**LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE**

**ACADEMIC BOARD**

**11 June 2014**

**Proposal to restructure the academic year – Major academic initiative checklist**

1. This paper does not form part of the proposals being made to the 11 June Academic Board meeting. It is for information only and will not be circulated with the papers for the 11 June meeting. It allows interested Board members to check the ‘due diligence’ work that has been undertaken so far in respect of the proposals.
2. The ‘major academic initiative’ checklist is an APRC requirement for all new major School initiatives. It was initially prepared for the Director’s Management Team meeting on 8 April, before being submitted to APRC for its 29 April meeting.
3. It underwent some minor revision in response to the APRC discussion before being put to the Departmental Heads Forum meeting on 7 May. The ’11,11,7’ proposal being put to Academic Board on 11 June is a result of input from all three meetings.
4. The text in various sections of the checklist below has been subject to minor adjustments to reflect the final proposal the Board is asked to approve.
5. A detailed summary of the consultation outcomes and description of the proposed academic year model can be found in section 1.16.
6. For reasons of brevity, the annexes to which the text below refers have not been included. Any Board members interested in seeing the additional detail they contain can contact [m.t.thomson@lse.ac.uk](mailto:m.t.thomson@lse.ac.uk) to request them.

Mark Thomson

May 2014

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|  | CHECKLIST FOR MAJOR ACADEMIC INITIATIVES  (Version 3: updated 20/5/2013) |

**Overview Sheet**

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| **Checklist**  **Section** | **Service Area** | **Support Confirmed?** | **Notes / Summary of Concerns** |
| 1 | Academic Registrar’s Division (ARD) | **Yes** | Degree regulations and broader regulatory framework, and timing and space requirements of registration and orientation, to be reviewed in 2014/15. |
| 2 | Academic and Professional Development Division (APDD) | **Yes** | TLC to consider timing of School-level support, e.g. during reading weeks. |
| 3 | Centre for Learning Technology (CLT) [Note: now IMT] | **Yes** | Need to review timing of systems and classroom maintenance. |
| 4 | Information Technology Services (ITS) [Note: now IMT] | **Yes/No** | N/A, IT requirements as now. |
| 5 | Library Services | **Yes** |  |
| 6 | External Relations Division (ERD) | **Yes** | Conferences to review pre-Michaelmas Term space allocation; School to determine space allocation policy. |
| 7 | Human Resources Division (HRD) | **Yes/No** | N/A, terms of current contracts will apply. |
| 8 | Residential Services | **Yes** | Possibility of off-setting student contracts with longer summer lettings in LSE-managed halls. |
| 9 | Catering Services | **Yes** |  |
| 10 | Estates Division | **Yes/No** | N/A, staff office space as now. |
| 11 | Office of Development and Alumni Relations (ODAR) | **Yes/No** | N/A |
| 12 | Consultations |  |  |

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|  | CHECKLIST FOR MAJOR ACADEMIC INITIATIVES |

**This checklist is for all major initiative proposals to be considered during the 2011-12 session**.

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| **Name of project facilitator** | Mark Thomson |

# GENERAL INFORMATION

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| **Department/Institute/Group** | ARD (but School-wide project) |

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| **Full title of initiative** | Academic year restructure |

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| **Please include a short description of the initiative** | This project looks at the feasibility and potential staff and student benefits of restructuring the academic year. It will be split into two separate stages of work. The first (from late Michaelmas Term 2013 to Summer Term 2014) will involve: consulting with School stakeholders; collating responses; benchmarking and conducting additional research; and working up proposals for APRC (29 April), Academic Board (11 June) and Council (17 June).  Subject to APRC and Academic Board endorsement, and Council approval of the proposals, the second stage of the project will run from summer 2014 to Summer Term 2015. It will involve operationalising changes to service areas and business systems for the first 'restructured' year in 2015/16. This preparation period will include revising School literature and web content (e.g. departmental and central services' web sites; student and staff handbooks; regulations; promotional and recruitment material, etc). Some professional service areas might also review their organisation during 2014-15. A project board of service leaders will oversee changes in these areas. |

