LIS THE LONDON
INTERDISCIPLINARY
SCHOOL

Student Handbook

22

WELCOME

You are officially a co-founder of The London Interdisciplinary School (LIS). Welcome!

You have joined LIS because you want to shape the world, not just fit in. We're here to make that happen. You are now part of a network of change-makers and we're looking forward to seeing you go on to make your impact.

Ed Fidoe and Chris Persson,
Co-Founders

ABOUT THIS HANDBOOK

This handbook is a one-stop-shop for everything you need to know – from details of your programme and the resources and services we offer, to what you can expect from us and what we'll expect of you.

Throughout, we point you to the School's Regulations, Policies and Procedures for further and more detailed information.

If you have any questions or comments on this handbook please contact the Student Support team at **studentsupport@lis.ac.uk.**

ACADEMIC CALENDAR

Induction week	26th September - 1st Oct 2022
Term 1	3rd October - 16th December 2022
Term 2	9th January - 24th March 2023
Term 3	24th April - 9th June 2023 24th April - 30th June 2023 *(For master's students)*
Optional internships	From 12th June 2023 onwards

Assessment deadlines are published on Cortex.

OUR VALUES AND COMMITMENT TO YOU

These values are at the heart of LIS. They are our checks and balances.

These are our commitment to you, but they should also guide you in your relationships with your future cohort.

- **Be kind** - above all else, be kind
- **Be brave** - speak up, take brave decisions, push yourself outside your comfort zone
- **Be honest** - be transparent, tell the truth, have integrity
- **Keep learning** - never stop learning; continually evolve and update your understanding
- **Welcome otherness** - actively seek different and conflicting perspectives on a problem, and on life; encourage and support diversity in the staff and student body

IMPORTANT POLICIES

The School has a number of policies that we require students to be aware of and comply with as a condition of their enrolment at the School. These can be found on the LIS Portal and our website:

- The Student Terms and Conditions of registration, which set out the terms and conditions of our contract with you as a student of the School
- Our Academic Regulations, which set out the regulations for academic provision at the School, of which the key ones are summarised and linked to below
- Our Data Protection Policy, which describes how we use your data, and our Data Retention Policy, which sets out how long we store your data and why

Our Access and Participation Plan sets out our strategy and targets for widening access and participation at the School. We will ask you for feedback on this Plan as we strive to improve access and success for students from all backgrounds.

Our Student Protection Plan describes how we will protect you in the unlikely event that the School, programme or campus should close. The purpose of the plan is to ensure that you can continue and complete your studies, or be compensated if this is not possible.

EQUALITY, DIVERSITY, AND INCLUSION

We're committed to fostering an inclusive environment that respects the diversity of our staff and students. All students and staff will complete anti-racism, gender inclusivity and unconscious bias training, and we will revisit these topics each year, diving more deeply into the practice of fostering inclusion and developing a common language for respecting diversity. All members of the School share responsibility for creating an inclusive and equitable teaching and learning environment.

Please see our Equality, Diversity and Inclusion Policy for further details.

DISABILITY

At LIS, we want to ensure that all students have equal access to the full range of institutional facilities; and that wherever reasonably possible, we make adjustments to our learning and assessment practices to accommodate students with disabilities, including mental health disabilities.

At LIS, we use the term 'disability' to include any physical, sensory and intellectual impairment (i.e. mobility impairment, visual impairment/blindness, hearing impairment/deafness), certain medical conditions (i.e. HIV, cancer, epilepsy, multiple sclerosis), mental health difficulties, Asperger's Syndrome, or specific learning difficulties (SpLDs) such as dyslexia, dyspraxia, dyscalculia, dysgraphia, or ADHD/ADD.

Disclosing a disability to the School is a personal matter and is down to individual choice. If you do disclose a disability, it will enable us to inform you about the options available to you for reasonable adjustments. If you have a disability but do not choose to disclose it, this may have implications for the provisions available to you. While it is beneficial to disclose a disability as early as possible, disclosure can be done at any time. However, where a student requires reasonable adjustments to support them during assessments, they must notify the Student Support Department at least one calendar month before the assessment deadline.

The School's Disability Policy sets out the School's provision for students with disabilities and/or learning difficulties. For further information and support, please contact the Student Support Department at **studentsupport@lis.ac.uk**, where your enquiry will be confidential.

LIST OF STAFF

The Teaching & Learning team is led by Prof. Carl Gombrich.

Our Lead Academic
Carl was a Professor of Interdisciplinary Education at UCL and is a Principal Fellow of the Higher Education Academy. Carl has degrees in Maths, Physics, and Philosophy and was a professional opera singer before joining University College London (UCL) in 2003.

Prof. Carl Gombrich
carl.gombrich@lis.ac.uk

Dr. Amelia Peterson
amelia.peterson@lis.ac.uk

#Political Science #Economics, #Psychology, #Sociology, #Education

Social scientist with a background in policy and consulting. PhD, Harvard.

Dr. Anson Cheung
anson.cheung@lis.ac.uk

#Emergence, #Renormalisation, #BPhO, #Physics, #Education

Theoretical physicist with a background building models in condensed matter physics. PhD, Cambridge.

