

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 tutoring and advising, covering topics such as

- academic progress decisions and procedures;
- academic choices and changes;
- 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

LSE Teaching and Learning Centre

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lse.ac.uk/tlc

lse.ac.uk/educationblog

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

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Handbook for ACADEMIC ADVISERS

2016/17

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



Academic Development Programme

A year round series of workshops and practice exchange forums, the Academic Development Programme is aimed at academic staff keen to pursue professional development and enhance the impact of their teaching and research. See the inside back cover for details of our 2016/17 programme or find out more at lse.ac.uk/tlc/adp



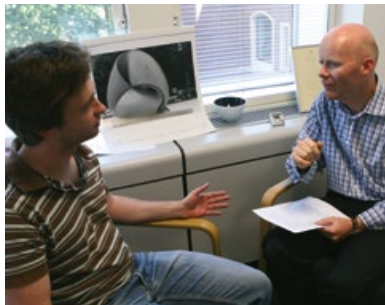
Funding

As well as this and other handbooks, the Teaching and Learning Centre publishes a range of materials for those teaching at LSE, including notes of guidance on subjects like assessment and feedback and case studies of good practice. Find out more at lse.ac.uk/tlc/resources

The LSE Teaching and Learning Development Fund offers funding for projects aimed at developing innovation in curriculum design, teaching, learning and assessment. Details of it and several smaller funds administered by the Teaching and Learning Centre can be found at lse.ac.uk/tlc/funding

Tailored support

Departmental advisers in the Teaching and Learning Centre are happy to work with departments on a one to one or group/departmental basis, on any aspect of teaching and learning. See lse.ac.uk/tlc/advisers for details of your department's adviser.



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Our long-standing teaching blog is being transformed! All existing content will be moved over, so our weekly resources and regular features on teaching practice at LSE will still be available, but they'll be restructured for easier access and joined by new content that reflects the wealth of educational activity happening across the School.

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More information and booking links at lse.ac.uk/tlc/adp

Contents

Introduction	3
Acknowledgements	3

Section 1 An introduction

1.1	Summary of responsibilities: academic advisers	5
1.2	Contact with departmental tutors	5
1.3	Academic adviser workload	6
1.4	A year in the life of academic advisers: good practice	7

Section 2 Academic advising

2.1	Academic advising at LSE	11
2.2	Developing students' learning in the department	11
2.3	Developing students' learning beyond the department	13

Section 3 Academic progression decisions and procedures

3.1	Summary of responsibilities: academic progression decisions and procedures	15
3.2	Reviewing academic progress	17
3.3	Deferral	17
3.4	Interruption of studies	17
3.5	Withdrawals	18
3.6	Examination bar – a guide to the procedure for BA/BSc/LLB and General Course students	18
3.7	AWOL – procedure to follow if a student does not attend classes and does not respond to meeting requests	21
3.8	Individual Examination Adjustments (IEAs)	21
3.9	Exceptional circumstances to the Board of Examiners	21

3.10	Medical and other emergencies during the exams	22
3.11	Exam failure and progression rules for BA/BSc students	22
3.12	Students who fail to meet the School progression rules: Repeat Teaching Panel (RTP)	22
3.13	Follow-up and monitoring of students who have been awarded repeat registration or progression	22

Section 4 Academic choices and changes

4.1	Summary of responsibilities: academic choices and changes	25
4.2	Course choice	26
4.3	Making changes	26
4.4	Staff Student Liaison Committees	28

Section 5 The pastoral role

5.1	Summary of responsibilities: the pastoral role	31
5.2	Disabled students (including students with dyslexia and mental health problems)	34
5.2a	What to do if a student discloses a disability to you	34
5.2b	Examples of "reasonable adjustments"	34
5.2c	Students with Specific Learning Difficulties (SpLDs)	35
5.2d	Students with mental health problems	35
5.3	Students facing difficult situations	35
5.3a	Underlying principles	
5.3b	Examples of situations	36
5.3c	Medical, mental health and other emergencies	36
5.3d	Student visas	37
5.3e	Financial difficulties	38
5.4	Preferential allocation of places in Halls of Residence	39

5.5	Confidentiality	39
5.6	Writing references for students	40
5.7	Personal relationships with students	40

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

6.1	Introduction	43
6.2	Services at LSE	43
6.3	Services outside of LSE	46

Appendices

Appendix 1	A list of key dates in the academic year for academic advisers from the Department of Mathematics	48
Appendix 2	The structure of School governance (correct as of August 2016)	50
Appendix 3	Example of an Inclusion Plan (IP) from the Disability and Wellbeing Service	51
Appendix 4	Promoting equality and diversity	52
Appendix 5	Staff Student Liaison Committees: guidance for Chairs and members	53
Appendix 6	The LSE100 course: at a glance	55
Appendix 7	The LSE Ethics Code	56

Introduction



This handbook has been compiled with the help of several serving academic advisers and departmental tutors in the School, the Student Services Centre and the Teaching and Learning Centre. It acknowledges that practices may differ between departments and that the size and nature of the department will impact on the role and responsibilities of academic advisers.

However, there are core duties associated with being an academic adviser and there are also many similarities between departments, as shown in the section called “A year in the life of academic advisers: good practice”. (1.4)

The handbook is not meant to be prescriptive and is considered to be a living document that should be added to and developed by departmental tutors, academic advisers and those involved in supporting them. Its purpose is rather to help all those new to academic advising to understand the job the School asks of them and to provide a common point of reference for departments through which issues can be highlighted and good practice shared.

Many of the formal procedures in this handbook are primarily relevant to work with Masters students. The Teaching and Learning Centre is in the process of developing guidance for faculty working with master’s students and there is a separate handbook for PhD supervisors. That said, much of Sections 4 and 5 provide advice relevant to working with all students.

This handbook includes details about *LSE100 The LSE Course: Understanding the causes of things* which has been a compulsory course for incoming first year undergraduates since 2010/11. LSE100 is an innovative course that introduces first and second year undergraduates to the fundamental elements of thinking like a social scientist by exploring the great intellectual debates of our time from the perspectives of different disciplines. Support from students’ academic departments and in particular from departmental tutors and academic advisers has been crucial to the successful implementation of this course.

This handbook was produced in the summer of 2016. 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.

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and to Mark Hoffman and Mark Maloney.

Thanks also to the many departmental tutors, student services colleagues, past undergraduate deans and Teaching and Learning Centre colleagues who have been active in developing and updating this handbook. We continue to welcome new ideas and contributions from all those who use it.

