Journal Editors. The Department encourages staff to use such or similar conventions in setting out the nature of their contributions to multi-authored papers. • While single author pieces are common in some areas of health policy and associated relevant disciplines, multiple-authored publications are common in others. For multi-authored work, main authorship is ideal, supported by evidence of a substantial contribution, e.g., in an authorship contribution statement.
International Development	Orthodox economics and political science, as well as more institutional approaches to politics and governance, anthropology, and some scholars who define their discipline as "development studies."	• Usually, alphabetical order is adopted or priority is given to the author who undertook most work on the paper/book. • Co-authorship is common, but there are few general rules about this. • Papers with a large number of co-authors are relatively rare. • Some parts of the department are more likely to undertake multiple-authored outputs, particularly the Health and Development unit. These scholars, however, follow the same general principles outlined above.

Department	Disciplinary Area	Discipline-specific guidance
Mathematics	Mathematics, Computer Science	• Good guidelines relevant to publication in Mathematics are the "**Ethical Policy for the Journals of the London Mathematical Society**[5]" and the "**Ethical Guidelines of the American Mathematical Society**[6]" • As stated there, all the authors listed for a paper must have made a significant contribution to its content, and all who have made such a contribution must be offered the opportunity to be listed as an author. • If one of the authors receives a grant from a funding body that requires the research output to be published open access, and that author's host institution supports such open access publication, then it is reasonable for the authors to jointly decide to change corresponding authorship to that author.
Media and Communications	The field is by definition inter-disciplinary as issues relating to media and communications intersect with many other sub-fields and disciplines. As such, as an interdisciplinary Department we publish widely in highly ranked Social Science and Humanities journals in the field of media and communications but also in related fields such as Sociology, Cultural Studies, Economics, International Relations, Development Studies, Psychology, Linguistics, Political Science, Social Studies of Science, Geography and Area Studies, as well as in interdisciplinary social science publications.	• Authors are expected to have contributed significantly and in a meaningful way to the research development, design and data analysis. The Department aligns with the outlined principles in that it understands a significant contribution to be a combination of contributions at the level of knowledge creation, design of the project, data collection, analysis of the data and/or the drafting of the output. The Department would, however, deem a participation in the actual writing-up and drafting of the output to be an essential criterion to qualify as a co-author. • It is also common practice in thisfield that all co-authors are given the opportunity to approve the final version of a manuscript to be submitted for publication, the responses to the reviewer/editor comments, as well as the final version of the manuscript to be published. • When an equal proportion of contribution has been made towards production of the output, it is common in our field for author names to be ordered alphabetically. If this equity is not the case, which happens more-often, the order of the authors should reflect the proportion of the contribution made to the output, regardless of status and hierarchy.

Sociology		• The Department also works to the guidelines of the British Sociological Association whose guidance on authorship can be found here: **https://www.britsoc.co.uk/publications/guidelines-reports/authorship-guidelines** • The Department would additionally reference the British Sociology Association's guidance, which states: "More senior BSA members are encouraged to give more junior colleagues opportunities to be first author when appropriate." And furthermore, on the order of authors, which is as follows: 1. The person who has made the major contribution to the paper and / or taken the lead in writing is entitled to be the first author 2. Decisions about who should be an author, the order of authors and those included in the acknowledgements should usually be made by the first author in consultation with other authors. 3. Those who have made a major contribution to analysis or writing (i.e. more than commenting in detail on successive drafts) are entitled to follow the first author immediately; where there is a clear difference in the size of these contributions, this should be reflected in the order of these authors. 4. All others who fulfil the criteria for authorship should complete the list in alphabetical order of their surnames. 5. If all the authors feel that they have contributed equally to the paper, this can be indicated in a footnote.

ANNEX B: USEFUL RESOURCES

LSE resources

LSE Code of Research Conduct
https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/codResCon.pdf

LSE Ethics Code
https://info.lse.ac.uk/staff/divisions/Secretarys-Division/Ethics/Ethics-Code

LSE Innovation
https://info.lse.ac.uk/staff/divisions/research-and-innovation/innovation

LSE Intellectual Property
https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/IntProPol.pdf
https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/intProPolFAQ.pdf

LSE Promotion of research staff
https://info.lse.ac.uk/staff/divisions/Human-Resources/Review-reward-and-promotion/Review-and-Promotion-of-Research-Staff

LSE Research Ethics Policy
https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/resEthPolPro.pdf

LSE Review and promotion of academic staff
https://info.lse.ac.uk/staff/divisions/Human-Resources/Review-reward-and-promotion/Review-and-Promotion-of-Academic-Staff

General guidance

Committee of Publishing Ethics (COPE)
https://publicationethics.org/authorship

Council of Science Editors
https://www.councilscienceeditors.org/

European Association of Social Anthropologists
https://easaonline.org/newsletter/75-0120/guidelines

UK Research Integrity Office (UKRIO)
https://ukrio.org/new-guidance-from-ukrio-authorship-in-academic-publications/

International Committee of Medical Journal Editors (ICMJE)
http://www.icmje.org/recommendations/browse/roles-and-responsibilities/defining-the-role-of-authors-and-contributors.html

Singapore Statement on Research Integrity
https://wcrif.org/guidance/singapore-statement

Montreal Statement on Research Integrity in Cross-Boundary Research Collaborations
https://wcrif.org/documents/354-montreal-statement-english/file

Funder/ publisher guidance

Academy of Management
https://aom.org/about-aom/governance/ethics/code-of-ethics#general

British Educational Research Association (BERA)
https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018

British Psychological Society
http://www.bps.org.uk/sites/default/files/images/statement_on_authorship_credit.pdf

British Sociological Association
https://www.britsoc.co.uk/publications/guidelines-reports/authorship-guidelines/

Elsevier
https://www.elsevier.com/__data/assets/pdf_file/0012/856659/Ethics-in-Research-and-Publication-March-2019.pdf

Medical Research Council
http://www.mrc.ac.uk/news-events/publications/good-research-practice-principles-and-guidelines/

National Institute for Health Research
https://www.journalslibrary.nihr.ac.uk/information-for-authors/our-policies/authorship.htm
Nature http://www.nature.com/authors/policies/authorship.html

Open Research Europe
https://open-research-europe.ec.europa.eu/about/policies#authorship

Springer
https://www.springer.com/gp/authors-editors/book-authors-editors/your-publication-journey/publishing-integrity
Wellcome Trust

http://www.wellcome.ac.uk/About-us/Policy/Policy-and-position-statements/WTD002757.htm

Wellcome Open Research
https://wellcomeopenresearch.org/about/policies#aaa

Wiley-Blackwell
https://authorservices.wiley.com/ethics-guidelines/index.html#5

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Review schedule:

These principles are a live document which will be updated as and when required, and at a minimum as per the review schedule below.

Review interval	Next review due by	Next review start
Every 3 years	February 2027	October 2026

Version history

Version	Date	Approved by	Notes
1	February 2024	Research Committee	

Links

Reference	Link

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Director of LSE Library	Niamh Tumulty	n.tumulty@lse.ac.uk	

Communications and Training

Will this document be publicised through Internal Communications?	Yes/ No
Will training needs arise from this policy If Yes, please give details	Yes/ No

REGULATIONS FOR POSTHUMOUS AND AEGROTAT RESEARCH DEGREE AWARDS

These Regulations are approved by the Academic Board.
Last updated: INSERT

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 and Enrolment, the School will assume that students can open, read, and act upon emails sent to their LSE email account.

Introduction

1. These regulations apply to the conduct of the research degree examinations process where circumstances beyond the candidate's control permanently preclude the candidate from further participation in the examination process.

General

2. On the recommendation of the examiners and following the death of the candidate, the School may award a degree posthumously. Posthumous awards must have the support of the deceased candidate's next of kin.
3. On recommendation of the examiners, the School may award an aegrotat degree if a candidate's diagnosis of a terminal or permanently disabling illness precludes them from submitting the thesis, taking part in the viva, making changes to the thesis (prior to submission) or re-submitting the thesis. The candidate, or where appropriate the candidate's next of kin, must confirm that they will accept an aegrotat award before any examination.
4. For a thesis to be examined under these regulations, a candidate must have passed the upgrade process and must normally have completed the minimum period of registration required for submission of a thesis set out under regulations 9, 57 and 58 of the *Regulations for Research Degrees*. Requests to start the examination process under these regulations may also be made after the candidate has entered for examination but is subsequently precluded from participating in the examination process before its completion.
5. For posthumous and aegrotat awards to be considered, a significant body of work must have been completed by the candidate and be available in an examinable format (hereafter, "the thesis").
6. Where a candidate is no longer able to provide informed consent, and the department determines that it would be appropriate to ask the Research Degrees Sub-Committee Chair (hereafter, "RDSC Chair") to trigger the process, the candidate's department must ensure that informed consent from the next of kin has been secured and documented. Hereafter, references to 'the candidate' include both consent from the candidate, and consent from next of kin.
7. Up until the point at which a thesis is sent to the examiners, it will be open to the candidate to ask for the process to be cancelled. After the thesis has been sent to the examiners, it will normally only be possible to cancel the process in exceptional circumstances.
8. Once a posthumous or an aegrotat degree has been awarded, it will not be possible to rescind the award and re-submit the material for examination in another context.
9. These regulations are not a substitute for the normal process by which adjustments are made to examination practice via the inclusion plan process. Nothing in this policy prevents a candidate from otherwise participating in the life of the School.

Initiation process

10. Requests to trigger the posthumous or aegrotat awards examination process (hereafter, "the process") will be initiated by the department and submitted to the PhD Academy (phdacademy@lse.ac.uk).
11. Requests should include the following.
    - 11.1 A copy of the thesis.
    - 11.2 A rationale setting out why:
        a) the RDSC Chair should consider initiating the process;
        b) the candidate will not be able to participate in the examination process, or is highly unlikely to be able to participate in the examination process, and;
        c) the examiners should consider awarding a posthumous/aegrotat degree.
    - 11.3 Where the thesis has not already been submitted by the point at which the request is submitted, requests should also include:
        a) confirmation from a School faculty member who is a subject matter expert and was not previously involved in supervising the student that the thesis is in an examinable form;

b) a copy of the examination entry form completed by the student, or if the student is unable, completed by the supervisors to the best of their ability;

c) a description of the department's approach to compiling the available materials to form the thesis, and confirmation that no additions have been made to the thesis as part of the compilation process.

11.4 Evidence attesting to the circumstances affecting the candidate's ability to participate in the examination.

11.5 A copy of any inclusion plan which had already been agreed for the candidate.

11.6 Confirmation of the level at which the examination should be entered (MPhil or PhD).

11.7 If the student has completed less than the minimum period of registration required for submission of a thesis by regulations 9, 57 and 58 of the *Regulations for Research Degrees*, acceptance of responsibility for early submission in the same manner as set out in regulation 58.3 of the *Regulations for Research Degrees*.

11.8 Endorsements from the lead supervisor, the doctoral programme director (or delegate) and head of department (or delegate).

11.9 Confirmation of consent from the candidate, and of their understanding that the examiners' decision and any exit awards will be final.

12. Upon receipt, the PhD Academy will forward the request to the RDSC Chair, who will determine whether to approve or decline the request to trigger the process, normally within 10 working days of receipt from the PhD Academy.

Where the request is declined

13. Where a decision is made not to trigger the process, the decision and an explanatory rationale from the RDSC Chair will be provided to the department and next of kin by the PhD Academy, normally within five working days of the decision being made.

14. A decision not to trigger the process may be appealed to the Pro-Director for Research (PD-R). In such cases, the decision of the PD-R will be final. The grounds for appeal are as follows.

14.1 Procedural irregularity in the decision-making process.

14.2 Bias, or the potential for perception of bias, in the process.

Where a request is approved

15. Where the RDSC Chair approves the request to trigger the process, the examinations process will proceed in accordance with the regulations for research degrees, save for the following additional requirements:

15.1 The examiners will be notified of the circumstances of the examination.

15.2 The examiners will be asked to judge whether the thesis demonstrates that the candidate would have successfully completed the degree were it not for their illness (aegrotat) or death (posthumous award).

15.3 Unless the process has been triggered after a viva for the degree in question has been completed, no viva will be required.

15.4 The examination outcomes will be subject to the additional requirements set out below.

16. The supervisors will not be involved in the examination of the thesis. As such, the supervisors will not be entitled either to defend the thesis, or to participate in the decision about the examination outcome.

Examination outcomes

17. The options open to the examiners in determining the result of the examination are as follows:

17.1 If the thesis meets the criteria set out in the *Regulations for Research Degrees*, they will recommend that the candidate should be awarded the research degree at the level the thesis was submitted for (either MPhil or PhD). The thesis may contain minor errors deemed by the examiners to have no academic impact.

17.2 If the thesis otherwise meets the criteria but requires minor amendments, they will recommend that the candidate be awarded the research degree at the level the thesis was submitted for (either MPhil or PhD), subject to inclusion of a note explaining these amendments in the thesis version of record (see para 20. below).

17.3 If the thesis does not meet the criteria, the examiners will recommend that the candidate not be awarded a research degree. The thesis cannot be re-presented in a revised form for re-examination.

18. If the examiners decide to recommend a degree award:

18.1 where a candidate is alive at the point at which the examiners' report is received, an aegrotat degree (either MPhil or PhD level) will be awarded, and;

18.2 where a candidate has died before the point at which the examiners' report is received, a posthumous degree (either MPhil or PhD level) will be awarded.

19. Where a decision is made to award a degree without amendments, to the thesis, the thesis will be published via LSE e-theses, accompanied by a note stating the specific award, and explaining that the degree was awarded under the posthumous and aegrotat research degree awards regulations.

20. Where a decision is made to award a degree with minor amendments to the thesis, the examiners will produce a brief note explaining the corrections which would have been required. This will be published alongside the thesis and via LSE e-theses, accompanied by a note stating the specific award, and explaining that the degree was awarded under the posthumous and aegrotat research degree awards regulations.

Further notes

21. An aegrotat award will not entitle the holder to registration with a professional body, or exemption from the requirements of any professional qualification which might otherwise be associated with the programme of study.

REGULATIONS AND POLICIES RELATING TO ACADEMIC STUDY

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[1]. 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[2].
- 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.**

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

[1] 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.

[2] 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** 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. For research students, this also includes engaging with supervision and conducting their research. 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:

- 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
- PhD Remediation and Withdrawal Policy
- 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, UK General Data Protection Regulation 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[1], 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[2] and a member of the Student Advice & Engagement Team 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 Deputy Head of the Student Advice & Engagement Team should be consulted regarding the length of any agreed absence and the student should be urged to consult with staff in the Student Advice & Engagement Team 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[3] and the Student Advice & Engagement Team staff member 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)[4], or nominee, who will Chair the meeting
- Academic Mentor (lead PhD Supervisor for research students)
- Head/Deputy Head of the Student Advice & Engagement Team5
- 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. The meeting may go ahead in the absence of the student at the discretion of the Chair.

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 of receiving the recommendations. The Departmental Tutor will then decide as soon as practicable 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. Minutes of the meeting will be kept.[6]

6.2 The Fitness to Study Panel will comprise:

- Deputy Head of Student Services (Advice & Policy), who will act as Chair
- Representative from the student's Academic Department who has had no previous involvement in the case[7]
- Deputy Head of Student Services (Wellbeing)[8]
- 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. The meeting may go ahead in the absence of the student at the discretion of the Chair.

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 options discussed with them by an appropriate member of the Panel 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:

- That exceptional circumstances are submitted, directly by the student or, exceptionally on occasion, on their behalf;
- That the student defers their assessments;
- A move to part-time study where permitted;
- An interruption of studies, agreed by the student or exceptionally enforced by the School;
- 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. If the student disagrees with the recommendation(s), they have the option of appealing the decision as per Section 9 below.

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 addresses 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 Deputy Head of the Student Advice & Engagement 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[9], 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 request in advance and in writing. In considering requests for temporary permission to attend the School, the Head of Student Services may consult with those affected by the decision and will make appropriate arrangements to facilitate this.

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 that 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 Deputy Head of Student Services (Wellbeing) 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 Deputy Head of Student Services (Wellbeing) to ensure as complete a picture of the situation as possible is available. 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;
- 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;
- That exceptional circumstances are submitted, directly by the student or, exceptionally on occasion, on their behalf;
- That the student defers their assessments;
- 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:

9.1.1 A significant procedural flaw or irregularity that compromised the fairness of the process, and/or:

9.1.2 New material evidence, which must be supported by an explanation of why it is being submitted at this late stage, and/or:

9.1.3 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 based on 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[10], 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.

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 Deputy Head of Student Services (Wellbeing), 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 no more than three interruptions will be permitted per programme of study for undergraduate students. Interruptions for research students will only be permitted in accordance with the regulations for Research Degrees.

Version: July 2022

Revised by: Pete Evanson, Deputy Head of Student Services (Advice & Policy)

Footnotes

1 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

2 For research students this will be the lead 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.

3 For research students this will be the lead 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.

4 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

5 For research students, a senior staff member from the PhD Academy will be asked to attend.

6 A departmental professional support staff member may attend meetings of the Panel in order to act as secretary but will not be a member.

7 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.

8 For research students, a senior staff member from the PhD Academy will be asked to attend.

9 For General Course, Sciences Po/Erasmus and Berkeley exchange students, this would be the Dean of the General Course.

10 For General Course, Sciences Po/Erasmus and Berkeley exchange students, this would be the Dean of the General Course

INTERRUPTION OF STUDIES POLICY

A guide to the process and procedure for undergraduate, taught postgraduate and executive masters students

1. Introduction

1.1. The School is committed to supporting you if you require temporary time away from your studies, where this will assist you in gaining the best possible outcome in your studies or support your career aspirations.

1.2. An Interruption of Study (hereafter referred to as an Interruption) allows you to take an authorised formal break in your studies for one year. Following the interruption period, you will return to your studies at the beginning of the respective term or teaching block. For example, an interruption at any point in the Lent term will require you to return at the beginning of the Lent term the following year. If you are an executive masters student, you should discuss an appropriate point of return with your Academic Mentor or relevant member of department staff.

1.3. Authorised Interruptions need to be formally approved by the School.

2. Reasons for Interruption

2.1. There are two main types of interruption request:

2.1.1. If you find that, due to ill health or circumstances out of your control, you need to temporarily interrupt your studies;

2.1.2. If you wish to interrupt your studies due to a temporary opportunity you wish to pursue before returning to your studies.

Common reasons for an Interruption include, but are not limited to:

- Health reasons (mental or physical health problems);
- Maternity/Paternity/Adoption/Family Leave;
- Extra-curricular pursuits e.g. elite sport/art/music related opportunities;
- Employment opportunities/internships/volunteering;
- Work related issues (for executive masters students);
- Unforeseen changes in financial circumstances;
- Military Service;
- Other specific personal reasons.

2.2. If you are experiencing health or personal problems that are causing you to miss classes, then requesting an Interruption at the earliest opportunity is sometimes the best option. This enables you to take a break and return the following year to properly benefit from teaching. If you delay a formal Interruption request, this may also have financial consequences (see Section 3).

2.3. If you are considering an Interruption in the middle of a term, you must discuss with your Academic Mentor or relevant members of departmental staff whether it would be beneficial to continue to the end of that term or to interrupt immediately. If you are an executive masters student, you should discuss an appropriate time to interrupt with your Academic Mentor or relevant member of department staff. For further guidance on who to speak to in your department, please contact the departmental administration team.

2.4. Interruptions will not be applied retrospectively. If you request an Interruption during a term, and it is approved, it will be applied from the start of the term in which you applied. Appropriate arrangements will be made for executive masters students on modular programmes. Any Interruption will not exceed 12 months, unless authorised by the School due to exceptional circumstances.

3. Matters to consider

3.1. The academic implications of an Interruption are the primary consideration before a request is approved by the School.

3.2. If you require a visa to study in the UK, you should be aware that taking an Interruption may have implications on your current immigration permission. The Student Advice & Engagement Team in the Student Services Centre provides advice and guidance to students in relation to any visa implications which may arise as a consequence of taking an Interruption. Further information is available **here**.

3.3. You should also be aware that taking an Interruption may have financial implications. For example, during a period of interruption you will not normally receive any maintenance grant or loans. For further information and advice about this, please see **here**.

3.4. While you are not liable for paying tuition fees during your Interruption, you will be charged tuition fees up to the end of the term/teaching block preceding your Interruption. For example, if you are granted a Winter Term Interruption, tuition fees will be charged up until the end of the Autumn Term.

3.5. If you receive a bursary or scholarship, please contact the provider to discuss the implications of your Interruption.

3.6. If you live in a Halls of Residence, you should also discuss your intention to interrupt with the **Residential Services Office**, as an Interruption will have implications upon your right to continue living in the Hall.

4. Requesting an Interruption

4.1. Before formally requesting an Interruption, you should where practicable meet with your Academic Mentor (or relevant member of Departmental staff), discuss your proposed Interruption, and where possible[1] agree a return to study plan. The return to study plan will detail your courses when you resume your Programme and may also identify the support services that you should consult with for advice and support upon your return to study.

4.2. Once you have discussed and agreed the Interruption arrangements in principle, you should formally apply using the online Interruption of Study **form**.

5. Evidence

5.1. You may be required to submit evidence to support your application for an Interruption. When you meet with your Academic Mentor (or relevant members of Departmental staff) they will advise you further about the evidence you need to submit. In certain circumstances, independent medical evidence from appropriately qualified professionals may be required in support of your formal application.

6. Confidentiality

6.1. All requests will be treated as confidential and information will only be shared with individuals who have a legitimate reason for being informed.

7. Consideration and Approval

7.1. Where possible, the School will take a permissive approach when considering applications for an Interruption. The School will normally approve your application if you have provided a good reason for the interruption and if:

- Your approach to your studies has been satisfactory and of a standard that would support a temporary break;
- An Interruption will be compatible with you subsequently completing your studies;
- It would not entail you exceeding the maximum period of registration for your programme, as per the General Academic Regulations for all Students.

7.2. A second period of interruption within the same programme of study will only be approved in exceptional circumstances.

7.3. Once you have submitted the form, your Academic Mentor and other relevant Departmental staff will confirm to the Student Services Centre (SSC) whether or not an interruption has been approved. The SSC will inform you of the decision, normally within five working days of the form's submission.

8. Student Status/Rights and Responsibilities

8.1. During an Interruption, you are still a registered student of the School. You have the right to access relevant campus facilities, e-mail and student support services including the Students' Union, limited Library Services, Student Wellbeing Services and the Faith Centre. However, you will be an unenrolled student, and will not be eligible for teaching or financial support. As such, you must not undertake studies at the School and you should not attend lectures, seminars, tutorials etc.

8.2. You will not be expected to sit/submit any assessments during an Interruption.

8.3. Your Department will ensure that during your Interruption, a point of contact is available to advise you about your return to study and any other student related concerns that you may have. This will usually be your Academic Mentor, Programme Director or Programme Manager.

8.4. You remain subject to all the School's Regulations, Procedures and Policies during your Interruption.

9. Return to Study

9.1. If you wish to return to your studies earlier than originally planned, you should discuss this first with your departmental point of contact and if you decide to proceed, submit a request to the Student Services Centre for consideration. Requests will be considered on a case-by-case basis.

9.2. The School will contact you by email before your scheduled return to study in order to confirm your course selection (if applicable) and to facilitate any support which may be required upon your return. It is essential that you check your LSE email regularly, even during Interruption, as you will continue to receive important information from the School. If you require a visa in order to study in the UK, you should contact the Student Advice & Engagement Team at least 3 months prior to your agreed return to study date.

9.3. The School has a responsibility to ensure that you are able to engage safely with your studies following a period of interruption. If you have interrupted your studies for medical reasons, the School may require satisfactory evidence confirming your fitness to return to study. The School will advise on whether evidence will be required in a particular case.

9.4. If you are unable to return to study after an Interruption, you may in exceptional circumstances request an additional Interruption, provided that this will not entail you exceeding the maximum period of registration for your Programme. Requests will be considered in line with normal approval processes. If you do not intend to return and/or a further Interruption is not approved, you should speak to the Student Services Centre about formally withdrawing from your programme

9.5. When you return to your studies, you will be charged fees in line with Section 9 of the School's **Tuition Fee Policy**.

10. Changes to Programmes and/or Courses

10.1. If you are on an Interruption, you should be aware that programmes and/or courses may be subject to change during your period of interruption. When you return, there may be changes to the structure or availability of programmes/courses. By Interrupting, you consent to any programme or course changes which may occur while you are on interruption

10.2. You should be aware that in exceptional circumstances; for example, if your Programme is to be discontinued, it may not be possible to grant an Interruption of Study

Footnote

[1] Where it is not possible to agree a return to study plan prior to agreeing an interruption, this should be done at least one month before you return to your studies in conjunction with your departmental point of contact – see 8.3

APPEALS AND COMPLAINTS

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. This will also include LSE Summer School students and LSE Executive Education Programme student participants.[1]
   2.2 You are a Former Student, and any complaint is lodged within three months after your programme of study formally ceased or (if eligible to graduate) your Graduation date. This would still be subject to whether you would be eligible to lodge a complaint under Section 10 of this Complaints Procedure.
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 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 Adviser, Personal Tutor, Supervisor, Programme Director or Head of your Academic Department, or;
   6.2. If your complaint concerns a non-academic matter: the Deputy Head of Student Services (Advice and Policy),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 this 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 School Secretary by no later than:
    10.1. **Ten (10) working days (five (5) working days for LSE Summer School students and two (2) working days for LSE Executive Education Programme student participants)** from the end of an attempt at early resolution or mediation; or
    10.2. **Twenty (20) working days (ten (10) working days for LSE Summer School students and five (5) working days for LSE Executive Education Programme student participants)** 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 or (if eligible to graduate) your Graduation date

    For the avoidance of doubt, 10.3 will apply in cases where you were unable to raise a complaint in accordance with 10.1 and 10.2.

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 or delegate to someone within the Legal Team to carry out an initial consideration of your complaint and as soon as is reasonably practicable will write to you to confirm:
    12.1. Whether s/he considers your complaint to be eligible under this Procedure, and:
        12.1.1 if it is eligible, how s/he intends to deal with it; or
        12.1.2 if it is ineligible, explain why not and then issue you with a Completion of Procedures letter;
        12.1.3 Whether the compliant 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 s/he intends 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; and
        12.1.6 If s/he has delegated the matter, the name of the individual who will be responsible for investigating. S/he 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 has detrimental consequences for the student's mental health or where the student displays 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.

    If the Secretary 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 Member of the School's Management Committee within **fifteen (15) working days** of receipt of the Secretary's Decision.
17. A Review is not an opportunity to re-submit your complaint for a second opinion. It is normally an assessment of whether the Secretary's handling of your complaint, including the final decision, was fair, reasonable, proportionate and timely in the circumstances.

17.1 As such, a request for a review may be made on the following grounds:

1. A 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 as to why it was not submitted earlier in the process and is instead being submitted at this late stage; and
3. The decision was unreasonable or disproportionate.

With these grounds in mind, your Review should:

17.2. Set out clearly 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 up to twenty-eight (28) days (ten (10) working days for summer school students and five (5) working days for LSE Executive Education Programme student participants) of receipt of your Review request. In complex cases, the Pro Director may need longer to come to a decision and will update the relevant individual bringing the complaint accordingly.

19. If the Pro-Director rejects your Review and upholds the Formal Complaint decision, he/she 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 at your request if you are unhappy with the remedy proposed.

Office of the Independent Adjudicator for Higher Education (OIA)

21. If after receiving the Completion of Procedures Letter from the 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**.

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 Adviser or Head of Department.

• The Head of the relevant administrative Department

• School Senior Advocate for Students

• The Head of Student Services

- The LSE Students' Union Advice Centre
- The Adviser to Male or 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 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**) 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 1998 and the General Data Protection Regulation (GDPR). 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 Secretary 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 the Student including the representations the student has 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 who are 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 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 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.

Footnote

[1] *For the avoidance of doubt, those undertaking any investigation and decision making into any complaint made by LSE Summer School Programme students or LSE Executive Education Programme student participants will take into consideration the short length of the LSE Summer School or Executive Education Programme and seek to ensure that where possible, complaints are addressed and completed within the duration of the Programme.*

APPENDIX A: COMPLAINT FORM

Appendix A: Complaint Form

Student ID:	
Surname:	
First Name:	
Address/Email:	
Telephone:	
Date of incident :	
Have you attempted early resolution as set out under this Procedure and if so with who? What was the outcome? If this has not been attempted, what is the reason for lodging a formal complaint directly?	
Summary of complaint: [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 COMPLAINTS PROCEDURE

Appendix B: Complaints Process flow chart

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 outcome of the early resolution or the early resolution is not suitable raise a Formal Complaint in writing to the School Secretary within twenty 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 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; and
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 (ten (10) working days for summer school students and five (5) working days for LSE Executive Education Programme student participants)

Review schedule:

Review interval	Next review due by	Next review start
3 years	01/05/2023	01/04/2023

Version history:

Version	Date	Approved by	Notes
3	17/03/2020	SMC	Updated by Refel Ismail, Senior Legal Counsel

Contacts:

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Communications and Training:

Will this document be publicised through Internal Communications? **Yes**

Will training needs arise from this policy **Yes**

If Yes, please give details:

Training will be required for all those involved who may receive complaints to understand what complaints can be resolved at local level and when a complaint may need to be escalated.

ACADEMIC APPEALS REGULATIONS FOR TAUGHT PROGRAMMES

These Regulations are approved by the Academic Board.

These Regulations take effect from the start of the 2026/27 academic year and will be applied to undergraduate and taught postgraduate students that submit an appeal from July 2027 onwards.

See also:

General Academic Regulations for undergraduate students;

General Academic Regulations for postgraduate students;

Schemes for Awards; and

The **procedure** for submitting Extension requests, deferrals and Exceptional Circumstances (ECs).

1. Introduction

1.1. Students may only appeal the assessment outcomes most recently considered and confirmed by the Exam Boards. An appeal cannot be used to revisit marks, decisions or exceptional circumstances relating to earlier years of study where those outcomes have already been confirmed and the opportunity to appeal has expired.

1.2. 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.

1.3. 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.

1.4. 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.

1.5. 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)**.

1.6. 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."

1.7. 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.

1.8. 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.

1.9. 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**.

1.10. 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.

1.11. 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** 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.

1.12. 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.

1.13. 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.

1.14. 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 assessment 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 a 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, in line with the School's **'Standards of Evidence'** policy, that can clearly demonstrate:

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, which are defined within the Classification Scheme for your particular programme, as follows:

3.3.1 You are specifically no more than three marks below the next higher classification boundary in a single course mark i.e. one full-unit or two half-units, that has been used to calculate your degree or:

3.3.2 Where you have achieved the required number of Classification Marks and an aggregate is utilised (determined by the local rules for your programme for postgraduate students), your aggregate is no more than ten marks away from the next higher classification on aggregate.

3.3.3 If your mark profile does not satisfy one of the above criteria at 3.3.1 or 3.3.2 you cannot be considered as borderline and therefore cannot be awarded a higher classification on the basis of exceptional circumstances regardless of the type or severity of those circumstances.

3.3.4 For appeals rejected on this basis, a Completion of Procedures letter will confirm this is the School's final decision and that there is no opportunity for an internal review of this decision. See section 11.2.

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 20 working days from when your results are published. Results are published at the end of each academic year and after each resit and deferred assessment period. To make an appeal, you must complete the appeal form and submit it, along with all the evidence that you want considered, to the Student Regulations Team (SRT) by the deadline.

4.2. You must send your appeal to the SRT via **ssc.appeals@lse.ac.uk**. Hard copy appeals are not accepted unless by prior agreement with the SRT. You should receive an automated email confirming receipt – 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 SRT 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 SRT. If you need additional time to submit evidence, you must contact the SRT before the appeal deadline to explain your reasons and ask for permission.

4.5. The SRT 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 may be disregarded, unless that party has given their express consent for the information to be used and stored.

5. Appeal Consideration: Stage 1

5.1. The SRT will review each appeal to determine its validity in accordance with sections 2.1 and 2.2 above. Where the SRT 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 SRT will consider each 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 SRT when considering an appeal.

6. Accepted Appeals

6.1. Where the SRT 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, your case will be considered by the Chair of the relevant School Board of Examiners as per section 7.

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 this outcome you can request a review of the decision as per Section 10 below.

7. Accepted Appeals – Further Action

7.1. If the SRT 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 SRT's decision to accept your appeal. The SRT'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; or

7.1.5. Determining that your Exceptional Circumstances do not merit a suspension of the School's regulations.

7.1.6. It being determined that although a procedural error had occurred it made no material difference to your mark or overall award.

7.2. 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 SRT. If you remain dissatisfied with the outcome of your appeal, it may be open to you to follow the Stage 2 review procedure at section 10 below.

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 SRT 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 20 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 SRT, have been disclosed via the Extension, Deferral or Exceptional Circumstances procedures; i.e. in time for you to receive an extension, or to have your assessment deferred to a later period, or where an assessment had taken place to allow 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. Except for an appeal that is rejected under section 3.3.3, if a student is dissatisfied with the outcome of their appeal, including it being deemed invalid, and including the decision of the SBE/GSBE Chair, they can request a review in accordance with the following grounds:

10.1.1 A consideration of whether the outcome of the appeal was reasonable in all circumstances, including a consideration of whether the appeal procedure itself was followed correctly;

10.1.2 Consideration of new relevant evidence, provided the student can demonstrate that there was a valid reason why the evidence was not presented with the original appeal submission.

10.2. To request a review, you must write to the SRT with specific, concise reasons for your request and submit it within 20 working days of receiving the outcome of your appeal, using **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 Whilst every effort will be made to conclude your appeal within a reasonable time frame, it can take between six to nine months to conclude an appeal. You will be notified of the progress of your case.

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.

ASSESSMENT INTEGRITY REGULATIONS APPLICABLE TO ALL STUDENTS

These regulations are approved by the Academic Board

Last updated: July 2026

These regulations replace the "Regulations on Assessment Offences". A summary of the changes can be found here.

These regulations apply to all summative assessments submitted in or after the 2026/27 academic year. They define breaches of assessment integrity, set out the procedures for investigating allegations of such breaches, and establish the penalties that may be imposed where a breach is confirmed.

All allegations for assessments submitted before 2026/27 will be considered under the regulations that were in place at the time the assessment was submitted. These regulations should be read in conjunction with the School's **Ethics Code**, **Code of Good Conduct and Assessment Integrity Staff Guidance Notes**.

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. Students who are found to have breached assessment integrity in any assessment submitted to the School, either by accident or especially if they deliberately cheat, risk severe sanctions from the School which can impact their academic and future careers.

Further, it is now a criminal offence to provide, or arrange for another person to provide, contract cheating services for students enrolled at a higher education provider in England. Students who are found to engage in contract cheating services risk not only severe sanctions under these regulations but the School's **Disciplinary Procedure** as well, where it may be determined to refer the matter to the Police.

What is an assessment integrity breach?

1. All work for classes and seminars (which could include, for example, coursework assignments, dissertations/ project work, group work, presentations, posters, problem sets, research proposals and any other work submitted to the School) must be the student's own work. Direct quotations from other sources/materials must be placed properly within quotation marks or indented and must be cited fully including reference to correct page numbers. All paraphrased material must be clearly acknowledged as such with appropriate referencing, as above. All references in a foreign language must be translated into English. All weblinks must working at the time of submission. Infringing these requirements, or passing off the work, content or ideas of others as the student's own work, whether deliberately or not, is plagiarism and may constitute a breach of these regulations.
2. The definition of a student's own work includes work produced by collaboration expressly allowed by the department 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 regardless of whether this is with anyone inside or outside LSE and will be considered as an integrity breach under these regulations.
3. The unauthorised use of Artificial Intelligence software to help with any part of a student's assessment is strictly prohibited. Any use of Artificial Intelligence software must strictly comply with the requirements specified by the department responsible for the assessment.
4. A piece of work may only be submitted for assessment once, either to the LSE or elsewhere. Submitting the same work, or part of that work (either formative or summative) twice, by copying directly or by paraphrasing it, will be regarded as an integrity breach of 'self-plagiarism' and will be considered under these regulations. However, earlier summative or formative work may be used as an element of a larger summative assessment, 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.
5. Students must ensure they submit the correct and final version of their summative work to the School. Normally, the department must treat and mark summative work submitted by the student as a genuine 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 Integrity regulations.
6. The School'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 written work. Contravention of the statement, whether deliberately or not, is a breach of assessment integrity.
7. The following list, although not exhaustive, provides examples of what would be considered a breach of exam integrity. See Regulation 11.3 for the definition of "exam" and "script" under these regulations. Any attempt to breach assessment integrity will be considered a breach in itself:
    7.1 accessing, attempting to access, possessing books, notes (regardless of where they are written), instruments, digital or wearable devices 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 department under Regulation 9, into the exam room or using them during an exam where expressly forbidden from doing so;

7.2 accessing, attempting to access, or possessing a calculator where not expressly permitted or where calculators are permitted, using a model of calculator not expressly permitted by the School;

7.3 any writing in the script without the express permission from the invigilator e.g. writing during "reading time only", writing before the start of the exam or writing after the invigilator has announced the exam has finished;

7.4 communication in any form (e.g. face to face, electronically or by other means) by a student during the exam (or an attempt to do so) to another individual or individuals except where expressly allowed by the department;

7.5 during an exam, copying or reading (or attempting to do so) 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 department;

7.6 altering, amending, accessing, submitting or resubmitting exam scripts (or attempting to do so) other than in accordance with the exam conditions, including after the exam submission time;

7.7 removing or attempting to remove from an exam room any question papers, scripts (blank or completed) or other materials supplied by the School without express permission to do so;

7.8 offering or attempting to offer a bribe of any kind to an invigilator, School professional services staff, examiner or other person connected with an assessment;

7.9 using, or attempting to use software or information stored electronically in any form that is not expressly allowed by the department;

7.10 providing or receiving information about the content of an exam before it takes place (or attempting to do so), except when expressly allowed by the department; impersonating or trying to impersonate a candidate, or attempting to procure a third party to impersonate oneself;

7.11 not complying with the reasonable request of an invigilator under these or other regulations and exam procedures;

7.12 any conduct intended to secure an unfair advantage for the student through deception or by acting contrary to published rules or regulations;

8. Other examples of assessment integrity breaches under these regulations could include but are not limited to:

8.1 "contract cheating" also sometimes known as 'Ghost Writing', or use of 'Essay Mills', or anything that constitutes commissioning (including buying or paying for) another person to complete an assignment, or part of an assignment which is then submitted as the student's own work. Where a student is found to have breached assessment integrity as a result of contract cheating, they may also be referred to the School's **Disciplinary Procedure for Students**;

8.2 accessing or attempting to access unauthorised material (as defined by the department) during a "live" take home or online assessment (e.g. an assessment with a shared start and finish time) which includes the use of third-party websites which might contain full or partial answers that match LSE assessments;

8.3 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;

8.4 any attempt to solicit answers to an assessment through a third party, which includes Artificial Intelligence software will be deemed as academic misconduct, even where such an attempt is unsuccessful and/or where there is no evidence of the material from such a third party being used in the assessment in question.

9. Each department will provide instructions to students on the conventions required for the citation and acknowledgement of sources in its discipline, to what level of communication during the assessment is permitted, if allowed at all and any other specific rules regarding an assessment. The department shall state whether the use of Artificial Intelligence software is permitted and, where permitted, any conditions or limitations on its use. The department shall also specify items such as books, notes, instruments, computer files or other materials or aids that are allowed to be used in conjunction with assessment. The School will confirm which calculators are permissible during an exam. The responsibility for learning the proper forms of citation, assessment rules and permitted materials (including permitted calculators) lies with the individual student.

10. During an exam, or shortly prior to the start, the student must, on request, surrender to the invigilator any books, notes, instruments, calculators, computer files or other materials or aids introduced into an exam room that the invigilator reasonably believes are not allowed under Regulation 9. The invigilator shall pass such articles to the Student Services Centre, which may make copies of them and may retain the original articles and the copies at its absolute discretion.

Procedure under these Regulations

11. In these regulations the following definitions apply:

11.1 The Student Regulations Team will be referred to as the "SRT";

11.2 "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;

11.3 "exam" means work undertaken in an invigilated exam room, usually under timed conditions or an online exam format, where the department will set explicit rules around whether or not communication with other people is permitted during the assessment window and what sources/materials may be referred to during the assessment window (e.g. if it is considered an open or closed book exam).

11.4 "script" means a summative assessment written by hand or using a computer, under exam conditions;

11.5 "research student" means a student who is either enrolled in an MPhil/PhD programme, or in the PhD stage of an MRes/PhD programme"

11.6 all allegations relating to MPhil/PhD work should be referred directly to the PhD Academy. The SRT 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 SRT will be undertaken by the PhD Academy.

11.7 "department" means academic department, faculty, or institute responsible for the assessment in which the allegation is being made;

11.8 "examination board" means the body of examiners that initially considers the work of the student;

11.9 "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 teachers/lecturers;

11.10 "year" means the academic session in which a proven breach was committed.

11.11 the Head of the relevant department or institute or their nominated delegate will be referred to as the "departmental representative."

12. These regulations apply to allegations of plagiarism, assessment integrity breach within an exam room or exam setting or other academic assessment integrity breach by any student. Allegations of breaching assessment integrity can take place in any work, though these regulations cover only alleged integrity breaches 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 Procedure for Students**.

13. The department responsible for the assessment in question will normally be responsible for conducting an investigation into any allegations. The department 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 Integrity Panel. The department may consult with other representatives from across the School if appropriate when making such decisions. 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 must consult the Assessment Integrity guidance before taking any formal action under these regulations.

14. The SRT can issue a warning note to a student to caution their behaviour without the need to refer the matter to the relevant department. Such a warning will only be issued where a student appears to have breached the rules but has seemingly not done so deliberately and/or has not gained a material advantage (e.g. not complying with the instructions from the invigilator). The SRT will flag the issue(s) to the student in order to prevent them from committing a serious breach of these regulations in any future assessment.

15. If a student infringes these regulations they will be liable to action under these regulations or under the Disciplinary Regulations for Students.

16. All action under these regulations, whether by the student or by the School, should be conducted promptly.

Investigating a suspected breach of assessment integrity:

17. Any member of the School (staff or student) or an external examiner may make an allegation to the Head of the department. Where an examiner intends to make an allegation, they should consult any co-examiner(s) of the work concerned before contacting the Head. For exam integrity; students should flag any concerns to an invigilator, an invigilator or other member of the School should normally make an allegation in writing as part of their report on the exam concerned. This report should be passed to the Student Services Centre in the first instance who will ensure any allegation is passed to the relevant department. If a department identifies an allegation of an exam integrity breach when marking a script they should follow and apply the Assessment Integrity guidance.

18. The Head may delegate to a senior member of the department any actions and decisions within this part of the regulations. The representative cannot be the student's Academic Mentor, supervisor or have had any previous involvement with the student outside of the anonymous marking procedure.

19. 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 Service**. Where the allegation relates to exam misconduct, a witness may also be invited to attend if deemed appropriate. The department will keep a formal record of the interview which may be referred to by a Panel if one is convened.

20. On the basis of the evidence and any advice collected under Regulation 19, the departmental representative will determine whether there is sufficient cause for the student to be required to answer a formal allegation.
21. 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. It is open to the representative to caution the student if deemed appropriate (e.g. to ensure they have carefully read and understood the School and departmental assessment rules when submitting future work).
22. Where the departmental representative determines there is a case to answer, they must also determine whether it is a **minor** or **major** allegation. The Assessment Integrity guidance sets out factors relevant to the seriousness of different types of breach and the range of penalties that are likely to be proportionate in each case. Allegations will normally be treated as minor where the guidance indicates that a proportionate penalty can be applied by the department. Allegations will normally be treated as major where the guidance indicates that a proportionate penalty may require consideration by an Assessment Integrity Panel.
23. Before proceeding under any of the regulations set out at 25 to 30 the department must follow and apply the School's published Assessment Integrity guidance on investigating alleged breaches of assessment integrity before deciding whether it is a **major** or **minor** case. Where it is determined the case is minor, the department must also follow and apply this guidance when proposing a penalty to a student, and again when applying the final penalty.
24. The department must report the details of the allegation and outcome to the Student Regulations Team or PhD Academy for research students, once a case has been resolved. The process for doing this will be set out in the guidance.

Dealing with minor allegation(s)

25. Where the department representative determines the allegation is minor it can be dealt with at a local level.
    25.1 The department must determine whether to deal with the matter as an Acknowledgment of a Breach or apply a penalty.
    25.2 The department should not come to a decision about what penalty to apply, although a proposed penalty may be presented with the allegation, until all of the evidence has been established and the student has had the opportunity to consider any appropriate evidence and respond to the allegation.
26. Before proceeding under these regulations the department should take appropriate steps to check whether or not the student has a declared disability and/or any adjustments. Where this is the case the department must check with the Disability and Mental Health Service to determine if there are any appropriate adjustments that must be applied before taking any action under regulations 25 to 30 (e.g. allow the student to request extra time to consider and respond to the allegation).
27. 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 research students, may take one of the following actions listed below:

Acknowledgment of a Breach

    27.1 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 an Acknowledgment of a Breach.
    27.2 The departmental representative should present the offer of an Acknowledgment of a Breach formally and in writing to the student. The allegation should be fully explained, specifying the parts of any work thought to be affected and in the case of plagiarism 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 Acknowledgment of a Breach.
    27.3 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 integrity breach was alleged and considered. The Academic Mentor 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.
    27.4 Normally the affected work should have already been marked and that mark should be submitted to Student Services in the normal way. Where a mark has not yet been agreed, a mark should be determined by excluding any plagiarised material or unauthorised content and assigning a mark only to the non-plagiarised/authorised material. A department will normally use text matching software to determine the plagiarised material to be excluded. A similar approach may be used for a breach of exam integrity, with the examiners excluding any material in the submission that has been identified from unauthorised material used during the exam or unauthorised work that is identified under Regulation 7 above). 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 an

Acknowledgment of a Breach before a mark is returned.

27.5 If the student does not so consent, the allegation will be considered by an Assessment Integrity Panel.

Presenting an allegation and proposed penalty

28. The departmental representative should present the allegation formally and in writing to the student, specifying the parts of any work thought to be affected and where practicable including the suspected sources and any related examples, or relevant excerpts from an invigilator report.

28.1 The departmental representative should include an explanation for why the matter is being treated as minor, and why the penalty that is being proposed is deemed appropriate.

28.2 The departmental representative must provide the student with the opportunity to simply accept the penalty, in which case this process can be concluded as per Regulation 30 or to provide a written statement in response to the allegation, giving a time limit of not less than ten working days for them to respond, and

28.3 The departmental representative should advise the student they can seek advice from the **Students' Union Advice Service** and optionally from their Academic Mentor if they are not directly involved in the allegation or (if a research student), from the Supervisor or Doctoral Programme Director.

28.4 Where a statement is 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 School and department has provided about the assessment rules was accurate and appropriate. The department must then determine whether to:

dismiss the allegation; or,

uphold the allegation and apply the proposed penalty; or,

uphold the allegation and apply a lesser penalty; or,

decide the case is more serious than first thought and refer it to a Panel

28.5 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.

28.6 Where the department determines a penalty must be applied, it must follow and apply the relevant Assessment Integrity guidance to determine the most appropriate penalty to apply listed under the Penalties section below; either to confirm the provisional penalty or apply a less severe penalty. Each penalty will be subject to the further application of the degree regulations and relevant General Academic Regulations.

Penalties for minor assessment integrity breaches

29. The following penalties may be applied by the department:

29.1 (For all students taking taught courses) That a new mark be determined for the work by excluding the unauthorised content/plagiarised material and assigning marks only to the non-plagiarised/authorised material in accordance with normal assessment criteria. A department will normally use text matching software and/or their academic judgement to determine the plagiarised material to be excluded. Once marked by internal examiners the external examiner should normally be consulted. An agreed mark should be released to the student within an appropriate timescale; or,

29.2 (For all students taking taught courses) That the student's be deducted either five, ten or fifteen marks from the assessment in question; or,

29.3 (For all students taking taught courses) That the student's mark in the assessment in question is capped at the pass mark of 40 for undergraduate students or 50 for taught graduate students; or,

29.4 (For all students taking taught courses) That the student's overall mark and grade in the course in which the assessment takes place, be capped at the relevant Pass mark; or,

29.5 (For all students taking taught courses) That the student be required to replace the assessment in question with a new submission (without using a further attempt opportunity) that will be capped at the pass mark of 40 for undergraduate students or 50 for taught graduate students; or,

29.6 (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 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.

29.7 (For research students only) Where an assessment integrity breach has occurred in material submitted for progress review, the progress review panel will determine the outcome of the progress review on the basis of the non-plagiarised material."

29.8 (For research students only) Where a minor assessment integrity breach 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.

29.9 (For research students only) Where a minor assessment integrity breach 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.

Confirming the penalty to be applied

30. The departmental representative must present to the student in writing the penalty to be applied, provide an explanation for this decision and advise them that they may seek impartial advice from the **Students' Union Advice Service**. The student must be offered the opportunity to either accept the penalty or to request that this matter proceed to an Assessment Integrity 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 Integrity Panel has the authority to dismiss an allegation but that it may apply the same penalties available to the department or more severe sanctions as set out under Regulation 53. The student's results cannot be released until the matter is resolved. Therefore, the department should act swiftly to prevent any possible delay to progression or an award where practically possible.

    30.1 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. Where the student does not respond by the deadline, they may be provided one further opportunity to respond or explain why they need more time. If they do not respond after this, the proposed penalty will automatically be applied

    30.2 Where a student does not respond within the deadline, it will be open to them to appeal against the penalty up to one calendar month after the department have informed them of this decision. The appeal can only be made on the basis that the student believes they can present a good reason and evidence to show they were unable to engage with the department at the time. In order to appeal the student must email the Student Regulations Team via **ssc.plagiarism@lse.ac.uk** within one calendar month of the department's last correspondence confirming the penalty. The student should clearly explain why they were unable to engage and provide contemporaneous supporting evidence. The Head of the Student Regulations Team or their delegated representative will determine whether or not the appeal is valid. Where it is valid the student will be permitted to formally respond to the allegation and proposed penalty. Where it is determined the appeal is not valid the penalty will stand and this is the end of the matter.

    30.3 Where a student requests the allegation to be considered by an Assessment Integrity Panel, the department representative will follow the instructions at Regulation 31. Whilst every effort will be made to arrange a Panel as soon as possible, it is likely that opting for a Panel hearing will delay graduation, prevent a student from utilising an in-year resit period and/or could possibly delay progression.

