"The most radical new university to open in decades"

Psychology

Design

Political Economy

Data Analytics

Ethics & AI

Machine Learning

2026 Undergraduate Prospectus

Bachelor of Arts & Sciences:

Interdisciplinary Problems and Methods

> "I talk to my friends at other universities and it's clear that we have something special.
>
> There's a community at LIS that other, bigger places just don't have - and that community gives me life, every single day."
>
> **Cohort '21**

Why Study This Degree

Answers to the world's most complex and urgent problems — from climate change to ethical AI, the future of cities to social inequality — will come from a range of perspectives.

Yet in the current approach to higher education, most students learn a single discipline — separated from other disciplines, real-world challenges, and the world of work.

Rather than repeating this limited way of learning, our interdisciplinary approach takes a different starting point: what knowledge and skills do you need to tackle the world's most complex problems?

This is what LIS teaches. But the dots won't connect themselves.

That's where you come in.

Bachelors' in Interdisciplinary Problems and Methods (BASc)

Our 'Arts and Sciences: Interdisciplinary Problems and Methods' (BASc) is the first programme of its kind in the UK.

You learn about complex problems and the methods you can use to tackle them. By organising study in this way, you'll gain knowledge from a range of disciplines across the sciences, arts and design, technology, the social sciences, and the humanities. You'll learn transferable skills and practical approaches to becoming an expert problem-solver.

Open Days
One of the best ways to learn more about LIS and our bachelor's degree is to come to an online Open Day.

Sign up to join now:
lis.ac.uk/events

All images included are of LIS students and faculty with their permission

Contents

LIS Dictionary

Before we get started, let's highlight some LIS vocab we use regularly:

Interdisciplinary: Combining two or more disciplines to deeply understand a problem from different perspectives.

Polymath: An individual whose knowledge spans a substantial number of subjects

Discipline: A branch of knowledge.

Problem-based Learning: A pedagogical approach that enables students to learn while engaging actively with meaningful problems.

Bachelor's of Arts & Sciences

An interdisciplinary course, built around real-world problems

Find out more here:
lis.ac.uk/undergraduate-degree

In a world that's more complex and interconnected than ever before, problem-solvers are in high demand. Graduates from the BASc study complex challenges encountered in the professional domain, utilise a range of methods and tools, and graduate with a portfolio CV fit for the knowledge economy of tomorrow.

During our interdisciplinary degree, you will:

- Interrogate some of the toughest challenges faced by the world today

- Acquire theoretical knowledge from a range of disciplines

- Learn a range of qualitative and quantitative research methods, developing the transferrable skills to kickstart your career

- Combine knowledge and skills to tackle complex challenges

- Work with companies and organisations on real-world challenges

- Learn from leading academics and industry experts

"

The curriculum will push you outside your comfort zone into disciplines you may have originally positively rejected. This will broaden your mind and enable you to act and look upon the world in perspectives you never thought existed!"

Cohort '21
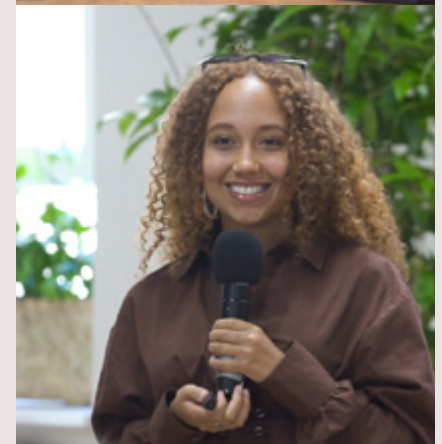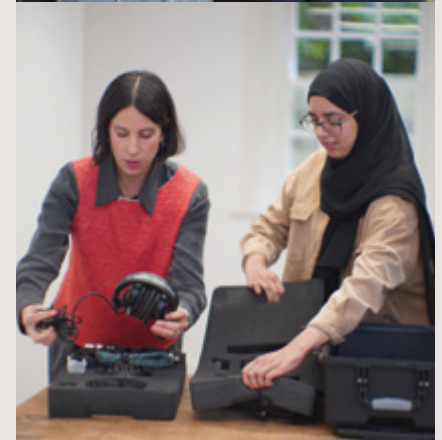
Programme Overview

The LIS BASc is built around three aspects: problems, methods and independent research projects. Across the year, you'll explore complex problems in depth, gain hands-on experience with a range of methods, and bring it all together in interdisciplinary research projects on the topics that interest you the most.

See Module Deep Dive p14 for full descriptions

What You'll Learn

● Problems

Study guided questions relating to complex problems of our time, from multiple perspectives.

● Methods

Learn a wide range of skills, tools and approaches for analysis and understanding.

● Research

Apply your learnings to an independent research project on topic of your choice each year.

● Integration

Bring together insights across disciplines in coaching and integration modules.

Coaching provides space for synthesis, support and processing. Weekly meetings in small groups help integrate learnings from across your other modules.
In coaching, you can try out new ideas, discuss challenges, and make connections between problems, methods and research. Integration modules in Year 2 and 3 help develop your interdisciplinary thinking and practice, in academia and beyond.
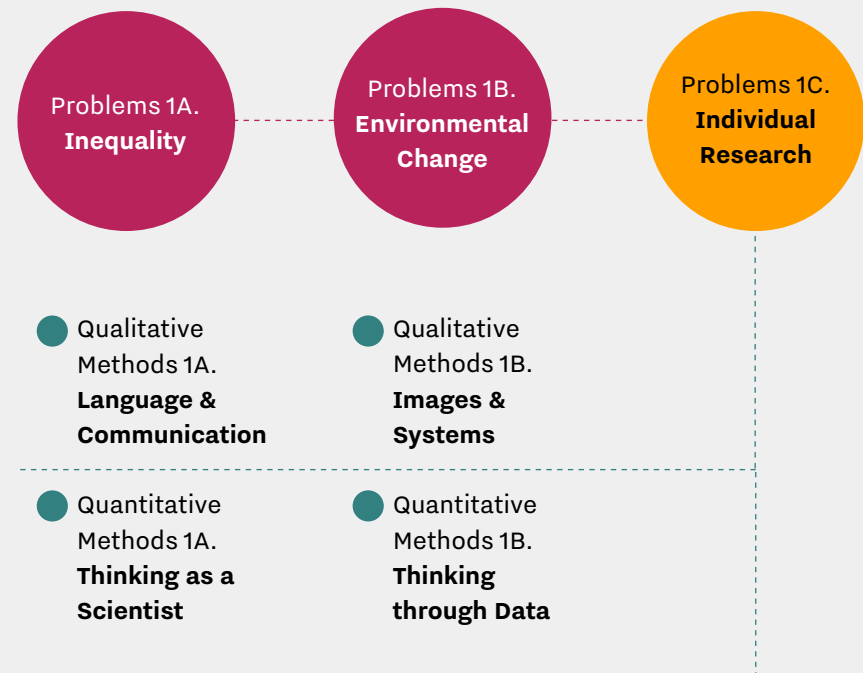
Year 1

● Problems   ● Methods   ● Research   ● Integration

TERM 1	TERM 2	TERM 3

Problems 1A. Inequality

Problems 1B. Environmental Change

Problems 1C. Individual Research

● Qualitative Methods 1A. **Language & Communication**

● Qualitative Methods 1B. **Images & Systems**

● Quantitative Methods 1A. **Thinking as a Scientist**

● Quantitative Methods 1B. **Thinking through Data**

● **Coaching** supports learning through the entire programme.

Year 2

Problems and Methods modules teach a range of knowledge, skills and approaches. At the end of each year, an independent research project gives you the freedom to study what interests you the most.

- Problems
- Methods
- Research
- Integration

TERM 1   TERM 2   TERM 3

Problems 2A. AI and Ethics

Problems 2B. Civic Challenge for Social Impact

Problems 2C. Mixed Methods Research

- Methods Elective **Choice 1**
- Methods Elective **Choice 2**
- **Conceptual Tools for Interdisciplinarity**
- Methods Elective **Choice 3**

Coaching supports learning through the entire programme.

Elective Modules

Optional Methods modules build your interdisciplinary toolkit (and CV) with the skills that interest you the most. You'll take at least one quantitative and qualitative option per year to ensure a diverse skillset.

See Module Deep Dive p14 for full descriptions

Methods Electives (Qualitative)

- Design Methods
- Visual and Creative Methods
- Practical Ethics, Applied Ethnography
- Thinking through Writing
- Communities and Campaigning
- Social Sciences Research Methods

Methods Electives (Quantitative)

- Engaging Complexity
- Introduction to Natural Language Processing
- Data Science and Machine Learning
- Strategies and Games
- Intermediate Quantitative Modelling
- Advanced Quantitative Modelling

Methods Electives (Mixed)

- Matter of Thought
- Encountering Ecosystems

Year 3

In Year 3, research takes centre stage as you integrate the course content so far with a deep dive into mixed methods, culminating in your final Capstone, a year-long independent research project.

● Problems   ● Methods   ● Research   ◗ Integration

TERM 1   TERM 2   TERM 3

● The **Capstone** research project develops over the full year.

● Methods Elective **Choice 1**   ● Methods Elective **Choice 3**

◗ **Mixed Methods for Interdisciplinarity**   ● Methods Elective **Choice 4**

● Methods Elective **Choice 2**   ● Methods Elective **Choice 5**

Problems 3C. **Capstone Research**

◗ **Coaching** supports learning through the entire programme.

"

The independence that the capstone project gives me allows true ownership of my learning—from choosing my research direction to managing deadlines.

Cohort '23

Module Deep Dives

Year 1

During Year 1 you'll develop a wide range of foundational methods and skills, learn to analyse and refine problem statements, explore concepts from diverse academic disciplines, work with external organisations on real problems, and consider how to integrate your knowledge to answer the questions that matter.

Compulsory Problems and Methods modules, plus an independent research project.

● Problems ● Methods ● Research ● Integration

Problems 1a: Inequality ●

In this module, you'll practice applying an interdisciplinary approach to a complex problem — one where there is no agreed solution, and where people disagree even about the nature of the problem. Problem 1a focuses on problems of **inequality**, e.g. big gaps in wealth, income, housing, health or education.

