PhD Academy: New MRES/PhD and MPhil/PhD programme proposal form

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## New MRes/PhD and MPhil/PhD programme proposal form

### Overview

#### Where can I find guidance on how to complete this form?

* + 1. Please refer to guidance provided by the [LSE Teaching Quality and Review Office](https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Courses-and-Programmes/New-programme-proposals) (TQARO), and in Annex A. Contact details for queries regarding your proposed programme can be found in section 3-5.

#### What are the deadlines for completing and submitting this form?

* + 1. To be eligible for consideration during the 2023/24 academic year, please submit your form to phdacademy@lse.ac.uk, cc. to tqaro@lse.ac.uk, by no later than 13.00 on Friday 23 February 2024. Late submission will mean that your proposal cannot be considered during the 2023/24 academic year, and this will delay introduction of the programme by a full academic year. To assist with workload planning, departments are encouraged to begin consultations, and also to notify the PhD Academy of their intention to submit a new programme proposal form, as early as possible.

### Proposal management information

|  |  |  |
| --- | --- | --- |
| Role | Name | Contact email |
| Proposer[[1]](#footnote-2) |  |  |
| Departmental professional staff contact |  |  |

### Divisional consultation

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Team | Contact address | Lead contact name | Section[[2]](#footnote-3) | Date consulted |
| ARD systems | ard.systems@lse.ac.uk | Andy Kaufman | * 7(m);
* 8.6(c)
 |  |
| EDEN Centre | eden@lse.ac.uk | Claire Gordon | * 8.1-5
 |  |
| LSE Library | k.wilson1@lse.ac.uk | Kevin Wilson | * 12.1
 |  |
| Student Advice and Engagement team[[3]](#footnote-4) | ssc.saet@lse.ac.uk | Bethan Ovens | * 8.8(d)
 |  |
| MRes/PhD assessment regulations[[4]](#footnote-5) | m.johnson@lse.ac.uk and phdacademy@lse.ac.uk | Martin Johnson and Pete Mills | * 8.6
* 8.7 (all sections)
* 8.8
 |  |
| MPhil/PhD assessment regulations | phdacademy@lse.ac.uk | Pete Mills | * 8.7 (all sections)
* 8.8
 |  |
| Student Marketing & Recruitment | w.s.breare-hall@lse.ac.uk | Will Breare-Hall | * 9 (all sections)
 |  |
| Timetables | timetables@lse.ac.uk | Linda Taylor | * 7(a-e, h-r)
 |  |

### Preliminary approvals and required consultations[[5]](#footnote-6)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Committee/process | Contact address | Lead contact name | Reference | Date of approval |
| Annual monitoring | s.j.miller@lse.ac.uk | Sarah Miller | 7(l) |  |
| APRC | e.a.nivari@lse.ac.uk | Evert Nivari | 10.5, 11 |  |
| Department/institute DTC(s) or equivalent(s) |  |  | All sections |  |
| Department/institute consultation (e.g. department meeting)  | N/A | N/A | All sections |  |
| Department(s) Research Student Staff Liaison Committee consultation | N/A | N/A | All sections |  |

### Other required consultations

|  |  |  |  |
| --- | --- | --- | --- |
| Committee/body | Reference | Date of consultation | Was the proposed programme endorsed, and were any objections raised? |
| Department/institute (e.g. department meeting)[[6]](#footnote-7) | N/A |  |  |
| Department/Institute Research Student Staff Liaison Committee(s) [[7]](#footnote-8) |  |  |  |
| Colleagues with related academic interests in other departments/institutes must be consulted, especially where any component of the proposed programme is to be taught by another department. Where other departments deliver programmes in the same or similar fields at any level of study, you should consider consulting the Head of Department and Department Manager. To find colleagues with related interests, you may find it useful to refer to [LSE Experts](https://www.lse.ac.uk/people/search-people). For advice on further consultation with colleagues, please contact phdacademy@lse.ac.uk, cc. to tqaro@lse.ac.uk.Please list colleagues who have been consulted below, including details of any objections raised. Please add extra rows as necessary. |
| Department / institute / centre affiliation | Full name | Email address | Date consulted | Were any objections raised?[[8]](#footnote-9) |
|  |  |  |  |  |