Dealing with major allegations

31. Subject to Regulation 40, all major allegations must be considered by an Assessment Integrity Panel. 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. At least one departmental representative must attend this meeting to present the allegation to the Panel.

    31.1 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 parts of any work thought to be affected and where practicable including the suspected sources and any related examples and evidence which may include an invigilator report or reports generated by text matching software. The departmental representative should advise the student that a member of the SRT will contact them separately to inform them about the procedure.

    31.2 The departmental representative must pass a copy of all of the case papers to the SRT. The SRT will request a statement from the student and advise them of the procedure.

    31.3 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.

32. Regulation 40 sets out the basis on which a major allegation may be considered by the Panel Chair or for MPhil/PhD level cases the Chair of the Research Degrees Sub-Committee, as appropriate, without the need to convene a full Panel.

The Assessment Integrity Panel

33. An Assessment Integrity Panel will normally comprise three members. The Assessment Integrity Panel Chair or for MPhil/PhD level cases the Chair of the 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 will chair it. Two academic members from the Undergraduate Studies Sub-Committee (USSC) and/or the Graduate Studies and/or a sabbatical officer of the Students' Union will also serve on the Panel as members.

    33.1 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. This means a member

belonging to the same faculty of the student or assessment in question will normally be excluded from being on the Panel. A member of the SRT will act as secretary to the Panel. All relevant documentation will be placed before the Panel.

34. The role of the Panel is:
    34.1 to decide whether the allegation(s) as determined by regulations 1-7 above, has been proved to the satisfaction of a majority of Panel members, on the balance of the evidence presented to them, and
    34.2 where the allegation is found proved, to apply a penalty from the list set out at Regulation 27, 29 or 53.
35. All three Panel members including a designated Chair must be in attendance to ensure the meeting is quorate.

Preparation for an Assessment Integrity Panel hearing

36. Any actions that might involve informing the student of the allegation, will normally be delayed if the student is undergoing assessments during any of the School's main assessment periods. In such cases the allegation will normally be delayed until after their last assessment in this period. This Regulation does not exclude the possibility of interviewing a student at this time or treating this matter as an Acknowledgment of a Breach.
    36.1 A student 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. The student retains the right to request the Panel meeting as soon as possible.
37. The secretary to the Panel will:
    37.1 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
    37.2 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
    37.3 advise the student to seek advice from the **Students' Union Advice Team** and optionally from their Academic Mentor if they are not directly involved in the allegation or, if a research student, from the Supervisor or Doctoral Programme Director.

    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.
38. All submissions received within the time frames set out above will be made available to the Panel.
39. A meeting of the Panel will normally be called to consider the allegation. Exceptionally, the secretary may determine that a matter is suitable for consideration by Chair's Action rather than by a Panel, having regard to the circumstances of the case and any relevant guidance.
    39.1 In determining whether a matter is suitable for consideration by Chair's Action, the secretary may take into account factors including, but not limited to:

    (a) whether the student has accepted the allegation and all material evidence relied upon by the department;

    (b) whether there are any material facts in dispute;

    (c) whether the student has agreed that the matter may be determined without a hearing;

    (d) whether participation in a hearing would be detrimental to the student's health or wellbeing, having regard to any supporting evidence;

    (e) whether, in the secretary's judgement, a hearing would assist in the fair and proper determination of the matter.

    39.2 A student shall have no entitlement to have a matter determined by Chair's Action.
40. Where the student agrees to determination by Chair's Action, the Chair may determine the case without convening a Panel and may impose any penalty that would have been available to the Panel at Regulation 27, 29 and 53, except for expulsion.
    40.1 Where a case is determined by Chair's Action, the Chair shall consider the evidence provided by the department, the student's response, and any relevant mitigating or aggravating factors.
    40.2 The Chair must apply the Assessment Integrity Guidance when determining the appropriate penalty and must be satisfied that the penalty is proportionate.
    40.3 At the time they are informed of the Chair's Action decision, the student will also be informed of their right to appeal this decision in accordance with the appeal procedure set out at Regulation 57.
41. Where a case is proceeding for consideration by a Panel the secretary to the Panel will:
    41.1 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;
    41.2 provide the student with a copy of any response received under Regulation 38 and any other material that the Panel will consider;

41.3 invite the student to attend the hearing of the allegation and to make representations, present evidence and question any witnesses;

41.4 inform the student that they may be accompanied or represented according to the conditions set out in Regulation 44; and

41.5 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.

41.6 The meeting may take place in person, virtually or by hybrid. 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 student cannot participate in person.

Assessment Integrity Panel hearings

42. The departmental representative 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 42), 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.

43. The student may be accompanied by a representative. This should normally be an officer of the Students' Union Advice Team. If not a member of the Students' Union Advice Team, the student must inform the secretary to the Panel of the background and professional qualifications of the representative at least five working days before the date set for the hearing. The student is expected to answer questions directly. The representative may speak only to clarify something the student may have said or to ask a question/clarification if they think the student has not understood a question.

44. 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.

45. 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.

46. The student will have the right to submit documents and other forms of evidence to the Panel (subject to Regulation 42), 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.

47. 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.

48. 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.

49. 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.

49.1 Before considering an allegation in the absence of the student, the Panel must satisfy itself that the secretary to the Panel has fulfilled regulations 37 to 41 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.

49.2 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 46.

50. 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 then determine what penalty listed at either Regulation 27, 29 or 53 it is appropriate to apply. The Panel may seek advice from the secretary regarding the School regulations, procedures and case precedent.

The Assessment Integrity Panel's decision and subsequent action

51. Having conducted the hearing:

51.1 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. It is open to the Panel to

refer the student to their Academic Mentor to ensure they do not make the same mistakes in future work. The secretary will confirm the decision to dismiss the allegation and any informal caution in writing;

51.2 if the Panel decides that an assessment integrity breach has been committed by the student, it will apply one of the penalties listed at Regulation 27, 29 or 53, 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 breach and may take into account any previous breaches 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.

52. The penalties available to the Panel are any of those listed at Regulation 27, 29 or as set out below:

52.1 (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 29.1, or

52.2 (For research students only) where the assessment integrity breach 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

52.3 (For research students only) where the assessment integrity breach has occurred in a final thesis, the examiners will examine the student in accordance with the School's regulations, or

52.4 (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 at the next available opportunity 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 research students only) results in them not being allowed to progress or be upgraded. Or

52.5 (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 at the next available opportunity 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 research students only) results in them not being allowed to progress or be upgraded. Or

52.6 (For all students taking taught courses) except where it may result in a taught graduate 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;

52.7 (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

52.8 (For all students taking taught courses) that the student's overall award classification shall drop one class. This penalty will be applied at the point the overall award classification is known. The classification will remain unchanged in the event the student can only achieve a Pass degree on the basis of their non penalised results. This penalty can be applied in its own right or in addition to the penalties listed above.

52.9 (PhD students only) that the student only be examined for an MPhil award in accordance with the School's regulations.

52.10 (For research students only) that the student not be awarded any degree, and that they be denied the right of resubmission or right of appeal under these regulations, and that they also be expelled from the School.

53. Any penalty applied by the Panel will be subject to the further application of the relevant classification scheme and relevant General Academic Regulations.

54. If suspicion of an assessment integrity breach is discovered after graduation, the student will be subject to the procedure set out in these regulations which, if a breach is confirmed could result in the overall degree classification being lowered or the award being revoked.

55. 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.

56. Where a Panel has decided that a student has breached these regulations, the student will have the right to appeal against that decision on one or more of the following grounds:

56.1 that the Panel was constituted in such a way that it was not impartial.

56.2 that there has been a material breach of these procedures that affected the fairness of the Panel's decision.

56.3 that relevant fresh evidence has been received that might have caused a different decision to have been made, provided the student can demonstrate that there was a valid reason why the evidence was not presented to the Panel before its decision.

56.4 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 56.

57. A Pro-Director or their delegated representative 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 (or representative) either:
    57.1 to change the penalty decided by the Panel to one which in their opinion is less serious, or to direct a rehearing by a different Panel, or
    57.2 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.
58. 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 from the secretary.
59. 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 issued on behalf of 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**.
60. Upon the conclusion of a misconduct case the student's results will be released, subject to ratification from the relevant examination boards and subject to any outstanding debts to the School.

See the **Calendar** for further information about Programme Regulations, Course Guides, School and academic Regulations.

(SEE ALSO APPEALS REGULATIONS FOR RESEARCH STUDENTS - PAGE 154)

DISCIPLINARY AND OTHER REGULATIONS AND PROCEDURES

DISCIPLINARY PROCEDURE FOR STUDENTS

Purpose of this Procedure

1. The LSE ('the School') 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 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 student is found to have breached one or more of the School's terms or conditions, policies or procedures, codes, rules or regulations. This list includes, but is not limited to, the School's Conditions of Registration, Discrimination, Harassment and Bullying Policy, Sexual Harassment and Sexual Violence Policy, Ethics Code and Conditions of Use of IT Facilities at LSE.

Status

3. The Secretary's Division is responsible for the content of this Procedure

Application

4. This Procedure will apply to allegations of misconduct against students of the School. For the avoidance of doubt, this procedure will apply to the following:
    - 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. This will also include LSE Summer School students and LSE Executive Education Programme student participants.[1]
    - 4.2 This Procedure also applies to a student who is on a period of authorised interruption or has been temporarily suspended from their programme of study.
    - 4.3 This Procedure will not normally apply to students of the School who have been expelled, had their registration terminated or have 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. For example, LSE Residences operate their own Student Accommodation Disciplinary Code to deal with disciplinary matters that may arise within LSE Accommodation. In some cases, such as where there is repeated or major misconduct LSE Residences may refer the matter to be considered under this Procedure. It is also important to note that Students may be subject to fitness to study procedures as well as being subject to this Procedure. Additionally, an allegation of misconduct may have elements of academic and non-academic disciplinary matters. Any misconduct relating to an academic matter is considered by the Academic Regulations Team. Where a student reports a disciplinary matter against an LSE member of staff, then this matter will be referred to the LSE Human Resources Division to investigate under their procedures i.e. the Grievance Policy and Procedure for Professional Services staff/ Disciplinary and Dismissal Policy for Professional services staff/ Academic Annex Procedure for Academic/Research staff. Cases will be investigated informally or formally depending on the nature of the allegation. The Deputy Head of Student Services (Advice and Policy) will be the point of contact for students where cases are being dealt with informally by HR. The application of a local procedure will not necessarily preclude the use of this Procedure. In such cases, the School will inform the student from the outset which Procedure will be used or considered first.
6. Students who are studying at Partner Universities or at 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 have been agreed. Likewise students who come from Partner University or overseas collaborating institution to study at the School for a specified period of time will be subject to this Procedure. The School and any Partners/institutions may share information on student disciplinaries and complaints Any major misconduct committed by a student of the School at another Partner University or overseas collaborating institution which is upheld by them will be shared with the School who may then consider any consequences of this on the student's registered status at the School.
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, 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 Student's 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 these procedures.

8. This Procedure will apply to incidents of alleged misconduct that occur on and off the School's premises (including via social media) where the alleged victim is the School itself (where it affects the School's reputation in the local community or more widely), a student, or employee of the School or others visiting, working or studying at the School as well as to alleged misconduct occurring during School activities (such as placements, field trips, where students are studying at partner organisations/Institutions). This Procedure will also apply to misconduct raised in accordance with section 9 of this Procedure and where the alleged victim could be the School itself, a student or employee of the School or others visiting, working or studying at the School as well as members of the Public.
9. The School also reserves the right to consider third party allegations and/or historic allegations of serious alleged student misconduct that are raised formally with it and where the School assesses that there may be a continued risk to other members of the LSE community if a matter is not investigated.
10. 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 or their nominee, 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

11. 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. At different stages of the disciplinary procedure, requests for reasonable adjustments should be made to the Secretary or their nominee, Pro-Director or Board of Discipline (whichever is overseeing an investigation at the time).
12. In some instances, the Secretary or their nominee, a 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 or their nominee, Pro-Director or Board of Discipline considers relevant and adequate. The Secretary or their nominee, a 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.

Confidentiality and Data Protection

13. The School will handle disciplinary cases in accordance with its own relevant confidentiality and data protection policies as well as the Data Protection Act 2018, the UK GDPR and The General Data Protection Regulation (GDPR) (2016/679). The Student Privacy Notice will also provide further information. Information relating to any disciplinary matter shall be kept confidential and will only be shared with other relevant members of School staff, the Students' Union (in certain cases where the School assesses there is a need to inform them) only where it is strictly necessary in order to investigate and/or determine an outcome of an alleged breach of discipline, dealing with any complaint arising out of it and/or implementing any sanctions or measures following a decision.
14. The relevant members of School staff, include but are not limited to certain members of the Student Services centre/Academic Registrar's Division, the Security team, the student's Department, Residences, Human Resources (e.g. in cases where the Student is also employed by the School) may also be notified of the outcome of a disciplinary procedure on a need to know basis. Information on the student's disciplinary misconduct offence and any penalty imposed will be included on the student's record. The School may also use anonymous data regarding the outcome of disciplinary cases internally for reporting, learning, training, and evaluating cases or externally with regulators in the higher education sector.
15. Personal data will not usually be shared with any third party unless the School has express consent to do so. However, there may be instances where the School may have to disclose confidential information to the police without your consent (where in exceptional circumstances the School considers that there is a high risk of continuing harm to a reporting student(s) or others members within the LSE Community or to prevent a further incident which constitutes a criminal offence from occurring), to regulatory bodies, professional bodies or other organisations with whom the student may be connected and where it might be appropriate to do so, to the civil and criminal courts if requested formally or to the Office of the Independent Adjudicator (OIA).

Criminal Offences

16. 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.
17. Where a student is acquitted of a criminal offence or where the criminal investigation has been dropped, the School may still take action under this Procedure. If a student is imprisoned, the School may still take action against them, but will need to take into account whether it is possible for a student to continue with their studies and whether disciplinary action is necessary or proportionate.

18. Students should use their best endeavours to keep the School informed of any change of details, and/or progress or change of status regarding their case.

Precautionary Measures

19. The School can put in place 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 investigation. For the avoidance of doubt, the implementation of such measures does not indicate that the student is guilty of misconduct.
20. The grounds for initiating precautionary measures are:
    - 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.
    - In cases which may involve serious harm to the reporting student and/or others within the LSE Community
    - Where a student's mental health is at risk or where the student displays significant distress
    - In issues of a highly sensitive nature
    - Cases involving an ongoing threat of disruption to other students or to the School's activities.
    - To address any refusal to comply with a health and safety requirement (including that related to epidemics/pandemics) as set out by the School (including but not limited to self-isolation and quarantine where required) by putting measures in place to prevent students from accessing either part or all of the School Premises, facilities or events.
21. In considering what precautionary measures will be taken, a Group will convene which will including relevant members of staff (attendance based on a need-to-know basis) who will undertake a risk assessment to consider amongst other factors, the nature of the misconduct committed, the circumstances of the individuals involved, the views of the police (where applicable) and any input from witnesses.

    Precautionary measures that may be put in place can include but are not limited to:
    - Excluding the student from areas/facilities of the School and /or halls of residence
    - Suspending the student from their studies
    - Suspending the student from attending School events/activities
    - 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.
22. The student will be informed by the Chair of the Group of any proposed decision that is made and the reasoning behind the decision. If precautionary measures are proposed, the student will be informed of what steps the School has taken to ensure that any disruption to their studies is minimised and what support is available to the student. The Student will then be given an opportunity to:
    - Where possible, make representations to the decision-maker before the decision is made. For the avoidance of doubt, this will not be possible in cases of an urgent, sensitive nature and/or where it is perceived that there is a high risk to a reporting student(s) or others within the LSE Community;
    - A student who is affected by any proposed measure/s may appeal in writing to a nominated member of the School's Management Committee within five (5) working days from the date of decision. A member of the School's Management Committee will respond to the appeal within five (5) working days;
    - Request a review at any stage if there is a material change in the circumstances of the case.

    A copy of the precautionary measures decision will be shared with individuals within the School on a need to know basis. Precautionary measures may be reviewed every six weeks and reconsidered as the case progresses.
23. The School will take steps to prevent any student or member of staff from being victimised as a result of their involvement in a disciplinary matter. This may involve taking disciplinary action against the reported student and/or giving support to a reporting student.

Types of Misconduct

24. The following list is indicative (but not exhaustive) of the type of offences which would constitute misconduct:
    - 24.1 engagement in any act that will, or is likely to, disrupt teaching, study, research or administrative work of the School;
    - 24.2 failure to comply with the reasonable instructions provided by the School or by any individual or body authorised to act on behalf of the School;
    - 24.3 Failure to inform the School if you are subject to criminal proceedings; i.e. police investigation and/or court proceedings during your registration at the LSE. You must notify your Head of Department and update them on the outcome of any investigation and/or proceedings;
    - 24.4 cause, or threaten to cause, injury to, or endanger the safety of, a member of the LSE Community, including but not limited to members of staff, students, visitors or other third parties;

24.5 dishonest behaviour and/or fraudulent actions, which include submitting incorrect or misleading information to the School;

24.6 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 Discrimination, Harassment and Bullying Policy and the Sexual Harassment and Sexual Violence Policy;

24.7 engagement in any act that will, or is likely to, damage or deface property of the School;

24.8 cause a Health and Safety concern which includes failure to comply with School or UK government guidance;

24.9 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;

24.10 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 Discrimination, Harassment and Bullying Policy, 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; 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);

24.11 commitment of a criminal act(s) which may or may not be punished in a court of law, and/or an alleged breach of discipline, which occurs on or off any of the premises that the School owns, or in any way administers (including on social media) where the alleged victim is the School itself, a student or member of staff of the School or others, including but not limited to : those visiting, working or studying at the School, and to alleged misconduct occurring during School approved and authorised activities (such as placements or fieldtrips). For the avoidance of doubt, the School may also consider third party allegations made against a student that is raised formally with it and where the School assesses there may be a risk to other members of the LSE community;

24.12 use of any of the School's facilities improperly and / or breach the Conditions of Use of IT Facilities at the School;

24.13 use of the School's name or address in a public statement, or business or other venture, without obtaining the permission of the School;

24.14 use of any of the School's registered trademarks without seeking permission from a relevant person in the School's central administration;

24.15 recording 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. For the avoidance of doubt, the notes taken of lectures, meetings and LSE events can only be used for educational purposes and cannot be shared with a third party without the consent of the lecturer, meeting organiser or other LSE event organiser;

24.16 breach of the Data Protection Act 2018, UK GDPR, or the General Data Protection Regulation (GDPR) (2016/679);

24.17 breach the conditions of your student visa.

Informal Resolution

25. Informal resolutions can be made for minor disciplinary misconduct that takes place and are intended to be flexible with the aim of resolving matters as quickly and amicably as possible, and where possible normally within fifteen (15) working days from the alleged misconduct having been raised. As such, if an individual (s) of the School 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 Deputy Head of Student Services (Advice and Policy) as soon as they become aware of the alleged misconduct. Any excessive delay may impact on the subsequent consideration of the case.

26. If preferred, a reporting individual 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. The Adviser to Women students), a hall warden or the School's Students' Union Advice Service before an approach is made to the Deputy Head of Student Services (Advice and Policy) to consider an informal resolution. It may be that an issue can be resolved at this local level in a prompt and proportionate way. For the avoidance of doubt, there may not always be a reporting student 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 reporting student. In all cases, disciplinary action will be considered as soon as possible after the event giving rise to the allegation.

27. The Deputy Head of Student Services (Advice and Policy) or their nominee will decide whether it is reasonable and proportionate to resolve a case informally, and, if so, how. In some cases, the Deputy Head of Student Services (Advice and Policy) or their nominee may consider mediation or conciliation If considered appropriate, s/he may refer the case to a Management Group to consider (where the alleged misconduct involves major misconduct and is considered to be high risk) or 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.

28. A student will be permitted to bring a silent observer, such as a friend, or an adviser from the Students' Union Advice Service to any meeting with the Deputy Head of Student Services (Advice and Policy) or their nominee. Any form of representation on behalf of the student is considered inappropriate unless there are exceptional circumstances, such as it constituting a reasonable adjustment. In these circumstances, once notified of this and if accepted, the Deputy Head of Student Services (Advice and Policy) or their nominee may permit the observer to actively contribute to the meeting. The Student will be informed of the allegation (s) against them and how their behaviour has breached expected standards and the student will be given a reasonable opportunity to respond to the allegation(s).
29. Deputy Head of Student Services (Advice and Policy) or their nominee 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 s/he considers it to be in the interests of one or more of the parties involved in a case, or the wider LSE community, while the informal resolution stage is ongoing. If a student objects to, or fails to cooperate with such a request, the Deputy Head of Student Services (Advice and Policy) or their nominee will consider referring the case to the School Secretary under the formal stage of this Procedure.
30. The Deputy Head of Student Services (Advice and Policy) or their nominee will produce a report confirming the action/s taken to resolve a case informally and the outcome (including possible penalty as outlined in Appendix C) and will disclose a copy of this report to the student/s and/or member/s of staff directly involved in the case as well as to the reporting individual where applicable.
31. This report, either in full or any aspect of it, will not be recorded on a student's file, although it may be considered in any subsequent investigation under the formal stage of this Procedure or if there are any further disciplinary allegations against the Student.
32. If the reported student fails to co-operate in an attempt at informal resolution, this may be considered as grounds for initiating the formal stage of this Procedure and may also be taken into account as part of the formal investigation.
33. If it is concluded that the student's behaviour was misconduct, then the Student will have the right to appeal to a Member of the School's Management Committee or their nominee within ten (10) working days (five (5) working days for summer school students and two (2) working days for LSE Executive Education Programme student participants) of receiving this outcome.
34. An Appeal must normally be made on one or more of the following grounds:
    34.1. A significant procedural flaw or irregularity that compromised the fairness of the process;
    34.2. New material evidence, which must be supported by an explanation of why it is being submitted at this late stage;
    34.3. An outcome being unreasonable or disproportionate;
    34.4. That there is bias or a reasonable perception of bias during the procedure.
35. The relevant member of the School's Management Committee or their Nominee (which may include but is not limited to an LSE Service leader) will normally complete his/her paper-based review within twenty-one (21) working days of receiving the Appeal (normally within five (5) working days for Summer School students and LSE Executive Education Programme student participants). If an appeal is received after the deadline for submitting an appeal/ requests an extension, then the student will be asked to provide good reasons why the appeal is late/need for an extension. A decision of the validity of the reason provided will be made by the relevant member of the School's Management Committee or their Nominee. If the reason provided is considered not a good reason, the appeal will not be considered and the student will be given a Completion of Procedures Letter. In determining an appeal of a decision by the Deputy Head of Student Services (Advice and Policy), they may confirm, amend or overturn the outcome imposed by the Deputy Head of Student Services (Advice and Policy). The member of the School's Management Committee or their Nominee may also decide that the matter be re-considered. They will convey their decision in writing in a Completion of Procedures Letter.
36. The Completion of Procedures Letter will contain the decision and the reasons for it, as well as a student's right of appeal to the OIA. The letter will also confirm any course of action or sanction, which may differ to the outcome of the original investigation at the informal resolution stage.

Formal Resolution

37. 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.
38. On deciding to proceed to resolve a case formally, the Secretary's Nominee will independently decide whether to put in place any kind of precautionary measures following consideration of a risk assessment with relevant members of the School and whilst the formal investigation is ongoing.
39. The Secretary may ask a relevant member of staff (their "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 their consideration of the findings of the Nominee's investigation.

40. 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.
41. The student subject to an allegation ('the Student') will be given an opportunity to present their case to the person conducting the investigation and respond to any allegations made against them. In certain circumstances, for example, when a Student's whereabouts are not known at the time of investigation, or if they are not engaging in the process or where there may be sufficient evidence to proceed without meeting the Student (if the student is not engaging in the process), then the Secretary or their Nominee may decide to conduct the investigation in the Student's absence.
42. 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 relevant member of the LSE Student's Union will accompany the Student as a silent observer. No representation will be permitted save in exceptional circumstances e.g. relating to a reasonable adjustment, and with the permission of the Secretary or their Nominee.
43. The Secretary or their Nominee may talk to other members of staff or students and consider documents and other evidence as part of their investigation.
44. The School will normally endeavour to complete the informal resolution stage (if applicable) and formal resolution stage of the process within sixty (60) days of the allegation being made. In some cases, for example where the case is complex, where the student and/or witnesses are unable to attend meetings, where proceedings are put on hold because of criminal investigation or where a student has impending assessments, we may need to extend this deadline and in these circumstances the Secretary or their Nominee will inform the Student(s) involved of any delay, and the reason/s for the delay and when the investigation is likely to conclude, as soon as possible.

Outcome of a Formal Resolution

45. At the end of a formal investigation, the Secretary will decide whether to:
    - 45.1 Dismiss the allegation;
    - 45.2 Refer the case to other, more appropriate procedures in the School;
    - 45.3 Uphold the allegation and determine an outcome that is relevant and proportionate to the offence/s; or
    - 45.4. Refer the matter to a Board of Discipline (see below) to consider the allegation, and if necessary, determine an appropriate outcome.
46. 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.
47. When deciding on the appropriate penalty to be applied in cases of proven misconduct, the Secretary will give due consideration to the following:
    - 47.1 The Student's previous disciplinary record;
    - 47.2 If the Student had admitted the misconduct/expressed remorse;
    - 47.3 The conduct of the Student following the misconduct;
    - 47.4 Any other mitigating factors, as applicable.
48. 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.
49. 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. This includes but is not limited to:
    - 49.1 Take no action;
    - 49.2 Issue a formal verbal warning which shall not be recorded on the student's record;
    - 49.3 Issue a formal warning to be noted on the student's file and any future proven misconduct will take such warning into account;
    - 49.4 Require the Student to make a formal written apology;
    - 49.5 Require the Student to take appropriate training;
    - 49.6 A fine;
    - 49.7 A requirement to make good the cost in whole or in part of any damage caused and/or repay/make good any financial loss suffered by a party/(ies) or to the School;
    - 49.8 An order of Service to the School for a specified period;
    - 49.9 Exclusion from the whole School or defined areas and/or facilities of the School including Halls of Residence for a specified period of time;
    - 49.10 Suspension from their studies, events or activities for a fixed period of time
    - 49.11 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.

50. 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. The Secretary will also convey their decision to member/s of staff or student/s of the School who have been directly involved in the case where it is considered reasonable and appropriate to do so. 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 unless there is a legal requirement or as set out in Section 13 and 14 of this Procedure and where disclosure is made, it is only on a 'need to know' basis.
51. The Secretary's written response must inform the Student of their right to an Appeal to a Member of the School's Management Committee (see the "Appeal" section below).

Board of Discipline

52. The School Secretary or their Nominee, will decide whether to refer the matter to a Board of Discipline for their assessment and decision. This route will normally be taken when an allegation of major misconduct is made and/or where the potential consequences are severe. For example, where an allegation may bring into question a Student's status in the School and as such may warrant expulsion from the School.

Membership

53. A Board of Discipline consists of the following people:
    - The Chair of the Board of Discipline who shall be experienced in decision-making relating to misconduct cases, either through training and/or experience of student misconduct cases and/or procedures and who will have the discretion to decide on the structure and format of the Hearing;
    - The General Secretary of the Students' Union or their nominee (who must be a Sabbatical Officer of the Students' Union or a registered student of the School); and
    - An academic member of staff appointed by the Vice-Chair of the Academic Board who will have no prior knowledge or interaction with the student subject to the Board of Discipline and/or any reporting student who has raised the particular allegation of misconduct
54. All members of a Board of Discipline must participate in the whole process for the final decision to be valid. For the avoidance of doubt, due to the short duration of the Summer School Course or an LSE Executive Education Programme, the School may deviate from section 52 to convene a Board of Discipline of any two members instead of three. In these circumstances the Chair of the Board would have the casting vote.

Procedure

55. 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.
56. The Board of Discipline will, at all times, respect the rights of the individuals involved, particularly in terms of confidentiality and personal welfare.
57. 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 where required to enable the individuals to properly participate in the process.
58. As soon as is reasonably possible, and normally within ten (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 from the date of the Clerk's communication;
    - The procedural and logistical arrangements of the Board of Discipline ("the Hearing");
    - a summary of relevant evidence gathered during the investigation;
    - whether the Hearing will take place in person or online (i.e.via teams, zoom) and if in person whether the student is permitted to attend the hearing by alternative means (i.e. video call, zoom, teams)
    - whether the hearing will proceed if the student chooses not to or is unable to attend
    - whether other witnesses will be called and whether the student can ask them questions directly or through the Chair (the Board will need to know names of witnesses in advance of the hearing and in any case no less than five working days before the scheduled Board of Discipline Hearing)
    - Whether any witnesses can attend by alternative means (e.g.video call)
    - a copy of any relevant documents which will be relied on by either party at the disciplinary hearing;
    - In cases where this would apply, the identity of the reporting student, other witnesses or other attendees at the Hearing. In limited circumstances (e.g. a risk of harm to the reporting student /witness) a reporting student/ witness's identity may be kept confidential unless to do so would prejudice the fairness of the proceedings;
    - The Student's right to be accompanied to the Hearing, normally by a friend or by a relevant member of the Student's Union who will be expected to silently observe the process. No representation is permitted unless there is a good and justified reason for the student to be represented i.e. as a reasonable adjustment. The Chair of the Board of Discipline will have sole discretion to make a decision on this and

- The Student's right to request to submit and/or present any evidence before or at the Hearing.

59. If the Student is unable to attend the Board of Discipline hearing date, then they should inform the Chair of the Board of Discipline immediately providing reasons why they cannot attend and an alternative hearing date will be provided. The Student must make every effort to attend the hearing, and failure to attend without good reason may be treated as a disciplinary offence in itself. If the student fails to attend without good reason, or is unable to do so on two occasions, then the Board of Discipline reserves the right to proceed with all the available evidence and then make a decision on the case. The Chair of the Board of Discipline shall decide in their discretion what constitutes "good reason."
60. Where a student requests an adjournment of a Board hearing the decision whether to agree to the request is a matter for the Chair, advised by the Clerk. When deciding whether to agree to a student's request to adjourn a Board hearing the Chair will take into consideration the following:
    - the grounds advanced by the Student for requesting the adjournment
    - any unfairness to the Student or other witnesses if the hearing is or is not adjourned
    - the consequences for the School/Board of rearranging the hearing, possibly with another Board and consideration of any delay that may cause.

    Where the Board needs to adjourn the hearing for good reason it will inform all relevant parties as soon as possible and set a new date for the adjourned Board of Discipline Hearing. If as a result, there is a change in membership of the Board, then the Clerk will contact the Student to inform them of the new membership of the Board.
61. Following the Hearing, the Board of Discipline will make its decision by majority vote. It must decide:
    - Whether a disciplinary offence has been committed; and if so;
    - An appropriate penalty.
62. The range of penalties that a Board of Discipline may put in place include, but are not limited to:
    - 62.1 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;
    - 62.2 Require the Student to make a formal apology;
    - 62.3 Require the Student to take appropriate training;
    - 62.4 A fine;
    - 62.5 A requirement to make good the cost in whole or in part of any damage caused and/or repay/make good any financial loss suffered by a party(ies) or the School;
    - 62.6 An order of Service to the School for a specified period to be determined by the Board of Discipline;
    - 62.7 Exclusion from the whole School or defined areas and/or facilities of the School including Halls of Residence for a specific period of time;
    - 62.8 Suspension from their studies, events and/or activities for a fixed period of time;
    - 62.9 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;
    - 62.10 Expulsion from the School.
63. For the avoidance of doubt, certain penalty(ies) which may be imposed by the School Secretary or Board of Discipline could impact on the alumni privileges and access rights of a student once they graduate and this will also be considered when making a decision. As such, the Alumni team will also be informed of any disciplinary penalty(ies) that may be applied which would trigger a termination or suspension of their alumni privileges and access rights to LSE Premises.
64. 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 within ten (10) working days(and within five (5) working days for summer school students or LSE Executive Education Programme participants) and to relevant member/s of staff or student/s of the School who have been directly involved in the case where they consider it is reasonable and appropriate to do so. It will also inform any other member of staff or student or the Students' Union where it considers they have 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.
65. The Student will be informed of their right to appeal.

Appeal

66. An Appeal against the Secretary's or Board of Discipline's decision must be made using the Appeal Form set out at Appendix B, no later than ten (10) working days (three (3) working days for Summer School students or LSE Executive Education Programme student participants) from the date of the Secretary's or Board of Discipline's written decision. If an appeal is received after the deadline for submitting an appeal/requests an extension, then the student will be asked to provide good reasons why the appeal is late/need for an extension. A decision of the validity of the reason provided will be made by the relevant member of the School's Management Committee or their nominee. If the reason provided is considered not a good reason, the appeal will not be considered and the student

will be given a Completion of Procedures Letter. If no appeal is lodged, then the School will close the matter and notify the student in writing. A Completion of Procedures letter will be issued to the student on their request.

67. An Appeal must normally be made on one or more of the following grounds:
    67.1. A significant procedural flaw or irregularity that compromised the fairness of the process;
    67.2. New material evidence, which must be supported by an explanation of why it is being submitted at this late stage; and
    67.3. An outcome being unreasonable or disproportionate.
    67.4 That there is bias or a reasonable perception of bias during the procedure
68. The member of the School's Management Committee or their nominee will do a paper-based review of the decision. For the avoidance of doubt, an appeal may be automatically dismissed if it is not made in accordance with the grounds set out in Section 66 of this Procedure.
69. The member of the School's Management Committee or their nominee will normally complete their review within twenty-one (21) working days of receiving the Appeal. In determining an appeal of a decision by the Secretary or Board of Discipline, they may confirm, amend or overturn the outcome imposed by the Secretary or Board of Discipline. The member of the School's Management Committee or their nominee 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 in a Completion of Procedures Letter.
70. The Completion of Procedures Letter will contain the 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

71. The Completion of Procedures Letter will inform the student of their right to submit a complaint to the Office of the Independent Adjudicator for Higher Education ("the OIA"). The Complaint will need to be submitted to the OIA within 12 months of the date of the Completion of Procedures letter.

Footnote

[1] *For the avoidance of doubt, those undertaking any investigation and decision making into alleged misconduct by LSE Summer School Programme students or LSE Executive Education Programme student participants will take into consideration the short length of the LSE Summer School or Executive Education Programme and seek to ensure that where possible, disciplinary matters are addressed and completed within the duration of the Programme.*

APPENDIX A: ALLEGED MISCONDUCT FORM

ALLEGED MISCONDUCT FORM

Student ID	
Family Name	
Given Name	
Address/Email	
Telephone	
Date of incident	
Type of Misconduct *(when completing this please choose from one or more of the categories of misconduct found at section 24/ Appendix C of this Procedure and/ or add the specific misconduct as defined in the Discrimination, Harassment and Bullying procedure(where it relates to Discrimination, Harassment and Bullying) or the Sexual Harassment and Sexual Violence Policy (where it relates to Sexual Harassment and Sexual Violence) or in any other relevant policy, which may be applicable)*	
Summary of alleged misconduct *[This should include what the incident is that is referred to, where the incident happened, the parties involved, the basis of the alleged misconduct and, where appropriate, the outcome sought.]*	

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 *[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 error in the formal investigation or new evidence). You should also include a copy of the Secretary/Board of Discipline'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.]*	

Signed:

Date:

APPENDIX C: TABLE OF TYPES OF MISCONDUCT AND POSSIBLE PENALTIES

PLEASE NOTE: The following table sets out examples of misconduct which may fall under the various types of misconduct outlined under section 24 of this procedure 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. In addition, several types of misconduct may apply to a same example.

TYPES OF MISCONDUCT	POSSIBLE PENALTIES
Physical Misconduct/Violence and Anti -social behaviour: Usually this would fall within one or more misconduct types found at Section 24.4, 24.7 and 24.11 of this Procedure. **Major:** • Punching • Slapping • Biting • Kicking • Pulling hair • Alcohol misuse related offences **Minor:** • Pushing • Shoving • Kicking • Pulling hair • Alcohol misuse related offences	**Major:** • Expulsion • Suspension • Restrictions/Conditions placed on the Student • Formal written warning • Final written warning • Training • Formal written apology • Require the student to have no contact, or restricted contact, with a specified person or persons **Minor:** • Formal verbal/written warning • Training • Formal written apology • Suspension/Exclusions/Restrictions/ • Conditions placed on student
Sexual Misconduct: Usually this would fall within one or more misconduct types found at Sections 24.6, 24.11 of this Procedure. **Major:** • Sexual intercourse or engaging in a sexual act without consent; • Domestic abuse • Attempting to engage in sexual intercourse or engaging in a sexual act without consent; • Sharing (including on social media) private sexual materials of another person without consent; • Kissing without consent; • Touching inappropriately through clothes without consent; • Showing sexual organs to another individual; • Stalking another individual **Minor:** • Making unwanted remarks of a sexual nature;	**Major:** • Expulsion • Suspension/Exclusion • Expulsion • Suspension/exclusion • Restrictions/Conditions placed on the Student • Require the student to have no contact, or restricted contact, with a specified person or persons • Formal written warning • Verbal warning • Training • Formal written apology **Minor:** • Formal verbal/written warning • Training • Formal written apology • Suspension/Exclusions/Restrictions/Conditions placed on student

Harassment and Bullying Behaviour/hate incident or crime: Usually, this would fall within one or more misconduct types found at Sections 24.4, 24.6, 24.11 of this Procedure. **Major:** • Abusive comments relating to an individual's sex, sexual orientation, religion or belief, race, pregnancy/ maternity, marriage/civil partnership, gender reassignment, disability or age made in person or via social media; • Threats to hurt another person; • Acting in an intimidating and hostile manner; • Repeated use of inappropriate language/abusive comments made in person or via social media; • Repeatedly contacting another person (by phone, email, text or on social networking sites) against the wishes of the other person • Stalking another individual/group of individuals; • Spreading rumours or knowingly making false claims, via any kind of communication which may create a hostile and intimidating environment for the individual subject to such rumours/false claims; • Hate incident/crime. **Minor:** • Use of inappropriate language/abusive comments made in person or via social media; • Acting in an intimidating and hostile manner; • Making a threat to another individual; • Stalking another individual/group of individuals.	**Major:** • Expulsion • Suspension • Training • Formal written warning • Final written warning • Formal written apology • Restrictions/Conditions placed on the Student • Require the student to have no contact, or restricted contact, with a specified person or persons **Minor:** • Formal verbal/written warning • Final written warning • Training • Formal written apology • Restrictions/Conditions placed on student
Damage to Property: Usually, this would fall within one or more misconduct types found at Section 24.7, 24.11 of this Procedure. **Major:** • Causing significant damage to the School property or the property of other students, employees and/or visitor of the School. **Minor:** • Causing minor damage to the School property, the property of other students, employees and/or visitor of the School	**Major:** • Expulsion • Suspension • Restrictions/Conditions placed on the Student • Training • Formal written warning • Final written warning • Formal written apology • Restitution to the parties affected by this misconduct • A fine • 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 • An order of Service to the School for a specified period **Minor:** • Formal verbal/written warning • Final written warning • Training • Fine • Formal written apology • Suspension/Exclusion/Restrictions/Conditions placed on student

Unauthorised Use of taking of Property Usually, this would fall within one or more misconduct types found at Sections 24.12, 24.13 and 24.14 of this Procedure. **Major:** • Unauthorised entry onto or unauthorised use of School Premises. This includes Halls of Residences; • Taking property belonging to the School, another student, employee of the School and/or visitor of the School without permission; • Misuse of School property including computer equipment; • Internet access abuse, such as visiting inappropriate websites, uploading/downloading inappropriate content, propagation of computer viruses. **Minor:** • Misuse of School property including computer equipment; • Unauthorised entry onto or unauthorised use of School Premises. This includes Halls of Residences; • Using the School's name, address or trademarks without the Permission of the School.	**Major:** • Expulsion • Suspension/Exclusion • Restrictions/Conditions placed on the student • Restitution to the parties affected by this misconduct • Formal written Apology • Formal written warning • Verbal warning • Training • Fine • Requirement to return property in the same condition it was taken repay/make good any financial loss to the School • An order of Service to the School for a specified period **Minor:** • Formal verbal/written warning • Training • Formal written apology • Suspension/Exclusion/Restrictions/Conditions imposed on student
Causing a Health or Safety Concern/possession and use of illegal substances and/or items Usually, this would fall within one or more misconduct types found at Sections 24.4 and 24.8 of this Procedure.. **Major:** • Act/omission that did cause or could have caused serious harm on the School Premises or during School activities (outside of School Premises); • Setting off fire alarms or obstructing access to buildings or rooms; • Drug offences contrary to the Misuse of Drugs Act 1971 and the School's Student Alcohol and Drugs Policy-use, possession and/or supplying, dealing/ distributing drugs; More specifically the following: a. Supply or possession of a controlled drug b. Supply or repeated possession of a psychoactive substance c. Production of a controlled drug or psychoactive substance d. misuse of controlled substances and where the prescription medicines have not been prescribed for the person possessing or using them and/or such prescription medicines which are not taken in accordance with an appropriate practitioner's (as defined under UK Law) direction. e. Possession of a Class A controlled drug f. Possession/repeated possession of a Class B or C controlled drug or psychoactive substance	**Major:** • Expulsion • Suspension/Exclusion • Restrictions/Conditions placed on the student • Training • Formal written warning • Verbal warning • Fine • Formal written apology • An Order of Service for a specified period **Minor:** • Formal verbal/written warning • Training • Fine • Formal written apology • Suspension/Exclusion/Restrictions/Conditions imposed on student

• Failure to declare a criminal investigation, conviction, charge or caution related to alcohol or drug use • Anti-social behaviour resulting from drug or alcohol misuse • Being in possession and use of illegal items on School Premises (including in halls of residence) or during School activities/events; • Third occurrence of refusing to comply with a health and safety requirement (which includes but is not limited to those relating to illnesses/contagious diseases/ epidemics/pandemics) or instruction as set out by the School, which includes but is not limited to not wearing a mask (save for those individuals who can show that they are exempt from wearing a mask), in all indoor LSE premises (including but not limited to classrooms, departments, workplaces, places of worship, dining facilities (unless eating), shared spaces in residential halls) and at indoor events, not observing appropriate physical distancing of at least two metres where possible in all LSE Premises or as set out by the School(this includes respecting and complying with signs set out on School Premises in relation to this) and refusing to comply with any other instruction provided by the School regarding conduct and expected behaviour in relation to requirements following changes in government guidelines/ legislation; • Second occurrence of hosting a gathering/Party in Accommodation with more than the permitted amount of people attending/ attending such a gathering or Party contrary to health and safety requirements/ current guidelines on group socialising as issued by the U.K government; • Second occurrence of breaching the requirements of observing self –isolation and the quarantine period; • Not taking appropriate and swift steps, as required, in dealing with (and informing relevant members of the School) of any suspected illness/contagious disease symptoms and thus potentially putting others at risk.	

Minor: • Act/omission that did cause or could have caused a health and safety concern on School premises or during School activities (outside of the School Premises); • Failure to declare a criminal investigation, conviction, charge or caution related to alcohol or drug use • Anti-social behaviour resulting from drug or alcohol misuse • Setting off fire alarms or obstructing access to buildings or rooms; • First or Second occurrence of refusing to comply with a Health and safety (including that relating to any epidemic/pandemic)requirement or instruction as set out by the School which includes but is not limited to not wearing a mask (save for those individuals who can show that they are exempt from wearing a mask), in all indoor LSE premises (including but not limited to classrooms, departments, workplaces, places of worship, dining facilities (unless eating), shared spaces in residential halls)and at indoor events, not observing appropriate physical distancing requirements of at least two metres where possible in all LSE premises or as set out by the School (this includes respecting and complying with signs set out on School Premises in relation to this)and refusing to comply with any other instruction provided by the School regarding conduct and expected behaviour in relation to arising requirements following changes in government guidelines/legislation; • Suspension/Exclusion/Restrictions/Conditions imposed on student • Hosting a gathering or Party in Accommodation with more than the permitted amount of people attending/ Attending such a gathering or Party contrary to requirements provided by the School/ current guidelines on group socialising as issued by the U.K. government; • First occurrence of breaching the requirements of observing self –isolation and the quarantine period; • Not taking appropriate and swift steps, as required, in dealing with (and informing the School of) any suspected contagious disease/illness symptoms and thus potentially putting others at risk.	

Operational Obstruction Usually this would fall within one or more misconduct types found at Sections 24.1, 24.2, 24.3 24.4, 24.5, 24.6, 24.10, 24.11, 24.15 and 24.16, 24.17 of this Procedure. **Major:** • Acts/omissions/statements intended to deceive the School. Committing fraud. • Submitting or relying on forged, falsified or fraudulent documentation and other forms of deception that are intended to gain an advantage for example submitting fraudulent, mitigating circumstances/ claims or falsifying evidence in support of mitigating circumstances claims. • Disruption of the activities of the School (including academic, administrative, sporting and social) on School Premises or elsewhere • Disruption of the functions, duties or activities of any other student, employee or visitor of the School • Breach of the relevant data protection legislation • Breach one or more of the School's terms or conditions, policies or procedures, or rules and regulations • Third occurrence of refusing to comply with a Health and Safety (including that relating to epidemics/ pandemics) requirement or instruction as set out by the School, which includes but is not limited to not wearing a mask (save for those individuals who can show that they are exempt from wearing a mask), in all indoor LSE premises (including but not limited to classrooms, departments, workplaces, places of worship, dining facilities (unless eating), shared spaces in residential halls) and at indoor events, not observing appropriate physical distancing of at least two metres where possible in all LSE Premises or as set out by the School(this includes respecting and complying with signs set out on School Premises in relation to this) and refusing to comply with any other instruction provided by the School regarding conduct and expected behaviour in relation to arising requirements; • Second occurrence of hosting a gathering/Party in Accommodation with more than the permitted amount of people attending/ attending such a gathering or Party contrary to School requirements/current guidelines on group socialising as issued by the U.K government;	**Major:** • Expulsion • Suspension/Exclusion • Restrictions/Conditions placed on the Student • Restitution to the parties affected by this misconduct • Training • Formal written warning • Verbal warning • Formal written Apology • An Order of Service to the School for a specified period **Minor:** • Formal verbal/written warning • Training • Fine • Formal written apology • Suspension/Exclusions/Restrictions/Conditions placed on student

Minor • Improper interference with the activities of the School on the School premises or elsewhere. • Improper interference with the functions, duties or activities of any other student, employee or authorised visitor of the School; • Recording 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; • First or Second occurrence of refusing to comply with requirements or instructions as set out by the School which includes but is not limited to not wearing a mask (save for those individuals who can show that they are exempt from wearing a mask), in all indoor LSE premises (including but not limited to classrooms, departments, workplaces, places of worship, dining facilities (unless eating), shared spaces in residential halls)and at indoor events, not observing appropriate physical distancing requirements of at least two metres where possible in all LSE premises or as set out by the School (this includes respecting and complying with signs set out on School Premises in relation to this)and refusing to comply with any other instruction provided by the School regarding conduct and expected behaviour in relation to arising requirements; • Hosting a gathering or Party in Accommodation with more than the permitted amount of people attending/ Attending such a gathering or Party contrary to requirement/ current guidelines on group socialising as issued by the U.K. government; • First occurrence of breaching the requirements of observing self –isolation and the quarantine period. Not taking appropriate and swift steps, as required, in dealing with (and informing the School of) any suspected contagious disease or illness (such as Covid)symptoms and thus potentially putting others at risk; • Spreading rumours or knowingly making false claims, via any kind of communication, that individuals have contracted an illness or disease (such as Covid)/any other illness.	
Reputational Damage Usually this would fall under the misconduct types found at Sections 24.3, 24.5 and 24.9, 24.17 of this Procedure. **Major:** • Behaviour which has caused serious damage or could have caused serious damage to the reputation of the School **Minor:** • Behaviour which has damaged or could have damaged the reputation of the School	**Major:** • Expulsion • Suspension/exclusion • Formal written warning • Fine • Training • Restrictions/Conditions placed on the Student • An order of Service to the School for a specified period **Minor:** • Formal verbal/written warning • Training • Formal written apology • Suspension/Exclusions/Restrictions/Conditions placed on student

APPENDIX D: DISCIPLINARY PROCEDURE FLOW CHART

Are you a student of the School? You are not a student of the School if you have been expelled or withdrawn from the course, your registration has been terminated for other reasons or where you have completed your studies. In such instances, the Disciplinary Procedure will not normally apply to you

↓

Is this a School matter or a School Student Union matter? If the latter, the School's Student Union may conduct their own investigation into the matter. Consider whether there is a 'local Procedure' which may be used?

↓

Informal Resolution - contact the Deputy Head of Student Services (Advice and Policy) or their nominee to consider an informal resolution in cases of minor misconduct. The student will be provided with an outcome and a right of appeal to a member of the Senior Management Committee or their nominee. If the case is not suitable for consideration informally then it will be considered under the formal resolution stage.

↓

Formal Resolution - the School Secretary (or Nominee) will decide if a case will be considered for investigation and formal resolution. In certain cases, the School will need to consider taking precautionary measures against a student.

↓

Outcome conveyed by the School Secretary (or Nominee). The School Secretary (or Nominee) may:

1. Dismiss the allegation
2. Refer the case to other, more appropriate procedures in the School and/or the Police;
3. Uphold the allegation and determine an outcome that is relevant and proportionate to the offence/s; or
4. Refer the matter to a Board of Discipline to consider the allegation, and if necessary, determine an appropriate outcome. If the School Secretary (or nominee) upholds the allegation, then a penalty will be imposed on the student.

↓

If dissatisfied with the School Secretary(nominee) or Board of Discipline's decision, you can lodge an appeal to a specified member of the School's Management Committee within **10 working days (3 working days for summer school students or LSE Executive Education Programme student Participants)** of receipt of the decision.

↓

An appeal may only be requested if one or more of the following Grounds of Appeal

1. A significant procedural flaw or irregularity that compromised the fairness of the process;
2. New material evidence, which must be supported by an explanation of why it is being submitted at this late stage; and
3. An outcome being unreasonable or disproportionate.
4. There is bias or reasonable perception of bias during the procedure

↓

The relevant member of the School's Management Committee will make a decision within 28 days of receipt of an appeal. They may confirm, amend or dismiss the penalty imposed by the Secretary/Board of Discipline.
They may also 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) A **Completion of Procedures Letter will be issued**.