You'll study two different disciplinary perspectives e.g. Neuroscience (how our environment influences our brain development), Network Science (how people influence each other through social networks), Political Economy (how government policies and economic markets interact) or Linguistics (how language shapes thought and behaviour).

Knowledge and skills:
- Epistemology (theory of knowledge)
- Problem-framing
- Pitching and public speaking

Problems 1b: Environmental Change ●

This module builds on Problems 1a, introducing more concepts and skills that you can use to tackle complex problems. The problem area is global environmental change. You'll work in groups to research a specific environmental and/or climate-related problem in your local area, in collaboration with a company, non-profit, or public sector institution.

You'll interview your 'client' about the different people and organisations involved, and then choose two disciplinary perspectives from four (currently Environmental Studies or Material Science, and Politics or Law) to explore your research question and write a consultancy report.

Knowledge and skills:
- Drawing and understanding connections
- Working with external organisations
- Stakeholder mapping

Problems 1c: Individual Research Project ●

Problems 1c is the culmination of the first year, building on concepts and methods learned in all modules so far. You'll still study a complex problem, but this time you'll choose it. You'll then design and develop an individual project under the guidance of a member of our faculty.

The result is a written study plus a visual product that presents the findings of the study to all interested people, inside and outside of LIS. Problems 1c helps you to take stock of the progress you've made in your first year, and develop personal skills through planning, research, independent learning, networking, and initiative.

Example research projects include: 'How UK Media dehumanises migrants through language', 'How can data simulation and systems thinking help improve the UK voting system?' 'Young people and clothing repair: Understanding barriers to circular fashion practises.'

Knowledge and skills:
- Project management
- Independent research
- Networking

To hear about a student's problem statement, scan the QR code below:

Qualitative Methods 1a: Language and Communication ●

This module introduces qualitative methods — tools for investigating aspects of the world that can't easily be measured with numbers. Here, you'll focus on the difficulty in quantifying the emotional impact that a piece of writing or interaction with another person has on us.

How does it feel when you read something, or when you meet someone in a social setting? How and why does your reading or your encounter with that person have the impact that it does? This module provides ways of addressing these questions.

Knowledge and skills:
- Thematic analysis
- Close reading
- Participant observation

Quantitative Methods 1a: Thinking Like a Scientist ●

Quantitative Methods 1a is a foundational module that sets the stage for LIS' programme of quantitative (i.e., numbers-based) methods, introducing you to numerical and quantitative thinking.

You'll develop order of magnitude estimation techniques (making estimates and approximate comparisons) before introducing basic scientific literacy skills and formulating questions that can be tackled quantitatively. The second half of this course uses Excel and Python to visualise data and to develop statistical methods.

Knowledge and skills:
- Coding (Python)
- Experimental methods
- Fermi estimation

Artwork by Greg Lamarche

Qualitative Methods 1b: Images and Systems ●

In Qualitative Methods 1b: Images and Systems, you'll explore visual language as a process that has multiple dimensions. You'll learn to map information through systems diagrams and feedback loops, before an introduction to design thinking and empathy mapping. You'll then explore how to read the visual world by analysing images and create your own using photography and videography.

This module gives you skills for exploring forms of thinking that bring visual phenomena to the fore. You'll finish the module knowing how visual entities can be taken as structures for recollection, mapping, analysis, and even intervention on the world.

Knowledge and skills:
- Information mapping
- Photography
- Videography

Quantitative Methods 1b: Thinking Through Data ●

The title of the course has two meanings. The first is that you'll learn to think about data: to analyse, summarise, and plot data — to find patterns and draw conclusions. We'll ask you to think about what data means, how it could deceive, and how to avoid drawing the wrong conclusions.

The second meaning is using data to help you think. You'll learn how to use data to think through the deep idea of probability and uncertainty in evidence. Ont his journey, you'll get an introduction to new approaches in data analysis, ("data science") and start to learn about data science techniques such as machine learning.

Knowledge and skills:
- Data science
- Statistics
- Machine learning

Module Deep Dives

Year 2

In Year 2, you'll work on a new problem statement each term, build up your expertise in particular methods, and gain new conceptual frameworks to help you think across disciplines.

Please note that the optional methods modules listed for Years 2 and 3 are indicative, to give you a sense of what you might study during your time at LIS.

Compulsory Problems and Integration modules, plus a choice of three Methods electives and an independent project.

● Problems   ● Methods   ● Research   ● Integration

Problems 2a: AI and Ethics ●

In Problems 2a, you'll learn to think critically about technological innovation and contested developments. To do so, you'll learn concepts from Legal and Political Theory, Data Studies, Technology and Culture Studies, and the Philosophy of AI.

This year's problem statement concerns the UK's approach to the regulation of artificial intelligence. Students will learn about "solutionism," and will be encouraged to think critically about quick fixes to problems and evaluate the UK government's approach to the regulation of AI, using the concepts learnt in this module.

Knowledge and skills:
- Technology Ethics
- Legal & Political Theory
- Data studies

Problems 2b: Civic Challenge for Social Impact ●

How can design support communities in times of rapid change? In this module, you'll use design-thinking to create practical, user-centred solutions that improve wellbeing, strengthen cohesion, and reimagine public services and systems.

You'll explore how academic research, design, and policy can empower communities and set the conditions for positive, sustainable change.

Knowledge and skills:
- Design thinking
- Community engagement
- Policy innovation

Problems 2c: Mixed Methods Research Project ●

In Problems 2c, you'll bring together some of the Qualitative and Quantitative methods you have learnt in the second year and apply them to a complex real-world problem of your choosing. You'll start by reviewing what is known about the problem in different approaches in one 'mixed method' study.

You'll also produce a short video or podcast excerpt to share your finding or outputs with a named professional audience of your choosing. The video option allows for a lot of flexibility, from an animation or documentary to showcasing a design, prototype, or series of artistic works.

Example research projects include: 'Does narrative framing boost engagement in gamified tasks?', 'Which arts-based interventions best enhance our connection to nature?', 'How do Queer Muslims use itjihad?', 'The evolution and curation of populist language: an investigation into political communication tactics employed by UK politicians'.

Knowledge and skills:
- Mixed methods research
- Independent research
- Professional communication

Conceptual Tools for Interdisciplinarity 🔴

This module gives you the tools to think across disciplines and tackle complex problems in new ways. You'll explore the foundations of interdisciplinarity and learn how to apply conceptual frameworks that help make sense of systems, connections, and big challenges. It builds directly into later modules, preparing you to use mixed methods and interdisciplinary approaches with confidence.

Knowledge and skills:
- Systems thinking
- Conceptual frameworks
- Creative problem-solving

Intermediate Quantitative Modelling 🔵

Starting with a recap of pre-calculus ideas, you will develop an understanding and fluency in the use of single-variable calculus techniques. This is the branch of mathematics that deals with the study of functions and their rates of change. This includes a mixture of analytical, numerical, and computer algebra tools.

You will learn to use differential equations to model real-world problems, e.g. disease spread, climate and energy. This includes learning the numerical techniques for solving differential equations and creating computer simulations. The end of the module is devoted to student-led projects culminating in a computational essay.

Knowledge and skills:
- Dimensional analysis
- Calculus
- Mathematical modelling
- Differential equations
- Computer simulations

Data Science and Machine Learning in Practice 🔵

This module uses the computer as a powerful tool to implement and explain the ideas we need for sound conclusions from noisy and complex data. You'll add to your knowledge from your first year to build computational models that allow us to explain relationships with data, and to predict new data.

You'll focus on "machine learning" approaches to data as they are increasingly dominant across academia, industry, law, and government. You'll learn to understand these methods in order to understand and criticise their output and to build effective models of your own.

Knowledge and skills:
- Data science
- Modelling
- Machine learning

Design Methods ●

Design offers creative ways to tackle complex, often ill-defined problems. In this module, you'll explore design mindsets and methods from graphic, product, speculative, and strategic design, applying them to real-world contexts such as industry, services, and urban planning. Alongside practical skills, you'll critically engage with contemporary debates including decolonisation, design justice, and inclusive design, while developing design as a tool for enquiry, collaboration, and communication.

Knowledge and skills:
- Creative problem-solving
- Stakeholder collaboration
- Critical design thinking

Social Science Research Methods ●

This module develops your ability to use qualitative methods to investigate the social world and tackle complex problems. You'll build on earlier learning by exploring both the practical application of methods and the theoretical foundations that make them a rigorous scientific approach. By the end, you'll have the confidence to apply qualitative research to your own projects at an advanced academic standard.

Knowledge and skills:
- Research design
- Critical analysis
- Data interpretation

Visual and Creative Methods ●

This module provides you with methods used to collect, understand, interpret and create images. You'll explore how images create meaning — images do not exist in isolation — by gathering visual information (recollection methods), creating an archive (analytic methods) and via your own creative research.

You'll develop skills in camera (visual diaries), photogrammetry (the science of making reliable measurements through photographs), archival practices, collage, and creative research. This toolkit enables you to craft your own visual narratives: communication and interpreting the visual aspects of your wider world.

Knowledge and skills:
- Photography
- Curating and archiving
- Creative research methods

Strategies and Games ●

Why is climate cooperation so difficult? How do companies set prices? What's the best strategy in an auction, or in politics? This module introduces game theory as a way to understand and navigate strategic decision-making. You'll explore famous examples like the prisoner's dilemma and the tragedy of the commons, while applying these ideas across economics, politics, social science, and biology.

Knowledge and skills:
- Strategic thinking
- Policy analysis
- Decision-making frameworks

Natural Language Processing ●

How does your phone predict the word you're going to use next? How might we decode an alien signal if we received one? How can we figure out when documents share topics and when they don't? This module teaches you how to analyse language at speed and scale using libraries in the Python programming language.

You'll earn how to obtain large samples of language data and extract non-obvious insights from them. You're also exposed to the basic principles of machine learning with language. At all points, you're encouraged to use NLP in an interdisciplinary way to add to your learning in other modules.