Section 1. An introduction

- 1.1 Summary of responsibilities: academic advisers
- 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: academic advisers

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/resources/calendar/academicRegulations/codeOfGoodPracticeForUndergraduateProgrammesTeachingLearningAndAssessment.htm) 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 5.3)
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 forYou.
To inform the departmental tutor and School of any students whose attendance and progress is not satisfactory.

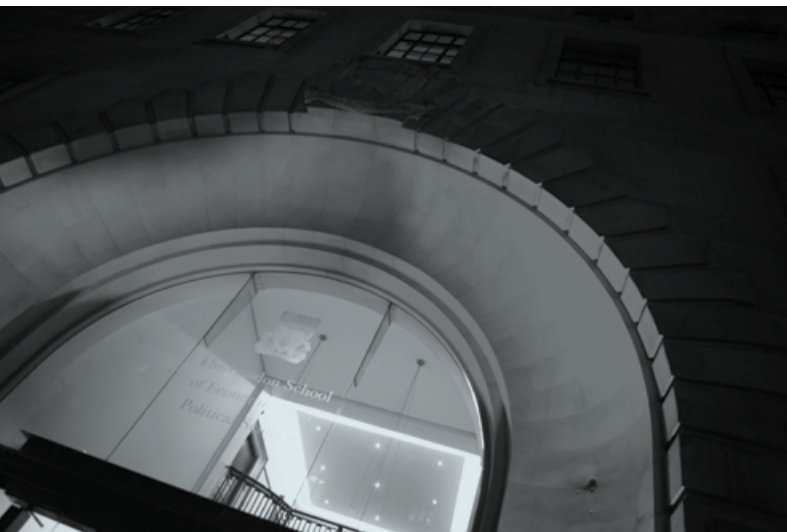
Every undergraduate/General Course student is allocated to a specific academic adviser. In several departments, the departmental tutor acts as academic adviser to General Course students. Allocation of students to academic advisers is often done by the departmental tutor, and may be based on student 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 contact with departmental tutors (DTs). Every department with undergraduate students will have at least one departmental tutor, who have 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.



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">• 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• Collect list of key dates in the academic year from DT• Ensure office hours and feedback sessions posted• Attend orientation events (as appropriate) <p>For first year students, possible discussions include:</p> <ul style="list-style-type: none">• the role of an academic adviser and when and how to contact you• course choices for the first year• their general situation, including housing and finance (no need to ask for details, just a general enquiry)• any further questions from the students <p>For returning students, possible discussions include:</p> <ul style="list-style-type: none">• the general situation of the student• exam results from the end of the previous year.• if things didn't go as expected, see if the student has any idea what went wrong and how to avoid this• areas of development to focus on in the upcoming year• for students who must re-sit one or more exams, point out that preparation for this is their own responsibility• check if the student is still happy with their course choices• for third year students, ask them if they have an idea what to do after graduation (mention any new MSc programmes) <p>Academic advisors should be prepared to write references for their students</p>
October	<ul style="list-style-type: none">• Key month for students wanting to change courses and classes (see Section 4)• Ad hoc meetings with students in office hours and feedback sessions/by appointment (as appropriate)• Discuss course choicess with student (see Section 4)• Approve course choices of students (see Section 4.2)• By Week 7, contact students who may be at risk of examinations bar (see Section 3.6) <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">• Ad hoc meetings with students in office hours and feedback sessions/by appointment (as appropriate in department)

Month	Activities, roles and responsibilities
December	<ul style="list-style-type: none"> Review class reports Write comments on class reports (LSE for You) (see Section 2.4) Meet students as appropriate For MSc students (in some departments): Hold initial meeting to discuss possible dissertation topic (see Section 2.2)
Lent Term	
January	<ul style="list-style-type: none"> Raise concerns with DT concerning students with poor performance; discuss possible examinations bars. (see Section 3.6) Meet with allocated students to discuss previous term's report (as appropriate in department) For MSc students (in some departments): Approve course choice for Lent Term (see Section 4.2)
February	<ul style="list-style-type: none"> Ad hoc meetings with students in office hours/by appointment (as appropriate in department)
March	<ul style="list-style-type: none"> Advise students on course choice procedures and implications of their proposed choices Review class reports (see Section 2.4) Write academic adviser comments (LSE for You) (see Section 2.4) MSc students (in some departments): Approve dissertation proposal form (see Section 2.2) 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), <p>Discuss exam preparation and revision, and where appropriate review progress on dissertation in line with departmental requirements</p>
Summer term	
April	<ul style="list-style-type: none"> Meet allocated students to discuss previous term's report (as appropriate in department) Requests for references increases substantially (see Section 5.6) MSc students (in some departments): Approve dissertation proposal form (see Section 2.2) Check again the progress of students who have been barred from their exams (see Section 3.6)
May	<ul style="list-style-type: none"> Ad hoc meetings with students in office hours/by appointment (as appropriate in department)
June	<ul style="list-style-type: none"> MSc students (in some departments): Further consultations with students on their dissertations After the Sub-Boards of Examiners meeting, DTs will contact to agree a course of action for students who have not met progression requirements
July	<ul style="list-style-type: none"> Be prepared to respond to RTP requests for information regarding students
August	<ul style="list-style-type: none"> Be prepared to respond to RTP requests for information regarding students



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 departments 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 termly 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 Teaching and Learning Centre's Advice to Students leaflet *Making Feedback Work for You* (available at lse.ac.uk/tlc/resources) and alerting them to the essay writing sessions run by LSE LIFE at the start of the academic year.

There are also useful resources on different aspects of essay writing in the LSE Study Toolkit (lse.ac.uk/studytoolkit), on the Teaching and Learning Centre website (lse.ac.uk/tlc) and on Learning Development, LSE LIFE's Moodle sites. In addition the Language Centre runs courses on English for Academic Purposes. Students may also visit the drop-in adviser service service at the Maths and Stats Study Centre.

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 twice 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 development 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 all 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) to investigate the wide range of workshops run by various training providers at LSE.

Referencing and citation styles

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. It is thus 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. 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 citing 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 check with your department their expectations 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. Regardless of the specific organisation of supervisory relationships supervisors or academic advisers or members of the wider university community or comment upon a draft of the dissertation.

Students should also be encouraged to approach other members of the 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. LSE LIFE runs MSc Dissertation Week at the end of Summer Term which includes lectures and workshops on different aspects of

dissertation writing. 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 that will launch in September 2016. Housed in bespoke space on the ground floor of the Library, LSE LIFE will integrate for the first time the many development opportunities offered by different LSE departments and services. It will create and bring together a range of one-to-one, workshop and large group learning events at the centre of LSE. LSE LIFE will also be a new hub for collaboration among staff from different parts of the School, including the LSE LIFE team, LSE Careers, LSE Library, and colleagues in academic departments.

