



Teaching and  
Learning Centre



# Handbook for **ACADEMIC ADVISERS**

2017/18

The Teaching and Learning Centre supports and complements the work of academic advisers in many ways.



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## Introduction



Academic advising is key to our students' educational experience and wellbeing during their time at LSE. In focus groups conducted across the School over the past two years by LSE Teaching and Learning Centre as well as by the Student Union, students have underlined the importance of the academic advising role, how much it means to them that there is an individual

in their department who cares about them, follows their journey through their studies and keeps an eye on their overall wellbeing.

This handbook has been compiled by LSE Teaching and Learning Centre with the help of several serving academic advisers, departmental tutors in the School, the Student Wellbeing Service and the Student Services Centre. It acknowledges that while there are also core duties associated with being an academic adviser and many similarities between departments, as shown in the section called 'A year in the life of academic advisers: good practice' (1.4), practices may still differ between departments.

The handbook is a living document which is developed and added to over time by departmental tutors, academic advisers, the School's professional services as well as through feedback and conversations with our students. Its purpose is to help all those members of staff involved in academic advising to understand what the School expects of them and to provide a common point of reference through which issues can be highlighted and good practice shared.

Many of the formal procedures in this Handbook are primarily relevant to work with undergraduate students. However, much of the information and guidance also applies to academic staff working with Master's students. There is a separate handbook for PhD supervisors which is also published at the beginning of the academic year.

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Head of LSE Teaching and Learning Centre

## Acknowledgements

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This handbook was produced in the summer of 2017. Please note that the responsibilities and requirements of the academic adviser role are currently under review, but that all information here, as well as links, names and contact information, were correct at the time of going to press.

## Section 1. An Introduction

- 1.1** Summary of responsibilities
- 1.2** Contact with departmental tutors
- 1.3** Academic adviser workload
- 1.4** A year in the life of academic advisers:  
good practice



# 1.1 Summary of responsibilities

The fundamental responsibilities of academic advisers are set out in the School's *Code of Good Practice for Undergraduate Programmes: Teaching, Learning and Assessment* ([www.lse.ac.uk/intranet/LSEServices/TQARO/Calendar/CodeofGoodPracticeUnderGraduate.pdf](http://www.lse.ac.uk/intranet/LSEServices/TQARO/Calendar/CodeofGoodPracticeUnderGraduate.pdf)) and are summarised in the table below.

Academic adviser (AA)
To provide students with academic guidance and feedback on the students' progress and performance and to discuss any academic problems they may experience. (See sections 2-5 for more information)
To provide pastoral support on non-academic issues and to refer students, as necessary, to the appropriate support agencies within the School. (See section 5 for more information)
To implement the provisions outlined in Inclusion Plans for students with long-term medical conditions, specific learning differences and/or disabilities in liaison with the School's Disability and Wellbeing Service. (See section 5.2)
To maintain regular contact with the student on academic and pastoral issues through direct one-to-one meetings and other means of communication, such as emails. The number and nature of meetings may vary between departments and programmes as detailed in relevant handbooks.
To comment on and provide a general assessment of a student's progress on their termly class reports via LSE for You.
To inform the departmental tutor and School of any students whose attendance and progress is not satisfactory.

Every undergraduate/General Course student at the School has a specific academic adviser. In several departments, the departmental tutor acts as academic adviser to General Course students. Allocation of students to academic advisers is often done by the departmental tutor, and may be based on student interests, needs and "match" with a particular adviser. More often, though, allocation is quite random (especially for first year students), and may be delegated to a member of administrative staff, or be based on sharing the workload equitably across colleagues in the department, rather than attempting any kind of academic "matching" between student and adviser interests.

Each department should have in place clear procedures to enable students to change their academic adviser if the relationship proves problematic. The procedure may vary from department to department.

## 1.2 Contact with departmental tutors

Academic advisers will be in regular contact with departmental tutors (DTs). Every department with undergraduate students has at least one DT, who has both academic and pastoral responsibilities. Their responsibilities include the following:

- Provide departmental orientation programmes for new and continuing students.
- Monitor the academic and pastoral care provided by members of his or her department, including the provision of reasonable adjustments for students with disabilities and compliance with the School's Single Equality Scheme.
- Arrange regular termly meetings of the Staff-Student Liaison Committee and the nomination of a representative to the School's Undergraduate Students' Consultative Forum.
- Provide a direct channel of communication between the School and any student who is encountering academic or pastoral difficulties.
- Agree, where appropriate, a student's request for course choice outside the degree regulations.
- Agree, where appropriate, a student's request for a degree transfer.
- Approve interruption and repeat teaching requests, and impose exam bars.



**DTs may also perform the following additional duties:**

- provide induction/briefing for all new members of staff on their role and responsibilities as academic advisers and the department's approach to implementation of the *Code of Good Practice*.
- provide a list of key dates in the academic year for academic advisers with reminders on these over the course of the year. Section 1.4 provides a generic template, but your department may develop a specific version
- monitor the completion of comments by academic advisers on LSE for You.

## 1.3 Academic adviser workload

The academic adviser workload is dependent on the number and needs of allocated students. The School expects that academic advisers will meet their students on a regular basis, usually a minimum of twice a term. According to the *Code of Good Practice* (para 1.5): "Each adviser must publicise regular periods of time when they are available to meet with their students." Departmental expectations regarding frequency of meetings should be set out in the undergraduate student handbook. This is monitored through the review of educational provision carried out by the Academic and Student Affairs Committee (ASC).

# 1.4 A year in the life of academic advisers: good practice

Month	Activities, roles and responsibilities
Michaelmas Term	
September	<ul style="list-style-type: none"><li>• meet new students (DT or administrative staff will allocate students to advisers). If new to role, meet DT to ensure awareness of departmental approaches to the implementation of the Code of Practice and, where possible, attend academic adviser development session (organised by the Teaching and Learning Centre).</li><li>• collect list of key dates in the academic year from DT</li><li>• ensure office hours and feedback sessions are posted</li><li>• attend orientation events (as appropriate)</li></ul> <p><b>For first year students, possible discussions include:</b></p> <ul style="list-style-type: none"><li>• the role of an academic adviser and when and how to contact you</li><li>• course choices for the first year</li><li>• their general wellbeing, which may include housing and finance (no need to ask for details, just a general enquiry)</li><li>• any further questions from the students</li></ul> <p><b>For returning students, possible discussions include:</b></p> <ul style="list-style-type: none"><li>• the general situation of the student</li><li>• exam results from the end of the previous year.</li><li>• if things didn't go as expected, see if the student has any idea what went wrong and how to avoid this</li><li>• areas of development to focus on in the upcoming year</li><li>• for students who must re-sit one or more exams, point out that preparation for this is their own responsibility</li><li>• check if the student is still happy with their course choices</li><li>• for third year students, ask them if they have an idea what to do after graduation (mention any new MSc programmes)</li></ul> <p>Academic advisers should be prepared to write references for their students</p>
October	<ul style="list-style-type: none"><li>• key month for students wanting to change courses and classes (see Section 4.2)</li><li>• ad hoc meetings with students in office hours and feedback sessions/by appointment (as appropriate)</li><li>• discuss course choices with students (see Section 4.2)</li><li>• approve course choices of students (see Section 4.2 and 4.3)</li><li>• by Week 7, contact students who may be at risk of examinations bar (see Section 3.6)</li></ul> <p>For first year students, possible discussions include: study at LSE, essay writing, digital literacy topics (see section 2.2)</p>
November	<ul style="list-style-type: none"><li>• ad hoc meetings with students in office hours and feedback sessions/by appointment (as appropriate in department)</li></ul>

Month	Activities, roles and responsibilities
December*	<ul style="list-style-type: none"> <li>• review class reports</li> <li>• write comments on class reports (LSE for You)</li> <li>• meet students as appropriate</li> <li>• for MSc students (in some departments): Hold initial meeting to discuss possible dissertation topic (see Section 2.2)</li> </ul> <p>*Approaches to MSc dissertation supervision varies across the School. In some cases academic advisers supervise their students' dissertations; in others students are allocated supervisors according to their areas of research expertise.</p>
<b>Lent Term</b>	
January	<ul style="list-style-type: none"> <li>• raise concerns with DT concerning students with poor performance; discuss possible examinations bars. (see Section 3.6)</li> <li>• meet with allocated students to discuss previous term's report (as appropriate in department)</li> <li>• for MSc students (in some departments): Approve course choice for Lent Term (see Section 4.2)</li> </ul>
February	<ul style="list-style-type: none"> <li>• ad hoc meetings with students in office hours/by appointment (as appropriate in department)</li> </ul>
March	<ul style="list-style-type: none"> <li>• advise students on course choice procedures and implications of their proposed choices</li> <li>• review class reports</li> <li>• write academic adviser comments (LSE for You)</li> <li>• MSc students (in some departments): Approve dissertation proposal form (see Section 2.2)</li> <li>• check progress of students who have been barred from their exams; contact Departmental Tutor with suggestion to lift bar, or report on unsatisfactory progress (see Section 3.6)</li> <li>• discuss exam preparation and revision, and where appropriate review progress on dissertation in line with departmental requirements</li> </ul>
<b>Summer term</b>	
April	<ul style="list-style-type: none"> <li>• meet allocated students to discuss previous term's report (as appropriate in department)</li> <li>• requests for references increases substantially (see Section 5.6)</li> <li>• MSc students (in some departments): Approve dissertation proposal form (see Section 2.2)</li> <li>• check again the progress of students who have been barred from their exams (see Section 3.6)</li> </ul>
May	<ul style="list-style-type: none"> <li>• ad hoc meetings with students in office hours/by appointment (as appropriate in department)</li> </ul>
June	<ul style="list-style-type: none"> <li>• MSc students (in some departments): Further consultations with students on their dissertations</li> <li>• after the Sub-Boards of Examiners meeting, DTs will contact to agree a course of action for students who have not met progression requirements</li> </ul>
July	<ul style="list-style-type: none"> <li>• be prepared to respond to RTP requests for information regarding students</li> </ul>
August	<ul style="list-style-type: none"> <li>• be prepared to respond to RTP requests for information regarding students</li> </ul>





# section 1



## Section 2. Academic advising

- 2.1** Academic advising at LSE
- 2.2** Developing students' learning in the department
- 2.3** Developing students' learning beyond the department



## 2.1 Academic advising at LSE

Academic advisers can be expected to provide advice on a range of academic issues confronting students.

The particular model of “contested knowledge” advocated across the majority of disciplines at LSE may not be familiar to many undergraduates and graduates depending on their educational and cultural backgrounds and experience. The demand placed on students for original thought, clear argument and substantiated analysis can prove very challenging.

It is worth asking all advisees early on in their university lives how they are experiencing this LSE approach and providing additional developmental support where necessary, either by working directly with advisees or by referring students on to other academic support units including LSE LIFE, the Language Centre and the Library. In order to make the most of office hours and feedback sessions academic advisers may consider asking their students to prepare an agenda for their meetings identifying areas where they would benefit from academic developmental input. Issues of concern are likely to vary at different stages in the academic year and at different times in the degree cycle, both at the undergraduate and graduate levels. (See chart in section 1.4)

## 2.2 Developing students’ learning in the department

### Essay writing

Many undergraduates and a considerable number of postgraduate students arrive at LSE with little experience of the conventions of academic essay writing in UK higher education and also within their discipline. In addition many students will be writing essays in English for the first time. Thus at the beginning of their time at LSE students can face a steep learning curve. It is now accepted School practice that students in their first year of study have to submit and receive feedback on a piece of formative work from their core courses by the end of Week 5 or 6 of Michaelmas Term. Academic advisers can support their students in developing their essay writing skills by helping them to understand different aspects of essay writing. These may include:

- building a clear line of argument, which is developed throughout the work;
- developing a logical structure;
- constructing a substantiated analysis, where appropriate informed by theory and empirical examples;
- engaging with relevant academic literature;
- writing clearly and succinctly;
- adopting a complete and consistent referencing system.

Students do not necessarily understand exactly what these different elements entail so it is worth spending some time covering them.

All departments have marking criteria but these are not always comprehensible to students, and academic advisers can usefully assist students in explaining and clarifying them. In some departments, such as Anthropology, academic advisers mark student essays on first year core courses, providing a useful opportunity to work with advisees on some of these questions.

Through LSE for You academic advisers will have an overview of their students’ ongoing performance and they are therefore in a position to identify areas for development, and support their advisees in making effective use of formative feedback to improve their academic performance. In this regard it may be worth directing students to the essay writing sessions run by LSE LIFE at the start of the academic year.

There are also useful resources on Learning Development and LSE LIFE’s Moodle sites. In addition the Language Centre runs courses on English for Academic Purposes. Certain departments may also run their own student drop-in centres.

### Problem sets

Students in quantitative disciplines are usually required to complete problem sets as part of their course work. In some departments such as Mathematics and Statistics many courses require students to submit work for marking before every class, while others only require work to be handed in for marking several times a term. Class teachers are usually required to enter these grades into LSE for You, where they play a vital role in monitoring the progression and ongoing development of students.

From the outset it is a good idea for academic advisers to underline to their advisees the cumulative nature of almost all quantitative courses which means that once a student gets seriously behind it is hard to catch up. In this regard they may also want to emphasise the critical importance of practice in order to be able to know: (i) what the question is asking; (ii) what approach to use; and (iii) the steps that are required in order to implement the approach. Some academic advisers may have advisees who are not completing their problem sets as part of their course work. The challenge for academic advisers is to identify the students in question and the possible causes of their behaviour, which may range from lack of motivation to lack of understanding or other personal/pastoral issues discussed elsewhere in this handbook, and then to seek to address the issue(s). Where appropriate the academic adviser may provide additional developmental support by working directly with the student. Alternatively, advisees should be encouraged to make use of all available opportunities for support including attending feedback sessions (such as classes) as well as the office hours of their class teachers and/or lecturers.

### Information and digital literacy skills

Although students may be active users of social networking sites and mobile phone technology in their social lives, they may need additional guidance in using technologies for academic purposes. This includes skills such as finding information for a literature review, managing large quantities of information, evaluation of source material, referencing and citation (see below) and other information

and digital literacy skills. They also may not have encountered in-class student presentations and the use of PowerPoint, the need to word-process submitted work, or the use of a Virtual Learning Environment such as Moodle.

Academic advisers should try to identify as soon as possible which aspect of study might be new and challenging to their students, both undergraduates and graduates. Where they are able to illustrate or demonstrate the skills required during office hours and feedback sessions they should try to do so as these skills are best learnt in the context of an academic discipline. If this is not possible they can refer their students to the Library Companion to Moodle, an online course open to all students at LSE, or to the guided self-study opportunities and one to one sessions offered by the Library, Learning Technology and Innovation and IT Training, all of whose websites contain a range of resources.

Undergraduate and graduate students should be encouraged to consult the Training and development system ([lse.ac.uk/training](http://lse.ac.uk/training)) to investigate the wide range of workshops run by various training providers at LSE.

## Referencing and citation styles

It is important that students are introduced to LSE/UK higher education protocols around citing and referencing early on in their course of studies by their course teachers and that these protocols are reinforced, where appropriate, by academic advisers. Students may arrive at LSE both at undergraduate and graduate levels with limited knowledge of noting and referencing practice or having been used to different cultural conventions. Guidance should also be articulated in course handbooks. Some departments use Turnitin, the text matching software. In addition the Library and LSE LIFE run regular workshops throughout the academic year on avoiding plagiarism, academic integrity and referencing practice that students should be encouraged to attend. There is no single citation protocol established for all departments at LSE. Rather, different disciplines support different citation and referencing approaches.

## Dissertation writing

All Masters students and a growing number of undergraduate students are expected to write a dissertation as part of their programme of study at LSE. However the timing and organisation of practice in supporting students' dissertation work and the nature of supervision varies widely across the School, so it would be worth checking what your department expects of you as an AA.

### Undergraduates

The role played by the academic adviser in the students' research projects varies, for example:

- In International History (HY300), the academic adviser role is largely confined to making sure students are progressing with the project.

- In Government (GV390) it is the role of the academic adviser to provide broad direction in terms of scoping out topics and research design.
- In Geography and Environment (GY350) students regularly report on their research progress to their academic advisers during meetings in MT and LT.

Academic advisers should bear in mind that for many undergraduates the dissertation or independent research project will be the student's first experience of working on a project of this nature and so even if they do not play a direct supervisory role they can provide invaluable advice about different aspects of research design as well as on overcoming the inevitable psychological challenges of such a project.

### Postgraduates

There is considerable variation in the degree and timing of supervision and developmental support offered to Masters students in the dissertation writing process. Some departments run dissertation courses and workshops; others rely almost entirely on the academic advisers. Yet others allocate dissertation supervisors based on the topic chosen by individual students and the area of expertise of academics in the department.

Academic advisers are expected to meet their advisees several times in the course of the academic year to discuss possible research questions and the accompanying theoretical and methodological questions that arise in the process of developing a viable research project. This has become increasingly important with the new academic year structure at the School. While advisers should make it clear that they are not necessarily subject experts on the topic under discussion, it is entirely appropriate for them to provide general guidance on literature searches, methodology and research planning. In most departments students have to submit a dissertation approval form signed by their academic adviser by the end of Lent Term or towards the beginning of the Summer Term in which they lay out their research question, a synopsis of their proposed dissertation and an explanation of the sources they will be drawing on.

Students should also be encouraged to approach other members of academic staff with complementary research interests within their department and across the School with concrete questions concerning their dissertation topic. The Departmental Liaison Librarian may be of assistance in locating relevant source material. Throughout the academic year, LSE runs a series of dissertation-related talks and workshops that your students could attend. Please check the LSE LIFE website for details. Students can also find useful guidance on literature and data searching, the compilation of bibliographies and citation and referencing on the Library Companion for Researchers and the Library Companion for Data Searching on Moodle.

## 2.3 Developing students' learning beyond the department

As mentioned above, the development of students' academic literacies is most effectively embedded within students' academic departments. Working together with LSE LIFE learning developers, the Teaching and Learning Centre's departmental advisers can advise individual departments about how to build capacity in this area. Information about LSE LIFE follows in the next section.

### LSE LIFE

LSE LIFE is the School's academic, personal and professional development centre for undergraduate and taught graduate students. Housed in bespoke space on the ground floor of the Library, LSE LIFE brings together the many development opportunities offered by different LSE professional service divisions in one central, accessible, and welcoming place. LSE LIFE offers students one-to-one advice, practical workshops, and large-group learning events. LSE LIFE is also a hub for collaboration, where staff from different parts of the School, including the LSE LIFE team, LSE Careers, LSE Library, and colleagues in academic departments, create and deliver innovative learning opportunities – both for general student audiences but also for specific, programme cohorts, or year groups.

LSE LIFE has three main objectives:

1. LSE LIFE offers students an institution-wide programme of academic, personal and professional development opportunities.

- Lectures and workshops on core academic skills, such as Studying at LSE, Writing Essays, Reading Effectively and Thinking Critically.
- Workshops on key 21st century skills, such as Creative Thinking, Communicating Well, Working Collaboratively and Problem-Solving.
- Events on making the most of your time at LSE and life after graduation, such as volunteering opportunities, careers fairs and external speakers.
- Training on research and information management tools, such as Endnote, SPSS, data analysis and surveys.

2. LSE LIFE houses an advisory service for taught students, who can come to the Centre and ask any question about study or development opportunities at LSE.

- Study advisers on duty every day to answer questions and discuss study-related issues and/or direct students to further assistance and practice.
- Specialist advisers throughout the week, including career specialists, librarians, English-language teachers, maths and stat tutors, professional writers, and others.
- Drop-in service for on-the-spot guidance with study-related tasks.
- Bookable consultations, in small groups or one-to-one.