Knowledge and skills:
- Natural Language Processing (using Python)
- Linguistics
- Data analytics

Thinking through Writing ●

What do you do when you write? You think on paper, digitally or otherwise. Writing up thoughts in the form of an argument results in better communication. Writing can be done in many ways, so different styles are often associated with different forms of thinking and doing. Thinking (writing) like a philosopher is not the same as thinking (writing) like a poet, or an architect.

In this module, we ask questions of interdisciplinarity by examining interdisciplinary thinking in the context of writing. We do this by focusing on one interdisciplinary kind of writing: manifesto writing. Some manifestos have the power to mix styles much in the same way as cross-disciplinary knowledge has the power to make us see things in new ways.

Knowledge and skills:
- Writing and communication
- Critical thinking
- Argumentation and storytelling

Module Deep Dives

Year 3

In Year 3, you'll choose 5 options from a selection of methods modules, including at least 1 quantitative and 1 qualitative option. You'll explore mixed methods in more depth. These final modules help shape your Capstone Project, the culmination of your degree.

Compulsory Capstone Project and Integration module, plus a choice of five Methods electives.

● Problems   ● Methods   ● Research   ● Integration

Capstone Project ●

The Capstone Project is an opportunity for you to work on a complex problem of your choice. You'll apply a combination of methods to understand a problem of interest to you and develop a plan of action.

Mixed Methods and Interdisciplinarity ●

Building on your work in Years 1 and 2, this module solidifies your skillset for combining different methods and disciplines critically and ethically. The topics prepare you for the level of many master's or research degree programmes, as well as knowledge-rich roles in business and the public sector.

Quantitative Methods III ●

You'll choose at least one and up to four quantitative methods modules:

- Data Science and Machine Learning in Practice
- Intermediate Quantitative Modelling
- Advanced Quantitative Modelling
- Engaging Complexity
- Strategies and Games

Qualitative and Visual Methods III ●

You'll choose at least one and up to four qualitative methods modules:

- Visual and Creative Methods
- Social Sciences Research Methods
- Thinking through Writing
- Communities and Campaigning
- Practical Ethics, Applied Ethnography

Mixed Methods

The Matter of Thought: Speculative Sense-making and Sensory Data ●

This module will investigate all three models of speculative thought through the medium of sensory and visual data. These models include; hypothesis formation, world-building, and sense-making.

Encountering Ecosystems through Mixed Methods Research and Practice ●

Introduces key methods for studying ecosystems from different perspectives, drawing on the natural sciences, social sciences, and the arts. Facilitates the critical analysis and synthesis of different ways of knowing, doing, interacting and being.

Student Capstones

The Capstone Project is the final year culmination of each student's academic journey, where you apply everything you've learnt in terms of disciplinary perspectives and qualitative & quantitative methods to conduct an in-depth, interdisciplinary research project on an issue that you are passionate about.

The outputs can range from podcasts, videos, apps, exhibitions, economic models, reports, zines, traditional essays, and more.

These projects offer an opportunity to conduct rigorous research and uncover novel insights, addressing real-world problems, whilst also producing valuable work that can act as calling card for future employers.

The following projects are examples of previous Student Capstones:
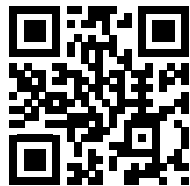
For more Student Projects,
Scan to see our Repository

Exploring Unconscious Racial Bias within Football Commentary

*Sport Studies x Linguistics x Data Science x Natual Language Processing*

This research project explores whether the language used in football commentary exhibits racial bias or stereotypes. The project centred around the 'pace and power effect' - a notion that suggests darker athletes are disproportionately praised for physical traits compared to cognitive traits, with the opposite being true for lighter-skinned athletes.

Using Natural Language Processing and AI, an 'average face' composite was created for players most associated with common traits.

PHYSICAL TRAITS

COGNITIVE TRAITS
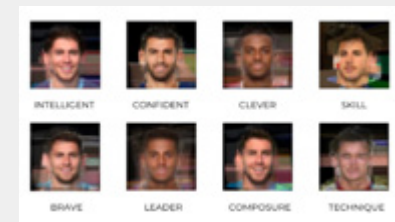
'Average Face' composites based on 1,107 football video highlights ©Alex Doyle

Investigating the Impact of Natural Surveillance on Women's Safety at Night in London

Ethnography x Deep Mapping x Geographic Information System

This study investigates women's perceptions of natural surveillance in urban environments at night, focusing on their journeys in London. Using a mixed-methods approach, the research combines semi-structured interviews, deep mapping workshops, surveys, and Geographic Information System (GIS) mapping to analyse elements like lighting, open establishments, police presence, and clear sightlines. Key findings reveal that high-quality lighting, visible police presence, and active public spaces significantly enhance women's feelings of security, while CCTV and vehicular traffic are less impactful.

"Is that with oat milk?" The effects of default nudges in a range of café settings.

Behavioural Psychology x Data Analysis x Videography

This project explored the potential of default nudge interventions in cafés by altering the default milk option from cow's milk to oat milk. Over a three-week trial conducted in partnership with Brazier Coffee Roasters, oat milk was served as the default choice. This change led to an 80% increase in the proportion of drinks ordered with oat milk, rising from 17% to 30% of total orders, with a corresponding decrease in orders containing cow's milk. The experiment contributed to measurable reductions in CO_2e emissions associated with the café's operations.

From Waste to Resource: A Cost Model for Efficient Community-Scale Plastic Recycling

Environmental Science x Economic Modelling x Sociology

Plastic waste is a major global issue, with most of it not recycled, leading to pollution and resource depletion. Community-Scale Plastic Recycling Workspaces (CSPRWs) aim to address this locally but face financial and operational challenges. This project develops an Excel-based cost model for CSPRWs in the UK, informed by industry insights, to help optimize operations and pricing. The model enhances understanding of the economics of community-scale plastic recycling, filling a gap in current research.

TOAST BREWING | **LIS** THE LONDON INTERDISCIPLINARY SCHOOL

ENVISIONING A CIRCULAR ECONOMY FOR MALT SACKS

AN EXPLORATORY REPORT INTO THE POTENTIAL CIRCULAR APPLICATIONS OF PLASTIC WASTE BY THE BREWING INDUSTRY

Author
Pal Patel

How can we create a circular economy from the waste woven polypropylene bags generated by the brewing industry?

Materials Science x Systems Thinking x Design Thinking

This paper explores creating a circular economy for waste woven polypropylene sacks (WPPS) generated by the brewing industry. It evaluates current solutions, technologies, and proposes new infrastructure, emphasizing that waste issues stem from both human behavior and technology. Using a mixed methods design, the study integrates materials science with design thinking to identify feasible, engaging solutions for repurposing WPPS, acknowledging the need for diverse approaches rather than a single solution.
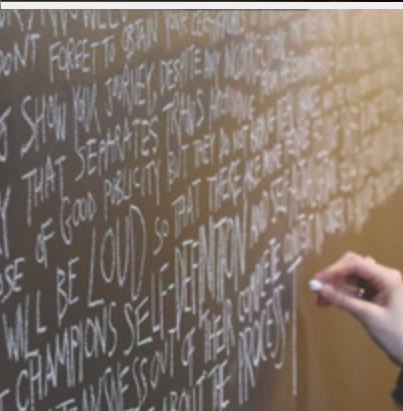
Participatory Trans Archiving and Self-Actualisation at the Museum of Transology

Archival Studies x Queer Theory x Decolonial Studies x Visual Thematic Analysis

This research examines the transformative potential of queer archives, specifically in the context of the Museum of Transology (MoT). Historically, archives have marginalized queer and trans communities, but through decolonial and queer theory perspectives, they are now spaces for self- and community-actualization.

An exhibition titled **"The Archive Will Not Be Silent"** showcased the stories, dreams and objects of trans community archivists, emphasizing this shift. This included a collective trans archiving manifesto that spanned the walls of the gallery. The study uses an exploratory, mixed-methods approach, combining creative and quantitative methods to explore how trans archiving at MoT supports identity formation and reflects the embodied experiences of its curators.

Does Gross National Happiness Foster Ethical Business?

Economics x Discourse Analysis x Business Ethics

This project evaluates Bhutan's Gross National Happiness (GNH) in reducing private sector externalities using an exploratory mixed methods approach. Qualitative data from public sources and quantitative data from the World Bank reveal that while GNH is seen as holistic, it faces criticism for being vague and manipulable. The study finds no significant impact of GNH on promoting ethical business, as evidenced by CO2 emissions and happiness levels.

How You'll Learn

At LIS, we put learning and teaching first. This means we use teaching methods that have the most evidence of advancing your learning, rather than those that are easiest to deliver.

Sitting in endless lectures is boring. We know that is not the best way to learn. In place of lecture theatres, we have spaces designed for discussion, group work, creative work and live practice. Our broad curriculum requires an equally diverse range of teaching styles and delivery. Your learning and development will extend beyond the constraints of our building to include a range of in-field settings.

Central to our approach is 'prep culture'. This means we provide carefully curated learning materials for students to prepare for each session, so you can use the class time with faculty to practise methods, deepen understanding, and engage in debate. We require you to submit some work weekly, so that you can get used to regularly showing your thinking, sharing with peers, and getting feedback.

Class formats include:
- Plenaries
- Panel discussions
- Masterclasses
- Workshops
- Presentations
- Experiential learning – offsite and onsite
- Experimental Laboratories
- Coaching sessions

Term dates 2026/27

Welcome week	21st Sep - 25th Sep 2026
Term 1	28th Sep - 11th Dec 2026
Term 2	11th Jan - 27th Mar 2027
Term 3	26th Apr - 12th Jun 2026
Internships*	From Jun 15th onwards

Internships are optional and vary in duration from 5 weeks onwards. They typically take place in the summer once Term 3 has ended.

At present, due to UK visa regulation, we can only broker internships for UK students. We hope to see these rules change and offer internships for international students in the future.