### External assessors

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| External assessor # | Name | Title | Institution | Email |
| 1 |  |  |  |  |
| 2 |  |  |  |  |

### Proposed programme information

|  |  |
| --- | --- |
| (a) Programme title (as shown on certificate)[[9]](#footnote-10) |  |
| (b) Programme type[[10]](#footnote-11) |  |
| (c) Programme duration[[11]](#footnote-12) |  |
| (d) Proposed entry year of first cohort |  |
| (e) Anticipated registration period[[12]](#footnote-13) |  |
| (f) Internal code | TQARO TO PROVIDE |
| (g) External code | TQARO TO PROVIDE |
| (h) Parent department / institute / group |  |
| (i) Final intended award |  |
| (j) Exit awards[[13]](#footnote-14) |  |
| (k) Level of programme[[14]](#footnote-15) |  |
| (l) Permitted study modes[[15]](#footnote-16) |  |
| (m) HeCOS code[[16]](#footnote-17) |  |
| (n) HeCOS Subject Balance[[17]](#footnote-18) |  |
| (o) Names of existing programmes to be discontinued by the introduction of this programme. |  |
| (p) Relevant QAA Subject Benchmark statement(s).[[18]](#footnote-19) |  |
| (r) Professional or Statutory Bodies[[19]](#footnote-20) |  |

### Proposed programme structure and academic content[[20]](#footnote-21)

|  |
| --- |
| 8.1: Programme intended aims[[21]](#footnote-22) |
|  |

|  |
| --- |
| 8.2: Programme intended learning outcomes: knowledge and understanding; skills and other attributes[[22]](#footnote-23) |
|  |

|  |
| --- |
| 8.3: Describe the teaching, learning and assessment strategies that will enable outcomes to be achieved and demonstrated. Please specifically address how your choice of programme type (MRes/PhD or MPhil/PhD) will address your teaching, learning and assessment strategies. |
| Teaching and learning strategies  |  |
| Assessment strategies |  |

|  |
| --- |
| 8.4: Equity, Diversity and Inclusivity |
| (a) **Teaching**: Please state how the programme will incorporate diverse modes of teaching that are accessible to a range of learning styles and are inclusive of students’ diverse social and cultural backgrounds. Examples may include the use of learning technologies, the use of a range of teaching styles and content delivery such as online tutorials, workshop-style sessions etc. |
|  |
| (b) **Course content**: Does the programme (explicitly or implicitly) address an appropriate range of diversity issues in relation to the subject material? Examples may include developing a portfolio of courses that reflect a diverse student body, use of materials on courses that are drawn from a wide range of sources. |
|  |
| (c) **Assessment**: Will the programme incorporate diverse forms of assessment that are inclusive of neurodiversity, and diverse learning styles and experiences? Does the assessment allow for an additional time allowance or an alternative mode of assessment for students with permitted adjustments or those who have unforeseeable circumstances? Examples may include using mixed modes of assessment across courses, ensuring modes of assessment test appropriate skills and knowledge both for individual courses and the programme as a whole. Please refer to the LSE Assessment Toolkit. |
|  |

|  |
| --- |
| 8.5: Learning opportunities |
| (a) Please indicate what opportunities students will have to explore ideas and concepts in depth?  |
|  |
| (b) How will the programme provide students with opportunities to bring information and ideas together from different topics? |
|  |
| How does the programme structure or its constituent courses provide students with sufficient opportunities to work with each other on the programme? |
|  |

