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|  | **NEW UNDERGRADUATE PROGRAMME PROPOSAL FORM**  **PROGRAMME TITLE:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Version: For proposals to be considered during the 2023/24 session for commencement from 2025/26.** This form is updated annually. Please make sure you use the correct form.

**PROPOSER**:(Academic):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(PSS staff for contact):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To help you complete the undergraduate proposal form accurately, 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).

**Deadline for Undergraduate proposals: 1 November 2023 (for USSC meeting 22 November 2023)**. Please return completed proposals by email to: Thomas Hewlett, Undergraduate Studies Sub-Committee Secretary [t.w.hewlett@lse.ac.uk](mailto:t.w.hewlett@lse.ac.uk)

**Confirmation of consultation carried out in relation to this proposal: Please complete the table below prior to submission.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Consultation | Contact email | Contact name | Form reference | Date consulted |
| ARD Systems\* | [Ard.Systems@lse.ac.uk](mailto:Ard.Systems@lse.ac.uk) | Andy Kaufman | 2.6, 2.12 A (j) see note marked \* |  |
| LSE Eden Centre | [Eden@lse.ac.uk](mailto:Eden@lse.ac.uk) | Claire Gordon | 1.1-1.5 |  |
| Library | [K.Wilson1@lse.ac.uk](mailto:K.Wilson1@lse.ac.uk) | Kevin Wilson | 6.1 |  |
| SSC Events Team (enrolment, Welcome, graduation) | [r.huggins@lse.ac.uk](mailto:r.huggins@lse.ac.uk) | Rebekah Huggins | 2.14 |  |
| SSC Student Advice and Engagement Team | [b.ovens@lse.ac.uk](mailto:b.ovens@lse.ac.uk) | Bethan Ovens | 1.11,8.1-11 |  |
| Assessment Regulations Team & Student Records Team | [m.johnson@lse.ac.uk](mailto:m.johnson@lse.ac.uk)  [a.soiza@lse.ac.uk](mailto:a.soiza@lse.ac.uk) | Martin Johnson  Astrid Soiza | 1.9-1.11, 2.3, 2.4, 8.11 |  |
| DTS | [b.gerstein@lse.ac.uk](mailto:b.gerstein@lse.ac.uk) | Bev Gerstein | 6.2 |  |
| Student Marketing & Recruitment | [W.S.Breare-Hall@lse.ac.uk](mailto:W.S.Breare-Hall@lse.ac.uk) | Will Breare-Hall | 3.1-4, 3.6 |  |
| Admissions | [s.beattie@lse.ac.uk](mailto:s.beattie@lse.ac.uk) | Simon Beattie | 5.1 |  |
| Timetables | [Timetables@lse.ac.uk](mailto:Timetables@lse.ac.uk) | Linda Taylor | 2.8-15 |  |
| Collaborative / Double Degree / Exchanges | [global@lse.ac.uk](mailto:global@lse.ac.uk) | Rhys Bearder | 8.1-11 |  |
| Consultation | Contact email | Contact name | Form reference | Date consulted / approved |
| Annual Monitoring | [s.j.miller@lse.ac.uk](mailto:s.j.miller@lse.ac.uk) | Sarah Miller | 2.6 |  |
| APRC | [e.a.nivari@lse.ac.uk](mailto:e.a.nivari@lse.ac.uk) | Evert Nivari | 4.5, 5.1-2 |  |
| Your DTC |  |  | 7.1, 7.2 |  |

\*ARD Systems will only require contact should the criteria of the programme contain any element as listed in Annexe A, section (j).

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| External Assessor \* | Name | Title | Institution | email |
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\* We will refer all new programmes proposals to an **external academic assessor** for comment. You should nominate **two** suitable candidates when submitting your proposal. Please contact these nominees to ensure that they are willing and available to assess this programme proposal prior to contact from TQARO. The Sub-Committee Secretary will approach one of them. Nominees should not be approached if they have a conflict of interest, i.e. had recent close involvement with the School/Department (e.g. been an external examiner or teacher) within the last 5 years, or have a personal or financial relationship with a member of the department, in line with the [School’s Conflict of Interests policy](https://info.lse.ac.uk/staff/services/Policies-and-procedures/Assets/Documents/conIntPol.pdf?from_serp=1). If in doubt, nominees should be explicitly asked to confirm that they do not have a conflict of interest.