Campus-first

Contemporary work and life is increasingly 'hybrid', and like most institutions, we have experimented with the potential of online learning. But there's good evidence to show that the power and nature of the student and team community impacts the quality of your university education. We therefore continue to foster a culture in which attendance, learning, and socialising on campus is important.

Where we make use of online tools, we do it to allow flexibility, greater collaboration, or access to perspectives that would not be possible on campus. Through exposure to a small amount of online learning, we nurture the development of essential skills crucial for success in today's professional world, together with the best of online and face-to-face learning and teaching.

How we'll assess you

You won't spend your summer terms waiting for one-shot exams. At LIS, we believe in producing work of real value. Our interdisciplinary programme makes use of a variety of assessment methods throughout the year.

These assessments are challenging but also fair, engaging, and varied — enabling you to build an impressive, diverse and useful portfolio of work that showcase your skills to different audiences, including future employers.

Assessments include:
- Presenting group pitches to a real audience
- Writing a group consultancy report
- Conducting individual research projects
- Creating videos and podcasts
- Designing a publicity campaign
- Completing short, interactive quizzes
- Computational essays
- Coding notebooks

A word about credits

In the UK, to gain a degree you need to pass a certain number of credits in each year of the programme. Each module is given a number of credits — you're awarded this when you pass the module at assessment. Credits are accumulated towards the total credits required for the programme. To get a BASc (Honours), you need to get a total of 360 credits over three years.

A Team of Polymaths

The LIS team is a unique combination of leading academics, world-class entrepreneurs, and educationalists with deep expertise in the science of learning.

LIS and our interdisciplinary degrees are a result of these powerful collaborations.

Our faculty — from institutions including Harvard, Oxford, Cambridge, and LSE, with expertise in disciplines from Machine Learning to Visual Art - have worked together to create a unique and rich curriculum.

Prof Stephen Tuck
BASc Course Director
Historian who studies how movements, ideas, and institutions shape society in the USA and Britain, with a particular focus on race and protest.
Professor of Modern History, Oxford.
#History, #Politics, #SocialMovements,

Dr Adam Kenny
A quantitative anthropologist who uses data science and open research to study human behavior and evolution. PhD, Oxford
#Data Science, #Anthropology, #Human Evolution, #Natural Sciences

Dr Amelia Peterson
Social scientist with a background in policy and consulting. PhD, Harvard.
#Political Science #Economics, #Psychology, #Sociology, #Education

Dr Anson Cheung
Theoretical physicist with a background building models in condensed matter physics. PhD, Cambridge.
#Emergence, #Renormalisation, #BPhO, #Physics, #Education

Dr Ash Brockwell
Writer and consultant, with specialisms in wellbeing and sustainability.
PhD, Wageningen.
#Biochemistry, #Sustainability, #Education, #Molecular Biology

Dr Bronwyn Tarr
Human behavioural scientist interested in the evolution of social behaviours.
PhD, Oxford.
#Psychology, #Neuroscience, #Evolutionary Biology, #Anthropology, #Dance

Duncan Austin
Systems thinker with 30 years of expertise in environmental economics, sustainable finance, and systems thinking across various sectors.
#Systems Thinking #Sustainability #Economics

Emma Rengers
Legal scholar interested in how law and technology shape society.
PhD candidate, Birmingham.
#Law, #Regulation, #PoliticalTheory, #Technology, #Philosophy

Isaiah Wellington-Lynn
Anthropologist and UX designer with experience across private and public sectors. Passionate about positive mental health and social mobility. DPhil student, Oxford.
#Anthropology, #UX Design, #Design Thinking, #Sociology

Dr James Carney
Works at the intersection of machine learning, English literature, and experimental psychology. PhD, National University of Ireland.
#Machine Learning, #Digital Humanities, #Data Science, #Computer Science #Linguistics

Dr James Everest
Linguist, literary critic and intellectual historian, with a background in seventeenth-century history of science. PhD, UCL.
#History, #Literature, #Languages

Dr Kaysara Khatun
Interdisciplinarian bridging science and policy, focusing on global ecosystem management and preservation. PhD, Bristol
#Environmental Science #Geography #Policy

Maria Angélica Madero
Artist and curator. Maria's work explores virtuality and materiality, crossing disciplinary boundaries.
#Art, #Videography, #Critical Theory, #Philosophy, #Design

Dr Mattia Gallotti
Philosopher of mind and society, interested in academic innovation and management. PhD, Exeter.
#Philosophy, #Writing, #Critical Thinking, #Social Science
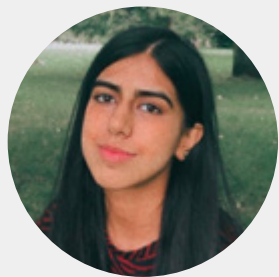
Dr Niccolò Pescetelli
A behavioural and data scientist, researching collective intelligence to design better collaboration platforms and governance tools. PhD, Oxford
#AI #Data Science, #Experimental Psychology, #Collective Intelligence

Waqas Ahmed
Writer and expert on multidisciplinary thinking. Author of The Polymath.
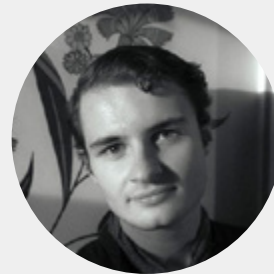#Visual Art, #Neuroscience, #International Affairs, #World History
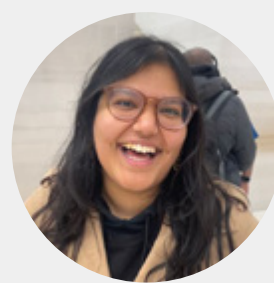
Alpha (styled as "Alumni")

Louis went on to study a postgraduate advertising degree at The SCA - the most awarded ad school in the world - with the aim of going into an Art Director role in the future.
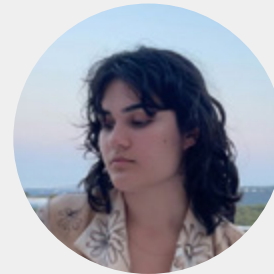
Zuzana joined TUI as a Software Engineer & Master's Apprentice. Her Capstone project was an AI powered app that helped users learn foreign languages.

Chris joined the NHS as a procurement graduate. His Capstone project investigated brief encounters on public high streets, and their implications for community connections and loneliness.

Numail joined Goldman Sachs as an analyst. During her second year, she was part of the winning LIS team for the 2023 McKinsey Solve It Competition, outperforming top Russell Group universities.

Charlie started as a Senior Executive for a Liberal Democrat MP. The insights from his second year project on Domestic Garden Greening in Urban Air Quality Remediation were used by Tower Hamlets Council to inform policy.

Ethan joined KPMG as an M&A Deals/Advisory Analyst. His final year Capstone project explored the psychological dynamics of cult membership.

Sumayah joined Ayda as an Operations Executive, working to improve trust in the research ecosystem. Her Capstone looked at how transcience affected community belonging amongst students.

"

My time at LIS has been nothing short of transformative! The degree has shaped the way I approach complex problems. I've grown to appreciate and understand the multiplicity and complexity of real-world issues and have had a chance to work on meaningful projects with some of the smartest people I know.

The LIS community truly is exceptional and will forever hold a special place in my heart."

NUMAIL FATIMA
Graduate '25

FREYA

FREYA

01

At A-level Freya studied

Art & Design

Biology

Chemistry

You can find a few mini-interviews with students from our founding cohort throughout this prospectus.

What were your first impressions of LIS? (Be honest!)
I was most struck by the range of interesting and exciting people that LIS has attracted — everyone had so much energy and the atmosphere this created just felt like we were really part of something new and special. I was also surprised by how small LIS was, compared to other unis I'd visited.

How do you find the quant side of the curriculum, coming from an arts background?
I can't lie — I've found the quant side quite challenging as I prefer to work more visually. But coding was interesting (although tricky!) and I'm excited to try to merge these technical methods with a more creative outcome in my independent project this term.

What's been the most surprising thing about the degree so far?
I've found the amount of contact time we get with our personal tutors — and any faculty — really refreshing and beneficial. I've spent a lot of time with artist and faculty member Maria Madero, discussing personal projects, as well as how to use more creative approaches when tackling our problem statements — and looking into culture creation.

Why LIS? Why not a traditional university?
Before LIS, I studied engineering and computer science in Manchester. I grew frustrated with how narrow the degree was, especially when I wanted to explore the intersections between disciplines. After visiting one of the founder's days, I realised I wanted to be in this environment with these incredible people, so I dropped out and joined the founding cohort.

Tell us about your experience of Founders' Week.
Founders week is like a mystery box at this point - you never know what's going to happen. LIS organise a whole bunch of activities for us to take part in throughout the week and there's usually some secrets along the way. It's really fun meeting all the new people joining LIS for the first time.

VISHAL

VISHAL

VISHAL

02

At A-level Vishal studied

Mathematics

Physics

Computer Science

How do you find LIS' assessment style?
I never really felt that my exam grades were reflective of my capability. LIS having no exams means there's more interesting assessment outputs like video essays, toolkits, consultancy reports, or blog posts. I really believe that producing these pieces of work builds a host of different skills that are so valuable when we graduate.

World of Work

At LIS, you don't wait until you graduate to start building your career

From your first year, you'll work with organisations on the problems they're tackling, apply your newfound skills and tools in paid internships, meet and learn from the LIS Network and get career coaching to help you think about and navigate the future.

As a result, LIS students leave with a valuable toolkit of skills and perspectives, a stand-out CV, new connections, tangible and relevant experience and a sense of direction through the unknown.

Our UG degree prepares students for a wide range of jobs and sectors such as data science, design, consulting, business, policy, marketing, accounting, charity, the civil service, startups and further academic research.

allplants   NHS   BILL & MELINDA GATES foundation

John Lewis   zoe NUTRITION   Cabinet Office

KPMG   THE GOOD ECONOMY   Tortoise

innocent   THE GOOD ECONOMY   MAYOR OF LONDON

Transport for London   TONY'S CHOCOLONELY

The LIS Network
The LIS Network is a growing and active community of people and organisations who tackle complex challenges and value interdisciplinary and innovative approaches.