|  |
| --- |
| 8.6: Taught courses and assessment |
| * Please specify the courses which students will be required to take and/or choose from under the regulations for your proposed programme, and the assessment details for each course. The assessment framework should enable students to demonstrate achievement of the intended learning outcomes and skills development. Please refer to the [LSE Assessment Toolkit](https://info.lse.ac.uk/staff/divisions/Teaching-and-Learning-Centre/Assessment-Toolkit/LSE-Assessment-Toolkit) for guidance. You may also wish to refer to the [current calendar](https://www.lse.ac.uk/resources/calendar/programmeRegulations/research/Default.htm) for examples. Current regulations are available for both MRes/PhD and MPhil/PhD programmes.
* If you are listing courses from other departments, please ensure you have obtained their agreement before completing this section.
* **If you are proposing any new courses (including a dissertation/project) for this programme, please indicate which they are on the regulations below. You will need to submit a separate course proposal via the Course and Programme Information System (**[**CAPIS**](https://apps.lse.ac.uk/capis)**) for each course along with this programme proposal form.** Further information on new programme and course proposals can be found on the [TQARO website](https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office?from_serp=1)
* Please note that preparatory teaching or training (formerly known as ‘pre-sessional’) sessions must be included in the programme duration calculation. Preparatory teaching or training sessions which are optional or only compulsory within certain course combinations must not be included in the programme duration calculation. Departments are asked to note that early start dates for preparatory teaching or training sessions may be impacted by late publication of results which can impact students directly, for instance regarding visa durations and accommodation requirements.
* Please add rows below as necessary.
 |
| Course # | New or existing course? | Course year[[23]](#footnote-24) | Course code[[24]](#footnote-25) | Course title | Unit value[[25]](#footnote-26) | Course status[[26]](#footnote-27) | Formative assessment | Summative assessment |
| Essay(s) | Project | Other | Essays (% weight) | Project (% weight) | Other (% weight) | Exam (% weight) |
| 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| (a) How far in advance of the programme or start of Academic Year (weeks) will the preparatory teaching or training sessions start (enter N/A if not relevant)? |
|  |
| (b) If your entries above include any preparatory teaching, please indicate (in weeks) how far in advance of the programme or start of academic year the preparatory teaching will start (enter N/A if not relevant). |
|  |
| (c) If you have proposed any preparatory teaching which will not form part of a coded course, please indicate the content and duration (e.g. “5 x 60 minutes”). If the pattern is non-standard, please consult with the Academic Registrar’s Division Systems team (ard.systems@lse.ac.uk). Please enter N/A if not relevant. |
|  |

|  |
| --- |
| 8.7: Progression |
| (a) How does the curriculum promote progression, so that the demands on the learner in terms of intellectual challenge, skills, knowledge, conceptualisation and learning autonomy increase? |
|  |
| (b) Please specify the standard students are expected to achieve in order to progress to the next year of study at each stage of their registration. For MRes/PhD programmes, please include progression requirements for the MRes phase.* For guidance on progression requirements *within* MRes programmes, please contact Martin Johnson (m.johnson@lse.ac.uk.). For guidance on MRes to PhD upgrade processes, please contact Peter Mills (phdacademy@lse.ac.uk).
* For all progression queries relating to MPhil/PhD programmes, please contact Peter Mills (phdacademy@lse.ac.uk).
 |
|  |

|  |
| --- |
| 8.8: Programme regulations |
| (a) **Regulations text**: Please set out the full text of the programme regulations as you would like them to appear in the LSE Calendar. You may wish to refer to the [current calendar](https://www.lse.ac.uk/resources/calendar/programmeRegulations/research/Default.htm) for examples.[[27]](#footnote-28) Example regulations should be available for both MRes/PhD and MPhil/PhD programmes. |
|  |
| (b) **Programme connections**: Will the MPhil/PhD programme be linked to an existing or new postgraduate taught programme?This means that, for example, a conditional offer would be made to a student joining a Master’s programme for the MPhil/PhD. Double offers are normally only permitted where *required* by a funding body, usually ESRC.If you answer ‘yes’, please stipulate the standard progression requirement to move from the MSc to the PhD, e.g. Merit overall and merit in the dissertation. |
|  |
| (c) Please indicate the year and likely duration of any period of fieldwork which students are likely to undertake. |
|  |
| (d) Please indicate the year and likely duration of any period of study elsewhere which students will be *required* to undertake. This includes project work or work placements to be required via the programme regulations, but does not include fieldwork, which should be covered under section 7.7(c). Please include the name(s) of any other institutions/organisations to be involved; and the names of any academic staff not currently on the School staff who will be involved in teaching the programme. |
| Compulsory for all / compulsory for some / optional |  |
| Duration (months) |  |
| Destination |  |
| Final programme[[28]](#footnote-29) |  |