Further preparation notes and guidance can be found at the end of the proposal form.

**Programme Proposals for consideration by committees during 2023/24**

**You should submit completed proposals electronically to the relevant Sub-Committee Secretary 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)**.**

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| **Programme title:** | *(please insert) Please ensure that the title is clearly distinguished from related programmes and indicates the topics to be studied.* |
| Internal code: | *(we will complete this)* |
| External code (UCAS / Application): | *(we will complete this)* |

**1. PROGRAMME STRUCTURE AND ACADEMIC CONTENT**

**Important: Please address sections 1.1 to 1.5 inclusive directly and clearly to the students. This text can then be re-purposed for handbooks and publicity materials.**

|  |  |
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| **1.1** | **The programme aims to:** |
| *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, (these should be distinct from the programme outcomes listed in section 1.2 below). For joint programmes delivered by more than one department and/or for interdisciplinary programmes covering multiple subject areas please ensure that the aims explicitly cover provision in all disciplines. Please contact your LSE Eden Centre* [*departmental adviser*](https://info.lse.ac.uk/staff/divisions/Eden-Centre/Departmental-Advising) *for advice.* | |
| *For example: The BSc in X at LSE aims to provide you with…* | |

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| **1.2** | **Programme intended learning outcomes: knowledge and understanding; skills and other attributes** |
| *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. For joint programmes delivered by more than one department and/or for interdisciplinary programmes covering multiple subject areas please ensure that the learning outcomes explicitly cover provision in all disciplines. Please contact your LSE Eden Centre* [*departmental adviser*](https://info.lse.ac.uk/staff/divisions/Eden-Centre/Departmental-Advising)*for advice.* | |
| *For example: Having successfully completed this programme you will be able to…* | |

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| **1.3** | **Describe the teaching, learning and assessment strategies that will enable outcomes to be achieved and demonstrated** |
| *Please complete this section under the following two headings:*   * **Teaching and learning strategies** * **Assessment strategies**   *Please contact your LSE Eden Centre* [*departmental adviser*](https://info.lse.ac.uk/staff/divisions/Eden-Centre/Departmental-Advising)*for advice.* | |
| **Teaching and learning strategies:**  *For example: On this programme you will learn through…*  **Assessment strategies:**  *For example: On this programme you will be assessed by a variety of methods such as…* | |