You'll meet them:

- in your classes, where they'll share problems, methods and perspectives from their industry
- as your clients, when they'll set you a problem to work on as a group assignment
- at ID in Conversation - informal and interesting chats where you can gain insight from their experience, discuss things that matter to you, ask questions and get honest answers
- at employer workshops and networking events, like our end of year showcase
- during your internships
- at off-site visits

Develop your own professional network through these opportunities and remain part of this LIS community for life, as LIS Alumni.

> "Without a doubt one of the most valuable parts of being at LIS. The network LIS has been able to build and is still building is an unparalleled resource to tap into especially at a uni like this. It enhances the student experience and is often a source of inspiration and motivation to carry on down this path."
>
> **Cohort '21**

Summer Internships
UK students in their first and/or second year of study, in good disciplinary and academic standing, will be eligible to apply for a paid summer internship, brokered by LIS. This is very rare at other universities - particularly for first years.

We broker internships with various organisations of different sectors, industries and sizes. From the interesting start-up to the global brand name, employers love an interdisciplinary student!

Through interning, you'll:
- try out your skills in an organisation's day-to-day work or on a specific project
- learn more about what jobs are 'out there'
- develop yourself and discover more about what you're good at and what's important to you
- learn from others and expand your network
- build valuable experience and evidence for your CV and future job/ internship applications

Personalised careers support
LIS offers many opportunities, and personalised career coaching helps you to maximise the impact by relating it all to you and your goals. All students have 1:1 meetings with a career coach, and group sessions throughout the degree to progress their professional development, find useful internships, develop their career narrative, CV and interview skills, and keep moving forward to a great next step after LIS.

innocent

The task:
Innocent hired five of our undergraduate students to help them think about the future of their packaging, from both a climate and business perspective.

The result:

Students interviewed relevant stakeholders internally and externally, researched alternative packaging solutions, reported their findings, and pitched their ideas to the Innocent team.

Leveraging their invaluable knowledge, skills, and methods acquired at LIS, our students proved to be the perfect team for this mission. This research will be conducive to the future improvement of Innocent's packaging.

To hear about a our students' Innocent internship experience, scan the QR code below:

"The difference between good and great is someone who strives to get insights, get engaged and ask questions. They could have come to meetings to sit and listen, but they didn't. They got involved as well."

mtr Elizabeth line | ✿

"I think it's really vital to have wide interests and diverse skill sets. It means we can give our interns broader exposure. In the case of LIS students, they have interesting classmates, interesting teachers, and interesting problems that they're tackling at school. So to bring that learning to the internships is a benefit for all of us.

Conduit
CONNECT

"Having someone who is doing an interdisciplinary degree means they are not focussed on one particular area of the business. The ability to look at business problems from multiple perspectives was really valuable to us."

✿ Arbor

The LIS Student Experience

At LIS we offer a holistic student experience unlike any other university. We believe that your experience should not only sit alongside your academics, but actively enhance it.

Your student experience will prepare you for the professional world and help you foster a strong sense of community with your peers. You'll have the opportunity to get involved in a number of diverse pursuits and activities at LIS. Our Student Experience team actively curates a broad range of events and activities that both complement your studies and help you develop new interests - and, have fun!

We're committed to engaging students as active partners in designing both their education and wider experience networking events.

The LIS Student Experience

Co-curriculars

We organise a range of activities to complement your learning. Our students can expect guest talks, industry visits, competitions, professional events, film nights and much more.

For example, when our students were studying inequality we toured Whitechapel with a former rough sleeper, before screening a film on gentrification in East London accompanied by a Q&A with the film's director.

When our students worked on a sustainability project, we toured a revolutionary inner-city agriculture site and made the most of all the sustainability-themed exhibitions London's museums had to offer.

In other words, our co-curricular programme offers a range of fun and varied activities that expose you to all London has to offer, while also enrichening your academic experience.

External Links

LIS Lates are a curated guest speaker series where industry leaders and professionals from a variety of backgrounds come onto campus to share and discuss their life, work, and ideas. Our Network extends across London, meaning our students often have the opportunity to chair panels, host Q&As, and engage in networking events.

" LIS is really made by the people - the students, the faculty, the external speakers - these conversations have held the most value through my journey of the first year."

Cohort '21
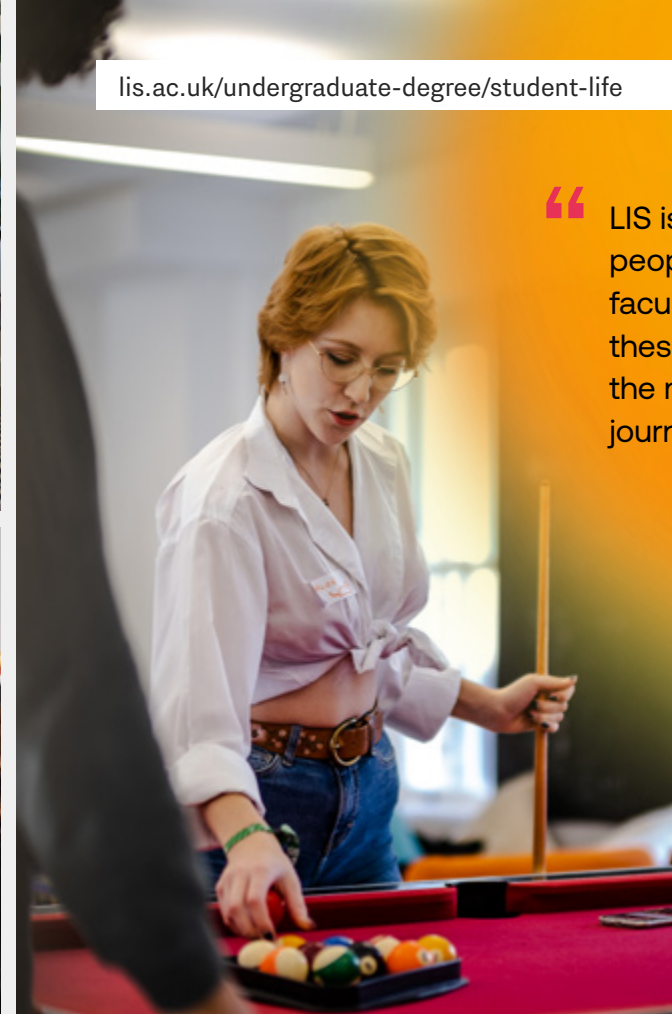
Community

At LIS we have a tight-knit community. This closeness is facilitated by activities that we organise to help you engage with other LIS students and the wider team. Some events simply exist to create community, stimulate creativity, clear your mind or have fun. Urban explorations, discovering hidden green spaces in London, student v staff competitions, open mic nights, clothes swaps, end-of-term parties and film nights are some of the ways our student body comes together to relax and have fun.

The LIS Student Experience

Student engagement

We want our students to play an active role in designing life on campus. LIS is something we're building together. This takes many forms such as attending our monthly LIS Town Halls where we look at what's working and what's not, to joining some of our formal committees or Boards.

Student Association

The LIS Student Association - or, LISSA - is LIS' version of a Student Union. This LISSA board manages all LIS clubs and societies, connects with other Student unions in London, and organises social events. All students at LIS are automatically LISSA members, if you want to be more involved the board of LISSA is elected annually and consists of students from all cohorts.

Student Voice and Student Reps

Any student can stand for election as a student rep. Reps are included on every major decision-making committee at LIS including the Board of Directors, Academic Council, and the Equality, Diversity, and Inclusion Committee (EDIC). Collectively, these student reps form the Student Voice Committee.

Clubs and societies

We encourage students to pursue interests outside of the classroom. We have a range of active societies ranging from sports teams to interest groups. Our largest and most active clubs include boxing, climbing, yoga and music club.

These clubs and societies are all student-led and are governed by the Student Association. If you want to launch your own club or society, go for it. We'll provide you with the support to make it happen.

> " There's always plenty to get involved with on a weekly basis, off-site trips are the best as you get to see parts of London you would never normally think of going to!"
>
> **Cohort '21**

DHIRESH

SPOTLIGHT 03

03

At A-level Dhiresh studied

Mechanical Engineering & Design

Mathematics

EPQ

What were you doing before you joined LIS?

Prior to LIS, I studied a Cambridge Technical in Mechanical Engineering and Design at the London Design and Engineering UTC, Maths A Level and EPQ. I had a really interesting EPQ about designing a 3d printable LEGO drone and integrating a machine learning model that would detect plant diseases before they were widespread in less-economically-developed countries. During the pandemic, I started a volunteer group made up of over 65 members, called Makers4TheNHS. We raised a little over £18k and manufactured more than 6500 visors completely free-of-charge for the NHS. Then I studied at Warwick University doing Engineering but wasn't challenged and found the content too traditional so permanently withdrew and now I'm here, at LIS!

What would you like to do after graduating?

After graduating, I can see myself moving into the non-profit industry working on complex problems that affect all species. I'm interested in understanding how current systems can be revamped to help solve problems like the climate crisis, extreme weather affecting less-economically-developed countries and even basic healthcare needs being met. Currently, I'm working on improving healthcare collaboration to increase patient healthcare quality by understanding the architecture of hospitals and adapting them to foster community.

If you could sum up an LIS undergraduate in a few words, what would they be?

You know when someone asks if you could have one superpower, what would it be? LIS really feels like a superpower!

LUCIA

SPOTLIGHT 04

04

At A-level Lucia studied

Geography

Sculpture

English Literature

How've you got involved in LIS life?

I'd have to say it's principally as being the president of the student podcast **'The Listener'**. It's been a really interesting journey trying to set it up and teaching ourselves how to edit and distribute the podcast — and chances are if you see me around campus and I'm not talking about it, I'm thinking about it. I'm also a chair for the Student Association, which basically means I'm involved in deciding how societies are structured and the frameworks behind them. I'm also part of the boxing club, which is something I never thought I'd say.

What about life outside of LIS?