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| **Length of programme or duration of proposed initiative (years and months)** | 2013/14, 2014/15 – Preparatory work  2015/16 – full implementation, open ended |

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| **Proposed year of commencement of funding for initiative** | 2015/16 |

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| **Proposed year of first student entry for academic initiatives, e.g. 2013/14** | 2015/16 |

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| **Who will be the lead academic and administrator responsible for the management of the initiative?** |
| Professor Paul Kelly, Pro-Director (Teaching and Learning)  Mark Thomson, Head of Teaching Quality Assurance and Review |

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| **Please complete the contact details of academic lead and administrator below** | | | | |
|  | **Telephone** | **Email** | **Office Location** | **Department** |
| **Academic Lead** | 7190 | [p.j.kelly@lse.ac.uk](mailto:p.j.kelly@lse.ac.uk) | COL1.01 | Directorate |
| **Administrative Lead** | 6114 | [m.t.thomson@lse.ac.uk](mailto:m.t.thomson@lse.ac.uk) | TW2.600 | ARD |

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| **All initiative developers should contact the Finance Division as early as possible to begin completion of their budget pro forma.**  Please note that developers and facilitators must abide by Section B23 (Code of conduct) of the Financial Regulations. | Draft MAI checklist and revised academic year model sent to Mike Ferguson on 12 March 2014; email exchange with MF in May on possible cost models. |

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| **Estimated Full Economic Cost of Initiative (Research Initiatives Only)** |  |

### 1. ACADEMIC REGISTRAR’S DIVISION (ARD)

### a) STUDENT NUMBERS (NON-RESEARCH BASED INITIATIVES ONLY)

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| **1.1** | **Proposed student intake in each year.** *NB. year 1 means the first academic year in which the programme is offered, year 2 the second year*  *and so on.*  Please note that this must be consistent with information provided to Graduate Studies Sub Committee (GSSC), Undergraduate Studies Sub Committee (USSC), Ancillary Programme Board (APB) or Research Committee (RC). The approval forms for these committees must be completed in addition to this checklist and submitted by the developer for consideration within their deadlines. | | | | | |
|  | | 2015/16 | 2016/17 | 2017/18 | 2018/19 |  |
| Full-Time | |  |  |  |  |  |
| UK/EU | | 4,777 | 4,874 | 4,883 | 4,885 |  |
| **Overseas** | | 5,104 | 5,118 | 5,119 | 5,121 |  |
| **Total** | | 9,881 | 9,992 | 10,002 | 10,006 |  |
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| Part-Time | |  |  |  |  |  |
| UK/EU | | 429 | 432 | 429 | 429 |  |
| **Overseas** | | 175 | 177 | 178 | 178 |  |
| **Total** | | 604 | 609 | 607 | 607 |  |
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| ***FTE*** | |  |  |  |  |  |
| **UK/EU** | | 4,992 | 5,090 | 5,098 | 5,100 |  |
| **Overseas** | | 5,192 | 5,207 | 5,208 | 5,210 |  |
| **Total** | | 10,183 | 10,297 | 10,306 | 10,310 |  |

## b) THE MARKET FOR THE PROPOSED PROGRAMME (NON-RESEARCH BASED INITIATIVES ONLY)

## The initiative developers should consult with Catherine Baldwin (Head of Student Recruitment and Admissions) for approval before completing this section.