### The market for the proposed programme.

#### Preliminary steps

* + 1. NB**:** Departments must consult with Will Breare-Hall (Student Recruitment and Study Abroad Manager) and Anne Clinton (Acting Director of LSE Careers) **before** completing this section. Should your proposal be approved, three years after the launch of the programme Student Marketing and Recruitment will automatically review student demand, including the profile of applicants, the impact of the programme on other LSE degrees, and the admission criteria used.

|  |
| --- |
| 9.2: Please provide evidence of the student demand for the proposed programme |
|  |

|  |
| --- |
| 9.3: Do you have a specific target market in mind (student background and geographical region)?  |
|  |

|  |
| --- |
| 9.4: Is there any evidence of demand from employers in the UK and/or overseas for graduates from this programme? |
|  |

|  |
| --- |
| 9.5: Do you think this programme will deflect demand from an existing programme at the School? |
|  |

|  |
| --- |
| 9.6: Indicators of quality[[29]](#footnote-30) |
|  |

|  |
| --- |
| 9.7: Entry Criteria for admission to the programme[[30]](#footnote-31) |
|  |

### Organisation and management of the proposed programme

|  |
| --- |
| 10.1: Who will be the member of faculty responsible for the management of the programme?  |
|  |

|  |
| --- |
| 10.2: Who will be the Admissions Tutor for this programme? |
|  |

|  |
| --- |
| 10.3: Will a new Programme Administrator/Manager need to be appointed? |
|  |

|  |
| --- |
| 10.4: Which methods will be used for evaluating and improving the quality and standard of teaching and learning on this programme? |
|  |

|  |
| --- |
| 10.5: Will the introduction of this programme require any net addition to department teaching resources? In other words, will your department need to put a bid to APRC for additional resource in order for this programme to be delivered? (Yes/No)[[31]](#footnote-32) |
|  |

### Student numbers

|  |
| --- |
| 11.1: Proposed student intake in each year.[[32]](#footnote-33) |
| Category | Year 1 | Year 2 | Year 3 | Year 4 |
| Full-time (UK-EU) |  |  |  |  |
| Full-time (Overseas) |  |  |  |  |
| Part-time (UK-EU) |  |  |  |  |
| Part-time (Overseas) |  |  |  |  |

|  |
| --- |
| 11.2: Does the proposed programme require additional student targets beyond those already allocated to your department (yes/no)?[[33]](#footnote-34) |
|  |

|  |
| --- |
| 11.3: What fee will be charged?[[34]](#footnote-35) |
|  |

### Library resources

|  |
| --- |
| 12.1: Have you consulted the department’s [Academic Support Librarian](https://www.lse.ac.uk/library/using-the-library/library-resources-guide/getting-help) on current library resources that would support the programme, or new resources that the library may need to acquire to support the programme?[[35]](#footnote-36) |
|  |

### Approvals[[36]](#footnote-37)

|  |
| --- |
| 13.1: Library – Kevin Wilson, on behalf of Niamh Tumelty, Director of Library Services |
|  |
| 13.2: Timetables - Linda Taylor |
|  |
| 13.3: Sarah Miller, Head of Planning, on behalf of APRC |
|  |
| 13.4: Bev Gerstein – Director for Technology Operations, on behalf of Data Technology Services. |
|  |
| 13.5: Martyn Annis: Head of Student Services, on behalf of the Student Service Centre. |
|  |

### RDSC Approval (RDSC Secretary to complete)

|  |
| --- |
| 14.1: Date of the RDSC’s discussion of the proposal. |
|  |
| 14.2: Decision of the sub-committee. |
|  |

## Annex A

### **Further preparation notes**

#### Where can I find guidance and how can I secure support in completing this form?

* + 1. Please refer to the guidance available on the [TQARO website](https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Courses-and-Programmes/New-programme-proposals). Please also note thedeadlines for the submission of completed proposals provided vii. and viii. below. In particular, please note the following.