LSE LIFE has three main objectives:

1. LSE LIFE will run an institution-wide programme of academic, personal and professional development opportunities.
 - I. Lectures and workshops on core academic skills, such as Studying at LSE, Writing Essays, Reading Effectively and Thinking Critically.
 - II. Workshops on key 21st century skills, such as Creative Thinking, Communicating Well, Working Collaboratively and Problem-Solving.
 - III. Events on making the most of your time at LSE and life after graduation, such as volunteering opportunities, careers fairs and external speakers.
 - IV. Training on research & information management tools, such as Endnote, SPSS, data analysis and surveys.
2. LSE LIFE will house an advisory service for taught students, who can come to the Centre and ask any question about study or development opportunities at LSE.
 - I. Advisers to answer questions and discuss study-related issues and/or direct students to further assistance and practice.
 - II. Drop-in service for on-the-spot guidance with study-related tasks.

III. Bookable consultations, small group or one-to-one.

IV. Reflective tools to raise awareness of learning and study habits.

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

- I. LSE LIFE can deliver learning activities tailored to departmental, programme, or course needs. For example:
 - i. Writing-retreats to help students get started with or edit their essays.
 - ii. Time-management for planning exam-revision.
 - iii. Practice sessions for effective reading and note-taking, using a text provided by the department.
 - iv. Workshops on dissertation structure following departmental criteria.
- II. LSE LIFE can host and offer support for learning activities that are developed and delivered by departments. For example:
 - i. Departmental orientations, with an introduction to studying at LSE.
 - ii. Mini-conference events, with preparation for and feedback on public speaking and presentation skills.
 - iii. External speakers, with support for follow up group discussions.
 - iv. Case study simulations, with support to facilitate group discussions.

For more information on LSE LIFE, please send an email to Lselife@lse.ac.uk

Library and information skills

The LSE Library (lse.ac.uk/library) provides many services to support you and your students. Your Academic Support Librarian (lse.ac.uk/library/services/liaison/Home.aspx) can provide advice on information resources and course materials, arrange information skills workshops for your students, and offer guidance on materials for your teaching and research. The Library also provides a series of Moodle-based Library Companions which provide tutorials, guides, workshop materials and useful resources for all students and staff at LSE.

LSE100 Writing Lab

During the Michaelmas and Lent terms, the LSE100 Writing Lab offers a free tutorial service to support undergraduates in their academic written work from any department. The Writing Lab advisers provide guidance about writing (for instance on structure, logical organisation and the conventions of academic writing) and feedback on draft work, but do not proof-read or provide help with content. For more information see lse.ac.uk/LSE100

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
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- 3.12 Students who fail to meet the School progression rules: Repeat Teaching Panel (RTP)
- 3.13 Follow-up and monitoring of students who have been awarded repeat registration or 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 at SSC forms: www.lse.ac.uk/collections/studentServicesCentre/sscForms.htm

Activity	Academic adviser (AA)	Others involved
Reviewing academic progress: 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">• building rapport with student• assessing academic progress, and identifying potential problems• building up information for reference writing• maintaining an information/audit trail should problems arise in the future.	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.
Deferral: postponing exam(s) by a year, teaching having been completed. See Deferral (undergraduate) at lse.ac.uk/deferrals (see Section 3.3) Key contact: Peter Chiazese (registry@lse.ac.uk)	Direct student to Senior Adviser to Students for advice, via SSC (ssc.advice@lse.ac.uk)	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.
Interruption: breaking off from studying during an academic year, to resume at a later date. See www2.lse.ac.uk/intranet/students/registrationTimetablesAssessment/Registration/Changes/interruption.aspx (see Section 3.4) Key contact: Nicola Morgan (ssc.advice@lse.ac.uk)	Need to authorise interruption.	DT needs to authorise interruption. Only the Senior Adviser to Students can authorise an extension to an interruption going beyond one year.

Two case studies

One year interruption

A student comes to see the academic advisor 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 at Easter, 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 Lent 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 and Lent terms. 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 should 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. 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 and the Senior Adviser to Students 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 Associate Dean for the General Course.

There is no formal barring process for taught graduate students, unlike undergraduates.

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.

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 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;
- The DT can lift a bar imposed by the 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 (see link to Template Email 1 in the online version of this handbook at lse.ac.uk/tlc/resources) 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 (see link to Template Email 2 in the online version of this handbook at lse.ac.uk/tlc/resources) and attach the Notice of Provisional Exam Bar form (there is a Send Email button on the form to generate a blank email to the Senior Adviser and Registry). 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 and ug.dean@lse.ac.uk, and, in the case of General Course students, additionally to gc.dean@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 and, in the case of General Course students, additionally to gc.dean@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 registry@lse.ac.uk, and, in the case of General Course students, gc.dean@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, and, in the case of General Course students, gc.dean@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).

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 Registry and the Senior Adviser. 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.

Summer Term – by the end of Week 1:

AAs/DTs should lift or enforce provisional examination bars according to stage 3 above, notifying the students, Registry and the Senior Adviser.

Summer Term – Weeks 2 and 3:

Senior Adviser sees students for whom a bar has been enforced or not yet lifted.

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 will be 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).

LSE 100. 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)

Disabled students should be advised to contact the Disability and Wellbeing Service (DWS) early in the academic year to discuss any adjustments they may need to enable them to access their programme. These are recorded in an Inclusion Plan (IP). See Appendix 4 for a sample IP and Section 5.3 for further information on supporting disabled students. One aspect of these adjustments is recommending that IEAs be put in place. Students may not necessarily declare their disability to either their AA or DT, but may still have IEAs recommended if they declare their disability to the DWS.

All IEAs have to be approved by the IEA Panel prior to the exam period, hence the value of AAs and DTs offering timely advice. IEAs that appear on IPs are not automatically approved and student's expectations should be managed in this regard. The IEA panel exists to ensure that all IEAs put in place are fair and equitable to all students, not just those with disabilities.

When approved by the IEA panel, students receive email confirmation of the IEAs agreed 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.

IPs are not normally created after the end of Lent Term. Students who fail to arrange an IP in time but believe they should be granted IEAs should be referred to SSC and complete a Late IEA form. These applications will be considered by the IEA panel and temporary measures will be put in place for one exam season only. Students in these circumstances should be encouraged to make contact with the DWS so that longer term arrangements, via an IP, can be put in place.