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| 1.4 | Equity, Diversity and Inclusivity - *Please contact your LSE Eden Centre* [*departmental adviser*](https://info.lse.ac.uk/staff/divisions/Eden-Centre/Departmental-Advising) *for advice.* |
| (a) | Teaching |
| Please state how the programme will incorporate diverse methods of teaching that are accessible to a range of approaches to learning 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 and learning methods such as online tutorials, workshop-style sessions etc. |
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| (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 the diverse student body, use of materials and case studies that are drawn from a wide range of sources. |
|  | |
| (c) | Assessment |
| Do the proposed methods of assessment test appropriate skills and knowledge both for individual courses and the programme as a whole in line with intended learning outcomes? Does the programme incorporate diverse methods of assessment that are inclusive of diverse approaches to learning and experiences? Does the assessment allow for an additional time allowance or an alternative method of assessment for students with permitted adjustments or those who have unforeseeable circumstances?  Please refer to the [LSE Assessment Toolkit](https://info.lse.ac.uk/staff/divisions/Teaching-and-Learning-Centre/Assessment-Toolkit/LSE-Assessment-Toolkit). |
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| 1.5 | Learning Opportunities - *Please contact your LSE Eden Centre* [*departmental adviser*](https://info.lse.ac.uk/staff/divisions/Teaching-and-Learning-Centre/Support-for-LSE-Departments) *for advice.* |
| **(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? |
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| **(c)** | How does the programme structure or its constituent courses provide students with sufficient opportunities to work with each other on the programme? |
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| **1.6** | **Undergraduate Assessment Mapping**  Please provide a table presenting an overview of assessment for the whole programme, as well as the distribution of core, semi-core and optional course provision. Semi-core courses are included on short option lists (typically 2-5 courses) and are usually reflected in prospectus information. The table when completed, should show the programme building up from Year One to Year Three to show progression of the programme delivery. This information can also be repurposed to present the programme structure to students. |
| Core courses: Semi-core: Optional:  *This indicative example displays the core provision and the associated assessment methods which would be used to demonstrate how intended learning outcomes would be tested. This example includes a combination of full- and half-unit courses.*   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  | | |  | | | | **Year Three** | Core course (5)  *Literature search; podcast or video documentary* | Option(s) (U - Z) | | Capstone/  Showcase Portfolio | Dissertation | | | **Year Two** | Core course (3)  *Interdisciplinary challenge small group project* | Semi Core (P - T) | | Core course (4)  *Research methods presentation;*  *research proposal* | Option(s) (P - T) | | | **Year One** | Core course (1&2)  *Collaborative*  *small group project* | Semi Core  (A, B, or C) | Option (D - I) | Core course (1&2)  *Individual*  *project* | Semi Core  (J or K) | Option  (L - O) |   *This is an example of an existing LSE programme, the BSc in Economic History, showing ‘home’ department options as semi-core, alongside core courses, and the more flexible course choices as ‘outside options’. In this example each course reflects a full-unit.*   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Course 1** | **Course 2** | **Course 3** | **Course 4** | | **Year Three** | Core: Dissertation  *Research proposal; independent dissertation project* | EH3XX Option | EH3XX Option | EH3XX or EH2XX Option | | **Year Two** | Core: EH237  *Research proposal; independent dissertation project* | EH2XX Option | EH2XX Option | Outside Option | | **Year One** | Core: EH101  *Formative presentations* | Core: EH102  *Independent summative essays and writing training* | Core: EC100/102  *Problem sets* | Outside Option | | |

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| **Please complete the table below using the above example as a guide.** Proposers can colour code entries in the table to highlight the types of courses on offer as in the example above. Course codes are not necessary in this table but can be included if useful. Please edit the format of the table as needed to reflect the programme structure being proposed. The template is split into 8 half-units, so merge cells to form full-unit courses where necessary.  Core courses: Semi-core: Optional:   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | | | |  | | | | | **Year Three** |  |  |  |  |  |  |  |  | | **Year Two** |  |  |  |  |  |  |  |  | | **Year One** |  |  |  |  |  |  |  |  |   *TQARO can offer help when populating the above table if necessary.* |

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| **1.7** | **Programme regulations** **for undergraduate proposals:**   * *Please complete the following section which will appear as the regulations listed in the Calendar for this programme. You may wish to refer to the current Calendar for example regulations (*[*undergraduate*](http://www.lse.ac.uk/resources/calendar/undergraduate.htm)*).* * *If you are listing courses from other departments please ensure you have obtained their agreement* ***prior to completing this section****.* * *If you are proposing any* ***new courses*** *(including a dissertation/project) for this programme, please indicate them on the regulations below by referencing the CAPIS proposal number (e.g. CP-1234). 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.* ***If there are new proposals for CORE or SEMI-CORE courses that will appear on the online prospectus programme page, these must be considered at the same time as the programme proposal.*** * *Please note the definition for a programme* ***stream****: A defined pathway through a programme of study, usually with its own admissions entry route, specialist course(s) and a distinct programme title. Streams reflect a particular academic focus within a broader discipline or subject area. Streams are reflected within parenthesis in the programme title, for example the BSc in Social Anthropology and its associated stream, the BSc in Social Anthropology (Learning and Cognition). Please consult TQARO about programme regulations for streams. Please note that a separate programme proposal may be required. Streams will also require additional admission administration; please consult with Admissions regarding this.* * *Please note the definition for a programme* ***specialism****: Similar to a stream in terms of reflecting a specific academic focus within a broader discipline or subject area, but the award of a specialism is dependent on course choice and the completion of a required number of units from a given sub-set of courses. Specialisms are also reflected within parenthesis in the programme title, for example the LLM and one of its specialisms, the LLM (Competition, Innovation & Trade). However, specialisms do not have separate admissions entry routes and unlike a stream, students can usually decide whether they wish to apply the specialism to their degree at the point of award (providing the necessary requirements are met). Please consult TQARO about programme regulations for streams.* |