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| 1.2 | **What evidence is there of student demand for this programme?** |
| In a School straw poll, 81% of students stated that they would welcome the introduction of 'reading/assessment/feedback' weeks into the School's teaching terms (UG – 80%, PGT – 84%, PhD – 68%). In the same poll, 60% supported post-Christmas exams for Michaelmas Term half-units (UG – 54%, PGT – 68%, PhD – 52%).  LSE Students’ Union also consulted students. It conducted focus groups to determine students’ opinions on the strengths and weaknesses of the current 10:10:10 model, and to discover the particularities of each department’s assessment requirements. Two focus groups were held, one for postgraduate course reps and one for undergraduate course reps. All departments were represented. TQARO subsequently received a report from the Student’s Union, ‘Restructuring [the] School Year: Report and Recommendations’, which showed that the findings of its focus groups closely tracked the results of the School’s straw poll.  The School's financial model – in which 71% of its income (including Residences and ULIP) comprises student fees – places an obligation on the School to provide a first rate student learning experience. The proposal to revise the academic year is not meant to suggest that the current model somehow 'short-changes' students'. Instead it explores whether by delivering existing volumes of academic content across slightly longer teaching terms the School might enable more effective student learning. Reading weeks would allow departments the space and flexibility to offer innovative teaching and assessment; and to deliver (with School services) additional study skills support. The introduction of post-Christmas exams would be responsive to [PGT] student interests, although it would remain open to individual departments to determine whether they made use of an earlier exam period.  The benefits to faculty include the possibility of a shorter teaching year (i.e. for those who reorganise their courses into half-units, though there is no obligation to do so). A revised academic year would also provide the opportunity to design and deliver innovative teaching. The Christmas and – to an extent – Easter breaks will be maintained at current lengths, with a longer summer period for research. There is also the potential for departments to participate in an expanded Summer School programme. | |

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| **1.3** | **Do you have a specific target market in mind?** |
| **N/A** | |

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| **1.4** | **Do you think this programme will deflect demand from an existing programme at the School?**  *If yes, which programmes and why?* |
| **N/A** | |

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| **1.5** | 1. **Do you want the students on this programme to have access to the School’s Undergraduate or Postgraduate financial support schemes?   Yes** 2. **Has this been discussed with the School’s Financial Support Manager?  Yes** 3. **If so, please outline full details below.** |
| The following comments are made within the context of the Financial Support Office's (FSO's) willingness to adapt their procedures to the timings of a restructured year. However, they note that their processes rely greatly on the help of academics through the panel season, and while however willing FSO administrators are to adapt, this reliance could affect service delivery if it is not joined up.  Bringing forward the start of the Michaelmas Term would create a smaller window for FSO to process awards. An earlier start date would impact the way it processes UG and PGT scholarships: they would have to be shortlisted, then agreed by the Financial Awards Panel (or external funding body/scholarship donor) in time for recipients to then organise their arrival in the UK (including applying for a visa, securing accommodation and ultimately travelling to the UK).  An earlier MT start date would require LSE bursaries to be approved two weeks earlier than under current arrangements. The Financial Award Panels would need to be held earlier in the summer, and would require the participation of relevant academic staff.    Once the scholarship recipients were selected and the awards made, both the MT and LT cheque lists would have to be in place for the start of each term. For MT this is done on a rolling basis as and when the students register.  FSO would require some time-specific resources to cope with these pinch points, including being relieved of its current involvement with the ceremonies. | |

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| **1.6** | **Please identify any key competitors and relevant benchmarking information below (for use by the Finance Division in terms of assessing proposed fee level and payments to staff)** |
| London competitors (King’s, UCL) start two weeks earlier than LSE; and finish exams a month/three weeks earlier. Global competitors offer between 28/30 weeks teaching (see Annex A). | |

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| **1.7** | **Please note the date of approval by Head of Student Recruitment and Admissions:**  Cath Baldwin: 1.4.14 |

1. **PROGAMME REGULATIONS**

Please note that programme regulations are set by the School and should not be altered by departments. If a department feels that they need to change the regulations the proposed revisions need to go to USSC, GSSC or APB and be approved by those bodies.