Dr. Ash Brockwell
ash.brockwell@lis.ac.uk

#Biochemistry, #Sustainability, #Education, #Molecular Biology

Writer and consultant, with specialisms in wellbeing and sustainability. PhD, Wageningen.

Dr. Bronwyn Tarr
bronwyn.tarr@lis.ac.uk

#Psychology, #Neuroscience, #Evolutionary Biology, #Anthropology, #Dance

Human behavioural scientist interested in the evolution of social behaviours. PhD, Oxford.

Catalina Pesce
catalina.pesce@lis.ac.uk

#Scientific Computing, #Simulations, #Critical/Independent Thinking, #Dynamical Systems

Mathematician and engineer focused on mathematical modelling for real-world problems. DPhil student, Oxford.

Dr. Ebrahim Patel
ebrahim.patel@lis.ac.uk

#Mathematics, #Statistics, #Complexity Science, #Dynamical Systems, #Network Science

Applied mathematician interested in the mathematics of complex systems and human behaviour. PhD, Manchester.

Emma Ahmed-Rengers
emma.ahmed-rengers@lis.ac.uk

#Law, #Regulation, #Political Theory, #Technology, #Philosophy

Legal scholar interested in how law and technology shape society. PhD candidate, Birmingham.

Isaiah Wellington-Lynn
isaiah.wellington-lynn@lis.ac.uk

#Anthropology, #UX Design, #Design Thinking, #Sociology

Anthropologist and UX designer with experience across private and public sectors passionate about positive mental health and social mobility. DPhil student, Oxford.

Dr James Carney
james.carney@lis.ac.uk

#Machine Learning, #Digital Humanities, #Data Science, #Computer Science #Linguistics

Works at the intersection of machine learning, English literature, and experimental psychology. PhD, National University of Ireland.

Dr James Everest
james.everest@lis.ac.uk

#History, #Literature, #Languages

Teacher of Liberal Arts and Natural Sciences with strong interests in history and literature. PhD, UCL.

Lara Kinneir
lara.kinneir@lis.ac.uk

#Architecture, #Urban Design, #Urban Strategy, #Education

Urban designer, with experience across private and public sectors, connecting social, economic, environmental and spatial industries to improve life with design.

Maria Angelica Madero
maria.madero@lis.ac.uk

#Art, #Videography, #Critical Theory, #Philosophy, #Design

Artist and curator. Maria's work explores virtuality and materiality, crossing disciplinary boundaries. PhD student, EGS Switzerland.

Matthew Brett
matthew.brett@lis.ac.uk

#Data Science, #Psychology, #Neuroscience, #Computing, #Statistics, #Education

Neuroscientist, data scientist, and open-source developer working on new ways to teach data analysis.

Dr. Mattia Gallotti
mattia.gallotti@lis.ac.uk

#Philosophy, #Writing, #Critical Thinking, #Social Science

Philosopher of mind and society interested in academic innovation and management. PhD, Exeter.

Dr. Priya Lall
priya.lall@lis.ac.uk

#Sociology, #Epidemiology,
#Political Science, #Public Health

Social epidemiologist whose work promotes social justice causes in developing countries. PhD, Oxford.

Rosita Bannert
rosita.bannert@lis.ac.uk

#Computing, #Materials Science,
#Design, #Engineering

Software engineer and blacksmith, creating through code and traditional materials.

Waqas Ahmed
waqas.ahmed@lis.ac.uk

#Visual Art, #Neuroscience,
#International Affairs, #World History

Writer and expert on multidisciplinary thinking. Author of The Polymath.

Who to talk to about…

Academic matters	Your Academic Tutor
Wellbeing, worries and advice	Your Welfare Advisor
Careers and professional development, including internships	Your Careers Manager **Helen Varley** helen.varley@lis.ac.uk
Disability	Your Welfare Advisor
Extenuating Circumstances	The Extenuating Circumstances Panel, extenuatingcircumstances@lis.ac.uk
Safeguarding	**Designated Safeguarding Lead** **Alisha Kilich** alisha.kilich@lis.ac.uk **Deputy Safeguarding Lead** **Toni Schroder** antonia.schroder@lis.ac.uk
Your rights, data, complaints and appeals	**Registrar** **Dr Michael Englard** michael.englard@lis.ac.uk
Student Fees and Finance	**Faculty Manager** **Hayley Dawson** funding@lis.ac.uk

Where to find...