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| **Please complete the table below with the full set of courses to be offered under each paper in the programme regulations by course code and title. Each paper on an undergraduate programme should offer courses to the maximum value of one full-unit, or four full-units per academic year.**  Proposers can colour code entries in the table below to highlight the types of courses on offer under **each Paper**. Programme regulations would usually list core courses first in any given year, followed by semi-core and optional. Please colour code as follows using the ‘Table Tools – Design’ option in the menu above.  Core courses: Semi-core: Optional: | | | |
| **Paper No.** | **Course Code and Title**  *(add extra rows for programmes > 3 year duration)* | **Core, Semi Core, or Optional** | **Unit Value**  *0.5 (half), 1.0 (full)* |
| **Year 1** |  | | |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |
| **4** |  |  |  |
| **Year 2** |  | | |
| **5** |  |  |  |
| **6** |  |  |  |
| **7** |  |  |  |
| **8** |  |  |  |
| **Year 3** |  | | |
| **9** |  |  |  |
| **10** |  |  |  |
| **11** |  |  |  |
| **12** |  |  |  |

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| **1.8** | **Assessment – formative and summative** | | | | | | | |
| *Please complete this table for all core and semi-core courses, to show the balance of assessment across the programme. The assessment framework should enable students to demonstrate achievement of the intended learning outcomes for the programme and any relevant skills development. See the* [*LSE Assessment Toolkit*](https://info.lse.ac.uk/staff/divisions/Teaching-and-Learning-Centre/Assessment-Toolkit/LSE-Assessment-Toolkit) *for further guidance.* | | | | | | | | |
| **Course Code** | | **Core /**  **Option** | *Include the assessment method, e.g. essay, project, case study; timing of submission/completion; exam duration if applicable; and the percentage weight for summative assessment.* | | | | | |
| **Formative coursework (method)** | **Timing** | **Summative assessment (method)** | **Timing** | **Exam duration** | **% weight** |
| *AC123* | | *Core* | *Problem sets* | *MT & LT* | *In-class assessment / exam* | *LT / Summer* | *120 mins* | *20/80* |
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TQARO can supply a school wide table of assessment which may help populate this table, rather than the need for accessing individual course guides especially for those in other departments.

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| 1.9 | **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 from one level of study (year) to the next?** *Please contact your LSE Eden Centre* [*departmental adviser*](https://info.lse.ac.uk/staff/divisions/Eden-Centre/Departmental-Advising) *for advice.* |
|  | |
| (b) | Please note all results must be ratified by the School Board of Examiners (SBE) Results meeting which first meets in late June or early July each year; results will also be ratified at the In-Year Resit and Deferred Assessment Period SBE meeting in early September.  **Will this programme be responsible to an existing Sub-board or a new one? If an existing Sub-Board, please specify which one.** |
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| 1.10 | **Classification Schemes for undergraduate proposals:**  *Please refer to the Calendar for details on existing* [*undergraduate*](http://www.lse.ac.uk/resources/calendar/undergraduate.htm) *schemes. The School Board of Examiners will consider new classification schemes at its February Business meeting.* |
| (a) | **Will this programme be assessed using an existing Classification Scheme?** |
| Yes | *Please provide the title of the scheme and the web link as detailed in the* [*Calendar*](http://www.lse.ac.uk/resources/calendar/undergraduate.htm) |
|  | |
| No | *Proposals for new schemes will need to be agreed by the School Board of Examiners (please contact the Assessment Regulations Manager* [*Martin Johnson*](mailto:m.johnson@lse.ac.uk) *for further details).* |
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| 1.11 | | **If the programme is not a partnership or exchange but does include any study away from the School, please give details here. Please note that study away from the School includes any fieldwork, project work and work placements undertaken by students.**  *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.* | |
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| **(a)** | **Study Abroad** (delete as applicable) | | *Compulsory All Students*  *Compulsory Some Students*  *Optional*  *Not applicable* |
| **(b)** | **Study Abroad Duration** (months) | |  |
| **(c)** | **Study Abroad Destination** | | *If the destination organisation or country is known please enter it here* |
| **(d)** | **Study Abroad Final Programme** | | *If students transfer to a new Programme\*\* following completion of the year abroad 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 via [Bethan Ovens](mailto:B.Ovens@lse.ac.uk).