3. LSE LIFE offers colleagues in academic departments support to develop new student learning opportunities in LSE LIFE's purpose-built space.

LSE LIFE can deliver learning activities tailored to departmental, programme, or course needs. For example:

- Writing retreats to help students get started with or edit their essays.
- Time-management for planning exam-revision.
- Practice sessions for effective reading and note-taking, using a text provided by the department.
- Workshops on dissertation structure following departmental criteria.

LSE LIFE can host and offer support for learning activities that are developed and delivered by departments. For example:

- Departmental orientations, with an introduction to studying at LSE.
- Mini-conference events, with preparation for and feedback on public speaking and presentation skills.
- External speakers, with support for follow up group discussions.
- Case study simulations, with support to facilitate group discussions.

Finally, starting this academic year, LSE LIFE is proposing a new reflective tool that guides students through an independent and personal reflection on the experience and skills they have, and those areas they may wish to develop further. This tool is particularly relevant for academic advisers as it can be part of your advisory meetings. In the tool, students respond to a series of statements to reflect on their own confidence and priorities with respect to their studies and their goals. After students complete the tool, advice is offered, including events they can take part in at LSE LIFE and with other professional services divisions at the school. Skills for study and for everyday life are illustrated using a set of icons and simple definitions. Students also encounter these same icons throughout the academic year, as we use them to signal skills that participants can develop in every LSE LIFE workshop. This way, students can identify for themselves the skills or goals that are important for them, and look out for events that focus on those specific areas.

You can use the reflective tool at the beginning of the year, or anytime you give feedback, as an easy way to frame discussions about students' experiences and what they can do themselves to develop skills to do well both inside and outside the classroom. The tool, together with the icons and definitions, helps clarify skills for study and for life and show how these skills are closely related and intertwined. Our reflective tool will be available on the LSE LIFE website ([www.lse.ac.uk/lselife](http://www.lse.ac.uk/lselife)) at the beginning of the academic year. For more information on this tool or how you can best use LSE LIFE, please come and see us on the ground floor of the Library or send us an email at [lselife@lse.ac.uk](mailto:lselife@lse.ac.uk)



## Section 3. Academic progression decisions and procedures

- 3.1** Summary of responsibilities: academic progression decisions and procedures
- 3.2** Reviewing academic progress
- 3.3** Deferral
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- 3.6** Examination bar – a guide to the procedure for BA/BSc/LLB and General Course students
- 3.7** AWOL – procedure to follow if a student does not attend classes and does not respond to meeting requests
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- 3.10** Medical and other emergencies during the exams
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- 3.13** Follow-up and monitoring of students who have been awarded repeat teaching or exceptional progression



## 3.1 Summary of responsibilities: academic progression decisions and procedures

The following table provides a quick summary of academic advisers' responsibilities for each of the key academic advice tasks, along with information on others involved, pointers to web links and key advisory contacts. The subsequent sections provide further details on each task.

NB Several of the forms that students must complete to make changes to their studies can be found on the SSC website:

[www.lse.ac.uk/collections/studentServicesCentre/sscForms.htm](http://www.lse.ac.uk/collections/studentServicesCentre/sscForms.htm)

Activity	Academic adviser (AA)	Others involved
<b>Reviewing academic progress:</b> termly review of class teacher reports on attendance, performance and class-work grades. (see Section 3.2)  Important for: <ul style="list-style-type: none"> <li>• building rapport with student and ensuring their wellbeing</li> <li>• assessing academic progress, and identifying potential problems so support can be provided</li> <li>• building up information for reference writing</li> <li>• maintaining an information/audit trail should problems arise in the future.</li> </ul>	Key element of AA role, involving meeting student and following up on any matters arising, and writing comments in LSE for You.	DT only involved if AA not fulfilling role adequately, or on request from AA.  DT may prompt colleagues to ensure LSE for You completed.  For problems with these aspects of LSE for You, contact your departmental administrative staff.
<b>Deferral:</b> postponing exam(s) by a year, teaching having been completed. See Deferral (undergraduate) at <a href="http://lse.ac.uk/deferrals">lse.ac.uk/deferrals</a> (see Section 3.3)	Direct student to Senior Adviser to Students for advice, via SSC ( <a href="mailto:ssc.advice@lse.ac.uk">ssc.advice@lse.ac.uk</a> )	Advice is provided by the Senior Adviser to Students.  Chairs of Exam Sub-Boards and School Board must authorise deferral. The Adviser must also approve a deferral of between one and all courses.  Student Services Centre (SSC) must be informed.
<b>Interruption:</b> breaking off from studying during an academic year, to resume at a later date. See <a href="http://www2.lse.ac.uk/intranet/students/registrationTimetablesAssessment/Registration/Changes/interruption.aspx">www2.lse.ac.uk/intranet/students/registrationTimetablesAssessment/Registration/Changes/interruption.aspx</a> (see Section 3.4)	Need to authorise interruption, via SSC ( <a href="mailto:ssc.advice@lse.ac.uk">ssc.advice@lse.ac.uk</a> ).	DT needs to authorise interruption.  Only the Senior Adviser to Students can authorise an extension to an interruption going beyond one year.
<b>Examination bar:</b> process of stopping student from taking an examination. (see Section 3.6)	AA can set up an initial exam bar if concerned about student attendance/performance on a course. If performance does not improve, and bar continued, AA must inform DT and the Registry Team (SSC) ( <a href="mailto:ssc.exambarring@lse.ac.uk">ssc.exambarring@lse.ac.uk</a> ).	DT to be kept informed and can advise student and tutor. DT can enforce a bar.  Senior Adviser to Students has ultimate authority on whether or not to uphold exam bar.

Activity	Academic adviser (AA)	Others involved
<p><b>AWOL (absence without leave):</b> procedure to follow if a student does not attend classes and does not respond to meeting requests from AA.</p> <p>(see Section 3.7)</p> <p>Key contact: Nicola Morgan (<a href="mailto:ssc.advice@lse.ac.uk">ssc.advice@lse.ac.uk</a>)</p>	<p>Email students who fail to attend classes regularly, asking to meet and offering support. If student fails to respond after another two weeks, the AA should refer the matter to the DT.</p>	<p>DT should make a third attempt at contacting the student by email and in hard copy to the student's home and contact address. If the student does not respond within two weeks the matter is passed to the Registry. The DT may also wish, at this point, to impose a provisional exam bar (see procedure).</p> <p>If the student does not contact the DT or AA by the deadline date, the case is passed to the SAS and SSC.</p>
<p><b>Individual Examination Adjustments:</b> process for putting in place individual exam adjustments for disabled students. See the Exams at LSE page in the Current students section at <a href="https://lse.ac.uk/disability">lse.ac.uk/disability</a></p> <p>(see Section 3.8)</p>	<p>Advise student to contact Disability and Wellbeing Service (DWS) before the middle of Lent Term – note that students can maintain confidentiality and have adjustments put in place without the department being made aware (<a href="mailto:disability-dyslexia@lse.ac.uk">disability-dyslexia@lse.ac.uk</a>).</p>	<p>Individual Examination Adjustments Panel and DWS (IP process).</p>
<p>NB: for <b>medical and other emergencies</b> close to examinations contact Student Services Centre Advice Team on +44 (0)20 7955 6167.</p>	<p>Advise student to attend exam if possible, and to contact SSC as soon as possible.</p>	<p>Student to contact the SSC directly and submit original documentary evidence.</p>
<p><b>Evidence of exceptional circumstances:</b> alerting exam boards to health and other problems that may impact on student performance in an examination. See Exceptional circumstances during the examination period at <a href="https://lse.ac.uk/exceptionalcircumstances">lse.ac.uk/exceptionalcircumstances</a></p> <p>(see Section 3.9)</p>	<p>Advise student to send original evidence of exceptional circumstances to the SSC (AA may wish to keep a copy) with the exceptional circumstances forms. NB forms must be submitted within seven days of the student's last examination or assessment deadline (eg, dissertation).</p>	<p>Student to contact the SSC directly and submit original documentary evidence of exceptional circumstances.</p>



Activity	Academic adviser (AA)	Others involved
<p><b>Decisions concerning progression after examination failure:</b> If students fail more than the allowed number of papers and apply for repeat teaching, the Repeat Teaching Panel (RTP) decides on whether they can progress to the next year, and may set conditions for progression. See Repeat Teaching Panel Information at <a href="http://lse.ac.uk/repeatteaching">lse.ac.uk/repeatteaching</a></p> <p>(see Section 3.11-3.12)</p>	<p>Advise student, and take active role in follow-up and monitoring of progress.</p>	<p>DT will provide a recommendation to the RTP on behalf of the department and be involved in ensuring adequate follow-up and monitoring of progress.</p>

## 3.2 Reviewing academic progress

Reviewing student academic progress is a vital aspect of the academic adviser role. This will take a variety of forms: meetings with students, other forms of ongoing contact with students (eg, noting and taking action of automated emails which indicate student non-attendance; other email contact with students), reviewing class teacher comments and records on LSE for You, and writing academic adviser comments on the student's class records. In some departments, it is also common practice for academic advisers to read and mark undergraduate first year essays, and to meet and discuss these with students. Departments set their own policy on the number and timing of meetings with students, and individuals are expected to fulfil that policy. Where students have been encouraged to attend an office hour meeting and have then failed to make or keep their appointment, it is worth noting this on LSE for You.

A student who experiences serious difficulties (eg, resulting from an ongoing disability, acute illness or other personal reasons) has three options:

- apply to defer taking one or more examinations for one year (see 3.3)
- interrupt studies (see 3.4)
- continue and sit all papers in the current session.

Academic advisers should be aware that for international students, there may be visa related issues to explore when considering different courses of action.

## 3.3 Deferral

Students may only apply to defer taking one or more examinations if they have completed the teaching in the relevant subject(s), in other words, decisions about deferral can be made only in the Summer Term. If a student has missed a substantial amount of teaching, they cannot defer and would be expected to interrupt their studies. Repeat teaching in the next session is not normally granted for students who defer their examinations.

If a student applies to defer **one or all** of their examinations, the decision may be made by the Chair of the relevant Sub-Board of Examiners (or the Chair of the Law Board in the case of LLB students). If a student applies to defer **more than one but less than all** examinations, then the student must be referred to the Senior Adviser to Students.

If a request for deferral is made prior to the completion of teaching, it must be explained to the student that such requests cannot be granted until the Summer Term when all teaching has been completed. However, where appropriate, it may be indicated to the student by the academic adviser that, in cases where circumstances are unlikely to improve, the request is likely to be looked upon favourably by the School.

## 3.4 Interruption of studies

A student can apply to interrupt their studies for a documented medical or personal reason. Interruption allows the student to take an authorised break in their studies for one calendar year, commencing from the beginning of a term. To set up an interruption of studies the student needs to get an Interruption of Registration form from the Student Services Centre (SSC), complete it and have the break authorised by both the academic adviser and the departmental tutor. The form should then be returned to SSC by the student. Decisions to authorise are made on the basis of properly supported reasons such as medical problems the School makes the final decision.

Further years of interrupted study are normally only granted on strong medical/disability related grounds, and require further permission from the Senior Adviser to Students.

Interruptions are not normally granted retrospectively. Sometimes academic advisers will see students who need to interrupt their studies as they have experienced ongoing difficulties which has meant that they have not benefited from the teaching before their application for interruption. These students can be advised to contact SSC Advice to discuss options.

## Two case studies

### One year interruption

A student comes to see the academic adviser as her mother has passed away suddenly at the end of the Michaelmas Term and she wishes to return home to spend time with her family. She has completed the first term with good class reports and has provided evidence to support her situation. The academic adviser would refer this case on to the departmental tutor who would then agree to authorise an interruption of one year, allowing her to return at the start of the Lent Term in the next academic year. The student pays one third of her fees in the current session, and the remainder in the next session when she returns.

### One year interruption plus repeat teaching

A student comes to see the academic adviser in November, explaining that he has attended most of his classes but has not been able to keep up because of family pressures. He was expected to look after his siblings when not at LSE studying and had also had to work at weekends to supplement his loan and could not afford to live in LSE Halls of Residence.

A deferral would not be appropriate in this case as there is nothing immediate affecting the student's ability to sit the examinations, and his difficulties relate to a failure to benefit from the teaching over the course of the year.

The academic adviser consults with the departmental tutor (DT), who agrees to interrupt the student's studies from the end of the Michaelmas Term, allowing him to take a break and work full time for a while to build up some finances for next year. However, it is clear that the student has not benefited fully from the teaching and would therefore need to have repeat teaching to have a reasonable chance of passing his exams in the next year. The DT, therefore, makes the interruption subject to an application to the Repeat Teaching Panel (RTP) to repeat the Michaelmas term. The DT also asks the student to see the Senior Adviser to Students about whether a halls place could be found for him next year, allowing him to move away from the family environment which had put so much pressure on his studies.

In short, if at all in doubt DTs and AAs should consult with the SSC Advice Team and the Senior Adviser to Students.

## 3.5 Withdrawals

If a student indicates that they are considering requesting to withdraw permanently from the School then they may normally be encouraged to apply for an interruption of studies instead. If the interruption is approved by the departmental tutor then it has the advantage of allowing the student time to consider their options and hopefully resolve the difficulties that have caused them to take a break depending on the situation. Details regarding formally withdrawing from the School, including the notification form, are available on the School website. Any student that suggests they may need to withdraw can also be referred to the SSC Advice Team for additional support and guidance.

## 3.6 Examination bar – a guide to the procedure for BA/BSc/LLB and General Course students

The regulations state that:

*The School may at its discretion exclude from an examination a candidate who has not satisfactorily attended the course in that year of study or who has not completed the work required in that course.* Regulations for First Degrees [21]

While General Course students fall under the rubric of these regulations, the serious implications that barring could have on their being able to complete their year of study at LSE and their degree at their home university, means that the imposition of an examination bar should only take place in consultation with the General Course team.

There is no formal barring process for taught graduate students.

Courses in which a student is barred are coloured on LSE For You: orange for a provisional bar and red for an enforced bar. This is to encourage class teachers and academic advisers to pay special attention to completing and monitoring these student records.

### The benefits of barring

The imposition (or threat) of an examination bar should be seen as a means to strengthen tutorial and pastoral support, rather than as a punitive mechanism, although of course it is hard for students not to see it as a punitive course of action.

Barring has been shown to be very useful in identifying students who are struggling for academic and/or other reasons – thereby initiating a response within the department and triggering meetings between the student and academic adviser (AA) and/or departmental tutor (DT), or directing the student to support services elsewhere within the School. Such action allows AAs/DTs to identify more easily those students whose attendance and/ or course work submission is poor across a number of courses and those who may need help dealing with non-academic issues affecting their academic work. It also warns those students in need of a firm reminder to pay more serious attention to their studies.

Only a small number of students provisionally barred in the Michaelmas or Lent Terms remain barred in the Summer Term, indicating that, in most cases, barring has a positive effect in getting students to take their class attendance and/or course work submission more seriously.

## Importance of early and consistent intervention

By mid/late Michaelmas Term there are typically a number of “problematic” students (or students with problems) who come to the attention of AAs where a provisional examination bar may be imposed or threatened.

Students should be warned early and clearly – with a provisional bar where appropriate – to give them time to improve their engagement, and meet the criteria to get the bar lifted. This also expends fewer School resources than latter interventions.

Please use barring consistently – inconsistency fails to support students with low levels of engagement, creates inequalities and hampers the Senior Adviser to Students in upholding bars.

**LSE 100.** Attendance at LSE100 classes is compulsory. Non-attendance will be alerted to AAs/DTs as for other classes and should be followed up with students, but performance on LSE100 does not affect any progression or barring decisions for students’ degrees. As the interim and final marks for LSE100 are both partly based on in-class assessed activities, AAs are asked to respond promptly to any attendance issues that arise.

## Procedure for imposing a provisional examination bar in one or more examinations

Those who can impose bars:

- The student’s academic adviser (AA) – please seek agreement from DT before taking action;
- The departmental tutor (DT);
- The Senior Adviser to Students.

Although neither course leaders nor class teachers can impose a bar, they may request that a student’s AA imposes a bar.

Those who can lift bars:

- The Senior Adviser can lift any bar;
- The DT can lift any bar except one imposed by the Senior Adviser, including one imposed by an AA.

## When a bar should be considered

Using LSE for You, AAs should identify those students whose class registers show one or more of the following:

- regular and/or repeated absences (shown as A on class registers);
- regular and/or repeated absences with reason (shown as R on class registers);
- failure to submit course work;
- adverse comments from class teachers.

The DT Forum (Summer Term 2008) agreed that, for any course, missing 50 per cent or more classes or failing to submit 50 per cent or more required course work should act as a trigger for considering a provisional bar. However, AAs are free to impose more stringent criteria if they consider such action appropriate. Equally, a student’s personal circumstances may be such that imposing a provisional examination bar may be deemed unhelpful.

## Mechanisms for imposing a provisional examination bar in one or more courses

### Summary of the stages of barring

In the Michaelmas Term – at the very latest by the end of Week 7 of the Michaelmas Term – any students who are not engaging with their studies (ie, not attending and/or failing to submit course work) should have been warned about their need to improve and guidance given about how this could be achieved.

At this stage an email should be sent by the DT/AA to the student outlining their concerns and the sources of help/advice available to the student.

When initial communications with the student have not resolved the issue, you can impose a provisional exam bar on one or more of the student’s courses.

### Stage 1: Imposing a provisional examination bar

- Notify the student that you are imposing a bar, and the conditions/deadlines required to lift the bar, by emailing them and attach the Notice of Provisional Exam Bar form. You will need to retain a copy of each barred student’s form, as it may need to be updated. Please copy the email to **BOTH** [ssc.exambarring@lse.ac.uk](mailto:ssc.exambarring@lse.ac.uk) and, in the case of General Course students, additionally to [gc@lse.ac.uk](mailto:gc@lse.ac.uk)
- On receipt of this form, the Registry team will enter a code on the Student Record System database which will result in provisionally barred courses being highlighted in orange on LSE for You class registers.

### Stage 2: Applying further conditions to a provisional bar

- If the initial conditions have not been met, you may wish to impose further conditions on the student before you will decide to lift or enforce the bar. Please complete the Stage 2 section of the Notice of Provisional Exam Bar form and again notify the student of the conditions required to lift the bar by emailing them and attaching a copy of this form. Please send the email to [ssc.exambarring@lse.ac.uk](mailto:ssc.exambarring@lse.ac.uk) and, in the case of General Course students, additionally to [gc@lse.ac.uk](mailto:gc@lse.ac.uk)

### Stage 3: Requesting a provisional examination bar be lifted or enforced

- If the conditions have been met, then the DT should notify the student that they have met the conditions and that the provisional bar will be lifted. Please email [ssc.exambarring@lse.ac.uk](mailto:ssc.exambarring@lse.ac.uk), and, in the case of General Course students, [gc@lse.ac.uk](mailto:gc@lse.ac.uk), advising that the bar is to be lifted. In the case of a provisional bar imposed on multiple courses, please be sure to specify the outcome of each individual course.
- If the conditions have not been met by the deadline, the DT should notify the student of the reasons for the provisional bar being enforced. Please email [ssc.exambarring@lse.ac.uk](mailto:ssc.exambarring@lse.ac.uk), and, in the case of General Course students, [gc@lse.ac.uk](mailto:gc@lse.ac.uk), advising that the bar is to be enforced. The SSC will arrange an appointment for the student to meet the Senior Adviser to Students who will then make a decision about future action.