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| **1.8** | **Will the programme require any changes to the existing departmental regulations, e.g. deviations from standard student progression routes?**  The academic year restructuring plans propose to increase Michaelmas Term and Lent Term to 11 weeks each; and to reduce Summer Term to seven weeks. It will be open to departments to organise the extra MT and LT week flexibly. Departments may use this additional teaching term week to hold mid-term mock exams; additional study skills sessions (both department and TLC based); dissertation support; guest lecture or seminar series; revision teaching; or other activities to enhance the student experience. All of these are optional: departments may simply hold reading weeks to allow their students to consolidate learning, make inroads into their course reading lists, and work on formative and summative assessment. The only requirement is that where departments do choose to hold reading weeks, they must be held in Week 6.  There is no requirement to increase core teaching volume: half-units will continue to be taught over ten weeks, full-units over 20. Departments will therefore not be required to devote time and resources to the full-scale curriculum redevelopment that would be necessary under semesterisation.  The proposals will also make it possible (but not required) for some departments to hold Michaelmas Term half-unit exams in Lent Term 'Week 0' (i.e. the week in which the LSE100 exam is currently held). Bringing some exams forward to an earlier assessment point would reduce pressure from the very full Summer Term exam period (see Annex B on the rate of course growth in the past ten years). This is a significant and compelling operational driver for an additional exam period in the academic year. It would also give departments the opportunity to provide early summative feedback to students. The introduction of an early examination period would require degree regulations to be updated, in light of progression and deferral rules, and other related assessment rules. The documents comprising the School's wider regulatory framework would also need to be reviewed to identify and address the impact of a restructured academic year on the areas they govern.  Creating an additional examination period would require the Student Services Centre to replicate many processes currently run only once during ST – timetabling, invigilator appointments and training, question paper production, running the exams (including IEAs and special provision), script distribution, receipt of results, etc. The SSC might also be required to service additional School Boards, depending on the regulatory approach taken to results and progression. Releasing results from the post-Christmas exam period would also create additional appeal work. The School should therefore urge departments to decide early in the 2014-15 'preparatory year' whether they will hold post-Christmas exams. Early departmental commitment to using the earlier exam period will allow central services to ensure adequate levels of support are in place. See section 1.14 below and Annex C for further details on SSC resourcing.  Equally, consultations with professional services staff in those departments that might run post-Christmas exams indicated that they would need to support an additional round of exam-setting, scrutinising, marking and ratifying. These staff felt that there would be no economies of scale in splitting the same number of exams across two exam periods: the attendant processes, and the resources required to support them, would be equally intensive. Professional services staff in departments whose faculty were likely to hold some MT half-unit exams in the post-Christmas exam period felt that they would need an additional Band-5 or Band-6 support post.  An earlier, additional exam period would raise progression issues the School would need to address before the relevant degree regulations were updated. For example, if a student knows in MT that he/she cannot satisfy the requirements for the award or progression requirements within that academic year, should he/she be permitted to re-sit in ST, or should the student be interrupted until the following MT exam period? Is the latter position defensible? If a student required marks to be condoned to satisfy the award or progression requirements, would the School be content to let him/her continue through two terms under that type of uncertainty? Would departments hold exam sub-board meetings after the post-Christmas exam period? If not, the School could not release MT results until after the ST sub- and School Board meetings, resulting in a very long time between MT exams and the release of the corresponding results. |
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| 1.9 | **If so, have the programme regulations been discussed and approved by the relevant committee?**  Not as yet. This review will form part of the transitional work to be carried out from summer 2014 if the proposal to reform the academic year passes favourably through the School's committee structure. | |
| **N/A** | | **Date of Approval:** |