Outside of LIS I do a lot of travelling, attending interesting MUN (Model United Nations) conferences and leadership development programmes. I'm also the Director of an organisation called Elevate Young Minds which works to empower young people in leadership, entrepreneurship, and artistry. And I have a small branding agency which focuses on Black and African owned businesses where I get to develop my photography, graphic design, and social media management skills.

What do you want to be doing in five years' time?

I want to be doing more of the things I'm doing now. I also want to be working in different cities on the African continent, furthering a sustainable urban design agenda, particularly with a focus on empowering youth, women, and indigenous people.

Student Support & Wellbeing

It's important that you take the time to look after your health and wellbeing.

Student life (and, well, life in general) can be difficult for many different reasons. This can affect our physical health, mental health, and overall confidence. It's important not to deal with this alone. We want to support you to build healthy lifestyles and feel more resilient in yourself.

We offer:
- Support drop-ins
- Regular 1:1 meetings with the Head of Student Support
- Mindfulness and yoga
- Access to counselling
- Termly meetings with your Academic Tutor
- Support with external services

1:1 workshops on:
- Managing stress and anxiety
- Managing low mood
- Sleep management
- Confidence & resilience building
- Time management and organisation
- Money management

"

Student support here has been consistent and encouraged growth - far more valuable than any past experiences."

Cohort '21

Find out more about student support and wellbeing here:
lis.ac.uk/campus/support-wellbeing

Academic Tutor
Your Academic Tutor will be a member of the teaching faculty. They double as your problem group coach, overseeing and supporting your learning. You'll meet them once a week during problem group coaching sessions, have structured termly 1:1 progress meetings, and can contact them any time by email, or arrange to meet them during office hours.

Student Support
Your Student Support Advisor, who is also our Head of Student Support, will listen to you and provide you with advice, guidance, and support on any difficulty you may have - whether it's financial worries, stress, friendship problems, or practical difficulties balancing your work with other commitments. Your Student Support Advisor can connect you to other services, such as counselling, financial advice, personal development workshops, and local National Health Services (NHS) services.

Settling in
Welcome Week is focused on helping you get to know your fellow cohort, the LIS team, and becoming comfortable in the LIS environment. We'll be throwing a variety of social events where you can meet the LIS faculty and wider team. You'll meet your Academic Tutor and Welfare Advisor who'll provide you with important information about the course and what to expect during your time with us, answer your questions, and introduce you to our campus, facilities, and services.

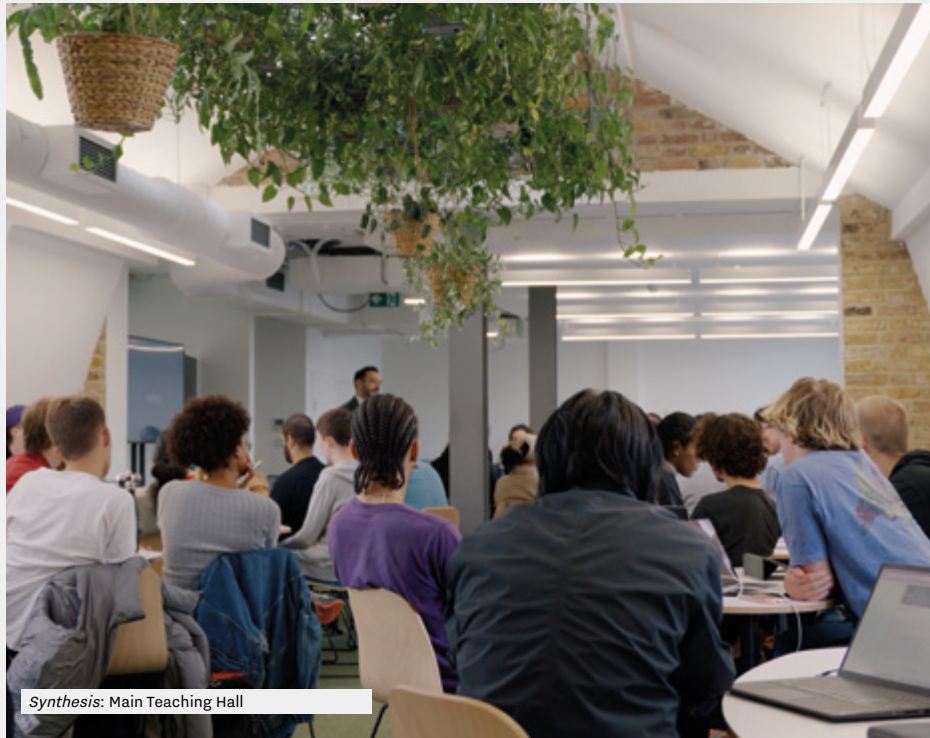# Campus
Campus
Campus
Campus

Common room

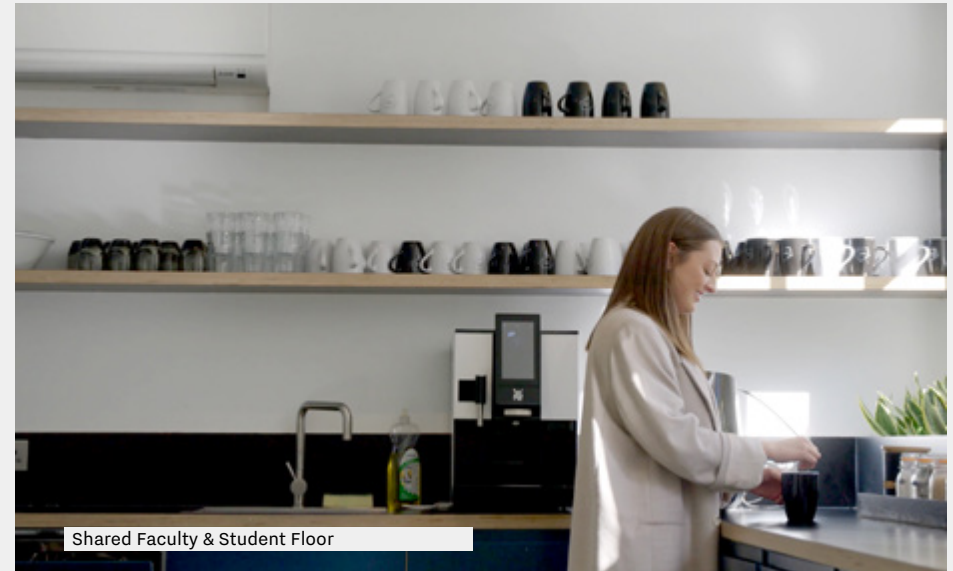Students will join us at our east London campus, just off Brick Lane.

We have a number of specialist spaces, such as a media studio, quiet study spaces, as well as areas where you'll learn in small groups, or even as an entire cohort.

To book a campus tour please visit:
lis.ac.uk/campus/

Synthesis: Main Teaching Hall

Shared Faculty & Student Floor

When choosing building materials, we considered several factors pertinent to sustainability and the circular economy. These include whether the material can be recycled or reshaped, and a material's overall life cycle.

Outdoor Courtyard

Student Life in London

> " The location might have been why I chose LIS. Ha! Brick Lane, Spitalfields, Whitechapel, Mile End, Shoreditch... the list goes on. It's the best location in London for a student."
>
> Cohort '21

Victoria Park

We know there's more to life than studying, and that a lot of what you'll get out of your time at LIS will happen outside the classroom. This is your opportunity to help craft a stand-out student experience, not only for your own cohort but also for future cohorts. We want to help you meet like-minded people, play sports, play music, and pursue your passions.

Get involved. Take the lead. And shape LIS for years to come.

London is your campus
The LIS site is in Whitechapel, just off Brick Lane in East London.

Whitechapel is a vibrant, multicultural area steeped in history, and is an important hub where students can learn and socialise together.

Brick Lane and its surrounding areas, such as Shoreditch, are renowned for their lively music and art scene, trendy vintage stores, and an abundance of cafés, restaurants, and markets.

London will be an integral part of your student life. During your time at LIS, we want to help you navigate and explore one of the world's most dynamic and exciting cities. From its parks to its pubs, its food scene to its culture, London was recently voted the world's Best Student City for its diversity of culture, quality of life, academic performance, and local jobs market (QS Higher Education Group, 2018).

Victoria Park
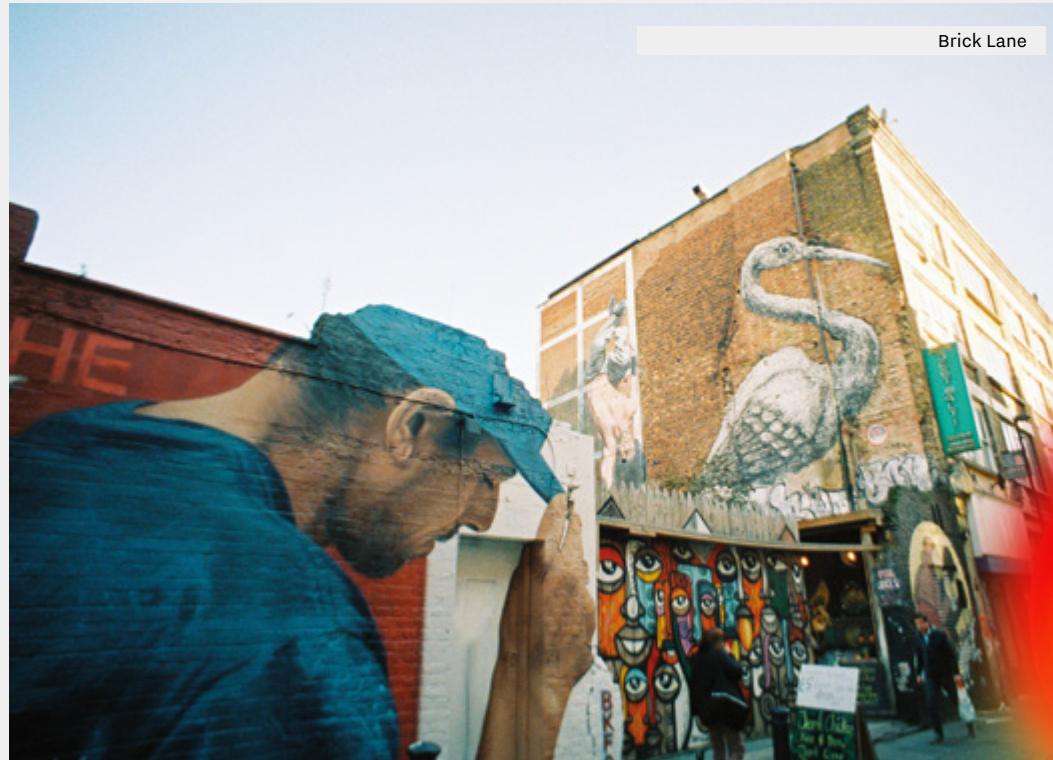
Brick Lane

There's a wealth of hidden treasures in London's 32 boroughs and many villages — and we want to help you discover them.