If you have a student who would benefit from meeting with the Senior Adviser to Students, please notify the SSC Advice Team ([ssc.advice@lse.ac.uk](mailto:ssc.advice@lse.ac.uk)).

### Action timeline

In order for the barring procedure to be successful, it is essential that AAs/DTs take an active role in monitoring that the conditions and deadlines set as part of the provisional bar are being met by the student.

#### Michaelmas Term – by the end of Week 7:

As soon as class attendance and/or course work submission is identified as problematic, AAs/DTs should (i) see students to discuss their lack of engagement and identify support mechanisms, (ii) send a letter/email to underperforming students outlining their concerns and the sources of help/advice available.

#### Michaelmas Term – by the end of Week 10:

AAs/DTs should have imposed provisional bar exams, notified students and submitted the appropriate forms to [ssc.exambarring@lse.ac.uk](mailto:ssc.exambarring@lse.ac.uk). Under certain circumstances, requests for provisional bars may be made in the Lent Term, normally up until the end of Week 3.

#### Lent Term – by end of week 10:

AAs/DTs should monitor condition deadlines and take appropriate action according to stages 2 and 3 above and notify the students, Registry and the Senior Adviser. In particular, for those students who have failed to comply with conditions it is often useful to set further conditions to be completed by the beginning of the Summer Term.

#### Lent Term – by the end of Week 11:

AAs/DTs should lift or enforce provisional examination bars according to stage 3 above, notifying the students and [ssc.exambarring@lse.ac.uk](mailto:ssc.exambarring@lse.ac.uk)



### 3.7 AWOL – procedure to follow if a student does not attend classes and does not respond to meeting requests

1. The AA is informed (from absence emails and from LSE for You class reports) that a student has failed to attend all classes for a period of two consecutive weeks. The AA emails the student requesting a meeting to discuss their progress, making clear that if the student is experiencing difficulties, there is support available. The student should be given a two week deadline by which to respond and/or attend a meeting.
2. If the student fails to make contact by the given deadline, the Departmental Tutor (DT) assumes responsibility for the case.

#### Unauthorised Break (BU) policy

BU students are those who:

- Do not return from any break in their studies
- Do not apply for repeat teaching as specified in the conditions of an interruption
- Do not apply for repeat teaching following an enforced exam bar
- Have been rolled to BU following the AWOL process

If a student's registration status has become BU as a consequence of any of the above they will also be given enforced exam bars in all courses and will lose out at the exam attempts in that academic year. If students have already existing bars they will remain in place (and will be extended to all courses as applicable).

Students will be kept on BU status for one academic year only. If no contact is made with the School in that time they will be withdrawn from their programme of study once the next academic year begins.

If contact is made and the student adheres to the expectations (for example successfully applies for repeat teaching) then every effort will be made to enable the student to continue with their studies. BU Students should make contact with the Senior Adviser to Students, and departments are advised to refer students onto the Senior Adviser if they are approached in the first instance.

Students returning from BU will be asked to provide evidence showing why they had been unable to study or communicate with the School during their time of unapproved absence. In some circumstances they may also be required to provide a medical document declaring that they are fit to return to study.

It is worth noting that a student on BU will not usually be then granted an interruption – as this will mean they have had a break of a minimum of two years. This is in line with the guidelines for second interruptions (which are only approved in extremely exceptional circumstances).



Non-attendance for LSE100 courses will also be notified to academic advisers and should be treated in the same manner as for other non-attendance, although no barring may be imposed as a result.

### 3.8 Individual Examination Adjustments (IEAs)

Students with a disability or chronic medical condition should be advised to contact the Disability and Wellbeing Service (DWS) early in the academic year to arrange a meeting to discuss any arrangements they may need to support them in their studies and assessments. The agreed arrangements are recorded in an Inclusion Plan (IP). See Appendix 2 for a sample IP and Section 5.3 for further information on supporting disabled students. Applying for IEAs will also be discussed with students at the meeting. Students may not necessarily disclose their disability to either their AA or DT, but may have IEAs implemented if they disclose their disability to the DWS.

All IEA applications are made via DWS and are considered by the IEA Panel prior to the exam period, hence the value of AAs and DTs offering timely advice. The IEA Panel ensures consistent decision-making with all applications received. If approved by the IEA panel, students receive e-mail confirmation of the IEAs which will be implemented for them. They will also be sent details of how IEAs operate. It is worth noting that students with IEAs do not sit their exams in the main exam rooms.

Application deadlines for IEAs are Friday 17 November for January exams and Friday 23 March for Summer Term exams. Students who suffer a medical emergency or close to an exam should be referred to the SSC to complete a Short Term IEA form if they require support in sitting their exams and are fit to do so. These applications will be considered by the IEA panel and temporary measures will be put in place for one exam season only.

### 3.9 Exceptional circumstances to the Board of Examiners

Illness, accident, bereavement and other personal circumstances may affect a student's academic performance when completing course work or sitting examinations. When advising students in such circumstances, it is important that academic advisers and departmental tutors make it clear to students that they must fill in an Exceptional Circumstances form (available from the Student Services Centre (SSC)). Detailed documentary evidence (eg, medical note, death certificate, legal documentation) should be attached. The letter and supporting documentation must be submitted to the SSC (Room G.14 on the ground floor of the Old Building) no later than seven days after the student's last timetabled examination or formal assessment (eg, dissertation). The evidence is then passed to the Sub-Board of Examiners for consideration.



Academic advisers or departmental tutors advising students in these circumstances may ask for copies of such documents, but the originals must be submitted to the SSC. Information on these matters is provided directly to students in the “Exam procedures for candidates” issued via LSE for You with their personal timetables. It is important to note that mitigation does not lead to any mark changes. Rather, it is taken into account at final classification stage, when the Board can amend the class of degree in borderline cases.

The LSE100 Sub-board of Examiners will consider exceptional circumstances in the same manner as for other courses.

For further details see exceptional circumstances during the examination period at [lse.ac.uk/exceptionalcircumstances](https://lse.ac.uk/exceptionalcircumstances)

### 3.10 Medical and other emergencies during the exams

Normally the best advice to give a student experiencing illness or distress is to attempt the exam if it is practically possible for them to do so and they do not have a contagious illness. Please note that students entering an exam room are declaring themselves fit to sit the exam. Contact or send the student direct to the Student Services Centre (Room G.14 in the Old Building, ext. 6167 or 7350) for more advice if needed. If a student comes to see you after the start time of their exam and wishes to sit the exam, please ensure that they are escorted to the SSC and not left unaccompanied otherwise the paper will be compromised. A student is not normally allowed to enter an exam late. If a student does not feel they are able or fit to sit the exam, please discuss the deferral policy with them.

### 3.11 Exam failure and progression rules for BA/BSc students

A student who has failed only one unit will be eligible to progress to their next year of study. The School may consider an application to progress to the next year of the degree from a student who has not met this requirement and at its discretion the School may allow such a student to progress or to undertake repeat teaching in the failed courses as appropriate.

A candidate who has failed an examination and who has not been awarded a degree will normally be permitted and may be required to re-sit the failed paper at the first possible opportunity, but no LLB paper or first year BA/BSc paper shall be sat more than three times, and no second or third year BA/BSc paper shall be sat more than twice. An absence from an examination will normally receive a mark of zero and count as a failed attempt.

Law (LLB) students have different regulations – the Advice team ([ssc.advice@lse.ac.uk](mailto:ssc.advice@lse.ac.uk)) can provide further information if required.

The above are extracts from the Regulations for First Degrees and should be read with reference to the full Regulations: see <https://>

[info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForFirstDegrees.pdf](https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsForFirstDegrees.pdf)



Students' interim provisional and/or final marks for LSE100 do not affect the progression in any way.

### 3.12 Students who fail to meet the School progression rules: Repeat Teaching Panel (RTP)

The Panel meets over the summer in August and early September. Depending on the nature of the application, DTs are either asked to decide the outcome of the request or to make a recommendation to the Panel. DTs will rely on the AAs to update student information on LSE for You and provide any relevant additional information. As these processes happen over the summer months when staff are involved in their own research and could be away from the School, this liaison may need forward planning.

### 3.13 Follow-up and monitoring of students who have been awarded repeat teaching or exceptional progression

The performance of students who have been awarded repeat teaching or exceptional progression is monitored by the Panel in the following academic year. Feedback may be requested from AAs and DTs during the year to help assess student performance. Students who are subjected to monitoring will have the top of their LSE for You class registers highlighted in yellow. AAs are asked to comment on attendance, submission of course work and grades, and student contributions in class. In this context, liaison with class teachers may be important. This is a vital role of the AA, as the DT does not have easy access to this information.

If the student fails to demonstrate that they are taking the repeat teaching seriously, the Panel can recommend that they are provisionally barred from their examinations. In exceptional cases the Panel can request that the student has their registration terminated and are required to re-apply to the Panel for teaching in the next academic session to be permitted to return to the School.



# section3



## Section 4. Academic choices and changes

- 4.1** Summary of responsibilities: academic choices and changes
- 4.2** Course choice
- 4.3** Making changes
- 4.4** Staff Student Liaison Committees



## 4.1 Summary of responsibilities: academic choices and changes

NB Forms that students must complete to make changes to their studies can be found at SSC forms: [www.lse.ac.uk/collections/studentServicesCentre/sscForms.htm](http://www.lse.ac.uk/collections/studentServicesCentre/sscForms.htm)

Activity	Academic adviser (AA)	Departmental tutor (DT)	Others involved
<p><b>Initial course choice:</b> Students complete the administrative aspects of course choice online via LSE for You. Departments have different approaches to advising students on course choice.</p> <p>See Course registration at <a href="http://lse.ac.uk/intranet/students/registrationTimetablesAssessment/Registration/Course/Undergraduate/ugcoursechoice.aspx">lse.ac.uk/intranet/students/registrationTimetablesAssessment/Registration/Course/Undergraduate/ugcoursechoice.aspx</a></p> <p>Key contact: <a href="mailto:ssc.coursechoice@lse.ac.uk">ssc.coursechoice@lse.ac.uk</a></p>	<p>AA should be available for meetings with new students to discuss and advise on course choice in the first week of term.</p> <p>AA authorises all “standard” course choices, via LSE for You.</p>	<p>DT must authorise course choices when students go outside their programme regulations.</p>	<p>SSC (<a href="mailto:ssc.coursechoice@lse.ac.uk">ssc.coursechoice@lse.ac.uk</a>) and Undergraduate Studies Sub-committee (USSC) if suspension of regulations is required.</p>
<p><b>Changing class allocation within a course:</b> undergraduate students may request to change timetabled classes in exceptional circumstances via LSE for You.</p> <p>See Course changes at <a href="http://lse.ac.uk/intranet/students/registrationTimetablesAssessment/Registration/Course/Undergraduate/ugcoursechoice.aspx">lse.ac.uk/intranet/students/registrationTimetablesAssessment/Registration/Course/Undergraduate/ugcoursechoice.aspx</a></p>		<p>DT of department responsible for teaching the class authorises a change of class via LSE for You (DT can specify who will be allowed to enrol if the class is not already full).</p>	<p><b>LSE100:</b> Please note that class change requests for LSE100 are managed by the LSE100 Course office (<a href="mailto:LSE100@lse.ac.uk">LSE100@lse.ac.uk</a>).</p>
<p><b>Changing courses within the same degree programme:</b> Procedure for a student changing one or more courses, but remaining on the same programme.</p> <p>See Course changes at <a href="http://lse.ac.uk/intranet/students/registrationTimetablesAssessment/Registration/Course/Undergraduate/ugcoursechange.aspx">lse.ac.uk/intranet/students/registrationTimetablesAssessment/Registration/Course/Undergraduate/ugcoursechange.aspx</a></p> <p>Key contact: <a href="mailto:ssc.coursechoice@lse.ac.uk">ssc.coursechoice@lse.ac.uk</a></p>	<p>AA can authorise change of course in first two weeks of term, provided the course is within the normal programme regulations. The online system is closed after Monday of week 3. Students may request a late change, in exceptional circumstances, until the end of MT week 5 via a Late Course Change form. Students may request a change to LT half units only in LT weeks 1 and 2 using an UG Lent Term Course Change form.</p>	<p>DT required to authorise any change to courses that are outside programme regulations.</p> <p>Late Course Change forms and UG Lent Term Course Change forms must be authorised by the DT, teacher of the new course and USSC. Late course changes are not possible after the end of MT week 5 and Lent Term changes are not possible after the end of LT week 2.</p>	<p>Advice can be sought from the Senior Advisor.</p> <p>See “Departmental Tutor” column for others involved in approval of course change after Week 4 of MT.</p>
<p><b>Changing degree programme:</b> Procedure for student wishing to change to a different degree programme, which in many cases will also involve change of department. See Course changes at <a href="http://lse.ac.uk/intranet/students/registrationTimetablesAssessment/Registration/changes/transfer.aspx">lse.ac.uk/intranet/students/registrationTimetablesAssessment/Registration/changes/transfer.aspx</a></p> <p>Key contact: Registry (<a href="mailto:registry@lse.ac.uk">registry@lse.ac.uk</a>)</p>		<p>DT in “home” department to agree and DT in the “receiving” department to make final authorisation.</p>	<p>USSC to approve.</p> <p>Some programme change cases can be complex (eg, change late in the year, or where pre-requisites of new department not met). Discussion with the Senior Adviser and SSC is then advised.</p>

## 4.2 Course choice

A key task that requires liaison between the student and AA (and possibly DT) is student course choice. It is vital that AAs are available at the start of the academic year to provide course choice guidance to students so that they can make informed decisions. In order to offer useful guidance it is important that AAs have good knowledge of the content of courses available to their students. Ensuring that students have access to this support can make a significant contribution to them having an enjoyable and successful year.

The process, including formal approval, is carried out via LSE for You. The following is the advised path to follow for the AA and undergraduate students during the first weeks of term:

1. AA discusses course choice with student and notes their choices
2. AA advises student enter choices in LSE for You as soon as possible
3. AA checks student's choices on LSE for You and "approves" choices if they are within the programme regulations. These approvals do not need further consideration by the DT
4. If a student chooses an unlisted course (eg, one from outside the programme regulations) the AA should add comments to LSE for You justifying the approval of the choice. The DT will also need to approve course choices in these circumstances
5. AAs should not approve any course choices that have not been discussed with student
6. Students can make further changes until the course choice system closes. Each time changes are made the AA will receive an email prompt to approve or not
7. Once course choice has closed students can only make changes via the Late Course Change process (see 4.3 below)
8. A timetable will be automatically generated in LSE for You by the advertised date

If a student has a clash between lectures and/or classes, their timetable will not appear on LSE for You. Students are instructed to either make amendments to their course selection, or to complete a Timetable Clash Approval form (available from the DT). Approving timetable clashes should very much be seen as a last option and given the seriousness of these approvals, the forms are not available to students directly and must be collected from DTs.

This form requires approval signatures from the DT and the Chair of USSC. Normally a clash will only be permitted if it lasts for no more than two weeks. Class attendance is compulsory and it is essential that students attend lectures. It is not possible for students to be given approval for a timetable clash solely on the basis that lectures are available as recordings. Timetable clashes for repeat teaching students will only be approved in situations where it is unavoidable – for example, if the student is taking

units from different years. Both the Chair of the USSC and the Chair of the Repeat Teaching Panel will be involved in this decision-making process.

## 4.3 Making changes

Academic advisers are involved in three different kinds of teaching changes during the year:

- students wishing to change classes,
- students wishing to change courses,
- students wishing to change degree programme.

### Changing classes

Classes at LSE, including LSE100 classes, are compulsory for undergraduates and are seen as being central to their learning experience.

*Attendance at classes is compulsory and is recorded on LSE for You. Any student who is absent on two consecutive occasions or is regularly absent without good reason will be automatically reported to their academic adviser. Section 3.6, Code of Good Practice for Undergraduate Programmes: Teaching, Learning and Assessment.*

Undergraduate classes are generally limited in size to a maximum of 15 students to enable useful discussion and activity to take place. All students wishing to change classes need to make the request via LSE for You. All requests to change class group must be approved by the DT of the department responsible for the teaching of the course. When submitting this request the student has to give a good reason for wishing to change, particularly as some class times (those early or late in the day) are less popular with students.

Valid reasons for changing classes include:

- religious reasons (for formal guidance see the School's Religious Observance Policy <https://info.lse.ac.uk/staff/services/policies-and-procedures/atoz>)
- disability-related reasons
- LSE-sponsored or supported social/community activities.

Reasons that may not be considered to be valid could include work, playing sport or not getting on with the class teacher. (See **Section 5.1** for more advice on working with class teachers.)

Where there is room in classes, and changing classes does not negatively affect others, departments are encouraged to be flexible and assist class changes. However, in some of the larger departments, requests to change classes can reach high levels in the first weeks of term and stricter rules can be applied. For example, the requirement that all reasons for change need to be supported by written evidence has been used successfully in the Economics Department. Written evidence to support a reason is

supplied in the same way as one may ask for a doctor's note to support a case of illness; for example, a supportive letter from a church leader saying that a student is attending worship.

When the DT approves a change, they should specify which class group the student should be moved to. This change will be processed automatically. Class change requests for LSE100 are handled by the LSE100 team.

Complaints about class teachers often come to the DT, in the first instance, as a request to change classes. Records should be kept of class changes and of any complaints made against any class teachers. If the same name is raised by more than one student, DTs may need to investigate further and raise the issue with the course proprietor and convener. If DTs have any concerns about class teachers, they are welcome to contact the Teaching and Learning Centre for advice and support. The Language Centre also provides assistance where the problem is related to the comprehensibility of a class teacher. See **Section 5.1** for further information concerning working with class teachers.

### Late changes to courses

Students can change their course choices online at any time (and as often as they want) until Monday of MT week 3. The AA is responsible for approving any changes online after discussing them with the student.

If a student wishes to make changes after the online system has been turned off they must complete a Late Course Change form. Late Course Changes should only be approved in very exceptional circumstances and are only possible until the end of MT week 5. Students may request a change to LT half units on in LT weeks 1 and 2 using an UG LT course change form. The form requires permission from the DT, course convener of the new course and the chair of USSC. By this time, the student may have missed a considerable part of the course and a judgement has to be made as to whether or not changing would actually be in their best interests. In this situation, the student needs to make a written case for the change. The DT may wish to meet with the student and also seek guidance from the convener of the new course. The student should be advised that change to courses cannot be used as Exceptional Circumstances unless the change was for reasons outside of their control, such as a timetable clash that could not be resolved in time.

As long as it is permitted within the programme regulations and they have not exhausted attempts at that particular paper, a student can request to change failed courses. If a student has failed more than one unit they will need permission from the Repeat Teaching Panel for repeat teaching in the substitute courses (see Section 3.12). Where a student has automatically progressed to their next year of study with one failed course they can replace this with an alternative course. In order to do this they must be entered for teaching in the substitute course. Students will need to submit a repeat teaching application to [ssc.repeatteaching@lse.ac.uk](mailto:ssc.repeatteaching@lse.ac.uk) to have this change approved, and processed. Changing courses does not provide students with new attempts at the paper. For example, if a student has failed a second year course which is considered to

be paper 8 under the programme regulations and then changes this for a new paper 8 course it remains a second attempt at this paper.

### Programme transfers

Students may wish to change their degree programme. This is most likely to happen at the end of the first year or, on occasion, at the start of the programme. In the majority of cases, it will also involve the student changing home department. A student wishing to leave a department's degree programme is rarely a problem for that department's tutors as it is the student's responsibility to liaise with the department into which they want to transfer.