Our academic regulations	On our website and the LIS Portal
Our general policies and procedures, including on student conduct, disability, safeguarding, and equality, diversity and inclusion	On our website and the LIS Portal
The detailed specification for your Programme and Modules	On Cortex
Your teaching timetable	On Timetabler
Information on your assessments	On Cortex
Details on your academic tutor, welfare adviser and careers mentors	On Cortex
A record of your marks and academic progress	On Turnitin
A record of the modules you are registered for	On QUERCUS

OUR LEARNING PLATFORMS

At LIS we use a VLE (Virtual Learning Environment) called Cortex. This platform was named by and developed in partnership with LIS students and serves a range of functions to support you in your studies. These include:

• Module content and prep work
• Hosting any online lectures
• Submitting assignments and coursework

We also make use of a digital library system, a journal repository, and a host of other teaching and learning tools that you'll be introduced to during your first week at LIS. We also have an all-in-one home portal that gives you access to all of these tools as well as:

• Policies and procedures
• Key administrative information
• The student wellbeing and support programmes
• Student experience and activities
• Careers and partnerships
• Timetables

Cortex, alongside the home portal, supports all day-to-day teaching and learning activity and will be your main port of call as a student. You'll receive a full digital induction to all of our tools and services during your first week at LIS.

Student Records
At LIS we use a number of systems and tools to ensure your information is safe, secure, and at your fingertips when you need it. Through tools like Quercus, Turnitin, Timetabler, and EBM (Education Business Manager), we:

• Hold and display your personal and pastoral information
• Manage information about your enrolment including which elective modules you are studying
• Keep track of your grades
• Track your attendance

These, and other, functions can be accessed through the home portal. You'll receive a full induction on digital tools and services during your first week at LIS.

REGISTRATION

What is registration?
Whether you're a new or returning student, you'll need to register with us at the beginning of each academic year. When you register with us, you'll be confirming that you agree with our Terms and Conditions; these were in your Offer Letter and can be found on the website and the LMS.

Registration deadlines
All students, whether new or returning, must register with the School at the beginning of each academic year for the duration of their programme.

Returning students can register online. New students must register online and confirm their attendance in person, bringing with them the specified documents to verify their identity and qualifications.

All students must register by the deadline specified, failure to do so may result in the deferral of the offer of a place or suspension of registration until the following term. In exceptional circumstances and where there is good cause, registration may be delayed by up to 14 calendar days of the commencement of teaching on the programme. A student finding

themselves in this situation must email the Registrar at **registrar@lis.ac.uk** as soon as possible.

A student who seeks to register later than 14 calendar days after the start of teaching will usually be required to defer to the next entry.

Further details on registration are in our Registration Policy.

Your student ID card
Once you're fully registered, you'll be able to collect your student ID card. You'll need to keep this on your person at all times when you are on the School premises, as it allows you to access School

facilities and provides evidence that you're a student of the School.

Period of registration
Your period of registration will commence on the date that you first register on your programme. You'll remain registered for the maximum period of the programme (as stated in the Registration Policy), or until you've graduated, or your registration is terminated: whichever is sooner.

Further information on registration, including interruption of studies, withdrawal and termination of registration, can be found in our Registration Policy on our website.

HOW YOUR DEGREE WORKS

In the UK, degrees are awarded on the basis of qualification level and the number of credits achieved. Degree classification is dependent upon the standard of student attainment and classification conventions in the higher education sector. Credit is assigned to a module and can only be given when a student has demonstrated (through assessment) that they've achieved the learning outcomes of that module.

The number of credit points you earn is independent of the standard of your achievement, which is reflected in the grade and classification of your award. Once you've successfully completed a module, you will be awarded credit in recognition of the amount and depth of learning which you've achieved.

Credits are then accumulated towards the total credit required for the programme.

Programme structure
The structure of your programme (i.e. what modules you must take) can be can be found in the Programme Specification and Module Forms on Cortex. You'll also find your timetable on Timetabler available through the LIS Portal.

Undergraduate degree
The way that the Programme is structured, you can earn 120 credits at Level 4 (typically your first year); up to 135 credits at Level 5 (typically your second year) and at least 105 credits at Level 6 (typically your final year).

Your overall percentage mark for the programme will be calculated according to the credit weightings of each module undertaken across Years 1, 2, and 3, at a ratio of 1:4:5. This means that Year 1 is weighted at 10% of your mark, Year 2 at 40%, and Year 3 at 50%.
* First class: Aggregate mark of 70% or above
* Upper Second class: Aggregate mark between 60% and 69%
* Lower Second class: Aggregate mark between 50% and 59%
* Third class: Aggregate mark between 40% and 49% (the minimum pass mark for any module is 40%).

As well as the BASc (Honours) award, and in the event that for any reason a student is unable to progress to complete the BASc (Honours) award, it is also possible to attain the following awards:
* Certificate of Higher Education (CertHE): 120 credits at level 4
* Diploma of Higher Education (DipHE): 120 credits at level 4 and 120 credits at level 5
* Ordinary Bachelor's degree: 120 credits at level 4, 120 at level 5, and 60 at level 6

Further details on how your undergraduate degree works can be found in the School's Academic Framework and Assessment and Classification Framework, which are in the School's academic regulations on Cortex, the LIS Portal and our website.

Master's Degree
To get a MASc, you need to get a total of 180 credits over programme.

Your overall percentage mark for the programme will be calculated according to the credit weightings of each module undertaken across the programme.

* Distinction: Aggregate mark of 70% or above
* Merit: Aggregate mark between 60% and 69%
* Pass: Aggregate mark between 50% and 59%.