APPENDIX E – INTERNAL AND EXTERNAL CONTACTS AND SOURCES OF SUPPORT

INTERNAL CONTACTS

You are encouraged to approach one of the following members of School staff if you have any queries relating to lodging a disciplinary matter with the School:

- The Deputy Head of Student Services (Advice and Policy), Dr Pete Evanson at: **p.evanson@lse.ac.uk**
- The Adviser to Women Students, Dr Sarah Trotter at: **s.trotter@lse.ac.uk**
- Head of Student Services, Martyn Annis at: **m.annis@lse.ac.uk**
- Deputy Head of Student Services (Wellbeing), Victoria Frost at: **v.l.frost@lse.ac.uk**
- Head of Security, Paul Thornbury at: **p.c.thornbury@lse.ac.uk**
- Head of Residential life at: **r.j.greenwood@lse.ac.uk**
- Anti-Harassment Support Advisor at: **l.d.boland@lse.ac.uk**
- Your Academic Adviser, Supervisor or Departmental Tutor
- The Warden of your hall of residence
- The Student Counselling Service at: **student.counselling@lse.ac.uk**
- The School's Equity, Diversity and Inclusion Office at: **edi@lse.ac.uk**
- The Faith Centre at: **faithcentre@lse.ac.uk**
- Student Services Centre at: **ssc.advice@lse.ac.uk**
- LSE Students' Union (LSESU) Advice Service at: **su.advice@lse.ac.uk**

You can also contact the Senior Legal Counsel , Mariachiara Valsecchi at **m.valsecchi1@lse.ac.uk**, or Head of the School's Legal Team, Geraldine Ismail at **G.Ismail@lse.ac.uk** if you would like advice on this Procedure.

Counselling services

The School's Student Counselling Service offers a private and confidential space for Students to discuss anything which is impacting their psychological wellbeing and daily life. The service is staffed with trained counselling professionals, who offer one-to-one appointments and workshops which run throughout the year. Full information on this Service and how to access it is available on the School website: **https://info.lse.ac.uk/current-students/student-wellbeing/student-counselling/about-counselling.**

Students may also speak with a Mental Health Advisor through the School DWS (**https://info.lse.ac.uk/current-students/student-wellbeing/disability-wellbeing/speak-with-an-adviser)**.

In addition to counselling and mental health adviser support, there is also support available through the School Peer Supporters. Peer Supporters are trained student volunteers who can offer support, give a fresh perspective and listen to whatever is troubling a student, from academic stresses to relationships. Students can explore the following page (**https://info.lse.ac.uk/current-students/student-wellbeing/students-supporting-students/peer-support-scheme**) to learn more about how Peer Support could help them, and how to contact a Peer Supporter.

Anti-Harassment Support Advisor

The Anti-Harassment Support Advisor can support with providing advice on reporting at LSE, what the process entails and can provide advice on how to report to the police. They can also support you with accessing support services internally at LSE or externally or talking through what you have been subjected to. You can also speak anonymously with the Anti-Harassment Support Advisor to talk through your options or just to have a safe space to share your experiences. They aim to reply to you within 1 to 2 days.

Safe Contacts

The School has a network of Safe Contacts. **LSE Safe Contacts** are members of LSE staff who have received training and can offer a confidential 'signposting' service for staff and students who have previously or are currently experiencing some form of bullying, harassment or sexual violence.

The Safe Contacts are all volunteers, who are supported by the EDI office and who are committed to supporting LSE's inclusive working, studying and social environment. These safe contacts have received sexual violence training. There are two ways you can speak with a Safe Contact:

1. You can contact Equity, Diversity and Inclusion via email (**edi@lse.ac.uk**) or by phone (020 7106 1229 or +44 79 7155 2755)
2. You can reach out to a Safe Contact directly via their contact details **www.lse.ac.uk/safecontacts**

Report It Stop It

Bullying and harassment can also be reported using **LSE's dedicated online form**. The report will be treated confidentially and followed up promptly and fairly.

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/**.

EXTERNAL CONTACTS

Students can also access a 24/7 out of hours mental health support line sponsored by the School via SpectrumLife. All calls are answered by clinically trained counsellors or psychotherapists. Students can talk to them about anything, including stress, anxiety, low mood, financial worries, loss and grief, relationship problems, and substance abuse issues.

General

- **Ask the Police**
- **Citizens Advice Bureau** (rights and responsibilities)
- **Crimestoppers** (reporting crime)
- **Equality Advisory and Support Service**
- **Metropolitan Police**
- **NHS 111** (non-emergency service)
- **Nightline** open every night from 6pm to 8am during term time
- **Samaritans** (08457 909090 / 020 7734 2800), 116 123, email: **jo@samaritans.org**
- **Stop Hate UK** (all forms of hate crime and discrimination)
- **Victim Support** (victims of crime)
- **National Stalking Helpline** (support for anyone experiencing stalking)
- **National Domestic Abuse Helpline**: Women and children: 0808 2000 247
- **Rape Crisis** (rape and sexual abuse)
- **Solace Women's Aid** (0808 802 5565 / **advice@solacewomensaid.org**)
- **Women's Aid**
- **Refuge** (support for women and children who have experienced domestic abuse)
- **The Havens** (London-based support for survivors of recent rapes/sexual assaults for all genders)
- **NAPAC** (support for survivors of childhood sexual abuse for all genders)
- **Rights of Women** (free and confidential legal advice for women)
- **National Domestic Abuse Helpline**: 0808 801 0327
- **Survivors UK** (male victims of rape and sexual abuse)
- **Mankind** (support for men who have been sexually abused)
- **Men's advice line** (support for men experiencing domestic violence)
- **The Havens** (London-based support for survivors of recent rapes/sexual assaults for all genders)
- **NAPAC** (support for survivors of childhood sexual abuse for all genders)
- **Ashiana** (Asian women's refuge)
- **The Monitoring Group** (racial harassment and abuse)
- **Southall Black Sisters** (BME women's rights and advice)
- **Imkaan** (provides full list of organisations supporting BAME women survivors of sexual and domestic violence)
- **Galop** (LGBT+ anti-violence charity)
- **Switchboard** (LGBT+ helpline)
- **TransUnite** (find a trans support group near you)
- **Mencap** (the voice of learning disability)
- **Mind** (mental health)
- **Respond** (support for children and adults with learning disabilities who have experienced abuse and/or trauma for all genders)

- **DeafHope** (support for Deaf people experiencing domestic abuse)
- **Stay Safe East** (supporting Deaf and disabled survivors of hate crime, domestic and sexual abuse in Waltham Forest and Newnham areas of London only)
- **Karma Nirvana** (supporting victims of honour-based abuse and forced marriage)
- **Forced Marriage** 020 7008 0151 (emergencies)
- **Muslim Women's Network** (support for Muslim women experiencing or at risk of abuse)
- **True Vision** (all hate crimes)
- **Tell Mama** (anti-Muslim hate crime)
- **Community Security Trust** (anti-Semitic hate crime)
- **Drugs and Me** The Home of Harm Reduction
- **Know the score** Find Out About Drugs - Know the Score
- **Talk to Frank**
- **NHS Drug Addiction** Getting help
- **Drugwise**
- **The Mix** essential support for under 25's
- **Alcohol Change UK** Alcohol harms. Time for change. | Alcohol Change UK
- **NHS Alcohol Support**
- **Drinkaware**

Review schedule:

Review interval	Next review due by	Next review start
3 years	01/05/2023	01/04/2023

Version history:

Version	Date	Approved by	Notes
3	17/03/2020	SMC	-

Links:

Reference	Link
Student Complaints procedure	https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/comPro.pdf
The Discrimination, Harassment and Bullying Policy	https://info.lse.ac.uk/staff/Services/Policies-and-procedures/Assets/Documents/harPol.pdf
Sexual Harassment and Sexual Violence Policy	https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/harVioPol.pdf
Student Drugs and Alcohol Policy	Student drugs and alcohol policy (lse.ac.uk)
School's Conditions of Use of IT facilities	https://info.lse.ac.uk/staff/Services/Policies-and-procedures/Assets/Documents/conOfUseOfITFacAtLSE.pdf

Contacts:

Position	Name	Email	Notes
Senior Legal Counsel	Refel Ismail	r.ismail@lse.ac.uk	Author
Head of Legal	Kevin Haynes	k.j.haynes@lse.ac.uk	
Legal Counsel	Mariachiara Valsecchi	m.valsecchi1@lse.ac.uk	

Communications and Training:

Will this document be publicised through Internal Communications? **Yes**
Will training needs arise from this policy **Yes**
If Yes, please give details:
Training will be required for all those involved at various stages of the disciplinary process. This is to include unconscious bias training.

THE DISCRIMINATION, HARASSMENT AND BULLYING POLICY

1. Policy Statement

1.1 The School is committed to a working and learning environment where people can achieve their full potential free from any form of discrimination, harassment or bullying and is committed to providing an inclusive culture of equality, diversity and respect between individuals.

1.2 This Policy outlines the School's vision in creating and maintaining a healthy environment where its members are confident that any complaints raised by them in relation to any form of discrimination, harassment and bullying will be dealt with fairly, diligently and promptly. It is also committed to providing a supportive culture which encourages the reporting of such incidents/behaviour and early intervention.

1.3 The School recognises the need to challenge any tacit or explicit acceptance of discrimination, harassment or bullying in order to prevent escalation and is therefore dedicated to focusing on initiatives that will work to prevent such unacceptable behaviour arising. This includes working to improve the understanding of discrimination, harassment and bullying across the School's community to prevent future such behaviour from occurring as well as taking steps to understand the nature and extent of discrimination, harassment and bullying experienced by members of the LSE community on its premises that goes unreported.

1.4 Appropriate steps will be taken to deal with behaviour, intentional or unintentional, that results in a breach of this Policy and the School's procedures make provision for the investigation of allegations made and for disciplinary action to be taken where allegations are upheld.

1.5 The School is also committed to protecting and promoting freedom of speech within the law and as such this Discrimination, Harassment and Bulling Policy operates in accordance with the School's Code of Practice on Free Speech. The School is also committed to academic freedom and critical analysis within the law, for academic staff to be able to question, challenge and debate new ideas and opinions. There are instances where this may be limited by law where it is necessary to prevent crime, for national security purposes, public safety or to prevent unlawful discrimination and harassment. The School's Code of Practice on free speech can be found at: **https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/Code-of-Practice-on-Free-Speech.pdf**

1.6 For the purposes of this Policy, references to 'the LSE community' includes but is not limited to all salaried and non-salaried members of staff (including visiting staff), students and members of council and other members of the School including all those individuals authorised to be on School Premises for the purposes of work or study.

2. Scope of this Policy

2.1 The School will not tolerate any form of discrimination, harassment or bullying within its community or against its members, including but not limited to that which takes place beyond the physical premises and normal business hours of the School, such as conduct at School events, social events related to work or studies, trips abroad and/or on social media. For the avoidance of doubt, this Policy will apply to any such behaviour arising abroad and in relation to the School's overseas activities.

2.2 It also applies to members of the LSE community who may be working remotely and engaging with others remotely via an online platform. The way individuals within the LSE community work or study has become more diversified over time. Members of the LSE community may be working or studying remotely within their home environment where all communication takes place on an online platform. As such, any discrimination, harassment and bullying via online platforms can make individuals feel more exposed or vulnerable. The impact on an individual may be amplified where their home and work life seem to merge into one and where there is no physical distance between the two. In such circumstances, the School will take reasonable steps to eliminate discrimination, harassment and bullying and other unacceptable behaviour set out in this Policy which may occur and which may be more magnified within the remote working/learning environment.

2.3 This Policy applies to any behaviour as set out in this Policy perpetrated by students, members of staff, members of council against other students, members of staff, members of Council. It also applies to behaviour committed against any other third party (including but not limited to contractors, alumni, visitors, job/student applicants) where it occurs on premises and/or where third party contact is made in relation to work/study purposes.

The above list is not exhaustive and may also include unacceptable behaviour being perpetrated by any other party who is required by the School to abide by this Policy. The School will also take reasonable steps to prevent any third party harassment (e.g. from a visitor, supplier, member of the public) that may occur against a member of the LSE Community.

For the avoidance of doubt, behaviour that may constitute direct discrimination, indirect discrimination and discrimination arising from a disability would normally only be considered as being carried out by the Employer/Provider (the School), a member of staff or a member of Council.

2.4 The School may also consider third party allegations and/or historic allegations of discrimination, harassment, bullying and victimisation against a member of the LSE Community that is raised formally with it and where the School assesses that there may be a continued risk to other members of the LSE community. Where possible, reasonable attempts will be made to obtain relevant information to determine an appropriate response.

2.5 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 discrimination, harassment and bullying policy and the Sexual Harassment and Sexual Violence Policy, the terms of the latter policy will prevail.

2.6 This Policy consists of and includes an:

- Appendix 1 which provides examples on the various types of discrimination, harassment, bullying and victimisation amongst other forms of unacceptable behaviour defined under this Policy;
- Appendix 2 which outlines Internal and external contacts and Sources of Support and;
- Appendix 3 which sets out the legislation.

3. Responsibility of the LSE Community

3.1 All members of the LSE community should help to:

- prevent discrimination, harassment and bullying by being sensitive to the reactions and needs of others, and ensuring that their conduct does not cause offence;
- discourage discrimination, harassment and bullying by others by making it clear that such conduct is unacceptable, and supporting colleagues and peers who are taking steps to stop it;
- understand what constitutes discrimination, harassment and bullying by attending training sessions and/or seeking advice from the School's central administration.

3.2 The School is responsible for:

- taking reasonable steps to eliminate discrimination, bullying and harassment as well as to actively promote equality to provide a collegiate and harmonious working environment;
- taking appropriate action and early intervention when it is aware that discrimination, harassment and bullying may be or is taking place;
- Implementing training of members of staff in relation to discrimination, harassment and bullying
- raising awareness to help members of the LSE Community identify and deal with discrimination, harassment and bullying.

3.3 All line managers and others with positions of responsibility have an additional obligation to ensure that this Policy is implemented, to promote equality, an inclusive and non-discriminatory environment, and to tackle swiftly and fairly any discrimination, harassment and bullying that is reported to them.

3.4 Unacceptable behaviour as outlined in this Policy is not necessarily confined to the behaviour of senior staff towards more junior staff, or indeed staff towards students; it can take place between individuals at the same level or involve staff or students behaving inappropriately towards more senior members of the School.

3.5 Members of the LSE community may be 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, Crime and Disorder Act 1998 and The Equality Act 2010 or any other relevant legislation.

4. Definitions

For the purposes of this Policy the following definitions apply:

Discrimination

4.1 **Discrimination** is defined under The Equality Act 2010 and takes place when an individual or a group of people are treated less favourably than others based on a protected characteristic such as age, disability, gender reassignment, pregnancy and maternity (including treating a woman unfavourably because she is breastfeeding), race(including colour, nationality, ethnic and national origin), religion or belief, sex or sexual orientation and in relation to direct discrimination only, marriage and civil partnership.

Discrimination includes the following categories; direct discrimination (which includes discrimination by association and perception), indirect discrimination and discrimination arising out of a disability.

4.2 **Direct discrimination** occurs where an individual is treated less favourably because of one of the protected characteristic(s). In order for someone to show that they have been directly discriminated against, they must compare what has happened to them to the treatment a person without their protected characteristic is receiving or has received. If there is no comparator, it can still be considered direct discrimination if an individual can show that another individual who did not have their protected characteristic would have been treated better in similar circumstances.

4.3 **Discrimination by association** (other than pregnancy and maternity) refers to a situation where an individual is discriminated against because of the protected characteristic of another individual(s), with whom they are associated.

4.4 **Discrimination by perception** (other than pregnancy and maternity) is discrimination against an individual because he or she is wrongly perceived to have a certain protected characteristic.

4.5 In relation to pregnancy and maternity, it is discriminatory to treat an individual (including a student) unfavourably because of their pregnancy and any related illness or because an individual is seeking to take, taking or taken maternity leave/pay during what is known as 'the protected period.' This protected period begins from the start of pregnancy and ends when maternity leave ends or an individual returns to work after giving birth. If an individual is not an employee or worker, the protected period ends two weeks after a child is born.

4.6 **Indirect discrimination** occurs where an individual is disadvantaged by an unjustified provision, criterion or practice that puts an individual with a particular protected characteristic at a disadvantage compared with others who do not share that characteristic. Any individual claiming indirect discrimination must be able to show that they have been disadvantaged personally or that they will be disadvantaged and it cannot be shown that there is a good reason for applying that specific provision, criterion or practice. For the avoidance of doubt, a provision, criterion or practice can include but is not limited to School policies, ways in which access to any benefit, service or facility is provided and one-off decisions.

4.7 Another category of discrimination is **discrimination arising out of a disability** which occurs when a disabled individual is treated unfavourably because of something connected with their disability and there is no justification for this treatment. The Equality Act 2010 protects a person from being treated badly because of something connected to their disability, such as needing time off for medical appointments. It will not apply if the individual alleged to have committed discrimination arising from disability did not know or could not have reasonably be expected to know that the individual making the allegation had a disability.

In the Equality Act 2010, disability means a physical or a mental condition which has a substantial and long-term impact on an individual's ability to do normal day to day activities.

Discrimination arising from disability will occur if the following three conditions are met:

- A disabled individual is treated unfavourably, and are therefore at a disadvantage, even if this was not the intention, and
- this treatment is because of something connected with the disability (which could be the result, effect or outcome of that disability) and
- the treatment cannot be justified by showing that it is 'a proportionate means of achieving a legitimate aim'

It is not unlawful discrimination to treat a disabled person more favourably than a non-disabled person if they require it.

Under the Equality Act 2010, an employer has certain duties to make 'reasonable adjustments'. This is to ensure that a disabled person is not put at a substantial disadvantage by the employment/study arrangements or by any physical feature of the workplace or learning environment. There is a responsibility to make sure that disabled people can access jobs, education and services as easily as non-disabled people. This is known as the 'duty to make reasonable adjustments'. What is reasonable will depend on a number of factors.

When discrimination may be lawful and the Occupational Requirement

4.8 The following types of discrimination may be justified in certain circumstances:

- indirect discrimination
- discrimination because of something connected to an individual's disability
- direct age discrimination.

Where the following three circumstances may apply:

- Positive action– to help a disadvantaged or underrepresented group;
- objective justification– when an employer can prove a legitimate need for less favourable treatment;
- using protected characteristics in recruitment.

Under the Equality Act 2010, there can be objective justification for discrimination where both of the following apply:

- there's a 'legitimate aim', such as a genuine business need or a health and safety need and
- the discrimination is 'proportionate, appropriate and necessary' – this means the legitimate aim is more important than any discriminatory effect

If discrimination is found to be justified, then it will not be considered unlawful discrimination.

There may also be other situations where it is lawful for an employer to require a job to be done by someone with a particular characteristic, if having this characteristic is an occupational requirement for the job.

The Equality Act 2010 states all of the following need to be shown for the discrimination to be lawful:

- the requirement is an occupational requirement and there must be a link between the requirement and the job
- the employer has a good business reason or a legitimate aim for applying the requirement and must be able to show it
- having the requirement is the best way to achieve the employer's aim, it must be proportionate

The occupational requirement exception only applies in relation to a decision about:

- recruitment - whether or not to offer a job
- access to training
- promotion or transfer to another job
- dismissals

Harassment

4.9 **Harassment** is set out under the Protection from Harassment Act 1997 and the Equality Act 2010. Section 1 of the Protection from Harassment Act 1997 sets out that: as:

'A person must not pursue a course of conduct: (a) which amounts to harassment of another, and which he knows or ought to know amounts to harassment of the other. Whilst harassment is not defined references to harassment under section 7(2) of the Act include 'alarming the person or causing the person distress.' It can include repeated attempts to impose unwanted communications and contact upon another individual(s) in a manner that could be expected to cause distress or fear in any reasonable person.

4.10 Under s 26 of the Equality Act 2010 harassment is defined as unwanted conduct related to a relevant protected characteristic that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. As such, individuals are protected from three types of harassment. Firstly, it is unlawful to treat someone less favourably where it relates to a 'relevant protected characteristic,' which for the purposes of harassment includes- age; disability; gender re-assignment; race; religion or belief, sex and sexual orientation. For the avoidance of doubt, pregnancy and maternity, marriage and civil partnership are not specifically included within the harassment provisions of the Equality Act 2010, although unwanted conduct related to these would be considered as harassment due to sex. In addition to this, an individual may put forward a case for harassment if they do not have the specific protected characteristic, but instead have a connection with the protected characteristic.

4.11 Another form of harassment is **Sexual Harassment** which occurs when you engage in unwanted conduct or behaviour which is of a sexual nature and which has the purpose of violating an individual's dignity or creating an intimidating, hostile, degrading or offensive environment. Examples of what may constitute Sexual Harassment are set out in Appendix 1 of this Policy. The School's Sexual Harassment and Sexual Violence Policy is intended to cover instances of harassment and/or violence of a sexual nature.

4.12 Harassment may also occur when an individual is treated less favourably because they have rejected or submitted to unwanted conduct of a sexual nature or behaviour that is related to gender identity or sex.

4.13 **Misogyny** is the conscious or unconscious hatred/dislike of, contempt for or ingrained prejudice against women. It can take many forms such as male privilege, patriarchy, gender discrimination, sexual harassment, belittling of women, violence against women and sexual objectification of women. It can also be expressed in many forms including psychological and physical abuse, sexual harassment, and sexual violence.

Victimisation

4.13 Victimisation means treating an individual unfavourably (subjecting them to a detriment) because they have done a protected act. A protected act can be:

- making a claim or complaint under the Equality Act (for example, for discrimination or harassment)/Public Interest Disclosure Act 1998
- helping someone else to make a claim by giving evidence or information
- making an allegation that someone has breached the Equality Act, or
- doing anything else which may relate to the Equality Act

Victimisation also means subjecting an individual to a detriment because it is believed they have done or are going to do a protected act; or giving evidence to support an individual complaining about a protected act; the individual does not actually need to have done the protected act.

Bullying

4.14 Bullying is defined as intimidating, hostile, degrading, humiliating or offensive behaviour which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, or humiliating environment. Bullying usually involves a repeated course of conduct. Bullying does not need to relate to a protected characteristic.

4.15 It 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.

Stalking

4.16 Stalking is an offence under English law and is also considered a form of harassment and/or bullying, regardless of whether the perpetrator is known or a stranger to the victim. It is usually persistent and unwanted conduct. 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, pestering them, 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.

Hate Crimes, Incidents and Speech

4.17 Hate crimes are any crimes that are perceived to be targeted at an individual because of hostility or prejudice towards that individual's: **disability, race or ethnicity, religion or belief, sexual orientation, transgender identity**.

4.18 A hate incident is behaviour which is not a crime but which is perceived by the victim, or anybody else, to be motivated by hostility or prejudice based on the 5 protected characteristics as mentioned in 4.17. When hate incidents become criminal offences they are known as hate crimes and can be prosecuted.

4.19 Hate speech is all forms of speech which spread and justify racial hatred, xenophobia, homophobia,biphobia, transphobia,Islamophobia, antisemitism or other forms of hatred based on intolerance (Institute for Strategic Dialogue). This includes hate speech directed at others due to their protected characteristics (all protected characteristics as set out in the Equality Act 2010).

4.19 Examples of all of the above definitions are set out in Appendix 1.

5. Harassment and bullying via the internet and/or email and social media sites

5.1 Harassment, bullying and stalking can also take place on the internet and through the misuse of email and social media. This can include but is not limited to the use of social media including Twitter, Facebook, Instagram, LinkedIn, WhatsApp, YouTube, Reddit, TikTok, Snapchat and other platforms, as well as chat rooms and other forums, personal web pages, emails, text messages, Skype, conference calling and other online tools. This may also occur during online teaching/seminar or any other online meeting that may be arranged and connected to a student's learning experience.

5.2 When using social media or posting online all members of the LSE Community should consider the content, language and appropriateness of such communications. Use which is deemed unacceptable includes but is not limited to the following:

- making and/or sharing sexually explicit, racist, violent messages and/or offensive messages or other such content via social media
- forming or participating in an online group that isolates or victimises fellow students, members of staff and or other members of the LSE community
- using social media to access or share illegal content
- using language which would be deemed to be offensive, threatening or humiliating to others in a face-to-face setting
- Making defamatory comments
- Sharing confidential information
- Imitating another LSE community member on social media

5.3 Any such unacceptable use can lead to an investigation under the relevant disciplinary procedure. Members of the LSE community are additionally required to comply with the School's Conditions of Use of IT facilities which can be found at: **https://info.lse.ac.uk/staff/Services/Policies-and-procedures/Assets/Documents/conOfUseOfITFacAtLSE.pdf**

6. Action against discrimination, harassment, victimisation and bullying

6.1 Where it is possible and where there is no risk to safety, the School would always encourage an individual to inform the alleged perpetrator that they find the behaviour directed against them unacceptable and ask them to stop. In some cases, the situation may be resolved in this way. A written record should be kept of all incidents including the details, dates, times, circumstances and witnesses. If the matter is not resolved or the behaviour persists, then an individual should approach the relevant members of the School to escalate the matter as set out under the relevant School procedure. There is also a list of internal contacts set out in Appendix 2.

6.2 Where an allegation is brought forward to be considered formally, the School will conduct confidential and impartial investigations into allegations made. In deciding whether conduct is discrimination, harassment or bullying, the School will take account of the following factors:

- the alleged reporting individual's perception of the conduct

• other circumstances of the case

• whether it is reasonable for the conduct to have had the effect of discrimination, harassment or bullying

The School will take into consideration any aggravating factors such as unacceptable behaviour arising from an abuse of power from an individual who is in a senior position against an individual who is in a junior position.

6.3 Where an allegation is upheld, this may normally result in disciplinary action which can include dismissal, expulsion or referral to the police in serious cases. The relevant procedures are outlined below:

6.4 For students and members of staff

For students:

• The Disciplinary Procedure for Students:

https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/disProStu.pdf

For the avoidance of doubt, where a student reports an incident (as outlined under this Policy) against an LSE member of staff, then this will be referred to the LSE Human Resources Division to investigate under their procedures i.e. the Grievance Policy and Procedure for Professional Services staff/ Disciplinary and Dismissal Policy for Professional services staff/ Academic Annex Procedure for Academic/Research staff.

In relation to student cases, 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 harassment, discrimination and bullying (i.e. the School considering a student's status at LSE, the Union considering a student's membership of its organisation). Aside from banning a student from Students' Union space, the Students' Union can take disciplinary action against LSESU staff or a student group (such as a club or society). For the avoidance of doubt, the Students' Union procedure is separate to the School procedures and information would not normally be shared between the LSESU and the School unless the student has consented or if there are exceptional circumstances that require the sharing of that information (i.e. safeguarding issues).

For members of staff:

• Grievance Policy and Procedure for Professional Services Staff (most cases would initially begin under this procedure):

https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/griPolProAcaSupSta.pdf

• Disciplinary and Dismissal Policy for Professional Services Staff:

https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/disPolProSerSta.pdf

• Academic Annex Procedure for Academic and Research staff:

https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/acaAnn.pdf

6.5 Allegations by or against other members of the LSE community will be considered under their relevant contract/engagement with the School or any other relevant School Procedure/Policy/ Code which may relate specifically to them.

6.6 Disclosures/Reports regarding discrimination, harassment and bullying may also be made using the School's Report It Stop It tool. Reports raised through this tool may subsequently be investigated under one of the above set out procedures.

6.7 If an individual has experienced or witnessed third party harassment (of a member of the LSE Community) they should initially discuss this with their line manager, supervisor, academic mentor, Senior School Advocate for Students or one of the Internal contacts set out in Appendix 2 in the first instance. The School will then consider what appropriate action will need to be taken which may include but is not limited to notifying third parties and using their complaints procedure if applicable or notifying LSE Security and/or the police if required.

6.8 Where a disclosure or report indicates that there may be a risk of harm to that individual or others within the LSE Community, then a small, select few members of the School which may include a representative from Student Services, the Legal team, Human Resources, Security, Residences and the Disability and Wellbeing Service aside from the Chair ('the Group') will meet 'on a need to know basis' to assess the risks arising from such disclosure/report and consider what immediate and long term action may be necessary and by who to ensure the safety and wellbeing of the individual who has made the disclosure or report as well as the other students, staff and wider LSE Community who may also be at risk or need assistance. Anyone at the School may trigger this Group or may seek confidential advice from any member of the Group who will provide guidance as to whether the Group should be triggered or whether the matter may be referred to a specific area of the School.

6.9 Cluster disclosures

Where there may be a cluster of disclosures (whether made anonymously or not) that originate from a specific Department/Division of the School and which concern any type of unacceptable behaviour outlined in this Policy, then the School may carry out an investigation/survey with staff/students, where relevant, within the specific Department/Division. This is to ascertain information on and understand the unacceptable behaviour that has been disclosed and to identify next steps including putting in place appropriate support and/or taking any necessary preventative measures.

6.10 Malicious and/or vexatious allegations

Disciplinary action may be taken if allegations are found to be malicious or vexatious. However, individuals will not be subject to disciplinary action or to any other detriment simply because their complaint is not upheld, and will only face disciplinary action if it is found both that the allegation is false and made in bad faith (that is, without an honest belief in its truth).

7. Confidentiality and Data Protection

7.1 The School will conduct confidential and impartial investigations into allegations made relating to unacceptable behaviour or conduct as outlined in this Policy. It will at all times comply with The Data Protection Act 2018 and the General Data Protection Regulation (GDPR). Any information provided in relation to harassment, discrimination and/or bullying shall be kept confidential and will only be shared with others within the School on a 'need to know' basis.

7.2 There may be instances where the School may have to disclose confidential information to the police (where in exceptional circumstances the School considers that there is a high risk of continuing harm to the reporting individual or others within the LSE community or to prevent a further incident which constitutes a criminal offence from occurring), the civil and criminal courts if requested formally or to the Office of the Independent Adjudicator (OIA). The School may also use anonymous data on cases internally for reporting, learning, training and evaluating or externally with regulators in the higher education sector.

8. Monitoring of Cases

8.1 The School will compile anonymous information about the number, nature and outcomes of, discrimination, harassment and bullying cases each academic year, with a view to keeping the Ethics Management Board, the Harassment and Safeguarding Forum and the HR Management Board updated. The Policy will also be reviewed at regular intervals to monitor its effectiveness.

*Please note that this policy can be available in other formats if required.

APPENDIX 1-EXAMPLES

This Appendix provides some examples.

DISCRIMINATION

Direct Discrimination

Age:

- An employer refuses an individual to do a training course because they think they are 'too old', but allows younger colleagues to do the training

Disability:

- during an interview, a job applicant tells the potential employer that he has multiple sclerosis. The employer decides not to appoint the individual even though they are the best candidate they have interviewed, because they assume the individual will need a lot of time off sick

Gender re-assignment:

- a transsexual (as defined under the Equality Act 2010) student is discriminated against and treated differently to someone who is non transsexual

Marriage:

- a woman works night shifts but is dismissed when she gets married because her employer thinks a married woman should be at home in the evening

Race:

- a member of staff or student is treated less favourably than their colleague or peer and denied promotion (in relation to a member of staff) because they are from a different race

Sex:

- male students are given preferential treatment in seminars over female students
- Devaluing women, their voices and their work. This can include explaining things to women in a condescending way as if they have no knowledge on the subject, talking over women or talking down on the work of a woman within a field/ subject. This can also include having different views or judgments on behaviour, for example, women in leadership may be called bossy and seen negatively whereas men may be congratulated and are given more positive connotations in comparison
- Silencing, belittling or stereotyping women; this can include but is not limited to not including women in conversations, and making assumptions about a particular role being suitable for specific genders. An example can include organising a course committee meeting and women being expected to organise the refreshments

Sexual orientation:

- at a job interview, a woman makes a reference to her girlfriend. The employer decides not to offer her the job, even though she is the best candidate they have interviewed

Examples of direct discrimination based on association or perception:

- an individual is discriminated against because their family member is transgender (association)
- an individual is discriminated against because they are perceived to be of a certain religion (perception)

Indirect Discrimination

Age:

- an employer applies a policy whereby it only offers training development opportunities to employees under the age of 30.

Disability:

- a job advert states that all applicants must have a driving licence. This puts some disabled people at a disadvantage because they may not have a licence because, for example, they have epilepsy. If there is an occupational requirement for this, the requirement will be justified. If it is for a class teacher it would be more difficult to justify.

Gender re-assignment:

- a class teacher runs an ice-breaker asking all students to bring in childhood photos and then chastises a trans student for not doing so (because the student does not want their colleagues to know that their natal sex doesn't align with their gender identity).

Race:

• An employer refuses to employ people who cover their own hair, this would put certain individuals from a particular race(s) at a disadvantage when applying for a position

Religion:

• a dress code is imposed which in appearance applies to everyone, but which may discriminate against certain individuals who follow a particular religion

Sex:

• an imposition of compulsory full-time work for all is introduced per new criteria –this may put female staff members at a disadvantage as they are more likely to be the primary care giver for their children and may need to work part time/have flexible hours

Sexual Orientation:

• There is a Policy which is in place which prevents students who are LGBTQ from taking part in an organised field trip

Discrimination arising out of a disability

• A student with autism who can be disruptive is asked not to no longer attend seminars and lectures

• A department is aware that a new member of staff requires certain reasonable adjustments to be made as a result of their disability. Some of those adjustments are made, but other adjustments are not made which results in the staff member struggling at work and requiring further time off

• an employee with cancer is prevented from receiving a bonus because of time they have taken time off to receive treatment

HARASSMENT

• 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;

• insulting, abusive, embarrassing or patronising behaviour or comments, humiliating and/or demeaning criticism;

• 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;

• isolation from normal work or study place conversations or social events;

• unwanted physical conduct such touching, staring at or hitting a person;

• sexually assaulting or making sexual advances towards another person;

• being part and contributing to a workplace or study environment where a culture which tolerates harassment and bullying persists, i.e. in telling racist/religious jokes;

• persistently overloading an individual with work that the individual cannot reasonably be expected to complete;

• Gaslighting -manipulative, abusive behaviour targeting an individual with the purpose of making them question their own memory, perception or judgment using persistent denial, misdirection, contradiction and lying.

Harassment due to age

This could be any action whereby prejudicial assumptions, attitudes and stereotyping is expressed about an individual's abilities based on their age. It can also result in exclusions from social or educational activities as a result of these prejudicial views.

• assumptions regarding the individual's inability to learn

• offensive remarks

• exclusion on the basis of age

Harassment of people with disabilities

This could include any of the following:

• failure to make reasonable adjustments

• imposing unfair work expectations and tasks

• intimidation and name calling

• discussion of the effects of a disability on an individual's personal life

• inappropriate touching or staring relating to an individual's disability

• inappropriate questions about the impact of someone's disability

Harassment due to gender re-assignment

Gender re-assignment covers a person who:

• is proposing to undergo

• is undergoing

• or has undergone

a process, or part of the process, to reassign their sex by changing physiological or other attributes determining sex.

Examples include but are not limited to:

• insulting remarks relating to gender re-assignment

• jokes and mocking behaviour

• asking inappropriate questions in relation to an individual's gender re-assignment

• name calling

Harassment based on race

Any hostile or offensive act or expression by a person of one race, colour, nationality - including citizenship, or ethnic or national origin against a person of another. Examples can include but are not limited to:

• making jokes, insinuations, humiliating comments or racially oriented remarks

• criticizing and being intolerant in regard to the individual's differences: his or her accent, clothing, hairstyle, customs and beliefs

• acting seemingly disgusted or showing contempt in the individual's presence

• finding excuses for not working with an individual

• exclusion from normal workplace conversations or activities

• unfair allocation of work

• stereotyping the victim with subordinate tasks or case-loads

• trying to hinder or stop the victim's chances for a promotion

• showing comic strips, pictures or images that are racially degrading

• racist graffiti, slogans, images or insignia

• racial stereotyping - assuming that all people of a particular race have the same characteristics

• unacceptable terminology - derogatory terms that refer to somebody's race are clearly unacceptable and discriminatory

Harassment based on religion

Religious Harassment is any behaviour deliberate or otherwise, pertaining to religion, religious belief or other similar philosophical belief and it is behaviour which can be defined as unwanted conduct violating a person's dignity, or creating an intimidating, hostile, humiliating or offensive environment. Examples can include but are not limited to:

• making offensive jokes regarding an individual's religion

• ridiculing their religious beliefs/practices

• displaying offensive material

Harassment based on sex

Sex-based harassment means unwanted conduct that is related to an individual's sex or the sex of another person.

Sex-based harassment will not, therefore, be sexual in nature but will be behaviour that is linked in some way to gender and causes offence to an individual. Examples can include:

• making derogatory or demeaning jokes about women generally and a particular individual (male or female) finds this unwelcome and offensive

• Sexist comments/jokes/banter and gendered expressions being made such as using generic masculine genders in conversations (His/his etc)

• Disproportionately checking up on female staff more than male staff to ensure that work is being done as an assumption is made that women working remotely will undertake more childcare or housekeeping duties than men

• Setting out sexist stereotypes aimed at women. This can include viewing women's sexual behaviour to men's sexual behaviour differently or thinking women are not good at sports or that women should become mothers and stay at home

• Devaluing women, their voices and their work. This can include explaining things to women in a condescending way as if they have no knowledge on the subject, talking over women or talking down on the work of a woman within a field/subject. This can also include having different views or judgments on behaviour, for example, women in leadership may be called bossy and seen negatively whereas men may be congratulated and are given more positive connotations in comparison

• Silencing, belittling or stereotyping women; this can include but is not limited to not including women in conversations, and making assumptions about a particular role being suitable for specific genders. An example can include organising a course committee meeting and women being expected to organise the refreshments

Harassment based on Sexual Orientation

Homophobia is a term used to describe a range of negative attitudes and feelings towards homosexuality or people who are identified or perceived as being lesbian, gay, bisexual or transgender (LGBT). It may be directed against individuals or groups of people and harassment in this case is behaviour which can be defined as unwanted conduct violating a person's dignity, or creating an intimidating, hostile, humiliating or offensive environment. Examples may include but are not limited to:

• Homophobic, biphobic or transphobic remarks or unwelcome jokes

• verbal threats to disclose sexuality

• derogatory comments

• intrusive questioning about a person's domestic circumstances or intimate questions about sexual activity

• innuendo and gossip about the individual

• physical attack

• exclusion from normal work place / class conversation or activities

• incitement of others to commit any such acts

Sexual Harassment

Sexual harassment occurs when you engage in unwanted behaviour which is of a sexual nature and which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for the individual. 'Of a sexual nature' can cover verbal, non-verbal or physical conduct including unwelcome sexual advances, inappropriate touching, forms of sexual assault, sexual jokes, displaying pornographic photographs or drawings, or sending emails with material of a sexual nature. Examples can include but are not limited to:

• sharing sexually inappropriate images or videos, such as pornography or salacious gifs, with co-workers

• sending suggestive letters, notes, or e-mails

• displaying inappropriate sexual images or posters in the workplace

• telling lewd jokes, or sharing sexual anecdotes

• making inappropriate sexual gestures

• staring in a sexually suggestive or offensive manner, or wolf-whistling

• making sexual comments about appearance, clothing, or body parts

• Violent sexualised language aimed at women such as having conversations that include graphic and nongraphic depictions of violent acts against women which can take place in person or online.

• inappropriate touching, including pinching, patting, rubbing, or purposefully brushing up against another person

• asking sexual questions, such as inquiries about someone's sexual history or their sexual orientation

Sexual harassment and Sexual Violence are covered under the School's Sexual harassment and Sexual Violence Policy.

Harassment relating to the rejection or submission of unwanted contact of a sexual nature or behaviour that is related to gender identity or sex

• An individual is being moved from a committee, department or study group, because they have rejected sexual advances of another member of the same group

BULLYING

• unmerited criticism, exclusion, isolation and/or gossip;

• spreading rumours about a person;

• stalking or persistently displaying unwanted conduct to a person face-to-face, online for those who are remotely working/studying or by another means of communication;

• micro-managing (vs what constitutes reasonable staff monitoring and assessment) and constantly checking up on staff to indicate to the staff member a lack of trust e.g. constantly checking a staff member's availability status on Teams;

• Ignoring or belittling someone's contribution at meetings (including at online meetings) or providing a disproportionate, aggressive or unreasonable response to their contributions;

• Repeatedly failing to copy someone into emails who should be copied in;

• Members of staff, including senior managers, encouraging or directing bullying behaviour via other members of staff (to assume no direct involvement);

- Gaslighting -manipulative, abusive behaviour targeting an individual with the purpose of making them question their own memory, perception or judgment using persistent denial, misdirection, contradiction and lying;
- 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 as well as if they are working/studying remotely within their home environment;
- ignoring or excluding individuals;
- Actively trying to remove credit given to individuals for work they create or to knowingly transfer credit for that work to others who did not create the work/were not involved; 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, duplicating or copying their work;
- physically or verbally threatening or intimidating a person;

VICTIMISATION

- An individual suffers a detriment as they are denied opportunities to progress by their manager because the individual previously made a race discrimination claim against them
- An individual supports a fellow colleague/student in making a complaint of sex discrimination against their line Manager/ supervisor. As a result, that individual is treated unfairly and has been subjected to isolating and exclusionary behaviour by their line manager/supervisor

STALKING

- following an individual
- contacting/attempting to contact a person by any means including via social media
- monitoring the use by a person of the internet, email or any other form of electronic communication,
- interfering with the property in the possession of an individual
- loitering in any place (whether in public or private) where the individual may be present

CYBER HARASSMENT AND BULLYING

Examples of such behaviour includes but is not limited to the following:

- to harass and bully an individual via social media
- online surveillance of an individual
- identity theft such as subscribing the individual to services, purchasing goods and services in their name
- damaging the reputation of the individual on social media
- inappropriate use of texts or postings on social media against an individual
- electronic sabotage such as spamming and sending viruses or
- tricking other internet users into harassing or threatening an individual

HATE INCIDENT/CRIME AND HATE SPEECH

Hate incidents/crime can fall into one of three main types: physical assault, verbal abuse and incitement to hatred.

- **Physical assault**

Physical assault of any kind is an offence. Depending on the level of the violence used, an alleged perpetrator may be charged with common assault, actual bodily harm or grievous bodily harm.

- **Verbal abuse**

Verbal abuse, threats or name-calling.

- **Incitement to hatred**

The offence of incitement to hatred occurs when someone acts in a way that is threatening and intended to stir up hatred. That could be in words, pictures, videos, music, and includes information posted on websites.

Hate content may include:

- messages calling for violence against a specific person or group
- web pages that show pictures, videos or descriptions of violence against anyone due to their perceived differences
- chat forums where people ask other people to commit hate crimes against a specific person or group

Hate Speech

- **Demonisation:** Presenting the target group/individuals (often but not always a minority) in overwhelmingly negative terms – characterising them as inherently malicious, dishonest or threatening
- **Toxic misinformation:** False stories linking the target group to violent, criminal or morally corrupt behaviour
- **Dehumanisation:** Portraying the target group as subhuman

APPENDIX 2 – INTERNAL AND EXTERNAL CONTACTS AND SOURCES OF SUPPORT

INTERNAL CONTACTS

You are encouraged to approach one of the following members of School staff if you have any concerns about discrimination, harassment and/or bullying:

- Safe Contacts: **edi@lse.ac.uk**
  https://info.lse.ac.uk/report-it/Safe-Contacts
- Deputy Head of Student Services (Advice and Policy), Dr Pete Evanson at: **p.evanson@lse.ac.uk**
- Harassment and Sexual Misconduct Policy Adviser, Heather **Williams@H.Williams7@lse.ac.uk**
- Head of Legal, Geraldine Ismail at: **G.Ismail@lse.ac.uk**
- Your HR Partner
- Head of Student Services (Wellbeing) , Victoria Frost at: **v.l.frost@lse.ac.uk**
- The Dean for the General Course, Mark Hoffman at: **gc.dean@lse.ac.uk**
- Head of Residential Life, James Greenwood at: **r.j.greenwood@lse.ac.uk**
- Security Operations Manager, Richard Mulcahy at: **r.mulcahy@lse.ac.uk**
- Head of Alumni & Supporter Engagement, Philanthropy and Global Engagement Division (PAGE), Chris Kendrick at: **c.kendrick@lse.ac.uk**
- The Ethics Manager at: **ethics@lse.ac.uk**
- Your Academic Adviser, Supervisor or Departmental Tutor
- The Warden of your hall of residence
- The Student Counselling Service at: **student.counselling@lse.ac.uk**
- The School's Equity, Diversity and Inclusion Office at: **edi@lse.ac.uk**
- The Faith Centre at: **faithcentre@lse.ac.uk**
- Student Services Centre at: **ssc.advice@lse.ac.uk**

Counselling services

All those affected by the disclosure/report, including but not limited to the individual making the disclosure/report, the individual accused and the individual to whom the disclosure/report was made, may access support through the School's counselling services and the LSESU Advice Centre.

The School's Student Counselling Service offers a private and confidential space for Students to discuss anything which is impacting their psychological wellbeing and daily life. The service is staffed with trained counselling professionals, who offer one-to-one appointments and workshops which run throughout the year. Full information on this Service and how to access it is available on the School website: **https://info.lse.ac.uk/current-students/student-wellbeing/student-counselling/about-counselling**.

Students may also speak with a Mental Health Advisors through the School DWS (**https://info.lse.ac.uk/current-students/student-wellbeing/disability-wellbeing/speak-with-an-adviser**).

In addition to counselling and mental health adviser support, there is also support available through the **School Peer Supporters**. Peer Supporters are trained student volunteers who can offer support, give a fresh perspective and listen to whatever is troubling a student, from academic stresses to relationships. Students can explore the following page (**https://info.lse.ac.uk/current-students/student-wellbeing/students-supporting-students/peer-support-scheme**) to learn more about how Peer Support could help them, and how to contact a Peer Supporter.

Students can also access a 24/7 out of hours mental health support line sponsored by the School via SpectrumLife. All calls are answered by clinically trained counsellors or psychotherapists. Students can talk to them about anything, including stress, anxiety, low mood, financial worries, loss and grief, relationship problems, and substance abuse issues..

Safe Contacts

The School has a network of Safe Contacts. **LSE Safe Contacts** are members of LSE staff who have received training and can offer a confidential 'signposting' service for staff and students who have previously or are currently experiencing some form of bullying, harassment or sexual violence.

The Safe Contacts are all volunteers, who are supported by the EDI office and who are committed to supporting LSE's inclusive working, studying and social environment. These safe contacts have received sexual violence training. There are two ways you can speak with a Safe Contact:

1. You can contact Equity, Diversity and Inclusion via email (**edi@lse.ac.uk**) or by phone (020 7106 1229 or +447971552755).
2. You can reach out to a Safe Contact directly via their contact details **www.lse.ac.uk/safecontacts**

Report It Stop It

Discrimination, harassment and bullying can also be reported via the following link: **https://info.lse.ac.uk/Making-a-choice** . The report will be treated confidentially, and followed up promptly and fairly.

Union/LSESU Contacts:

For staff cases

The School has three Unions: University and College Union (UCU), UNISON and Unite. Members of staff are able to approach any of these Unions who will be able to listen to you, represent your views and liaise with the School to tackle inappropriate behaviour.

For further information, please contact the Unions using the relevant contact details as below:

Unison: **unison@lse.ac.uk**

UCU: **ucu.secretary@lse.ac.uk**

Unite: **i.marston@lse.ac.uk**

For Student cases

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/**.

EXTERNAL CONTACTS

General

• Ask the Police

• Citizens Advice Bureau (rights and responsibilities)

• Crimestoppers (reporting crime)

• Equality Advisory and Support Service

• Metropolitan Police

• NHS 111 (non-emergency service)

• Nightline – open every night from 6pm to 8am during term time

• Samaritans (08457 909090 / 020 7734 2800), 116 123, email: jo@samaritans.org

• Stop Hate UK (all forms of hate crime and discrimination)

• Victim Support (victims of crime)

• National Stalking Helpline (support for anyone experiencing stalking)

Sexual and female related

• National Domestic Abuse Helpline: Women and children: 0808 2000 247

• Rape Crisis (rape and sexual abuse)

• Solace Women's Aid (0808 802 5565 / advice@solacewomensaid.org)

• Women's Aid

• Refuge (support for women and children who have experienced domestic abuse)

• The Havens (London-based support for survivors of recent rapes/sexual assaults for all genders)

• NAPAC (support for survivors of childhood sexual abuse for all genders)

• Rights of Women (free and confidential legal advice for women)

Men related

• National Domestic Abuse Helpline: 0808 801 0327

• Survivors UK (male victims of rape and sexual abuse)

• Mankind (support for men who have been sexually abused)

• Men's advice line (support for men experiencing domestic violence)

• The Havens (London-based support for survivors of recent rapes/sexual assaults for all genders)

• NAPAC (support for survivors of childhood sexual abuse for all genders)

Race related

- Ashiana (Asian women's refuge)
- The Monitoring Group (racial harassment and abuse)
- Southall Black Sisters (BME women's rights and advice)
- Imkaan (provides full list of organisations supporting BAME women survivors of sexual and domestic violence)

LGBT related

- Galop (LGBT+ anti-violence charity)
- Switchboard (LGBT+ helpline)
- TransUnite (find a trans support group near you)

Disability related

- Mencap (the voice of learning disability)
- Mind (mental health)
- Respond (support for children and adults with learning disabilities who have experienced abuse and/or trauma for all genders)
- DeafHope (support for Deaf people experiencing domestic abuse)
- Stay Safe East (supporting Deaf and disabled survivors of hate crime, domestic and sexual abuse in Waltham Forest and Newnham areas of London only)

Religious and belief related

- Karma Nirvana (supporting victims of honour-based abuse and forced marriage)
- Forced Marriage 020 7008 0151 (emergencies)
- Muslim Women's Network (support for Muslim women experiencing or at risk of abuse)

Hate Crime

Please call 999 if you believe you are in immediate danger

Call 101 for non-emergency enquiries.

In addition, you can report hate crime to some of the organisations who support affected communities, including:

- Stop hate UK (all hate crime)
- True Vision (all hate crimes)
- Tell Mama (anti-Muslim hate crime)
- Community Security Trust (anti-Semitic hate crime)
- GALOP (anti-LGBTQ+ hate crime)

APPENDIX 3 - LEGISLATION

- **The Equality Act 2010** applies to nine protected characteristics. It provides individuals with legal protection against discrimination, harassment and victimisation.
- The School also has a **Public Sector Equality Duty**, and therefore has a general duty to have due regard to eliminating unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010.
- **The Human Rights Act 1998** (HRA): sets out the fundamental rights and freedoms that everyone in the UK is entitled to. It incorporates the rights set out in the European Convention on Human Rights (ECHR) into domestic law.
- **The Protection from Harassment Act 1997** prohibits harassment whatever the cause, with Section 2A specifically referring to stalking. The Act gives rise to both civil and criminal remedies.
- **The Sexual Offences Act 2003** covers all physical forms of sexual abuse, including non-consensual sexual activity.
- **The Crime and Disorder Act 1998** introduced anti-social behaviour orders, sex offenders orders,

parenting orders and laws specifically relating to racially aggravated offences, hate crime.