However, a student wishing to transfer into the department is a more complex matter, particularly if the department is a "high demand" subject whose programmes are already over-subscribed. Some departments are therefore keen to ensure that transfer does not become a "back door" route into the department. Rather than just declining transfers though, departments are encouraged to look at individual cases on their own merits and to set criteria for transfers that are clear and transparent.

To this end, a DT can first review the student by checking class attendance and exam results through LSE for You. Other information that could be pertinent includes the student's initial application. Next the student may be interviewed in person to further understand why they wish to transfer. If it is then deemed appropriate for the student to transfer it may be necessary to review the student's proposed new programme of study and their choice of options in order to ensure that they are able to meet the specified programme outputs and outcomes. This is particularly relevant in prescriptive and linear degree programmes such as Mathematics, Economics or Accounting and Finance.

Please note: since April 2016 the Home Office has imposed restrictions on students on Tier 4 visas in relation to transfers. Please refer Tier 4 visa students to the SSC before agreeing to a transfer.

## 4.4 Staff Student Liaison Committees

The departmental tutor is responsible for arranging a termly meeting of the Staff Student Liaison Committee (SSLC) for all students. They are also responsible for overseeing the process of nominating/electing student representatives both to the departmental SSLC and to represent their department at the Undergraduate Students' Consultative Forum (USCF). Departments organise this differently (often depending on their size).

The DT, or other designated staff, are also responsible for arranging membership. Preferably this is through an election process, however, it may be necessary for appropriate staff to select students where elections are difficult (for example with first year students who do not know each other). The election/selection process should be completed by the end of week three of Michaelmas Term and names and email addresses need to be sent to the Student Services Centre by the end of week four. All students should be aware of the opportunity to become programme representatives and the procedure should be publicised as widely and transparently as possible.

The SSLC meeting agenda should include opportunity for students to discuss all aspects of undergraduate teaching. There are number of standing items that should be on the agenda.

### Michaelmas Term:

- the terms of reference, membership and Guidance for members and Chairs of SSLCs;
- external examiner reports;
- discussion of completed UG annual programme monitoring forms;
- orientation feedback;
- student views on the programme – students should be invited to offer their views on their experience of teaching and learning at the level of the programme, their sense of community in the department and any other aspects of their education;
- update on proposals and effectiveness of programme and course changes;
- use of feedback meetings/office hours;
- NSS participation (for final year undergraduate students);
- International Student Barometer survey (ISB) – when LSE has participated.

### Lent Term:

- mechanisms for feedback to students on work;
- student views on the programme – students should be invited to offer their views on their experience of teaching and learning at the level of the programme, their sense of community in the department and any other aspects of their education;

### Other agenda items, as below, should be included at appropriate meetings:

- new course/programme proposals;
- proposals to modify a course/programme;
- maximum class and seminar sizes
- TQARO course survey results (after assuring no risk to confidentiality).

Completing the “feedback loop” is an important part of the DT's role in this context. Students will be more motivated to take part in SSLC if they can see the benefits of negotiated improvements. Issues discussed by SSLCs are referred to the USCF. It is therefore essential that the SSLC meetings are held well in advance of the advertised USCF meetings. The Secretary will get in touch with departments at the beginning of each term with forum dates, SSLC minute requests and any other pertinent information.

The Academic Registrar may also ask the SSLC, on behalf of the School, to discuss broader School-wide issues. If there were several such issues, the Secretary would flag which of these are most important (and such flagged items would be limited to two); non-flagged items would only be discussed if there was time in the SSLC. Such items would also come to the SSLC with a short paper.

For formal guidance about Staff Student Liaison Committees see **Appendix 4**.

SSC guidance is currently being reviewed and further updates will be provided if required.





# section4

## Section 5. The pastoral role

- 5.1** Summary of responsibilities
- 5.2** Disabled students
  - 5.2a** What to do if a student discloses a disability to you
  - 5.2b** Examples of “reasonable adjustments”
  - 5.2c** Students with Specific Learning Difficulties (SpLDs)
  - 5.2d** Students with mental health problems
- 5.3** Students facing difficult situations
  - 5.3a** Underlying principles
  - 5.3b** Examples of situations
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  - 5.3d** Student visas
  - 5.3e** Financial difficulties
- 5.4** Preferential allocation of places in Halls of Residence
- 5.5** Confidentiality
- 5.6** Writing references for students
- 5.7** Harassment and Bullying
- 5.8** Personal relationships with students



## 5.1 Summary of responsibilities

Departmental tutors and academic advisers also have a duty of care to their advisees and may be called upon to provide pastoral support on a wide range of issues at the departmental level. In addition, Departmental Tutors and Academic Advisers need to acquaint themselves with the support services available in the School to which they can refer distressed students. A summary of these is provided in the table below:

Activity	Academic adviser (AA)	Departmental tutor (DT)	Others involved
<b>Pre-course/programme documentation/web information:</b> Departments are advised to make information about their programmes and their academic adviser arrangements available to students online (via website, Moodle or handbooks), ideally in advance of the start of the academic year.	AA should be familiar with departmental practice and adhere to specifications in the departmental handbook or guidance to students.	DT may write/oversee preparation of welcome packs and preparation of departmental handbook/website information.	Departmental manager/administrators
<b>Allocation of students to academic advisers (AAs)</b>	AA to make initial contact with students and post office hours/contact information in line with departmental policy.	DT to allocate students to AAs (may be undertaken with/delegated to a member of administrative staff).	Departmental manager/administrators
Welcome takes various forms: <ul style="list-style-type: none"> <li>• Departmental orientation</li> <li>• Central orientation organised by SSC</li> <li>• Student mentoring</li> <li>• Orientation for disabled students – contact Disability and Wellbeing Service (see below)</li> <li>• Students' Union events</li> <li>• Student help desk</li> </ul> See also Your First Weeks at <a href="http://lse.ac.uk/yourfirstweeks">lse.ac.uk/yourfirstweeks</a>	AA should be familiar with/participate in various orientation events as appropriate to departmental culture.	DT to coordinate departmental orientation.	Departmental manager/administrators
<b>Supporting disabled students (including students with physical and sensory impairments, mobility difficulties, long-term medical and mental health conditions, and specific learning difficulties such as dyslexia and dyspraxia)</b>	AA should, at first meeting, invite student to disclose any disability, and encourage them to contact the Disability and Wellbeing Service (DWS).  AA may be asked to review and give advice on the Inclusion Plan (IP) put in place for "reasonable adjustments".  AA should encourage any students with a disability or other condition to apply early for Individual Examination Adjustments if required.	DT should encourage students to disclose (eg, by open invitation at orientation meetings) and take note of any IP received.	DWS: TW3 3.02, email <a href="mailto:disability-dyslexia@lse.ac.uk">disability-dyslexia@lse.ac.uk</a>  DWS will advise students on how to apply for Individual Examination Adjustments (IEAs) through the Exams Office.



Activity	Academic adviser (AA)	Departmental tutor (DT)	Others involved
<p><b>Supporting students in distress/difficulty</b></p> <p>For a listing of key contacts in the various support services see <b>Section 6</b> (Professional support for students).</p>	<p>Both AAs and DTs may be involved in supporting distressed students. Five key issues for AAs/DTs to keep in mind are:</p> <ol style="list-style-type: none"> <li><b>1</b> Duty of care. The School has a duty of care to its students.</li> <li><b>2</b> Student right to confidentiality under the Data Protection Act. This is a complex area in which staff need to be well informed – see Data Protection at <a href="http://www.jisclegal.ac.uk/data-protection/dataprotection.htm">www.jisclegal.ac.uk/data-protection/dataprotection.htm</a> for more on DPA and FOI (Freedom of Information) – and always remember that you can seek advice from SSC or SWS without naming the student concerned.</li> <li><b>3</b> Provide students with guidance on where they can turn for professional support. Do not attempt to advise beyond your personal professional abilities. NB: The Student Wellbeing Service (Disability and Wellbeing Service and the Student Counselling Service) will not approach students directly on your advice, unless you have sought the student's agreement for them to do so (eg, by copying them in on relevant email correspondence), other than in exceptional circumstances.</li> <li><b>4</b> If possible, keep some record of cases that give you cause for concern (eg, a brief note following a meeting with a student, ideally copied to the student).</li> <li><b>5</b> Look after yourself as well as your students. If you have been supporting a student through some major difficulties, you may find it helpful to “debrief” with the Staff Counselling Service (<a href="mailto:staff.counselling@lse.ac.uk">staff.counselling@lse.ac.uk</a>, ext. 6953).</li> </ol>		<p><b>Medical emergencies</b></p> <p>External: 999</p> <p>Internal: St Philips Medical Centre, (020 7611 5131), and/or accompany student to the Medical Centre</p> <p><b>Mental health emergencies</b></p> <p>External: 999</p> <p>Internal: St Philips Medical Centre, (020 7611 5131), and/or accompany student to the Medical Centre</p> <p>Disability and Wellbeing Service: <a href="http://lse.ac.uk/disability">lse.ac.uk/disability</a></p> <p>Student Counselling Service: <a href="http://lse.ac.uk/counselling">lse.ac.uk/counselling</a></p> <p><b>Incidents involving violence</b></p> <p>External: 999</p> <p>Internal: ext. 666</p>
<p><b>Students with visa problems</b></p> <p>See <b>Section 5.3d</b> for detailed advice.</p>	<p>Refer students to SSC for letters verifying their status and to the Students' Union Advice and Support Service for legal advice.</p>	<p>DTs may be approached to offer supplementary information on students needing visa extensions. However, in most cases, refer students in the first instance to SSC or to the Students' Union Advice and Support Service for advice.</p>	<p>The SSC will sign off student registration documents which can be downloaded from LSE for You to verify student status.</p> <p>The Students' Union Advice and Support Service provides legal advice on visa problems.</p>

Activity	Academic adviser (AA)	Departmental tutor (DT)	Others involved
<b>Requests for preferential allocation to Halls of Residence</b>  See information at <a href="https://lse.ac.uk/accommodation/application/priority_info.aspx">lse.ac.uk/accommodation/application/priority_info.aspx</a>	Advise student to contact Accommodation Office.		SSC, Disability and Wellbeing Service and the St Philips Medical Centre can support student requests for preferential allocation to Halls of Residence.
<b>Accommodation requests in response to medical requirements, disabilities etc.</b>			Students may seek advice/ assistance from DWS and their GP.
<b>Career and personal development planning</b>	Encourage students to make use of their Personal Development Aide Memoire and see information at the "student comment" section of their LSE for You class register. Both can be of help when writing references.		LSE Careers offers sessions on personal/career development and can tailor these to departments on request.  LSE LIFE runs a range of relevant professional skills development workshops.
<b>Writing references</b>  See LSE Careers' <i>Staff guide to writing references</i> in Careers information for LSE staff at <a href="https://info.lse.ac.uk/current-students/careers/Assets/Documents/Guide-to-writing-references.pdf">https://info.lse.ac.uk/current-students/careers/Assets/Documents/Guide-to-writing-references.pdf</a>	AAs are expected to write references for students on request. The student must give reasonable notice and information. See LSE for You for access to student class reports, exam grades and teacher comments and ask students about their Personal Development Aide Memoire record.	Students requiring three references (common for applications to higher degrees) will often approach the DT for a reference.	Previous AAs/DTs, lecturers and class teachers may be approached. Wherever possible references should be signed off by members of full-time faculty. Hourly paid teachers should seek advice.
<b>Funding/registry difficulties</b>  Students who have registered with sufficient funding but who later experience unforeseen circumstances which leave them in financial difficulty can apply for help from the School via the Student Support Fund. Unforeseen circumstances can take a range of guises, but in all cases applicants need to provide supporting documentation.	In cases where a student has knowingly registered under-funded, support from a student's department and/ or AA does not tend to have bearing on the outcome of the application since this depends solely on whether or not the student can show that their difficulties are unexpected.	DT to encourage students to attend Financial Support Office daily drop in sessions – 1pm to 2pm during term time (Mondays, Wednesdays and Fridays outside of term) in Student Services Centre. Email <a href="mailto:financial-support@lse.ac.uk">financial-support@lse.ac.uk</a> for further information.	Disability and Wellbeing Service if the student needs to be referred or is known to them.



## 5.2 Disabled students

All academic advisers need to be aware of the duty to promote disability equality under the Equality Act 2010. The definition of disability under the Act is wide: “a person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.”

Five priorities for academic advisers are:

- not to discriminate against disabled students;
- to invite your students to disclose disabilities, and, if they do, ensure that they are fully aware of the services available;
- to be responsive to guidance in Inclusion Plans (IPs);
- to put in place “reasonable adjustments” as recorded in IPs – these are designed to diminish barriers and enable students to benefit fully from their educational experience;
- to be proactive and inclusive, ensuring equality of opportunity for all students.

### 5.2a What to do if a student discloses a disability to you

LSE is positive about disability as an aspect of diversity, and acknowledges that disabled students have often overcome additional barriers in order to achieve a place.

Students may have a visible or invisible disability, and may or may not choose to disclose this to you.. Disclosure should be encouraged, by promoting the benefits of accessing services. An open invitation in orientation talks, early tutorials or first lectures is appropriate. Home students may be eligible for a Disabled Students' Allowance (DSA). The School also receives some additional funding for students in receipt of DSAs. It is very much in the student's and the School's interests to encourage disclosure.

Once a student has disclosed, it is important to follow through. The obvious first step is to encourage the student to contact the Disability and Wellbeing Service (DWS) – see the At a glance insert for contact details. Departmental tutors and academic advisers can also seek guidance in supporting the student's education. The DWS also has funding to put adjustments in place for EU/International students not eligible for DSAs.

Legislation states that even if only one staff member knows, the institution is deemed to know and has a responsibility to actively promote equality of opportunity for that student. At the same time, the student has a right to confidentiality through the Data Protection Act. In some circumstances, a student may disclose to you but ask you not to pass this information to anyone else. In this situation, a form to record the decision can be downloaded from the DWS website ([lse.ac.uk/disability](http://lse.ac.uk/disability)).

Students who come to the DWS have an interview with the adviser, who will then put together (with the student's input) an Inclusion Plan (IP). See **Appendix 2** for an example. This is a record of any necessary adjustments/resources required. Copies are kept in the DWS and will be distributed, with the explicit consent of the student, to relevant School personnel and reviewed as necessary. A departmental tutor, academic adviser or class teacher may be given a copy of a student's IP, which might recommend arrangements or other adjustments as appropriate. This needs to be read carefully, and further discussion, advice and/or assistance sought as necessary, or alternative suggestions made.

Note: As the student has the right to confidentiality, they may choose to disclose to the DWS and not to their department/advisers. This does not mean that nothing needs to be done. Proactive steps still need to be taken to support disabled students, encourage disclosure and promote equality. Also, students may choose to disclose at any point during the academic year. As such, staff can receive an IP at any time. Occasionally “adjustments” may be made without specific reference to a given student. For example, a student with chronic fatigue, timetabled on an upper floor of a building with unreliable lifts may request that lectures are moved to a more accessible venue. This change could be done without needing to identify the student.

DisabledGo have worked with LSE to develop fine-grain pan-disability access guides to the School's buildings, and route maps around campus. These provide valuable access information for staff students, particularly those with disabilities: [www.disabledgo.com/organisations/london-school-of-economics/main](http://www.disabledgo.com/organisations/london-school-of-economics/main)

### 5.2b Examples of “reasonable adjustments”

**Departments** may be asked to be reasonably flexible about course requirements and deadlines, without jeopardising academic standards.

**Library additional services** may include the provision of a “buddy”, a book fetch service, subsidised photocopying, longer loan periods, ergonomic furniture and/or specialist software.

**Access to rest rooms** may be provided in 32 LIF and NAB and there is a room with specialist dyslexia software in the Towers.

DWS organises personal study support for students. This may include note-takers, readers, “buddies”, informal support groups and practical assistance.

**Individual Examination Adjustments** (covers all types of summative assessment). Students who have current medical or educational psychology reports that recommend alternative or adapted arrangements for assessment due to a disability, dyslexia or ongoing medical condition may apply, through the IP, for:

- **extra time** for students who have dyslexia, dyspraxia or have another relevant disability, to provide enough time to read the question and plan, proofread and edit their answers;
- **rest breaks** for students who experience fatigue, RSI difficulties, attention deficit disorders or certain medical conditions;
- **amanuensis** (scribe) for students unable to write or type for themselves;
- **use of word processor** for students with certain visual and physical impairments and some students with dyslexia and/or dyspraxia;
- **provision of question papers in alternative formats**, eg, enlarged, tape recorded, electronic or Braille; and
- **smaller exam room and/or ergonomic furniture** for a variety of conditions.

Other adjustments may be considered as appropriate.

Moodle, lecture capture and other technologies benefit all students and may reduce some of the requirements for individualised reasonable adjustments. Staff in the Disability and Wellbeing Service can advise about these and other aspects of inclusive practice and universal design.

## 5.2c Students with Specific Learning Difficulties (SpLDs)

If a student discloses that they have dyslexia, dyspraxia or any other neurodiverse condition, departments need to take the steps outlined in earlier parts of this section. The most obvious impact of dyslexia is likely to be on a student’s written work. However, they may also have problems with managing their course workload, time management and meeting deadlines.

It is worth keeping these points in mind when writing comments on the student’s LSE for You record.

The Disability and Wellbeing Service can provide various adjustments, including specialist tutorial support, for students with dyslexia. UK students may also benefit from a Disabled Students’ Allowance (DSA).

## 5.2d Students with mental health problems

There are Mental Health Advisers located in the Student Counselling Service and the Disability and Wellbeing Service (DWS). Staff with questions/concerns about a student with a mental health issue, or a student they believe may have a mental health problem, are welcome to contact the DWS (see the At a glance insert for contact details) for advice.

## 5.3 Students facing difficult situations

Academic advisers (AAs) often provide the first line of support for students facing difficult situations. The following sections provide guidance on some of the more common matters and information on where to turn for professional support/advice. If the AA is unsure of the appropriate course of action, or in instances where normal rules and regulations do not seem to apply, the departmental tutor (DT) should be brought in. Because the very nature of such problems are complex, DTs should be consulted. However, it is important not to set unworkable precedents and not to promise more than can be delivered as this can place the School in a difficult position both administratively and legally. If in any doubt, please contact the Student Services Centre Advice Team and/or the SAS. Please also see *Cause for concern: guidance to working with students in difficulty* published by the DWS and available on their webpage.

### 5.3a Underlying principles

Both academic advisers (AAs) and departmental tutors (DTs), the latter in particular, will see the “exceptions to the rule” and the “one-off” situations that make giving general advice difficult. However, there are five general principles that AAs and DTs should bear in mind:

- 1 AAs and DTs have a duty of care for their students. Even when situations are complex and difficult there is a moral and possibly a legal obligation to act to protect the safety and welfare of students in the School.
- 2 Secondly, remember that students have a right to confidentiality under the Data Protection Act (DPA). This does not mean that AAs and DTs cannot seek advice, as this is often vital. However, care should be taken when discussing student cases with other colleagues. Concerns should not be circulated about a named student (be it by phone, email or other form of correspondence) without their consent to members of staff who do not need this information to carry out their duties. Any information disclosed remains the personal data of the student and may be recovered under a subject-access request. Keep any disclosed information factual and only disclose to the specific staff member(s) who really need to know the information. If

uncertain about who to disclose to, AAs and DTs can contact the Counselling Service or DWS, (see **At a glance insert** for details) for advice before making the disclosure. **In exceptional circumstances (concern for the student's personal safety or safety of others) confidentiality should be broken.**

- 3 Thirdly, DTs and AAs should not attempt to work beyond their own professional competence, and are strongly encouraged to seek specialist advice and support from colleagues at the School who have responsibilities for student health and welfare and regulatory issues. Any decisions regarding a student's academic progress need to be set in the context of their disability/health/ wellbeing. Furthermore, such considerations must be weighed up to ensure equity of treatment, as well as ensuring that academic standards are upheld.
- 4 DTs and AAs should endeavour to keep records of difficult circumstances, as these may need to be referred to in future audit trails should anything go wrong. However, information on named individuals should be kept factual, and staff need to be aware that personal records held may be subject to DPA regulations.
- 5 Work safely! On the whole, LSE is a safe working environment, but staff may be subject to stress; handling complex student cases can be one such stressor. Staff should not feel they have to carry the burden alone. If a situation has caused stress and upset, staff support services (eg, staff counselling service or employee-relations staff in HR) should be made aware of the situation.