As well as the MASc award, and in the event that for any reason a student is unable to progress to complete the MASc award, it is also possible to attain the following awards:
* Postgraduate Certificate of Higher Education (PgCert): 60 credits at level 7 and
* Postgraduate Diploma of Higher Education (PgDip): 120 credits at level 7

Further details on how your postgraduate degree works can be found in the School's Academic Framework and Assessment and Classification Framework, which are in the School's academic regulations on Cortex and our website.

MAINTAINING ACADEMIC STANDARDS

At LIS, we utilise a range of mechanisms to assure the academic standards of our programmes. In doing so we draw on external academic expertise to ensure our academic standards are appropriate and the quality of your teaching and learning is high. This includes:

- External academics who sit on our governing bodies that oversee the School's teaching and learning and approval of programmes;
- External advisors who ensure our programmes meet sector standards;
- External Examiners, who are involved in our formal assessments, who help ensure our assessment process is impartial and the standards of our awards are in line with other institutions.

Further information on how we use external academic expertise in assuring quality and standards can be found in our External Academic Expertise Framework, in our Academic Regulations on Cortex and our website.

Attendance

You're expected to be punctual in attending all teaching and learning activities; if you are likely to be absent or delayed for an activity that you're expected to attend, you must inform the relevant teaching staff in good time.

Our minimum attendance requirement is 80% of teaching and learning events during teaching and assessment weeks. A physical or electronic register will be taken at each teaching and learning session. Further information on attendance and the implications of non-attendance can be found in our Academic progress and Attendance Policy on Cortex and our website.

If there are other reasons why you may not attend classes or assessments, you should inform the Extenuating Circumstances Panel, in line with the Academic progress and Attendance Policy, as soon as possible at **extenuatingcircumstances@lis.ac.uk.** Further detail on Learning Plans and additional support provided to those with poor attendance can be found in our Academic progress and Attendance Policy on Cortex and our website.

Assessments

You'll receive two kinds of assessment on your programme: formative assessment and summative assessment.

Formative assessments will give you feedback on your progress and will be integrated into your classwork, in the form of quizzes, polls, lesson exit tickets, short papers or assignments, and presentations. They do not count towards your overall result on a module or on the programme.

Summative assessments are formal assessments that count towards your overall result. You'll undergo a variety of types of summative assessment, from tests to presentations to coursework, depending on the module that's being assessed. The module form sets out the summative assessments for your module, including type, timing, and weighting.

Range of assessments

In keeping with a rich interdisciplinary programme, there will be a wide range of assessments offered across your degree programme. This may include but not be limited to:

- 'Crits' (Familiar to students from design or art schools, these sessions involve students presenting work and receiving formative feedback from and a discussion with peers and teachers)
- Flipped lectures (For these classes, teachers may deliver a lecture by video. Students will be expected to view the content and come to the subsequent face-to-face session prepared to discuss it, or carry out work based on the content)
- Lectures (More traditional teaching 'from the front' by a lecturer to a large class)
- Masterclasses (Students prepare a piece of work in advance, or select a piece they are currently working on. An invited external expert delivers a short guest lecture, and then provides detailed feedback and coaching to a few students on

their work in front of class)
- Online classes (Interactive classes online via, e.g., Microsoft Teams)
- Panel discussions (Students and teachers may present on a panel to the room, with follow-up Q&A afterwards)
- Problem classes (Typically for working through maths, coding or science worksheets, these classes may overlap in style with Workshops and Seminars)
- Projects (Typically more student-led learning, either individually or in groups)
- Seminars (Small groups - typically 5-12 people - with greater interaction. Seminars will usually require students to prepare work in advance and some seminars may be student-led)
- Small group sessions (Especially in the problem-cycles, groups may work together on brainstorming or co-working on problems, or rehearsing a presentation or performance. These sessions may be similar to Workshops or Seminars)
- Tutorials (Small group, interactive sessions, typically

1-4 students)
- Workshops (Smaller groups working together usually to produce something, for example a video, an art work or a presentation)

Rubrics are offered to assist you in knowing what is required by the assessment and to allow you to achieve to the best of your ability. Office hours of teaching staff allow you to meet with your teachers to clarify any instructions relating to the assessments or their rubrics.

On joining the programme, students can see a Student Assessment Load spreadsheet (available on Cortex) which allows you to plan their workload throughout the term. The same spreadsheet affords students the opportunity, when selecting optional modules in Years 2 and 3, to select modules which stagger assessments, thereby leading to less pressurized deadlines.

Submitting work
You'll be asked to submit coursework to Cortex using Turnitin, and will receive training on this during Induction Week,

with refresher training before you submit your assessments.

If you submit after the submission deadline, then the following penalties will be implemented:
- Submission within 6 calendar days: a 10% reduction deducted from the overall marked score for each working day late, down to the 40% pass mark and no further.
- Submission that is late by 7 or more calendar days: submission refused, mark of 0.

Submission after the deadline will be assumed to be the next calendar day.