- **The Health and Safety at Work Act 1974** is the main piece of legislation covering health, safety and welfare in the workplace
- **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.

Review schedule:

Review interval	Next review due by	Next review start
2 years	1 July 2026	17 May 2026

Version history:

Version	Date	Approved by	Notes
4	05/11/2024		Small stylistic/grammatical errors + appendix contacts update
3	21st July 2020	SMC	This Policy replaces the existing 'Anti-bullying and Anti-Harassment Policy'
2.1	17 May 2016	Council	'Anti-Bullying and Anti-Harassment Policy' replaces existing 'Harassment Policy'

Links:

Reference	Link
Sexual Harassment and Sexual Violence Policy	https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/harVioPol.pdf
Disciplinary procedure for Students	https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/disProStu.pdf
Student Complaints procedure	https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/comPro.pdf
Disciplinary and Dismissal Policy for Professional Services Staff	https://info.lse.ac.uk/staff/divisions/HumanResources/Assets/Internal/staff/Policy/PSSDisAndDismissal.pdf
Grievance Policy and Procedure for Professional Services Staff	https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/griPolProAcaSupSta.pdf
Academic Annex Procedure for Academic and Research Staff	https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/acaAnn.pdf
Code of Practice on Free Speech	https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/Code-of-Practice-on-Free-Speech.pdf
School's Conditions of Use of IT facilities	https://info.lse.ac.uk/staff/Services/Policies-and-procedures/Assets/Documents/conOfUseOfITFacAtLSE.pdf
Whistleblowing Policy	https://info.lse.ac.uk/staff/Services/Policies-and-procedures/Assets/Documents/lsePubIntDisPro.pdf
Health and Safety Policy	http://www.lse.ac.uk/intranet/LSEServices/healthAndSafety/pdf/SafetyPolicy.pdf
The Ethics Code	https://info.lse.ac.uk/staff/divisions/Secretarys-Division/Assets/Documents/Ethics/EthicsCodeA5postcard.pdf

Contacts:

Position	Name	Email	Notes
Senior Legal Counsel	Refel Ismail	r.ismail@lse.ac.uk	Author

Communications and Training:

Will this document be publicised through Internal Communications?	**Yes**
Will training needs arise from this policy	**Yes**

If Yes, please give details:
Further guidance and training in relation to this Policy to be looked at by Legal and HR

POLICY ON PREVENTING AND ADDRESSING SEXUAL MISCONDUCT

1. Introduction

1.1 LSE is committed to the health, safety and wellbeing of everyone in its community. This includes promoting an environment free from all forms of sexual misconduct and taking reasonable steps to prevent and eliminate such incidents in line with the School's legal anticipatory duty under the Worker Protection (Amendment of Equality Act 2010) Act 2023 and obligations under the Health and Safety at Work Act 1974.

1.2 Sexual misconduct can have a significant detrimental impact on the psychological wellbeing, physical health and dignity of those who experience it. It also has the potential to affect others in the wider LSE community and lead to feelings of insecurity, fear and distrust. The School acknowledges that students within the higher education sector are at an increased risk of being subjected to sexual misconduct. In addition, the power dynamics that exist within a higher education institution can increase a person's vulnerability and a reluctance to report.

1.3 Definitions of sexual misconduct are set out in Section 4. This includes acts of sexual harassment and sexual assault, which are unlawful. Sexual misconduct also breaches the **LSE's Ethics Code** which makes a commitment to Equality of Respect and Opportunity. LSE takes a zero-tolerance approach to sexual misconduct of any kind and where the School finds that an incident of sexual misconduct has occurred, this will be dealt with under LSE disciplinary procedures.

1.4 LSE recognises that whilst the majority of sexual misconduct victims are women, this can be experienced by anyone, regardless of sex, sexual orientation, or gender identity. It is also important to note that marginalised groups, and particularly those individuals who identify with more than one marginalised group are disproportionately impacted by sexual misconduct and may face additional barriers to accessing support, reporting misconduct or taking part in investigations. Incidents of sexual misconduct may also occur in a number of contexts which include incidents within intimate partner relationships, friendships and / or family. In addition, whilst issues relating to sexual misconduct may arise as a result of a power differential, it can also take place between persons at the same level or involve staff or students behaving inappropriately towards more senior members of the School.

1.5 LSE recognises the importance of raising awareness across our community of what sexual misconduct is, our policies and codes of conduct which prohibit it, and how to report it if it occurs.

1.6 LSE commits to providing support for anyone in the community affected by sexual misconduct or any form of sexual violence. This is irrespective of when an incident may have occurred (e.g., before joining LSE). Training and guidance is also in place for staff to support them in responding appropriately to any disclosures that they may receive.

2. Policy Aims

This policy aims to:

- Explain the steps LSE will take to prevent sexual misconduct and ensure a safe, supportive and inclusive working and learning environment, free from any and all forms of sexual misconduct.
- Provide clear guidance as to how matters of sexual misconduct will be addressed at LSE.
- Ensure that those affected by incidents involving sexual misconduct are supported and treated with dignity and respect.
- Confirm the standards of behaviour expected from staff and students.

3. Policy Scope

3.1 This policy:

- Applies to all LSE students and staff. It will also apply to any other person who is contracted to abide by this policy, such as members of Council, visiting staff, LSE alumni and other individuals authorised to be on School premises for the purposes of work or study.
- Relates to incidents of sexual misconduct, including those which occur as part of domestic abuse.
- Applies to members of the LSE community where an incident may have taken place either School premises or beyond the physical premises and / or normal business hours of the School. This includes incidents abroad, in halls of residence, at LSE events, or on social media. It may also include incidents which take place in private premises e.g., a house, bar or other external site, but involved a member(s) of the LSE community.
- Applies where a current member of the LSE community is alleged to have perpetrated an act of sexual misconduct against a third party (including, but not limited to, contractors, agency workers, visitors, job/student applicants) and where this incident has occurred on premises or in the course of work/study.

3.2 LSE recognises that there will be people within the community who may be affected by an incident(s) of sexual misconduct, abuse and / or violence, which is unrelated to LSE or took place before joining LSE. Support is available to all (see 6.14), irrespective of when and where an incident may have occurred.

3.3 Formal processes will be instigated where an incident of sexual misconduct is reported that:

- has occurred during the course of work or study and,
- where it is alleged to have been perpetrated by someone who is a current student, member of staff, alumnus or member of Council.

These formal proceedings, which include the processes of investigation, adjudication and sanction, will be carried out in accordance with one of the following procedures:

- Disciplinary Procedure for Students
- Grievance Policy and Procedure for Professional Services Staff
- Disciplinary Policy and Procedure for Professional Services Staff
- The Academic Annex (which includes the grievance and disciplinary procedures for academic staff)
- The ACAS Code of Practice on disciplinary and grievance procedures for hourly paid staff
- Alumni Misconduct Procedure

3.4 There may be cases where an act of sexual misconduct has taken place (during the course of work or study), but where formal LSE procedures cannot be applied. For example, where the perpetrator is not an LSE member of staff and is subject to the disciplinary proceedings of their own employer. In these circumstances, the LSE will still carry out its own investigations and take appropriate action. For example, ending any future working relationship and / or, where consent is given by the Reporting Party - providing evidence to the employer to take disciplinary action (see also section 9).

3.5 LSE recognises that a number of students will be under the age of 18 when beginning a course of study at the School. The School may also recruit workers under the age of 18. Where a case of sexual misconduct involves a person under the age of 18, or a vulnerable adult, additional measures will be required in line with LSE's **Safeguarding Policy**. This includes:

- Notifying the relevant safeguarding lead (Academic Registrar for students, Director of HR for staff) or nominated contact.
- Seeking any specific support, e.g. mental health support for the individual, as quickly as possible.
- Working co-operatively with safeguarding services for vulnerable groups and in partnership with parents / guardians where appropriate.

The School's **Safeguarding in Research and International Activities Policy** will also apply for staff and students working with young people and / or vulnerable adults as part of research or international activities.

3.6 Related policies include:

The LSE's **Discrimination, Harassment and Bullying Policy** sets out the School's commitment to challenge and address any form of discrimination, harassment or bullying within its community or against its members. It addresses unwanted conduct or behaviour which may not be sexual in nature.

The LSE's **Policy and Procedure on Personal Relationships** sets out the expectations and responsibilities of staff, students and the remainder of the LSE community specifically in respect of personal relationships between staff, and between staff and students, but also in respect of any personal relationship that includes a power imbalance. The policy confirms that personal relationships between staff and students are prohibited where there is: a direct supervisory relationship in existence; direct or indirect responsibility for a student's work and / or personal welfare; other interaction with a student as part of a member of staff's role.

4. Definitions

For the purposes of this Policy, the following definitions apply.

4.1 **Sexual Misconduct**[1] is any unwanted or attempted unwanted conduct of a sexual nature. This includes, but is not limited to:

- sexual harassment
- sexual assault; and
- rape.

See Appendix 1 for examples of sexual misconduct.

4.2 **Harassment**[1] LSE follows the meaning given to harassment in:

- Section 26 of the Equality Act 2010
- Section 1 of the Protection from Harassment Act 1997

We have summarised Section 26 of the Equality Act 2010 as follows:

'harassment, including sexual harassment, includes unwanted behaviour or conduct which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive

environment because of, or connected to, one or more of the following protected characteristics: age; disability; gender reassignment; race; religion or belief; sex; and sexual orientation.'

The unwanted behaviour, which can be verbal, non-verbal or physical, does not have to be intended for, or directed at, a particular person– it can be something that they witness or overhear.

We have summarised Section 1 of the Protection from Harassment Act 1997 as follows:

'a course of conduct conducted on at least two occasions that harasses one other person, or a course of conduct that harasses two or more persons at least once each. References to harassing a person include alarming the person or causing the person distress.'

Sexual harassment does not need to be sexually motivated, only sexual in nature and can be experienced by someone of the same or different sexual orientation and/or gender identity.

Sexual harassment also occurs if an individual, or third party, treats a person less favourably because that person has rejected or submitted to unwanted conduct of a sexual nature. The third party may not be the person who engaged in the unwanted conduct.

4.3 **Intimate personal relationship**[1] means a relationship that involves one or more of the following elements:

- physical intimacy including isolated or repeated sexual activity; or
- romantic or emotional intimacy.

4.4 **Abuse of power**[1] means a situation where a relevant staff member (someone who has direct academic responsibilities, or other direct professional responsibilities, in relation to that student) exploits a position of power in relation to a student so as to apply pressure in a way which:

- may result in the student doing something, or refraining from doing something, that they may not have otherwise done; and
- that action or inaction could reasonably result in something that falls within the scope of an intimate personal relationship.

4.5 **Domestic Abuse** involves abusive behaviour from one individual to another where they are personally connected. That personal connection can include, but is not limited to, people who are (or have been) in an intimate personal relationship, or who are related to each other. Behaviour is abusive if it consists of physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour. Domestic abuse also includes economic abuse and psychological, emotional, or other abuse.

4.6 **Victimisation** means treating an individual unfavourably (subjecting them to a detriment) because they have carried out a protected act. A protected act can be:

- Making a claim or complaint under the Equality Act (for example, for discrimination or harassment)/Public Interest Disclosure Act 1998.
- Helping someone else to make a claim by giving evidence or information.
- Alleging that someone has breached the Equality Act.
- Doing anything else which may relate to the Equality Act.

Victimisation also means subjecting an individual to a detriment because it is believed that they have done, or are going to do, a protected act. It also includes giving evidence to support an individual complaining about a protected act; the individual does not actually need to have done the protected act.

4.7 **Consent** is when a person provides explicit permission and agreement for something to happen. Consent must be given without coercion, pressure or force. In order to give consent, the person must have both the freedom to consent and the capacity to consent. E.g., if someone is intoxicated, unconscious or otherwise incapable, they do not have the capacity to provide consent. Consent can be withdrawn at any time. This may be before or during a sexual act, regardless of whether consent had been given previously.

LSE does not consider that consent can be freely given where a power imbalance exists which means that one person has influence over another, e.g. a student and academic member of staff who has supervisory or other responsibility for that student.

4.8 **LSE community** includes all salaried and non-salaried members of staff, including visiting staff, students, alumni, members of Council and other individuals authorised to be on School premises for the purposes of work or study.

4.9 **Safe Contacts** are members of LSE staff, some of whom have received enhanced training on sexual violence and harassment from an external specialist support agency and can provide a primary point of contact, information and support for individuals disclosing sexual misconduct.

4.10 **A Disclosure** is when an individual chooses to speak with someone about their experiences. **This is different from making a report**.

4.11 **A Report** refers to a written complaint being lodged with the School which can lead to an investigation into the reported incident(s). Reports are usually made via **Report + Support**.

4.12 **An Anonymous Report** is a report that has been made by someone whose identity is not known or is not shared when dealing with a sexual misconduct case.

4.13 **The Reporting Party** is the person who has made a disclosure or submitted a report about an incident of sexual misconduct. The Reporting Party can be someone who does this on someone's behalf or as a witness.

4.14 **The Reported Party** is the person against whom the alleged act(s) of sexual misconduct have been made.

4.15 The Harassment Management Group assesses the risks arising from a disclosure or report of alleged student-related misconduct (including alumni) and identifies what precautionary measures, if any, may be suitable in instances involving a risk or threat of serious harm to the Reporting Party, another member of the LSE community or serious disruption to the Reporting Party, the LSE community or School activities.

5. Responsibilities

5.1 All members of the LSE community are expected to contribute to a safe and inclusive environment by:

- Understanding what constitutes sexual misconduct (and attending training sessions where relevant).
- Moderating their own behaviour and conduct, ensuring that they are sensitive to the needs of others and treating all individuals with dignity and respect.
- Upholding the commitments of this policy and the position that sexual misconduct is unacceptable.

5.2 LSE is responsible for:

- Taking reasonable steps to prevent and eliminate sexual misconduct.
- Taking early and appropriate action when it is aware that sexual misconduct has, or may have, taken place.
- Ensuring this policy is followed and that effective and objective investigations are carried out in a timely manner, with those affected being treated with dignity and respect.
- Ensuring that throughout any investigatory/complaints procedure, the reporting party is entitled to be supported by a member of staff who has received enhanced training in responding to sexual misconduct.
- Providing appropriate support and care to all parties involved in cases of sexual misconduct, recognising that differing levels and / or types of support may be required by the individuals involved.
- Raising awareness and providing training, including any refresher training, to help members of the School community identify and handle cases of sexual misconduct.
- Ensuring effective monitoring of sexual misconduct within the LSE community, through regular reviews of numbers and outcomes of reported incidents and investigations. This will be overseen by LSE's Inclusion Management Board, chaired by the President and Vice Chancellor.

5.3 Staff and students who are in a position of power or authority over others – e.g., line managers, senior staff, academic staff, student leaders – should be especially mindful of the power dynamics that will exist in relation to others. It should not be assumed that someone will feel empowered to speak up where they are subject to unwanted behaviour or conduct. For example, someone may not feel empowered to speak up if a more senior person instigates unwanted close personal contact (e.g., hugs) or extends unwanted invitations for informal or social interactions. Staff who have interactions with students and / or hold a position of power or authority are expected to always conduct themselves in an appropriate and professional manner and should act in accordance with the **LSE Policy and Procedure on Personal Relationships**. Where the School finds that an abuse of power has occurred, this will be dealt with under LSE disciplinary procedures. Managers and supervisors should also model appropriate conduct and behaviour to reinforce appropriate standards to staff. They should also ensure that any instances of unacceptable behaviour amongst team members is addressed appropriately and in accordance with this policy.

6. Policy Principles

6.1 Everyone has a right to feel safe and supported at work. Sexual misconduct is unacceptable, and all staff and students have a responsibility to ensure that they treat others with dignity and respect. Examples of sexual misconduct are provided in Appendix 1. Where an allegation of sexual misconduct is upheld, this will normally result in disciplinary action up to and including dismissal or expulsion, in accordance with the relevant procedure.

6.2 LSE will take steps to prevent and eliminate sexual misconduct within the LSE community as set out in Appendix 4 – Preventing sexual misconduct.

6.3 All disclosures and reports of sexual misconduct must be treated seriously and without judgement of the Reporting Party. Students and staff are encouraged to report any incidents of sexual misconduct and can do so using the School's online reporting tool Report + Support (**https://reportandsupport.lse.ac.uk**). Witnesses to an incident of sexual misconduct can also make a report. The LSE website includes guidance for making a report, available support and also options for making a disclosure in person. (**https://info.lse.ac.uk/report-it**).

6.4 In all cases, those making a named report will be contacted directly to discuss their report, have their options outlined and clarify next steps:

- For reports made by staff, contact will be from an HR Partner.

- For reports made by students, alumni or others, contact will be from the Deputy Head of Student Services (Advice and Policy), the Head of Student Advice and Engagement Management, or their nominee.
- Where reports are made by students about a member of staff, these may be passed to an HR Partner.

Both the Reporting Party and the Reported Party will be provided with a named contact who will keep them regularly updated at agreed intervals.

6.4 LSE recognises the difficulty and sensitivity in making reports and allows individuals to report anonymously. Further information regarding anonymous reports is outlined in section 7.

6.5 LSE will ensure that appropriate training is available to all staff on how to respond to disclosures relating to sexual misconduct. Additional training will also be provided for those who have been identified as key contacts in the management of advice and disclosures- e.g. safe contacts, designated staff within student services, HR Partners. Specialist trauma-informed training will also be provided for investigators

6.6 The Reporting Party will have a range of options in terms of how they proceed with their disclosure, which includes a formal process (see Appendix 2) and also options for an informal route (see Appendix 3). Where guidance is needed, options can be discussed with the allocated contact for the Reporting Party, who would normally be a member of the student services team (for students) or an HR Partner (for staff), At any time, the Reporting Party can choose to make a report to the police.

6.7 Where an individual chooses to pursue formal action, the School will ensure that a formal investigation is conducted in accordance with the relevant staff or student procedure. The Investigator will be trained and independent, with no previous involvement in the case. The Investigator will be responsible for gathering relevant information and providing a report of their findings. Where the matter proceeds to a formal disciplinary hearing, the Investigator's report will be submitted to the relevant decision maker and / or panel who will decide upon the outcome of the case. Investigations will normally proceed to conclusion, even if the Reporting Party or the Reported Party leave the institution. (also see Appendix 2).

6.8 Internal investigations and procedural outcomes will be judged on the balance of probabilities, as opposed to the criminal standard of 'beyond a reasonable doubt'. Any judgements reached as part of an investigation do not constitute a legal ruling on whether or not criminal activity has taken place.

6.9 Duplicate investigations under different procedures will be avoided. Wherever possible, a single investigation will take place. Where the matter progresses from one formal process to another (e.g. staff grievance case to a staff disciplinary case), the evidence collected from the original investigation will normally be used in the procedure which follows.

6.10 The Reporting Party will have the right to decide how they wish to proceed following the disclosure of an incident. However, the School may decide to take action if there is a reasonable belief that the individual or others within the wider LSE community may be at risk of harm. In all cases, this action will be proportionate to the nature of the disclosure and will follow discussion with the Reporting Party. In this case, the decision and reasons for it will be provided. The School will ensure that appropriate safeguards are in place to prevent further incidents or victimisation of the Reporting Party. Appropriate support will also be discussed and put in place.

6.11 Following disclosure to a member of staff, should the Reporting Party decide not to take the matter forward, a report should be made on Report and Support, subject to the individual's consent. This is so that there is a central record of disclosures made, to support monitoring and prevention work.

6.12 Following a report of sexual misconduct, the School will assess any risks and consider whether measures should be taken to mitigate any risks to the Reporting and Reported Parties as well as the wider LSE community whilst the investigation / process is ongoing. Interventions will normally involve changes to the working or learning arrangements of the individuals concerned and / or the provision of additional support. (See also section 2, Appendix 2: Management of formal procedures relating to sexual misconduct.) Any action will be managed in accordance with the formal procedure that is being followed.

6.13 The School will communicate the outcome of the formal process to the Reporting Party. In doing this, the School will consider the level of detail that is appropriate in the circumstances of each case and any data-sharing risks in line with data protection legislation.

6.14 The School recognises that an incident of sexual misconduct can significantly impact a person's physical and mental health. LSE will provide support to the Reporting Party which will include access to the School's Independent Sexual Violence Support Service. This service will be available to any member of the LSE community who has been impacted by sexual violence at any point in their lives.

6.15 LSE will offer support to both the Reporting Party and the Reported Party when allegations of sexual misconduct arise. LSE will also provide support to any member of its community who has been affected by an incident(s) of sexual misconduct. This is regardless of when and where an incident may have occurred, and whether or not they were indirectly involved in the incident (e.g. as a witness or as the recipient of a disclosure). Support available for members of the LSE community includes counselling, mental health and wellbeing support. Detailed and up to date information on available support will be maintained **online** for both staff and students.

6.16 Individual arrangements for support may also be agreed where a staff or student may be at risk of harm from someone outside of the LSE community. For example, in cases of domestic abuse, stalking, sexual assault or threats from someone outside of the School. Support could include authorised absence from the School- e.g., to meet with external support agencies or attend court hearings; flexible working arrangements; or assistance from security staff whilst on campus (e.g. to put safety plans in place when there is a threat, or perceived threat, to an individual's safety).

6.17 No member of the LSE community should face victimisation or any form of retaliation for making a report or disclosure or providing evidence as part of an investigation. Any such retaliatory action will be in breach in this policy. Reports of victimisation due to having raised or, supported (i.e., as a witness) a complaint of sexual misconduct will be taken seriously, and LSE disciplinary procedures will apply as appropriate. Reports regarding victimisation can also be made via Report + Support.

6.18 Details of any incidents involving allegations of sexual misconduct will be treated confidentially. An appropriate level of detail will only be shared with key staff who have been assigned a role in dealing with the issues raised. The School will always abide by its obligations under the Data Protection Act 2018 and the UK General Data Protection Regulation.

6.19 LSE does not use Non-Disclosure Agreements (NDAs) in place of the investigation or adjudication process of sexual misconduct cases, or to prevent individuals from speaking out about such incidents. LSE is committed to understanding and addressing complaints of sexual misconduct that are made in order to eliminate such incidents.

6.20 This policy operates in accordance with the School's Code of Practice on Free Speech. There may be occasions where content of a sexual nature, which may be potentially offensive, is included in course materials (including, but not limited to, books, videos, sound recordings, and pictures). It is unlikely that, where it is used in accordance with the law and within the scope of the curriculum, statements and views expressed by a person as part of teaching, research or discussions in connection with the content of a higher education course – will amount to sexual misconduct.

6.21 This policy will operate in accordance with current relevant UK legislation. This includes the Health and Safety at Work Act 1974, under which LSE will ensure, as far as is reasonably practicable, the health, safety and welfare at work of all its employees and also the Worker Protection (Amendment of Equality Act 2010) Act 2023, under which LSE will take reasonable steps to prevent the sexual harassment of its workers.

It should be noted that members of the LSE community are also personally liable for their actions, which, in some instances, could lead to criminal or civil action in court under the Protection from Harassment Act 1997, Equality Act 2010, Sexual Offences Act 2003, or other relevant legislation, such as the Crime and Disorder Act 1998.

6.22 The LSE Students' Union may use their own separate procedures to investigate and take appropriate action to resolve the same allegation of sexual misconduct. In cases involving staff and student incidents, HR will keep the LSE Students' Union informed of relevant action where appropriate.

6.23 No time limits are applied to complaints of sexual misconduct. Where historical allegations are brought by a member of the LSE community, including alumni, these will be taken seriously, regardless of when the reported incident occurred. LSE is committed to investigating historical complaints by making reasonable attempts to obtain relevant information to determine the appropriate response.

7. Anonymous Reports

7.1 All anonymous reports will be reviewed and a judgement made as to any appropriate actions or interventions that should be taken. This might include general precautions - for example, putting additional safety measures in place on campus or in a hall of residence, or individual actions where the Reported Party has been named. However, it would not normally be possible to instigate a formal investigation against a Reported Party based on an anonymous report. Records will be kept of any decisions and the reasons for these. Where these reports are in relation to students only, the reviews will be managed by Student Services. Where reports involve members of staff, these reviews will be managed by HR. Where reports have been made anonymously, it will not be possible to provide feedback on the progress of the complaint or the outcome.

7.2 Where an anonymous report relates to an ongoing investigation, the report will normally be passed to the investigator of that case. Investigators will need to carefully consider how anonymous reports can, or should, be used. This includes whether the report may warrant the pursuit of any further lines of enquiry.
It will not normally be possible for the Investigator to use evidence from anonymous sources which cannot be presented to the Reported Party for a response.

8. Environmental Investigations

8.1 Where there are multiple disclosures regarding concerns of sexual misconduct, LSE may decide to instigate an environmental investigation. This is action that may be appropriate in the absence of any formal reports of sexual misconduct, but where there is reasonable indication that a wider cultural issue exists. An environmental investigation may be focused on a specific area of the School - the outcome of which may lead to interventions to prevent the reoccurrence of such behaviour and / or the provision of support within that area, or in the School more broadly.

9. Dealing with sexual misconduct perpetrated by a third party

9.1 LSE will take reasonable and appropriate action where a member of the School community has been subjected to, or witnessed, sexual misconduct by a third party during the course of their work or study. Third parties include visitors, contractors and members of the public.

9.2 Appropriate internal and external contacts will be involved, depending on the nature of the case. This can include, but is not limited to, contact with third party employers and the police. Depending on the circumstances, appropriate action could include:

- Providing evidence to the third-party employer to take disciplinary action - where consent is given by the Reporting Party
- Liaising with third-party organisations for them to take reasonable steps to prevent the reoccurrence of such incidents e.g. by requiring new rules and / or safeguards in relation to future contact or business with LSE.
- Banning somebody from School premises.
- Reviewing any contractual relationship with the Reported Party's employer.

9.3 Support will be available to any member of the School community who has been affected by sexual misconduct by an external party (see section 6.15).

Footnote

[1] Definitions taken from the Office for Students 2024.

APPENDIX 1- EXAMPLES OF SEXUAL MISCONDUCT (THIS LIST IS NOT EXHAUSTIVE)

1. **Sexual harassment - examples include:**
   - Unwelcome bodily contact or invasions of personal space - including touches, kisses and hugs
   - Sexual jokes, comments, and innuendo
   - Displaying, sending, or sharing of sexually-based images
   - Sharing sexual images of another person without their consent
   - Inappropriate comments about a person's looks or appearance
   - Spreading sexual rumours about a person
   - Staring, leering or suggestive looks
   - Sexually-based insults or name-calling
   - Intrusive questions about a person's private or sex life
   - A person discussing and / or imposing details of their own sex life
   - Threatening, controlling or coercive behaviour
   - Demands or propositions for sexual favours
2. **Sexual assault** (acts of physical, psychological and emotional violation in the form of a sexual act, inflicted on someone without their consent. It can involve forcing or manipulating someone to witness or participate in any sexual acts).
3. **Rape** (including 'stealthing' - when someone removes a condom during sex without the other person's consent or lies about having put one on in the first place.

Other examples of sexual misconduct could include:

- Voyeurism – Observing and / or recording another person carrying out a private act or installing / operating equipment which allows the observation of another person carrying out a private act.
- Indecent exposure – this involves someone intentionally exposing their genitals to another person.
- Up-skirting- taking a photo underneath someone's skirt or dress without their consent.
- Downblousing - taking a photograph or image down somebody's shirt, blouse or top without their consent.
- Cyberflashing - this typically involves sending an unsolicited sexual or nude image to victims via social media or dating apps, but can also take place through data-sharing services with strangers such as Bluetooth and Airdrop.
- Image-based Abuse or on-consensual Intimate Image Distribution - the distribution of a private sexual image of someone without their consent and with the intention of causing them distress. This includes images that have been falsely generated without consent.
- Stalking – this may be understood as a pattern of fixated, obsessive, unwanted and / or repeated behaviour which is intrusive. Examples of this include following a person and repeated unwanted contact.
- Cyberstalking – This involves a pattern of unwanted behaviour that can take place on the internet and via other technologies. This can include the use of social networking sites, email, chat rooms and other forums facilitated by technology, for a range of purposes, including damaging the reputation of the victim, sending multiple unwanted communications or locating personal information.
- Grooming – when a person builds a relationship with a child, young person or vulnerable adult so they can abuse them and manipulate them into doing things of a sexual nature.
- Complicity - knowingly helping, promoting, or encouraging any form of sexual misconduct by another individual.
- A contravention of the **LSE Policy and Procedure on Personal Relationships** resulting in abusive behaviour between those who are, or have been, intimate partners.

APPENDIX 2 – MANAGEMENT OF FORMAL PROCEDURES RELATING TO SEXUAL MISCONDUCT

1. Procedure application

1.1 Formal procedures in relation to sexual misconduct cases will normally be instigated where:

- the Reporting Party has reported an incident of sexual misconduct and wishes to proceed with a formal process.
- an informal approach to resolving a case (see appendix 3) has not been successful and the Reporting Party wishes to proceed in this way.
- the School considers that it is appropriate to address a reported incident of sexual misconduct using a formal procedure due to the severity of the allegation.

1.2 Formal proceedings will normally be carried out in line with one of the following procedures:

- **Grievance Policy and Procedure for Professional Services Staff** (for PS employee-led complaints)
- **Disciplinary Policy and Procedure for Professional Services Staff** (for investigation and sanctioning of PS staff)
- **The Academic Annex** (which includes grievance and disciplinary procedures for academic staff).
- **Disciplinary Procedure for Students** (for investigation and sanctioning of students)
- **Alumni Misconduct Procedure** (for investigation and sanctioning of alumni).
- **The ACAS Code of Practice** on disciplinary and grievance procedures for hourly paid staff

Where a complaint is between two different groups of the community, (e.g., involving both a staff member and a student) the procedure applicable to the Reported Party will normally apply. In particular, staff procedures will be followed to investigate a report made by a student against a member of staff. Where a grievance is raised by a member of staff, the relevant grievance procedure will be followed to determine the facts of the case and appropriate resolution.

2. Interventions

2.1 Following a report of sexual misconduct, the School will assess any risks and consider whether measures should be taken to mitigate any risks to the Reporting and Reported Parties as well as the wider LSE community whilst the investigation / process is ongoing. Interventions will normally involve changes to the working or learning arrangements of the individuals concerned and / or the provision of additional support. Interventions will be managed in accordance with the relevant procedure that is being followed.

2.2 A Harassment Management Group meeting can be triggered where a concern is raised about high-risk misconduct cases. The Group will undertake a risk assessment to consider what reasonable and proportionate precautionary measures may need to be put in place to mitigate any ongoing risks to students, including recommendations of precautionary measures to HR in cases where students have made allegations against a member of staff. The Group will ensure that the parties involved are signposted to relevant support.

2.3 Where the report of sexual misconduct solely involves members of staff, the risk and any interventions will normally be assessed and arranged by the Human Resources Division.

2.4 In considering what action should be taken the School will consider:

- The needs of the relevant parties.
- The risks and / or safety of the relevant parties and others in the LSE community.
- The potential impact of any action on the investigation process.

2.5 Actions may vary depending on the nature of the case, but can include:

- Taking measures to reduce or remove contact between the two parties.
- Suspension, or partial suspension, in line with the relevant disciplinary procedure.
- Introducing new reporting arrangements for either party (e.g. changing line manager or PhD supervisor).

2.6 Any intervention that is put in place will be reasonable and proportionate and will constitute a neutral act. It should not be understood as an indication of guilt or that any judgement has been made regarding the outcome of the investigation. Any interventions will be regularly reviewed. Given the potential impact on the mental health and wellbeing of both parties, they will be offered appropriate support and kept regularly informed whilst the case is ongoing.

When interventions cease

2.7 Both the Reporting Party and the Reported Party must be informed when any interventions will cease and the reason why. This should be communicated to both parties without delay.

2.8 Steps should be taken by all parties involved to ensure that the return to normal working / learning arrangements is handled carefully. There should be awareness of the sensitivities involved and codes of conduct established and agreed.

3. Formal Investigations

3.1 Investigations will be conducted in accordance with the relevant staff or student procedure (as detailed in 1.2 above). The Investigator will be responsible for gathering relevant information and providing a report of their findings. Where the matter proceeds to a formal disciplinary hearing, the Investigator's report will be submitted to the relevant decision maker and / or panel who will decide upon the outcome of the case.

3.2 Duplicate investigations under different procedures will be avoided. Wherever possible, a single investigation will take place. Where the matter progresses from one formal process to another (e.g. staff grievance case to a staff disciplinary case), the evidence collected from the original investigation will normally be used in the procedure which follows.

3.3 The Investigator will be trained and independent, with no previous involvement in the case. External investigators may also be used in cases of sexual misconduct; this will be determined based on several factors including the seriousness of the allegation, the specialist skills required, the time factor required and / or the availability of an appropriate internal investigator.

3.4 Investigators will be responsible for ensuring that:

- a meeting is held with the Reporting Party so that there is a shared understanding of the concerns and / or incidents that are being investigated.
- the Reported Party is aware of the concerns and / or incidents that are being investigated and has the opportunity to provide a response.
- the terms of reference and lines of enquiry for the investigation have been drafted, recorded and shared with the relevant parties.
- the investigation is carried out in accordance with the relevant procedure (seeking guidance from the School's Legal team or HR Partner as appropriate)
- both parties are updated regularly (at the agreed intervals) on the progress of the investigation.
- evidence is gathered from relevant witnesses.
- evidence or reports that have been provided anonymously are considered in terms of whether they can, and should, be used as set out in section 7 of the policy.

3.5 Investigations will normally proceed to conclusion, even if the Reporting Party or the Reported Party leave the institution. In this event, the investigation report will be submitted and reviewed by the appropriate party, in line with the relevant procedure being followed. In cases where complaints are upheld, whilst it may not be possible to refer the matter to a disciplinary panel, outcomes will be recorded and may be used in references. This may also be taken into account in the event that the former student or member of staff applies to return to LSE. Where possible, such outcomes will be communicated to the individuals involved.

3.6 The School will communicate the outcome of the formal process to the Reporting Party in line with the relevant procedure being followed. In doing this, the School will consider the level of detail that is appropriate in the circumstances of each case and any data-sharing risks in line with data protection legislation. Both the Reporting Party and the Reported Party will be informed of any interventions within the working or learning environment that have been taken / put in place. (See also section 2) The School will also indicate its expectation regarding any future interaction between the Reporting Party and the Reported Party, even where no future interaction is anticipated within the LSE environment.

4. Witnesses of Sexual Misconduct

4.1 Individuals who have witnessed an incident may also be asked (by the Reporting Party, the Reported Party or the person investigating the case) to support a formal process. In this situation, they may be asked to:

- Submit a report detailing the incident that was witnessed. Where possible, this statement should include a description of what occurred, the names of any other witnesses, notes of anything that was said and the relevant date and time of the incident.
- Provide evidence at a hearing as part of a formal procedure.

4.2 Where witnesses are approached and / or agree to participate provide evidence in a formal procedure, they will be invited to meet with an appropriate staff member – either a member of Student Services, the Legal Team (for students), or an HR Partner (for staff), so that the process and available support can be outlined to them in advance. They will also have a named person who they can contact with any queries. This may be the same staff member they were invited to meet with at the start of the process.

4.3 The confidentiality of witnesses will be protected; their details will not be shared with anybody outside of the formal process. Witnesses are also expected to maintain confidentiality.

4.4 Witnesses will be updated on the overall outcome where appropriate. The information shared will be proportionate to their involvement in the case and in line with the School's confidentiality obligations.

5. Criminal Proceedings

5.1 Where a complaint is being investigated as a criminal act, LSE will normally defer its own internal investigations pending the conclusion of the criminal case. In these circumstances, the School would still consider and assess the need for precautionary measures. This will be done in order to manage risk and safeguard the community, whilst taking care to avoid compromising any criminal investigation.

APPENDIX 3 – INFORMAL ROUTES TO RESOLUTION WHEN DEALING WITH CASES OF SEXUAL MISCONDUCT

1.1 Due to the serious nature of sexual misconduct, these cases will normally be dealt with formally. However, the School recognises that in some cases, the Reporting Party may wish to use alternative methods. In these circumstances, providing that the School does not judge that formal action is required to protect members of the LSE community, an informal approach may be used where the Reporting Party requests to do so. Prior to making a decision, the Reporting Party is encouraged to seek support and guidance from the Deputy Head of Student Services (Advice and Support) or an HR Partner, as appropriate.

1.2 The aim of using an informal route is to stop the unwanted behaviour and prevent any reoccurrence without the use of formal proceedings. Attempts at informal resolution should be dealt with promptly and where an informal approach has been unsuccessful, if unwanted behaviour continues, or the Reporting Party wishes to do so, they will be able to submit a formal complaint in accordance with the relevant procedure.

1.3 Where an informal approach to resolution is discussed and / or attempted, notes should be made by all parties to summarise the discussions that have taken place, and a confidential record of the outcome kept securely. (i.e. in an access restricted / password protected file).

Informal Approaches

2.1 **Direct individual approach**. If an individual feels safe enough to do so, they may decide to address their complaint with the Reported Party directly. In these circumstances, the Reporting Party describes the unwanted behaviour and asks that the other party stop. Where an individual is approached in this manner, they should deal with the matter professionally and seek support themselves if required.

Should such an approach not result in a successful outcome, the Reporting Party may consider next steps, which includes making a disclosure or reporting the incident.

2.2 **Informal approach with support**. An individual may decide to enlist the help of a third party in seeking to resolve the matter informally. This would usually be someone in a position of responsibility.

Students can seek initial support from the Deputy Head of Student Services (Advice and Support), their academic mentor or Head of Department. Staff can approach their line (or other) manager, an HR Partner, or their trade union representative.

The person who has received the disclosure may, with the agreement of the Reporting Party, help facilitate a meeting with an appropriate manager and the Reported Party (which can include the Reporting Party, if they wish) to discuss the complaint with a view to seeking a resolution.

For staff cases, it may also be possible to arrange a meeting between the parties and an external facilitator, in an attempt to reach a resolution. An external facilitator can be arranged by contacting the relevant HR Partner.

2.3 **Training**. Training may be offered to Reported Parties or to specific groups / areas within the School. Training can be used to raise awareness of any relevant issues surrounding sexual misconduct and expectations of behaviour within the LSE community. This may be appropriate where a reporting party does not wish to pursue a formal investigation, or a report has been made anonymously. This approach will not imply any guilt on the part of the Reported Party / Parties and will be taken as a supportive measure.

APPENDIX 4 – PREVENTING SEXUAL MISCONDUCT

LSE will take the following steps to prevent and eliminate sexual misconduct within the LSE community.

1. **Training and Awareness**
   All staff and students are expected to undertake training in relation to the prevention of sexual misconduct. This will be designed to raise awareness of, and recognise, sexual misconduct as well as to provide guidance on how to report incidents. Information will also be provided on the potential action that the School may take in dealing with cases of sexual misconduct or victimisation.

2. **Accessible reporting**
   LSE will maintain accessible methods for reporting incidents of sexual misconduct, which will also allow for anonymous reporting. As well as maintaining online guidance, the School will also provide regular communication to students and staff so that they know who they can contact and how to report concerns. The School will use the data collected from these reports to analyse trends.

3. **Risk assessments**
   LSE will carry out risk assessments in order to identify any further steps which could be taken to prevent incidents of sexual misconduct and will take appropriate action as a result of these assessments. These risk assessments will consider factors which may place individuals at greater risk of being subjected to sexual misconduct. For example, where individuals:
   - may be working alone
   - are attending overnight trips
   - are attending public or other events where alcohol is present, or
   - power imbalances

   Risk assessments will also be carried out specifically for activities in relation to the safeguarding of vulnerable groups – i.e., children and vulnerable adults. These risk assessments will be carried out in accordance with the School's **Safeguarding Policy** and / or the **Safeguarding in Research and International Activities Policy**, as appropriate.

4. **Maintaining policy and procedure**
   LSE policies, procedures and guidance related to preventing and dealing with cases of sexual misconduct will be periodically reviewed. Reviews will consider where improvements should be made to further reduce or remove the risk of sexual misconduct occurring. Reviews will also consider if there are any other relevant policies, e.g. student or staff disciplinary procedures, that may need changing. Any change to policy and / or procedure will be in line with established protocols for wider consultation.

5. **Engagement**
   LSE will engage with students, staff, EDI, the LSE Students' Union, Trade Union representatives, Security, Safe Contacts and other relevant groups to ensure that we are working together to keep our environment safe. This includes a commitment to maintaining open communication, considering all feedback, and addressing any concerns raised.

6. **Utilising insights and data**
   Relevant data will be collected and reviewed to monitor the number of sexual misconduct cases reported and our effectiveness in managing them. This data will include statistics, summaries of anonymised reports and disclosures (where available) and School action. It will also include feedback from audits, relevant stakeholders, student and staff surveys, and exit interviews.

   LSE will use the analysis and insights gained from our data and case management system to understand the type, location and context of incidents. We will use this information to target interventions, for example in particular locations on our campus, halls of residence or nighttime economy venues. We will liaise with the LSESU and our local community partners to support prevention activities and we will monitor and evaluate the effectiveness of our interventions.

Review schedule:

Review interval	Next review due by	Next review start
1 year	30 July 2026	November 2025

Version history:

Version	Date	Approved by	Notes
1	July 2025	JNICC (Agreed as an interim policy*)	This policy replaces LSE's Sexual Harassment and Sexual

*This policy has been agreed and implemented as an interim policy and further review will be carried out during 2025/2026. This policy is fully operational and applicable to all those defined within its scope (which includes all LSE staff and students), until replaced with an updated version.

Links:

Reference	Link
Report + Support	https://reportandsupport.lse.ac.uk/
Disciplinary Procedure for Students	https://info.lse.ac.uk/staff/Services/Policies-and-procedures/Assets/Documents/disProStu.pdf
Disciplinary Policy and Procedure for Professional Services Staff	https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/disPolProSerSta.pdf
Grievance Policy and Procedure for Professional Services Staff	https://info.lse.ac.uk/staff/Services/Policies-and-procedures/Assets/Documents/griPolProAcaSupSta.pdf
The Academic Annex	https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/acaAnn.pdf
Alumni Misconduct Procedure	https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/aluMisConPro.pdf
Discrimination, Harassment and Bullying Policy	https://info.lse.ac.uk/staff/Services/Policies-and-procedures/Assets/Documents/harPol.pdf
Policy and Procedure on Personal Relationships	https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/perRelPolAndPro.pdf
LSE Ethics Code	https://info.lse.ac.uk/Staff/Divisions/Secretarys-Division/Ethics/Ethics-Code

Contacts

Position	Name	Email	Notes
HR Policy team	Lisa Morrow	l.morrow@lse.ac.uk	
	Beno Azebiah	b.azebiah@lse.ac.uk	

SPEAK UP (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. Where anyone has concerns we hope that these can be easily resolved. The School encourages staff to speak up and report any genuine concerns of wrongdoing. As speaking up and raising concerns can be difficult, this policy provides guidance to enable staff to do so and a commitment to ensuring that individuals are not adversely affected as a result of reporting concerns.

1.2. The aim of this Policy is:

i. To encourage staff to speak up and 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 speak up and raise those concerns, including how to raise concerns anonymously;

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 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. The Public Interest Disclosure Act legal protections apply to employees and workers. This Policy applies to individuals, contractually connected to the School, including staff, visiting staff, consultants and members of Council, regardless of any protected characteristics.

2.2. Students are encouraged to raise any concerns through the School's Student Complaints Procedure.

2.3. 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.

3. What Is Whistleblowing?

3.1. Whistleblowing is the disclosure of information, which relates to suspected wrongdoing or dangers relating to the running of the School or to the work-related activities of Staff. These disclosures must be in the public interest. Whistleblowing is also commonly known as 'speaking up'.

3.2. Wrongdoing may include, but is not limited to, information relating to:

- a criminal offence;
- failure to comply with legal obligations;
- failure to comply with School policies, regulations and codes of practice, financial or non-financial maladministration or malpractice or impropriety or fraud;
- academic or professional malpractice (including, for instance, violation of intellectual property rights, failure of integrity, or other academic misconduct);
- a risk to the health or safety of any individual;
- environmental damage;
- a miscarriage of justice;
- attempts to suppress or conceal any information relating to any of the above.

3.3. A **whistleblower** is a person who raises a genuine serious concern relating to any of the above categories of wrongdoing. The whistleblower may or may not be directly affected by the matter but the matter must also affect others.

3.4. If an individual 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 Protect, which is an independent whistleblowing charity which operates an advice hotline.

3.5. All disclosures should be made with the view that it is in the public interest. This means that any such disclosure must affect others, for example, the general public, or other members of staff.

3.6. 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. For example, where the concerns relate to research integrity or research misconduct the investigation shall be conducted in accordance with the Code of Research

Misconduct. Allegations of Fraud and Bribery shall be investigated in accordance with the Schools' anti-bribery policy.

3.7. Complaints that relate to a personal grievance are not usually covered by whistleblowing law. Staff grievances can be addressed through the School's grievance procedures.

3.8. 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.

3.9. All UK employees are protected under the Public Interest Disclosure Act 1998.

3.10. This Policy provides 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, Protect, operates a confidential helpline and also provides a list of prescribed regulators for reporting concerns.

3.11. Whistleblowing or speaking up 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 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 reporting of such concerns internally first. Advice and guidance can be sought from the contacts listed in section 10.

4. Making a disclosure

4.1. Any individual as defined in paragraph 2.1 may raise a concern. Although not required it can be helpful if the individual can state how they believe their concern to be in the public interest to state, the type of wrongdoing being reported (3.2) and provide supporting evidence.

4.2. Disclosures can be made directly with their Head of Department or Service Leader in writing or in person at a face-to-face meeting. Where reports are raised with line managers they should be referred to the relevant Head or Department or Service Leader. The person notified will aim to resolve the concern quickly and effectively or will refer the matter to the School Secretary.

4.3. Where the matter is more serious, where the individual feels that the person that they notified has not addressed their concern, or they prefer not to raise it with their Head of Department or Service Leader for any reason, they should raise the concerns:

- verbally (in person or by phone) or in writing with 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 4.7 applies).
- through the independent whistleblowing service to which the School subscribes: EQS Integrity Line: **https://lse.eqs-integrity.org/**. This externally service enables individuals to make named or anonymous reports where their name is not provided. The system allows for two-way communication with anonymous reporters. Integrity Line provides secure hosting and is GDPR compliant and supports access on a need-to-know basis. Reports made through Integrity Line are directed to the School Secretary.

4.4. The person notified will aim to resolve the concern quickly and effectively or will refer the matter to the School Secretary, or the Vice President and Pro Vice Chancellor for Faculty Development if the concerns relate to the School Secretary, on behalf of the reporting individual.

4.5. Individuals making a disclosure may be advised and supported by trade union representatives.

4.6. Heads of Department and Service Leaders, who receive reports may seek advice and guidance from the Secretary's Division (**ethics@lse.ac.uk**) or Human Resources (**Humanresources@lse.ac.uk**).

4.7. Where a concern relates to the School Secretary, the reporting individual may refer the matter to the Vice President and Pro Vice Chancellor for Faculty Development. If the reporting individual considers it inappropriate to raise the concern with either the School Secretary or the Vice President and Pro Vice Chancellor for Faculty Development, they may refer the matter to the Chair of the Audit Committee.

4.8. All contact details are at section 10.

5. Investigation And Outcome

5.1. In all cases where a concern is raised under section 4, the person to whom the concern is reported will acknowledge its receipt within 5 working days 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 and no further action will be taken or if the concern should be considered under a different School procedure the whistleblower will be informed accordingly.

5.3. Where appropriate the matter may be referred for investigation under the relevant School policy, grievance or disciplinary procedure.

5.4. The relevant officer outlined in 4.3 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.

5.5. The School Secretary/ Vice President and Pro Vice Chancellor for Faculty Development/ Chair of Audit Committee will acknowledge the report within 5 working days and will keep the whistleblower informed of who is handling the matter, the progress of the investigation and its likely timescale. Timescales can vary greatly depending on the nature of the concerns, however the investigation should normally be completed and the outcome reported within three months of the disclosure.

5.6. The School Secretary/ Vice President and Pro Vice Chancellor of Faculty Development /Chair of Audit Committee will consider the need for confidentiality, keeping the details of the reporter or details of the report private. The need for confidentiality may limit the provision of specific details of the investigation or any actions taken as a result. The whistleblower and those who contribute to the investigation should treat any information about the investigation as confidential.

5.7. Upon the conclusion of an investigation, the School Secretary/ Vice President and Pro Vice Chancellor Faculty Development/ Chair of Audit Committee will let the whistleblower know the outcome. The School Secretary/ Vice President and Pro Vice Chancellor Faculty Development/ 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 material evidence which was not available at the time the original concerns were raised;

d. or the decision reached was unreasonable;

6.2. There is a right of appeal within four weeks of receiving the outcome on these grounds only to the Chief Operating Officer, or if the allegation relates to the Chief Operating Officer, to the President and Vice Chancellor.

6.3. The Chief Operating Officer, (or the President and Vice Chancellor) will decide if the case meets the grounds for appeal (as set out above). If it does, they will appoint the Chair of the Audit Committee to hear the appeal. If the appeal does not meet more than one of the ground for appeal it can be dismissed. Where the Chief Operating Officer has a conflict of interest, they shall nominate a relevant officer to decide if the case meets the grounds for appeal.

6.4. The Chief Operating Officer (or the President and Vice Chancellor or the Chair of Audit Committee) will let the whistleblower know the outcome of the appeal. The Chief Operating Officer (or the President and Vice Chancellor) 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.

7. Confidentiality And Anonymity

7.1. The School hopes that individuals will feel able to speak up and 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.

7.2. The School will protect all whistleblowers' confidentiality ensuring that a minimum number of people are aware of the reporters identity, with prior consent. Failure to maintain confidentiality could result in disciplinary action. Confidentiality cannot be assured where the disclosure of the identity is required by law, for example in relation to criminal offences.

7.3. In all instances, anonymous complaints will be investigated or acted upon under this procedure, as the person receiving the complaint sees as reasonably practicable. Investigating anonymous concerns is more difficult and the scope of the investigation will depend on 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.

7.4. For further independent advice, staff can seek advice from Protect, the independent whistleblowing charity, which offers a confidential helpline. Their contact details are at the end of this Policy.