Check out our east London guide here:

www.lis.ac.uk/ undergraduate-degree/ the-lis-100-guide-form
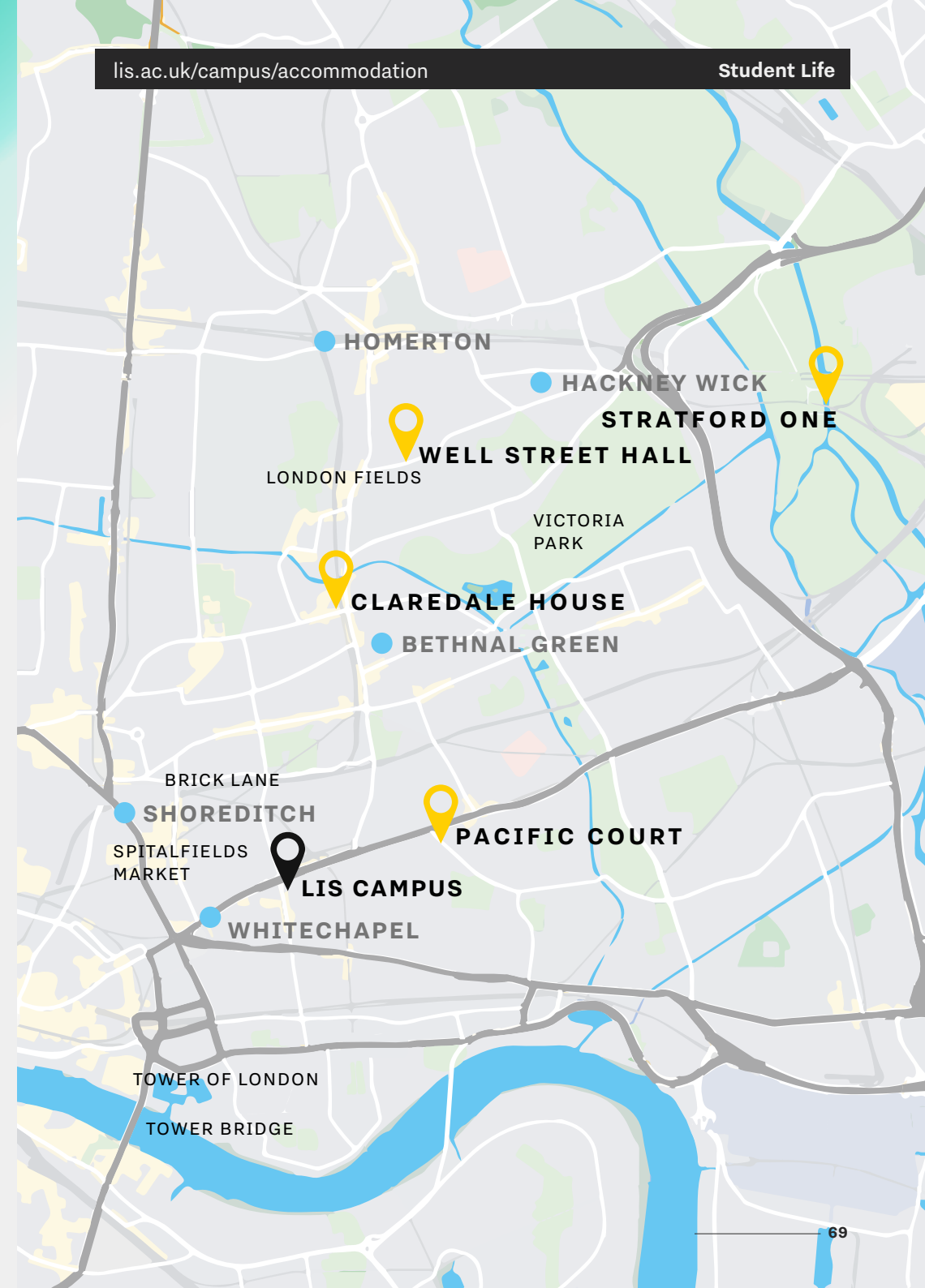
Hoxton Hall

Close-up Cinema

Accommodation

We know that where you live plays a key role in your wellbeing. Feeling safe, secure, and comfortable at home will enable you to arrive on campus ready to learn and make the most of your educational experience.

Whether you choose to live in student accommodation organised through external providers, private housing or commute from home, we work hard to build a powerful sense of community and belonging for all students through a programme of social and community events.

At LIS, we don't have our own accommodation. Instead, we have agreements in place with a few accommodation providers in east London.

All have been vetted thoroughly by us. We've reserved a number of rooms with selected providers, and in some cases, discounts will be available to LIS students.

Please visit our website for more information on the different housing options:
lis.ac.uk/campus/accommodation/

HOMERTON

HACKNEY WICK

STRATFORD ONE

WELL STREET HALL

LONDON FIELDS

VICTORIA PARK

CLAREDALE HOUSE

BETHNAL GREEN

BRICK LANE

SHOREDITCH

SPITALFIELDS MARKET

PACIFIC COURT

LIS CAMPUS

WHITECHAPEL

TOWER OF LONDON

TOWER BRIDGE

LUCY

What advice would you give to a prospective LIS undergraduate?

Honestly? First year has been a rollercoaster of emotions — from wanting to drop out to feeling like I'm at the best uni and exactly where I need to be. So, my advice would just be, be open to having your perspective changed, many times, and remember you're at a uni where you can actually shape your experience by giving feedback and participating.

How are you finding your new life in London?

London is intense. Coming from a smallish town in west Yorkshire to east London has been a massive change. It took me a while to stop feeling like a tourist but there is always someone interesting to meet and something new happening. I'm also pleasantly surprised by the amounts of green space! Victoria Park has become a favourite spot for us.

05

At A-level Lucy studied

Physics

Mathematics

English Literature

What's your engagement with the LIS Network (partners) been like so far?

It's been good. I've worked with two different companies so far — a fintech start-up called **Algbra** and **GoodsForGood**, a humanitarian aid charity. They seem excited and genuinely interested in our ideas. We've also been able to talk to a few of the investors of LIS who come to visit the campus, as well as during LIS Lates where we had the Co-founder of Innocent Drinks come to speak. It's been really interesting hearing professionals talk about their personal experience of the challenges we're learning about.

JET

06

Jet studied an IB which included

Biology

Chemistry

Economics

Mandarin

Mathematics

Theory of Knowledge

How are you finding life in London as an international student?

London is such a vibrant city. It's been beyond exciting to explore all the different neighbourhoods around town. Even though I'm from just across the pond, I've experienced a bit of culture shock adjusting to east London! It's easily the best city to develop and grow in during the formative university years.

What are you looking forward to in years two and three?

I'm very curious to learn more about 'superconcepts' in Year 2. These are ideas such as evolution or design thinking that emerge from specific disciplinary perspectives and can be applied across a range of disciplines. And in Year 3, any module taught by Tim Davey.

How did you find yourself at LIS?

After starting a 'monodisciplinary' degree, I was dissatisfied with the extremely limited scope of knowledge that was being taught. I stumbled upon LIS and discovered that the degree would give me the space to explore several academic interests, all while developing an invaluable professional skillset. No brainer.

Admissions

We're committed to delivering a fair admissions system that admits students of outstanding achievement and potential, irrespective of your background.

We believe in breaking away from the traditional approach and taking a fresh perspective on selecting our students. Unlike many other institutions, we don't solely rely on grades and we don't require personal statements. Instead, we prioritise your interdisciplinary potential and the unique qualities you bring to the table.

We invite all eligible applicants for a Selection day, our take on interviews, where we explore your passions, motivations, and aspirations. This allows us to understand your potential for interdisciplinary thinking, problem-solving, and collaboration – qualities that we value highly in our diverse community.

Requirements
We welcome applicants from all subject backgrounds — arts, sciences, or humanities — and recognise A Levels, Scottish Highers and Advanced Highers, Irish Leaving Certificate, Welsh Baccalaureate, French Baccalaureate, German Abitur, Italian Diploma di Esame di Stato, and International Baccalaureate. Please get in touch if you're unsure whether your qualifications will be accepted: admissions@lis.ac.uk.

Key application dates

We operate a rolling admissions process, so we still accept applications past the January UCAS deadline. Although, we still encourage you to apply as soon as possible to secure your place at LIS.

The deadline for students requiring an **LIS Sponsored Student Visa:** 30th June.

For all other students, the deadline is 5th July.

After this date, limited places may be available via Clearing so keep an eye on our website or reach out to one of the team.

All eligible applicants will be invited to an online interview.

Applicants must be at least 18 years of age by the end of the first academic year of enrolment at the School. That means that for the 2025 cohort, you'll need to be 18 years old by 1st June 2026 to be eligible for entry.

The LIS programme is taught in English. If English is not your first language, you may be required to have an English Language Qualification. Further information can be found in our Admissions Regulations and Procedures for Students.

Apply
Applicants can apply via UCAS (the UK-based admissions system), or directly via our website. Please note that we operate a rolling admissions process, so we still accept applications past the January UCAS deadline.

Selection Days
Your Selection Day will consist of two interviews: one where we get to know you, and one where we get to know how you think.