1. **ADMISSIONS AND REGISTRATION**

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| **1.10** | **How will students apply to this programme?**  Please include details of whether you would like to request that applicants pay a deposit and/or an application fee. |
| Recruitment, admission and registration processes to School programmes would operate as they do now, with some adjustments to the timing of certain processes within these wider operations. The relevant member of the project board will determine and implement these adjustments.  The earlier start to the new year (see section 1.16 below) would place pressure on some of the School's pre-sessional MSc courses and some executive programmes, in terms of getting students’ confirmed entry results for access to programmes. For international students, there would be less time between applicants getting their entry exam results – a requirement for their offers to become ‘unconditional’ – and the School offering a ‘Confirmation for Acceptance of Studies’ (CAS), which then allows applicants to apply for a visa and then get to the UK.  It is difficult to determine whether this earlier start date would cause the School to lose international students. In the 2012/13 session, 47 Tier 4 visa students registered between the ‘publicised’ last day of registration (13 October) and the School’s ‘final’ deadline of 31 October. Although competitor institutions cope with earlier start dates to the academic year, not all of them insist on pre-sessional courses (but we have not yet been able to access information on their conversion rates, i.e. the percentage of overseas students who accept an offer of a place and who turn up and register). The LSE situation would be helped by maintaining the late ‘final’ date of registration, although this has obvious implications for individual student learning experiences and possibly for academic performance.  At the undergraduate level, accommodation contracts start on the Sunday before the first Thursday/Friday of term, with registration taking place two weeks prior to that. This would result in a tight turnaround time between A-level and IB confirmation in mid-August and the confirmation of unconditional offers. Again, the time for addressing visa issues would also become more compact. To facilitate confirmation, academic selectors will need to be available for admissions decisions during the summer period.  The revised academic year model places some pressure on the timing of the School's widening participation activities, including the capacity to run multi-day events. Some of WP activities that currently take place on the LSE campus out of term time might encounter difficulties in acquiring rooms (Promoting Potential, ACE).  The timing of other recruitment activities could be brought into line with the reformed teaching year, though admissions teams might require time-specific resources to ensure the timely processing of applications. | |

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| **1.11** | **Do you anticipate requiring any changes to standard admissions processes for these students?**  **If yes, please detail below.** |
| An earlier confirmation date could potentially impact on students awaiting degree awards if those are a condition of admission. | |

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| **1.12** | **Will the programme have any specific entry requirements (including language requirements) for applicants?**  **If yes, please detail below.** |
| **N/A** | |
| **1.13** | **Please note the date of approval by Head of Student Recruitment and Admissions:**  Cath Baldwin: 1.4.14 |

**e) REGISTRY)**

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| **1.14** | **Will the programme require any special arrangements for the registration of students?**  **To cover i) Registration, ii) Mode and schedule of assessment & iii) Schedule of award and graduation**  **If yes, please detail below.** |
| Registration processes will operate as they do now, with some adjustments to the timing of certain operations within these processes. The relevant member of the project board will determine and implement these adjustments.  Registry in the Student Services would require some additional time-specific resources to deliver earlier, concurrent registration and orientation activities. Room-booking could become an issue if the School increases the numbers at some registration sessions and orientation talks, but that is something that will in any event need to be addressed in the context of increasing numbers.  For current planning purposes, presentation ceremonies would remain in their current slots.  This would slightly ease the difficulty of the proximity of results and graduation in the summer.  This particularly benefits students who have no time to digest their result and (for some) deal with not graduating the following day.  However, in the 2014-15 planning period, the School might decide there are benefits to bringing the ceremonies forward (i.e. greater faculty involvement/participation).  If graduations were moved, Registry would need to review the overall resources available for supporting them on the day as well as any overlap with the key preparation stages.  Annex C shows Registry-specific tasks against the current year and also mapped against the proposed new academic year model. The red, yellow and purple colour-coding shows those tasks that require 'resource borrowing', i.e. co-ordinated tasks with other SSC or departmental teams. The numbers along the bottom of each outline count major tasks.  The bottom line shows the change, by week, to the number of tasks required.  The SSC workload increases in 21 weeks and reduces in 13.  That gives an idea of overall load change. | |
| **1.15** | **Please note the date of approval by the Registry Manager:**  Hannah Bannister: 28.3.14 |

**f) TIMETABLING NEEDS (TEACHING BASED INITATIVES ONLY)**

This information will assist the Timetabling and Conferences Offices who are responsible for room allocation. Please note that confirmation that the initiative can be accommodated is required for the APRC/Research Division/Ancillary Programme Board to approve the proposal.  
  