# 2. GENERAL INFORMATION

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| **2.1** | **Department/Institute/Group** | *If the programme will be jointly owned / delivered by more than one department, please state all* |

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| **1.2 2.2** | **Final Intended Award**  (advertised to applicants) |  |

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| **1.2 2.3** | **Exit Awards** (if applicable)  (not advertised to applicants) |  |

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| **1.2 2.4** | **Programme title as shown on certificate/transcript**  (including award e.g. BA, BSc) |  |

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| **2.5** | **Level of the programme** (its location on the[Framework for Higher Education Qualifications (FHEQs)](https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks)) |  |

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| **2.6** | **Modes: Specify which modes will be offered to applicants**  e.g. Full Time, Part-Time or Both |  |
| **HeCOS code:** (Please select a HeCOS code using the [complete HeCOS classification from HESA)\*](https://www.hesa.ac.uk/collection/c18061/a/hecos) | | *(please insert) \* For further details and advice on HeCOS codes allocation,*  *please see* [*HeCOS*](https://www.hesa.ac.uk/innovation/hecos) *or contact the Planning Division* |
| **HeCOS Subject Balance:**  **0 = 100%**  **1 = 50% and 50%**  **2 = 67% with 33%**  **3 = 34%, 33% and 33%** | | *If more than 1 subject code is allocated, please indicate subject weighting as specified.*  *For help please contact* [*Ard.Systems@lse.ac.uk*](mailto:Ard.Systems@lse.ac.uk) |

**Preparatory Teaching or Training Sessions (formerly known as Pre-sessional Teaching)**

Please note the important distinction between compulsory and non-compulsory/optional preparatory teaching or training sessions. **Compulsory** preparatory teaching or training sessions should be included in the programme duration calculation. Preparatory Teaching or Training Sessions that are **optional** or only **compulsory** within certain course combinations should not be included in the programme duration calculation.

Departments must be aware 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.

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| **2.7** | **Programme duration (number of years).**  *Specify separately for full and part time if part-time will be offered* |  |

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| **2.8** | **Preparatory teaching or training session details-formerly known as pre-sessional teaching**  *(delete as applicable)* | Compulsory All Students  Compulsory Some Students  Optional  Not applicable |
| **2.9** | **How far in advance of the programme or start of Academic Year (weeks) will the preparatory teaching or training sessions start?** |  |
| **2.10** | **Content of preparatory teaching or training sessions** | *Please insert relevant course code if applicable* |
| **2.11** | **Duration of preparatory teaching or training sessions** *e.g. 5 x 60min workshops* |  |
| **2.12** | **Teaching Pattern if non-standard**  *(Indicate teaching weeks by term)* | *For help please contact* [*Ard.Systems@lse.ac.uk*](mailto:Ard.Systems@lse.ac.uk) |

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| **2.13** | **Proposed year of first student entry** *(e.g. 2024/25)* |  |

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| **2.14** | **Anticipated registration period** | *Please designate either standard (September) or other (please specify)*  *Include main registration date* |

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| 2.15 | **Please give the names of any existing programmes to be discontinued by the introduction of this programme**. |
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| **2.16** | **Relevant QAA Subject Benchmark statement(s)**  *(See* [*Subject Benchmark Statements*](https://www.qaa.ac.uk/quality-code/subject-benchmark-statements)*)* | *For all proposals please include the QAA Benchmark(s) which are most relevant to the programme (if any) and against which it will be assessed by the Sub-Committee.  Was the QAA Benchmark(s) considered when designing the programme?* |