			- 1. All new programme proposals require consent from the Academic Planning and Resources Committee (APRC) and prior endorsement of the planned proposal through Annual Monitoring.
				2. Proposers should consult with the LSE Eden Centre at an early stage for advice on (a) programme design and (b) teaching and assessment methods. Please contact the [departmental adviser](https://info.lse.ac.uk/staff/divisions/Teaching-and-Learning-Centre/Support-for-LSE-Departments) assigned to your department.
				3. Proposers should consult with the Student Services Centre (SSC) where:

the proposal contains preparatory teaching or training sessions as these may have implications for students with Tier 4 visas - contact Bethan Ovens, Head of Student Advice and Engagement Management, and;

proposers have questions about any matters relating to Welcome, registration, course choice, exam provision, results, visa advice. Proposers should consult with the SSC (MRes/PhD proposals) or the PhD Academy (MPhil/PhD proposals) in advance of submitting a completed proposal form.

* + - * 1. Proposers should consult with Student Marketing and Recruitment at an early stage for assistance in identifying the market for the proposed programme, and on how the proposal can be developed to maximise future student recruitment. Market research should be carried out prior to making a proposal via Annual Monitoring. Please contact Will Breare-Hall, Student Recruitment and Study Abroad Manager.
				2. If you are proposing an exchange programme in collaboration with another institution, you should discuss this with the Global Academic Engagement in the first instance.
				3. The Department of Methodology is responsible for providing Research Methodology teaching for the School. If any elements of the programme proposal will include teaching research methodology, please consult with the Methodology Department during the design stage by contacting the Department Manager, John Curtis for further guidance.
				4. The classification scheme and progression rules for all new programmes must also be ratified at the RDSC business meetings. You should submit this information for approval by no later than 5pm **28 February 2024**. Where you intend to deviate from the standard School rules you should also include a rationale for doing so. Please send this information to Peter Mills, PhD Academy Deputy Director (phdacademy@lse.ac.uk).
				5. New programme proposals must be submitted by the specified date to appear in the prospectus for 2025/26 entry. Deadline for MRes/MPhil/PhD proposals: **28 February 2024** (for RDSC meeting 20 March 2024). The introduction of a new programme requires an 18-month lead-in period for logistical reasons, including time for adequate marketing and recruitment processes. Proposals received in 2023/24 will only be run in 2025/26 if they meet the submission deadline. Programme proposals submitted after the deadline can only be introduced in 2026/27.

#### Equity, Diversity and Inclusivity

* + 1. The Equality Act (2010) consolidated legal protections for students in universities. Students have a legal right to teaching that does not discriminate against them on grounds of nine ‘protected characteristics’. These are age, disability, ethnicity, gender reassignment, pregnancy or maternity, religion or belief, sex, or sexual orientation. Disabled students also have a legal right to reasonable adjustments to ensure that their needs to access education are met. Moreover, the Equality Duty requires that universities pay ‘due regard’ to not only the prevention of discrimination on the grounds of a protected characteristics, but also to the promotion equality of opportunity for all students, and to fostering good relations between people. The development of new programmes can address these issues in key areas of learning and teaching through a focus on accessibility and inclusivity in all areas of programme design.
		2. It is recognised that inclusive practice is not simply a legal requirement, but also enriches the environment for all staff and students. Inclusive practice in teaching recognises the diversity of students, enabling all students to access course content, fully participate in learning activities and demonstrate their knowledge and strengths at assessment.
		3. The Equality Challenge Unit has [a range of useful resources](http://www.ecu.ac.uk/publications/e-and-d-for-academics-factsheets/) including several factsheets for academics including one on the legal framework, one on inclusive practice and one on promoting good relations. Further guidance from TQARAO can be found [here](https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Courses-and-Programmes/Equity-Diversity-Inclusion-new-course-proposals.pdf).