### 5.3b Examples of situations

The range of problems students may approach academic advisers (AAs) and/or departmental tutors (DTs) with can be very varied, and may include:

- declaring themselves to be at risk or being stalked;
- disclosing self-harm;
- drug addiction or alcoholism (see Student Drug and Alcohol Policy and Procedure at A-Z of School Regulations and Codes of Practice at [lse.ac.uk/schoolRegulations](http://lse.ac.uk/schoolRegulations));
- termination of pregnancy;
- disclosure of a mental health issue;
- telling you about a serious family issue such as:
  - divorcing parents
  - bankruptcy proceedings
  - serious illness or death of a relative or friend
  - caring responsibility for a dependent (eg, alcoholic parent, drug addicted sibling, terminally ill relative)

- sexual harassment, abuse and rape see [lse.ac.uk/reportit](http://lse.ac.uk/reportit) or seek advice via SSC, Student Wellbeing Service, Adviser to Female Students or the EDI team. The [lse.ac.uk/reportit](http://lse.ac.uk/reportit) website contains a flowchart to guide staff with details of contact points, and sources of advice/ support covering all areas relating to sexual violence, bullying and harassment;
- accusing a fellow student or member of staff of an offence (be aware of disciplinary procedures) – see [lse.ac.uk/schoolRegulations](http://lse.ac.uk/schoolRegulations);
- making a complaint against a member of staff/function in the School (be aware of complaints procedures) – see [lse.ac.uk/schoolRegulations](http://lse.ac.uk/schoolRegulations)

In many cases, DTs and AAs may wish to refer students on to appropriate professional services, rather than attempt to advise students directly. **Section 6** of this handbook provides guidance on the range of services available at the School. When handling sensitive cases, both DTs and AAs need to be well informed concerning UK equalities legislation. A short briefing is included in **Appendix 3**.

However, students may also be seeking changes/adjustments to their studies (eg, asking for time out, extensions to assessed work deadlines, etc). In such cases, it is very important that AAs, and indeed DTs, consult with the Student Services Centre and Disability and Wellbeing Service before agreeing to any concrete long-term solutions. There may be precedents for action based on previous cases, and there may also be legal implications that need to be considered.

### 5.3c Medical, mental health and other emergencies

For an acute medical problem either call 999 and use the general National Health Service (NHS) emergency services or accompany the student to any local GP (eg, the St Philips Medical Centre). In the case of mental health concerns, this may also be an appropriate course of action. Alternatively, contact one of the Mental Health Advisers within the Student Wellbeing Service and/or LSE security (if concerned about personal or others' personal safety) on ext. 666.

The Student Counselling Service can provide support for students who need expert help to work through life experiences such as bereavement or loss, anxiety, depression, ongoing mental health concerns, other major life events, etc.

The Student Services Centre Advice Manager can provide either advice or appropriate referral guidance on student study and exam arrangements and for problems relating to general welfare, need to travel urgently, finance and legal difficulties. **The key advice in this section is please ask if in doubt.**

There is a new Protocol to be followed in the event of the death of a student. You should not give information to students, staff and others. The Communications Division and Press Office will manage this process and speak to the press/ media and students, etc. The initial contact should be made with the Head of Student Services or Director of Summer School. In their absence, you may contact the Academic Registrar, Head of Student Wellbeing or Head of Security. (see At a glance insert for contact details).

#### Situation 1. The distressed student

A student is brought by her academic adviser (AA) to the departmental tutor (DT) in floods of tears and incoherent.

Suggested response: The DT first seeks to calm the student by asking them to take a seat and reassuring them that they are there to help and willing to listen. Transmitting an aura of calm professionalism is important. The student is sensitively told to take their time and say in their own words what the problem is. To say very little and “just listen” in this situation is the advice from trained counsellors.

If the student remains distressed, they may be advised to contact the LSE Student Counselling Service. Appointments are made in advance, but each day there are also drop-in sessions available at 3pm. These cannot be booked in advance and are available on a “first come” basis: for further information call extension 3627.

#### Situation 2. Exam stress

A student comes to see the DT saying he is getting panic attacks when trying to study for exams. The DT advises him to see his doctor and get a medical note confirming these symptoms. The DT also suggests to the student that it might be beneficial to talk through his situation with the Disability and Wellbeing Service.

The DT asks the student to come back for another meeting once further support has been sought to make sure that the School can properly respond to the situation.

A week later, the student sees the DT again. The advice now is that he should visit the DWS and talk through his needs in more detail, as this may be a mental health issue covered by the IEA. This includes discussing the possibility of the School putting individual exam adjustments in place.

Suggested response: The advice to the DT is to document these exchanges and to check that the student has the necessary evidence to support his (possible) case for individual exam adjustments and exceptional circumstances, should that be necessary. The DT should, with the student's permission, write a brief report and copy it to the student and the Student Services Centre (SSC). The SSC will ensure that the report and any relevant evidence (which should be supplied to them direct by the student) are added to the student's personal Green File ensuring that appropriate

information is held centrally. This is very important if his circumstances need to be taken into consideration at any later Repeat Teaching Panel.

## 5.3d Student visas

### Tier 4 of the Points Based System

The Immigration Rules have changed many times over the last few years. The government introduced a Points Based System (PBS) for immigration with 5 “tiers” (categories). Students are under Tier 4. PBS has an impact on the role of the LSE and on what students are able to do while in the UK as a student.

#### LSE's role and responsibilities

##### • Tier 4 Sponsor Licence

The LSE has a licence from the Home Office to “sponsor” students under Tier 4. This licence comes with responsibilities including record keeping and a responsibility to report students who do not attend / interrupt / withdraw from LSE. This means it is important that staff keep attendance records up to date. SSC staff have responsibility for reporting to the Home Office and DTs simply need to continue with current procedures on dealing with students who do not attend or are choosing to interrupt or withdraw from their studies. The majority of international students at LSE have a Tier 4 visa, so any academic decision could have an impact on their immigration status in the UK.

##### • CAS

Students need a Confirmation of Acceptance for Studies (CAS) to apply for a Tier 4 (General) Student visa. This is a virtual number and replaces all paper letters and visa letters. Students may still request letters from staff to “help” with their visa application. Such letters should only be provided by SSC staff to avoid risk for both the student and the School. If students request such a letter they should be referred to ISVAT for immigration advice. Staff may be contacted for information before letters are issued.

It may not be possible to sponsor a student to remain in the UK in all circumstances, as the Home Office has strict guidance on when the LSE can issue a CAS to a student. You may wish to refer a student for advice from the LSE International Student Visa Advice Team (ISVAT, see [www.lse.ac.uk/intranet/students/ISVAT/home.aspx](http://www.lse.ac.uk/intranet/students/ISVAT/home.aspx)) prior to agreeing a change of circumstances eg, repeat teaching.

##### • Working

Tier 4 students are subject to employment restrictions while they are in the UK, these restrictions apply to both paid and unpaid work. Tier 4 students:

- can work a maximum of 20 hours per week during term time (this includes the dissertation period for Master's students)
- can work full-time in the vacations (that is after the end of term as stated on the LSE website, and after 30 September for dissertation students)

- cannot be self-employed
- cannot work as a professional sportsperson, sports coach or entertainer
- cannot fill a permanent full-time vacancy.

We strongly recommend that staff do not advise students on their ability to work. The consequences of breaching these conditions are very serious both for students and for the School. Please refer any students with questions about working, especially their ability to work full time, to ISVAT for immigration advice.

### Students' responsibilities

- Students must remain registered full time at LSE
- Students who do not meet their attendance obligations are reported to the Home Office by the Registry and will have their visa curtailed as a result.
- Students who interrupt, defer, withdraw or complete their programme early will also be reported to the Home Office and will have their visa curtailed. Students who need to retake exams may also find that their visa is affected.
- People who remain in the UK after their visa has expired (without submitting a new visa application) are known as "overstayers". Overstaying can have very serious consequences for the student and for the School if the student continues to study while they do not have immigration permission to be in the UK. Students can also become overstayers if their visa application is refused or rejected as invalid. If you meet any students in this situation, please refer them to ISVAT immediately.

### Non-Tier 4 students

Students who are studying in the UK with different immigration permission (for example as a dependant of a PBS migrant or as a Student Visitor) are not affected by the Tier 4 rules and the LSE does not have the same obligation to report these students to the Home Office. However, it is important that all non-EEA/Swiss students at the LSE have immigration permission that allows them to study.

### Immigration advice for international students

Students in the UK with student immigration permission may ask for advice about extending their visa in the UK or about the implications for their visa if there is a change in their circumstances for their programme. It is important that students obtain specialist advice from trained advisers before they make a decision about their studies. Since April 2012, there is a limit as to how many years a student can spend in the UK as a student. It is vitally important that students receive advice on their options at the earliest opportunity, to ensure that they are able to return to complete their studies in the future.

At LSE, students can seek advice on Tier 4 and other student immigration rules, including the rules on working, from the

International Student Visa Advice Team (ISVAT) – in the Student Services Centre (SSC). Academic advisers and departmental tutors can also refer students to the ISVAT section of the LSE website.

ISVAT runs a daily drop-in service in Michaelmas and Lent Term in the SSC reception from 1.30pm to 2.30pm. Drop-in is on Tuesdays and Thursdays the rest of the year. ISVAT can also arrange individual appointments where necessary. Students can also email via the webform on the ISVAT website (there is a link from the menu on the main page). Academic advisers and departmental tutors can contact ISVAT staff at [www.lse.ac.uk/intranet/students/ISVAT/home.aspx](http://www.lse.ac.uk/intranet/students/ISVAT/home.aspx) and are advised to write the word 'STAFF' at the top of the 'key questions' box during completion of the ISVAT Query Form, to allow the team to deal with your request efficiently. If a case is urgent, you can call the manager of ISVAT on 020 7955 6853.

The Students' Union no longer provides advice on immigration matters.

## 5.3e Financial difficulties

### Hardship funds available to registered students

Students who register on a programme of study at the School are expected to ensure that they have secured adequate funding for their fees and living costs for the full duration of the programme. The School cannot normally assist students who knowingly register under-funded.

Students who wish to apply for hardship assistance during their programme should complete the Financial Support Office (FSO) application form entitled In-Course Financial Support, available online and from the Student Services Centre. The FSO is available to advise students in person, on the phone or by email at [financial-support@lse.ac.uk](mailto:financial-support@lse.ac.uk)

#### The School's main hardship funds are:

##### • Student Support Fund

Students who have registered with sufficient funding but who later experience unforeseen circumstances which leave them in financial difficulty can apply for help from the School via the Student Support Fund (SSF). Unforeseen circumstances can take a range of guises, but in all cases applicants need to provide supporting documentation. In cases where a student has knowingly registered under-funded, support from a student's department and/or academic adviser does not have a bearing on the outcome of this application, since it depends solely on whether or not a student can show that their difficulties are unexpected.

The Government's Access to Learning Fund scheme closed in 2014, and students who were eligible for that (Home UK, mainly Undergraduate, with particular circumstances such as being a parent or having a disability) will be considered for School funds on the equivalent basis as the old scheme.



The SSF is also used to support final year PhD students through their writing up. Priority is given to those whose funding (ESRC, AHRC, LSE, external scholarship, or personal income) does not cover this period. Awards are made throughout the year leading up to submission and the supervisor's support is crucial in confirming the progress to date and the agreed planned timing for submission.

#### • Short term loan facility

A short term loan facility is available for students who are experiencing acute cash flow difficulties whilst awaiting a guaranteed source of funds (eg, loan or salary payment). Students may borrow up to £500, repayable within 4 weeks. Short term loans normally take between 24 and 48 hours to process and are given in the form of a cheque.

### Guidance statement to students about working part-time

The School is aware that many students face varying degrees of financial pressures which make it necessary for them to undertake part-time work while studying full time. The School is also of the view that students must devote enough time to the academic demands of their programme. They are expected to produce regular course work and prepare for classes/seminars, as well as studying for examinations.

Each student is responsible for setting their own balance between part-time employment and academic course work. Recent research suggests that an excessive amount of part-time work can have a detrimental effect on academic performance.

Therefore, the School recommends that full-time students work no more than 20 hours per week during term time, and, if at all possible, fewer than 15 hours. The School's examination boards will not normally consider as mitigating circumstances the negative impact that part-time work may have had on a student's performance in examinations or assessed course work.

Further information about financial support and working in the UK can be found on the Financial Support Office website at [lse.ac.uk/financialSupportOffice](http://lse.ac.uk/financialSupportOffice)

## 5.4 Preferential allocation of places in Halls of Residence

The Disability and Wellbeing Service and Residential Services work in partnership to ensure that students prioritised on medical or disability grounds receive the best possible advice and support to enter in to their studies. Applicants are asked to complete further paperwork and supply documentary evidence of their condition in order to support their decisions about accommodation.

Places in LSE Halls are not prioritised on religious or cultural grounds.

Should departmental tutors or academic advisers become aware of a student who, during term time, becomes in acute need of short-term, temporary or emergency housing, then contact the Residential Services Office (see At a glance insert) immediately.

## 5.5 Confidentiality

**Section 5.3a** outlined how staff should handle confidential information and disclosure within the School. The basic principle is not to circulate personal information about named individuals unnecessarily and without their consent, but at the same time always to seek advice on how to handle difficult situations. Health and safety legislation takes precedence over Data Protection Act legislation, such that if there is any concern about risk of injury to self or others, confidentiality is a secondary concern. The School's Data Protection Policy can be found at [lse.ac.uk/intranet/LSEservices/policies/pdfs/school/datProPol.pdf](http://lse.ac.uk/intranet/LSEservices/policies/pdfs/school/datProPol.pdf)

Note that where a student has disclosed a disability, you must ensure that if the student refuses to consent to this information being passed on to others in the School, they sign a form to that effect. The form can be obtained from the Disability and Wellbeing Service's Information on disclosure and confidentiality at [lse.ac.uk/disability](http://lse.ac.uk/disability)

When communicating with people outside the School (including parents and sponsors), the Data Protection Act prohibits the disclosure of any information about registered students to third parties, with a few specific exceptions – primarily statutory authorities (see "Disclosure to third parties" at [www.jisclegal.ac.uk/dataprotection/dataprotection.htm](http://www.jisclegal.ac.uk/dataprotection/dataprotection.htm)). Queries about the student's progress, living arrangements, state of mind and so on (and indeed even straightforward queries about whether they are registered at LSE) should therefore be handled carefully and should not be answered without the student's consent in writing or via email from their LSE email account. Departmental tutors may wish to remind acting academic advisers about this legal perspective when responding to requests for information particularly from parents, guardians, sponsors or employers.

It is also best practice to avoid corresponding with students' non-LSE email accounts. At most a reply should simply confirm that a message has been sent to their LSE account. This is to ensure that personal information is not disclosed to a third party.

The LSE Student Counselling Service has its own confidentiality policy (see [lse.ac.uk/counselling](http://lse.ac.uk/counselling)). All counselling remains confidential, and the service is not able to provide any information about students without their explicit agreement, other than in exceptional circumstances (eg, serious risk of harm to self or others).

## 5.6 Writing references for students

Students will often seek references from a variety of sources: academic advisers (AAs), course lecturers, class teachers and departmental tutors (DTs). Most jobs require at least two, if not three, references. Reference writing does not stop when a student leaves LSE. Several will continue to request references from LSE staff for years post-departure. While staff are not legally required to provide references, the School has traditionally encouraged staff to be supportive of requests. However, reference writers can expect students to give them advance warning, and students are encouraged to make their CVs available via student information available in LSE for You. Much of the information that is useful for reference writing can also be accessed from LSE for You – class reports, termly AA comments, student grades, etc.

Reference writing is covered by the Data Protection Act, and all reference writers are strongly advised to read LSE Careers' *Staff guide to writing references* in Careers information for LSE staff at <https://info.lse.ac.uk/current-students/careers/Assets/Documents/Guide-to-writing-references.pdf>

AAs are not required to provide students who request a reference with a copy, but can request to see the reference from the potential employer to whom they are applying. AAs should give references only when the student concerned has given his or her consent or when the person making the request has provided proof that the student has given consent (ie, a signed form). This applies only to students who are still at LSE, not those who have completed their studies and moved elsewhere. Where an employer simply requires proof of student attendance/qualifications, such requests will be handled by the Registry Team in the Student Services Centre. Forward the request to: [registry@lse.ac.uk](mailto:registry@lse.ac.uk)

There is some debate within the School as to whether part-time class teachers should be asked to act as reference writers. This would clearly help AAs and DTs. However, note that this is not a normal part of their contract. While it is likely that the School would support a part-time teacher should they write an inappropriate reference, they (and indeed any reference writer) have personal liability. The current advice is therefore that normally full-time members of School staff should sign off references, although part-time teachers may be requested to provide some of the detailed information. It is considered good practice for the teacher to write confidentially to the convenor or AA with their comments and for the full-time staff member to use these teacher comments as the basis for the reference. Some departments in the School have started using reference repository systems.

## 5.7 Harassment and Bullying

As outlined in detail in the School's Anti-Bullying and Anti-Harassment policy (<https://info.lse.ac.uk/staff/Services/Policies-and-procedures/Assets/Documents/harPol.pdf>), the School is committed to a working and learning environment where people can achieve their full potential free of bullying and harassment. It will take appropriate action to try to eliminate bullying and harassment, as well as put in place procedures to resolve complaints as swiftly and amicably as possible.

The School will not tolerate any form of bullying or harassment within its community or against its members, which may go beyond the physical premises and normal business hours of the School, such as conduct at events and trips abroad or on social media.

All members of the LSE community can help to:

- prevent bullying and harassment by being sensitive to the reactions and needs of others, and ensuring that their conduct does not cause offence;
- discourage bullying and harassment by others by making it clear that such conduct is unacceptable, and supporting colleagues and peers who are taking steps to stop the harassment;
- understand bullying and harassment by attending training sessions (for example the School's training on "Sexual Harassment, Violence and Abuse, <https://apps.lse.ac.uk/training-system/course/show/8229588>") or seeking advice from the School's Central Administration.

Any instances of harassment or bullying can be reported at [lse.ac.uk/reportit](http://lse.ac.uk/reportit). The reporting form allows for anonymous reports and reports by third parties, as well as named reports.

## 5.8 Personal relationships with students

Given that you may have supervisory, pastoral care or assessment responsibility for students, it is important to recognise that you are in a "position of power". Therefore, to maintain a professional teacher/student relationship and to avoid conflicts of interest, it is advisable not to enter into personal relationships with students. In some cases, engaging in a personal relationship with a student may constitute misconduct and/or harassment.

Please note that such boundaries also need to be maintained outside of class time and office hours, such as at social gatherings in pubs and in communication via emails or social media.

If you wish to seek advice on any situation which may have arisen in the course of your teaching, please do contact your Teaching and Learning Centre departmental adviser.