Students who suffer a medical or other emergency close to an exam should be referred to SSC to complete a Short Term IEA form. These applications will be considered by the IEA panel and temporary measures will be put in place for one exam season only. These students should not be directed to the DWS unless it seems likely the injury/condition could be long term.

Students can appeal the decision of the IEA panel by completing an Appeal form. Details of how to appeal are shown in the outcome email and online at lse.ac.uk/individualexams.

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 mitigating circumstances in the same manner as for other courses.

For further details see exceptional circumstances during the examination period at 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. Contact or send the student direct to the Student Services Centre (SSC, 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, 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.

3.11 Exam failure and progression rules for BA/BSc students

A student who has failed no more than 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 Registry (registry@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 www.lse.ac.uk/resources/calendar/academicRegulations/regulationsForFirstDegrees.htm



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

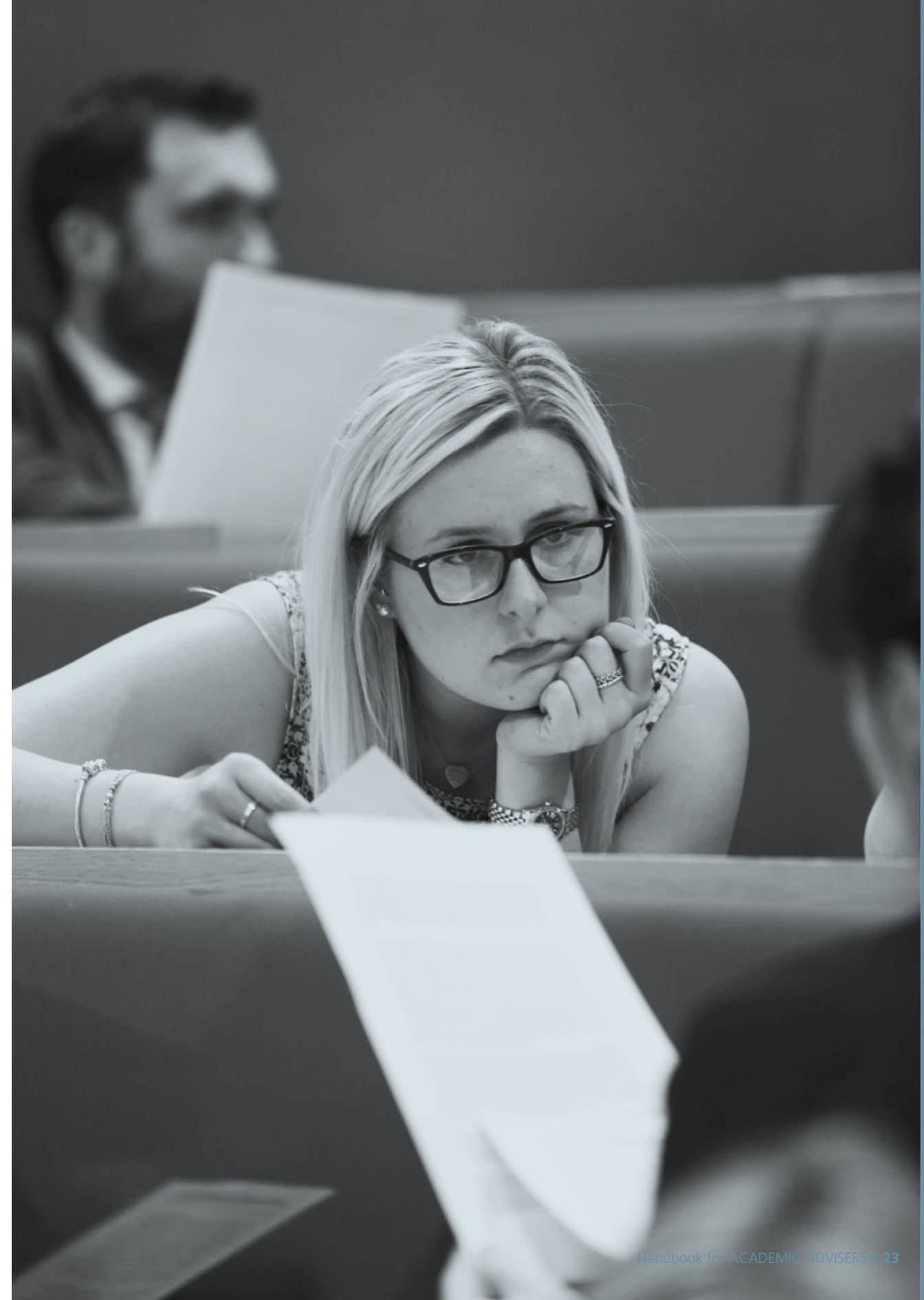
3.12 Students who fail to meet the School progression rules: Repeat Teaching Panel (RTP)

The Panel meets over the summer in August and 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 registration or progression

The performance of students who have been awarded repeat registration or 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.



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
4.5	Working with academic 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

Activity	Academic adviser (AA)	Departmental tutor (DT)	Others involved
<p>Initial course choice: 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 lse.ac.uk/intranet/students/registrationTimetablesAssessment/Registration/Course/Undergraduate/ugcoursechoice.aspx</p> <p>Key contact: Registry (registry@lse.ac.uk)</p>	<p>AA should be available for tutorial 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 (registry@lse.ac.uk) and Undergraduate Studies Subcommittee (USSC) if suspension of regulations is required.</p>
<p>Changing class allocation within a course: Procedure for a student changing a class but remaining on the same course.</p> <p>See Course changes at lse.ac.uk/intranet/students/registrationTimetablesAssessment/Registration/Course/Undergraduate/ugcoursechange.aspx</p>		<p>DT of department responsible for teaching the class authorises a change of class by signing appropriate form. (DT can specify who will be allowed to enrol if the class is not already full).</p>	<p>Student Services Centre (registry@lse.ac.uk) makes the allocation to a different class.</p> <p>LSE100: Please note that class change requests for LSE100 are managed by the LSE100 Course office (LSE100@lse.ac.uk) and not by the SSC.</p>
<p>Changing courses within the same degree programme: Procedure for a student changing one or more courses, but remaining on the same programme.</p> <p>See Course changes at lse.ac.uk/intranet/students/registrationTimetablesAssessment/Registration/Course/Undergraduate/ugcoursechange.aspx</p> <p>Key contact: Registry (registry@lse.ac.uk)</p>	<p>AA can authorise change of course in first four weeks of term, provided the course is within the normal programme regulations.</p> <p>The online system is closed after Week 4. After this, students are required to complete a Late Change of Course form, and approval is required from AA, course convener of new course and USSC.</p>	<p>DT required to authorise any change to courses that are outside programme regulations.</p>	<p>Advice can be sought from the Senior Advisor.</p> <p>See “Academic adviser” column for others involved in approval of course change after Week 4.</p>
<p>Changing degree programme: 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 lse.ac.uk/intranet/students/registrationTimetablesAssessment/Registration/Course/Undergraduate/ugcoursechange.aspx</p> <p>Key contact: Dan Peel, Registry (registry@lse.ac.uk)</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 (i.e. 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 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 lse.ac.uk/intranet/LSEservices/policies/pdfs/school/relObs.pdf)
- 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 class change they can agree for the student to be moved to either the smallest class group OR the class group **requested** by the student.