## Version log

|  |  |  |
| --- | --- | --- |
| Review interval | New review start date | New review due by |
| Yearly | June 2024 | July 2024 |

Version history

|  |  |  |  |
| --- | --- | --- | --- |
| Version | Publication date | Approved by | Notes |
| 22-23.01 | Unknown | Research Degrees Sub-Committee Secretary | Extant version |
| 23-24.01 | 16/10/2023 | Research Degrees Sub-Committee Chair | Updated for the 2023-24 committee cycle. Comprehensive updated to format and order of questions. No substantive change to core information requested. |

Contacts

|  |  |  |
| --- | --- | --- |
| Query type | Contact | Email |
| Operational | PhD Academy, Research Degrees Management Team | phdacademy@lse.ac.uk |
| Policy | Peter Mills, PhD Academy Manager | p.b.mills@lse.ac.uk |

Feedback

|  |  |
| --- | --- |
| Mechanism description | Mechanism access details |
| Email | phdacademy@lse.ac.uk  |

Communications and Training

|  |  |  |
| --- | --- | --- |
| Query | Answer | Notes |
| Will this document be publicised through internal communications? | Yes/No | The document will be available to colleagues via the TQARO website. |
| Will training needs arise from this document? | Yes/No | N/A. |

1. This should be the faculty member responsible for proposing the programme.
 [↑](#footnote-ref-2)
2. Listed teams must be consulted about the proposed programme before this form is submitted to the Research Degrees Sub-Committee.
 [↑](#footnote-ref-3)
3. Colleagues should consult the Student Advice and Engagement Team in relation to visas and immigration.
 [↑](#footnote-ref-4)
4. Students enrolled in MRes programmes are subject to regulations for taught programmes until they complete the upgrade process, whereupon they become subject to the Regulations for Research Degrees. Accordingly, it is necessary to consult the SSC in relation to MRes programme regulations. Colleagues should consult Martin Johnson for queries relating narrowly to taught courses, and also the PhD Academy for their wider relationship to the programme.
 [↑](#footnote-ref-5)
5. You should submit completed proposals electronically to the secretaries of the relevant committees at least three weeks before the date of the meeting at which they are to be considered. (See [sub-committees and deadlines 2023/24](https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Committees/Sub-Committees-and-deadlines).) Please note that these approvals must be confirmed in writing before submission to the secretary of the Research Degrees Sub-Committee, and attached to this submission form. [↑](#footnote-ref-6)
6. Endorsement from the relevant department/institute meeting is normally required in order for the proposal to be considered.
 [↑](#footnote-ref-7)
7. Endorsement from Department/Institute Research Student Staff Liaison Committees is not required for the proposal to be considered.
 [↑](#footnote-ref-8)
8. If no objections were raised, please state “No”. If objections were raised, please detail the objections.
 [↑](#footnote-ref-9)
9. NB: At the postgraduate research level, streams and tracks are not normally facilitated within PhD programme regulations. Instead, these are normally facilitated using separate sets of regulations for each track. Each stream/track is then treated as a distinct programme from an administrative, regulatory and management perspective.
 [↑](#footnote-ref-10)
10. Currently permitted programme types are ‘MRes/PhD’ and ‘MPhil/PhD’.
 [↑](#footnote-ref-11)
11. Please state the number of years. If part-time will be offered, please specify separately for full- and part-time
 [↑](#footnote-ref-12)
12. Please designate either ‘Standard’ (i.e. September entry), or specify if different. [↑](#footnote-ref-13)
13. The exit awards for MRes/PhD programmes are.

MRes (following completion of the MRes phase)

MPhil (if upgraded but subsequently only allowed to submit for the MPhil, or if upgrade and entered for the PhD examination but awarded the MPhil)

PhD

The exit awards for MPhil/PhD awards are.

MPhil (if not upgraded to the PhD, or only permitted to enter for the MPhil following the annual progress process, or after entered for the PhD examination by awarded the MPhil)

PhD.

 [↑](#footnote-ref-14)
14. Please state the location of the programme in the [Framework for Higher Educations Qualifications](https://www.qaa.ac.uk/the-quality-code/higher-education-credit-framework-for-england).
 [↑](#footnote-ref-15)
15. Please specify whether the programme will be offered to students in full-time and/or part-time mode. NB: To be eligible for research council funding, programmes must be available in both full- and part-time modes.
 [↑](#footnote-ref-16)
16. Please select a HeCOS code using the complete [HeCOS classification](https://www.hesa.ac.uk/collection/c18061/a/hecos) from HESA. For further details and advice on HeCOS codes allocation,