The School is revising its guidance in this area, and we expect the new policy to be published by early 2018.



# section5



## Section 6. Professional support for students: a guide to key contacts

- 6.1** Introduction
- 6.2** Services at LSE
- 6.3** Services outside of LSE



## 6.1 Introduction

For students, it is important to know that their academic adviser (AA) is their first line of contact, their main source of academic advice and the person who must formally record issues that may affect their academic performance. AAs often seek advice from departmental tutors, who in turn can seek advice from the Student Services Centre and other professional support services within and beyond the School. However, concerning specialist personal matters students can go directly to the various forms of support, advice and information from professionally qualified staff working in the student support services at the School. AAs are also welcome to seek advice from these services as considered appropriate.

Students can struggle and feel alienated when accessing services, particularly if they are directed from place to place to locate appropriate support. If you are suggesting a student contact a service within LSE, please consider a pro-active approach: offer to phone the service in advance (to check availability or schedule and appointment); offer your phone for student use; escort a student across campus when possible, if they agree. Students need to know that someone in their department cares for their overall wellbeing during their time at the School. It is therefore important for academic advisers to engage with their students, while recognising the boundaries of their expertise, and not simply refer students on to other services.

## 6.2 Services at LSE

### General advice and support

#### Student Services Centre

The Student Services Centre (SSC) is a key resource. The Advice Team there can provide quick advice and guidance to academic advisers on School regulations, RTP, interruptions and support services.

The SSC is accessed via the reception desk in the Atrium of the ground floor in the Old Building and has its own website: [lse.ac.uk/studentServicesCentre](http://lse.ac.uk/studentServicesCentre)

The SSC provides a counter service for students from 11am to 4pm every week day.

Students can contact the SSC with questions about

- administrative services relating to programme and course registration: see also [lse.ac.uk/registration](http://lse.ac.uk/registration) or email [registry@lse.ac.uk](mailto:registry@lse.ac.uk);
- administrative services relating to examinations: see also [lse.ac.uk/exams](http://lse.ac.uk/exams) or email [exams@lse.ac.uk](mailto:exams@lse.ac.uk);
- all administrative services relating to financial support: see also [lse.ac.uk/financialSupportOffice](http://lse.ac.uk/financialSupportOffice) or email [financial-support@lse.ac.uk](mailto:financial-support@lse.ac.uk);
- the renewal of student visas: for advice on all aspects of student immigration rules see [lse.ac.uk/isvat](http://lse.ac.uk/isvat);

- administrative services relating to graduation and other ceremonies: see also [lse.ac.uk/ceremonies](http://lse.ac.uk/ceremonies) or email [ceremonies@lse.ac.uk](mailto:ceremonies@lse.ac.uk)

The School's advice and counselling services webpage, at [lse.ac.uk/intranet/students/supportServices/healthSafetyWellbeing/adviceCounselling/externalSupportAgencies.aspx](http://lse.ac.uk/intranet/students/supportServices/healthSafetyWellbeing/adviceCounselling/externalSupportAgencies.aspx), gives guidance and signposts to external agencies for a range of personal topics such as

- academic matters;
- alcohol and drugs;
- bullying and harassment;
- contraception and pregnancy;
- depression, mental health and counselling;
- eating disorders;
- employment, immigration, housing and legal matters;
- sexual assault.

#### Student Wellbeing Service

The Student Wellbeing Service consists of the Disability and Wellbeing Service, and Student Counselling Service. It provides a single integrated approach to work with students, and works more widely to improve student wellbeing across the School.

SWS takes a lead role in advising staff in managing situations where students are a cause for concern, and can give confidential advice to staff on how best to support students. It publishes the "Cause for Concern: guidance on working with students in difficulty" brochure, available on the website.

#### Students' Union Advice and Support Service

Professional advisers in the Students' Union (SU) offer help for students with School academic regulations, legal, financial and welfare issues.

The SU advisers can provide independent advice and representation on academic appeals, academic misconduct and the School's complaints procedure. They also advise on a range of issues including housing problems and tenancy contracts, visa corrections, debts, grants, loans, council tax and general welfare advice. Hardship funds are available to help with unexpected medical costs, homelessness, council tax, repeating students' costs, unexpected pregnancy and childcare costs.

The service is free, impartial and confidential, and students can drop in or make an appointment.

Opening hours (for telephone and email enquiries): Monday to Friday, 10.30am – 4.30pm

Drop in sessions: daily, 12 – 2pm and 3.30 – 4.30pm

Room E297, 2nd floor of East Building, tel: +44 (0)20 7955 7158, email [su.advice@lse.ac.uk](mailto:su.advice@lse.ac.uk)

For more information, see [www.lsesu.com/support](http://www.lsesu.com/support)



## Students with disabilities

LSE's dedicated service for disabled students, the **Disability and Wellbeing Service (DWS)**, is based in Tower 3, 3rd Floor. It is open during normal working hours and has drop in appointments each day at 3pm. Outside term, people are advised to phone extension 7767 to check on staff availability. Visit the DWS webpage for additional contact options.

The DWS is free and confidential and covers

- physical/sensory impairments and long-term or chronic medical conditions;
- dyslexia, dyspraxia, Asperger syndrome and other specific learning conditions;
- mental health concerns.

Specialist advisers are available to see students on a one off or ongoing basis and can put in place Inclusion Plans (IPs) with the student's agreement. They can also advise students on how to apply for Individual Examination Adjustments (IEAs) through the Exams Office.

## Health, wellbeing, faith and equality

### Residential Services Office

The Residential Services Office is responsible for providing services to LSE students to secure accommodation, in LSE Halls of Residence or University of London Intercollegiate Halls. Additionally, there is advice and seasonal services for students seeking assistance with private sector accommodation. Information about priority allocation of places in Halls (for academic, medical or disability reasons) can be found at Section 5.4. The Residential Services Office is located in Room 3.02, Saw Swee Hock Centre, and is open every day from 9.30am to 5.30pm, or email [accommodation@lse.ac.uk](mailto:accommodation@lse.ac.uk)

### Adviser to women students

There is a student adviser whom female students can consult on personal matters:

Dr Bingchun Meng, TW2 7.01H, Tel: +44 (0)20 7107 5020  
[b.meng@lse.ac.uk](mailto:b.meng@lse.ac.uk)

### Faith Centre

The LSE Faith Centre is available to all students and staff, of any faith or none. It serves two purposes: first, to provide pastoral support to anyone seeking non-judgmental conversation or advice; second, to support religious life and cohesion within the wider School community. The Chaplain convenes the Interfaith Forum which exists to promote dialogue and good relations on campus, and you can sign up on the Faith Centre website for information about the regular trips and discussions organised by this Forum throughout the year. LSE takes religion and belief seriously and the Chaplain is able to advise on any faith-related matter.

The School Chaplain and Interfaith Adviser, Revd Dr James Walters, can be contacted on +44 (0)20 7955 7965. The Faith Centre is located on the second floor of the Saw Swee Hock Student Centre. There is also a Muslim Prayer Room in the basement of Lincoln's

Chambers. For more information about the Faith Centre, see [lse.ac.uk/faithcentre](http://lse.ac.uk/faithcentre)

### Dentist

The Sardinia House Dental Practice offers one off treatments, preventative and cosmetic dentistry, and dental hygiene treatments. Fees apply, and details are on the website. The practice is open Mondays to Fridays, 9am-1.30pm and 2.30-5pm. To make an appointment, call +44 (0)20 7404 8600. Further information at <http://sardiniadental.com/contact/>

### Equity, Diversity and Inclusion (EDI)

Equity, Diversity and Inclusion (EDI) The School, as a public body, has to comply with the Equality Act 2010 which sets out nine protected characteristics as the grounds upon which discrimination is unlawful: age, disability, gender identity (named as gender reassignment in the Act), marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation. LSE is committed to building a diverse, equitable and truly inclusive university. We seek to enable all members of the School community to achieve their full potential in an environment characterised by equality of respect and opportunity. To find out more about equity, diversity and inclusion at LSE and for related resources, please see [lse.ac.uk/intranet/staff/equityDiversityInclusion/home.aspx](http://lse.ac.uk/intranet/staff/equityDiversityInclusion/home.aspx)

### Local GP service

Students should register with a local GP as soon as they arrive. Some GPs will register people from outside their catchment area, and students can search for local GP practices at [www.nhs.uk](http://www.nhs.uk) or call NHS 111. Students and staff can seek an urgent appointment at any practice, even if not registered with them, including the independent St Philips NHS Medical Centre on campus ([www.stphilipsmedicalcentre.co.uk](http://www.stphilipsmedicalcentre.co.uk), 020 7611 5131). They can also attend any NHS Walk-in Centre; the nearest is in Soho: 1 Frith Street, London, W1D 3HZ (020 7534 6500), open 8 am – 8 pm weekdays (10 am – 8 pm weekends).

If you experience or witness a significant medical event or accident that requires immediate medical assistance or hospital care, call 999 for an ambulance.

### Nursery

The nursery is situated on Wild Street, Covent Garden and is open from 8.45am to 6.15pm, Monday to Friday, throughout the year, except for School closure periods and Christmas, Easter and public holidays. Children can be dropped off at various times: between 8.45am and 10.15am, at 11.30am and at 1.30pm. Note that there is often a waiting list for places, but the website includes information on how students are prioritised: see [lse.ac.uk/nursery](http://lse.ac.uk/nursery)

### Student Counselling Service

LSE's Student Counselling Service offers a free and confidential service to all current students at LSE, and aims to support them in coping with any personal or study difficulties that may be affecting them while at the School. It has professionally qualified and experienced counsellors and offers around 100 sessions of counselling each week. The service also runs a wide range of groups and workshops for students. Further information, together with an extensive range of self-help materials is available at Lse.

ac.uk/counselling. SCS also hosts the Peer Support scheme, which is based in residences and on campus, see [lse.ac.uk/counselling/peerSupport](https://lse.ac.uk/counselling/peerSupport) or [facebook @LSEPeerSupport](https://facebook.com/LSEPeerSupport)

Appointments need to be booked in advance and are available Mondays to Fridays, 10am – 4pm, throughout the year, apart from School closure days and public holidays. Appointments can be made via [student.counselling@lse.ac.uk](mailto:student.counselling@lse.ac.uk), by calling +44 (0)20 7852 3627 or by visiting the Student Counselling Service Reception (Tower 3, 4th Floor).

Students who wish to be seen on the day may use one of the daily drop in sessions. These are available each day at 3pm on a “first come” basis. For further information, call +44 (0)20 7852 3627 or visit the Student Counselling Service Reception (details above).

LSE also provides a confidential Staff Counselling Service which is available to all LSE staff whether full or part time: [lse.ac.uk/intranet/staff/staffCounselling/Home.aspx](https://lse.ac.uk/intranet/staff/staffCounselling/Home.aspx)

### Treatment Clinic

The interdisciplinary LSE Treatment Clinic offers acupuncture, injury rehabilitation, osteopathy, reflexology and sports massage. Preferential fees apply for LSE students and staff – details are on the website. To contact the clinic email [enquiries@lsetreatmentclinic.co.uk](mailto:enquiries@lsetreatmentclinic.co.uk); to find out more see <http://lsetreatmentclinic.co.uk/>

## Policies, procedures and complaints

All regulations and codes of practice relating to academic study can be found at the School's Calendar: [lse.ac.uk/calendar](https://lse.ac.uk/calendar)

For School policies and procedures relating to complaints, harassment, ethics, etc., see the policies and procedures section on the intranet: [lse.ac.uk/intranet/LSEServices/policies/home.aspx](https://lse.ac.uk/intranet/LSEServices/policies/home.aspx)

Wherever possible, the School encourages informal resolution and there are several sources of information and support at the School for this:

Students can also seek independent advice and support from the Students' Union Advice and Support Service ([www.lsesu.com/support](http://www.lsesu.com/support)).

## Skills development and training

### Careers

LSE Careers offers a wide range of services to help students and alumni in their career development. This includes one to one careers advice and CV checking, practice interviews, extensive online and library resources, a substantial jobs and opportunities database, and a variety of fairs, seminars and presentations. LSE Careers is located on the 5th floor of the Saw Swee Hock Student Centre and is open throughout the year (except on School closure days), Mondays to Fridays, 10am – 5pm. See [lse.ac.uk/careers](https://lse.ac.uk/careers) for further information.

### Class teacher training

LSE is keen to ensure that all GTAs and guest teachers get adequate support to undertake their teaching roles effectively. To this end, the

Teaching and Learning Centre offers a range of induction, training and ongoing support opportunities for GTAs. Academic advisers and departmental tutors who have concerns about class teachers are welcome to contact the Teaching and Learning Centre for advice: see [lse.ac.uk/tlc](https://lse.ac.uk/tlc) or email [tlc@lse.ac.uk](mailto:tlc@lse.ac.uk)

### IT training

IT training offers a variety of different types of support for students, including self-study sessions, assistance with using personal computers and mobile devices on campus and in residences, and support with assistive technologies. Contact details for all support and training services can be found at [lse.ac.uk/IMT/training](https://lse.ac.uk/IMT/training)

### Language Centre

The LSE Language Centre provides a wide range of in-session courses for students and class teachers as well as English language support during office hours. During term time its Enquiries & Study Area, located on the ground corner entrance floor of 20 Kingsway, is open from 9.15am to 6.30pm Monday to Thursday, closing early on Fridays at 4.30pm. During the rest of the year it is open 9.15am to 5pm, Monday to Thursday, closing early on Fridays at 4.30pm. For both the Christmas and Easter holiday weeks LSE, and thus the Language Centre Enquiries and Study Area, is closed. For more information see [lse.ac.uk/language](https://lse.ac.uk/language)

### LSE LIFE

LSE LIFE is the School's academic, personal and professional development centre for undergraduate and taught graduate students. Housed in bespoke space on the ground floor of the Library, LSE LIFE brings together the many development opportunities offered by different LSE professional service divisions in one central, accessible, and welcoming place. LSE LIFE offers students one-to-one advice, practical workshops, and large-group learning events. LSE LIFE is also a hub for collaboration, where staff from different parts of the School, including the LSE LIFE team, LSE Careers, LSE Library, and colleagues in academic departments, create and deliver innovative learning opportunities – both for general student audiences but also for specific, programme cohorts, or year groups.

LSE LIFE has three main objectives:

1. LSE LIFE offers students an institution-wide programme of academic, personal and professional development opportunities.
  - Lectures and workshops on core academic skills, such as Studying at LSE, Writing Essays, Reading Effectively and Thinking Critically.
  - Workshops on key 21st century skills, such as Creative Thinking, Communicating Well, Working Collaboratively and Problem-Solving.
  - Events on making the most of your time at LSE and life after graduation, such as volunteering opportunities, careers fairs and external speakers.

- Training on research and information management tools, such as Endnote, SPSS, data analysis and surveys.
2. LSE LIFE houses an advisory service for taught students, who can come to the Centre and ask any question about study or development opportunities at LSE.
- Study advisers on duty every day to answer questions and discuss study-related issues and/or direct students to further assistance and practice.
  - Specialist advisers throughout the week, including career specialists, librarians, English-language teachers, maths and stat tutors, professional writers, and others.
  - Drop-in service for on-the-spot guidance with study-related tasks.
  - Bookable consultations, in small groups or one-to-one.
3. LSE LIFE offers colleagues in academic departments support to develop new student learning opportunities in LSE LIFE's purpose-built space.

LSE LIFE can deliver learning activities tailored to departmental, programme, or course needs. For example:

- Writing retreats to help students get started with or edit their essays.
- Time-management for planning exam-revision.
- Practice sessions for effective reading and note-taking, using a text provided by the department.
- Workshops on dissertation structure following departmental criteria.

LSE LIFE can host and offer support for learning activities that are developed and delivered by departments. For example:

- Departmental orientations, with an introduction to studying at LSE.
- Mini-conference events, with preparation for and feedback on public speaking and presentation skills.
- External speakers, with support for follow up group discussions.
- Case study simulations, with support to facilitate group discussions.

Finally, starting this academic year, LSE LIFE is proposing a new reflective tool that guides students through an independent and personal reflection on the experience and skills they have, and those areas they may wish to develop further. This tool is particularly relevant for academic advisers as it can be part of your advisory meetings.

In the tool, students respond to a series of statements to reflect on their own confidence and priorities with respect to their studies and their goals. After students complete the tool, advice is offered, including events they can take part in at LSE LIFE and with other professional services divisions at the school.

Skills for study and for everyday life are illustrated using a set of icons and simple definitions. Students also encounter these same icons throughout the academic year, as we use them to signal skills that participants can develop in every LSE LIFE workshop. This way, students can identify for themselves the skills or goals that are important for them, and look out for events that focus on those specific areas.

You can use the reflective tool at the beginning of the year, or anytime you give feedback, as an easy way to frame discussions about students' experiences and what they can do themselves to develop skills to do well both inside and outside the classroom. The tool, together with the icons and definitions, helps clarify skills for study and for life and show how these skills are closely related and intertwined.

Our reflective tool will be available on the LSE LIFE website ([www.lse.ac.uk/lselife](http://www.lse.ac.uk/lselife)) at the beginning of the academic year.

For more information on this tool or how you can best use LSE LIFE, please come and see us on the ground floor of the Library or send us an email at [lselife@lse.ac.uk](mailto:lselife@lse.ac.uk)

## 6.3 Services outside of LSE

Students may wish to seek guidance, support and information from specialist agencies outside the School. Academic Advisers are not expected to take on a therapeutic or diagnostic role, but if a student mentions a specific issue, it may be appropriate to offer them the contact details of a related organisation. Please do also emphasise LSE's wellbeing services. A selection is provided at this link, chosen by the Student Counselling Services.