- If Requested Group is chosen the SSC will attempt to allocate the student to that group in the first instance. If this is not possible (because that group is full or it creates a clash) the SSC will seek to allocate the student to an alternative group that meets the criteria detailed in the request
- If Smallest Group is chosen the SSC will allocate the student to the smallest alternative group

If it is not possible to move the student to any other group the SSC will contact the student directly to discuss further options. 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 6.1** 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) during the first weeks of Michaelmas term (the exact dates are available at lse.ac.uk/coursechoice). 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. 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 convenor 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 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;
- 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 1:

- 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 at the level of the programme. This feedback can be used as part of the evidence base for annual programme monitoring and for Academic and Student Affairs Committee reviews of departments.

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 Secretary 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 5**.

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



Section 5. The pastoral role

- 5.1 Summary of responsibilities: the pastoral role
- 5.2 Disabled students (including students with dyslexia and mental health problems)
 - 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
 - 5.3c Medical, mental health and other emergencies
 - 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 Personal relationships with students



5.1 Summary of responsibilities: the pastoral role

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
Pre-course/programme documentation/web information: 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
Allocation of students to academic advisers (AAs)	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
Orientation: takes various forms: <ul style="list-style-type: none">• Departmental orientation• Central orientation organised by SSC• Student mentoring• Orientation for disabled students – contact Disability and Wellbeing Service (see below)• Students’ Union events• Student help desk See also Your First Weeks at lse.ac.uk/yourfirstweeks	AA should be familiar with/participate in various orientation events as appropriate to departmental culture.	DT to coordinate departmental orientation.	Departmental manager/administrators
Supporting disabled students (including students with dyslexia and mental health issues)	AA should, at first meeting, invite student to disclose any disability, and encourage the student to contact the Disability and Wellbeing Service (DWS). AA may be asked to review/advise 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 ISSA received.	DWS: Room G.23, Old Building, email disability-dyslexia@lse.ac.uk

Activity	Academic adviser (AA)	Departmental tutor (DT)	Others involved
Supporting students in distress/difficulty For a listing of key contacts in the various support services see Section 7 (Professional support for students).	Both AAs and DTs may be involved in supporting distressed students. Five key issues for AAs/DTs to keep in mind are: 1 Duty of care. The School has a duty of care to its students. 2 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 www.jisclegal.ac.uk/data-protection/dataprotection.htm for more on DPA and FOI (Freedom of Information) – and always remember you can seek advice without naming the student concerned. 3 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. 4 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). 5 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 (Paul Glynn: p.glynn@lse.ac.uk , ext. 6953).		Medical emergencies External: 999 Internal: St Philips Medical Centre, (020 7611 5131), and/or accompany student to the Medical Centre Mental health emergencies External: 999 Internal: St Philips Medical Centre, (020 7611 5131), and/or accompany student to the Medical Centre Disability and Wellbeing Service: lse.ac.uk/disability Student Counselling Service: lse.ac.uk/counselling Incidents involving violence External: 999 Internal: ext. 666
Students with visa problems See Section 5.4d for detailed advice.	Refer students to SSC for letters verifying their status and to the Students' Union Advice & Support Service for legal advice.	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.	The SSC will sign off student registration documents which can be downloaded from LSE for You to verify student status. The Students' Union Advice & Support Service provides legal advice on visa problems.

Activity	Academic adviser (AA)	Departmental tutor (DT)	Others involved
Requests for preferential allocation to Halls of Residence See information at lse.ac.uk/accommodation/application/priority_info.aspx	Advise student to contact Accommodation Office.		SSC, Disability and Wellbeing Service and the Convener of the St Philips Medical Centre can support student requests for preferential allocation to Halls of Residence.
Career and personal development planning	Encourage students to make use of their Personal Development Aide Memoire (see page 17) 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.
Writing references See LSE Careers' <i>Staff guide to writing references</i> in Careers information for LSE staff at lse.ac.uk/careersService/aboutUs	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 (see page 17).	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.
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 financial-support@lse.ac.uk for further information.	Supervisor, Disability and Wellbeing Service if the student needs to be referred or is known to them.

5.2 Disabled students including students with Specific Learning Difficulties (including dyslexia and those with mental health problems)

All academic advisers need to be aware of the new duty to promote disability equality, introduced by the Disability Discrimination Act 2005 (DDA, 2005) and absorbed into 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.

A student may have a visible impairment and/or may choose to disclose 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 on a per capita basis for students in receipt of DSAs; therefore, 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 manages funding to put certain 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).

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 3** 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.

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 and study rooms may be provided in the NAB and a small 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 **centrespread** 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/well-being. 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 counsellor 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);
- consensual relations (guidance on this subject is being drafted and will be linked to in the online edition of this handbook when available);
- 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)
- rape or abuse of the student or someone close to them
- being harassed directly or via emails (see the Harassment information on the HR website);

- accusing a fellow student or member of staff of an offence (be aware of disciplinary procedures) – see 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

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 diversity legislation. A short briefing is included in **Appendix 4**. 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 SAS and/or 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 the School's health service at 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.**

In the event of the death of a student, the Student Services Centre has procedures for ensuring that all relevant personnel across the School (including the Director, who usually writes

to the family) are informed and that records are updated and closed appropriately. The key contact for co-ordinating these procedures is the Student Services Centre's Advice Team (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 Student 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 ISVAT 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 ISIS 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 ssc.isis@lse.ac.uk and are advised to write "staff" in the subject of the message. 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

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

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 centre spread) 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

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 Well-being Service's Information on disclosure and confidentiality at 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). 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). 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 lse.ac.uk/careersService/aboutUs

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

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 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.



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.