7.5. 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 lse.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 Staff who raise genuine concerns 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. Staff must not suffer any detrimental treatment as a result of raising a concern without malice, reasonably believing it to be true. Detrimental treatment includes but is not limited to dismissal, disciplinary action, victimisation, threats, attempts to identify a whistleblower or other unfavourable treatment connected with raising a concern. Whistleblower's who believe they have suffered any such treatment, are encouraged to inform the relevant contact (listed in section 10) immediately. If the detrimental treatment is not remedied, the whistleblower should raise it formally using the relevant grievance or disciplinary procedure.

8.4. The School has a zero tolerance approach to victimisation of whistleblowers. Staff must not threaten, victimise or retaliate against whistleblowers in any way. Anyone involved in such conduct will be subject to disciplinary action.

9. Oversight And Ownership

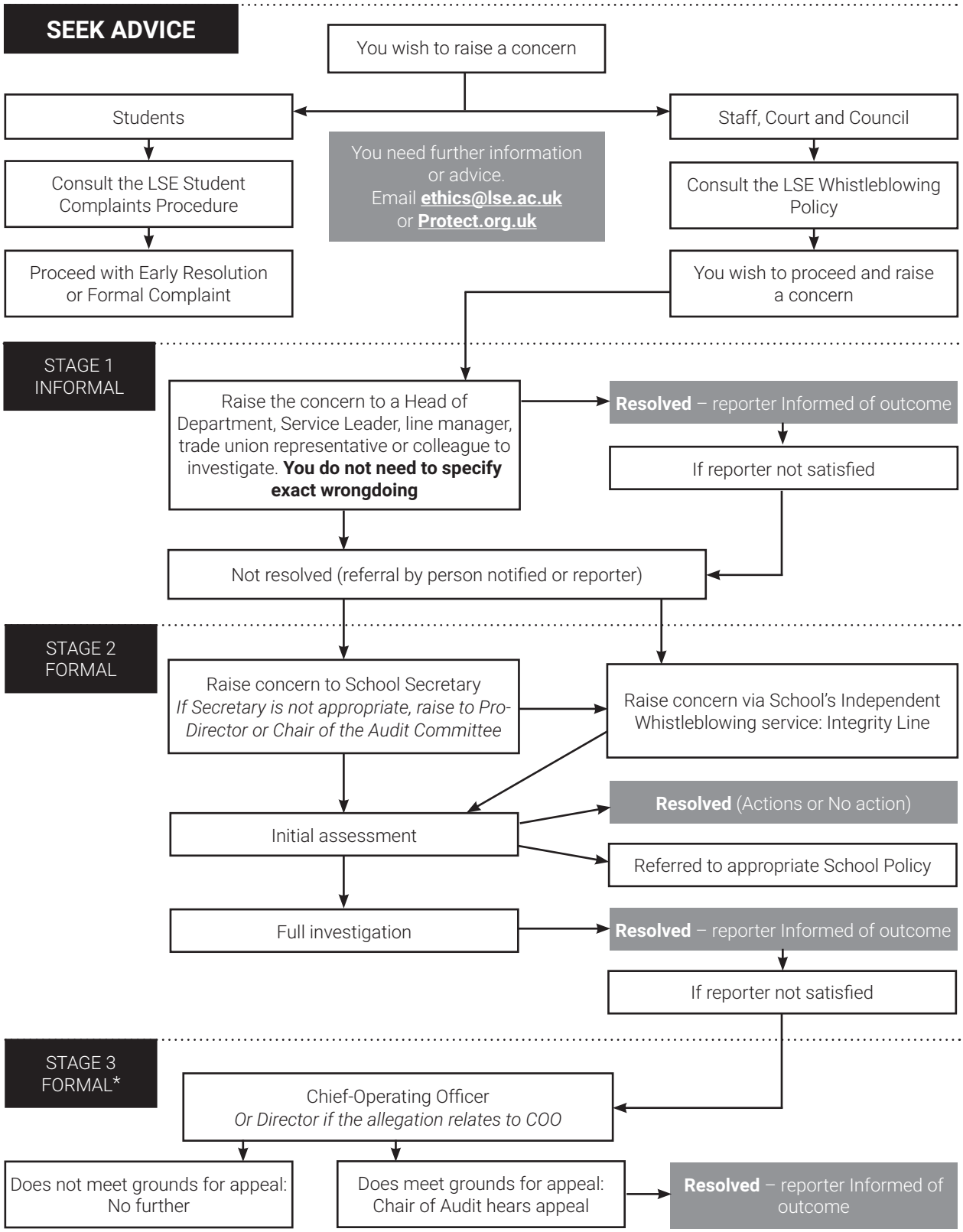
9.1. The School Management Committee (SMC) has overall responsibility for this Policy, and for reviewing the effectiveness of actions taken in response to concerns raised under this Policy. The Audit Committee support SMC with monitoring the Policy.

9.2. This Policy may be amended at any time and the latest version will be available via the Policies pages of the School website.

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	**secretary@lse.ac.uk** or via **https://lse.eqs-integrity.org/**
Vice President and Pro Vice Chancellor Faculty Development	Executive Office, London School of Economics & Political Science, Houghton Street, London WC2A 2AE	020 7955 7077	**Executiveoffice@lse.ac.uk** or via **https://lse.eqs-integrity.org/**
President and Vice Chancellor	Executive Office, London School of Economics & Political Science, Houghton Street, London WC2A 2AE	020 7955 6575	**Executiveoffice@lse.ac.uk** or via **https://lse.eqs-integrity.org/**
Chair of Council	Private and confidential for the attention of the Chair of Council, c/o Secretary's OfficeLondon School of Economics & Political Science, Houghton Street, London WC2A 2AE	c/o020 7955 7554	**secretary@lse.ac.uk** or via **https://lse.eqs-integrity.org/**
Chair of Audit Committee	Private and confidential for the attention of the Chair of Audit, c/o Secretary's OfficeLondon School of Economics & Political Science, Houghton Street, London WC2A 2AE	c/o020 7955 7825	**secretary@lse.ac.uk** or via **https://lse.eqs-integrity.org/**
Protect (independent whistleblowing charity hotline)	The Green House 244-254 Cambridge Heath Road, London E2 9DA	020 3117 2520	**whistle@protect-advice.org.uk** or **https://protect-advice.org.uk/contact-protect-advice-line/**
LSE's whistleblowing service - Integrity Line	**https://lse.eqs-integrity.org/**		



All concerns raised will be treated as **confidential**.

You will not suffer detriment if you raise a concern. 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**

Review schedule:

Review interval	Next review due by	Next review start
3 years	September 2028	Feb 2029

Version history

Version	Date	Approved by	Notes
1.0	May 2016	Council	
1.1	October 2017	SMC	Minor updates
1.2	May 2018	SMC	Minor updates
1.3	May 2019	SMC	Minor updates
1.4	May 2022	SMC	Minor updates
1.5	February 2026	SMC	Minor updates

Contacts

Position	Name	Email	Notes
Governance & Ethics Manager	Katie Crystal	ethics@lse.ac.uk	Author

Incident Reporting

Any incidents or near misses relevant to this document should be escalated based on the level of impact outlined in the School's Risk Procedure. Escalation scales follow below.

Rating	Board Oversight	Management Oversight
Severe	Reported to Audit and Council	Managed by Chief Operating Officer
High	Reported to SMC	Reported to Chief Operating Officer
Medium	Reported to Management Board	Reported to Professional Service Leader

Communications and Training

Will this document be publicised through Internal Communications? **Yes**

Will training needs arise from this policy **Yes**

If Yes, please give details:Whistleblowing/Speak up training to be provided to responsible officers and HR partners across the School;Whistleblowing policy information included in all staff induction ethics sessions;Whistleblowing policy referred to in the Ethics at LSE module that all staff are asked to complete.

STUDENT DRUGS AND ALCOHOL POLICY

1. Introduction

1.1 The School is committed to upholding the highest standards of health and safety for the protection of our Students' mental and physical wellbeing, and creating an environment where Students can thrive and achieve their educational goals.

1.2 Drug misuse is the use of illegal drugs and the misuse, whether deliberate or unintentional, of prescribed drugs and other substances, including psychoactive substances. Drug and alcohol misuse damages physical and mental health and wellbeing, affects cognitive abilities and lifestyle, and may lead to intoxication and dependency.

1.3 Drug and alcohol misuse may also impact on the School and its community through increased health and safety risks; antisocial and violent behaviours; substandard academic performance and impact on an individual's ability to progress and learn. It may also raise disciplinary issues and/or be a contributory or aggravating factor in a disciplinary matter.

1.4 The School is committed to tackling any issues of student drug and alcohol misuse and at the same time wish to ensure that students who need help or have identified a problem get the support they require.

2. Policy aims and objectives

2.1 This policy aims to protect Students from the dangers of drug, psychoactive substances and alcohol misuse and to encourage those who have or may have a drug or alcohol problem or are at risk of addiction to seek help.

2.2 The School supports the prevention of drug and alcohol related problems by:

- Providing clarity on the School's position on alcohol and drugs in order to minimise problems for students, staff and the LSE community;
- raising awareness;
- identifying problems at an early stage;
- supporting those affected with alcohol or controlled substance related problems by providing clear signposting to the support available to students and encouraging students to access treatment where possible;
- offering support to Students who seek it;
- ensuring cases are dealt with sympathetically, fairly, and consistently;
- taking disciplinary action.

3. Definitions

3.1 Drugs:

a. All controlled drugs listed in the Misuse of Drugs Act 1971 and any substance covered by the Psychoactive Substances Act 2016. This includes, but is not necessarily limited to:
   - Class A drugs include: heroin (diamorphine), cocaine (including crack), methadone, ecstasy (MDMA), LSD, and magic mushrooms.
   - Class B drugs include: amphetamines, barbiturates, codeine, cannabis, cathinones (including mephedrone) and synthetic cannabinoids.
   - Class C drugs include: benzodiazepines (tranquilisers), GHB/GBL, ketamine, anabolic steroids and benzylpiperazines (BZP).

b. Prescription only medicines (as determined under the Medicines Act 1968). This also includes but is not limited to nootropics, cognitive enhancement drugs (e.g. Modafinil, Ritalin and Sunifram) which are not illegal if they are prescribed by a Doctor.

3.2 Supply:

The transfer of physical control of a drug (including nootropic, cognitive enhancement drugs) to someone else. It is not important whether there is profit or benefit of any form, although this may be reflected in any decision regarding disciplinary sanction(s).

3.3 Alcohol misuse:

Alcohol misuse is a level of consumption which impacts on a student's behaviour.

3.4 The School recognises:

- That if alcohol is consumed then it should be done sensibly and in moderation;
- That excessive drinking on a regular basis or 'binge' drinking may adversely affect individual students, other students, staff or the wider LSE community.

4. Legal Framework

4.1 The School has a legal responsibility to provide a safe and healthy environment for students, staff and visitors. Any events where alcohol is made available are also required to be managed properly.

4.2 Students are reminded that it is a criminal offence to produce, supply, possess, or import a controlled drug, as defined under the Misuse of Drugs Act 1971. It is also a criminal offence to produce, supply, possess with the intent to supply, or import psychoactive substances, as defined under the Psychoactive Substances Act 2016. The supply and consumption of alcohol are subject to the restrictions of the Alcohol Licensing Act 1964.

4.3 Licence holders, which may include the School and its staff, have a legal duty to manage premises responsibly and have the authority to ban people for their antisocial behaviour from their bars and other places where alcohol is on sale. In addition, this duty encompasses the need to ensure public order when the School provides alcohol that is not necessarily on sale; for example when holding student receptions where alcohol may be served. Any anti-social behaviour at such event(s) could result in the School asking individual(s) to be removed and barred from such event(s). Students are also not permitted to bring their own alcohol into areas that have been licensed. Those areas can be found under the tab 'Table of locations and capacities of licensed rooms' in the following link: **https://info.lse.ac.uk/staff/services/catering/order-catering** and also in the Policy on provision of informal hospitality catering: **https://info.lse.ac.uk/staff/services/catering/assets/documents/policy-on-provision-of-informal-hospitality-catering.pdf**

5. Disciplinary rules

5.1 As such, the School prohibits, and will not condone the use or supply of illegal drugs on any of its premises and/or Halls of Residence. Any such use or supply of illegal drugs is a major misconduct offence in its own right.

5.2 For the avoidance of doubt, the types of drug or alcohol misuse related conduct most likely to breach Conditions of Registration and be considered under the Disciplinary Procedure for Students (the list is not exhaustive) can be found at Appendix C of that Procedure. Students will be signposted to support available for them whilst they may be subject to a disciplinary matter.

5.3 Those found in breach will be subject to disciplinary actions either under the Disciplinary Procedure for Students **disProStu.pdf (lse.ac.uk)** or Fitness to study Policy **fitStuPol.pdf (lse.ac.uk)** or the Student Accommodation Disciplinary Code **StuAccomDiscCo.pdf (lse.ac.uk)** or a combination of each, as appropriate, and may also be referred to the Police.

6. Support available

6.1 Students who believe to have an alcohol or drug-related problem or are worried about another student at LSE, should seek specialist advice and support as soon as possible.

6.2 The School's Student Counselling Service offers a private and confidential space for Students to discuss anything which is impacting their psychological wellbeing and daily life. The service is staffed with trained counselling professionals, who offer one-to-one appointments and workshops which run throughout the year. Full information on this Service and how to access it is available on the School website: **https://info.lse.ac.uk/current-students/student-wellbeing/student-counselling/about-counselling**.

6.3 Students may also speak with a Mental Health Advisors through the School DWS (**https://info.lse.ac.uk/current-students/student-wellbeing/disability-wellbeing/speak-with-an-adviser**).

6.4 In addition to counselling and mental health adviser support, there is also support available through the School Peer Supporters. Peer Supporters are trained student volunteers who can offer support, give a fresh perspective and listen to whatever is troubling a student, from academic stresses to relationships. Students can explore the following page (**https://info.lse.ac.uk/current-students/student-wellbeing/students-supporting-students/peer-support-scheme**) to learn more about how Peer Support could help them, and how to contact a Peer Supporter.

6.5 Students can also access a 24/7 out of hours mental health support line sponsored by the School via SpectrumLife. All calls are answered by clinically trained counsellors or psychotherapists. Students can talk to them about anything, including stress, anxiety, low mood, financial worries, loss and grief, relationship problems, and substance abuse issues.

6.6 The School offers several other external counselling/therapy resources, free or at a low cost, that Students can access (**https://info.lse.ac.uk/current-students/student-wellbeing/student-counselling/support-outside-lse**).

6.7 The LSESU. The LSE Students' Union Advice Service is independent from LSE and provides a safe, non-judgemental and encouraging environment for students to seek support on a range of topics. Its advisors are trained to both provide tailored individual support and have an extensive knowledge of external specialist support options. Details of the Advice Service can be found on this page (**https://www.lsesu.com/support/advice/**). You can find more information about the support that the SU provides and recommends for students with drug and alcohol issues here (**https://www.lsesu.com/support/drugandalcoholsupport/**).

6.8 External Support. There is also external support available at the following links:

- Drugs and Me: **The Home of Harm Reduction (drugsand.me)**
- Know the score: **Find Out About Drugs - Know the Score**
- Talk to Frank: **https://www.talktofrank.com/**
- NHS Drug Addiction: Getting help: **https://www.nhs.uk/live-well/healthy-body/drug-addiction-getting-help/**
- Drugwise: **https://www.drugwise.org.uk**
- The Mix: essential support for under 25's: **https://www.themix.org.uk/drink-and-drugs**
- Alcohol Change UK: **Alcohol harms. Time for change. | Alcohol Change UK**
- NHS Alcohol Support: **https://www.nhs.uk/live-well/alcohol-support/**
- Drinkaware: **https://www.drinkaware.co.uk/tools/track-and-calculate-units-app**

Review schedule:

Review interval	Next review due by	Next review start
2 years	1 September 2023	17 May 2023

Version history:

Version	Date	Approved by	Notes
2	31st August 2021	SMC	Authors Refel Ismail (Senior Legal Counsel) and Mariachiara Valsecchi (legal Counsel)
1	25th June 2002	Council	Author Kevin Haynes (Head of Legal) k.j.haynes@lse.ac.uk

Links:

Reference	Link
Disciplinary Procedure for Students	https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/disProStu.pdf
Student Complaints procedure	https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/comPro.pdf
LSE Student Accommodation Disciplinary Code	StuAccomDiscCo.pdf (lse.ac.uk)
Fitness to Study Policy	fitStuPol.pdf (lse.ac.uk)
Policy and Provision of Informal hospitality catering	https://info.lse.ac.uk/staff/services/catering/assets/documents/policy-on-provision-of-informal-hospitality-catering.pdf
Health and Safety Policy	http://www.lse.ac.uk/intranet/LSEServices/healthAndSafety/pdf/SafetyPolicy.pdf
The Ethics Code	https://info.lse.ac.uk/staff/divisions/Secretarys-Division/Assets/Documents/Ethics/EthicsCodeA5postcard.pdf

Contacts:

Position	Name	Email	Notes
Senior Legal Counsel	Mariachiara Valsecchi	m.valsecchi1@lse.ac.uk	Author
and Legal Counsel	Refel Ismail	r.ismail@lse.ac.uk	Author

Communications and Training:

Will this document be publicised through Internal Communications?	**Yes**
Will training needs arise from this policy	**Yes**

If Yes, please give details:
Consider training at key parts of the academic year and any joint training with the SU.

SCHOOL SERVICES AND FACILITIES

LIBRARY RULES AND GENERAL POLICIES

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 **Join the Library** page for full admissions policy details.
- Users who are accompanied by children under 12 should ask to speak to a Duty Manager.

Conduct within the Library

- Noise, disturbance or inappropriate behaviour is prohibited, including abusive or threatening behaviour to Library staff and other Library users.
- No food is permitted in the building, apart from in the Escape areas outside the turnstiles. Anyone found to be eating will be asked to dispose of the food or take it to one of the appropriate areas on the ground floor. Food left unattended will be removed.
- Drinks may be consumed as long as they are non-alcoholic and in non-spill containers.
- Smoking (including smoking of electronic and herbal cigarettes) is not permitted in the Library building or outside near external doorways.
- Phones can be used in the Library but disruptive mobile phone use is prohibited. Set your phone to silent and do not use it 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 permission.
- Furniture, fittings or equipment must not be misused or their arrangement altered.
- You should not attempt to reserve study spaces by leaving personal belongings at unattended desks. Belongings may be cleared to allow others to use study places. You are strongly advised not to leave valuables even if you will be away 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.
- You may be asked to present your possessions for inspection by staff.
- Any damage or defacement of materials is prohibited and if you are found damaging material you will be subject to disciplinary procedures. Please report any instances of such defacement to staff.
- Photography is not permitted without permission - via **library.enquiries@lse.ac.uk** in the first instance.

Loan facilities and terms of borrowing

- Members of LSE and certain categories of external users may borrow from the Library. **Details of borrowing privileges** are available.
- Loans may normally be renewed if the book is not required by another user.
- Borrowing from the Course Collection is restricted to LSE staff and students. External users may have access to the Course Collection for reference use during vacation.
- 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 by another user. 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.

Copying in the Library

- LSE Library users must comply with UK copyright law when copying any Library or archive material. This applies to all forms of copying carried out within the Library, including the use of photocopiers, scanners, or digital photography.
- Under the Copyright Licensing Agency's Higher Education Licence, staff and students may copy up to the following from a single source:
  - One chapter from a book
  - One article from a journal issue
  - One paper from a set of conference proceedings
  - One report of a single case from a volume of judicial proceedings
  - Or 10% of the total publication, whichever is the greater
- Current copyright licensing rules are displayed next to Library photocopiers. Guidelines specific to archive and historic print materials are available on desks in the archives reading room.
- If you need help with copying, please **contact Library staff**.

There are legal exceptions that permit the reuse of material under certain conditions, including provisions for creating accessible copies for disabled users. For a summary of these exceptions, as well as further information on copyright, please visit **LSE Library's Copyright Hub**

Data protection

General Data Protection Regulation (GDPR 2018) governs how personal data should be handled and Library users are responsible for ensuring that any data found in our archive collections relating to living individuals is treated in accordance with the principles of GDPR.

Guidance on the handling of personal data is displayed in the archives reading room and there is **online guidance**.

Library users should bear in mind the following when handling personal data of living individuals:

- Do not use personal data to support measures or decisions concerning an individual or cause substantial damage or distress to individuals.
- Whenever possible depersonalise or anonymise personal data.
- Do not disclose personal data to anyone else without ensuring you do so in accordance with the GDPR.

Read further **information about using archives and GDPR on the National Archives' 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**. 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 rules may be dealt with by a Library manager.
- Any user who is unhappy with a decision of a member of Library staff may appeal to the **Director of LSE Library**, as set out in the Library's Feedback Policy.

Library Feedback Policy

We strive to provide excellent customer service. Your feedback is welcomed and used to improve our services.

If you experience a problem inside the Library please report it to us as soon as possible. If we cannot resolve the issue immediately, we will explain why.

If you would like to offer feedback, please **contact us by email**. We will reply within two working days. Where necessary, your feedback may need to be reviewed by a Library manager who can investigate further and make recommendations. If this happens, we will let you know straight away and you will receive a response within ten working days.

If you are unhappy with our reply, a senior manager will review your feedback and provide a further response within ten working days.

If you remain unhappy: LSE staff and students are advised to follow the **School Service Complaints Procedure [PDF]**; and other Library users should put their complaints in writing to the **Director of LSE Library**. Please include full details of the issue and information about your attempts to resolve it.

We reserve the right not to investigate complaints that we consider to be frivolous (unfounded, trivial and persistent) or malicious (with vindictive motivation).

Library Incidents Policy

Our staff expect to be treated with respect by users. The Library rules provide a code of conduct expected by all Library users.

Incidents where staff feel users have behaved in an abusive or threatening manner will be reported and investigated.

The School's **disciplinary procedure** will be used for incidents involving students where the matter cannot be resolved informally at a local level.

LSE is committed to a working and learning environment where people can achieve their full potential. The School's **harassment policy** provides a mechanism to resolve complaints where it is felt that harassment has occurred.

Takedown Policy

If you are the author, rights holder or are authorised to act on behalf of the author/rights holder and you are concerned that you have found material available on our website for which you have not given permission and which infringes your copyright, you have the right to request its removal.

Please contact us stating the following:

- Your contact details: this should include your full name, title if acting on behalf of an organisation, telephone number, email and postal address.
- The name and/or a description of the work/s.
- The exact and full URL where you found the material.
- Outline of complaint
- Proof that you are the rights holder or are an authorised representative.

Upon receipt of a request to take down one or more pieces of work from its website, LSE Library will suspend as soon as is practicable publication of the material in question while an investigation is carried out. A staff Review Panel will investigate the query and will usually convey its decision within 4 weeks. If the case is complex, and additional time is needed, we will write to let the Requestor know.

Flickr Rights Statement

We joined Flickr Commons in November 2009.

The images published on our **Flickr Commons photostream** are all marked as having 'no known copyright restrictions' attached to them, either because LSE owns the copyright, or the term of copyright has expired, or because no evidence has been found that copyright restrictions apply.

Before reusing images, please undertake your own copyright assessment **as outlined on Flickr's web site**. Subject to this assessment, you are permitted to copy and redistribute the material in any medium or format, or to remix, transform, and build upon the material, for any purpose, even commercially. When reusing images from the LSE Library Flickr pool, please use the credit "LSE Library".

CYBER SECURITY POLICY

Introduction

The confidentiality, integrity and availability of IT systems and assets are critical to the functioning and good governance of LSE. Failure to adequately secure these systems and assets increases the risk of financial, operational and reputational losses from which it may be difficult for LSE to recover.

The cyber security policy outlines LSE's approach to the management of this risk. It provides the basis for appropriate technological controls and individual responsibilities necessary to safeguard the security of the School's IT systems and assets. It is critical to maintaining research data and other confidential information provided by suppliers and data subjects at a level of security commensurate with its classification.

Individual responsibilities when using LSE's IT systems and assets are detailed in the *Conditions of Use of IT Facilities at the LSE*.

Supporting standards, guidance and procedures provide further details, and can be found on LSE's Policies and Procedures page.

Policy Statement

The following clauses provide overarching governance for the security and management of IT systems and assets at LSE.

1. Access to information will be on the basis of *least privilege* and need to know.
2. Information must be classified according to LSE's Information Security Classification Standard, with due regard to relevant legislative, regulatory and contractual requirements. These requirements extend to primary and secondary research data gathered or used under contract.
3. LSE IT systems and assets will be protected against unauthorized access and processing, including by use of appropriate defence, detection and response measures. This must include XDR systems where installation is possible
4. Cyber security provision will be regularly reviewed, including via annual external audits and penetration testing.
5. Due diligence must be performed by LSE on any third parties commissioned to supply LSE with IT systems or assets, ensuring they demonstrate corporate security policies and / or appropriate information security certifications (e.g. ISO27001, Cyber Essentials Plus) commensurate with the confidentiality, integrity and availability required by the service. No cloud services contract will be approved without authorisation from the Information Security Team.

Legal & Regulatory Obligations

A non-exhaustive summary of the legislation that contributes to the form and content of this policy is provided below.

Computer Misuse Act 1990

Defines offences in relation to the misuse of computers as:

1. Unauthorised access to computer material.
2. Unauthorised access with intent to commit or facilitate commission of further offences.
3. Unauthorised modification of computer material.

Freedom of Information Act 2000

The Freedom of Information Act 2000 (FOIA2000) is a general right of public access to all types of recorded information held by public authorities in order to promote a culture of openness and accountability.

Counter-Terrorism and Security Act 2015 – Statutory Guidance for HEIs

The statutory guidance accompanying the Counter-Terrorism and Security Act 2015 requires LSE to have "due regard to the need to prevent people from being drawn into terrorism."

UK General Data Protection Regulation

The GDPR has applied to the UK from 25 May 2018, and has been passed explicitly into UK law. The UK GDPR covers data subjects' rights, and provides stipulations around accountability and governance, breach notification and transfer of data.

Document control

Policy owner:	Director of Cyber Security
Policy author:	Jethro Perkins
Responsible office:	DTS
Approving body:	Policy Committee
Effective date:	08 May 2026
Date of next review:	08 May 2029
Review schedule:	3 years

Version history:

Date	Version	Comments
01/10/25	0.1	First draft, as discussed with the IT Policies Pilot Working Group.
08/10/25	0.2	Changed. Draft as approved by the IT Policies Pilot Working Group after further review.

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Contacts:

Position	Name	Email	Notes
Director of Cyber Security & Risk Management	Jethro Perkins	j.a.perkins@lse.ac.uk	

Communications and Training:

Will this document be publicised through Internal Communications? **Yes on website**

Will training needs arise from this policy **Yes**

If Yes, please give details:

The Cyber Security Awareness training must be completed by all staff, or staff must otherwise attend annual departmental training where the Cyber Security Policy will be covered.

CONDITIONS OF USE OF IT FACILITIES AT THE LSE

These Conditions of Use apply to all members of the LSE Community, including, but not limited to, staff, students, and contractors. 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, Spyware, ransomware 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. 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 **https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/infSecStaIT.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 UK Data Protection laws. Persons who hold Personally Identifiable Information must control and process these data in accordance with the data protection principles set out in UK Data Protection laws. 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 their legal 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 UK Data Protection Laws.

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 (**tech.support@lse.ac.uk**)

Return of School Property

10. On the termination of your employment or engagement at LSE (for members of staff) or on termination of your studies (for students) for whatever reason or at any earlier time as requested by the School you shall:

    a. immediately return to the School any Property including but not limited to laptops, devices and computer equipment ('School Property') that may have been issued by the School to you and

    b. delete irretrievably any LSE records and confidential information, stored on any magnetic or optical disk or memory, including personal computer networks, personal e-mail accounts or personal accounts on websites and if requested, confirm in writing that you have done so.

Monitoring and privacy

11. The School acts in accordance with applicable legislation and the Information Commissioner's Employment Practices Code, notably in relation to the monitoring of communications.

12. 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.

13. The School reserves the right, under explicit written authorisation from a member of the School Management Committee, to monitor your use of the IT Facilities, including emails sent and received, and web pages and other online content accessed:

    • When necessary protect the IT Facilities against viruses, hacking, ransomware and other malicious attack;

    • to assist in the investigation of breaches of these Conditions of Use, as described in paragraphs 17-20 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;

    • 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 School Secretary for students, or the President, a Vice President, 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

14. 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

15. 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

16. 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 via the LSE's **social media team**.

Disciplinary regulations and enforcement

17. If you use the IT Facilities in breach of these Conditions of Use, the School may take disciplinary action.
18. 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.
19. Where an alleged breach of these Conditions of Use is brought to the attention of DTS, 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 the School Secretary for students, or the President, a Vice-President, 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 School Secretary or the President, a Vice-President, or the Chief Operating Officer (as appropriate) is satisfied that such a step is unavoidable.
20. 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

21. 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.
22. 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.
23. All School-related e-mail must be sent from and stored within the School e-mail system 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 Data and Technology Services (DTS).

Review schedule:

Review interval	Next review due by	Next review start

Version history:

Version	Date	Approved by	Notes
3.6	25/04/2022		Last reviewed: 19/05/2022
3.7	05/01/2024		Last reviewed: 05/01/2024

Links:

Reference	Link

Contacts:

Position	Name	Email	Notes
Director of Cyber Security & Risk Management	Jethro Perkins	j.a.perkins@lse.ac.uk	

Communications and Training:

Will this document be publicised through Internal Communications? **Yes - website**

Will training needs arise from this policy **Yes**

If Yes, please give details:

Annual awareness-raising activities from comms – e.g. via newsletters, maildrops, posters. Referred to in LSE's user awareness training.

LECTURE RECORDING POLICY

1. SCOPE OF THIS POLICY

1.1. The purpose of this Lecture Recording Policy is to set out guidelines governing the recording of lectures across LSE. As technology increasingly enables the recording and distribution of academic content, it is essential to balance the benefits of accessibility and learning support with the protection of intellectual property, privacy rights, and academic integrity.

1.2. This policy applies to all members of the LSE community, including faculty, staff, guest speakers and students, and outlines the conditions under which lecture recordings shall be created, accessed, used, and shared. It also delineates the responsibilities of each party to ensure compliance with applicable legal standards and institutional values.

1.3. For the purposes of this Policy:

a. "**lecture**" means a teaching event designated as a lecture on the LSE timetabling system.

b. "**Automatic Lecture Recording Service**" means the School's Echo 360 platform which automatically records lectures (in the teaching rooms fitted with the facility) for them to be made available to students online via Moodle.

2. LECTURE RECORDING

2.1. Except as otherwise set out in this Policy, and where the facility is available, LSE shall record all lectures via the Automatic Lecture Recording Service and make such recordings available to students registered on the relevant course on Moodle (LSE's virtual learning environment) and, if a student elects to do so, via the Echo360 mobile app (for off-line viewing).

2.2. Subject to section 2.5 below, where possible, LSE recommends that recordings are made accessible to students for the whole duration of the academic year in which the lecture occurred. Recordings should also be made accessible to students undertaking repeated teaching, deferred assessments, or re-sit examinations, or where such access is reasonably necessary to support academic progression or fulfilment of course requirements.

2.3. Recordings of lectures shall only be made available to students enrolled on the course which the lectures relate to, however the course convenor in agreement with the lecturer can grant access to the recording to students enrolled on other courses.

2.4. Whilst LSE supports student learning, and promotes equitable access to course content, the School acknowledges that there may be circumstances where recording of lectures may not be possible or is not advisable, or access to the recording needs to be restricted for valid reasons. Subject to section 2.5 below, lecturers can opt out of recording provided that a) they inform their Deputy Head of Department (Teaching and Education - DHoD); b) explain to the DHoD the reasons of their opting-out and c) following consideration on whether alternative options are available, including slide-only recordings, audio narration without video, or other formats that deliver substantive content while addressing a lecturer's concerns.

2.5. LSE has a legal and ethical obligation to ensure that disabled students have equitable access to educational materials and learning opportunities. Where lecture recordings form part of a support plan agreed between LSE and a student (in the form of My Adjustments - MAs), and subject to any conditions thereof, lecturers shall permit recording of their sessions, unless and until suitable alternatives are agreed between the lecturer, the student and LSE Disability and Mental Health Service (DMHS). However, DMHS shall have the final say regarding whether arrangements alternative to recording are suitable in any given circumstances. Students with relevant MAs in place shall be given access to a lecture recording as soon as possible following a lecture and, in any case, by no later than 48 hours and for the duration of the academic year in which the lecture occurred. Recordings shall also be made accessible to such students when undertaking repeated teaching, deferred assessments, or re-sit examinations, or where such access is reasonably necessary to support their academic progression or fulfilment of course requirements.

2.6. Course convenors (or as otherwise agreed with the DHoD) should inform students whether lectures will be recorded in good time for students to make their course choices. In any case, students must be informed of the availability/non availability of lecture recordings by no later than the course start date. Similarly, students shall be informed if a lecture recording arrangement changes during the course with reasonable notice. The same information shall be posted on the corresponding Moodle course page.

2.7. LSE may collect and analyse anonymised data on opt-outs and modifications to lecture recordings for the purpose of monitoring policy implementation, supporting institutional planning, and enhancing the effectiveness of teaching and learning practices. No personally identifiable information shall be included in such analyses, and data will be used solely for internal reporting and quality assurance purposes.

2.8. The recording of teaching sessions other than lectures, including seminars, tutorials, workshops, laboratory classes, or small group discussions shall only take place following consultation between the lecturer, the course convenor and the DHoD. In determining whether such sessions should be recorded, the following factors shall be considered:

a. the nature and suitability of the session, including the extent of student participation, discussion of sensitive or controversial matters;
b. any confidentiality or data protection considerations, including the handling of personal or sensitive information;
c. the educational benefit to students, including those with accessibility or learning support needs; and
d. the availability of suitable technological means to record the session appropriately and securely.

2.9. Except as provided under section 2.8, the recording of these teaching lessons shall be governed by the same rules and procedures as those established in this policy for the recording of lectures.

3. Use of Educational Recordings

3.1. Educational recordings are intended as a supplementary learning resource, not as a substitute for scheduled teaching, which students are expected to attend. Use of recorded material as a replacement for live teaching shall occur only in exceptional circumstances, and only with the permission of the lecturer.

3.2. Enrolment in courses with overlapping lecture times must not be approved based exclusively on the availability of recordings.

3.3. Under no circumstances can recordings be used for performance management review, or to replace teaching in the event of an industrial dispute without permission of the lecturer(s).

3.4. Students shall be allowed to access and view lecture recordings as per section 2.1 and 2.2 for their own personal and private study, and for no other purposes. Recordings of teaching and learning activities are not for public consumption by any means, including but not limited to publication on the public Internet or file sharing.

3.5. Recordings must not be copied, disseminated, downloaded, given or lent, posted, edited or adapted, published, sold or otherwise used or distributed by any means by anyone, except as provided in this Policy or unless authorised to do so by LSE, the relevant lecturer and of any other participants in the recording.

3.6. Where students have been allowed to download a recording, they must permanently delete such recordings by no later than the end of their studies at LSE.

3.7. Except in case of students with relevant MAs and subject to any conditions thereof, if any other student wishes to make their own recordings of a lecture that may or may not be recorded by other means, they must obtain the permission of the lecturer(s) and of any other participants in the recording prior to doing so. All such recordings made by students are subject to the limits set out in sections 3.4 and 3.5 and are for personal study only.

3.8. Breach of sections 3.4, 3.5 and 3.6 of this Policy is a disciplinary offense and as such may be subject to disciplinary procedure, including the **School Disciplinary Procedure for Students**.

3.9. Recordings will normally be kept by LSE for up to four years from the date of recording and then will be automatically deleted.

4. Intellectual Property Rights (IPRs)

4.1. LSE shall own the copyright in the sound recording of all lectures produced via the Automatic Lecture Recording Service (or any other LSE recording system). Any other IPRs including performer's rights in such recordings shall be governed under the provisions of section 2.4 of the **LSE Intellectual Property Policy**. When a student participates in a lecture or other teaching session that is being recorded, they grant LSE an exclusive, royalty-free licence for three years from the date of the recording to use, copy, transfer, edit or distribute their performance as captured in the recording for the purposes of delivering LSE's educational curriculum.

4.2. It is the responsibility of individual members of staff to ensure they have the right to use any material displayed during their lectures. Copyright infringement is against the law and is a breach of LSE's Ethics Code. If the work is out of copyright (i.e. the copyright term has expired), it can be freely included in a recording, otherwise a licence or permission may be needed if third-party copyrighted materials are being used – such as a commercially licensed image from a website, or a video clip. Further information can be found on the **LSE Copyright Hub webpage**.

4.3. Staff should note that the permitted act set out in the Copyright, Design and Patents Act 1988 (CDPA) relating to the showing of a sound recording or film at an education establishment for the purposes of instruction (s.34) does not apply to the recording, as this constitutes the making of a further copy. Under certain circumstances, however, and provided specific conditions are met, copyrighted works can be used (without permission) during, and as part of a recording. **Incidental Inclusion:** If a copyrighted work is incidentally included in a recording (e.g., background music unintentionally captured during a film or documentary), this is generally not considered infringement. **Fair Dealing:** limited use of copyrighted material is allowed for specific purposes, namely illustration for instruction (s.32 CDPA), criticism, review or quotation (s.30 CDPA) and caricature, parody or pastiche (s.30A CDPA). There are no strict rules for "fair dealing": it depends on factors such as the amount used, its impact on the market, and whether the use is reasonable. **Accessible copies:** copying for and by disabled persons is also covered in legislation (s.31A-F CDPA). Further details on these legal exceptions are available on the **LSE Copyright Hub webpages**.

4.4. Before participating in any lecture, guest speakers shall be asked to sign a **Speaker Contribution Release Form**.

4.5. Subject to any opt-out as set out in section 2.4 of this Policy, lecture recording is deemed to be in the legitimate interests of the educational objectives of LSE, meeting the conditions of Article 6(1)(f) of the UK-GDPR. LSE will process personal data accordingly and in line with the requirements of UK-GDPR and the Data Protection Act 2018, and **LSE Privacy Policy**.

4.6. LSE reserves the right to remove or redact content from lecture recordings that is reasonably considered to be offensive, unlawful, or defamatory, or in case of infringement of third parties rights, following consultation with the DHoD and the relevant lecturer. In exercising this right, LSE will have due regard to the principles of academic freedom and freedom of speech as enshrined in its policies and applicable law.

4.7. By attending, either in person or online, students give their consent to the recording. If a student does not wish to be recorded, they should speak to the lecturer in good time before the lecture, and the lecturer will consider suitable solutions, including guidance on sitting in a position where the student will not be recorded, asking questions via a proxy, or asking questions only after the recording has ceased.

Review schedule:

Review interval	Next review due by	Next review start
3 years	30/05/29	01/12/28

Version history:

Version	Date	Approved by	Notes
4	21/05/25	Education Committee	New policy implemented for 2025/26 academic year following scheduled policy review
3.1	21/06/23	Education Committee	Update to section 1.8 to protect access to lecture recordings for students with My Adjustments
3	17/06/22	Dilly Fung (PDE)	Operational change to opt-out policy
2	20/03/20	SMC	Temporary mandatory recording policy during the pandemic
1	20/01/19	Education Committee	Original opt-out policy

Links:

Reference	Link
LSE Intellectual Property Policy	https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/IntProPol.pdf
LSE Data Protection and Privacy Policies	https://info.lse.ac.uk/staff/divisions/Secretarys-Division/Information-Rights-and-Management/Data-Protection

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Communications and Training:

Will this document be publicised through Internal Communications? **Yes**

Will training needs arise from this policy **Yes**

If Yes, please give details:

The Eden Centre digital education team will produce online guidance on how to opt out of lecture recording

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**

2. Background to this Policy

2.1 The General Data Protection Regulation (GDPR), which though an EU law has been incorporated into UK law alongside the 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 (EEA). These include adequacy, appropriate safeguards, binding corporate contracts and explicit consent, amongst others. The UK considers countries in the EEA to be adequate. The UK is considered an adequate country at the time of writing.

2.5 The Legislation 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 on the **LSE policies and procedures** page, under the Governance and Legal tab.

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 Data and Information Asset Owners 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 Cybersecurity team for investigation as soon as possible, using the email address glpd.info.rights@lse.ac.uk.

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 Cybersecurity and Risk that these meet the security requirements of Data Protection legislation.

4.10 Staff should not conduct profiling exercises without first conducting a data protection impact assessment. Should they accidently through manipulation of data sets find they have identified individuals, they should contact the Data Protection Officer. Profiling is defined in the GDPR as 'any form of automated processing of personal data evaluating the personal aspects relating to a natural person, in particular to analyse or predict aspects concerning the data subject's performance at work, economic situation, health, personal preferences or interests, reliability or behaviour, location or movements, where it produces legal effects concerning him or her or similarly significantly affects him or her'.

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 Requests from police must be handled so that one or more senior managers within the School must authorise the release of any data, prior to that release taking place. Full records must be kept of any data releases made to third parties, including the process of authorisation of such releases.

6.4 References supplied confidentially are exempt from release under the Data Protection Act 2018 and it is the School's policy not to release them.

6.5 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.

7.3 Passport data and other immigration documents can only be collected via the School's photocopiers/ scanners by the relevant staff in Human Resources, Academic Registrar's Division, Language Centre, Summer School and Executive Education and Custom Programmes who are required to keep copies for Visa purposes. These scans should only be kept for as long as we need to prove to UKVI that staff and students have or had the right to be at the School.

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 **Surveillance Camera Code of Practice**. It will be used for the purposes of security and public safety.

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 Management Board on TBC. It is available in the policies and procedures section of the website.

12.2 Other guidance will be made available to staff and students as developed. The approval process will include the Information Governance Management Board, and where necessary, School Management Committee and Joint Negotiating, Information and Consultation Committee.

Review schedule:

Review interval	Next review due by	Next review start
3 Years	September 2025	August 2025

Version history:

Version	Date	Approved by	Notes
V1	11.01.2014	Council	
V2	26.03.2018	Information Governance Committee	
V3.7	17/11/2020	IGMB	Update to 3.3, link to new guidance storage on website
V3.8			Update to 4.2 new data roles;
V3.9	9/9/2022	IGMB	Minor changes and updates
V3.10	12/7/2024	IGMB	Minor amendment to section 9

Links:

Reference	Link
General Data Protection Legislation	https://gdpr-info.eu/
Information Commissioner's Office	http://www.ico.gov.uk/
Information Commissioner's Office Guidance on Cloud Computing	https://ico.org.uk/for-the-public/online/cloud-computing/
Register of Data Controllers	https://ico.org.uk/about-the-ico/what-we-do/register-of-datacontrollers/
Records Management Policy	https://info.lse.ac.uk/staff/services/Policies-andprocedures/Assets/Documents/recManPol.pdf
Guidance on best practice for records management, including personal data	https://info.lse.ac.uk/staff/divisions/Secretarys-Division/Information-Rights-and-Management/Informationand-Records-Management
The School's Retention Schedule	https://info.lse.ac.uk/staff/divisions/Secretarys-Division/Information-Rights-and-Management/Informationand-Records-Management
Information Security Policy	http://www2.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/infSecPol.pdf
Guidance on Cloud based services	http://www.lse.ac.uk/intranet/LSEServices/IMT/guides/softwareGuides/other/usingDropboxCloudStorageServices.aspx

Contacts:

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Communications and Training:

Will this document be publicised through Internal Communications?	**Yes**
Will training needs arise from this policy	**TBC**
If Yes, please give details:	

LSE INTELLECTUAL PROPERTY POLICY

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1. INTRODUCTION

1.1 LSE's Mission and Purposes

1.1.1 LSE's mission is to be the world's leading social science institution with the greatest global impact. LSE was founded as a community of people and ideas with a shared purpose: to know the causes of things for the betterment of society.

1.1.2 LSE is a company limited by guarantee and its purposes, as set out in its Memorandum of Association, include:

a) organising, promoting and assisting research and the advancement of science and learning in the various branches of knowledge dealt with by LSE; and

b) providing opportunities and encouragement for pursuing a regular and liberal course of education of the highest grade and quality in the various branches of knowledge dealt with by LSE.

1.1.3. LSE is a charity and has a duty to further the charitable aims or objectives set out in its memorandum of association for public benefit and in accordance with its charitable duties, including ensuring its financial sustainability. As part of that purpose and in accordance with its charitable status, LSE has a duty to promote the creation of original intellectual property and, generally, to make it publicly available. In its dealings with employees, students and third parties, the University will therefore aim to make knowledge and learning publicly available. However, it may be appropriate for LSE to restrict dissemination of some intellectual property in order to protect confidentiality, to optimise benefits against costs, or to realise commercial benefit from that property. Where LSE seeks to exploit intellectual property rights for commercial benefit, it will do so in line with its purpose and charitable status.

1.1.4. LSE is committed to ensuring that intellectual property rights resulting from work carried out by LSE members of staff, LSE students and LSE visitors are used collaboratively to support LSE's mission, in accordance with LSE's legal obligations, and for the benefit of LSE, the creators of that work and society-at-large and that the benefits of their use are shared fairly.

1.2 The Purpose of this Policy and Key Principles

1.2.1 This Policy and associated procedures have been designed to be a general statement of the LSE's policy in relation to the works and associated intellectual property rights of LSE, LSE members of staff, LSE students and LSE visitors in a way which balances the interests of all parties, protects the intellectual property rights of LSE members of staff, LSE students and LSE visitors and which enables LSE to achieve its mission and purposes and to comply with its charitable duties. It does not replace more detailed provisions of separate agreements entered into by LSE with members of staff, students, visitors or third parties, though such provisions should be broadly consistent with the principles set out here.

1.2.2 The principles which underlie this Policy are:

- Reciprocity: that LSE recognizes the interests which creators have in their works and that LSE members of staff, LSE students and LSE visitors recognize the needs of LSE to pursue its mission and purposes and comply with its charitable duties including, without limitation, to continue its operation and ensure its financial sustainability;
- Collegiality: that the use of works of LSE's academic and teaching staff and LSE's visitors will be shared as far as possible between the member of staff or visitor and LSE in line with principles of academic freedom and with the obligations of LSE to pursue its mission and purposes and comply with its charitable duties;
- Open and collaborative scholarship: that LSE members of staff, LSE students and LSE visitors are encouraged to make their research outputs and research available on an open access basis in the public interest, and where the funder of the research requires they must make them available on an open access basis, in either case, in accordance with the LSE Open Access Publication Policy.
- The interests of LSE students: that LSE students' interests to receive an education and their rights in their works should be protected as far as possible;
- Research integrity and recognition of the rights of others: that the rights of others in their works will be recognised and upheld, and that all those conducting research at LSE will do so in accordance with the principles of the LSE's Research Ethics Policy and Code of Research Conduct and LSE's Conflicts of Interest policy; and
- The principles of the LSE's Ethics Code: intellectual freedom, collegiality, responsibility and accountability, integrity, equality of respect and opportunity, and sustainability.

1.3 Definitions:

As far as possible this Policy has been written to be accessible, but intellectual property law is complex, and it is not always possible to avoid legal terminology. Explanations of some of the expressions used in this Policy may be found in Appendix B along with sources of information about intellectual property rights as they apply in the UK.

1.4 **Who this Policy applies to:**

1.4.1 This Policy applies to all works created at LSE by LSE members of staff in the course of their employment, LSE students in the course of their studies and LSE visitors in the course of their visiting arrangement; more specifically it sets out LSE's policy in relation to intellectual property rights in works created by:

- LSE's academic staff;
- LSE's research staff, including research assistants;
- LSE's teaching staff, including education career track staff, guest teachers and course tutors;
- LSE's policy fellow staff;
- LSE fellows;
- LSE's professional services and administrative staff;
- LSE's technical and support staff;
- LSE's graduate teaching assistants;
- anyone who has been seconded by their employer to work at LSE (a secondee); and
- anyone else who is employed by or works for LSE, whether full-time or part-time or on a temporary basis,

(all of whom are called **LSE members of staff** in this Policy);

- anyone enrolled on an undergraduate degree course or programme at LSE;
- anyone enrolled on a graduate degree course or programme at LSE;
- anyone enrolled on a graduate diploma course at LSE;
- anyone enrolled as a research student at LSE;
- visiting research students at LSE;
- anyone studying at LSE for a joint degree;
- anyone enrolled on an executive short course, executive degree course or any other executive or custom programme at LSE;
- anyone attending an LSE summer school, programme or short course;
- anyone enrolled on an LSE distance or on-line learning course provided by LSE;
- external students for whom LSE provides academic direction under a separate written agreement;
- anyone enrolled on an LSE study abroad course;
- any other visiting student; and
- anyone else studying at or with, or being taught by, LSE

(all of whom are called **LSE students** in this Policy); and

- visiting scholars, practitioners, teachers or other visitors who have a formal visiting position at LSE;
- anyone enrolled on any LSE Visitor Programme;
- emeritus professors;
- anyone else who is affiliated or associated with LSE or who engages in work at LSE and has entered into a written agreement with LSE relating to their participation in, or conducting, research, scholarship, creating works, or teaching at LSE, but who is neither an LSE member of staff nor an LSE student, where the creation of the work involves substantial use of LSE's resources

(all of whom are called **LSE visitors** in this Policy).

1.4.2 This Policy applies to all works and associated intellectual property rights created on or after 11th February 2020 (pending Council approval) except to the extent that, before that date: i) LSE and an LSE member of staff, an LSE student or an LSE visitor have entered into a written agreement or arrangement which is inconsistent with this Policy and which extends beyond this date; or ii) LSE has entered into an agreement with a third party relating to those rights which is inconsistent with this Policy and which extends beyond this date. In the case of i) above the written agreement or arrangement to the contrary will apply and in the case of ii) above the terms of the agreement will apply.

1.4.3 This Policy has primacy over all other LSE policies in so far as they relate to intellectual property rights.

1.4.4 The employment contract or other agreement between LSE and each LSE member of staff, LSE student or LSE visitor will include a provision obliging the LSE member of staff, the LSE student and the LSE visitor to comply with this Policy.

1.4.5 This Policy will continue to apply after an individual has ceased to be an LSE member of staff, LSE student or LSE visitor in relation to work in which LSE has intellectual property rights and which was created while that individual was an LSE member of staff, LSE student or LSE visitor.

1.4.6 References to this Policy means this policy as it is amended or updated from time to time in accordance with paragraph 12.