[lse.ac.uk/intranet/students/supportServices/healthSafetyWellbeing/adviceCounselling/studentCounsellingService/resources.aspx](http://lse.ac.uk/intranet/students/supportServices/healthSafetyWellbeing/adviceCounselling/studentCounsellingService/resources.aspx)

These address:

- Alcohol and Drugs
- Black and minority ethnic groups
- Cognitive Behavioural Therapy (CBT)
- Resources Emergencies / feeling suicidal
- External and Long-term therapy
- Hypnosis for anxiety
- International students
- LGBT
- Mental Health
- Sexual assault
- Stress management
- Violent Crime





# section6

## Appendix 1

The structure of School governance (correct as of August 2017)

## Appendix 2

Example of an Inclusion Plan (IP) from the Disability and Wellbeing Service

## Appendix 3

Promoting equality and diversity

## Appendix 4

Staff Student Liaison Committees: guidance for Chairs and members

## Appendix 5

The LSE100 course: at a glance

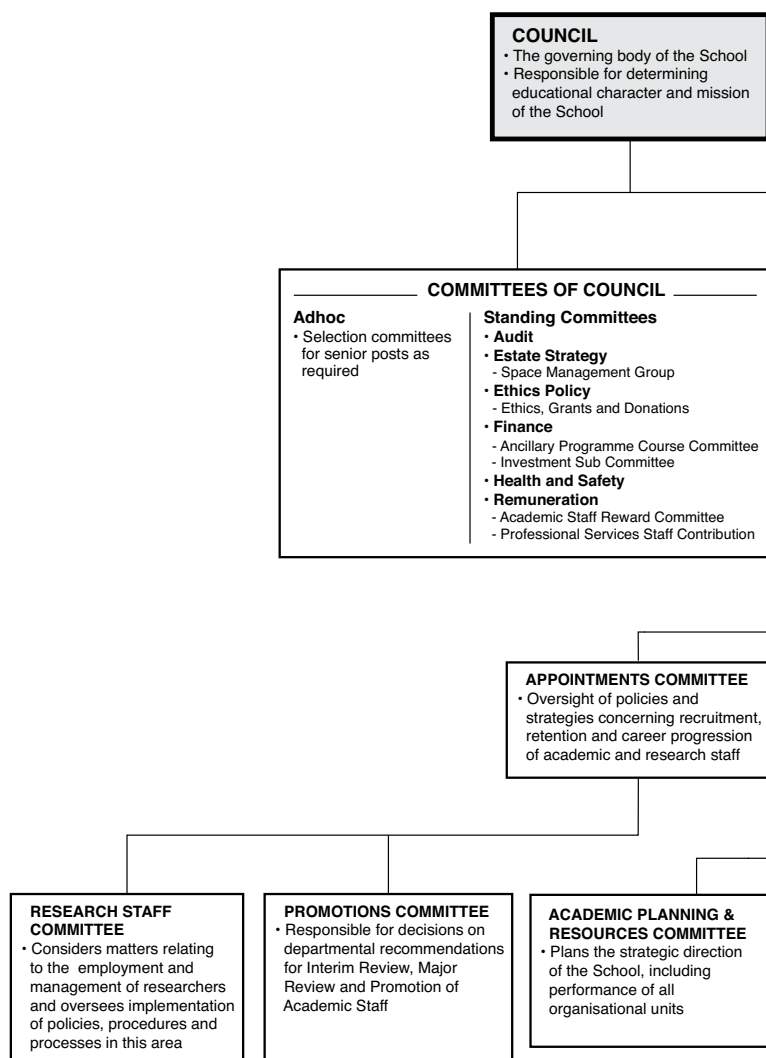
## Appendix 6

The LSE Ethics Code

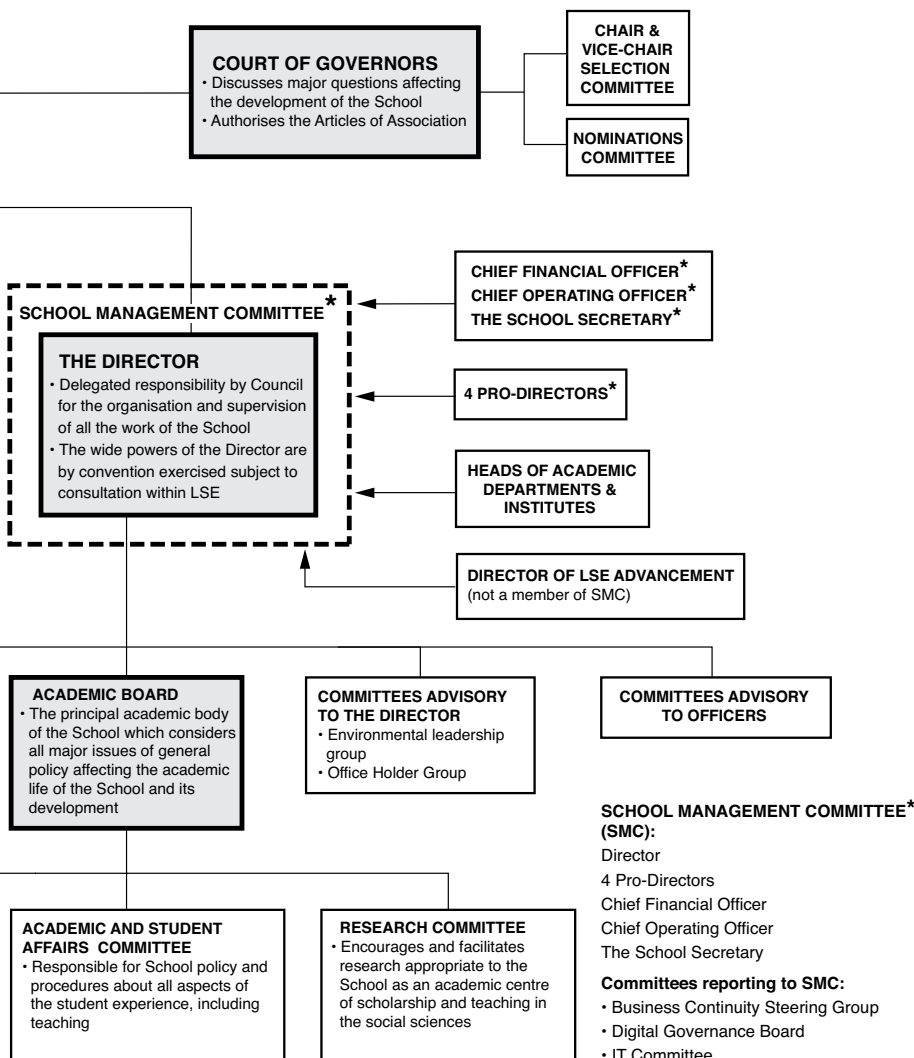
# Appendix 1

## The structure of School governance

(correct as of September 2017)







## Appendix 2

### Example of an Inclusion Plan (IP) from the Disability and Wellbeing Service

CONFIDENTIAL

#### Inclusion Plan



<b>Name</b>	PADDINGTON BEAR	<b>Student ID</b>	201710626
<b>Department</b>	Geography		
<b>Programme</b>	MSc Human Geography and Urban Studies	<b>Year of Programme</b>	1
<b>Email</b>	p.a.bear22@lse.ac.uk	<b>Contact number</b>	07845 546532

#### Summary of information

Paddington has been identified as having dyslexia, a Specific Learning Difficulty. Dyslexia is a condition that impacts upon the efficient processing of information, especially when a student is placed under time pressure. It is described as a Specific Learning Difficulty because the difficulties with learning that are experienced by a student are contextually specific and dependent upon the type of activity being carried out. Dyslexia directly impacts upon literacy-based tasks because the student is likely to have difficulties with aspects of phonological processing, which is a fundamental, underpinning skill required to build good literacy skills in order to achieve accurate and fluent word reading and spelling. Students with dyslexia often also experience some difficulties with aspects of working memory.

**Academic Adviser:** Dr I. Kant

**NB. This IP is for the duration of a programme unless there is a change in the student's condition or programme.** Each IP will vary according to the nature of the disability, the kind of adjustments required, the programme being followed and individual preference. **It is very important that information is handled carefully and adjustments put in place with discretion and sensitivity.**

Area of Action	Support and Adjustments
<b>Academic Department Adjustments</b> This relates to the support that will be arranged with the Department	Lecture slides/notes provided in advance, Allow student to record lectures/seminars/ meetings, Clear unambiguous feedback on submitted work, Directed reading lists, Extensions to deadlines may be required
<b>Disability and Wellbeing Service</b> This relates to the support that can be facilitated by DWS	Loan of recording device, Access to Assistive technology room, 1-1 Study Skills Tuition, Letter of notification
<b>Library Services</b>	Subsidised Photocopying, Access to Priority PCs, Extended Loans
<b>Mental Health and Wellbeing</b>	
<b>Residential Services Office</b>	
<b>Security Provisions</b>	
<b>Student Actions</b>	Check programme handbook if extensions are needed and liaise with Department as necessary
<b>Circulation</b> Sent to those listed below to disseminate as required & with the agreement of the student	<b>Documentation</b>
Academic Adviser, DM, Prog Admin, Module Teachers & Lecturers, Library / IMT	Diagnostic Assessment Report
<b>Disability Adviser</b>	Helen Arkell
<b>Date</b>	August 16, 2017
Original retained in a confidential file in the DWS. This information will be recorded in a restricted code on SITS.	

## Appendix 3

### Promoting equality and diversity

One of LSE's strategic priorities, as detailed in the 2020 Strategy, is to "strengthen our commitment to equity, diversity and inclusion and take relevant action throughout the institution." "Equality of Respect and Opportunity" is one of the guiding principles for the LSE community as set out in the School's Ethics Code (see Appendix 6). The School's EDI Office acts to promote and further LSE's commitment to equity, diversity and inclusion for all members of the School community.

Examples of LSE's work:

- Athena SWAN is a national charter mark – run by the Equality Challenge Unit (ECU) – that recognises the advancement of gender equality in higher education: representation, progression and success for all. The School will be working towards an institutional bronze Athena SWAN award, with a submission date of November 2018.
- In 2017, LSE will be convening a self-assessment team to work towards the ECU's Race Equality Charter Mark. The Race Equality Charter is focussed on improving the representation, progression and success of black and minority ethnic (BME) staff and students in Higher Education.
- LSE is a Stonewall diversity champion and is part of the Stonewall Workplace Equality Index.
- LSE has also worked closely with DisabledGo to develop online access guides to all the School's buildings, and route maps around campus.
- A large-scale HEFCE funded project to support training on consent, positive bystander interventions, responding to disclosures of sexual assault, and enhancing interfaith understanding and awareness of trans issues.

As a public body, the School has to comply with the current equality and diversity legislation, principally in the form of the Equality Act 2010.

#### Equality Act 2010

The Equality Act 2010 sets out nine protected characteristics as the grounds upon which discrimination is unlawful: age, disability, gender reassignment (now commonly understood as gender identity), marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

It also introduces a general public sector duty which requires all public bodies to have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
  - advance equality of opportunity between persons who share relevant protected characteristics and persons who do not share it;
  - foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
- The School's objectives around equity, diversity and inclusion are set out on the EDI website: [lse.ac.uk/equitydiversityinclusion](https://lse.ac.uk/equitydiversityinclusion)
- In practice, the School expects all Academic Advisers to –
- treat all students fairly and with respect;
  - pay attention and respond to needs and interests of students from diverse groups;
  - foster an inclusive environment for all students to access opportunities and participate fully in the learning process;
  - ensure that learning or any other materials are inclusive, and do not discriminate against any individuals or groups;
  - ensure that learning resources are accessible to by all students.
  - challenge and/or report unacceptable behaviour;
  - actively oppose all forms of discrimination;
  - reflect on prejudices, including examining the use of inappropriate language and behaviours;
  - not victimise any student who has complained, or who has given information in connection with such a complaint;
- For further advice, please contact the Equity, Diversity and Inclusion Office at team at [EDI@lse.ac.uk](mailto:EDI@lse.ac.uk)

#### Bullying and harassment

The School is committed to a working and learning environment where people can achieve their full potential free of bullying and harassment.

All members of the LSE community can help to:

- prevent bullying and harassment by being sensitive to the reactions and needs of others, and ensuring that their conduct does not cause offence;
- discourage bullying and harassment by others by making it clear that such conduct is unacceptable, and supporting colleagues and peers who are taking steps to stop the harassment;
- understand bullying and harassment by attending training sessions and/or seeking advice from the School's Central Administration or Students' Union.

Any instances of harassment or bullying can be reported online at [lse.ac.uk/reportit](https://lse.ac.uk/reportit). The form allows for third party and anonymous reports as well as named reports on one's own behalf.

## Appendix 4

### Staff Student Liaison Committees: guidance for Chairs and members

#### 1 Introduction

- (a) Participation and feedback from students are central to effective quality assurance of courses and programmes and Staff Student Liaison Committees are a key forum for student engagement in the School.
- (b) Effectiveness of SSLCs relies on the participation of students and the visibility of outcomes. Examples of good practice include high levels of student representation and engagement in meetings.

#### 2. General Guidance

- (a) The Departmental Tutor is responsible for arranging a termly meeting of the departmental undergraduate SSLC. For taught graduate and research students' SSLCs a member of academic staff would normally organise the meeting eg, a Programme Director or the Doctoral Programme Director. Administrative staff from the Department would normally service the Committee.
- (b) Smaller Departments may wish to combine taught Masters' and research students' SSLC meetings.
- (c) It is open to the SSLC to agree that a student or member of staff should chair the meeting and act as secretary.
- (d) The meeting will receive copies of the minutes from the previous meeting. In presenting the minutes, the Chair should give an account of what actions have been taken since the last meeting on items/actions which do not appear on the agenda as separate items. This is particularly important for new members of the SSLC who do not know the history surrounding some issues.
- (e) The Secretary shall ensure that discussion and decisions are communicated with other Departments where they affect students studying programmes outside the home Department
- (f) The Academic Registrar's Division will review SSLC minutes and contact Departments in order to facilitate onward referral of items which may be of School-wide interest. Chairs are welcome to contact the Head of the Student Services Centre in this regard.

#### 3. Agenda items and indicative business

- (a) It is expected that the agenda will include items which provide the opportunity for students to discuss all aspects of teaching and their research. This can include comments on the quality of teaching in lectures and classes, as well as Library, IT or other

support services. It can include positive comments, criticisms or suggestions for improvement which are a key feature of SSLCs. However, meetings should also include regular items as in (b), (c), (d) and (e) below. Please note that issues relating to individual student cases are outside the scope of SSLCs.

- (b) Regular agenda items for Michaelmas Term meetings should include:
  - the terms of reference, membership and Guidance for members and Chairs of SSLCs;
  - external examiner comments of the External Examiner Report on Undergraduate and Taught Graduate programmes;
  - orientation feedback;
  - update on proposals and effectiveness of programme and course changes;
  - use of feedback meetings/office hours;
  - NSS participation (for final year Undergraduate students);
  - International Student Barometer survey (ISB) – when LSE has participated;
  - Postgraduate Research Experience Survey (PRES) – when LSE has participated.
- (c) Regular agenda items for Lent Term meetings:
  - mechanisms for feedback to students on work;
  - discussion of completed annual programme monitoring forms
- (d) Other regular agenda items to be included at appropriate meetings
  - new course/programme proposals;
  - proposals to modify a course/programme;
  - TQARO course survey results (after assuring no risk to confidentiality).

#### 4 Membership

- (a) There should be at least one student representative per year of each programme. Where possible, this principle should be interpreted in relation to the number of students in each programme and department.



*Illustration: Department X has two programmes: A with 60 students (20 per year) and B with 30 students (10 per year). As a minimum, Programme A might have 3 representatives (one per year) and Programme B might have 1 representative on the SSLC.*

This model can be varied, for example, all students on small programmes may be invited to attend and the above model can be scaled up for very large programmes.

Membership should include representatives from Joint, Dual and Double degree programmes.

- (b) Staff membership is not prescribed but would normally include the following:
- Departmental tutor (undergraduate);
  - Programme director/research students tutor;
  - Departmental manager;
  - Departmental administrator and/or minute-taker.

The Chair may invite other academic staff teaching on the programme to attend.

## 5 Election of student members

- (a) The Departmental Tutor or other designated senior staff member in the Department with responsibility for convening the SSLC is also responsible for arranging student membership.
- (b) Student representatives should normally be elected to the SSLC. However, this may be difficult for first year students who do not know each other. Where an election isn't possible, selection by appropriate staff may be necessary.
- (c) It may be helpful to publicise the role via departmental social media or other means before the start of the year.
- (d) Where possible programme representatives should be elected/selected by the end of week 4 in the Michaelmas term. All students should be aware of the opportunity to become a programme representative and the procedure should be clear and transparent.
- (e) Elections should be publicised in a number of ways eg, at Departmental Orientation, by email or on the departmental website.
- (f) Names and email addresses of programme representatives should be sent to the Student Services Centre by the end of Week 5 in Michaelmas term.

## 6 Frequency of meetings and notification

- (a) One meeting should be scheduled in both Michaelmas and Lent terms.
- (b) SSLC meeting dates and times should be publicly displayed on the departmental website and publicised via Moodle or by other methods at least one week in advance of the meeting. It is recommended that an administrator should also send an email to all students taking a programme in the department to alert them to the meeting. Dates and times of SSLCs should be confirmed as early as possible in the year.

## 7 Timing of meetings

- (a) SSLC meetings should precede the relevant meeting of the Student Consultative Forum to allow items to be referred from SSLCs to the Forum. The Undergraduate and Taught Graduate Fora meetings take place in week 8 of Michaelmas term and Week 7 of Lent Term.
- (b) The following schedule for sending minutes to the Secretary of the appropriate Forum will ensure that SSLC items can be included in the Forum agenda.

Term	Undergraduate	Taught graduate	Research
Michaelmas	Week 7	Week 7	Week 8
Lent	Week 6	Week 6	Week 6

## 8 Minutes

- (a) SSLC minutes should be forwarded to the Secretary of the appropriate Consultative Forum before they are ratified by the Chair. This allows issues to be raised promptly and reduces delays in taking action. Contact details can be found at both the Research Students' Consultative Forum and Undergraduate and Taught Graduate Consultative Fora websites.
- (b) SSLC minutes are ratified at the following SSLC meeting and should then be available to all students electronically. This can be by a variety of methods eg, posted on the SSLC section of the departmental website or via Moodle.

## Appendix 5

### The LSE100 course: at a glance



This page provides an “at a glance” summary of key information about LSE100 and redirections to more details in the handbook. A priority for the LSE100 course term is to help students to integrate LSE100 more fully into their degree programmes, in particular, by highlighting the relevance to their degree of understanding other disciplinary perspectives and of developing their methodological, information and communication skills.

The LSE100 course team would welcome the opportunity to work with departmental tutors and academic advisers to ensure that departments have the information they need to help first (and second) year students understand the contribution LSE100 can make to their progress in their degree programme – and to get feedback and suggestions on how that contribution can be enhanced in the future development of LSE100.

When are the lectures?	Students have ten two-hour lectures in the Lent Term of their first year and ten two-hour lectures in the Michaelmas Term of their second year. <b>Further details: see LSE100 website.</b>
When are the classes?	Students have ten one-hour classes in the Lent Term of their first year and ten one-hour classes in the Michaelmas Term of their second year. Classes appear on students’ timetables on LSE for You.
Who deals with LSE100 class change requests?	All class change requests for LSE100 are dealt with by the LSE100 course office. Requests made after the start of each term are likely to be approved only in exceptional circumstances as they would significantly disrupt group-work activities, particularly in the Michaelmas Term.
What do I do with LSE100 non-attendance alerts?	These should be followed up in the same way as non-attendance alerts for any course. As the interim and final marks for LSE100 are both partly based on in-class assessed activities and there is an emphasis on group work in LSE100, academic advisers are asked to respond promptly to any attendance issues that arise.
If a student is barred how does this affect LSE100?	LSE100 is not included in the exam barring system.
Where can I find out about my students’ progress on LSE100?	LSE100 teachers provide feedback on formative and summative work, as well as an end of term report, on LSE for You.
Who deals with LSE100 examination issues?	LSE100 examination issues are handled by the Examination Sub-board (chaired by the Director of LSE100) which reviews assessment outcomes, deals with mitigating circumstances and considers cases where plagiarism or other examination offences are detected.
How does LSE100 affect progression?	LSE100 does not affect students’ progression or final degree classification.
How does LSE100 offer office hours?	The students’ LSE100 class teachers also offer regular office hours and 1-2-1 feedback sessions to provide feedback on written work and discuss any other matters relating to LSE100, but will advise students to contact their departmental academic advisers for other academic or pastoral matters.
LSE100 Writing Lab	All undergraduates are able to book a 30 minute session with a Writing Lab adviser for advice on their written work for any of their courses.
How is LSE100 marked?	Students are assessed through six pieces of summative work. Students will receive numeric marks for each piece of work. <b>More information about marking and classification is on the LSE100 website and Moodle site.</b>

# Appendix 6

## The LSE Ethics Code

The whole LSE community, including all staff, students, and governors of the LSE, are expected to act in accordance with the principles which are set out in this Code under the following headings:

- Responsibility and accountability
- Integrity
- Intellectual freedom
- Equality of respect and opportunity
- Collegiality
- Sustainability

Council, Academic Board, their subsidiary committees, and the management of the School are responsible for the promotion, implementation, and application of the Code. Decisions should be taken at all levels with reference both to the School's objectives and to the principles set out in this Code.