Students who fail to submit work for assessments or attend examinations shall be deemed to have failed the assessments components concerned and will be marked as 0.

If you fall ill
If you fall ill or suffer from other unforeseen circumstances you can apply for an extension or extenuating circumstances. An extension will give you up to two additional weeks to complete

the assessment. An extenuating circumstance claim if approved will give you a deferral -in other words - the opportunity to do the assessment as if for the first time. You would typically use this if you were completely unable to submit your assessment or believe your performance in it was adversely affected by your unforeseen circumstances. For both an extension and an extenuating circumstances claim, evidence of your circumstances should be provided.

Further information and guidance is available in the Extension and Extenuating Circumstances Policy and Procedure available on Cortex and the LIS Portal.

To apply you should complete the correct form: an extension form for an extension request, or if you are unable to sit an assessment at all and need to defer please fill out an Extenuating Circumstance form.

If you have any questions about Extenuating Circumstances, please do contact **extenuatingcircumstances@lis.ac.uk**

Marking process

Formal assessments are marked, moderated by internal examiners, reviewed by an External Examiner and approved by the Board of Examiners, to ensure that marks are accurate, consistent and fair.

Moderation is an internal process by which the School checks that marking of formal assessments has been consistent, fair and to the appropriate standards. Further details on how we mark formal assessments and how we use External Examiners can be found at our Marking and Moderation Policy and our External Examiners Policy and Procedure on the LIS Portal and our website.

Academic good practice and misconduct

You will receive teaching on academic good practice, including completing your work independently, honestly and in an appropriate academic style, using good referencing and acknowledging all sources. You'll also be taught about what constitutes academic poor practice and academic misconduct.

All students must refrain from any kind of academic misconduct, which includes plagiarism (including the use of essay mills) and misrepresenting extenuating circumstances. The Academic Misconduct Policy and Procedure defines academic good practice and academic misconduct and sets out how we will deal with any suspected incidents of academic misconduct.

Our expectations for student conduct in formal assessments can be found in Examinations and Assessments Regulations for Students.

The above policies can be found on the LIS Portal and our website.

Reasonable adjustments

If you have a disability, learning difficulty or medical condition, we encourage you to disclose this to the Student Support Department at the beginning of your studies so that we can make any appropriate reasonable adjustments in your learning and assessment. If you have a condition diagnosed during the academic year, you should contact the Student Support

Department as soon as possible at **studentsupport@lis.ac.uk** so we can put a Student Support Plan in place. You'll need to do this at least a month before any formal assessment if we are to make any adjustments in time. Further details are available in our Disability Policy on the LIS Portal and our website.

Feedback

Feedback and provisional results will typically be available two weeks after a formative assessment and five weeks after a summative assessment. Provisional results are communicated to you before any meetings of the Boards of Examiners to assist in providing feedback for your future development. Your results will be final when they are confirmed by the Board of Examiners and ratified by the Academic Council and will be published to students at this stage. Further details can be found in Assessment and Classification Framework on Cortex and our website.

STUDENT SUPPORT AND WELLBEING

Our student experience, support and wellbeing offering aims to help you to integrate your personal, academic, and professional development in the following ways:

Settling in
During our Induction Week, we will provide you with important information about the course, student life, and what to expect during your time with us. You'll get to meet the faculty, staff, and your fellow students, and engage in some fun activities!
We'll also introduce you to our campus, our learning resources, our student experience team and student support services and staff, and your Academic Tutor.

Your Academic Tutor & Student Support Advisor
BASc students will be assigned a dedicated Academic Tutor who is a member of the teaching faculty and doubles as your group coach. Your tutor oversees your learning and will offer you support with your academics throughout your studies. In addition to weekly group coaching sessions, you'll normally meet your Academic tutor once per term; but you can contact them at any time by email and arrange to meet during their regular office hours.

MASc students will be assigned an individual academic tutor who will be their main point of contact. The academic tutor will have at least two meetings per academic year and offer drop-in sessions throughout the year as required. The meetings will ensure that you are supported to develop independence in tackling academic issues and monitor your educational journey.

You will also have access to a Student Support Advisor who will listen to you and provide you with advice, guidance, and support on any difficulty you may have—whether it's financial worries, exam stress, friendship problems, time management issues, or practical difficulties relating to balancing your studies and part-time work. Your Student Support Advisor can connect you to other services, such as local NHS providers, mental

health provision, counselling, financial advice, wellbeing services, personal development workshops, and guided self-help. You can book 1:1 meetings with your Student Support Advisor at any time.

In case of any learning differences or disabilities, the Head of Student Support will work with you to assess any specific needs you may have, and put together a Student Support Plan.

Any personal information that you decide to share with your Academic Tutor or Student Support Advisor will be kept confidential, and only authorised staff members will be able to access this information, in line with our Data Protection Policy. We have a duty of care to our students, and in cases where there is a safeguarding issue, we will inform the Designated Safeguarding Officer in line with our Safeguarding Policy and Procedure. These policies can both be found on the LIS Portal and our website.

Your wellbeing & mental health
Navigating the first weeks and months of higher education can be challenging. Our Student Support

Department is dedicated to supporting you through this time of transition and beyond.