1.5 **Respect for the Rights of Others**

1.5.1 It is important that LSE, LSE members of staff, LSE students and LSE visitors respect the rights of third parties. This Policy does not affect those rights. LSE, LSE members of staff, LSE students and LSE visitors must therefore not use any information or works in any way which:

- infringes the intellectual property rights of any other person or entity;
- does not respect the moral rights of any other individual;
- breaches the rights of confidence of any other person or entity;
- breaches any contract or agreement with any other person or entity;
- contains any defamatory or other unlawful material; -does not comply with relevant laws and regulations relating to privacy or the use of personal data

(or both); or

- does not meet the requirements of any applicable guidelines, code of conduct or code of practice

and LSE, LSE members of staff, LSE students and LSE visitors must obtain all consents and permissions necessary to allow them to incorporate the work or personal data of any other person in the work of that LSE member of staff, that LSE student or that LSE visitor (subject to rights of fair use for research or educational purposes) and to allow LSE to use that work or personal data in accordance with this Policy.

1.5.2. This Policy does not affect any obligation of any LSE member of staff, any LSE student or any LSE visitor to keep information and works confidential in accordance with: any applicable guidelines, code of conduct or code of practice; any legal or regulatory requirement; or any contract or agreement entered into by LSE (including, without limitation, any agreement relating to the sponsorship or funding of research).

1.5.3. This Policy does not affect any duty to comply with the **Concordat on Research Integrity** or the LSE's Code of Research Conduct, or other statements of good practice on attribution of research contributions and authorship.

Further guidance is available at **LSE Copyright Advice**.

2. APPLICATION TO LSE MEMBERS OF STAFF AND LSE VISITORS

2.1 **Ownership**

2.1.1. LSE members of staff (including LSE students employed or paid to teach or assist in teaching and working in that capacity) and LSE visitors will own the copyright in their scholarly works and teaching materials where they are created in the course of their employment, engagement by LSE or their visiting arrangement subject to the provisions of this Policy, including paragraph 2.1.2, paragraph 4.2 (Intellectual Property Rights created in the context of External Relationships) and paragraph 7.1.7 (commercialisation and exploitation of research).

2.1.2 LSE will own the intellectual property rights in all other works of LSE members of staff and LSE visitors including the following:

a) any work created for managerial or administrative purposes by LSE members of staff or visitors, or by LSE professional services staff working in that capacity, including (without limitation) recruitment talks, in-house training programmes, formal assessments including exam papers, software and databases;

b) any work which LSE has funded through a specific commitment of university funds or other resources or has specifically commissioned from an LSE member of staff or an LSE visitor outside regular teaching and research activities;

c) where the LSE member of staff or the LSE visitor creates or is involved in the creation of any work or intellectual property rights which LSE owns or has agreed to assign or license to a third party and has informed the member of staff or visitors that rights will be so assigned;

d) any work or works whose authorship cannot be attributed to one or a discrete number of authors but rather result from simultaneous or sequential contributions over time by multiple LSE members of staff, visitors and/or students (though where possible the provisions on moral rights in para 5 should be observed). For example, software tools developed and improved over time by multiple LSE members of staff and students where authorship is not appropriately attributed to a single or defined group of authors

e) where the LSE member of staff or the LSE visitor creates or is involved in the creation of any work or intellectual property rights which build on, or further develop, existing work or existing intellectual property rights or confidential information of LSE, another LSE member of staff, another LSE visitor or an LSE student, a sponsor, a collaborator or a customer which are licensed to or owned by LSE.

2.1.3 In order to fulfil its charitable objectives and duties the LSE needs to secure such intellectual property rights as are necessary to fulfil its educational mission. Staff are also asked to act collegially to share their teaching materials, particularly with junior colleagues to enable them to provide consistent delivery of courses to large numbers of students. To that end, whilst creators own the copyright to teaching materials created in the course of their employment at LSE (excluding materials which fall within para 2.1.2), creators grant to LSE a royalty-free licence for three years from the data of their creation

- to use and edit the materials, for example to update or amend them or edit them for the purposes of technical formatting or
- to do anything to it which LSE is required to do by law in order to assist LSE students with disabilities in order to deliver the LSE's educational curriculum, through any medium, and accessible worldwide to students enrolled at LSE. The licence will cover all teaching materials (such as syllabi, lecture recordings, problem sets, worksheets and other technical and case materials) but will not cover audio visual aids (such as PowerPoint slides) and the written texts of lectures when those texts have been distributed to students. LSE may ask the creator for permission to use all teaching materials not covered by this provision for the purposes of delivering the LSE's educational curriculum; it will be assumed that consent has been given unless the creator refuses permission within three weeks of the request and permission should not be unreasonably withheld.

2.1.4 Whilst employed by LSE, LSE members of staff (including LSE students employed or paid to teach or assist in teaching and working in that capacity) owe their primary teaching duties undertaken in the course of their employment by LSE to LSE and LSE students. However LSE members of staff or students are free to use the teaching materials they create in the course of their employment (including those which may under this policy have otherwise been assigned to LSE) for delivering guest lectures or teaching at another non-profit institution, including another university, subject the LSE's Conflicts of Interest policy and policies on outside work undertaken as a purely private activity. LSE staff, students or visitors may describe themselves using their LSE affiliation when delivering that teaching. However, LSE staff, students or visitors may not use or allow the other institution to use the LSE brand in such a way to promote the other institution or to imply that there is LSE sponsorship of the activity, nor may they grant the other institution the rights to use those materials once their visit or teaching there has finished. Further, they are not to use those teaching materials for commercial purposes or private gain unless the LSE agrees, and may be required to enter into a benefit sharing agreement with LSE for any income generated.

2.1.5 Should the LSE wish to commercialise teaching materials created in the course of employment LSE will enter into a separate agreement with the creator or creators in which the creator(s) and their Department may receive income or royalties from that commercialisation.

2.1.6 Where an LSE student is also employed or paid by LSE to assist in the conduct of research of an LSE member of staff or an LSE visitor, the LSE member of staff or LSE visitor must observe LSE's Code on Research Conduct to ensure that the LSE student's contribution to the work is appropriately acknowledged.

2.1.7 The provisions on moral rights set out in section 5 will apply to works as set out in that section.

2.2 **Appointments at other Institutions**

2.2.1 Any LSE member of staff or visitor who holds an honorary or other academic or research appointment at another institution or is employed by another institution must bring their obligations under this Policy to the attention of the other institution.

2.2.2 To the extent that the other institution claims ownership or to have an exclusive licence of any intellectual property rights created by the LSE member of staff or LSE visitor which belong to or have been licensed to LSE, it is the responsibility of the LSE member of staff or LSE visitor to avoid conflicts between their duties to the LSE and any obligations they owe to that other institution or employer in relation to intellectual property rights, and where appropriate to ensure that the other institution negotiates and agrees suitable arrangements with LSE. LSE will provide the LSE member of staff or LSE visitor with any support or assistance which may reasonably be requested by the LSE member of staff or LSE visitor to help him or her to comply with this requirement.

2.3 **Publication of Scholarly Works and the Management of Research Data**

2.3.1 LSE encourages LSE members of staff and LSE visitors to comply with the principles of open access to research (including research data) and to archive research data and make it available as openly as possible in an appropriate data archive, subject to: a) any duty of confidentiality (of the LSE member of staff or LSE visitor or of LSE) to any third party; b) there being no infringement of intellectual property rights; c) the protection of the rights of data subjects; d) any requests for embargo or restricted access; e) any considerations of national security; and f) paragraphs 4.2 (Intellectual Property Rights created in the context of External Relationships) and 7.1.10 (the need for confidentiality to facilitate research commercialisation).

2.3.2 Where LSE staff retain copyright in work produced in the course of their employment with LSE, they are encouraged to consider whether it may be possible and appropriate to release that work under a Creative Commons or other open licence. If an LSE member of staff or LSE visitor intends to assign or grant an exclusive licence of the intellectual property rights in a scholarly work to a publisher, that person is encouraged to inform the LSE Library in advance so that the LSE Library has an opportunity to negotiate suitable arrangements with the publisher to allow LSE to include the published scholarly work in the LSE Institutional Repository as a published edition or in pre-publication form and to use that scholarly work for the purposes of research and teaching and the commercialisation or exploitation of any of LSE's intellectual property rights or confidential information (including, without limitation, the creation of model questions, answers and dissertations, marketing and recruitment), in any media of LSE's choosing. LSE members of staff and LSE visitors should not do anything which prejudices or might prejudice the negotiations between LSE and the proposed publisher.

2.3.3 As a charity, LSE has a duty to advance knowledge and learning for the public benefit. It thus has a duty to promote the creation of original intellectual property and, generally, to make it publicly available. Where an LSE member of staff or LSE visitor does not intend to assign or grant an exclusive licence of the copyright in a scholarly work to a publisher, or has not assigned or granted an exclusive licence of, the intellectual property rights in a scholarly work to a publisher, that LSE member of staff or LSE visitor grants LSE a non-exclusive worldwide, royalty-free licence, and with the right to sub-license, allowing LSE to use that scholarly work for the purposes of research and teaching (including, without limitation, the creation of model questions, answers and dissertations, marketing and recruitment) in any media of LSE's choosing. The licence may be revoked on the assignment of copyright by the creator to a third party or publication under a creative commons licence. LSE will not, however, undertake any commercialization of such works without the agreement of the creator and will ensure that any revenue arising from commercialization will be shared with the creators, their departments and LSE in line with the benefit sharing arrangements set out in Appendix A.

2.3.4 If their research data is deposited in an LSE repository LSE members of staff and LSE visitors will grant the LSE a non-exclusive, royalty free licence to archive, preserve, reformat and migrate the research data and subject to any requests for embargo or restricted access to the research data, to communicate it and make it available according to any licence specified in the deposit process.

2.3.5 Where LSE members of staff and LSE visitors deposit research data with LSE or an appropriate external data repository they must ensure that they have:

a) obtained all consents and permissions (including, without limitation, any licences in respect of intellectual property rights and any consents to use any personal data) necessary for the arrangements outlined in paragraph 2.3.4, including compliance with LSE's Research Ethics Policy.

b) complied with data protection law in respect of any personal data included in that research data;

c) provided information relating to the intellectual property rights in that research data, any licences granted in relation to that research data and the inclusion of any personal data in that research data; and

d) provided sufficient information about the research data so that it can be identified, fully understood and re-used and cited in accordance with the terms of any licences which apply to the research data.

2.3.6 LSE members of staff and LSE visitors must respect third party rights in any research data they use, or which they deposit with LSE.

2.3.7 Funders may require research data to be placed in a data repository or made available for reuse under an appropriate licence. In order to comply with funding conditions, LSE members of staff and LSE visitors must not assign intellectual property rights or grant any exclusive licence in any such research data to any publisher or to any other third party without reserving rights to deposit the data in an appropriate data repository in accordance with the requirements of any funder of the research or in an LSE repository and make it available for reuse under an appropriate licence.

The LSE Library is available to provide advice and assistance on data management planning, research data management and the archiving of research data.

2.3.8 Where LSE members of staff or LSE visitors wish, or are required by the funder of their research, to submit any material to a repository, they must respect any third-party rights in that material. The LSE member of staff or the LSE visitor are encouraged to notify the LSE Library of the intention to submit any material to a repository including, without limitation, to an archive not held by LSE, before the submission to ensure that the publication by that archive does not conflict with any rights of LSE in the material or any obligation the LSE members of staff or LSE visitors may have to any third party.

The LSE Library is available to provide advice and assistance on submissions to repositories.

2.4 **Recordings of Lectures and other Teaching and Training Sessions**

2.4.1 LSE staff (including LSE students employed or paid by LSE to deliver teaching) and LSE visitors will own the rights in their performance in any lecture or teaching session.

2.4.2 If any lecture, teaching or training session given by any LSE member of staff (including LSE students employed or paid by LSE to deliver teaching) or any LSE visitor is recorded by LSE, that LSE member of staff, LSE student or LSE visitor (as the case may be) grants to LSE an exclusive, royalty-free licence for three years from the date of the recording

- to use recordings of the performance
- to copy the performance
- to transfer it to one or more different formats or media
- to edit it solely for the purposes of technical formatting
- to do anything to it which LSE is required to do by law in order to assist LSE students with disabilities
- to distribute copies of the performance through the LSE's teaching platforms and accessible worldwide to students enrolled at LSE

In each case the recording will be as originally given or as edited for the purposes of technical formatting or assisting students with disabilities as required by law.

The recording will be used, copied, transferred, edited and / or distributed solely for the purposes of delivering LSE's educational curriculum to LSE students, respecting the rights and interests of LSE students and complying with its charitable duties, including:

a) delivering to LSE students the LSE curriculum for the academic year in or for which the lecture or teaching session was recorded;

b) delivering the lecture or teaching session to LSE students who have deferred their assessments or are re-taking their exams and need access to the course content for the academic year for or in which the lecture or teaching session was recorded for up to three years from the date of the recording LSE students are allowed to download the performance for personal use offline solely in order to pursue their studies at LSE. The policy and associated procedures for lecture recording are set out in the Lecture Recording Policy.

2.4.3 LSE will not use the performance of any LSE member of staff (including LSE students employed or paid by LSE to deliver teaching) or LSE visitor for any purpose except those set out in paragraph 2.4.2 unless it first obtains that person's written consent. In particular, LSE will not use the recording of any individual undertaking industrial action during the period of that action or use it at any other time to cover material which would normally have been taught during the period of industrial action without their prior written consent.

2.4.4 If a person has recorded a teaching session (including lectures, seminars or classes) at the instruction of the LSE during an emergency situation, that recording will only be used to deliver the curriculum for the year for which it was recorded unless the person agrees it can be used for the period set out in para 2.4.2. For the avoidance of doubt, the provisions of this IP policy apply to such recordings in the same way that they do to recordings made in normal times.

2.4.5 If the content of the recording is translated and / or subtitles added or the substantive content has been changed in any way, the LSE member of staff or visitor will be given the opportunity to approve the translation, subtitles or changes prior to its dissemination on LSE's teaching platforms; such approval must be done in a timely manner (normally within 3 weeks) and must not be unreasonably withheld.

2.4.6 LSE will not use the recording for commercial purposes without the agreement of the creator and will ensure that any revenue arising from commercialization will be shared with the creators, their departments and LSE.

2.4.7 Any LSE members of staff (including LSE students employed or paid by LSE to deliver teaching) and LSE visitors who want to use the recording for any purpose except to deliver the LSE course for which it was recorded must first obtain written consent from the LSE School Secretary. This does not prevent the creator from using the content of the recording for research purposes or for teaching purposes in accordance with para 2.1.4.

2.4.8 Recording any lecture or other teaching session will involve LSE collecting and processing personal data. LSE will process that personal data for the purposes and on the legal bases set out in LSE's Data Protection Policy and LSE's Privacy Notice for Staff which sets out information about their rights in relation to their personal data and other information relating to LSE's processing of their personal data.

2.5 **External or Visiting speakers**

The intellectual property rights in the content of any lectures or talk given by external or visiting speaker who is not an LSE visitor under this Policy will be owned by that speaker. Copyright in any recording of a lecture or talk will belong to LSE. Speakers will be asked to sign the Speaker(s)/contributor(s) Release Form before giving their lecture or talk to grant LSE a licence to use the lecture or talk in accordance with the Creative Commons Attribution-Non Commercial-No Derivatives 4.0 International licence.

3. INTELLECTUAL PROPERTY RIGHTS IN RELATION TO THE WORK OF LSE STUDENTS

3.1 **Ownership**

3.1.1 LSE students will own the intellectual property rights in their work (including, without limitation, in any dissertation, thesis or other scholarly work), except where paragraph 4.2 or 7.1.7 applies or the LSE student:

a) is sponsored by a third party -a condition of the sponsorship may be that the sponsor owns the intellectual property rights in the LSE student's work;

b) is working in industry – a condition of the agreement with the business may be that the business owns the intellectual property rights in the work done by the student or is granted a licence of those intellectual property rights;

c) is working on a project funded or sponsored by a third party or in collaboration with a third party or is involved in LSE providing any service to a third party -a condition of the contract governing the funding, sponsorship, collaboration or service may be that the funder, sponsor, collaborator or recipient of the service owns the intellectual property rights or is granted a licence of those intellectual property rights;

d) is working on a project funded or sponsored by a third party or in collaboration with a third party -a condition of the funding, sponsorship or collaboration may be that the work be made available on an open access basis or that the work be commercialised;

e) creates or is involved in the creation of any work or intellectual property rights which LSE has agreed to assign or license to a third party;

f) creates or is involved in the creation of any work or works whose authorship cannot be attributed to one or a discrete number of authors but rather result from simultaneous or sequential contributions over time by multiple LSE members of staff, visitors and/or students. For example, software tools developed and improved over time by multiple LSE members of staff and students where authorship is not appropriately attributed to a single or defined group of authors;

g) creates or is involved in the creation of any work or intellectual property rights which build on or further develop existing work or existing intellectual property rights or confidential information of LSE, another LSE student, an LSE member of staff, visitor, a sponsor or a collaborator which are licensed to or owned by LSE;

h) creates or is involved in the creation of any work which LSE wishes to use for administrative or managerial purposes or which LSE has funded through a specific grant of university funds or has specially commissioned the student or others with whom they are involved to create (whether or not for separate remuneration); or

i) is also employed or paid by LSE to assist in the conduct of research of an LSE member of staff or LSE visitor and is working in that capacity.

3.1.2 Where LSE students do not assign intellectual property rights to LSE in accordance with this Policy, LSE students grant to LSE a non-exclusive, worldwide, royalty-free and irrevocable license, without limit in time, to copy and use any materials created by them in the course of their studies for the purposes of research, teaching and other uses of any of LSE's intellectual property rights or confidential information including the creation of student model questions, answers or dissertations, in any media of LSE's choosing, but excluding the purposes of commercialization. However, LSE will not make that material available to anyone other than -LSE staff or students without the creator's consent.

3.1.3 Where LSE has agreed to assign or license any intellectual property rights in any work in which the LSE student is or becomes involved in creating to any sponsor, collaborator or other person, the LSE student will assign the intellectual property rights in that work to LSE on request. If the LSE student refuses to do so, LSE may decide that the LSE student is not to be involved in the relevant project or work.

3.1.4 In cases 3.1.1 d), f), and g) above, LSE may (at its discretion) request the LSE student to: i) transfer or assign intellectual property rights to LSE; or ii) make the LSE student's work available to the public without restriction, and the LSE student will comply with that request. If the LSE student refuses to do so, LSE may decide that the LSE student is not to be involved in the relevant project or work.

3.1.5 In case 3.1.1 h) and i) above, the intellectual property rights in the work will belong to LSE.

3.1.6 LSE Library is available to provide advice to students on assigning intellectual property rights, but students are advised to seek independent advice. In particular students are advised to seek advice before entering into any contracts or collaboration arrangements with third parties to ensure that they are fully aware of what rights they may or may not have to work delivered under that arrangement. Students are advised to consult the LSE Library for advice.

3.2 **Scholarly Works and Publications by LSE Students**

3.2.1 LSE students must submit their final thesis or dissertation to the LSE Library in accordance with the rules and procedures set out in LSE's Regulations for Research Degrees. LSE students may ask the LSE Library not to make their work available to the public if they think to do so will or might: a) prejudice their ability to have it published by a commercial publisher; b) breach any duty of confidentiality; c) infringe intellectual property rights; d) breach the rights of any data subject; e) fail to comply with any requests for embargo or restricted access; or f) constitute a threat to national security or to their personal security; or g) any other reason which the student wishes LSE to consider relating to their own position or that of third parties.

3.2.2 LSE encourages LSE students to publish scholarly works on an open access basis and to observe the provisions set out in paragraph 2.3, subject to: a) any duty of confidentiality (of the LSE student or of LSE) to any third party; b) paragraphs 4.2 (Intellectual Property Rights created in the context of External Relationships) and / or 7.1.10 (the need for confidentiality to facilitate research and commercialisation).

3.2.3 If they are required to do so by the funder of their research, LSE students must publish their scholarly works on an open access basis in accordance with the funder's requirements and paragraph 2.3 will apply to the LSE student as though the LSE student were an LSE member of staff.

3.2.4 The LSE Library is available to provide advice and assistance on open access.

3.3 **Recorded Lectures and other Teaching or Training Sessions**

3.3.1 LSE students may record any lecture or other teaching session with the clear consent of the person giving the lecture or teaching session provided: LSE students use that recording only for their personal study related to the course which was being delivered by the lecture or teaching session and, once they have completed that course of study, they permanently erase all downloaded copies of the lecture or other teaching session. LSE students agree not to publish or distribute either the recordings they have made, or recordings made through LSE's lecture recording systems.

3.3.2 The policy and associated procedures for lecture recording are set out in the Lecture Recording Policy.

3.3.3 Recording any lecture or other teaching session will involve LSE collecting and processing personal data. LSE will process that personal data for the purposes and on the legal bases set out LSE's Data Protection Policy and LSE's Privacy Notice for Students which sets out information about their rights in relation to their personal data and other information relating to LSE's processing of their personal data.

4. INTELLECTUAL PROPERTY RIGHTS IN WORK CREATED IN THE CONTEXT OF EXTERNAL RELATIONSHIPS

4.1 **General**

The terms of any contract or agreement between LSE and an external organisation or other third party relating to intellectual property rights will prevail over anything to the contrary in this Policy.

4.2 **Funders, Sponsors, Collaborators and Customers**

4.2.1 LSE may enter into agreements with funders, sponsors, collaborators and customers. The terms of those agreements will determine any revenue shares, the ownership of and rights to use the intellectual property rights in the results of the project and the confidentiality of the results of the project.

4.2.2 LSE may agree such terms with funders, sponsors, collaborators and customers as it sees fit but LSE will usually endeavour to negotiate terms which allow:

a) LSE to use the results of the project for the purposes of achieving its mission and purposes and complying with its charitable duties;

b) LSE members of staff and LSE students to publish or otherwise disseminate the results of the research, preferably on an open access basis; and

c) LSE students to deposit theses and dissertations in the LSE Library on LSE's usual terms for the same,

subject to arrangements to keep any work or any results of the project confidential while steps are taken to protect intellectual property rights or to agree commercialisation or other exploitation arrangements.

4.3 **Consultants, Contractors and other Service Providers**

4.3.1 LSE may enter into agreements with consultants, contractors and other service providers. The terms of those agreements will determine the ownership of and rights to use intellectual property rights.

4.3.2 LSE may agree such terms with consultants, contractors and other service providers as it sees fit but LSE will usually endeavour to negotiate terms which provide for LSE:

a) owning the intellectual property rights in any work created specifically for LSE by any consultant, contractor or service provider; and

b) to have a royalty free, worldwide licence to use (with the right to sub-license) any pre-existing intellectual property rights including, without limitation, third party rights used by the consultant, contractor or service provider in rendering services to LSE.

4.4 **Assignees and Licensees**

4.4.1 LSE may enter into agreements with assignees and licensees. The terms of those agreements will determine the ownership of and rights to use intellectual property rights.

4.4.2 LSE may agree such terms with assignees and licensees as it sees fit but, LSE will usually endeavour to negotiate terms which:

a) provide LSE with a fair return for the assignment or licence;

b) allow LSE to use the intellectual property rights for the purposes of achieving its mission and purposes and complying with its charitable duties, including without limitation ensuring its financial sustainability;

c) allow LSE members of staff and LSE students to publish or otherwise disseminate the results of research, preferably on an open access basis; and

d) allow LSE students to deposit theses and dissertations in the LSE Library on LSE's usual terms for the same,

subject to arrangements to keep any work confidential while steps are taken to protect intellectual property rights or to agree commercialisation or other exploitation arrangements.

5. MORAL RIGHTS

5.1 Creators of literary, dramatic, musical and artistic works and film, and some performances have moral rights irrespective of who owns the intellectual property rights in those works.

5.2 Where LSE publishes or uses work by a member of LSE staff, student or visitor, generally it will aim to respect the moral rights of that author by identifying them as the author of the work and not subjecting the work to derogatory treatment. This general principle applies whether or not the author retains copyright in the work, and whether or not they have licensed the LSE to use the work.

5.3 However, LSE staff, students and visitors:

a) will generally not hold any moral rights in institutional materials including reports, syllabuses, curricula, and papers commissioned by the University for administrative purposes;

b) will generally be required to waive their right to be identified as the author of a work where appropriate, for example where the University publishes commentaries from examiners or academic peer reviews;

c) may be requested to waive their right to object to derogatory treatment of a work in order to allow teaching materials which they have licenced to LSE under para 2.1.3 to be edited only for the purposes of technical formatting or updated or revised without their future input during the period of the licence, such consent not to be unreasonably withheld;

d) may be requested to waive their moral rights or right object to derogatory treatment of a where the waiver of moral rights is required by any person to whom LSE agrees to assign any intellectual property rights or to grant any licence to use them, such consent not to be unreasonably withheld;

5.4 Otherwise LSE will not request LSE members of staff, LSE students and LSE visitors to waive any moral right.

6. LSE'S NAME AND TRADE MARKS

6.1 LSE members of staff, LSE students and LSE visitors must not mislead the public into believing that LSE is associated with or involved in any product, service, work, activity or project when that is not the case.

6.2 Even where LSE is associated with or involved in any product, service, work, activity or project, LSE has the exclusive right to use:

- its names (The London School of Economics and Political Science and LSE);
- its logo; and
- any trademark, service mark and domain name which incorporates either of LSE's names or its logo or is in some other way associated with LSE.

6.3 LSE staff, LSE students and LSE visitors may use the LSE logo in the normal course of their employment, study or visiting arrangement at LSE (e.g. teaching, dissemination of research, outreach and engagement, management and administrative works), including when teaching or presenting outside LSE in their capacity as an LSE member of staff, visitor or student and using their LSE affiliation. In all other cases, LSE members of staff, LSE students of LSE visitors must ask permission from the LSE Communications Division to use any of LSE's name(s), logo, marks or domain names for one or more specific purposes.

6.4 Unless that permission has been granted by LSE in writing, LSE's name(s), logo, marks and domain names and any name, logo, mark or domain name which is similar to any of LSE's name(s), logo, marks and domain names must not be used. In particular, the LSE logo must not be used without express written permission on outside work undertaken as a purely private activity, on collaborative arrangements with third parties outside the normal course of collaborative teaching and research activities, or on ventures founded by LSE staff, students or visitors alone or in collaboration with others, or in ways which would suggest that the LSE has endorsed or is any way involved with an external organisation or activity.

6.5 Any LSE member of staff, LSE student or LSE visitor who has been given permission by LSE to use any of LSE's name(s), logos, marks or domain names will comply with the Brand Identity Guidelines issued by LSE from time to time.

6.6 Any LSE member of staff, LSE student or LSE visitor must stop using any of LSE's name(s), logos, marks or domain names when that individual ceases to be an LSE member of staff, LSE student or LSE visitor or if they are breaching the provisions in this section or the Brand Identity Guidelines.

7. COMMERCIALISATION AND OTHER DEVELOPMENT OF RESEARCH

7.1 General

7.1.1 In order to enhance the impact of their research, and potentially to enable LSE, LSE members of staff, LSE students and LSE visitors to benefit from its commercial value, LSE wishes to encourage LSE members of staff, LSE students and LSE visitors to identify works which they think may have commercial potential and to assist in the development of their work for that purpose, and will seek to ensure that the benefits of any commercialisation are shared fairly between them and LSE.

7.1.2 In order to enhance the impact of their research, LSE also wishes to encourage LSE members of staff, LSE students and LSE visitors to identify works which have the potential to be disseminated through social enterprises or other not for profit vehicles, or on an open source basis, and to assist in the development of their work for those purposes including, where appropriate, ensuring protections are in place to prevent their commercial exploitation by others.

7.1.3 LSE members of staff may be permitted to carry out consultancy work outside their employment as specified in their employment contract and must comply with the relevant associated policies and procedures including the Outside Work Policy, advice on which can be provided by the LSE Consulting team (outside work undertaken as a purely private activity). If staff, students or visitors are undertaking consultancy in a purely private capacity (ie not through LSE Consulting) they must not represent themselves as acting on behalf of LSE nor use LSE headed stationery, nor use LSE premises, facilities or resources, and they will not be covered under the LSE's insurance policies.

7.1.4. Any LSE member of staff or LSE visitor who wishes to commercialise their work or intellectual property rights or to create the means for their wider dissemination and exploitation on a profit or not for profit basis, should contact LSE Innovation or LSE Consulting and must contact them if he or she wishes to commercialise the intellectual property rights of LSE or exploit them on a not for profit basis. Any LSE student who wishes to commercialise their work or intellectual property rights or to create the means for their wider dissemination and exploitation on a profit or not for profit basis may contact LSE Innovation for assistance, and must contact LSE Innovation or LSE Consulting if he or she wishes to commercialise the intellectual property rights of LSE or exploit them on a not for profit basis.

7.1.5 Any LSE member if staff, LSE student or LSE visitor who is unsure whether their work is or can be protected by intellectual property rights or rights of confidence or has the potential to be commercialised or exploited, should seek the advice of LSE Innovation or LSE Consulting.

7.1.6 LSE members of staff, students and visitors should be aware that even if they want to develop their works for use on a non-profit or open source basis that they should contact LSE Innovation for advice to ensure that the appropriate protections are put in place to protect the intellectual property rights in that work, for example by setting conditions of the use of that work by others for commercial purposes.

7.1.7 If LSE Innovation or LSE Consulting decides to assist in the commercialisation or exploitation on a not for profit basis of any work or intellectual property rights or rights of confidence of on the one hand LSE, and on the other LSE members of staff, LSE students or LSE visitors (each called a creator), LSE Innovation or LSE Consulting will work with the creator(s) to form a development plan and, where applicable, a plan for the sharing of revenues or the allotment of equity (or both) in accordance with this Policy.

7.1.8 In order to facilitate the development of work for commercialisation or its exploitation on a for profit or not for profit basis, e.g. through a not for profit vehicle or open source medium, LSE will normally require the creator to assign the intellectual property rights in the work to LSE, in so far as LSE does not own those rights, and work with the creator to develop them. The creator may also be requested to waive their moral rights in the work in order to facilitate the commercialisation or distribution of their work, in particular where that moral right interferes or is likely to interfere with the commercialisation of any work or the intellectual property rights in it. The LSE may at its discretion decide not to provide support for the development of the work if the creator does not accede to these requests or does not otherwise agree to abide by LSE's policies and procedures (for example relating to outside work, conflicts of interest or the LSE's Ethics Code). The LSE will seek to ensure a fair sharing in the profits which may result from the commercialisation or other development of those intellectual property rights as set out in section 7.2 below.

7.1.9 LSE members of staff, LSE students and LSE visitors are advised to keep records of the creation of any work in order to be able to show that they created that work and in particular to identify any third party rights in any data or materials used in the creation of that work which may limit their rights or the rights of the LSE to use that work for commercial or other purposes. It should be noted that exemptions to copyright or uses of data which are available for work which is for research, teaching or non-commercial purposes are generally not available for commercial purposes, even if the material is publicly available, and so additional due diligence is likely to be required to ascertain that rights of third parties are not affected or that appropriate consents have been obtained.

7.1.10 Some ideas and concepts which are valuable for research or commercialisation purposes are not capable of being protected by intellectual property rights and are valuable only for so long as they are kept confidential. Notwithstanding academic norms of publication and open dissemination of ideas, LSE members of staff, LSE students and LSE visitors are advised that non-confidential disclosures of any work (including oral statements to another person, even where that disclosure is not made in a public setting) or confidential information (including, without limitation, the submission of any work or confidential information to any journal for review or publication, or to conference organisers or at a conference) may potentially jeopardise future research or commercialisation. LSE may require anyone seeking LSE's assistance to commercialise their work to keep it confidential while steps are taken to protect intellectual property rights or to agree exploitation arrangements (or both).

7.1.11 LSE Innovation and LSE Consulting are available to provide advice and assistance to LSE members of staff, LSE students and LSE visitors on any of the above matters. In particular, given the need to strike a balance between early dissemination of ideas and the need for confidentiality in order to enable their development, anyone who wishes to explore the possibility of commercialising their work or intellectual property rights or to create the means for their wider dissemination and exploitation on a profit or not for profit basis should consult with LSE Innovation or LSE Consulting as early as possible in the research process and preferably before making any disclosure of any idea.

7.2 **Revenue Sharing and Equity in Spin-out Companies**

7.2.1 LSE takes a collaborative approach to the commercialisation of intellectual property rights and this Policy is designed to ensure that, where possible, LSE and the creators of a work each receives a fair share of the financial returns from the commercialisation of that work. If LSE receives any revenues from the licensing or assignment of any intellectual property rights in any work created by any LSE member of staff, LSE student or LSE visitor which they have assigned to LSE, the net revenues (after the deduction of costs in accordance with Appendix A) will normally be shared between the creators of the work, their department, centre or institute, and LSE in accordance with Appendix A to this Policy.

7.2.2 Where several individuals who are LSE members of staff, LSE students or LSE visitors contribute to the creation of any work in which they assign the intellectual property rights to LSE and where LSE receives any revenues from the licensing or assignment of those rights, the usual proportion of revenue payable to them as creators is set out in Annex A. The creators will be responsible for deciding amongst themselves how the proportion of the net revenues (after the deduction of direct costs) payable to them is split between them. In making that decision they must comply with LSE's Ethics Code and Conflicts of Interest Policy.

7.2.3 The revenue sharing arrangements set out in this Policy will continue after a creator has ceased to be an LSE member of staff, an LSE student or an LSE visitor. If an LSE member of staff, an LSE student or an LSE visitor dies, their estate will be entitled to the deceased's share of any revenues. LSE will not be obliged to pay any revenue share to any LSE member of staff, an LSE student or an LSE visitor, or to their estate if that individual or their estate has not provided LSE with up-to-date contact details and the LSE has made reasonable endeavours to contact them.

7.2.4 If LSE (or a subsidiary company of LSE) takes any equity in a spin-out company in return for the licensing or assignment of any intellectual property rights in any work created by an LSE member of staff, LSE student or LSE visitor, that person may be given the opportunity to take equity in that company in addition to, or in lieu of, all or part of their revenue share in accordance with Appendix A.

LSE Innovation and LSE Consulting are available to provide advice and assistance to LSE members of staff, LSE students and LSE visitors on any of these matters.

8. LSE'S DEALINGS WITH INTELLECTUAL PROPERTY RIGHTS

8.1 LSE may deal with any intellectual property rights which it owns fully or partially, or which have been licensed to it as it determines and in accordance with the principles set out in this Policy provided LSE:

a) honours any right the creator may have to share in the revenues received by LSE as set out in paragraph 7.2; and

b) complies with the terms of the licence and any other obligations to third parties.

8.2 LSE may decide not to use, commercialise or exploit any intellectual property rights or confidential information or materials, and may decline to assist any LSE member of staff, LSE student or LSE visitor in the exploitation or protection of their rights at its discretion, though that discretion will be exercised in compliance with the principles of this Policy. In such cases the LSE will grant an exclusive licence to the creator (License Back to Creators) so that they can take over the commercialisation themselves. In return the creator will agree to give back 1% of net sales as royalty payment to LSE, or 10% where they do not commercialise the IP themselves but find a licensee to do so instead.

8.3 LSE may take such action as it decides if it discovers that its intellectual property rights have been infringed, that its rights of confidence have been breached or that there is a threat that they will be infringed or breached. However, LSE is not obligated to take legal action if it is of the view that any remedy in law it is likely to get will be unsatisfactory due to the amount, time, risk or reputation cost involved in taking that legal action.

9. RESPONSIBILITIES WITHIN LSE

9.1 The LSE Council is responsible for approving this Policy and any amendments or updates to it which significantly affect the allocation of intellectual property rights under the Policy between the School and its staff, students or visitors.

9.2 The LSE Council or the School Management Committee may initiate a review of this Policy from time to time. That review will be undertaken in consultation with LSE members of staff, LSE students and LSE visitors in accordance with LSE's governance channels and normal and mandated practices, including consultation with Academic Board. SMC may approve all other changes to the policy which do not fundamentally change the allocation of intellectual property rights set out in this Policy.

9.3 Responsibility for the management and implementation of this Policy, including the approval for licensing LSE IP and for the creation of spin outs, lies with the LSE School Secretary, who may delegate that responsibility.

9.4 Responsibility for taking any decision in relation to the protection of LSE's intellectual property rights or rights of use including, without limitation, applying for and maintaining any registration, abandoning any application and not renewing any registration, lies with the LSE School Secretary, who may delegate that responsibility.

9.5 Responsibility for pursuing or bringing any claim against any infringer of LSE's intellectual property rights or rights of use or anyone who breaches LSE's rights of confidence or settling any claim in relation to any intellectual property rights, rights of use or rights of confidence, lies with the LSE School Secretary, who may delegate that responsibility.

9.6 Responsibility for taking any decision in relation to the commercialisation, exploitation, licensing or assignment of any intellectual property rights or permitting the disclosure or use (or both) of any confidential information or confidential works lies with the LSE School Secretary, who may delegate that responsibility.

9.7 Requests for LSE to consider granting any such license or making any such assignment must be made to LSE Innovation in the first instance.

10. CONFLICTS OF INTEREST

LSE members of staff, LSE students and LSE visitors must report any conflict of interest between, on the one hand, the interests of LSE and, on the other hand, that individual's personal, professional, and business interests (and those of their relatives and business associates) so that they may be appropriately managed in accordance with LSE's Conflict of Interests Policy.

11. DISPUTES

If there is an individual dispute concerning this Policy, LSE's interpretation or any of the matters contained or referred to in this Policy, that dispute, if it cannot be resolved amicably, will be referred, in the first instance, to the School Secretary who may refer it to an independent third party for resolution, including, without limitation, an independent arbitrator or mediator.

12. PUBLICATION OF THIS POLICY

12.1 LSE will publish this Policy and any amendment or update to it on LSE's website.

APPENDIX A REVENUE SHARING AND EQUITY IN SPIN-OUT COMPANIES

Eligibility

Whether or not a creator is eligible to receive a share of revenues from the exploitation of a work or any equity in a spin-out company will be determined by their contribution to the creation of the intellectual property rights, as set out in the relevant UK law governing the subject.

In the case of patentable inventions, only those individuals who have made an inventive contribution identified in a pending patent application or issued patent will be considered eligible.

An individual who was previously identified as an inventor on a pending patent application, but is no longer so identified because a change in the claims of the patent application necessitated a change in the named inventors on that application, may still be entitled to receive a share of revenues or any equity in a spin-out company, provided that all named inventors on that pending patent application agreeing in writing to their inclusion.

Net Revenues

Net revenues refers to the gross revenues actually received by LSE from the licensing or assignment of any intellectual property rights in a work created by any LSE member of staff, LSE student or LSE visitor, or from the sale of LSE's equity in any spin-out company after the deduction of:

a) any and all expenses incurred by LSE (including, without limitation, patent agent's fees) in connection with the filing, prosecution and maintenance of the intellectual property rights;

b) any and all legal fees incurred by LSE in connection with the creation, ownership and commercialisation, exploitation, defence and enforcement of the work or the intellectual property rights in it;

c) any and all expenditure by LSE on insurance relating to the maintenance and enforcement of the intellectual property rights;

d) any and all revenue shares payable to third parties, such as sponsors and collaborators;

e) any and all other costs and expenses incurred by LSE in connection with any of the following: the creation, ownership and commercialisation, exploitation, defence and enforcement of the work and the intellectual property rights in it and including a contribution towards the costs of LSE Innovation, but excluding any expenses which have been covered by external funding including by grants such as HEIF; and

f) any and all other expense incurred by LSE and agreed between LSE and the creators of the work. LSE will keep a record of all expenses associated with each project.

Normal Revenue Distribution

Net Revenues (in aggregate)	**Shares of Net Revenues**		
	LSE	Creators (in aggregate)	Department/Centre/ Institute
Up to and including £50,000K	20%	80%	0%
Greater than £50,000, but equal to or less than £150,000	20%	60%	20%
Greater than £150,000	20%	50%	30%

LSE gives no guarantee as to the amount of any Net Revenues

LSE employees acknowledge that the share of Net Revenues is just and fair for the purposes of sections 40 to 42 of the Patents Act 1977 or any similar provision in force from time to time in respect of intellectual property rights.

LSE members of staff, LSE students and LSE visitors will enter into a separate written agreement in writing to give effect to the sharing of Net Revenues signed by all eligible creators and the LSE with respect to each project and that agreement will take precedence over this Policy. In exceptional cases the revenue distribution may vary from those set out in this Policy.

That revenue sharing agreement may include an individual who has made a contribution to the Intellectual Property rights but who is not a creator, for the purpose of revenue distribution under this Policy, provided that the named creators who are sacrificing a portion of their revenue share in favour of that individual agree to their inclusion in writing.

In the absence of any written revenue sharing agreement, payment of revenue shares will be made annually in arrears, and payments will be made only once a minimum of £100 is due. In the case of LSE employees, payments will be subject to the deduction of income tax and, where applicable employees' NICs.

Where it is agreed that an LSE member of staff, LSE student or LSE visitor will receive equity in a spin¬out company, that equity will be in lieu of any revenue share so as to avoid any conflict of interest, except that an LSE member of staff, LSE student or LSE visitor may, if agreed in writing by LSE, take both a revenue share and equity where that LSE member of staff, LSE student or LSE visitor is not involved in the management or running of the spin-out company.
That person may still be remunerated by the company for separately contracted for advisory or consultancy services, but all such services MUST be provided through LSE Consulting to ensure conflicts of interest are appropriately managed. If a

revenue share is to be taken, it will normally be on the basis of the normal revenue distribution set out above.

Note that the LSE may withhold any revenue share which has otherwise been agreed if the LSE member of staff, LSE student or LSE visitor has not complied with this policy.

Equity shares in spin-outs or related companies

The following table gives an indication of typical shares of equity assuming that there are no other investors, but the actual share of equity of an LSE member of staff, LSE student or LSE visitor in a spin-out company will be negotiated on a case by case basis, having regard to the potential value of the business being created and the respective contributions, commitments and involvement of the LSE members of staff, LSE students, LSE visitors, LSE and any other investors. The levels of equity share will vary on a case by case basis but the LSE share will not normally exceed 30%.

LSE's contribution to development and on-going support	LSE or LSE's subsidiary's equity	Creators' equity (in aggregate)
None	5-10%	95-90%
LSE contribution to development, but no ongoing support	10-15%	90-85%
LSE contribution to development and on-going support (including an observer on the board)	15-30%	

The LSE may also accept convertible notes in certain circumstances but would normally require a 20-25% discount on the share price on conversion.

How contributions of new intellectual property rights and funding after the formation are recognised in terms of equity or other security interests are matters for negotiation and agreement at the relevant time. Where LSE receives equity in a company other than in return for the licensing or assignment of intellectual property rights to a new company including, without limitation, in return for investment in that company or in consideration for access to LSE's facilities or resources, LSE members of staff, LSE students and LSE visitors will not be entitled to share any income received in relation to that equity. However, LSE may distribute income to a unit of the School, including a Department, Institute, Centre or professional services division, whose resources (including staff time) have contributed significantly to the creation of the company.

LSE will not hold shares on behalf of LSE staff, students or visitors. If a member of LSE staff, student or visitor wants to take equity in a company they must do so directly.

The LSE has an obligation to ensure that spin out or related companies are run properly and do not act in a way which may damage the reputation of the LSE. To that end the LSE may require that it has an observer on the board of the company.

A post-licensing spin out company must enter into a separate agreement with LSE if it wishes to continue to benefit from LSE resources, including access to space, IT resources, and from LSE personnel including professional service staff and students.

APPENDIX B DEFINITIONS

to assign: to transfer ownership and assignment is a transfer of ownership of intellectual property rights; to commercialise: to use intellectual property rights in a way intended to generate value or a commercial return, for example in the form of a marketable product, process or service;

confidential information: information which has not been disclosed unless under a non-disclosure agreement;

a creator: an individual who creates or makes a substantial intellectual contribution to a work;

to create: to write, author, code, produce, develop, invent, conceive, reduce to practice, devise, design, perform, translate or some other way create a work or make a substantial intellectual contribution to a work;

a data subject: an individual who is the subject of personal data;

equity: ordinary or voting shares and / or share options or similar interests in the capital of a spin-out company;

to exploit: to use intellectual property rights, except for the academic or research purposes, including (without limitation) to commercialise intellectual property rights;

to infringe: to use intellectual property rights or a work protected by intellectual property rights without a licence, and an infringer is someone who is not the owner and uses intellectual property rights or a work protected by intellectual property rights without a licence;

intellectual property rights: rights which allow the owners of those rights to control how a work is used and exploited; see the sources of information about intellectual property rights in Appendix B;

know-how: technical, business, or financial or marketing information that is not in the public domain, which may include copyrighted materials, trade secrets, inventions, designs, processes etc;

a licence: permission or authority to use intellectual property rights or confidential information (or both);

a licensee: a person (including a business entity) that uses, exploits or commercialises any intellectual property rights licensed to or assigned to that company by LSE

LSE's facilities and resources: for example, any and all of the following provided by LSE: pre-existing intellectual property rights or works, pre-existing know-how or confidential information, office space, other accommodation, an LSE IT account, an LSE email address, access to the LSE library, professional support services, funding, reimbursement of expenses, and any other service or assistance from LSE members of staff or LSE's advisers;

moral rights: include: -the right to be recognised as the creator of a work; -the right to object to derogatory treatment of a work; and -the right not to be named as the creator of a work which the creator did not create;

a non-disclosure agreement: an agreement which contains an obligation to keep information or materials confidential and often a restriction on the use of that information or materials for limited purposes; sometimes called an NDA or a confidentiality agreement;

a performance: a live performance, whether or not in front of an audience;

personal data: information which relates to a living individual who is identified or can be identified (whether from that information or from other information) including, without limitation, any image of that person;

teaching materials: any work produced for the purpose of developing or delivering LSE's curricula including, without limitation, course materials and materials distributed to students for the purposes of the curricula through any means and including the content of lectures, teaching events and other teaching activities; recordings (audio and audio-visual) of lectures, teaching events and other teaching activities regardless of the form of expression, including courses delivered in digital forms; but excluding the creator's teaching preparatory notes which are not distributed to students; it does not include materials prepared or delivered for in-house training and / or for administrative and management purposes

a recording: a film, or sound recording, made directly from a live performance, a broadcast of the performance, or made from another recording of it and to record is interpreted accordingly;

research: work undertaken on a systematic basis in order to increase the stock of knowledge and the use of this stock of knowledge to devise new applications, comprising: basic research, applied research and experimental development and including policy advice and related materials; it does not include work created for the purposes of the management or administration of the LSE or any unit within it;

right of confidence: the right of a person to insist that information or material is kept confidential, often created under a non-disclosure agreement but sometimes inferred from the nature of information or the circumstances of its disclosure;

scholarly works: materials created as part of research activity and include, without limitation: books; articles in peer-reviewed journals; conference papers; blogs relating to research projects; computer software and databases created as part of research activity; teaching preparatory notes which are not distributed to students; policy reports; and other publications of a similar nature to any of those listed above, regardless of whether the publication is in traditional or electronic form, but the following are not scholarly works: teaching materials; any work commissioned by LSE (whether or not for separate remuneration); any work created for the purposes of the management or administration of the LSE or any unit within it including training materials or presentations prepared for administrative or management purposes, computer software and databases including computer software and databases created as part of research with the intention to develop through commercialisation or which have commercial potential

a spin-out company: a company that involves an LSE related founder or cofounder, and / or that involves LSE during its formation stage (which can include having LSE as a shareholder) and / or that licences or owns LSE derived intellectual property

substantial use: extensive unreimbursed use of any of LSE's facilities and resources, except the use of the LSE Library, office space or other premises and, in the case of an LSE student, the teaching of the LSE course on which that LSE student is registered;

a trade secret: confidential information which is not publicly available and which has commercial value because it is confidential;

a work: something which is protected or is capable of being protected by one or more intellectual property rights or by rights of confidence, for instance: a literary or written work including publications, drafts, notebooks, records, teaching materials, computer code and preparatory design material for a computer program; a database, a collection of materials, a table or a compilation of data or works, a dramatic, musical or artistic work including, a film, a recording, a broadcast, an audio-visual or multimedia work, a dramatic work, a performance, a drawing, photograph or image, an invention, knowhow and technical information, trade secrets and confidential information, and any other work created making substantial use of LSE's facilities or resources or commissioned by LSE (whether or not for separate remuneration).

SOURCES OF INFORMATION ABOUT INTELLECTUAL PROPERTY RIGHTS IN THE UK

www.gov.uk/intellectual-property-an-overview
https://www.gov.uk/government/publications/ip-basics/ip-basics
https://www.gov.uk/topic/intellectual-property/copyright
https://www.gov.uk/topic/intellectual-property/patents
https://www.gov.uk/topic/intellectual-property/designs
https://www.gov.uk/topic/intellectual-property/trade-marks
https://www.ipo.gov.uk/iphealthcheck.htm
https://www.gov.uk/government/publications/intellectual-property-for-universities

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Contacts:

Position	Name	Email	Notes
Strategic Director of Innovation	Julia Black	j.black@lse.ac.uk	

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Date Completed	1st November 2019

Communications and Training:

Will this document be publicised through Internal Communications?	**Yes**
Will training needs arise from this policy	**Yes**

If Yes, please give details:
Guidance currently being compiled to accompany the policy

LSE POLICY ON THE USE OF TURNITIN

1. Introduction

1.1 This policy defines the use of Turnitin within LSE. It establishes the general principles and minimum School-wide expectations of the use of Turnitin as a student academic writing development tool, highlighting considerations for developing local policy around the use of Turnitin in addressing academic misconduct and promoting good academic practice across LSE.

1.2 This policy has been developed by an extended Working Group, which was established following the Education Committee's endorsement (October 2021) of the School-wide use of Turnitin as a student academic writing development tool. It was agreed that this would provide equity among the LSE student body and dissuade, as far as possible, the unauthorised use of Turnitin, both within and outside of LSE.

1.3 The policy should be read in conjunction with the regulations around academic integrity and misconduct. More information on academic integrity and misconduct can be found on the following **Academic Discipline webpages**.

2. About Turnitin

2.1 Turnitin is a service that matches text from student-submitted work against its extensive databases of previously submitted student assessments (submitted to either LSE or other institutions that also subscribe to Turnitin), websites and academic papers.

2.2 Turnitin produces a similarity report and a score (%) of matched text. The similarity report contains any matches to sources along with the relevant links.

2.3 Turnitin offers staff the ability to investigate any concerns about the originality of a submission. It can also help students identify where their writing requires development, particularly regarding the use of sources, citation, referencing and paraphrasing.

2.4 Further information about the limitations of Turnitin, the Turnitin UK licence, student consent, removing papers from Turnitin UK and dealing with paper view requests is available in Appendix 1.