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| **2.17** | **Professional or Statutory Bodies (PSRBs)** | *If you are intending to seek Professional Body accreditation for the programme, please provide full details here.* |

## 3. THE MARKET FOR THE PROPOSED PROGRAMME

***Please note:*** *You must consult with* [*Will Breare-Hall*](mailto:w.s.breare-hall@lse.ac.uk) *(Student Recruitment and Study Abroad Manager) and* *[Anne Clinton](mailto:a.p.clinton@lse.ac.uk)* *(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; the profile of applicants; the impact of the programme on other LSE degrees, and the admission criteria used.*

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| --- | --- |
| 3.1 | **Please provide evidence of the student demand for the proposed programme:** |
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| **3.2** | **Do you have a specific target market in mind?**  *(student background and geographical region)* |
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| **3.3** | **Is there any evidence of demand from employers in the UK and/or overseas for graduates from this programme?** |
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| **3.4** | **Do you think this programme will deflect demand from an existing programme at the School?** *If yes, which programmes and why?* |
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| **3.5** | **Indicators of quality** |
| *This section could usefully include information on the number of applications for places on other programmes in the department, REF and other quality ratings for the department or related programmes.* | |

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| **3.6** | **Entry criteria for admission to the programme** |
| *Please list all entry criteria students must meet to be admitted onto the programme, including academic and English language qualifications.* | |
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**4. ORGANISATION AND MANAGEMENT OF THE PROGRAMME**

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| 4.1 | **Who will be the member of faculty responsible for the management of the programme?** |
|  | |
| **For joint programmes delivered by more than one department, who will be the member(s) of faculty responsible for the leadership of the programme from the other department(s)?** | |
|  | |

|  |  |
| --- | --- |
| 4.2 | **Who will be the Admissions Tutor for this programme?** |
|  | |

|  |  |
| --- | --- |
| 4.3 | **Will a new Programme Administrator/Manager need to be appointed?** |
|  | |

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| --- | --- |
| 4.4 | **Which methods will be used for evaluating and improving the quality and standard of teaching and learning on this programme?** |
|  | |

|  |  |
| --- | --- |
| 4.5 | **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 for this programme to be delivered?** |
| *Yes  No*  *If yes, please state the number, level/grade and source of funding for any* ***academic****,* ***part-time*** *or* ***technical support*** *staff below.* | |

### 5. STUDENT NUMBERS

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **5.1** | **Proposed student intake in each year**   * *NB year 1 means the first year (e g 2025/26) in which the programme is offered, year 2 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.* | | | | |
|  | | Year 1 | Year 2 | Year 3 | Year 4 |
| Full-Time | |  |  |  |  |
| UK/EU | |  |  |  |  |
| **Overseas** | |  |  |  |  |
|  | | | | | |
| Part-Time | |  |  |  |  |
| UK/EU | |  |  |  |  |
| **Overseas** | |  |  |  |  |

|  |  |
| --- | --- |
| **5.2** | **Does the proposed programme require additional student targets beyond those already allocated to your department?** |
| **(YES/NO)** *If yes any new allocations will need to be discussed and agreed by the APRC* | |

### 6. RESOURCES

|  |  |
| --- | --- |
| **6.1** | **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? If not, please consult with the Library regarding requirements and note the outcome here**. |
| **(YES/NO)** *If not, please consult with the Library regarding requirements and note the outcome here.* | |

|  |  |
| --- | --- |
| **6.2** | **DATA AND TECHNOLOGY SERVICES (DTS)**  **Have you consulted with the Data and Technology Services Division on hardware or software that would support the programme, or new technology that you may need to acquire to support the programme? If not, please consult with the** [**DTS**](https://info.lse.ac.uk/staff/divisions/dts/services/hardware-software) **regarding requirements and note the outcome here**. |
| **(YES/NO)** *If not, please consult with DTS regarding requirements and note the outcome here.* | |