The Student Support Department offers information and advice to all students on nutrition, exercise, sleep, mental health, safety, personal relationships, and financial health, and can refer you to external support services as and when required. In addition, all LIS students have free access to an external counselling service and can book up to 6 counselling sessions either on campus or online.

We run an extended set of activities throughout your time at LIS to foster your personal development and wellbeing, encompassing topics such as resilience and time-management. There will also be lots of opportunities to de-stress and unwind through various wellbeing activities, including yoga and meditation. Look out for these opportunities on Cortex or in the weekly newsletter.

You can find out more about our activities and student support offerings on Cortex, or by emailing **studentsupport@lis.ac.uk.**

The LIS SXP – Social and Extra-curricular activities
A small institution, building a thriving and inclusive student community through curating a positive student experience, or SXP as we call it, is at the heart of what we do. Our distinctive and extensive SXP programme is designed around 6 different tracks:

1. Co-curriculars: activities, events and guest talks that complement and enhance the learning that happens inside the classroom
2. Community: activities and social events that help you make friends and build lasting relationships
3. Well-being: activities that provide opportunities to reflect, relax and enhance your personal development
4. Future selves: a series of events, activities and guest talks that focus on professional development
5. Urban Explorations: activities that help you explore and connect with the city
6. Student-driven: in addition to activites and events organised by LIS, we encourage and support you to come up with your own initiatives.

You will be kept up to date about the different activities through the weekly newsletter as well as through Cortex.

Sports and Student Societies
As a small institution we recognise that we are unable to offer access to the same range of sports, clubs, societies, and social facilities typically associated with student life. To complement the LIS SXP offering, we have partnered with Queen Mary Student Union allowing our students access to their sports facilities, recreational leagues, most of their clubs and societies, and student bars and social events. In addition, students at LIS can also join existing LIS societies or start their own. After year 1, we have 7 active societies, ranging from sport societies such as football and boxing, to an Art Collective, a Music society, and an Exploring Cultures society. We are committed to supporting students in pursuing their interests, and actively encouraging student societies is a core part of that.

Student Association
Student Societies at LIS are governed by the LIS Student Association (LISSA). All students are by default a member of LISSA and the LISSA governing board is elected on an annual basis

Careers: enhancing your future
At LIS, we are committed to offer you all the support, tools and opportunities you need to enhance your employability, develop your professional skills, and build a professional network in a holistic and continuous way. Throughout your student journey, there will be multiple and continuous touchpoints.

Future Selves workshop series:
In collaboration with outside experts and consultants, LIS offers a range of extra-curricular professional development workshops in a range of topics such as: Goal Setting & Decision Making, CV Writing & Job Applications, Interview Training and Career Readiness.

'LIS Lates': an external speaker series bringing in professionals from a range of sectors and industries to talk about their professional journeys and help you develop a better understanding of the work they do.

Paid Internships: All BASc students in good disciplinary standing are eligible to apply for an annual paid internship brokered by LIS across a broad range of sectors and industries - from small start-up to big multinational; from charity to corporate; and from public to private. These internships will typically last 4-5 weeks full-time or part-time equivalent, with minimum earnings of London Living Wage. Internships are not compulsory, and do not bear any credit. However, you are strongly encouraged to complete one internship each year, which will enable you to:

- Earn some money to help alleviate your living costs;
- Build a professional network;
- Develop an understanding of the world of work and future career paths; and
- Gain work experience and position yourself well for employment beyond your studies.

1:1 Career support: throughout your time at LIS you will have access to a dedicated Careers Advisor who will be your main point of contact to discuss your professional development goals and aspirations, progress, and any particular challenges or concerns you may have considering your professional development. The Careers Advisor will also support you prior, during and after your internships and play an active role in matching you to internship opportunities that are the best fit for you.

STUDENT PARTICIPATION, REPRESENTATION, AND VOICE

Your voice and views are crucial in making sure we continue to deliver an excellent student experience, from teaching and learning to our wellbeing and extracurricular programmes. We're a small, inclusive School, and all of our staff operate office hours so you can come to us with any questions, concerns, or ideas. We also have some more formal ways in which we make sure that students are included in deciding how the School is run:

- An elected student representative for each level of study at the School on:
  - Board of Directors
  - Academic Council which oversees all aspects of academic life at LIS
  - Equality, Diversity and Inclusion Committee which oversees the implementation of our Equality, Diversity and Inclusion Policy
  - Policy and Regulatory Committee
  - Learning Resources,

property, Data and IT Committee
- Student representation on programme approval or rolling internal audit panels

All student representatives will be given coaching and training and will also sit on a Student Voice Committee.

We will also be seeking your feedback on all aspects of life at LIS throughout the academic year via:

- Termly Town Hall meetings co-created between student representatives and the LIS Leadership, where you'll be able to ask questions or give feedback on any aspect of student life at LIS, and we'll update you on how we've changed things in response to your feedback;
- Module feedback forms;
- Termly engagement surveys on teaching and learning, resources, and non-academic student services (such as wellbeing, accommodation,

careers advice);

- The National Student Survey (a national, institution-wide survey) (at Level 6 of the programme)

More details on how we will incorporate your voice into the running of the School can be found in our Student Engagement Framework on the LIS Portal.