3. Use of Turnitin within LSE

3.1 It is understandable that, due to disciplinary differences and Turnitin's limitations (see Appendix 1), it is not possible to establish a School-wide policy for the use of Turnitin across LSE. Therefore, Departments have control and responsibility for developing their local policy for the use of Turnitin, which should be agreed by their Departmental Teaching Committees (DTCs), or any other appropriate equivalent Departmental committee, and clearly communicated to students. The Departmental policy (as set out in Appendices 2 and 3 below) should be shared with the Student Regulations Team (**ssc.plagiarism@lse.ac.uk**).

3.2 It should be made clear to all students within each Department how Turnitin is used within the Department. This should include a rationale for the way in which it is used within the Department (see 'Models for using Turnitin as a student academic writing development tool' below).

4. Principles of using Turnitin

4.1 This section puts forward a specific set of School-wide principles around the use of Turnitin.

4.2 **Principle One:** Turnitin is not a plagiarism checker

4.2.1 Turnitin is a text-matching tool, **not a plagiarism detection tool**. Turnitin provides a useful indicator to markers of the extent of matched text within a document, but it cannot determine what those matches mean (i.e. whether a case of academic misconduct/plagiarism).

4.2.2 Where required, both the similarity report and the score (%) must be carefully examined by the subject expert (i.e. academic teaching staff). Turnitin is no substitute for academic knowledge and judgement, and it is for the subject expert to determine where matched text has been correctly or incorrectly referenced and to identify cases of possible academic misconduct/plagiarism.

4.3 **Principle Two:** Interpretation of Turnitin similarity reports is an academic teaching staff responsibility

4.3.1 The interpretation of Turnitin similarity reports is the responsibility of academic teaching staff (subject experts) within the Department. Professional Services staff can be involved in the management of reports, for example to remove irrelevant matches (e.g. matches where student submissions all share a common cover sheet, random small matches etc.) as well as ensuring that Turnitin is enabled correctly within the Moodle activity settings. Only the subject expert and/or delegated teaching staff within the Department can make a judgment about whether matched text has been correctly or incorrectly referenced and whether academic misconduct is likely to have occurred.

4.4 **Principle Three:** Marking must not be based on a Turnitin similarity report and score (%)

4.4.1 The marking process should be undertaken without accessing the Turnitin reports until a final mark has been agreed for the assessment in question.

4.4.2 The School's advice is to mark without interrogating the reports during the marking process, to avoid the possibility of them directly or indirectly influencing the mark or creating the perception of bias during the marking process. The only way marks can be deducted from summative assessments is by making a formal allegation through the School's **Regulations on Assessment Offences**. If you have any questions about the assessment misconduct process or regulations you can contact the Student Regulations Team via **ssc.plagiarism@lse.ac.uk**.

4.5 **Principle Four:** No similarity score (%) threshold should be used within Departments

4.5.1 The similarity score (%) is flawed. Because of this and the above principle (Three), no threshold should be used within Departments to determine when to investigate an assessment for misconduct/plagiarism. This includes PSS using similarity scores to identify potential cases of plagiarism, which constitutes an interpretation of similarity reports. As outlined in Principle Two, the interpretation of Turnitin similarity reports is the responsibility of academic teaching staff (subject experts) within the Department. As specified in Principle Five, teaching staff are not required to review all similarity reports, only those where, in the course of marking, the marker has any concerns around academic integrity.

4.5.2 The similarity score (%) of text matches within a report can be misleading (false positives and false negatives) and requires careful interpretation. Sometimes, a high similarity score (%) is the result of lots of tiny matches, none of which indicate academic misconduct/plagiarism, and in other cases a lower similarity score (%) may indicate a case for investigation. For example, a similarity score of 10% may be an insignificant proportion of small, matched text, but it may present cause for concern if that match is contained within a single section (i.e. 10% in the conclusion section of a short essay). Moreover, essay writing companies (mills, ghost-writers) can produce papers with low similarity scores (%).

4.5.3 The idea of a 'threshold' can cause unnecessary stress and anxiety for students, leading them to focus on gaining a score below the 'threshold' rather than focus on the overall academic quality and originality of their work. The whole community should be aware that there is no ideal overall similarity score (%), nor any % below which an assessment is likely to be plagiarism-free and above which it is not.

4.6 **Principle Five:** Turnitin should be used equitably within a student cohort – blanket use

4.6.1 To ensure equity, Turnitin must be applied universally (i.e. to all submissions within a specific assessment or not at all) – blanket use. Running student work through Turnitin 'selectively' or through a 'random sample' may be seen as unfair, lacking equity, promoting bias, and/or detracting from student efforts to engage in best academic practice. Moreover, it could obfuscate cases of collusion within a cohort – for example, by not identifying all the students who may have colluded – and could be seen as unfair.

4.6.2 **IMPORTANT:** This does not imply that all the similarity reports for a specific assessment need to be reviewed. A report only needs to be reviewed if, in the course of marking, the marker has any concerns around academic integrity.

5. Promoting good academic practice across LSE

5.1 A core LSE principle is that academic integrity and scholarship should be promoted across LSE, at all levels of study and within all Departments. Staff across LSE should endeavour to educate all students about the importance of academic integrity and deter them from committing academic misconduct.

5.2 This section puts forward a specific set of School-wide guidelines around promoting good academic practice both at School and Departmental level.

5.3 Students on all courses and programmes should be provided with:

5.3.1 **Discipline-specific information on academic practice**. For example, guidance on appropriate referencing, paraphrasing and citation, the value of an appropriate bibliography, as well as information about acceptable collaboration and unacceptable collusion.

5.3.2 **Information about academic integrity**. For example, information about academic misconduct and what constitutes plagiarism, as well as information about self-plagiarism. Information should also be given about when it is, and is not, acceptable for students to collaborate and when it is, and is not, acceptable for students to reuse or expand on previous work such as formative submissions.

5.3.3 **Student training and support on academic practice and scholarship**. For information about student training see 'Student and Staff support' below.

5.3.4 **Clear information on how Turnitin is used within the Department, including its use for student development** (see 'Use of Turnitin as a student academic writing development tool' below).

5.4 To promote academic integrity and scholarship, academic teaching staff and Professional Services staff should:

5.4.1 Consider assessment methods and assessment design that minimise opportunities for academic misconduct and/or collusion. For more information, please visit the **LSE Assessment Toolkit**, email your **Eden Centre Departmental advisors** or email **eden@lse.ac.uk**.

5.4.2 Consider staff training opportunities for both academic teaching staff on interpreting Turnitin similarity reports and Professional Services staff on the administration of Turnitin similarity reports. For more information, please see 'Student and Staff support' below.

5.4.3 Review information about academic integrity, academic misconduct and the investigative process related to academic misconduct. For more information, please visit the **Plagiarism Guidance information for LSE staff** webpage or contact the Student Regulations Team at **ssc.plagiarism@lse.ac.uk**.

6. Use of Turnitin as a student academic writing development tool

6.1 The School has endorsed the use of Turnitin as a student academic writing development tool across LSE (Education Committee, October 2021). Therefore, **it is compulsory** for all LSE Departments (in which students engage with essay-based assessments) to offer their students the opportunity to use Turnitin to help them develop their writing, referencing, paraphrasing and citation skills.

6.2 **The minimum requirement** within a Department (in which students engage with essay-based assessments) is that students have access to their Turnitin similarity report and score (%) for at least one of their formative essay-based assessments for every year of their studies (the latter is applicable, if students continue to engage with essay-based assessments in their consecutive years of study). Choosing compulsory core courses increases the likelihood that all students on a programme will have the opportunity to use Turnitin as a development tool regardless of their course selections.

6.3 It is also **compulsory** for students to be offered training in using Turnitin as a student academic writing development tool (if they are engaged with essay-based assessments). Training and support for students can be Department-specific or centrally offered. The timing of training can be determined by Departments according to when they deem it academically appropriate for students. This may be at the start of their studies, but refresher training opportunities should also be considered (e.g. before the dissertation).

6.4 The above is the minimum required for Departments; however, Departments can implement additional student access to Turnitin similarity reports and scores (%) (see 'Models for using Turnitin as a student academic writing development tool' below).

6.5 To account for the multi-disciplinary nature of LSE studies, and to ensure the whole student body has developmental access to Turnitin, the **School recommendation** is the use of Turnitin as a student academic writing development tool for all formative (essay-based) assessments. This recommendation – in addition to the developmental benefits – promotes equity across all students within and between Departments, and deters unauthorised access to Turnitin via external and/or internal sites. Departments should also be aware that students can pay for such services outside of the School, creating inequity within the student body.

6.6 Providing students with access to their Turnitin similarity reports and scores (%) for all their formative assessments should be sufficient to help them develop their writing skills and avoid unintentional plagiarism. Departments may choose to expand access to Turnitin similarity reports and scores (%) for summative (essay-based) assessments. In all cases, Departments must be clear about the rationale for their chosen access model. A template statement for students about how Turnitin is used within a Department is available in Appendix 2.

7. Models for using Turnitin as a student academic writing development tool

7.1 The information below will help Departments make local decisions to develop their local policy relating to the use of Turnitin as a student academic writing development tool. A template grid to support this decision making is available in Appendix 3.

7.2 **Model One:** Use of Turnitin as a student academic writing development tool at **the minimum requirement level** as explained above Opportunities:

- Allows students to look at and interpret similarity reports for their submissions. In conjunction with the training and support referenced in this policy, it allows students to address referencing and citation issues and improve their academic writing.
- Should reduce the number of assessment misconduct cases related to poor referencing and citation the Department needs to investigate.

Considerations:

- May create anxiety if a submission returns a high similarity score, though the support and training to accompany access should minimise this.
- Requires careful planning at programme level to avoid cases where students may not be afforded the opportunity to use Turnitin as a development tool.

7.3 **Model Two:** (School recommendation) - Use of Turnitin as a student academic writing development tool **for all formative assessments**

Opportunities:

- Allows students to look at and interpret similarity reports for their submissions. In conjunction with the training and support referenced in this policy, it allows students to address referencing and citation issues and improve their academic writing.
- More frequent use allows students to develop confidence in approaching academic writing.
- More frequent use reduces student anxiety around similarity reports and scores.
- Should, to a greater degree, reduce the number of assessment misconduct cases related to poor referencing and citation that the Department needs to investigate.
- Guarantees that all students who have to complete an essay-based assessment, regardless of multi-disciplinary options, have developmental access to Turnitin.

Considerations:

- May create some anxiety if high similarity scores are repeatedly returned. Additional support and training may be required in such cases.

7.4 **Model Three:** Use of Turnitin as a student academic writing development tool **for all formative and some summative assessmen**t

Opportunities:

- All the advantages listed in Model Two (above) apply.
- Where the formative and summative assessments are linked, students will be able to track the development of their writing.
- May further reduce anxiety if they can check their similarity report prior to a summative submission.
- May reduce unauthorised use of Turnitin in relation to summative assessments.

Considerations:

- Extra emphasis will have to be made in all student training that a low percentage score may not exclude them from investigation for academic misconduct. Students will need to be aware that academic judgement is the first indicator of academic misconduct and that either a high or low percentage score can be equally investigated.
- May create some anxiety if high similarity scores are repeatedly returned. Additional support and training may be required in such cases.

7.5 **Model Four:** Use of Turnitin as a student academic writing development tool **for all formative and all summative assessment**

Opportunities:

- All the advantages listed in Model Three (above) apply.
- Empowers students by positioning them as partners in the learning process, thereby promoting scholarship.

Considerations:

- All the disadvantages listed in Model 3 (above) apply.
- Where students fail to act as partners (as posited above), zero tolerance of misconduct may have to be applied.

8. Student and Staff support

8.1 This section provides information about the models of student and staff support and training. When considering the support and training needs of their students and staff, departments can choose from the following options:

- **Option One:** Departmental specific support and training, developed and provided by the Department.
- **Option Two:** Departmental specific support and training, developed and provided in liaison with central teams (LSE LIFE for students and Eden Centre for staff).
- **Option Three:** Centrally offered support and training; students and staff directed to the generic offering from LSE LIFE or the Eden Centre Digital Education team.

8.2 **Centrally offered student support**.

LSE LIFE will provide a three-tier approach to supporting students in their use of Turnitin:

- Online, self-access materials
- Workshops
- One-to-one support

8.2.1 **Online, self-access materials**. LSE LIFE will provide an academic integrity module as part of the *Prepare to learn at LSE online*, self-access pre-arrival Moodle module. This module will position the student as a member of the academic community and position academic integrity as a key part of scholarship. It will be interactive, with tasks to complete and mini tests to check learning. The module will include a section on how Turnitin is used, how to interpret similarity reports, and how to use these reports to improve academic writing skills such as paraphrasing and summarising, with an emphasis on how similarity scores (whether high or low) can be misleading. The module will provide a practice Turnitin link – set up so that it does not save submissions to Turnitin's repository – for students to use to check and develop their writing. When using this link, students will be required to accept a statement confirming that they agree to use the link in accordance with their Department's policy on the use of Turnitin.

8.2.2 **Workshops**. LSE LIFE will deliver interactive, task-based workshops on understanding Turnitin reports and using them to improve academic writing skills. The workshops will be repeated across the academic year.

8.2.3 **One-to-one support**. Appointments can be booked with **LSE LIFE Study Advisers** to ask questions about Turnitin and academic writing.

8.3 **Centrally offered staff support**.

Eden Centre (Digital Education team) provides a three-tier approach to supporting staff in the use of Turnitin (interpretation of reports and similarity scores):

- Online, self-access materials
- Workshops
- One-to-one support

8.3.1 **Online, self-access materials**. The Digital Education team offers online resources for both academic teaching staff and Professional Services staff on the use of Turnitin, including what is Turnitin, how Turnitin is used, how to interpret similarity reports etc.

8.3.2 **Workshops**. For academic teaching staff, the Digital Education team delivers interactive, task-based workshops on understanding Turnitin and interpretations of similarity reports. They also deliver workshops aimed at Professional Services staff around enabling Turnitin when setting up assignments and the management of similarity reports, including filtering, removing irrelevant matches etc. The workshops are repeated throughout the academic year, and are bookable through the **Training and Development System**.

8.3.3 **One-to-one support**. Appointments can be booked with Learning Technologists from the Digital Education team to ask/address individual questions about Turnitin. Requests for one-to-one training can be made by emailing **Eden.Digital@lse.ac.uk**.

APPENDIX 1: FURTHER INFORMATION ABOUT TURNITIN UK

Limitations

Turnitin can be a useful tool in deterring and detecting cases for investigation of plagiarism and collusion. The software is not a substitute for promoting good academic practice and cannot be treated as a failsafe measure for detecting academic misconduct. This section outlines some of the potential limitations of using Turnitin which users should be aware of.

1. Turnitin cannot identify matches of images, including diagrams, equations or other representations.
2. Turnitin cannot detect translated text.
3. Turnitin cannot detect and compare student writing styles etc. and detect contract cheating (i.e. essay writing companies, essay mills, ghost-writers etc. In such instances the contracted third party will normally correctly reference any sources meaning they likely have low Turnitin scores).
4. It is possible that in some cases the service may misidentify correctly cited text as a match, or text that it is identical across student papers (e.g. text where quotations are not used yet correctly referenced, or the use of a cover sheet with the submission etc.). Turnitin offers functionality to exclude such matches; however, this does not obviate the need for careful examination.

Turnitin UK licence

Turnitin is available to all academic teaching and Professional Services staff of all LSE Departments. Student access to Turnitin is enabled via the academic teaching and professional services staff.

Turnitin can only be used for the submission of LSE students' work, relating to LSE programmes of study. Turnitin cannot be used to check research and other papers prior to publication, or work of non-LSE students or for admissions or other purposes.

Student consent

Students are not required to give explicit consent for their work to be submitted in Turnitin. The conditions of registration for all students at LSE state

> *"all [student's] assessed coursework (essays, projects, field reports, literature reviews, dissertations etc.) will be [the student's] own work i.e. work originally created by [the student] during and for the purpose of [their] programme and may be analysed by text matching software".*

However, Departments must provide clear information about how Turnitin is used within a Department. This can be done via student handbooks or any introductory sessions. A template Turnitin statement and student agreement about how Turnitin will be used within a Department is available in Appendix 3.

Use of the service is subject to Turnitin's **Privacy Policy**, **Usage Policy**, **EU Data Protection and GDPR Compliance**, which provides details on the ways data is managed.

Students have the right to request removal of their submitted work from the Turnitin database. While this is possible, we advise you to explain to students that maintaining their work on Turnitin's database offers protection to them against someone attempting to plagiarise their work.

Removing papers from Turnitin UK

Work submitted to Turnitin UK will be stored indefinitely in the Turnitin database. Turnitin can remove student papers from the standard repository at the request of LSE's Turnitin administrator.

If you require work to be removed from Turnitin's database, you should contact the LSE Turnitin School administrator in the first instance at **eden.digital@lse.ac.uk**.

Dealing with requests (from other institutions) to view student papers

Matches with other students' submitted work to another institution are only accessible by contacting the institution through which a student's work was previously submitted via Turnitin. In Turnitin terminology this is called a 'paper view request.' LSE already has established **guidance for dealing with requests to view student papers**.

APPENDIX 2: TEMPLATE TURNITIN STATEMENT AND STUDENT AGREEMENT

[Department name] Departmental Turnitin Statement and Student Agreement

The following statement sets out how Turnitin is to be used within [Department name] and the terms by which students agree to use Turnitin.

Students agree to ensuring they have read and understood both:

- the School's Regulations on Assessment Offences and
- the **[Department name]** local guidance relating to academic writing, including referencing, citation and paraphrasing, available at: **[link to Departmental webpage where Department specific information is available]**

The **[Department name]** agrees to use Turnitin as a student academic writing development tool by providing students access to their Turnitin similarity report and score (%) as follows:

[choose one and *delete others as appropriate*]

- for at least one of their formative essay-based assessments for every year of their studies [the number of formative assessments and appropriate course codes should be specified]
- for all formative assessments
- for all formative and some summative assessment [that should be specified]
- for all formative and all summative assessments

The Department's rationale for the chosen approach is **[provide pedagogical rationale for the Departmental chosen approach]**

[Department name] agrees to provide its students with support and training in the use of Turnitin through:

[choose one and *delete as appropriate*]

- Departmental specific support and training **[provide details about how this support will be accessed]**
- Centrally offered support and training provided by LSE LIFE. LSE LIFE provides a three-tier approach to training (Online/ self-access materials, Workshops and One-to-one support). Please contact lselife@lse.ac.uk for details on training in the use of Turnitin.

Students agree to use Turnitin on the basis prescribed by the Department in this statement.

Students should be aware that where Turnitin is used within the Department, it is applied universally (i.e. to all submissions within a specific assessment or not at all - blanket use).

Students need to be aware that academic judgement is the first indicator of academic misconduct and that either a high or low percentage score (%) can be equally investigated. Therefore, there is no

similarity score (%) threshold (whether low or high) within the Department that excludes them from an initial investigation.

As stated in the Conditions of Registration:

> *"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 text matching against future submissions. 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."*

Queries about use of Turnitin, academic misconduct or plagiarism should be addressed in the first instance to your Department **[provide details]**.

APPENDIX 3: GRID FOR DEVELOPING DEPARTMENTAL POLICY

The table below is designed to aid Departments when deciding upon a local policy for the use of Turnitin.

Requirements flagged as ☑ in points 1-3 below should be applied by all Departments. For points 4 and 5 below, Departments must indicate their choice by ticking the relevant box ☐.

Departments are also asked to complete the details in the Template Turnitin Statement and Student Agreement (Appendix 2) to explain the rationale for the choices indicated in sections 4 and 5 below. These decisions should be determined by the Departmental Teaching Committee or appropriate equivalent Departmental committee.

	Departmental policy /requirement	**Departmental Options**	**Departmental Choices**
1	No similarity score (%) threshold should be used within the Department	**MUST HAVE**	☑
2	Turnitin should be used equitably within a student cohort – Blanket use	**MUST HAVE**	☑
3	Interpretation of Turnitin similarity reports is an academic teaching staff responsibility	MUST HAVE **Define roles** Please define how interpretation of originality reports will be handled within the Department, by defining the roles/responsibilities of: 1. Academic teaching staff 2. Professional Services staff	☑
4	Use of Turnitin as a student academic writing development tool **Choose one of the options**	**Departmental options (choose one):** Use of Turnitin as a student academic writing development tool 1. at the minimum requirement as explained above 2. for all formative assessments **(School recommendation)** 3. for all formative and some summative assessment 4. for all formative and all summative assessment	1. ☐ 2. ☐ 3. ☐ 4. ☐
5	Student training provision **Choose one of the options**	**Departmental options (choose one):** 1. Departmental specific support and training, developed and provided by the Department. 2. Departmental specific support and training, developed and provided in liaison with central teams (LSE LIFE). 3. Centrally offered support and training, students directed to the generic offering from LSE LIFE.	1. ☐ 2. ☐ 3. ☐

Review schedule:

Review interval	Next review due by	Next review start
3 years	31/05/27	01/02/27

Version history:

Version	Date	Approved by	Notes
1.0	May 2022	Education Committee	
1.1	May 2024	Education Committee	• Changes to wording of principles (One, Four and Five) and Appendix 2 following Education Committee approval of recommendations from first year policy review (21 March 2024). • Changes to formatting to fit with LSE policy template.

Links:

Reference	Link
Reguations on assessment offences applicable to all students	RegulationsAssessmentOffences.pdf (lse.ac.uk)

Contacts:

Position	Name	Email	Notes
Head of Digital Education Futures	Stella Ekebuisi	s.i.ekebuisi@lse.ac.uk	

Communications and Training:

Will this document be publicised through Internal Communications?	**Yes**
Will training needs arise from this policy	**Yes**

If Yes, please give details

The Eden Centre Digital Education team will provide staff guidance and training on interpreting Turnitin similarity reports.

POLICY STATEMENTS

EQUITY, DIVERSITY AND INCLUSION STRATEGY 2022

LSE is committed to building a diverse, equitable and truly inclusive university.

One of the three strategic priorities identified in the LSE 2030 Strategy is to develop LSE for everyone and 'equality of respect and opportunity' is a core principle of the School's Ethics Code.

In building on the work of the Equity, Diversity and Inclusion Office, the School's commitments are given effect through the following strands of focus, over the next year:

1. **To advance diversity of student recruitment, equity of attainment, and an inclusive community.**

   Key performance indicators:

   Recruitment: the diversity of the student body is further increased at all levels: (undergraduate, taught postgraduate, and doctoral), through close partnerships with the Widening Participation and Student Recruitment teams.

   Attainment: attainment gaps for black and minority ethnic students, and disabled students, are reduced, using 'value-added' data to assess degree attainment.

   Community: the School provides a consistently positive experience, as measured through the National Student Survey, and in partnership with the LSE Students' Union (see also (4) below).

2. **To promote inclusive teaching, education and engagement**

   Key performance indicators:

   Inclusive programme design and review: mechanisms are embedded to consider issues of inclusivity as an integral part of programme design and review.

   Inclusive learning environment: the School develops and implements an inclusive teaching and learning strategy.

   Diversity of people and perspectives: the School's events team continues actively to encourage diversity of speakers and perspectives in the School's public events programme.

3. **To promote diversity amongst the School's staff communities, and an inclusive staff experience**

   Key performance indicators:

   Diversity in School governance and management: membership of Council, the Court of Governors, the School Management Committee, and other major decision-making bodies within the School, reflect the diversity of the community as a whole.

   Diversity in staffing: the School attracts applicants from currently under-represented groups, with a particular focus on ethnicity in the recruitment of academics and senior professional services staff to achieve, develop and maintain workforce diversity across levels and functions.

   Career advancement: monitoring, analysis and improvements are initiated with respect to career advancement, specifically for under-represented groups. For career-track academic staff, the promotion success rate should not differ across groups of staff.

   Pay equity: pay equity is achieved for academic and professional services staff.

   Supportive policies: the School's policies (for example regarding workload allocations, flexible working, and core hours) foster equity and inclusion.

4. **To achieve an inclusive School environment, which promotes equality of respect and opportunity for all members of the School's diverse community.**

   Key performance indicators:

   Staff and student engagement: staff and student networks are active partners in promoting the institutional values outlined in the School's Ethics Code and the Student Charter.

   Survey evidence: the National Student Survey and the School's Staff Survey evidence consistent improvements in the experience of all members of the School's community.

   Active communication channels: the School runs one communications campaign each year in partnership with the LSE Students' Union, on issues of equity, diversity and inclusion.

   Robust and transparent reporting: mechanisms are further embedded to ensure that any issues of bullying and harassment can be readily reported, and addressed promptly and supportively.

   Centralised advice and expertise: mechanisms are in place to ensure that relevant aspects of the School's processes and procedures take account of issues of equity, diversity and inclusion, in accordance with the School's public sector equality duty.

   External recognition and benchmarking: the School achieves recognition from bodies such as Advance HE (Athena SWAN); and the School is externally scrutinized via benchmarking against other universities.

Review schedule

Review interval	Next review due by	Next review start
Yearly (as a minimum)	June 2024	Apr 2024

Version history

Version	Date	Approved by	Notes
1	17 Oct 2017	Council	
2	13 June 2023	SMC	

Links

Reference	Link
Policy statement on equity and diversity	https://info.lse.ac.uk/staff/divisions/equity-diversity-and-inclusion/EDI-objectives-data-and-research/EDI-policy-statement

Contacts

Position	Name	Email	Notes
EDI Manager	Gulce Ipek	g.ipek@lse.ac.uk	Owner

Communications and Training

Will this document be publicised through Internal Communications?	Yes
Will training needs arise from this policy	TBC
If Yes, please give details	

POLICY ON TRANS STAFF AND STUDENTS

Please note that this policy is currently under review in light of the **UK Supreme Court decision of 16 April 2025**.

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[1] speaker(s) to be challenged (and ensure a right of reply)[2].

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[2].
- 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 and 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.[3] 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

1 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**

2 Please see School Accommodation Policy

3 **https://www.gov.uk/apply-gender-recognition-certificate/overview**

Review schedule:

Review interval	Next review due by	Next review start

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Version	Date	Approved by	Notes

Links:

Reference	Link

Contacts:

Position	Name	Email	Notes

Communications and Training:

Will this document be publicised through Internal Communications? **Yes/No**
Will training needs arise from this policy **Yes/No**
If Yes, please give details:

DISABILITY POLICY

1. Introduction

1.1 LSE (hereafter 'the School') is committed to providing and developing a positive, supportive and enabling environment for all staff, including staff with disabilities. This policy builds upon this commitment in the context of the Equality Act 2010, which places a general duty on all higher education institutions to promote inclusion and disability equality. Under these duties, the School is required to:

- Promote equality of opportunity for disabled people.
- Promote positive attitudes towards disabled people.
- Involve disabled people in the formulation of actions.
- Encourage participation by disabled people in public life.
- Meet disabled people's needs, including additional measures to enable them to work on an equal basis as non-disabled people.
- Eliminate unlawful discrimination.
- Eliminate harassment of disabled people.
- Identify and analyse policies, practices and procedures that are potentially discriminatory.
- As part of its Public Sector Equality Duty, reflect in its policies and procedures that disabled people's needs may be different from those of non-disabled people.

1.2 This policy sets out the responsibilities that apply to different individuals to ensure a supportive environment for disabled individuals. In addition to the responsibilities that sit with line managers and certain functions, the policy also details how the School's Disability and Mental Health Adviser role provides confidential guidance to staff and managers as well as coordinating key areas to ensure that reasonable adjustments and other support are provided in a timely and appropriate manner.

1.3 This policy is accompanied by an Equality Impact Assessment (EIA) which aims to identify the policy's impact in terms of protected characteristics as well as ways in which any negative impact may be mitigated. Further details on the School's EIA process can be found on the **EDI webpages**.

1.4 This policy is supported by guidance for staff and managers which clarifies the process within the School for agreeing, implementing and reviewing reasonable adjustments. In the instance of a conflict between this policy and the supporting guidance, the policy should take precedence. At all times, a fair and reasonable approach should be taken which focuses on solutions to support the employee in their role.

2. Policy aims

This policy aims to:

2.1 Set out the ways in which the School is committed to creating a positive and inclusive environment for people with a disability or long-term condition, both seen and unseen.

2.2 Outline the process by which individuals can share a disability and be supported through a process of implementing and reviewing reasonable adjustments.

2.3 Provide a framework to contribute to the ongoing development of an enabling environment by addressing some of the specific practical needs of disabled individuals and providing support (e.g. training) for staff and managers.

3. Policy scope

3.1 This policy and its supporting guidance apply to all School staff, whether salaried or hourly paid. Outside these staff groups, the School also has a duty of care – including a duty towards an inclusive environment as regards disability - to agency staff, contractors and other individuals on School business.

3.2 A separate policy exists for the School's student community. In addition to the provisions in this policy, staff who are also students can access confidential support and advice in relation to their student status via the **Disability and Wellbeing Service**, as part of the School's commitment to an inclusive learning environment.

3.3 This policy should be read alongside other School policies that support a diverse, inclusive and respectful community, including:

- The **Dignity at Work Statement** which applies to all School staff and clarifies expectations of behaviour, as well as setting out the means by which inappropriate behaviour which falls short of bullying or harassment can be easily identified, addressed and resolved.
- The **Ethics Code** which sets out six core principles for behaviour that apply across the LSE community.
- The **Discrimination, Harassment and Bullying Policy** which sets out the process by which staff (and other members of the School community) may take formal action if they feel that they have been subject to discrimination, harassment or other adverse treatment on the basis of disability.

- The **Etiquette Policy for Email and other Online Communication** Tools, which focuses on behaviours and etiquette when working and collaborating online.
- The **Capability Health Policy and Procedure**, which sets out the procedure to be followed where a health condition is having a long-term and/or continuous impact on an employee's performance and/or attendance.
- The **Safeguarding Policy**, where an individual with a disability may also be considered within a vulnerable group.
- The **Fire Safety Policy**, which sets out the arrangements for individuals with disabilities in the event of an evacuation.

4. Definition of disability

4.1 The Equality Act 2010 uses a definition of disability which includes but is not limited to those with physical or mobility impairments, visual impairments, hearing impairments, dyslexia, dyspraxia, dyscalculia, attention deficit (hyperactivity) disorder (AD(H)D), certain medical conditions, mental health conditions, autistic spectrum conditions, Chronic Fatigue Syndrome (CFS)/myalgic encephalomyelitis (ME) and other disabilities that may be 'unseen' (e.g. asthma, epilepsy, heart conditions, diabetes). The formal definition included in the Act is:
"A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day to day activities"

4.2 The definition of 'day to day activities' includes mobility, manual dexterity, lifting, hearing, eyesight, speech, memory, and the ability to concentrate, learn or understand. The Act defines 'substantial' as being more than trivial and 'long-term' as being more than 12 months or likely to last 12 months.

4.3 An impairment which would substantially affect a person, but which is controlled by medical treatment or other support1, is still covered by the definition of disability. This includes cancer, HIV/AIDS and Multiple Sclerosis effectively from the point of diagnosis.

4.4 Conditions that are expected to be temporary (such as broken limbs) will not normally be considered a disability in themselves unless indicated otherwise by medical advice and evidence. At the same time, adjustments may be discussed and agreed locally, in consultation with relevant parties (e.g. HR) to ensure that the individual is supported in their role.

4.5 While acknowledging the medical definition of disability given above under the Equality Act 2010, in practical terms the School follows the social model of disability which focuses on addressing and removing barriers to participation among disabled individuals.

5. Policy responsibilities

5.1 In line with the Equality Act 2010, the School is committed to ensuring a supportive workplace environment for disabled individuals. As set out here, both line managers and certain functions within the School have important roles to play in ensuring that disabled staff are supported and enabled appropriately in their work.

5.2 Employees:

- Are encouraged to tell their line manager if they have a disability or long-term condition that is affecting them at work, so that the School can ensure that appropriate reasonable adjustments and/or other means of support are put in place.
- Are encouraged to share information about any ongoing or new disability-related issues that are impacting on their work so that reasonable adjustments and other support can be implemented.
- Have a role to play by treating everyone with dignity and respect, and in contributing towards an open and inclusive culture within their teams in which individuals feel comfortable sharing information about a disability (if they choose to do so).

5.3 Line managers are responsible for:

- Creating an open and inclusive culture that enables staff to feel comfortable to share a disability and request reasonable adjustments.
- Spotting the signs where it might reasonably be expected that an employee has a disability and/or might reasonably be expected that someone would need an adjustment.
- Taking timely and appropriate steps to support employees who have shared information about a disability, including the implementation and review of reasonable adjustments.
- When an employee shares that they have a disability, being open and receptive to the employee's needs, and seeking (and being open to) independent advice that can inform management of the condition in question, including reasonable adjustments.
- Seeking further advice in a confidential and appropriate manner (e.g. from their HR Partner) before making decisions that impact on a disabled employee, as well as if they are unsure how best to support a disabled employee.
- Attending relevant disability training to maintain up-to-date knowledge and awareness of disability issues.

5.4 The Disability and Mental Health Adviser is responsible for:

- Understanding the key responsibilities of respective areas that play a role in supporting disabled staff, and directing queries accordingly.
- Coordinating between Health and Safety, HR Partners and DTS in ensuring staff are provided with relevant equipment, technology and furniture following an OH appointment or Access to Work evaluation.
- Tracking specific cases and ensuring that the employee is kept regularly updated and informed of progress.
- Carrying out regular case reviews and reporting key themes to the Disability and Accessibility Steering Group.
- Escalating concerns regarding an individual case to the Director of Human Resources or, where necessary, the COO.
- Reviewing monthly caseload with the Director of Human Resources and COO.
- Providing confidential advice to staff and managers concerning disability support.
- Providing specialist support to HR Partners in addressing disability issues.
- Promoting best practice regarding disability support across the School.

5.5 Human Resources (HR) are responsible for:

- Providing appropriate advice and support to managers and employees.
- Seeking specialist advice (such as via an Occupational Health referral) as required to inform reasonable adjustments for disabled staff.
- Retaining, monitoring and reporting on disability data in confidence.

5.6 Other key services and their responsibilities include:

- Health and Safety for owning the design and process of workstation risk assessments, which inform more general support for staff (e.g. ensuring an ergonomic desk set-up).
- DTS for supporting the provision of additional technologies to support individuals with disabilities (where applicable and approved by the relevant budget holder).
- Estates for monitoring access requirements for staff (and other individuals) on campus, and for implementing updates to access requirements as required Estates also support the implementation of Personal Emergency Evacuation Plans (PEEPs), typically in consultation with the individual staff member and their line manager.
- Staff Counselling for helping and advising disabled staff who approach them, both for work-based issues and situations relating to personal circumstances.
- Other teams around the School may also have a role to play, depending on an individual's role and staff group, e.g. the Timetables Office provides timetabling support to academic staff.

5.7 In addition to the above, other members of staff – such as trade union safety representatives and staff network representatives - play a role towards a more supportive environment for disabled staff as well as contributing in specific cases.

5.8 The School also uses external services to provide additional support and advice which inform the management of disability (such as Occupational Health) as well as general wellbeing (such as the School's Employee Assistance Programme).

6. Policy principles

6.1 The School is committed to creating an inclusive, safe and supportive environment for all staff and to addressing the barriers to inclusion that adversely impact upon disabled people. In addition to supporting disabled staff in their current roles, this also means taking positive steps to ensure that disability is not a barrier to progression in employment.

6.2 All managers and staff have a role to play in ensuring that disabled individuals are treated with dignity and respect. In particular, managers and staff should be mindful that some employees may not wish to share information about a disability and some employees may have disabilities that are not immediately apparent. All staff should avoid using language that could be potentially stigmatising or demeaning to disabled staff. All staff who experience distress, on the basis of a disability or for any other reason, will be supported appropriately through the line-management structure, HR or by referral to appropriate supporting services (such as Staff Counselling).

6.3 The School considers its reasonable adjustment duty as fundamental to creating an inclusive, safe and supportive environment for all. Reasonable adjustments for disabled staff should be relevant to their individual needs, appropriate, inclusive and in accordance with the School's policies and procedures as well as equality legislation (including the Equality Act 2010).

6.4 The School endeavours to offer an environment where employees feel comfortable sharing information about a disability and asking for reasonable adjustments. Staff are not obliged to notify the School that they have a disability, although it may be in their interests to do this so that reasonable adjustments can be discussed and implemented. The School also recognises that not all disabilities are identified at the start of an individual's

employment, and some staff may experience and/or share information about a disability at a later stage. It is also recognised that certain conditions are likely to fluctuate and may change over time. The School will follow a similar process for discussing, identifying and implementing reasonable adjustments to support staff whenever an employee shares information about a disability or the line manager reasonably believes that the employee may be facing disability-related barriers at work.

6.5 All disability information is kept confidentially in accordance with the School's data protection procedures and GDPR obligations. Information relating to individual cases is only shared on a strictly 'need to know' basis, for example where information needs to be shared to support the effective implementation of a reasonable adjustment. This may include third parties, such as Occupational Health and other medical professionals. Wider demographic information regarding disability in the staff community may be shared in accordance with GDPR principles as well as any data sharing agreements that may be in place, such as with the School's recognised trade unions.

6.6 The School will use a number of means to raise disability awareness within the School community, including through the School's Staff Networks, focused wellbeing initiatives for staff and collaborative staff-student projects. The School will also seek to raise disability awareness with external organisations with whom the School is in regular contact, such as via the Supplier Code of Practice.

7. Sharing information about a disability

7.1 The School endeavours to offer an environment which encourages employees with a disability or long-term condition to feel comfortable sharing this information as part of an open and supportive workplace culture. Sharing information about a disability enables the School to inform staff about the support options available and to put in place reasonable adjustments that minimise any disadvantage and contribute towards a positive employment experience.

7.2 Telling the School information about a disability is at the employee's discretion and no employee should feel obliged to share information about a condition if they do not wish to do so. Where staff choose not to share new information or do not give consent for information to be shared for the purposes of support, there will be restrictions or limitations on the level of support and the nature of reasonable adjustments that the School can offer. In particular, staff should note that, if they choose not to share information about a disability or any barriers they are facing at work, it may be difficult for the School to put effective and appropriate adjustments in place. This is also the case for implementing a Personal Emergency Evacuation Plan (PEEP) for employees who may need support in evacuating a campus building in an emergency.

7.3 An employee may decide to tell the School if they have a disability during recruitment or as part of their induction process. Current staff may choose to tell the School about a disability at any time via **MyView** (the School's online self-service portal for staff) and/or in conversation with their line manager or HR Partner.

7.4 Where an employee tells the School that they have a disability, the first step should be a supportive and collaborative conversation between the employee and their line manager to discuss adjustments (see **8. Reasonable adjustments**). Any personal information shared during the conversation (or subsequently) will be treated in confidence.

7.5 In rare instances, circumstances may require the School to lift confidentiality. Any lifting of confidentiality will be made on a strictly 'need to know' basis and the employee will be informed, except in cases where:

- There is a legal obligation to lift confidentiality without discussion with the staff member, *and/or*
- The health and safety of the staff member or others may be adversely affected by not doing so.

8. Reasonable adjustments

8.1 The School will consider and implement reasonable adjustments to facilitate inclusion, remove barriers and contribute towards a positive staff experience. Reasonable adjustments are evidence-based and are normally the product of constructive discussions between the employee and their line manager, in conjunction with independent supporting information (such as a consultant letter, medical report, Access to Work assessments etc.). Additional factors may also be taken into account, such as the employee's working (or home) environment, the services provided by the School, and principles of employment law to prevent substantial disadvantage.

8.2 What is 'reasonable' will depend on the situation. In particular, it needs to be considered whether a potential adjustment:

- Will remove or reduce the disadvantage for the individual with the disability
- Is practical to make
- Is affordable (taking into account both funding available through the School and external sources, e.g. Access to Work)
- Could harm the health and safety of others

While adjustments are often intended to support an individual in undertaking the core requirements of their role, they should not replace or discard those requirements. For example, while a disabled employee could be given more time to undertake a piece of work, it may not be considered reasonable to remove the need for that piece of work to be undertaken.

8.3 The line manager should be open, responsive and willing to trial different arrangements in order to address the staff member's needs efficiently. Adjustments may differ depending upon both the employee's individual circumstances as well as the nature of their role and staff group (for example, they may be different for academic and professional service staff). To assist the employee, line manager and HR Partner in exploring what adjustments are appropriate, the School has developed a Reasonable Adjustments Flowchart.

8.4 Where specialist advice is required, this should first be discussed with the employee before a referral is made to a specialist, with support from the HR Partner. Where there is a delay in specialist advice being provided (for example where a disability has only recently become apparent), the line manager should work with the employee to explore appropriate and reasonable options to support them until such advice has been received.

8.5 Where an employee has only recently acquired their disability or the employee and line manager are unsure what adjustments are needed, further discussions, as well as input from other areas – such as HR, Health and Safety, as well as external experts – may be necessary as the employee (and School) learns over time what adjustments they require.

8.6 Staff who have been living with disabilities for a long time are likely to have considerable knowledge about their condition as well as a clear idea of what their needs are. It may also be helpful for medical personnel or other specialists who are already treating or working with the disabled employee to input into the process.

8.7 Examples of reasonable adjustments include, but are not limited to:

- Making reasonable adjustments during the recruitment process (such as providing extra time during an interview or assessment)
- Making reasonable adjustments to the physical environment, e.g. widening a doorway or building a ramp
- Exploring flexible working hours, either on a long-term or more temporary basis
- Acquiring or modifying equipment, e.g. providing an adapted keyboard
- Providing assistive software, as required for the role (such as speech-to-text software)
- Where possible, providing information in alternative accessible formats (such as large print, audio or Braille)
- In the case of academic and teaching staff, scheduling classes and/or rooms appropriately so that the needs of both students and the academic staff member can be met as far as reasonably possible
- Supporting employees who become disabled, or whose disability leads to an absence from work, with a phased return (e.g. working flexible hours).
- Allowing staff time off to attend medical appointments.

8.8 Reasonable adjustments are not set in stone and should be reviewed periodically (and as required by circumstances) by the line manager, in conjunction with the employee and other advice as appropriate (e.g. from HR) to ensure that they are necessary and sufficient. Reviews should be undertaken in a timely manner and at intervals agreed with the employee. Reviews should aim to identify the most appropriate support for the employee – taking into account both the initial assessment as well as any changes that have occurred in the intervening period – and they should be constructive, with the aim of minimising uncertainty and/or distress.

8.9 The School acknowledges that the nature of academia means that additional and/or different support may be appropriate for disabled individuals in academic roles. Such staff manage their own workload so that they have time both for activities that are scheduled at specific times (such as teaching duties, office hours or meetings with colleagues, LSE citizenship duties etc.) and research time which is essential both to their own professional development and the School. In seeking to balance these commitments, it is highly important that disabled staff are not unfairly disadvantaged, e.g. through absence, illness or another impact of their disability. As such, reasonable adjustments for academic staff with disabilities and/or chronic health conditions need to enable them to participate as fully as is practicable in all aspects of their roles as well as the wider life of the School. This might include support in adjusting an individual's workload to enable them to focus on all aspects of their academic role.

8.10 Further guidance on reasonable adjustments can be found in the Guidance for Managers on Reasonable Adjustments.

9. Technological support for disabled staff

9.1 The School is committed to providing inclusive technology which enables all staff, including those with disabilities, to work, collaborate and interact effectively. As part of this commitment, the School invests in assistive technologies that make information (whether online or on paper) more accessible for individuals with disabilities.

9.2 Staff can request a consultation with DTS to discuss bespoke solutions for their individual needs. Solutions may include text-to-speech screen readers, voice recognition software, screen magnification software, and ergonomic keyboards and mice. Staff can contact **tech.support@lse.ac.uk** to book a consultation or if they have general accessibility queries.

10. Access to Work

10.1 Access to Work is a government fund run by the Department of Work and Pensions which provides support to disabled people to help them overcome work-related obstacles resulting from their disability. An Access to Work grant can pay for a person's practical support if they have a disability, health or mental health condition that makes it hard for them to do parts of their job or get to and from work. The money does not have to be paid back and will not affect any other benefits that the individual is receiving.

10.2 Where appropriate, the School may ask an employee to make an application to Access to Work to support funding where reasonable adjustments are extensive and/or ongoing.

10.3 More information about how the scheme works, including eligibility criteria, can be found on the **Access to Work webpages**.

11. Disability and recruitment

11.1 The School aims to recruit, train, develop and retain talented staff, regardless of any protected characteristic, including disability. Applicants have an opportunity to share information about a disability on the 'equal opportunities' part of their application. This information is retained by HR and is not available to view by the recruitment panel.

11.2 The School is a member of the **Disability Confident** scheme, under which applicants who consider themselves to be disabled may request a guaranteed interview provided that they meet the essential criteria for the role in question. Progression through the membership scheme is a key part of the School's plans to enhance the support available to disabled individuals across the LSE community.

11.3 The School will endeavour to make all reasonable adjustments that are requested during a recruitment process to enable a disabled candidate to participate fully. If invited for interview, the applicant will be asked if they require any reasonable adjustments to attend.

11.4 Applicants are welcome to visit the campus to enable them to better identify their potential support needs; existing staff are also welcome to visit other departments if are considering applying (or have applied) for another role via an internal recruitment process.

11.5 Information on disability support will be made available to new starters at the School as part of their induction materials.

12. Disability and sickness absence

12.1 Staff can self-certify their absence as disability-related through **MyView**. Absence which is related to a disability is (and must be) recorded and managed separately from other categories of sickness absence. Disability-related absence must be treated as unique to the individual and must be managed on a case by case basis, i.e. the way in which an individual's situation is managed does not in itself create a precedent for how the situations of others should be managed.

12.2 It is acknowledged that disability-related absence may be planned (for example, in the case of medical appointments) and unplanned (for example, where work pressures induce an aggravation of a disability). While any disability-related absence will still form (a separate) part of an employee's overall absence record, such absences are in themselves an opportunity for the line manager (with HR support as appropriate) to work with the employee to identify any further adjustments or support that could be put in place.

12.3 Staff with ongoing disabilities may require ongoing treatment and time off to attend medical appointments (which may include disability-related programmes, such as pain management). Employees should discuss their need to attend such medical appointments with their line manager as early as possible. Where possible, staff should try to make appointments at the beginning or end of their normal working day. Part-time staff and shift workers should try to schedule appointments for when they are not working. In line with the School's sickness absence procedures, such appointments are not recorded as sickness absence unless they require more than half a day away from work.

12.4 Medical appointments related to disability (or any other condition) will be accommodated wherever reasonably possible. Managers and employees are expected to be as flexible as possible in ensuring that relevant medical treatment is received, as well as agreeing how any work gaps may be addressed.

12.5 Where an employee's absence record (including any disability-related absences) is having a significant impact on their attendance and/or performance in their role and recommended reasonable adjustments have been explored, the Capability Health Policy and Procedure for Professional Services Staff (or equivalent procedure for other staff groups) may apply. Implementation of the latter procedure may happen alongside the addressing of any other concerns that have been raised (such as those relating to health and safety, or discrimination and bullying related to disability).

13. Ill health retirement

13.1 Where an employee's health has deteriorated to the extent that they can no longer perform their duties, and all reasonable efforts to redesign their role or secure redeployment have been unsuccessful, retirement on the grounds of ill health will be considered if the employee is a member of one of the School's pension schemes.

An application for ill health retirement will be referred to the HR Pensions team. All applications will need to be supported by appropriate medical reports, which individuals will be required to obtain and authorise for release to the pension scheme Trustee. In these circumstances, the School will support the employee as far as possible with their application, although it is ultimately the decision of the pension scheme Trustee whether to approve individual applications. In the event that an application is rejected, the process will revert to the relevant capability health procedure.

14. Training and development

14.1 The School endeavours to provide the appropriate training and development to all staff to enable them to undertake their roles effectively and to progress both their personal and professional development. As part of this commitment, the School will aim to ensure that all managers are better trained in how to address and manage disability issues in their teams, through additions to the core training programme offered to staff as well as tailored sessions for line managers.

14.2 All staff attending a training programme or course are asked if they have any access requirements or other reasonable adjustments that need to be accommodated. Where in-person training is arranged, this is normally held in accessible venues with consideration of the needs of disabled staff, including larger print handouts for those with visual impairments, or printed on different coloured paper to assist those with scotopic sensitivity.

14.3 In addition to specific discussions about reasonable adjustments, conversations about wellbeing in general (and disability in particular where relevant) should be part of one-to-one meetings and catch-ups between employees and managers. For professional services staff, wellbeing discussions have been incorporated into the available guidance on the **Career Development Review (CDR)** process, including the setting of wellbeing-specific objectives. Similar expectations apply to manager-employee discussions among academic, research and teaching staff.

15. Safe access requirements on campus

15.1 The School aims to continually improve the accessibility of its campus and facilities for the benefit of all who work, study or visit. This includes:

- Providing suitable access to School buildings via lifts and ramps.
- Reviewing and improving existing facilities, e.g. installing automatic doors that provide hands-free entry or maintaining accessible toilets.
- Designing, publishing and reviewing fire evacuation procedures for each School building.

15.2 Where requested by an employee and/or advised by medical advice, a Personal Emergency Evacuation Plan (PEEP) may be completed by a Fire Safety Advisor, with the employee's cooperation. PEEPs set out the specific arrangements to support anyone who, due to the nature of a physical or other condition, cannot safely evacuate from a building, acknowledge or respond to a fire signal without being assisted. In addition to visible physical disabilities, this may also include cognitive or psychological conditions (such as epilepsy or autism) that may impact upon a person's ability to evacuate the building in an emergency. More details about PEEPs, as well as other provisions supporting safe evacuation procedures, can be found in the **Policy for Safe Evacuation of Persons with Disabilities**.

15.3 A number of accessible parking bays are available near LSE's main (Houghton Street) campus. This parking is provided under the **'Blue Badge' scheme** which provides special parking rights for vehicles carrying drivers or passengers with disabilities. There are also additional 'Blue Badge' parking bays on Portugal Street and Sardinia Street.

Further information on accessible parking and other transport options can be found on the **LSE website**. External advice on transport support services for disabled people is available on the **UK government's webpages**.

16. Raising a concern

16.1 Where staff feel that they have not been treated in line with the principles within this policy, they have a number of options available to them for raising their concerns, whether these relate to local or central support.

16.2 Staff are encouraged to raise concerns with their line manager or HR Partner in the first instance. If this does not result in a satisfactory response, or they do not feel comfortable in doing so, they should approach the School's Disability and Mental Health Adviser.

16.3 The School is also able to support staff in resolving concerns through mediation; staff can find out more about this from their HR Partner.

17. Discrimination, harassment, bullying and victimisation

17.1 The School is committed to a working and learning environment where people can achieve their full potential free from any form of discrimination, harassment or bullying. Discrimination and harassment are not limited to people with a disability but may also apply to those associated with a disability, e.g. associative discrimination in the case of a carer for a disabled child.