please see HeCOS or contact the Planning Division.
 [↑](#footnote-ref-17)
17. If more than one subject code is allocated, please indicate the subject weighting as specified. For help please contact Ard.Systems@lse.ac.uk. 0 = 100%; 1 = 50% and 50%; 2 = 67% with 33%; 3 = 34%, 33% and 33%. [↑](#footnote-ref-18)
18. Please see the full list of [subject benchmark statements](https://www.qaa.ac.uk/quality-code/subject-benchmark-statements). Please provide a link to the relevant subject benchmark in your response. It is essential that benchmarks.
 [↑](#footnote-ref-19)
19. If you are intending to seek Professional Body accreditation for the programme, please provide full details here.
 [↑](#footnote-ref-20)
20. For advice on section 8, please contact your LSE Eden Centre [departmental adviser](https://info.lse.ac.uk/staff/divisions/Teaching-and-Learning-Centre/Support-for-LSE-Departments) . [↑](#footnote-ref-21)
21. Please provide a [list of intended aims](https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Courses-and-Programmes/SampleAimsForProgrammes.pdf) for the programme. This must be distinct from your response to section 8.2. [↑](#footnote-ref-22)
22. Please complete this section making sure you address each of the [intended learning outcomes](https://info.lse.ac.uk/staff/divisions/academic-registrars-division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Courses-and-Programmes/ProgrammeLearningOutcomes.pdf) as appropriate. This must be distinct from your response to section 8.1. [↑](#footnote-ref-23)
23. This is the registration year in which students will be required to take the course. Please state ‘Preparatory teaching’ for courses previously referred to as ‘pre-sessional’. Where preparatory teaching is to be required, please which of the following will apply in brackets, following your response to the ‘Core, semi-core, or optional’ column.
 [↑](#footnote-ref-24)
24. If you are entering information about preparatory teaching which will not form part of a coded course, please enter ‘non-coded preparatory course’.
 [↑](#footnote-ref-25)
25. Permitted unit values are 0.5 for half unit courses, and 1.0 for full unit courses. Please express unit values in numbers.
 [↑](#footnote-ref-26)
26. For preparatory teaching (formerly referred to as ‘pre-sessional’), please select one of the following options.

Preparatory: compulsory (all students)

Preparatory: compulsory (some students)

Preparatory: optional

For on-programme teaching, please select one of the following options.

On programme: core

On programme: semi-core

On programme: optional
 [↑](#footnote-ref-27)
27. Please ensure that taught courses, progression requirements and local rules for the composition of these are included. Local rules for the composition of theses are required to explicitly state which thesis formats (monograph and/or thesis by papers) are permitted. For permitted formats, departments are also required to specify whether students will be subject to any additional requirements, beyond those already specified in the *Regulations for Research Degrees*.
 [↑](#footnote-ref-28)
28. If students transfer to a new programme following completion of the year abroad, please specify the destination programme here. Tier 4 students may not be allowed to transfer from the programme stated on their Tier 4 visa. Please liaise with the SSC Student Advice and Engagement team for further information.
 [↑](#footnote-ref-29)
29. Submitters are asked to consider including information on the number of applications for places on other programmes in the department, REF results and other quality ratings for the department or related programmes. [↑](#footnote-ref-30)
30. Please list all entry criteria students must meet to be admitted onto the programme, including academic and English language qualifications. [↑](#footnote-ref-31)
31. If yes, please state the number, level/grade and source of funding for any academic, part-time or technical support staff below.
 [↑](#footnote-ref-32)
32. NB: Year 1 means the first year (e g 2025/26) in which the programme is offered, year 2 refers ti the second year (e g 2026/27) and so on. The numbers below are indicative. The APRC has final approval of student targets for new and existing programmes.
 [↑](#footnote-ref-33)
33. NB: If yes, any new allocations will need to be discussed and agreed by the APRC.
 [↑](#footnote-ref-34)
34. Please contact the Planning Division for guidance (planning.division@lse.ac.uk). [↑](#footnote-ref-35)
35. If you have not, please consult with the Library regarding requirements. Once you have consulted with the library, please note the outcome here.
 [↑](#footnote-ref-36)
36. Please note – approvals must be secured before this form is submitted. Copies of approval emails must be submitted along with this form.
 [↑](#footnote-ref-37)