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

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 or email registry@lse.ac.uk;
- administrative services relating to examinations: see also lse.ac.uk/exams or email examinations@lse.ac.uk;
- all administrative services relating to financial support: see also lse.ac.uk/financialSupportOffice or email financial-support@lse.ac.uk;
- the renewal of student visas: for advice on all aspects of student immigration rules see lse.ac.uk/isvat;
- administrative services relating to graduation and other ceremonies: see also lse.ac.uk/ceremonies or email ceremonies@lse.ac.uk

The SSC's advice and counselling services webpage, at 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;
- 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.

The Service runs a series of seminars and workshops across the year, with lunchtime CPD sessions for academic staff with a particular interest in student wellbeing, covering areas such as eating disorders, drugs and alcohol abuse, sexual harassment and managing boundaries. It also runs a separate series of E&D (Equality and Diversity) lunchtime meetings over the year, with sessions covering numerous areas of inclusivity, including gender, disability, race and religion.

Students' Union Advice & 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

For more information, see www.lsesu.com/support

Disabled students

LSE's dedicated service for disabled students, the **Disability and Wellbeing Service (DWS)**, is based in Room G.23, Old Building (close to the Student Services Centre). It is open during normal working hours. 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 can put Inclusion Plans (IPs) in place and advise with Individual Examination Adjustments (IEAs) and are available to see students on a one off or ongoing basis.

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 5.5. 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

Adviser to women students

There is a student adviser whom female students can consult on personal matters (often private/sexual in nature):

Dr Bingchun Meng, TW2 7.01H, Tel: +44 (0)20 7107 5020
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. The 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

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 www.sardiniahousedentalpractice.com/

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 reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

The School takes a "beyond compliance" approach by integrating equality and diversity into its core values and expects all its staff and students to proactively consider and embed equality and diversity in everyday behaviour and practices.

To find out more about equality and diversity at LSE and for related resources, please see lse.ac.uk/intranet/staff/equityDiversityInclusion/home.aspx

Medical Centre

St Philips Medical Centre (lse.ac.uk/medicalCentre) is an NHS general practice staffed by doctors and nurses who provide primary medical and nursing care to registered patients and anyone who becomes ill or requires medical advice (including general first aid, vaccination, travel and contraceptive advice) while within the LSE campus. NHS registration with the Centre can be done online: www.spmc.info

St Philips Medical Centre is open Mondays to Fridays, 9am –5pm, and can be called on +44 (0)20 7955 7016. This number can also be dialled for out-of-hours advice, for students/staff registered with the Centre.

If you experience or witness a significant medical event or accident that requires immediate medical assistance or hospital care, call 999 for an ambulance. For less urgent out-of-hours inquiries, where the member of staff/student concerned is not registered with the Medical Centre, you can contact NHS Direct (www.nhsdirect.nhs.uk or 0845 4647) and speak to a nurse who will advise what to do.

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

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. There are ten professionally qualified and experienced counsellors and the service offers around 100 sessions of counselling each week. The service also runs a wide range of groups and workshops for students and hosts the Peer Support scheme, which is based mainly in the LSE residences. Further information, together with an extensive range of self-help materials, is available on the website: lse.ac.uk/counselling

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, by calling +44 (0)20 7852 3627 or by visiting the Student Counselling Service Reception (Room 5.07 on the 5th floor of 20 Kingsway).

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

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; 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

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

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 & Support Service (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 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 or email 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

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 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 & Study Area, is closed. For more information see lse.ac.uk/language

LSE LIFE

LSE LIFE is the School's academic, personal and professional development Centre for undergraduate and taught graduate students that launched in September 2016. Housed in bespoke space on the ground floor of the Library, LSE LIFE integrates for the first time the many development opportunities offered by different LSE departments and services. It brings together a range of one-to-one, workshop and large group learning events at the centre of LSE. LSE LIFE is a hub for collaboration among staff from different parts of the School, including the LSE LIFE team, LSE Careers, LSE Library, and colleagues in academic departments.



LSE LIFE has three main objectives:

1. LSE LIFE will run an institution-wide programme of academic, personal and professional development opportunities.
2. LSE LIFE will house an advisory service for taught students, who can come to the Centre and ask any question about study or development opportunities at LSE.
3. LSE LIFE will offer colleagues in academic departments support to develop new student learning opportunities in LSE LIFE's purpose-built space.
4. LSE LIFE can host and offer support for learning activities that are developed and delivered by departments.

(see 2.3)

For more information on LSE LIFE, please send an email to Lselife@lse.ac.uk

All aspects of this provision can be made available in a tailored form within academic programmes. Academic advisers and departmental tutors wishing to explore this option should contact their Teaching and Learning Centre departmental adviser.

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

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



Appendix 1

A list of key dates in the academic year for academic advisers from the Department of Mathematics

Appendix 2

The structure of School governance (correct as of August 2016)

Appendix 3

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

Appendix 4

Promoting equality and diversity

Appendix 5

Staff Student Liaison Committees: guidance for Chairs and members

Appendix 6

The LSE100 course: at a glance

Appendix 7

The LSE Ethics Code

Appendix 1

A list of key dates in the academic year for academic advisers from the Department of Mathematics

The following is a rough guide provided in the Department of Mathematics to help academic advisers (AAs) support their students. It provides a prompt as to what could be discussed at each of the tutorial meetings.

Welcome Week: first year students only

- Tell your students a little about the role of an academic adviser and when they can or should contact you. Also tell them what is the best way to contact you and what times they can come for *ad-hoc* meetings. Some advisers prefer students to come during office hours, others prefer to keep office hours for teaching related questions and give students more freedom.
- Discuss course choices for the first year.
- Ask about their general situation. In particular:
 - Is their housing situation OK?
 - Is their financial situation OK? (No reason to ask for details, just a general enquiry.)
- Answer any further questions from the students as well as you can.
- Further small-talk initiated by adviser or student.

Do not forget to approve the course choices via LSE for You!

First weeks of Michaelmas Term: returning students only

- Ask about the general situation of the student.
- Discuss the exam results from the end of the previous year. If things didn't go as expected, see if the student has any idea what went wrong and how to avoid this.
- For students who must re-sit one or more exams, point out that preparation for this is their own responsibility.
- Check if the student is still happy with their course choice. If necessary, come to an alternative programme and deal with this via LSE for You.
- For third year students, ask them if they have an idea what to do after graduation (it may be worth mentioning any new MSc programmes at this stage).
- Further small-talk and questions arising.
- Add AA comment on LSE for You.