17.2 Harassment may take the form of verbal abuse or other actions that make an individual feel uncomfortable, intimidated or degraded. Discrimination is defined as when someone is treated less favourably or put at a disadvantage because of one or more of their protected characteristics. Discrimination may be direct or indirect. In addition, another category of discrimination is discrimination arising out of a disability, which occurs when a disabled individual is treated unfavourably because of something connected with their disability and there is no justification for this treatment; there is no need for comparison with another individual for this type of discrimination.

17.3 Misconduct which is unintentionally detrimental towards disabled individuals may, where appropriate, be addressed and resolved informally. Where behaviour is more serious, intentional and/or deliberate, formal procedures are applicable (e.g. disciplinary procedure where an allegation is made against another employee).

17.4 Appendix 2 of the School's **Discrimination, Harassment and Bullying Policy** provides a list of internal and external contacts that staff can contact if they feel that they have been subject to discriminatory treatment on the basis of disability. This includes the **Safe Contacts network**, the **Report It Stop It** online form, and/or their **HR Partner**.

18. Monitoring and reporting

18.1 The School is legally required under the Equality Act 2010 to monitor and report annually its disability disclosure figures for staff and students. These figures are collected via individual staff records (both during recruitment and for current staff), student admission data and student records. Statistics on staff are also reported in the annual University Equality Monitoring Report as well as HESA student returns.

18.2 The School will continue to collect and monitor these statistics, as well as taking steps to encourage employees to feel comfortable sharing their data as part of its commitment to an inclusive working environment. Early sharing of information about a disability is encouraged so that reasonable adjustments can be put in place as early as possible.

18.3 All reporting on disability data will be anonymous in nature and no individuals will be identified. Information on staff who share information about a disability will be kept confidentially on the appropriate data system, in line with the School's **Data Protection Policy** and UK GDPR obligations.

19. Further resources

19.1 The School's **Disability and Wellbeing Staff Network (DAWN)** aims to make the School more disability confident and raise awareness about disability on campus. Staff are encouraged to contact **edi@lse.ac.uk** if they have any questions or wish to be part of the network.

19.2 The School's Disability and Wellbeing Steering Group is chaired by the Pro-Director (Education) and meets periodically to discuss disability-related matters that affect staff and students.

19.3 More information on assistive technologies can be found on the **Assistive Tech webpage**.

19.4 Further information on workstation risk assessments that inform more general support options for staff is available on the **Health and Safety webpages**.

19.5 The trade unions recognised by the School can provide advice in individual cases and general support, as well as being a means for wider concerns about the employment experience of disabled staff to be raised. In addition, in line with UK law[2], union-appointed safety representatives make an important and practical contribution to the health and safety of staff.

19.6 General wellbeing support for staff can be accessed through:

- **Staff wellbeing webpages**
- **Employee Assistance Programme (EAP)** which provides confidential telephone counselling and more as a 24/7 service
- **Staff Counselling Services**

19.7 The School is a member of the **Business Disability Forum**, a not-for-profit membership organisation which provides (among other resources) networking opportunities, access to disability guidance and an **Advice Service**.

20. Review

20.1 This policy and its accompanying EIA will be reviewed in one year's time and then in line with HR's policy review schedule, as well as benchmarking exercises and any legislative changes.

Review schedule:

Review interval	Next review due by	Next review start
Annual	November 2022	August 2022

Version history:

Version	Date	Approved by	Notes
2	September 2021	HRMB	
	November 2021	JNICC	

Contacts:

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Communications and Training:

Will this document be publicised through Internal Communications? **Yes**

Will training needs arise from this policy **Yes**

If Yes, please give details:

Training will be carried out as part of the 'LSE Manager: Bringing Policy to Life' sessions.

LSE STUDENT DISABILITY POLICY

Introduction

LSE is committed to providing an inclusive and equitable learning environment that enables disabled students to access the same opportunities as their non-disabled peers. LSE is also committed to the Social Model of Disability (where the emphasis is on removing the disabling effects of the environment and misconceptions rather than assessing the impact of individual impairments).

The legal context

Under the Equality Act (2010), higher education institutions are required to make reasonable adjustments in anticipation of, and in response to, disabled students' needs and must ensure that disabled students are not treated less favourably than other students for reasons relating to their disability. These duties apply to all services and facilities the higher education institution provides for students, including all aspects of learning and teaching.

Definition of disability

A disabled person is defined by the Equality Act 2010 as someone who has "a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities". This definition covers a wide range of physical, mental and sensory impairments, including specific learning difficulties such as dyslexia and chronic health conditions such as diabetes, epilepsy and depression. The definition also includes people with cancer, HIV and multiple sclerosis from the point of diagnosis. Long-term means it has lasted for at least 12 months, it is likely to last at least 12 months, or it is likely to last for the rest of the life of the person.

The concept of reasonable adjustments

The Equality Act 2010 places an anticipatory duty on higher education institutions to make 'reasonable adjustments' for students in relation to:

- A provision, criterion or practice (for example teaching and assessment methods)
- Physical features (for example access to lecture theatres, labs, teaching rooms)
- Auxiliary aids (whose definition includes auxiliary services, e.g. for example hearing loops)
- Information in accessible formats or the provision of Non-Medical Assistance (NMA) support

The School recognises that the impact of a disability or long-term condition and the way it is experienced varies from person to person and that some disabilities may recur. The School's Disability and Mental Health Service (DMHS) will work in partnership with the disabled student to ensure that appropriate reasonable adjustments are defined and applied, enabling disabled students to meet their full academic potential. Individual reasonable adjustments are informed by independent supporting evidence (such as a consultant letter, a diagnostic report, etc.) and determined by comprehensively examining the way disability affects the individual and their experience. These adjustments are detailed in the LSE My Adjustments; a plan that confirms and communicates to appropriate staff the student's expected reasonable adjustments.

Responsibilities – the School

All staff and students at LSE have a personal responsibility to adhere to and apply this policy in their dealings with others, both internal and external to the institution.

LSE is responsible for the implementation of this policy and resulting arrangements for reasonable adjustments. While LSE will make every reasonable effort to apply the principles set out in this statement and help students to make the best use of available specialist support, what is reasonable depends on a range of factors. These include the effectiveness of adjustments, the size of an organisation, how practicable the changes are, the cost of making changes and the resources available.

LSE aims to work in an inclusive manner by anticipating the diverse needs of all students, wherever possible. Where a student has a disability that requires individual adjustments to teaching and assessment practice, DMHS will work with the student to identify suitable and reasonable adjustments in a timely manner. With express permission from the student, DMHS will detail the information as agreed with the student, via My Adjustments, and circulated to the named Departmental Circulator of the student's home department.

The Departmental Circulator has the responsibility to ensure the circulation of the Inclusion Plan with all relevant staff. If appropriate, the Departmental Circulator for the home department will ensure that My Adjustments is circulated to the Departmental Circulator for any other department where a student is taking additional courses (including LSE100, Language Centre and LSE LIFE). Academic and professional service staff involved in teaching disabled students are responsible for ensuring that the reasonable adjustments are put in place for students as defined in the student's My Adjustments. All staff are encouraged to seek advice from DMHS if there are any queries or concerns regarding implementing any suggested adjustments.

It is the responsibility of the Head of Student Exams Management within the Student Services Centre to apply any appropriate approved Central Examination Adjustments.

Responsibility – the student

LSE encourages all students to tell the School if they have a disability or long-term condition in order for the institution to offer appropriate support. The decision of whether or not to share information about a disability or long-term condition and the timing of this belongs entirely to the individual student. However, if opportunities have been given to tell the institution about a disability or long-term condition and an individual decides not to then the School will not be able to offer them individual support or adjustments, nor can they be applied retrospectively.

Students are responsible for liaising with LSE's Disability and Mental Health Service to discuss their support needs as early as possible and on a regular basis thereafter so that adjustments can be identified, modified where necessary, and implemented to meet their individual needs and in good time. This is particularly important for any adjustments to examination arrangements. Students are responsible for providing appropriate evidence of the nature of their disability (e.g. doctor's letter, psychologist's report), where this is justified. Support with this can be provided by DMHS if required.

Once My Adjustments are in place if students have any queries related to the implementation of any reasonable adjustments they should raise them with the key contacts listed on My Adjustments, for example the Academic Mentor, Departmental Manager or DMHS. If their support needs change during their studies, they are encouraged to contact DMHS for further assessment of support.

Disclosure and confidentiality

LSE endeavours to offer an environment that encourages disclosure but acknowledges that it is the individual's right not to disclose. We encourage students to disclose any disability including a mental health difficulty at the earliest opportunity and ideally on application. Students who choose not to disclose at application stage or whose disability occurs during their studies are encouraged to disclose at any time thereafter. Students who identify that they have disability support needs are strongly encouraged to discuss these with DMHS at the earliest opportunity so that they are aware of the support available.

Disclosing a disability enables the School to inform students about the support options available and to make reasonable adjustments. These are aimed at minimising any disadvantage in accessing their academic programme and contributing towards a positive student experience.

The **SWS Confidentiality Policy** sets out how we will deal with the information that we hold in the Disability and Wellbeing Service.

VS/MA
Student Services
December 2022

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;

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.

Review schedule:

Review interval	Next review due by	Next review start
5 years	August 2025	Jan 2025

Version history:

Version	Date	Approved by	Notes
1.0	13 May 2015	Executive Health and Safety Group	Originally approved by Council
1.1	29 July 2022	Chair of the Safety Management Board	Removal of St Clements roof from list of terraces where smoking is permitted.
1.2	3 August 2022	Chair of the Safety Management Board	Removal of OLD Building terrace and all other terraces.

Contacts:

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Communications and Training:

Will this document be publicised through Internal Communications? **Yes**

Will training needs arise from this policy **No**

If Yes, please give details:

LSE POLICY AND PROCEDURE ON PERSONAL RELATIONSHIPS

Introduction

Positive professional relationships between staff, and between staff and students, which facilitate learning, research and the exchange of ideas, are recognised as integral to the success of the School. However, due to the power relationships that can exist between staff, and between staff and students, personal relationships which go beyond a professional working relationship can result in a conflict of interest, impacting on constructive and transparent working relations or resulting in adverse effects on the student experience. More seriously, these can result in abuse of power or the potential for, or perception of, abuse of power.

The School's Ethics Code, which applies to all staff and students, includes Integrity and Equality of Respect and Opportunity as two of the Code's six key principles. These detail the School's commitment to declaring interests and appropriately managing possible conflicts as well as treating all people with dignity and respect, being transparent and consistent with our decision making and ensuring that no person is treated less favourably as a result of any of the protected characteristics under the Equality Act 2010.

All academic, research, teaching and professional services staff are in a position of trust. It is important that they demonstrate professional behaviour and act in accordance with the Ethics Code. Due attention should be given to individual actions and conduct to ensure that this is appropriate to the activities being undertaken.

The Policy on Preventing and Addressing Sexual Misconduct sets out our School's commitment to provide a safe environment free from sexual harassment and violence. This includes behaviour which extends beyond the physical premises and normal business hours of the School, such as conduct at events and trips abroad or on social media. 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.

Policy Aims

The purpose of this policy and procedure is to set out the expectations and responsibilities of staff, students and the remainder of the LSE community specifically in respect of personal relationships between staff, and between staff and students, but also in respect of any personal relationship that includes a power imbalance. This is in order to prevent abuses of power, protect staff and students from allegations of conflicts of interest and promote a safe and positive environment for all.

The policy sets out what constitutes a conflict of interest and the steps that must be taken where these exist to ensure that they are managed in an appropriate and timely manner to avoid any real or perceived conflicts of interest, or misuse of power and authority. It explains the steps that must be taken by members of the LSE community to ensure that any personal relationships within LSE, where permitted, are handled with integrity so that they do not impact on the working lives of staff or the student experience and / or give rise to unintended consequences. Where disclosures regarding personal relationships are made, these will be handled sensitively and confidentially.

Scope of Policy

This policy applies principally to all staff and students at LSE but can, under certain circumstances, also apply to other members of the LSE community (see section on 'Definitions').

It also applies to:

- job applicants in so far as they are requested to declare any personal relationships with existing staff in their application form;
- individuals applying to become students in so far as the staff member has influence over whether the student is admitted.

The policy and associated principles apply equally to all relationships within LSE regardless of sexual orientation and identity.

Definitions

Personal relationships: a relationship which transgresses professional boundaries and may lead to real or perceived conflicts of interest, or misuse of power and authority. Examples of personal relationships include:

- a family relationship
- a business/commercial/financial relationship
- a romantic/intimate/sexual relationship (including a brief or one-off occurrence)
- a close personal/social friendship, which exists outside of the workplace.

However, personal relationships are not restricted to these examples and anyone who is in a situation which could lead to a potential conflict of interest, as set out in this policy, must declare it as outlined below.

Staff member: any individual who is employed by LSE, or engaged to carry out work for LSE, including PhD students, visiting staff, guest and emeritus teachers, and hourly-paid staff. This may include students who are also employed on teaching or research contracts, when they are acting in those capacities.

Student: all undergraduate and postgraduate students, full-time and part-time students, including those enrolled in University of London, Summer School or executive programmes and those carrying out distance learning.

LSE community includes but is not limited to all students, salaried and non-salaried members of staff (including visiting staff), alumni, contractors and members of Council as well as other individuals who are authorised to be on School premises for the purposes of work or study.

A **conflict of interest** may arise where an individual might be seen to be influencing School matters for actual, potential or perceived personal benefit. Such a conflict may arise in a situation when a member of the School community is in a position to influence, directly or indirectly, School business, research or other decisions in ways that could lead to gain for them, their family or others. No one should be involved in making decisions in relation to their commitments to the School from which they, or anyone with whom they have a close financial or personal relationship, stands to personally benefit. Such considerations apply to a wide range of activities in which conflicts may arise, including, but not restricted to, student admissions, student assessment, disciplinary proceedings, appeals, staff recruitment, staff promotion and remuneration, procurement and assessing proposed relationships between the School and outside parties1.

A **historical relationship** is one that has ended. Where these were in existence at the time of this policy, it is the School's expectation that they would have been reported. Once a relationship has ended, an individual can notify LSE by e-mailing their HR Partner. Information regarding the relationship will be kept on MyHR for two years in case of any concerns or complaints that the past relationship is impacting on current working relations and / or the student experience. Such complaints will be investigated in line with the policy in place at the time of the relationship.

Positional power: this is the authority held by virtue of one's position in the organisation's structure and hierarchy.

Consent: permission for something to happen or agreement to do something with a full understanding of the facts and without coercion. Consent is not consent if it is given under pressure, (perceived or real) threat, or given when someone is not really capable of giving it – e.g. if they are intoxicated, asleep and/or not capable of giving consent. Consent can be withdrawn at any time.

Exploited consent: consent that is secured only due to the occupancy of respective positions within an unequal relationship e.g. supervisor and student. Exploited consent includes experiencing pressure (perceived or real) to give consent in order to improve marks, improve promotion, or where a person believes they would not receive due professional attention.

Policy Principles

LSE staff must conduct themselves professionally and appropriately in their dealings with colleagues and students, in line with the School's Ethics Code[2] and the School's Safeguarding Policy[3].

The same guidelines and rules for appropriate conduct apply when staff and students are participating in fieldwork, conferences and other work-related activities away from the normal workplace, including when staff are on sabbatical leave.

Personal, financial, family, romantic or sexual relationships between students and staff, and between staff members (even if they are of similar age), where there is a significant difference in real or perceived power, present special problems because these relationships are vulnerable to exploitation.

The School's Discrimination, Harassment and Bullying Policy and the Policy on Preventing and Addressing Sexual Misconduct set out actions or behaviour which constitute harassment based on protected characteristics including gender, gender reassignment, sexual orientation, age and race. Improper behaviour, where a member of staff uses their power to exploit students / staff, will be treated as gross misconduct and dealt with through the relevant disciplinary procedure.

Staff in positions of influence should ensure that their behaviour does not put students or staff in an uncomfortable or difficult position, for example, by suggesting one-to-one meetings offsite in informal settings, such as restaurants, pubs or homes. Professional activity should be carried out at all times either in appropriate spaces (offices, meeting rooms, cafés) on campus or using online communication tools. Due consideration should be given to the power imbalance that exists and care should be taken to ensure that contact and behaviour are professional, appropriate and non-intimidating.

LSE acknowledges that cases of exploited consent can occur in situations where consent is believed to have been freely given by both parties, but would not have been given if one party did not occupy a particular position of power. All personal relationships declared will be investigated and LSE will consider issues relating to any power imbalance that exists, such as the relative dependence and vulnerability of the student / staff member, and the esteem, respect and admiration which the student / staff member holds for the more senior staff member. The more these features are made apparent, the more the securing of consent to sexual or other intimacy may be seen as exploitative.

With the above in mind, the following three fundamental policy principles apply:

1. LSE prohibits any personal relationships between staff and students where i) there is a direct supervisory relationship in existence (e.g. PhD student and supervisor); ii) a member of staff has direct or indirect responsibility for, or involvement in, that student's academic studies (for example, assessor of a student's work) and / or personal welfare (for example, academic advisor and advisee) or iii) a member of staff interacts with a student as part of their role (including the period during which a prospective student is applying for admission, and any period of time after the completion of a degree during which the staff member maintains a direct or indirect professional role, such as

mentoring or writing references for a former student).

Such relationships should be reported immediately in accordance with the procedure set out below so that appropriate safeguards are put in place, including changing the supervisory relationship or the relationship of direct responsibility for, or involvement in, the student's academic studies and / or personal welfare.

2. Where a personal relationship exists between a member of staff and student and where there is no professional relationship in existence, this must be reported in accordance with the procedure set out below to ensure transparency and so that any conflict of interest that arises from such a relationship can be resolved by putting new arrangements in place.
3. In order to mitigate possible conflicts of interest, LSE prohibits staff members who are in a personal relationship from being in a supervisory role (for example, principal investigator and research staff on the grant) or in any other role of influence over their professional career (for example, line manager and staff who are line managed by them). In such cases, personal relationships between staff must be declared so that new arrangements can be found that fully resolve the conflict of interest.

   LSE encourages the reporting of any concerns of wrongdoing and commits to ensuring that individuals are not adversely affected as a result of reporting such wrongdoing[4]. Students and staff can also report sexual (and other) harassment anonymously via the LSE online reporting tool[5]. The report should detail the concerning behaviour and staff member(s) and/or student(s) involved. Historical relationships that are brought to the School's attention by a member of the LSE Community, including alumni, which have resulted in a detrimental impact on a member of staff or student, will be taken seriously and investigated as far as reasonably possible.

   Where there is an immediate or serious concern, other, more direct, reporting methods should be used, for example speaking to the Chief Operating Officer, who is the School's designated Lead Safeguarding Officer, or the Deputy Chief Operating Officer in their absence.

   If any student or member of staff finds themselves in receipt of unwanted or inappropriate behaviour, is involved in a relationship that they do not consider to be truly consensual, or if they consider that they have been adversely affected by a misuse of power, authority, or conflict of interest, they should refer to the Policy on Preventing and Addressing Sexual Misconduct and the **guidance and support available** on how to report this. Any complaint made by a student and / or member of staff will be investigated in accordance with the relevant staff or student procedure (see Related Policies and Guidance Documents section below).

   Staff or students involved in a personal relationship that is permitted within this policy should not be unfairly treated or suffer detriment. Where steps are being taken to deal with two individuals who are involved in a personal relationship, both parties will be treated fairly and consistently unless there are specific grounds to justify differing treatment, such as misconduct by one of the parties or power imbalance.

Legislation

The **Human Rights Act 1998 (Article 8)** provides for the right to a private and family life. This policy and procedure has been written to ensure that it balances an individual's right to a private life while ensuring respect for LSE values of integrity and trust.

The **Equality Act 2010** obliges employers not to treat a woman less favourably than a man (or vice versa) because of gender. It also gives workers the right not to be treated unfavourably because of their sexual orientation or gender identity.

It is a criminal offence under the **Sexual Offences Act 2003** for a person in a position of trust to engage in sexual activity with a person under the age of 18, even where the person is of the legal age of consent.

LSE Procedure on Personal Relationships Personal relationships between staff and students

An inclusive student experience is at the heart of LSE's educational offering to students and the varied roles that all academic staff play in educating, supporting, coaching and mentoring students is crucial to this being a positive experience. In accordance with the Ethics Code, it is essential that staff act with integrity in all dealings with students to ensure that they can flourish both whilst they are at LSE and in their future career.

As such, LSE believes that staff entering into a personal relationship with students is inconsistent with the important role they play and undermines the student's educational experience. This can ultimately cause the student damage or harm, as well as potentially leading to claims of misconduct, sexual harassment or discrimination against the member of staff.

The following sets out the measures that are in place to ensure that both students and staff are protected in this context.

Members of staff must not be in, or enter into, a close personal or intimate relationship with a student or staff member under the age of 18, or an adult known or suspected to be at risk. It is a criminal offence for staff who are responsible for students to enter into a sexual relationship with any student below the age of 18 where the adult is in a position of trust.

As stated in the LSE Policy on Personal Relationships: LSE prohibits any personal relationships between staff and students where i) there is a direct supervisory relationship in existence (e.g. PhD student and supervisor); ii) where a member of staff has direct or indirect responsibility for, or involvement in, that student's academic studies (for example, assessor of a student's work) and / or personal welfare (for example, academic advisor and advisee); or iii) a member of staff interacts with a student as part of their role (including the period during which a prospective student is applying for admission, and any period of time after the completion of a degree during which the staff member maintains a direct or indirect professional role, such as mentoring or writing references for a former student).

Where such a relationship exists, the policy prohibits, where that is the case, that a staff member remains in direct supervision (for example, PhD student and supervisor) or has direct or indirect responsibility for, or involvement in, that student's academic studies (for example, marker of a student's work) and / or personal welfare (for example, academic advisor and advisee). Instead, new arrangements need to be found that fully resolve the conflict of interest.

Regardless of the above, staff must declare any form of intimate or close personal relationship with any student so that any actual or potential conflicts of interest can be managed appropriately. This includes staff members who have a pre-existing relationship with someone who becomes a student.

A declaration must be made in accordance with the 'Declaring Personal Relationships' section below. Following a declaration, the line manager or Head of Department will consult with their HR Partner and an investigation will be conducted. Where a personal relationship involves the line manager or Head of Department, the investigation will be conducted by another appropriate manager in the School. If, as a result of the investigation, it is reasonably believed that misconduct has occurred, this will lead to a formal disciplinary investigation. Misconduct includes, but is not limited to, coercion, an abuse of power, grooming, favouritism, unwanted sexual advances or an intimate or sexual relationship.

Where a relationship is not found to constitute misconduct, the investigation will consider i) whether there is a conflict of interest or potential for a perceived conflict of interest and ii) what actions can be put in place to mitigate the conflict.

Any undeclared relationships between staff and students, or other contraventions of this procedure, will be regarded as a disciplinary matter. Where the staff member has direct supervision, direct or indirect responsibility for, or involvement in, that student's academic studies and/or personal welfare, or the nature of the relationship constitutes an abuse of power, it will be regarded as a matter of gross misconduct and the member of staff will be suspended in line with the relevant disciplinary procedure. A full investigation will be undertaken in all cases and, if upheld, will result in disciplinary action against the staff member, up to and including termination of employment.

The above applies even when the student may, in parallel, hold an employment contract with the School.

In all cases, consideration will take into account factors such as the nature and type of relationship, the duration of the relationship and whether this existed prior to the person becoming a student, the extent of the power imbalance, any particular vulnerabilities that exist for the staff or student member, the nature of the contact between the two parties and / or the potential for the member of staff to influence the student's academic and career progression.

Reasonable attempts will be made to obtain relevant information, in order to investigate historical allegations of an abuse of power that involve existing staff as far as possible, including any patterns of behaviour that emerge during the course of an investigation. Where such allegations are upheld, disciplinary action may be taken in line with the relevant procedure.

Direct responsibility includes, but is not limited to, direct management, direct supervision, assessment of the student's work, welfare or pastoral roles.

Indirect responsibility includes, but is not limited to, recruitment and selection, teaching (formal and informal), student conduct issues, extenuating circumstances, the awarding, and processing, of bursaries and grants and the issuing of references. Indirect responsibility will also normally include a member of staff within the same department as a student where there is a significant power differential.

Personal relationships between staff members

As stated in the LSE Policy on Personal Relationships, LSE requires that personal relationships are declared in all cases where such a relationship results, or has the potential to result, in a conflict of interest. Where such a relationship develops or exists, the policy prohibits, where that is the case, that a staff member remains in a supervisory role (for example, principal investigator and research staff on the grant) or any other role of influence over their professional career (for example, line manager and staff who are line managed by them). Instead, new arrangements need to be found that fully resolve the conflict of interest.

Declaration must be made in accordance with the 'Declaring Personal Relationships' section below. Any undeclared relationships between staff which result, or have the ability to result in, a conflict of interest will be regarded as a disciplinary matter. A full investigation will be undertaken in all cases and, if upheld, will result in disciplinary action against the staff member, up to and including termination of employment.

Following declaration, the line manager or Head of Department will consult with their HR Partner and consider i) whether there is a conflict of interest or potential for a perceived conflict of interest and ii) what actions can be put in place to mitigate the conflict. Where a personal relationship involves the line manager or Head of Department, the investigation will be conducted by another appropriate manager in the School.

In considering whether there may be a conflict of interest, factors will be taken into account such as the nature of the relationship, including whether it is a relationship in which one staff member has positional power over the other, the duration of the relationship and whether this existed prior to the working relationship, the extent of the power imbalance, the impact or potential impact on the individuals and others around them, the nature of the decisions that may need to be taken as a result of the working relationship, the potential influence that one party may have on the other's career progression and / or any particular vulnerabilities of either party. Examples include line management / supervision or being in the same line management chain, working together in a small team where the relationship dynamic has a greater impact, working together on key decision-making committees or groups.

The relevant manager will consult with their HR Partner to consider the appropriate steps to be taken. Where an individual is involved in decision-making that would impact the other staff member, they will be immediately withdrawn from

decision-making (e.g. promotions, review / reward decisions, appointment to permanent positions). The manager / Head of Department may consider transferring one party or both parties, making alternative line management or supervisory arrangements, seeking redeployment in line with the School's Redeployment Policy and Procedure or implementing other appropriate arrangements to eliminate the conflict of interest, depending on the circumstances. In very rare circumstances, such alternative arrangements may not be feasible, and LSE may then have to consider dismissing one or both parties.

Any actions required to mitigate the conflict of interest will be taken in consultation with the member(s) of staff. The manager making the decision regarding the measures to be put in place will notify the relevant parties and record these in the relevant section of the declaration form (see below).

Where a personal relationship exists but either, there is no conflict of interest, or the conflict of interest has been resolved, the individuals must ensure that they demonstrate professional behaviour at all times and do not allow the personal relationship to influence their behaviour whilst at work. Similarly, if a personal relationship comes to an end, both parties must ensure that they continue to work professionally together and conduct themselves in an appropriate manner. Complaints made in this regard will be investigated in line with the appropriate procedure.

Declaring Personal Relationships

A member of staff who is involved in a personal relationship must notify their line manager or Head of Department / Service Leader / Centre Manager as soon as reasonably practicable and no later than a month from the start of the relationship. Where the manager is involved in the personal relationship, they should declare this directly to their HR Partner via the 'Declaration of a Personal Relationship' form on MyHR. Where relevant, personal relationships should also be declared in the annual Declaration of Interests survey (or via email to **ethics@lse.ac.uk**).

If the member of staff wishes to seek confidential advice before declaring a personal relationship, they can contact their HR Partner. This might include advice on whether the relationship is considered to fall under the remit of this procedure, the process that will be followed following a declaration, the possible options for managing a conflict of interest and the options should the other individual not wish to declare the relationship.

Once they have informed their manager or Head of Department / Service Leader / Centre Director, they should complete the 'Declaration of a Personal Relationship' form on MyHR, which will be provided to the relevant HR Partner. Declarations will be treated respectfully, sensitively and confidentially. These will be stored securely on MyHR and managed in accordance with data protection legislation.

Failure to disclose a relevant personal relationship within the stipulated timeframe will be considered a disciplinary matter and could amount to a breach of trust. The onus to declare rests with the more senior staff member, though either party may declare the relationship.

In staff / student relationships, whilst the responsibility for taking the above steps lies with the member of staff concerned, the student should report their relationship to another member of staff (e.g. Head of Department, if appropriate) or to the Deputy Head of Student Services (Advice & Policy), and request that the above steps be taken. If another member of staff or student is aware of such a relationship taking place, then they are also expected to report the situation to their Head of Department or to the Deputy Head of Student Services (Advice & Policy) or the Adviser to Women Students. The individual making the report should keep the details confidential, seeking advice as necessary and in line with this policy. Advice may be sought prior to doing so (see 'Advice' below). Reports will be treated confidentially and only discussed with relevant individuals in accordance with this procedure. Third parties making a report in good faith will not suffer detrimental treatment[7] as a result of their declaration. If they believe that they have suffered any such treatment, they should inform the Deputy Head of Student Services (Advice & Policy) or their HR Partner immediately. If the detrimental treatment is not remedied, the individual should raise it formally using the relevant staff grievance or student disciplinary procedure.

Students who wish to seek advice on, or are concerned about reporting, a personal relationship may confidentially contact the Deputy Head of Student Services (Advice & Policy), the Adviser to Women Students or LSE Students' Union Advice Centre. Advice can be sought on many different aspects including, for example, harassment, the impact of a relationship on a student's studies and fear of bias or retribution.

Transfer of information

Subject to General Data Protection Regulations (GDPR), where an investigation into a staff member's conduct is instigated and the staff member leaves before it is concluded, the School will consider the process for informing other employers about such investigations if the staff member is known to have applied for roles elsewhere[8].

Advice

Staff can seek advice from their HR Partner or a trade union representative on the interpretation and application of this guidance. Students can seek advice from their academic advisor, the Head of Department or the Deputy Head of Student Services (Advice & Policy).

Related policies and guidance papers

- The Ethics Code
- LSE Safeguarding Policy
- The Discrimination, Harassment and Bullying Policy
- LSE Conflicts of Interest Policy
- LSE Speak Up (Whistleblowing) Policy
- Policy on Preventing and Addressing Sexual Misconduct
- Dignity and Respect at Work
- Disciplinary Policy and Procedure for Professional Services Staff
- Grievance Policy and Procedure for Professional Services Staff
- The Academic Annex
- Disciplinary Procedure for Students

Footnotes

1 https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/conIntPol.pdf

2 https://info.lse.ac.uk/staff/divisions/Secretarys-Division/Assets/Documents/Ethics/EthicsCodeA5postcard.pdf

3 https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/safPol.pdf

4 https://info.lse.ac.uk/staff/Services/Policies-and-procedures/Assets/Documents/lsePubIntDisPro.pdf

5 https://info.lse.ac.uk/Making-a-choice/Report-an-incident

6 MyView will change to Midland HR from xxx.

7 Detrimental treatment includes but is not limited to dismissal, disciplinary action, threats or other unfavourable treatment

8 This is in line with practice in the Higher Education sector.

Review schedule:

Review interval	Next review due by	Next review start
3 years	1 June 2027	1 January 2027

Version history:

Version	Date	Approved by	Notes
1	May 2020	School Management Committee	Approved to take out for consultation
2	November 2020	JNICC	Approved
3	August 2021	School Management Committee	Approved
4	June 2024	JNICC	Approved
4.1	January 2025		Updated to reflect changes in terminology.

Links:

Reference	Link
LSE Ethics Code	https://info.lse.ac.uk/staff/services/Policies-and- procedures/Assets/Documents/ethCod.pdf
LSE Safeguarding Policy	https://info.lse.ac.uk/staff/services/Policies-and- procedures/Assets/Documents/safPol.pdf
LSE Discrimination, Harassment and Bullying Policy	https://info.lse.ac.uk/staff/services/Policies-and- procedures/Assets/Documents/harPol.pdf
LSE Conflicts of Interest Policy	https://info.lse.ac.uk/staff/services/Policies-and- procedures/Assets/Documents/conIntPol.pdf
LSE Procedure for Considering Allegations of Harassment from Students Against Members of Staff	https://info.lse.ac.uk/staff/services/Policies-and- procedures/Assets/Documents/proHarStu.pdf
LSE Whistleblowing Policy	https://info.lse.ac.uk/staff/services/Policies-and- procedures/Assets/Documents/lsePubIntDisPro.pdf
LSE Sexual Violence and Sexual Harassment Policy	https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/harVioPol.pdf
Dignity at Work Statement	https://info.lse.ac.uk/staff/divisions/Human-Resources/Wellbeing-Pages-2020/Professional-wellbeing
Disciplinary and Dismissal Policy and Procedure for Professional Services Staff	https://info.lse.ac.uk/staff/divisions/Human-Resources/Assets/Internal/staff/Policy/PSSDisAndDismissal.pdf
Grievance Procedure for Professional Services Staff	https://info.lse.ac.uk/staff/Services/Policies-and-procedures/Assets/Documents/griPolProAcaSupSta.pdf
The Academic Annex	https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/acaAnn.pdf
Disciplinary Procedure for Students	https://info.lse.ac.uk/staff/Services/Policies-and-procedures/Assets/Documents/disProStu.pdf

Contacts:

Position	Name	Email	Notes
Chief Operating Officer	Andrew Young	andrew.young@lse.ac.uk	Sponsor

Communications and Training:

Will this document be publicised through Internal Communications? **Yes**

Will training needs arise from this policy **No**

If Yes, please give details:

The policy launch will have to ensure adequate communication so that staff and students understand the requirements placed upon them.

CODE OF PRACTICE ON FREE SPEECH

1. Introduction

1.1 Universities have wide-ranging responsibilities. Among the most fundamental of these are the responsibility to protect and promote freedom of speech and academic freedom and to take steps that are reasonably practicable to secure freedom of speech and academic freedom within the law[1] (see Section 4 below). This includes questioning and debating the laws that constrain and promote free speech. Such activity is protected by freedom of speech within the law provided it is done in a way compliant with legally allowed regulations on time, place, and manner.

1.2 Other legal obligations exist to protect the rights and freedoms of others, but the governing bodies of higher education providers must have particular regard for the importance of securing free speech and academic freedom.

1.3 LSE has adopted this Code of Practice ('the Code') to ensure that freedom of speech within the law is promoted and secured for students, employees and other members of the School (including honorary and visiting staff), as well as for all persons authorised to be on School premises, including visiting speakers. The Code also supports the School's duty to promote and secure academic freedom for academic staff.

1.4 This Code supports the LSE Ethics Code principle of intellectual freedom. However, in cases of apparent conflict between the provisions of the Code of Practice on Free Speech and the LSE Ethics Code or other LSE codes or policies, the former shall take precedence to the extent required by law.

1.5 Council must approve the Code and any changes to it. The School Management Committee (SMC) is responsible for policy issues connected with the Code's interpretation and application. SMC will review the Code and, if material changes are being considered, consult with Academic Board before seeking Council's approval.

1.6 Council will ensure that both the Code and Council's duties respecting freedom of speech and academic freedom are brought to the attention of the School's staff and students annually.

1.7 In accordance with the duties imposed upon it by Section 43 of the Education (No 2) Act 1986, as updated by the Higher Education and Research Act 2017 and the Higher Education (Freedom of Speech) Act 2023, the Council of the School has approved the following Code of Practice to help ensure as far as reasonably practicable that freedom of speech within the law is secured for students and staff of the School and for visiting speakers and that academic freedom is secured for academic staff.

2. Scope

2.1 This Code applies to all activities on any premises of which the School has title or possession by freehold, leasehold, licence, or otherwise, including its halls of residence, students' union premises and the Faith Centre ('the Premises'). It also applies to activities of staff or current students in any other location when carried out in the name of the School and to the LSESU or its members when using the School's Premises or engaged in events organised, sanctioned by, or carried out in the name of the School.

2.2 This Code makes particular provision in respect of activities such as meetings and events, including public lectures, conferences, lectures, seminars, committee meetings, and musical and theatrical performances ('Events'). These are found in Section 6 of this Code. The Code also applies to online events held by or in the name of the School.

2.3 The School's Memorandum of Understanding with the LSESU commits the Students' Union to adhere to the provisions of this Code in respect of events organised by its members that are held using the School's Premises or sanctioned by the School or LSESU.

2.4 The principles contained within this Code also apply to teaching and curricular content.

3. Principles

3.1 The School operates with a strong presumption in favour of free speech.

3.2 In accordance with the above, the following values are enshrined in Article 13 of the School's Articles of Association:

13.3 Every individual associated with the School shall be entitled to freedom of thought, conscience, and religion, and to hold opinions without interference, disability or disadvantage, and to freedom of expression and speech within the law, including the right to seek, receive and impart information and ideas of all kinds.

13.4 Academic staff shall have freedom within the law to question and test received wisdom, and to put forward new ideas and controversial or unpopular opinions, without placing them in jeopardy of losing their jobs or privileges.

3.3 Freedom of academic enquiry, thought, and speech underpins everything we do at LSE. These freedoms are fundamental to our founding purpose to 'understand the causes of things' and we are proud to be a diverse, global community who come together to explore, study, and discuss a wide range of issues through our academic research, educational practices, and rigorous debate. We want to provide an environment where ideas are discussed and debated freely and openly within the law.

3.4 The School provides a wide range of fora where free and frank intellectual exchanges take place. Within this both the diverse views of individuals and the voices of those who wish to peacefully protest are tolerated so long as lawfully expressed. This is central to our culture and protected in law.

3.5 The School, as an institution, does not take a position or express any opinions on political or international issues. This includes the units that together make up the School such as Departments, Institutes, Research Centres, and Divisions. Instead, the School endeavours to provide a platform to facilitate discourse on contemporary matters by encouraging critical debate, within the law, where the views of all parties are treated with respect.

3.6 Subject to clause 4.6, the use of the Premises shall not be denied to any individual or body of persons because of:

a. the beliefs or views of that individual or of any member of that body; or

b. the policies or objectives of that body

except if there are reasonable grounds to suspect that unlawful activity is likely to occur.

3.7 The School assumes that exposure of students to course materials, and statements made, and views expressed by a person as part of teaching, research or discussions about any subject matter that is connected with the content of a course, are unlikely to constitute harassment, unless otherwise demonstrated that these matters do in fact amount to harassment as defined in section 26 of the Equality Act 2010.

4. Legislation

4.1 The Higher Education (Freedom of Speech) Act 2023 places a duty on the School to secure freedom of speech, within the law, for staff members, students, and visiting speakers.

4.2 It also places a duty to secure academic freedom for academic staff. This means freedom within the law to question and test received wisdom and to put forward new ideas and controversial or unpopular opinions without placing themselves at risk of losing their jobs or privileges, suffering other punishment or penalty, or reducing their likelihood of being appointed or of securing promotion or different jobs at the School for reasons unrelated to their academic performance (as judged by established processes, such as Major Review).

4.3 Activity may be deemed unlawful under a range of legislative provisions, including but not limited to the Equality Act 2010 (incorporating protected belief, harassment and the public sector equality duty), the Public Order Act 1986, and the Counter Terrorism and Security Act 2015. Examples, which are not exhaustive, of unlawful activity include:

- expression of racial hatred or religious hatred, or incitement to such hatred or to violence or other criminal acts;
- direct support of an organisation that is proscribed in the UK;
- contravention of counter-terrorism legislation;
- breach of the peace;
- public order offences;
- contravention of health and safety legislation.

4.4 Under the statutory duty derived from the Counter Terrorism and Security Act 2015, the School has a legal obligation to consider whether views that will or are likely to be expressed by a speaker at a School event risk drawing people into terrorism or are shared by terrorist groups. In such circumstances, the School is legally obligated not to allow the event to proceed unless the School is convinced that the risk can be fully mitigated without cancellation. However, the Counter Terrorism and Security Act and the statutory duty it creates do not change the definition of free speech within the law or the School's presumption in favour of free speech within the law.

4.5 The expression of views that are unpopular, controversial, or provocative or that cause offence does not, if lawful, constitute grounds for the refusal or cancellation of an Event or an invited speaker.

4.6 The School reserves the right to impose such conditions upon the use of the Premises as are reasonably necessary for the discharge of its obligations relating to the safety and health of its registered students, employees, and other persons lawfully upon the Premises and for the efficient conduct and administration of its functions. Conditions for Events may include, for example, restrictions on access by those outside the School, or the provision of appropriate security. Event organisers may be required, in exceptional circumstances, to meet the cost of conditions required; however, the School will endeavour to help from central budgets if funding is unavailable.

4.7 The School reserves the right to decide that practical considerations such as the cost, short notice period, or difficulty of providing the necessary level of security may require an Event to be modified, curtailed, postponed or – in exceptional circumstances – cancelled.

5. Interaction with other policies and procedures

5.1 The School must take steps that have particular regard to the importance of freedom of speech. In undertaking work to achieve this objective, the duties and obligations arising from this Code will be considered in the context of other activities and relevant policies and procedures, including but not limited to HR policies for academic staff and the Discrimination, Bullying and Harassment Policy.

6. Procedures in respect of Events

6.1 Advance booking of at least ten working days is required for most School venues that are suitable for Events. Most bookings are handled by Room Bookings in Estates Division. However, venues controlled by LSE Residences or the Faith Centre should be booked directly with those units. Other venues in the Saw Swee Hock Student Centre should be booked through the Students' Union. Departmental meeting rooms and other rooms controlled by departments should be booked with the staff responsible for those spaces. Extensive guidance for Event organisers is available on the School website.

6.2 The organisers of any Event for which a venue is booked through Room Bookings are required to appoint an individual to act as Principal Organiser of the Event for the purposes of this Code. The Principal Organiser, who must be either a registered student booking on behalf of a registered SU Society or an employee of the School, shall be responsible, as far as is reasonably practicable, for ensuring that the organisation of the Event and the conduct of those attending it, whether from the LSE community or outside, are lawful and conform to the provisions of this Code, to all relevant School guidance, and to any condition relating to the Event imposed under this Code. This includes ensuring that the Event Chair is properly briefed. For the avoidance of doubt, a registered student for the purposes of this Code is a student who is pursuing an undergraduate or postgraduate programme of study for which they are receiving teaching or supervision or both.

6.3 In respect of Events for which they handle bookings, Room Bookings will, if necessary, seek advice on matters related to free speech from the Director of Communications or their nominee. They will seek further advice, if necessary, from the Chief Operating Officer or Deputy Chief Operating Officer as the Chair of the Events Management Board (who will consult with one of the Vice Presidents/Pro-Vice Chancellors), especially if the question is whether to significantly modify or curtail access to an Event or to postpone or cancel it. Any stipulation to exclude one or more invited speakers from an Event that otherwise goes forward requires the explicit approval of one of the Vice Presidents/Pro-Vice Chancellors.

6.4 Venue controllers other than Room Bookings have discretion in respect of venues they control not to require a Principal Organiser from the School community should that be inappropriate. However, all venue controllers shall, as far as is reasonably practicable, be responsible for ensuring that the organisation of the Event and the conduct of those attending it, whether from the LSE community or outside, are lawful and conform to the provisions of this Code and to all relevant School guidance, including any conditions the School may require to be met. This includes ensuring that the Chair is properly briefed. If advice on free speech matters is needed, venue controllers should contact the Director of Communications, who will, if necessary, escalate the issue as set out in the previous paragraph. 6.5 The School's Head of Security or their nominee will provide security risk management advice to Event organisers. If the Event organiser believes that an Event poses a security risk to any person, facility, or business process, they can request the Head of Security or their nominee to provide or coordinate security arrangements for the Event. The Head of Security or their nominee will act as the main point of contact for any necessary dealings with the police. In addition, where security-related decisions need to be taken at very short notice – such as immediately prior to an Event, or where an Event is under way - the Head of Security or their nominee has delegated authority to cancel, postpone, or close the Event, or to impose whatever restrictions are necessary to ensure security, safety, and the maintenance of good order. They will normally do so in consultation with the Event Chair, as long as circumstances allow.

6.6 For the purposes of the preceding paragraph, security and safety risks are defined as risks to the life or physical health of any person, or of damage to the Premises, or of theft of or damage to property, or of disruption of an Event to the point at which good order is threatened. Examples of contravention of good order are given at paragraph 6.13 below.

6.7 The Head of Security or their nominee has authority over the conduct of all security activity conducted on the Premises. Normally, only LSE Security and officiallyretained contractors may conduct security activity on the Premises. The presence of any external security organisation on the Premises and their role and conduct while on the Premises must be authorised by the Head of Security or their nominee.

6.8 In considering whether to allow a particular event to take place under its authority, the School has to consider whether the activity may be unlawful (see paragraph 4.3 above). This responsibility rests with the Principal Organiser of the Event in the first instance, who may, if necessary, consult as set out in paragraph 6.3.

6.9 In accordance with the functioning of academic freedom and freedom of speech, individuals are required to behave in a way that enables staff, students, or visitors to access any teaching, class, or event and allows them to hear a speaker and contribute to discussion, including questioning the views of those participating in the class or event.

6.10 Where there are concerns about an event or an associated protest the School must consider how risks can be managed or mitigated. This assessment will be made keeping in mind the School's strong commitment to freedom of speech within the law.

6.11 The School reserves the right to impose such time, place, and manner conditions upon the use of the Premises as are reasonably necessary for the discharge of its obligations relating to the safety, health, and welfare of its registered students, employees, and other persons lawfully upon the Premises, and for the efficient conduct and administration of its functions. Conditions for Events may include, for example, restrictions on access by those outside the School, or the provision of appropriate security. Event organisers are expected to cover the cost of required conditions, but the School will endeavour to help from central budgets if funding is unavailable.

6.12 The withholding or withdrawal of permission pursuant to section 4.7 of an Event will only occur in exceptional circumstances, where measures cannot be put in place to secure freedom of speech within the law, and wherever possible after consultation with the Principal Organiser and any internal and external parties deemed appropriate by the School.

6.13 Everyone who organises, speaks at, or attends an Event at LSE is required to observe good order. Good order includes, but is not limited to, refraining from the following:

- preventing participants from accessing or leaving Events safely;
- chanting or otherwise preventing speakers from being heard clearly;
- using foul or abusive language, including racial or other forms of abuse;
- refusing reasonable requests from an Event Chair, Event steward, or other LSE staff involved in managing an Event;
- displaying flags, banners, placards, or similar items in an Event;
- throwing any item;
- acting in any other way that is threatening or abusive, or that denies to others their right to legal free speech.

6.14 Nobody who has exercised their right to lawful free speech should suffer censure as a result.

6.15 It is the responsibility of the Event Chair to ensure that anyone who wishes to challenge or criticise the views of the speaker(s) in an orderly fashion is allowed to do so. Chairs at LSE events should always act impartially in their facilitation of discussion and debate.

6.16 Events that are open to people other than current LSE staff or students should always be chaired by a suitable and experienced figure who is fully familiar with the School, meaning in principle a current (not visiting or emeritus) member of the LSE academic staff. Any exceptions to this should be approved by the Deputy President. If the Deputy President is unavailable, approval can come from one of the Vice President & Pro-Vice Chancellors.

6.17 The primary duty of the Event Chair at all School events is to uphold freedom of speech within the lawby adhering at all times to this Code of Practice on Free Speech. The Event Chair is responsible for maintaining good order at events and must follow the relevant School guidelines.

6.18 At Events where discussion is likely to provoke especially strong feelings and responses, Chairs should take particular care to ensure that they act impartially and are seen to do so. Chairs may pose questions to the speaker(s) but should not be a speaker at the Event themselves or express their own views on the subject matter of the Event. Chairs for events of this type must be willing to undertake the relevant preparation, in coordination with the appropriate School staff, in the run up to the Event.

6.19 SMC reserves the right to reject a proposed Event Chair and require event organisers to find a different Event Chair, but only if the proposed Event Chair is not a suitable and experienced figure who is fully familiar with the School, or there is evidence that provides reasonable grounds to believe the proposed Event Chair has not acted impartially or has not upheld freedom of speech when chairing previous Events. Imposing a change of Chair requires approval from the Deputy President or, if they are not available, from one of the Vice President & Pro-Vice Chancellors. The reasons for requiring the change must be communicated in written form to the Event organiser.

6.20 An appeal by any registered LSE student or staff member from a decision made by the School's staff at the level of Vice President & Pro Vice Chancellor or Chief Operating Officer may be made, within ten working days, to the Deputy President, whose decision shall be final. If the challenged decision was made by the Deputy President, the appeal shall be to the President and Vice Chancellor.

7. Complaints

7.1 Any contravention of or departure from the provisions of this Code may render the responsible individual(s) liable to appropriate sanctions or disciplinary procedures of the School.

7.2 The School will ensure appropriate procedures are in place for members of the School community to raise concerns, and where applicable, make formal complaints in relation to their rights to free speech and academic freedom.

7.3 The School will ensure that appropriate procedures are in place for its stakeholders to report any concerns and for these to be investigated promptly and thoroughly.

Relevant Policies, Guidance and Forms

Policies and Regulations for Events (including Room Booking Policy, Health and Safety Policy, Prevent Duty)

Good Practice Guidance for Events Room Bookings for Staff

LSESU Society Room Bookings

Free Speech Complaints Procedure – [To be added once guidance provided]

Footnote:

[1] Where references are made to the law, this will refer to the laws of England and Wales, unless otherwise specified.

Review schedule:

Review interval	Next review due by	Next review start
3 years	November 2026	April 2026

The Code will continue to be reviewed and updated as the Higher Education (Freedom of Speech) Act 2023 is fully implemented and relevant guidance provided to the sector. This may result in reviews of the Code taking place more frequently than at the standard three yearly intervals.

Version history:

Version	Date	Approved by	Notes
1.0	26/4/2016	Council	
2.0	2/5/2018	Academic Board	Updated to reflect change to rules on event chairs, etc.
2.0	15/05/2018	Council	Updated to reflect change to rules on event chairs, etc.
2.1	May 2021	SMC	Minor changes approved with a further
3.0	November 2023	Council	Updated to reflect provisions of the Higher Education (Freedom of Speech) Act 2023
3.1	January 2024	SMC	Minor amendments approved.
4.0	November 2024	Council	Minor amendment approved.
4.1	July 2025	SMC	Minor amendments and refinements agreed to comply with OfS regulatory guidance note 24 by 1 August 2025.

Contacts:

Position	Name	Email	Notes
School Secretary	Louise Nadal	l.nadal@lse.ac.uk	Author

Communications and Training:

Will this document be publicised through Internal Communications?	**Yes**
Will training needs arise from this policy	**No**

If Yes, please give details:

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 2026). 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.