We know that sometimes 'interviews' might feel scary or intimidating, but at LIS, we want you to think of our Selection Days as something different entirely — it is an opportunity to meet some of our team, to explore real-world problems with our incredible faculty, and an opportunity for you to tell us all about your passions, interests, and reasons for applying to LIS.

"
It's the weirdest thing. I remember I was stressed to begin with but then I started talking about space exploration and football and neuroscience in the same conversation. Then it's smooth sailing from there"

Cohort '21

> # "An incubator for 21st century polymaths."

Offer

When awarding offers, we take several aspects into account, including your Selection Day interviews, academic record, and personal context. We look at each student holistically and on a case-by-case basis.

We're looking for three things in our students:

- **Your academic ability**, in the context of your educational, familial, and personal background. We'll assess this from the information provided in your application form.
- **General cognitive aptitudes** (problem-solving ability, conceptual, qualitative and quantitative reasoning). We'll assess this at our Selection Day.
- **Mindsets and attitudes to learning** (curiosity, collaboration, and resilience). We'll assess this at our Selection Day.

International Students

We have a sponsorship license which means we're able to welcome international students onto the course, provided that your visa application is approved by the UK Home Office.

For you to be successful in your visa application, you'll need to meet the requirements set out in the CAS Issuance Policy on the LIS website, including the English Language and financial evidence.

We'll make an initial assessment of your prospects of securing a visa during the application process when we'll ask you to provide information on your financial situation, plans for financing the course, and your living expenses.

Fees & Funding

UK students
The annual tuition fee for UK students enrolling at LIS in 2025 is £9,275.

This fee applies to students who are classified as Home Students according to the rules out by UKCISA: Learn more about UKCISA Rules. In future years, fees for continuing students may be subject to an inflationary increase, if the government increases the current fee cap.

International students
The annual tuition fee for international students enrolling at LIS in 2025 is £20,000.

We currently hold a sponsorship licence and are able to accept applications from international students.

Find out more information on the international students page:
lis.ac.uk/undergraduate-degree/ international-eu-guidance

You'll be charged tuition fees for every academic year you study at LIS. This fee covers all elements of your registration, enrolment, tuition, supervision and assessment for the full academic year. It doesn't cover living costs, books, materials (including a laptop), or travel.

Please note that in order to access the programme, you'll need your own portable computer device uploaded with Microsoft Office (Student Version). If owing to personal circumstances you cannot purchase a personal device, LIS has a "laptop bank" to provide for students who have a short-term device requirement. We're here to help, so just let us know if you need support.
Find out more about fees:
lis.ac.uk/undergraduate-degree/fees

Student loans
Some students may be eligible for student finance. There are two types of student loans: tuition fee loans and maintenance loans.

- **Tuition fee loans** — The majority of UK students use a tuition fee loan from Student Finance to pay for their fees. These are paid directly to the School, and you won't have to pay it back until after your course, when you're earning above a certain income level

- **Maintenance loans** — This is a loan to help with your living costs. How much you borrow depends on your household income, where you study, where you live, and how long for. They're paid directly into your bank account at the start of each term.

More information about student loans, including eligibility criteria, can be found at:
gov.uk/apply-for-student-finance

We understand that students may have different needs. To provide financial support to meet different needs we offer a set of bursaries and scholarships. If you receive any of the financial support listed below, you'll never need to pay anything back.

A. Bursaries
Financial Support Bursary (household income below £25,000)
If your household income (the money that your parents/carers earn together) is below £25,000 then you'll be eligible for bursaries in each year of study. Bursaries will typically be £1,000 per year.

LIS Foundation Bursary (household income between £25,000-£40,000 and/ or care experienced or estranged)
If your household income is in this category, you will be eligible for a bursary from our sister charity - the LIS Foundation.

The Foundation is independent of LIS and the Trustees can make a number of awards ranging from £1000-£2000 per year depending on your situation.

Additional support awards
We know that the current cost of living, including accommodation, is extremely high, especially in London. We are therefore offering enhanced scholarships in cases of high need. High need will typically be considered in terms of care experience, estrangement and particularly low household income but we realise that there might be significant cases of hardship which do not meet these criteria and we will assess these on a case-by-case basis. In 2023-4, we made some exceptional awards in this category of up to £5000 per year. If you get one of these awards, you will not be able to get a financial support bursary or LIS Foundation bursary on top.

B. Emergency grants
We know that you can hit an emergency while you're at LIS. To try and support you in these situations, we have a dedicated fund for hardship grants for enrolled students, which are decided on a case-by-case basis.

LIS in the Press

As the first university in over half a century to be granted degree-awarding powers from inception, our innovative approach frequently draws media attention.

We have been featured in prominent publications such as The Times, The Guardian, The Telegraph, The Economist, The Financial Times, and others. As we continue to break new ground in the higher education sector, we expect to remain a subject of ongoing interest.

For an in-depth look at our journey and impact, check out this deep-dive profile of LIS from The Telegraph, which highlights our first founding cohort as they embark on graduation.

Britain's surprising, upstart universities
A handful of new institutions are set on upending higher education

The Economist

Interdisciplinary campus battles UK sector status quo

THE Times Higher Education

You've set up a successful school. What next? Start a university, of course

theguardian

"The most radical new university to open in decades"

THE TIMES

It is a miracle that students aren't rioting at beleaguered universities
Innovative new courses and schools show what is sadly missing from over-regulated mainstream higher education

FT FINANCIAL TIMES

Meet the founder rewriting the UK's higher education playbook

CITYAM.

The Telegraph

Forget Classics, these students are studying to save the world

Rosa Silverman

" A unique curriculum: fix actual problems."

Scan the QR code to read the full article

Policies

Equality, diversity and inclusion
At LIS, we're committed to fostering an inclusive, respectful, and equitable environment for all members of our team and student community. This commitment is reflected in our vision and strategy, our access and participation activities, our inclusion provision for disabled staff and students, our innovative admissions process, our student-focused approach to academic support and wellbeing, and the ways in which we recruit and promote our team.

LIS commits to ensuring that all individuals are treated equitably, regardless of gender, race or ethnicity, socio-economic background, disability, religion or belief, sexual orientation, gender reassignment, marital status, pregnancy or maternity, or any other inappropriate distinction.

Our policies and procedures for ensuring equality, diversity, and inclusion can be found on our website.

What does this mean for you? Widening access

Our commitment to widening access and participation both at LIS and in the higher education sector can be found in our Access and Participation Plan. This sets out our targets and specific activities for ensuring that all students have equity of opportunity to access, succeed on, and progress from our programme.

You can learn about our Equality, Diversity and Inclusion commitments and policy via our website:
lis.ac.uk/about/equality-diversity-inclusion

Disability
At LIS, and in light of the Equality Act, 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 differences (SpLDs) such as dyslexia, dyspraxia, dyscalculia, dysgraphia, or ADHD/ADD.

Disclosing a disability to us is a personal matter and is down to individual choice. If you do disclose a disability, it'll help us to let you know your options for reasonable adjustments. It helps to disclose a disability as early as possible — but you can do so at any time. For more information on our provision for students with disabilities and specific learning differences, please take a look at our Disability Policy. If you have any further questions, you can contact the Student Support department at **studentsupport@lis.ac.uk**, where we'll treat your enquiry confidentially.

To see our policies (including our Terms & Conditions) please visit:
lis.ac.uk/policies

Disclaimer
This prospectus should be viewed in conjunction with other information sources such as the LIS website. Together they're intended as a broad and general guide for prospective undergraduate students.

LIS has sought to ensure that the information given in this prospectus and on our website is correct, but we don't guarantee its accuracy and LIS doesn't accept any liability for omissions, errors, or changes.

There may be times where LIS needs to change the information in this prospectus or on our website and we'll update them when we do. Please revisit our website before making any decisions to ensure that you're viewing our most up-to-date information.

Importantly, nothing in this prospectus should be construed as an offer by LIS. Any offer made by LIS will be subject to its own terms and they'll be made clear to the applicant at the time. Neither this prospectus nor our website creates a contract or other legally binding relationship between LIS and any third party.

If you have any questions that are not answered in this prospectus or on our website, please get in touch through **hello@lis.ac.uk.**

Our Values

Rigour

Our reputation is built on the quality of our work, so we uphold rigorous standards and leave no stone unturned.

Curiosity

We strive to understand, to simultaneously seek multiple perspectives, to look beyond the horizon.

Courage

We face into uncertainty, and are committed to taking risks; we speak up for our beliefs, whatever the circumstances.

Compassion

We show humanity. We don't presume to know what happens in others' lives, and show up with an open heart, ready to support each other.

Meraki

We put soul, creativity -and a part of ourselves- in all we do. This projects confidence, and helps to build a positive working environment, to attract and retain exceptional people.

Discover LIS

We're new, we're different, and we expect you might have questions. Coming to an event is a great way to get your questions answered.

Check out the events page on our website to find out more about our upcoming Open Days and Q&As

Open Days
Some Open Days take place on campus and some online. Open Days are interactive and designed to get you thinking in an interdisciplinary way — usually focussing on a real-world challenge like free speech or fast fashion. You'll also meet some of the LIS faculty, the wider team, current students, and have the chance to ask any questions you might have.

Q&As
For a lighter touch option, you might want to consider a Q&A. These are informal online sessions where a member of the LIS team will provide a brief overview of life here at LIS. You can expect to touch on the curriculum, student experience, internships, and admissions. We'll then open the floor up to any questions.

Campus Tours
Our doors are always open for any curious students, their friends and families to come and see our east London campus, based in Whitechapel (just off Brick Lane). A member of the team will show you around before sitting down and answering any questions you might have over a coffee.

Speak to Students
Book a virtual chat with one of our fantastic current students. Hear their stories, and insights, and ask questions to those who understand your situation the most.

Get in Touch

If you have any questions or would like to book a call with one of the team or a visit to your school, then email **hello@lis.ac.uk.**

lis.ac.uk
t: 0203 409 1912

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LIS Campus
20-30 Whitechapel Road
London, E1 1EW

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