### 7. CONSULTATIONS

|  |  |  |  |
| --- | --- | --- | --- |
| 7.1  (a) | | Has the proposal been discussed and endorsed at a departmental/institute meeting? This may be via Department meeting or Department Teaching Committee depending on local quality assurance arrangements. | |
| (YES/NO) | | | Date of meeting *(when it was/will be discussed)* |
| (b) | For joint programmes that will be owned and delivered by more than one department, has the proposal been discussed and endorsed at a departmental/institute meeting in each of the departments involved? | | |
| (YES/NO) | | | Date of meeting(s) *(when it was/will be discussed)* |

|  |  |  |  |
| --- | --- | --- | --- |
| 7.2  (a) | | Has the proposal been discussed at a staff/student meeting? | |
| (YES/NO) | | | Date of meeting *(when it was/will be discussed)* |
| (b) | For joint programmes that will be owned and delivered by more than one department, has the proposal been discussed at a staff/student meeting in each of the departments involved? | | |
| (YES/NO) | | | Date of meeting *(when it was/will be discussed)* |

Colleagues with related academic interests in other departments/institutes will need to have been consulted, especially where any component of the proposed programme is to be taught by another department.

You might find it useful to refer to the [LSE Experts information](http://www.lse.ac.uk/People/Search-People). The Sub-Committee Secretaries are happy to provide individual advice on who to consult with.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 7.3 | *Please complete this table fully, listing all colleagues that have been consulted and provide details of any objections raised.* | | | |
| Name and Department/ Institute of colleague \* | | Date consulted | **Were any objections raised about the programme?** | |
| Yes | No |
|  | |  |  |  |
|  | |  |  |  |
|  | |  |  |  |
|  | |  |  |  |

**\*** The Department of Methodology is responsible for providing Research Methodology teaching for the School at graduate level. If the content of this course includes research methods teaching, you may want to consult the Methodology Department during the design stage. Please contact the Department Manager [John Curtis](mailto:methodology.manager@lse.ac.uk) for further guidance.

### 8. FOR EXCHANGE PROGRAMME PROPOSALS ONLY

Please consult with [Global Academic Engagement](mailto:global@lse.ac.uk).Please also liaise with the SSC Student Advice and Engagement Team via [Bethan Ovens](mailto:B.Ovens@lse.ac.uk), and with the Dean of the General Course, Mark Hoffman, at [gc.dean@lse.ac.uk](mailto:gc.dean@lse.ac.uk).

|  |  |
| --- | --- |
| 8.1 | Has the proposal been discussed with the Global Academic Engagement Office? |
| (YES/NO) | |

|  |  |
| --- | --- |
| 8.2 | Has the proposal been agreed in principle by the Pro-Director (Education)? |
| (YES/NO) | |

|  |  |
| --- | --- |
| 8.3 | At what stage of the programme will the Exchange be undertaken? |
|  | |

|  |  |
| --- | --- |
| 8.4 | Will the sending and receiving of students happen simultaneously? |
|  | |

|  |  |
| --- | --- |
| 8.5 | Will Exchange numbers be balanced over a 3-5 year period? |
|  | |

|  |  |
| --- | --- |
| 8.6 | How long will the Exchange period abroad last? |
|  | |

|  |  |
| --- | --- |
| 8.7 | Has any external, central LSE or Departmental funding been sought to support outgoing LSE students? |
| (YES/NO) | |

|  |  |
| --- | --- |
| 8.8 | Has any funding been sought to support any students who may have proven difficulties, either financially or regarding an aspect of disability and wellbeing? |
| (YES/NO) | |

|  |  |
| --- | --- |
| 8.9 | Will the Exchange be managed by the Department? |
| (YES/NO) *If no, please provide details of who will manage the Exchange* | |
|  | |
| 8.10 | Where the Exchange will take place after students have completed their studies at LSE, please provide information on the standard students are expected to achieve in order to progress to the Exchange, or where applicable, from the exchange back onto the LSE programme. |
|  | |