LEARNING RESOURCES

Access to content
In your first term on the programme, you'll learn how to effectively navigate the wealth of knowledge and information that is available to support you in your learning. This includes a diversity of academic and 'popular' multi-media content that may be publicly accessible (including through Open Access sources), or paid for/licensed. Our Faculty and Head of Learning Resources are on hand to help you to make the best use of all of these resources. And our own physical and digital collection of resources means that you will have easy access to any reading/viewing/listening that module leaders have identified as being necessary for study of a given module. During Induction Week, we will also support you in becoming a member of the British Library, one of just five copyright libraries in the UK (meaning it has a copy of everything published in the United Kingdom).

The School also has a budget set aside to enable it to purchase specific supplementary resources, to augment its own collection, as and when necessary. If there's something you really need and you can't access it via the existing LIS collection, publicly accessible sources, or the British Library, Faculty and the Head of Learning Resources will work together to help you.

Other learning resources
To access the programme, you'll need your own portable computer device uploaded with Microsoft Office (Student Version). The School also has a "laptop bank" to provide for students who have a short-term device requirement.

Students can get Office 365 Education for free (including Word, Excel, PowerPoint, OneNote, Microsoft Teams, and classroom tools) by visiting microsoft.com/en-gb/education/students.

You'll have access, via the School, to a hosted email and calendar service.

Over the course of your studies, you will draw on a range of different software packages to support you with your learning. LIS is committed to using free/open source software to ensure access is never an issue. You will receive further guidance on the software you require during Induction Week and as you progress through the programme, particularly where specific software is required for a given module.

OTHER HELPFUL RESOURCES

Additionally, the following resources might be helpful:

- Samaritans (24/7 listening support)
- Nightline (Term-time listening support) between 6.00pm and 8.00 a.m.
- Papyrus (Support line for those who are experiencing thoughts of no longer wanting to live)
- Self-Injury Support (Helpline for women affected by self-injury)
- CALM (Helpline for men experiencing emotional distress and thoughts of suicide)
- Rape Crisis (rape, sexual assault, sexual abuse)
- BEAT (Helpline for those experiencing eating disorders)
- Switchboard (Helpline for those identifying as LGBTQ+)
- We Are With You (Provides information and guidance on drug and alcohol use)
- NHS Gender Identity Clinic (support and resources for trans people or those questioning their gender identity)
- Student Minds (mental health and wellbeing)

- Know Before You Go
- Transitions Into University
- LGBTQ+
- Save the Student (financial advice)
- Money Saving Expert
- Money Advice Service (independent financial advice from the government)
- StepChange Debt Charity
- Brook (sexual health advice)
- British Nutrition Foundation (nutrition for students)
- British Universities & Colleges Sports; UK Active (exercise)
- Mind (resource about sleep)
- Digital Wellness 101 (healthy technology use)
- The Student Room (personal relationships)
- University of London Housing Services (private housing)
- Citizens Advice Bureau
- Disability Rights UK

STUDENT HEALTH

General Practitioner (GP)
We strongly recommend that you register with a local GP within two weeks of arrival for the duration of your studies. The School's local GP surgeries are [placeholder].

Dentist
The local NHS dentists are 132

Sexual Health and Awareness
The local Sexual Health Clinic is Ambrose King Sexual Health Centre (Royal London Hospital)

COMPLAINTS AND APPEALS

While we're committed to ensuring that you are satisfied with your student experience, we understand that there may be circumstances where a student might be dissatisfied and wishes to raise a complaint or an appeal against an academic decision.

The Student Complaints Procedure may be used where a student wishes to complain about:

- The delivery or administration of their programme (e.g. the quality of teaching);
- The conduct of a member of staff (e.g. discrimination);
- The conduct of a fellow student;
- An act or omission concerning the administration or operation of a procedure or service provided by the School;
- Any other matter concerning the operation of the School that adversely and unfairly affects the student, and which is under the School's control.

The Academic Appeals Procedure may be used where a student wishes to:

- Appeal against a decision made by the Board of Examiners — note that appeals may not be made on the grounds of academic judgment, but only on the grounds of either:
  - administrative error or failure to follow the correct procedure;
  - new information which for good reason was not available earlier.

- Appeal the decision of the Extenuating Circumstances Panel, where the student has had an application rejected
- Appeal the decisions of other academic decision-making bodies, such as:
  - Admissions decisions and Student support on reasonable adjustments for examinations and assessments;
  - Decisions of the Academic Misconduct Panel;
  - Decisions by the Director of Teaching and Learning on actions taken under the Academic Progress Policy;
  - Decisions made under the Recognition of Prior Learning Policy and Procedure relating to exemption from modules.

The Student Complaints Procedure and Academic Appeals Procedure can be found on the LIS Portal and on our website.