Weeks 5/6 of Michaelmas Term: first year students only

- Ask about general situation.
- Try to get a feeling as to whether they are settling in, know their timetable and in particular what classes they are in, etc.
- Check the first few weeks of online class reports, and, if necessary, point out the importance of class attendance and homework submission.
- Further small-talk and questions arising.

Weeks 8/9/10 of Michaelmas Term: all students

- Ask about general situation.
- For first year students, the Mathematics and Statistics Departments gather some first assessments of the students by its class teachers. Check this report for concerns, and if necessary discuss with the student.
- Check online class reports of all students and discuss if necessary. If there appear to be major problems, point out to the student concerned that they may be barred from sitting exams if you are not satisfied with their attitude towards class attendance, submission of written work, etc.
- Ask about their plans for the Christmas period.
- Further small-talk and questions arising.
- Fill in MT AA comments on LSE for You.

Around this time of the year, there is often not too much to discuss with second and third year students, so don't worry too much about a no-show of students whose online reports and the like seem to be fine.

Weeks 2/3 of Lent Term: all students

- Ask about general situation.
- Discuss last term's class reports in some more detail. In extreme circumstances, a student can be barred from sitting some or all exams. If you feel this could be used to put some pressure on a student, send an email to the departmental tutor with the name of the student. Students with very bad reports who also don't reply to any request to come and see their tutors are prime candidates for being barred. In case you decide to bar a student, you should also set out very clearly to the students under what circumstances this bar will be lifted, and when you will decide on this. Good class attendance and consistent submission of required written work during Lent term should normally be enough.
- Point out to first and second year students that course choices have to be made towards the end of Lent term. More information will be given to students during the term, but see if they already have questions.
- Further small-talk and questions arising.
- Review MT AA comments on LSE for You. If you did not see the student in MT please indicate this.

Weeks 8/9 of Lent Term: all students

- Ask about general situation.
- Check that class reports are OK; discuss if necessary.
- See whether students need some advice on how to revise during the Easter break or need advice on exam preparations.
- For first and second year students, try to finalise a selection of courses for next year.
- For those students barred from some or all exams, check how they have been doing this term so far. If you feel sufficient progress has been made for the bar to be lifted, inform the departmental tutor. If you're not happy about the progress so far, discuss with the student what needs to be done during the remaining part of the year to have the bar lifted.
- Further small-talk and questions arising.
- Fill in LT AA comments on LSE for You.

Weeks 1/2 of Summer Term: all students

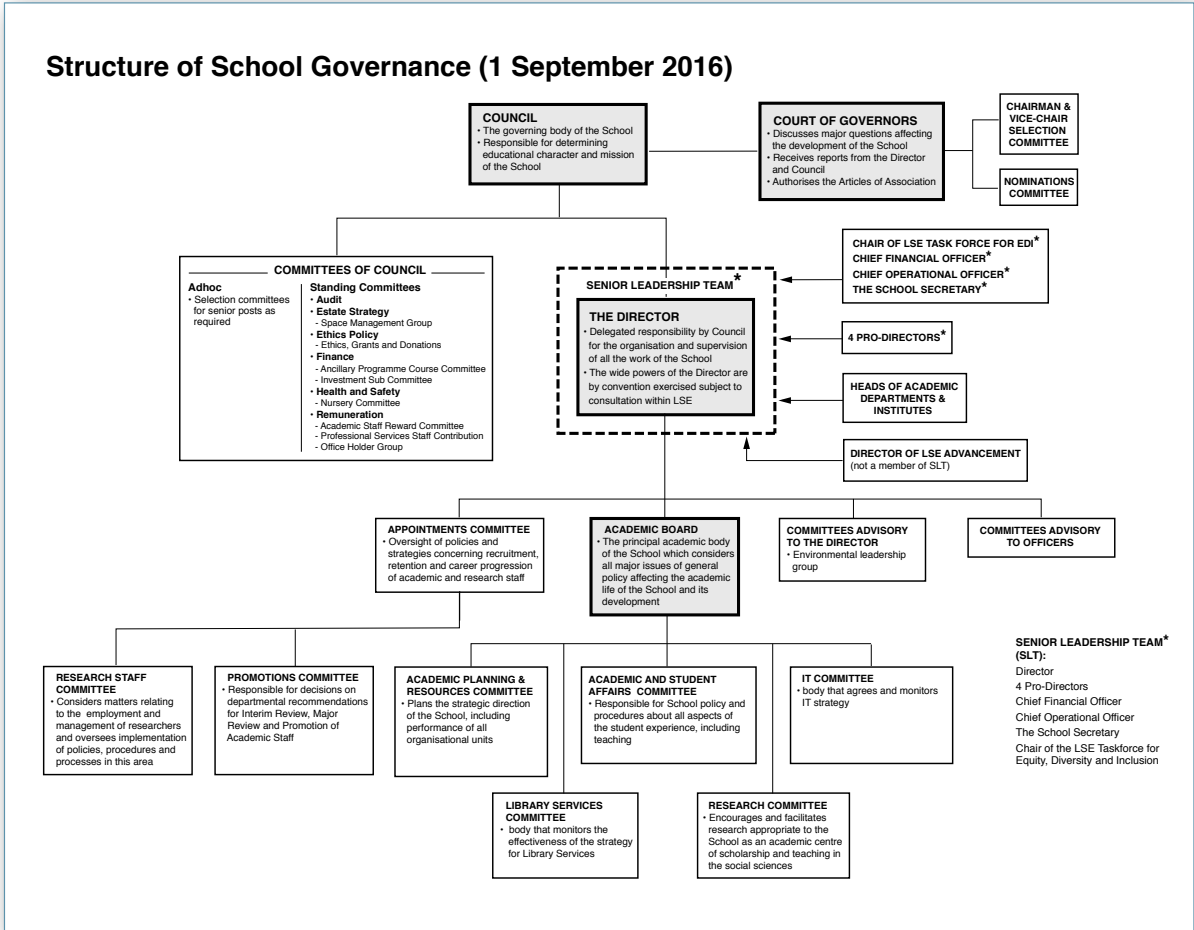
- Ask about general situation.
- Discuss last term's class reports in some more detail.
- See how exam preparations are going. Make sure students know about revision classes and other activities this term.
- For students who haven't made a course choice for next year yet, urge them to do so as soon as possible. To students who are still not sure about what to choose, point out that in principle all courses are preliminary and that things can be changed until the end of the first couple of weeks of the next academic year.
- For those students barred from some or all exams, check how they have been doing this term so far. If you feel sufficient progress has been made for the bar to be lifted, inform the departmental tutor. If you see no good reason to lift the bar, inform the departmental tutor with a short explanation of the situation.
- Ask students how they can be contacted after the exams.
- Tell students how you can be contacted during and after the exams.
- Further small-talk and questions arising.