**9. APPROVALS - The Sub-Committee Secretary will confirm all approvals below.**

The Sub-Committee Secretary will confirm all approvals prior to submission to the USSC. If the Library, DTS, Timetables, Student Services or the APRC raise any queries about your proposal, we will refer these to you.

|  |  |
| --- | --- |
| **9.1** | **Library, Timetables, APRC, DTS, SSC** *(to be completed by the Sub-Committee Secretary)* |
| **Kevin Wilson,** on behalf Niamh Tumelty, Director of Library Services.  Date confirmed:  **Linda Taylor,** Timetables Manager.  Date confirmed:  **Sarah Miller,** Head of Planning, on behalf of the APRC.  Date confirmed:  **Bev Gerstein** Director for Technology Operations, on behalf of DTS  Date confirmed:  **Martyn Annis,** Head of Student Services, on behalf of SSC.  Date confirmed: | |

|  |  |
| --- | --- |
| **9.2** | **USSC** *(to be completed by the Sub-Committee Secretary)* |
| **Date on which the Sub-Committee considered the proposal:**  **Decision of the Sub-Committee:** | |

**Annex A**

**Further preparation notes:**

**Version:** For proposals to be considered during the **2023/24 session** for commencement from 2025/26 (This form is updated annually. Please make sure you use the correct form).

To help you complete the form accurately, 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 (at g) and h) below.

Please note in particular:

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/Eden-Centre/Departmental-Advising) assigned to your department.
3. Proposers should consult with the Student Services Centre (SSC) where:
   1. The proposal contains preparatory teaching or training sessions as these may have implications for students with Tier 4 visas - contact [Bethan Ovens](mailto:b.ovens@lse.ac.uk), Head of Student Advice and Engagement Management.
   2. Proposers have questions about any matters relating to Welcome, registration, course choice, exam provision, results, visa advice. Proposers should consult with the SSC in advance of submitting a completed proposal form.
4. 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](mailto:w.s.breare-hall@lse.ac.uk), Student Recruitment and Study Abroad Manager.
5. If you are proposing an exchange programme in collaboration with another institution, you should discuss this with the [Global Academic Engagement](mailto:global@lse.ac.uk) office in the first instance.
6. The Department of Methodology is responsible for providing Research Methodology teaching for the School at graduate level. If the content of this course includes research methods teaching, you may want to consult the Methodology Department during the design stage. Please contact the Department Manager [John Curtis](mailto:methodology.manager@lse.ac.uk) for further guidance.
7. The classification scheme and progression rules for all new programmes must also be ratified at the School Board of Examiners (SBE) business meetings. You should submit this information for approval by no later than 5pm **30 January 2024** for the SBE meeting. Where you intend to deviate from the standard School rules you should also include a rationale for doing so. Please send this information to [Martin Johnson](mailto:m.johnson@lse.ac.uk), Assessment Regulations Manager.
8. New programme proposals must be submitted by the specified date to appear in the prospectus for 2025/26 entry. Deadline for Undergraduate proposals: **1 November 2023** (for USSC meeting 22 November 2023). The introduction of a new programme requires an 18-month lead-in period for logistical reasons such as meeting UCAS deadlines and adequate marketing and recruitment time. Proposals received in 2023/24 will only be run in 2025/26 if they meet the submission deadline. Programme proposals submitted after the deadline will be introduced in 2026/27.
9. Equity, Diversity and Inclusivity

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.

It is recognised that inclusive practice is not simply a legal requirement, but it 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.

The Equality Challenge Unit has a range of useful resources including several factsheets for academics including one on the legal framework, one on inclusive practice and one on promoting good relations.

<http://www.ecu.ac.uk/publications/e-and-d-for-academics-factsheets/>

<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>

1. ARD Systems will require you to consult with them should your new programme contain any aspect of the following categories:

* Fees invoiced in any currency other than GBP
* Programmes which follow a *non-standard* teaching model, for example: have an unusual number of units; the mode is anything other than full or part time; or is a different duration to other programmes of its type.
* Applications which won’t be made to the School directly (i.e. will be made to a partner institution) but with LSE still expected to provision IT resources or invoice tuition fees.
* Programme offers a new award type.