If you are unsure as to whether you have a complaint or appeal, you can ask the Registrar for advice at **registrar@lis.ac.uk**. The Registrar is also on hand to give any other advice on complaints and appeals. You can also seek advice and guidance from your student representatives.

Office of the Independent Adjudicator for Higher Education
If you are dissatisfied with our decision on a complaint or appeal and have exhausted our internal appeals and complaints procedures, you may refer your complaint or appeal to the Office of the Independent Adjudicator, an independent body that deals with university student complaints and appeals in England and Wales.

STUDENT CONDUCT

We're committed to developing a working and studying environment free from discrimination, bullying, harassment or victimisation, where all staff and students are treated equally and with dignity, respect, and courtesy. Discrimination, bullying, harassment and victimisation are contrary to the Equality Act 2010, and to the values of the School. Our Dignity at Work and Study Policy and Procedure sets out our expectations for how members of the School, whether staff or students, should treat each other. It also outlines different ways in which any concerns or allegations of unacceptable behaviour can be dealt with.

The standard for student conduct that the School expects is explained in our Student Code of Conduct. Our Student Drugs and Alcohol Misuse Policy sets out our expectation that students refrain from misusing alcohol and drugs. Any breach of these policies may result in disciplinary proceedings being raised under the Student Disciplinary Procedure.

The above policies and procedures can be found on the LIS Portal and on our website.

HEALTH & SAFETY

At LIS, we take your health and safety seriously. Please take care and report anything you deem to be unsafe to the Head of Student Support. Our Health and Safety Policy, on the LIS Portal and on our website, outlines the measures in place to keep you safe at the School, and what is expected of you.

SAFEGUARDING AND PREVENT

We take seriously our legal responsibilities and duties to safeguard the welfare of children and vulnerable adults who come onto our premises or come into contact with our staff or students. We also acknowledge our responsibilities under the Counter-Terrorism and Security Act 2015 (CTSA), which requires us to have due regard to the need to prevent individuals from being drawn into terrorism" (the "Prevent duty").

If you have any concerns relating to the safeguarding of a vulnerable individual or relating to radicalisation, please contact the Designated Safeguarding Officer, Alisha Kilich (alisha.kilich@lis.ac.uk or the Deputy Designated Safeguarding Officer, Toni Schroeder (antonia.schroeder@lis.ac.uk). For further information see our Safeguarding Policy and Procedure (including Prevent) on the LIS Portal and on our website.

FREEDOM OF SPEECH

Freedom of speech means that all School staff and students have the right to freedom of thought, conscience, religion, opinion, expression, association and assembly; that they have freedom within the law to hold and express opinions, question and test established ideas or received wisdom, develop and advance new ideas or innovative proposals, and present controversial or unpopular points of view.

The School's commitment to freedom of speech within the law is not absolute or unconditional. Freedom of speech comes with the responsibility to respect the democratic rights and freedoms of others. All School staff, students and visitors shall refrain from all forms of harassment, prejudice and unfair discrimination, whether on the grounds of sex, race, ethnic or national origin, religion, colour, class, caring responsibilities, marital status, gender, sexuality, disability, age or other status or personal characteristic. We also

expect views to be expressed at the appropriate time and place, in ways that are clear, relevant, respectful, accurate and timely.

Just as we will not restrict debate because the views being expressed might be controversial or unpopular, we also expect our staff and students to respect the rights of others to express views with which they might profoundly disagree.

More information on our freedom of speech policies and our visiting speaker procedure can be found at the School's Code of Practice on Freedom of Speech on the LIS Portal and on our website.

FINANCE

Fees & funding for home/EU students
The table below outlines the fees for undergraduate students in the academic year 2022/23. All fees are full-time (we do not currently offer part-time provision).

Tuition fees per

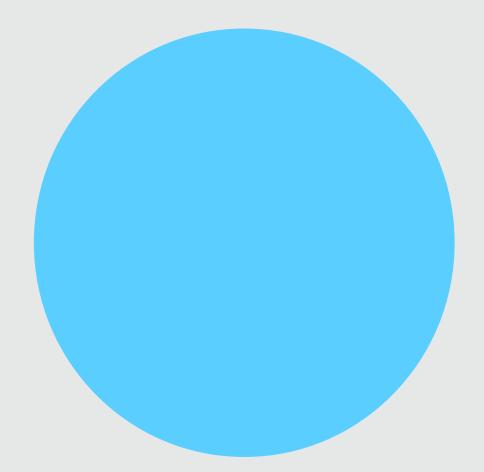| Degree type	UK Students	International Students
BASc	£9,000	£15,000
MASc	£10,800	£18,000

All of these policies can be found on the LIS Portal and on our website. For further information on paying your fees, you can contact our Finance department at **finance@lis.ac.uk.**

Financial support
As well as our financial advice service, our financial health information and workshops, the School provides hardship bursaries for disadvantaged students. If you are struggling with finances, please contact your Welfare Advisor.

CONSUMER PROTECTION LAW: YOUR RIGHTS

A quick guide for students to consumer protection law can be found on the LIS website.