Apart from the meetings above, usually initiated by the academic adviser (AA), students should have enough opportunities to see their AA if they wish to do so during term time. AAs should also react promptly to emails or other attempts to contact them. Students cannot expect to see their AA at short notice outside term time. But even then AAs should be available now and then, at least via email, to advise their students.

Appendix 2

The structure of School governance

(correct as of September 2016)



Appendix 3

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



INCLUSION PLAN

(Formerly known as Individual Student Support Agreement - ISSA)

Name	PADDINGTON BEAR
E-mail	disability-dyslexia@lse.ac.uk
Student Number	200410626
Programme	Social Anthropology Ms
Year of Programme	1
Academic Department	Anthropology

Summary of relevant information related to disability:

Paddington has been identified as having a Specific Learning Difficulty, described as dyslexia.

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. Working memory enables a student to keep several pieces of information active while trying to do something with them. If there are problems with working memory then note taking in lectures can be challenging. Poor working memory can also result in some students experiencing difficulties creating logical coherent structures in their writing, particularly at the level of sentence construction. Interestingly, students studying on programmes requiring the use of formulae and working through mathematical proofs can make 'clerical' errors as a result of poor working memory. This leads to the incorrect answer even though the correct methodology has been used. It should be remembered that the students studying at LSE have met the required entry criteria. A diagnosis of dyslexia should not be viewed as a limiting factor in achieving success in academia and the workplace.

DWS Adviser
Mrs Brown

Each IP will vary according to the nature of the disability, the kind of adjustments required, the programme being followed and individual. It is **very important** that **information is handled carefully and adjustments put in place, wherever possible, with discretion and sensitivity.**

Action by:	Reasonable adjustments:
Academic Department Adjustments This relates to the support that will be arranged with the Department	<ul style="list-style-type: none">■ Extensions to deadlines may be required■ Please allow student to record lectures/seminars/meetings as appropriate■ Directed reading lists■ All lecture slides/notes to be provided in advance where possible
Disability and Wellbeing Service This relates to the support that can be facilitated by DWS	<ul style="list-style-type: none">■ Loan of recording device■ 1-to-1 Study Skills Tuition■ Letter of Notification
Library Services	<ul style="list-style-type: none">■ Subsidised Photocopying■ Access to Priority PCs■ Extended Loans

Signature of Student	Date: 21/07/2016
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Signed Original retained in a confidential file in the DWS. This information will be recorded in restricted code on SITS.

LSE Disability and Wellbeing Service, Houghton Street WC2A 2AE
e-mail: disability-dyslexia@lse.ac.uk telephone: 020 7955 7767

Appendix 4

Promoting equality and diversity

Equality and diversity is a key strategic priority of the School and is one of the guiding principles for the LSE community as set out in the School's Ethics Code (see **Appendix 7**).

As a public body, the School has to comply with the current equality and diversity legislation, that is, 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, 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 equality objectives for 2014 to 2017 are set out in its Action Plan, which can be accessed on lse.ac.uk/equalityanddiversity

In practice, the School expects all tutors to –

- actively oppose all forms of discrimination;
- treat all students fairly and with respect;
- pay attention and respond to needs and interests of students from diverse groups;
- 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;
- challenge and/or report unacceptable behaviour which is contrary to the equality legislation and principles;
- foster an inclusive environment for all students to access opportunities and participate fully in the learning process;
- ensure that learning or any other materials do not discriminate against any individuals or groups;
- ensure that learning resources are equally accessible by all students.

For further advice, please contact the Equality and Diversity team at Equality.and.Diversity@lse.ac.uk

Bullying and harassment

Equality legislation also treats bullying and harassment as unlawful. Bullying is the offensive, intimidating, malicious or insulting behaviour, and an abuse or misuse of power, to undermine, humiliate, denigrate or injure someone. Harassment is the unwanted conduct affecting the dignity of individuals. Bullying and harassment may not necessarily be face to face. These also apply to written communications, emails, phone, social networks, etc.

To address bullying and harassment, tutors are required to:

- treat all students with dignity and respect,
- avoid insulting remarks or innuendos and unfair treatment based on stereotypes and assumptions,
- avoid deliberate exclusion of students from activities on the grounds of any of the protected characteristics,
- avoid overbearing supervision or other misuse of power or position, or unwelcome sexual advances.

For further advice, students can contact Kevin Haynes on +44 (0)20 7955 7823, or email k.j.haynes@lse.ac.uk; staff can contact their department's designated HR Partner. For general queries, please contact the School's Equality and Diversity team at Equality.and.Diversity@lse.ac.uk

Appendix 5

Staff Student Liaison Committees: guidance for Chairs and members

1 Introduction

- 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.
- 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

- 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.
- Smaller Departments may wish to combine taught Masters' and research students' SSLC meetings.
- It is open to the SSLC to agree that a student or member of staff should chair the meeting and act as secretary.
- 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.
- The Secretary shall ensure that discussion and decisions are communicated with other Departments where they affect students studying programmes outside the home Department
- 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

- 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.

- 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.
- Regular agenda items for Lent Term meetings:
 - mechanisms for feedback to students on work;
 - discussion of completed annual programme monitoring forms
- Regular agenda item for Summer Term meetings:
 - student views on the programme – students should be invited to offer their views on their experience of teaching at the level of the programme.
- 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

- 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) A minimum of one meeting should be scheduled in Michaelmas and Lent terms and members may agree to hold a "virtual" meeting in the Summer term if necessary.

- (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. Summer term meetings may be held at the discretion of the Deans. The Research Students' Consultative Forum usually meets in Week 9 of Michaelmas term, Week 7 of Lent term and Week 2 of Summer 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
Summer	Often a "virtual" Forum meeting. (SSLC minutes may not be required)	Week 3 (SSLC minutes may not be required)	Week 1

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 the following websites.
- Research Students' Consultative Forum
- Undergraduate and Taught Graduate Consultative Fora
- (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.

9 Monitoring

The Academic Registrar's Division will review the operation of SSLCs every three years to ensure that SSLCs are operating within this guidance and to give an opportunity for sharing good practice. The outcomes of the review will be reported to the ASC.

Simeon Underwood
June 2013

Appendix 6

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 2015/16 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. The LSE100 lectures are held on Mondays and Tuesdays. Further details: see LSE100 website.
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. More information about marking and classification is on the LSE100 website and Moodle site.

Appendix 7

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

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