The full Code also makes reference to relevant policies and procedures of the School, some of which are designed to deal with complaints, disciplinary and other misconduct matters. For further details please see [lse.ac.uk/ethics](https://lse.ac.uk/ethics)

### Ethical guidelines

It is impossible to devise a single set of rules to resolve every ethical dilemma which members of the LSE community may face. Instead, the principles in the Ethics Code should guide the exercise of judgement in individual cases. The following guidelines provide further information on how each principle should apply in practice, and lists some of the policies and procedures by which individual issues are presently addressed.

### Decision making step-by-step

Three simple steps should be followed to identify and resolve the ethical implications of individual decisions and actions:

- 1) Consider whether what you plan to do is compatible with the principles in the Ethics Code. Further guidance is often available from existing policies, several of which are listed in the following text.
- 2) Ask yourself how you would explain your actions if you had to justify them to close friends and family, or if they were on the front page of a newspaper. What would be the impact on your reputation, or that of the School? How would you feel about asking someone else to do what you are proposing to do?
- 3) Seek advice from an appropriate person, such as a colleague or line manager, or one of the School committees tasked with handling ethical matters. Specific committees handle research ethics and the ethics of receiving external grants and donations, while the Ethics Policy Committee will consider dilemmas of particular difficulty where principles may conflict.

### 1. Responsibility and accountability

In order to uphold our commitment to responsibility and accountability, we will:

- 1.1. Embed the principle of individual responsibility at every level of the School's management and governance structures.
- 1.2. Raise concerns relating to ethical matters as they arise.

### 2. Integrity

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

- 2.1. Be honest and truthful.
- 2.2. Act in accordance with all relevant legislation and statutory requirements.
- 2.3. Declare interests and manage appropriately possible conflicts.
- 2.4. Be transparent and consistent in our decision making.
- 2.5. Maintain our independence in engaging with outside parties.
- 2.6. Conduct fundraising activities in line with the principles set out in the Ethics Code.

### 3. Intellectual freedom

In order to uphold our commitment to intellectual freedom, we will:

- 3.1. Protect individuals' freedom of expression.
- 3.2. Uphold the freedom to research and convey research findings.

### 4. Equality of respect and opportunity

In order to uphold our commitment to equality of respect and opportunity, we will treat all people with equal dignity and respect and ensure that no person will be treated less favourably because of her/his role at the School, age, disability, gender (including gender reassignment), race or ethnicity, religion or belief, sexual orientation social and economic background.

### 5. Collegiality

In order to uphold our commitment to collegiality, we will promote within the School an inclusive and participatory working and social environment in which we encourage, support and behave appropriately to one another.

### 6. Sustainability

In order to uphold our commitment to sustainability, we will minimise any negative impact we may have on the natural and built environment by effectively managing our resources.

For further information on the Ethics Code or for any ethics queries please e-mail [ethics@lse.ac.uk](mailto:ethics@lse.ac.uk)





# At a glance

2017/18

Role	Key contact	Email	Ext
Pro-Director Education	Paul Kelly	<a href="mailto:p.j.kelly@lse.ac.uk">p.j.kelly@lse.ac.uk</a>	7190
<b>Academic Registry/Student Services Centre (SSC):</b> advice on regulations, admissions, progression, assessment. See <a href="http://lse.ac.uk/intranet/LSEServices/ARD/Home.aspx">lse.ac.uk/intranet/LSEServices/ARD/Home.aspx</a>			
Academic Registrar	Mark Thomson	<a href="mailto:m.t.thomson@lse.ac.uk">m.t.thomson@lse.ac.uk</a>	6614
SSC: Advice Manager	Nicola Morgan	<a href="mailto:n.m.morgan@lse.ac.uk">n.m.morgan@lse.ac.uk</a>	7489
SSC: Assessment Regulations Team	Admin Office	<a href="mailto:ssc.appeals@lse.ac.uk">ssc.appeals@lse.ac.uk</a>	7139
SSC: International Student Visa Advice Team Service	Bethan Ovens	<a href="mailto:b.ovens@lse.ac.uk">b.ovens@lse.ac.uk</a>	6853
Head of Recruitment and Admissions	Cath Baldwin	<a href="mailto:c.r.baldwin@lse.ac.uk">c.r.baldwin@lse.ac.uk</a>	6613
<b>Accommodation Office:</b> <a href="http://lse.ac.uk/accommodation/">lse.ac.uk/accommodation/</a>			
Director of Residential Services	Ian Spencer	<a href="mailto:i.spencer@lse.ac.uk">i.spencer@lse.ac.uk</a>	7083
<b>Adviser to Women Students</b>			
Adviser to Women Students	Bingchun Meng	<a href="mailto:b.meng@lse.ac.uk">b.meng@lse.ac.uk</a>	5020
<b>Disability and Wellbeing Service (DWS):</b> provides advice and support to disabled students (including those with long-term medical conditions, mental health difficulties and Specific Learning Difficulties such as dyslexia), enables reasonable adjustments through Inclusion Plans, advises students on how to apply for Individual Examination Adjustments (IEAs) through the Exams Office. See <a href="http://lse.ac.uk/disability">lse.ac.uk/disability</a>			
Admin team (contact to make appointments with advisers)	Reception	<a href="mailto:disability-dyslexia@lse.ac.uk">disability-dyslexia@lse.ac.uk</a>	7767
<b>Equality, Diversity and Inclusion</b>			
EDI Manager	Isabella Chan	<a href="mailto:i.s.chan@lse.ac.uk">i.s.chan@lse.ac.uk</a>	7826
<b>Ethics</b>			
Ethics Manager	Stephanie Allison	<a href="mailto:s.allison@lse.ac.uk">s.allison@lse.ac.uk</a>	7975
<b>Faith Centre</b>			
Chaplain and Interfaith Adviser	James Walters	<a href="mailto:j.walters2@lse.ac.uk">j.walters2@lse.ac.uk</a>	7965
<b>Financial Support Office:</b> <a href="http://lse.ac.uk/financialSupportOffice">lse.ac.uk/financialSupportOffice</a>			
Financial Support Manager	Sue Plater	<a href="mailto:s.plater@lse.ac.uk">s.plater@lse.ac.uk</a>	7163
General Course	Admin Office	<a href="mailto:gc@lse.ac.uk">gc@lse.ac.uk</a>	6613
<b>Language Centre:</b> range of support services for students for whom English is a second language, as well as modern foreign language provision. See <a href="http://lse.ac.uk/language">lse.ac.uk/language</a>			
Director	Neil McLean	<a href="mailto:n.d.mclean@lse.ac.uk">n.d.mclean@lse.ac.uk</a>	7180
Deputy Director/Language Co-ordinator (English for Academic Purposes)	Alison Standring	<a href="mailto:a.standring@lse.ac.uk">a.standring@lse.ac.uk</a>	7019
Centre Manager	John Heyworth	<a href="mailto:j.heyworth@lse.ac.uk">j.heyworth@lse.ac.uk</a>	7933
<b>Library</b>			
Director of Library Services	Nicola Wright	<a href="mailto:n.c.wright@lse.ac.uk">n.c.wright@lse.ac.uk</a>	7229

Note: The information provided in this insert was correct at the time of going to press (summer 2017).

<b>Local GP service:</b> St Philips Medical Centre <a href="http://www.stphilipsmedicalcentre.co.uk/">http://www.stphilipsmedicalcentre.co.uk/</a>			
Booking appointments	Reception	<a href="mailto:spmc@nhs.net">spmc@nhs.net</a>	020 7611 5131
<b>LSE100 The LSE Course</b>			
Director of LSE100	Jessica Templeton	<a href="mailto:j.b.templeton@lse.ac.uk">j.b.templeton@lse.ac.uk</a>	5152
<b>LSE Careers:</b> advice for LSE students and alumni on careers and Graduate Destinations. See <a href="http://lse.ac.uk/careers">lse.ac.uk/careers</a>			
Director of LSE Careers	Mark Maloney	<a href="mailto:m.maloney@lse.ac.uk">m.maloney@lse.ac.uk</a>	6964
Careers, Education and Advice Manager	Lizzie Darlington	<a href="mailto:e.h.darlington@lse.ac.uk">e.h.darlington@lse.ac.uk</a>	5209
Student Experience and Operations Manager	Matt Wildman	<a href="mailto:m.w.wildman@lse.ac.uk">m.w.wildman@lse.ac.uk</a>	6334
<b>LSE LIFE</b>			
Head	Claudine Provencher	<a href="mailto:c.m.provencher@lse.ac.uk">c.m.provencher@lse.ac.uk</a>	3715
Centre Manager	Daniel Linehan	<a href="mailto:d.p.linehan@lse.ac.uk">d.p.linehan@lse.ac.uk</a>	1147
<b>Nursery</b>			
Nursery Manager	Mamselle Jackson	<a href="mailto:Nursery@lse.ac.uk">Nursery@lse.ac.uk</a>	5966
<b>Student Counselling Service: Student Counselling Service:</b> confidential one-to-one counselling for students. See <a href="http://lse.ac.uk/counselling">lse.ac.uk/counselling</a>			
Booking appointments	Reception	<a href="mailto:student.counselling@lse.ac.uk">student.counselling@lse.ac.uk</a>	3627
<b>Students' Union Advice &amp; Support</b>			
Appointments and information	Reception	<a href="mailto:Su.advice@lse.ac.uk">Su.advice@lse.ac.uk</a>	7158
<b>Students' Union (LSESU) Sabbatical Officers and "group" representatives:</b> see Your representatives at <a href="http://www.lsesu.com/studentvoice/yourreps/">www.lsesu.com/studentvoice/yourreps/</a>  Sabbaticals include: (full time) General Secretary, Education Officer, Community and Welfare Officer, Activities and Development Officer; (part time) reps for international students, postgraduate students, mature/part-time students, students with disabilities, women students, lesbian, gay, bisexual and transgender students; environment and ethics; anti-racism.			
<b>Student Wellbeing Service</b>			
Head of Student Wellbeing	Adam Sandelson	<a href="mailto:a.sandelson@lse.ac.uk">a.sandelson@lse.ac.uk</a>	7767
<b>Teaching and Learning Centre:</b> Postgraduate Certificate in Higher Education programmes provision, and academic development opportunities for staff. See <a href="http://lse.ac.uk/tlc">lse.ac.uk/tlc</a>			
Head	Claire Gordon	<a href="mailto:c.e.gordon@lse.ac.uk">c.e.gordon@lse.ac.uk</a>	5344
Senior Administrator	Nicole Nathan	<a href="mailto:n.a.nathan@lse.ac.uk">n.a.nathan@lse.ac.uk</a>	6325

## List of current departmental tutors and departmental managers

Note: This list changes. You may wish to check for the up-to-date list at School and departmental officers ([www.lse.ac.uk/resources/schoolAndDepartmentalOfficers/tutors.htm](http://www.lse.ac.uk/resources/schoolAndDepartmentalOfficers/tutors.htm)). Non-italic = departmental tutor; *italic* = departmental manager.

Department	Tutor/DM	Email	Ext
Accounting	Christopher Noke	<a href="mailto:c.noke@lse.ac.uk">c.noke@lse.ac.uk</a>	7317
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Anthropology	Catherine Allerton	<a href="mailto:c.l.allerton@lse.ac.uk">c.l.allerton@lse.ac.uk</a>	7212
	<i>Yanina Hinrichsen</i>	<a href="mailto:y.hinrichsen@lse.ac.uk">y.hinrichsen@lse.ac.uk</a>	7202
Economic History	Debin Ma	<a href="mailto:d.ma1@lse.ac.uk">d.ma1@lse.ac.uk</a>	7201
	<i>Jennie Stayner</i>	<a href="mailto:j.c.stayner@lse.ac.uk">j.c.stayner@lse.ac.uk</a>	7857

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	<i>Charlotte Knights</i>	<a href="mailto:c.knights@lse.ac.uk">c.knights@lse.ac.uk</a>	7230
European Institute	<i>N/A</i>		
	<i>Carl-Ludwig Campbell</i>	<a href="mailto:c.l.campbell@lse.ac.uk">c.l.campbell@lse.ac.uk</a>	6780
Finance	Paula Lopes-Cocco	<a href="mailto:p.v.lopes-cocco@lse.ac.uk">p.v.lopes-cocco@lse.ac.uk</a>	3708
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Gender Studies	<i>N/A</i>		
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	<i>Shelly Brindley</i>	<a href="mailto:s.a.brindley@lse.ac.uk">s.a.brindley@lse.ac.uk</a> ;	6751
Health Policy	Contact DM for details of Programme Directors		
	<i>Katherine Buckle</i>	<a href="mailto:k.buckle@lse.ac.uk">k.buckle@lse.ac.uk</a>	6840
International Development	<i>N/A</i>		
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International History	Roham Alvandi	<a href="mailto:r.alvandi@lse.ac.uk">r.alvandi@lse.ac.uk</a>	6987
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	<i>Joanne Hay</i>	<a href="mailto:j.hay@lse.ac.uk">j.hay@lse.ac.uk</a>	6249
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	<i>Becky Matthams</i>	<a href="mailto:r.matthams@lse.ac.uk">r.matthams@lse.ac.uk</a>	7340
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	<i>Champa Heidbrink</i>	<a href="mailto:c.heidbrink@lse.ac.uk">c.heidbrink@lse.ac.uk</a>	7712
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	(2) Michael Shiner	<a href="mailto:m.shiner@lse.ac.uk">m.shiner@lse.ac.uk</a>	6335
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	<i>Louise Fisher</i>	<a href="mailto:l.c.fisher@lse.ac.uk">l.c.fisher@lse.ac.uk</a>	7305
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	(2) Wicher Bergsma	<a href="mailto:w.p.bergsma@lse.ac.uk">w.p.bergsma@lse.ac.uk</a>	6725
	<i>Imelda Noble</i>	<a href="mailto:i.noble@lse.ac.uk">i.noble@lse.ac.uk</a>	7731

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Jenni Carr	Accounting; Health Policy; Psychological and Behavioural Science; Social Policy	<a href="mailto:j.carr4@lse.ac.uk">j.carr4@lse.ac.uk</a>	5097
Claire Gordon	European Institute; Government; International Relations; Sociology	<a href="mailto:c.e.gordon@lse.ac.uk">c.e.gordon@lse.ac.uk</a>	5344
Colleen McKenna	Geography and Environment; Institute of Public Affairs (MPA); International History; Philosophy, Logic and Scientific Method	<a href="mailto:c.mckenna4@lse.ac.uk">c.mckenna4@lse.ac.uk</a>	6623
Ellis Saxey	Anthropology; Gender Studies; Language Centre; Media and Communications	<a href="mailto:e.saxey@lse.ac.uk">e.saxey@lse.ac.uk</a>	7412
Lee-Ann Sequeira	Economics; Finance; Management	<a href="mailto:l.sequeira@lse.ac.uk">l.sequeira@lse.ac.uk</a>	1164





## Teaching and Learning Centre

## Atlas 2017/18

### Developing teaching, supporting learning

#### MICHAELMAS TERM

Week	Title	Date	Day
2	Lecturing at LSE: Inspire and intrigue	03/10/2017	Tuesday
2	Teaching and learning in the global classroom	05/10/2017	Thursday
3	Supervising MSc dissertations	10/10/2017	Tuesday
3	Encouraging student contributions in small group teaching	12/10/2017	Thursday
4	Progressive assessment practice at LSE	17/10/2017	Tuesday
5	Maximising the feedback you give to students	24/10/2017	Tuesday
5	Effective teaching skills for GTAs	26/10/2017	Thursday
6	Active learning in quantitative disciplines	01/11/2017	Wednesday
7	Inclusivity and the curriculum	09/11/2017	Thursday
8	Teaching research methods	14/11/2017	Tuesday
8	Writing in the classroom: Writing for learning	16/11/2017	Thursday
8	Teaching on large quantitative courses	17/11/2017	Friday
9	Designing and delivering intensive courses	21/11/2017	Tuesday
9	Teaching café: Experiential learning in London	23/11/2017	Thursday
9	Success with CAPIS: New course design principles	23/11/2017	Thursday
10	Student transitions: An academic literacies approach	28/11/2017	Tuesday
10	Diversifying assessment	30/11/2017	Thursday

#### LENT TERM

Week	Title	Date	Day
2	TQARO and beyond	17/01/2018	Wednesday
2	Making the grade: How standards based assessment supports diversification	18/01/2018	Thursday
3	Lecturing at LSE: Inspire and intrigue	25/01/2018	Thursday
4	Read, Think, Write, Repeat: Teaching strategies to get your students reading	31/01/2018	Wednesday
4	Designing and delivering intensive courses	01/02/2018	Thursday
4	Voice coaching masterclass	02/02/2018	Friday
5	Encouraging student contributions in small group teaching	08/02/2018	Thursday
6	Teaching café: Experiential learning in London	14/02/2018	Wednesday
7	Course design and assessment for quantitative disciplines	21/02/2018	Wednesday
7	Success with CAPIS: Key areas in completing your course proposal form	22/02/2018	Thursday
8	Learning from LSE 100 laboratory	28/02/2018	Wednesday
8	Group work for those experienced with group work	01/03/2018	Thursday
9	Diversifying assessment	07/03/2018	Wednesday
9	Teaching research methods	08/03/2018	Thursday
10	Using questions that promote critical thinking skills	14/03/2018	Wednesday
10	Using the teaching-research nexus to support student engagement	15/03/2018	Thursday
10	Teaching on large quantitative courses	16/03/2018	Friday

#### SUMMER TERM

Week	Title	Date	Day
3	Engaging students through gamification	09/05/2018	Wednesday
3	TQARO and beyond	11/05/2018	Friday
4	Voice coaching masterclass	16/05/2018	Wednesday
4	Group work for those new to group work	16/05/2018	Wednesday
4	Emotions in the teaching space	18/05/2018	Friday
5	Using simulation to introduce real-world settings into the classroom	23/05/2018	Wednesday
5	Making better use of teaching time: Developing through reflective practice	25/05/2018	Friday
6	Teaching and learning in the global classroom	30/05/2018	Wednesday
6	Teaching café: Experiential learning in London	31/05/2018	Thursday
6	Playful learning and creativity	01/06/2018	Friday

Developing teaching

Inclusive practice

Course development

Professional development

Peer learning (inc. cafés)

More information and booking links at [lse.ac.uk/tlc/atlas](http://lse.ac.uk/tlc/atlas)





## Teaching and Learning Centre

The *Handbook for academic advisers* brings together a wealth of information to help you support your students effectively and appropriately.

It aims to provide you with practical information and insight into mentoring and advising, covering topics such as:

- academic progress decisions and procedures;
- academic choices and changes;
- study skills support for students;
- pastoral support for students.

We trust you will find it useful. As always, feedback is welcome at any time: contact us at [tlc@lse.ac.uk](mailto:tlc@lse.ac.uk)

### LSE Teaching and Learning Centre

@ [tlc@lse.ac.uk](mailto:tlc@lse.ac.uk)

 [lse.ac.uk/tlc](http://lse.ac.uk/tlc)

 [lse.ac.uk/educationblog](http://lse.ac.uk/educationblog)

This information can be made available in other formats, on request. Please contact: [tlc@lse.ac.uk](mailto:tlc@lse.ac.uk)

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The School seeks to ensure that people are treated equitably, regardless of age, disability, race, nationality, ethnic or national origin, gender identity, sex, religion, sexual orientation or personal circumstances.

Freedom of thought and expression is essential to the pursuit, advancement and dissemination of knowledge. LSE seeks to ensure that intellectual freedom and freedom of expression within the law is secured for all our members and those we invite to the School.

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