Once the timetabling for the initiative is agreed it cannot be changed without consultation with the Timetables Manager. Promotional/advertising literature must not include timetabling information unless it has been approved by the Timetables Manager.

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| 1.16 | **When will the initiative run?** *(please delete as appropriate)* | |
| Term time | | The proposed amendments involve restructuring the academic year into a ’11,11,7’ structure. The details are as follows:  -Michaelmas Term will begin one week earlier than under current arrangements.  -Departments may deploy the extra MT week as they see fit (with no requirement to increase the number of teaching weeks from 10 to 11). Departments that choose to hold reading weeks must hold these in Week 6.  -Formal teaching will end at the end of MT Week 11.  -An exam period for MT half-units will be held in Lent Term 'Week 0'.  -Lent Term will begin as now (under the new structure this will be the week immediately following the post-Christmas examinations).  -Again, departments may deploy the extra LT week as they see fit. Departments that choose to hold reading weeks must hold these in Week 6.  -Formal teaching will end at the end of LT Week 11.  -Summer Term will begin as now, and run for seven weeks (with the first week held over for revision teaching).  -The academic year will end three weeks earlier than under current arrangements.  For details, please see Annex D which models the new structure against existing arrangements.  The feedback from departments on the academic year consultation was broadly positive. Eighteen departments submitted formal consultation responses. Five signalled a clear preference to maintain the status quo (EI, GI, HY, PH, SA); one department supported semesterisation (EC); ten expressed cautious support for exploring a move to an '11,11,7/8' structure (AN, EH, FN, GY, IR, LL, MG, MA, GV, SO), with a further two expressing split views between the status quo and '11,11,7/8' (ID, ST).  Departments were unanimous in the view that the current length of the Christmas and Easter breaks needed to be maintained. Some faculty conducted important fieldwork during this time, and all departments felt the current length of these breaks was important for maintaining research momentum.  Departments also noted that the impact of any changes to the academic year should be carefully considered in terms of the impact on faculty with families and who acted as carers, and the equality implications of this impact.  The majority of departments that supported a potential change to the academic year structure were prepared to accept an additional week to the existing teaching terms to accommodate reading weeks, with the Summer Term correspondingly shortened. Some of these departments – and all of the ones who supported the status quo – were against shortening the Summer Term (either at all or by very much) on the basis that revision classes were crucial for student exam preparation, for addressing questions that arose during Easter revision, and for supporting the high level of LSE student exam performance. Other departments were concerned about the impact an overly condensed ST would have on the dissertation support they provided during that term.  The proposed reforms accommodate the majority of these concerns. Starting one week earlier will allow MT to be extended by a week allowing a 'reading/assessment/feedback' week for those departments minded to deploy the additional week in this way. Departments can organise this time as they see fit: e.g. by running additional learning support activities, or by allowing students to consolidate learning, and/or to complete formative/summative assignments. Faculty presence should normally be in place for reading weeks, e.g. office hours or feedback sessions, though there could be justified exceptions for particular programmes/years. Some of the School's quantitative departments might use this week to hold mid-term mock exams, or other diagnostic tests, to check whether students were keeping up with or were engaged with the material. The only requirement is that, where reading weeks are held, they must take place in week 6.  Alternatively, departments may run continuous teaching across MT Weeks 1-10, and use Week 11 for revision sessions for any of its MT half-unit courses it plans to examine in the post-Christmas exam period.  The post-Christmas exam period will be held in Lent Term 'Week 0', the same week in which the LSE100 exam currently takes place. It is open to departments to make use of this period to hold exams for MT half-units, but there will be no requirement for them to do so. There is finite space for holding exams in this period – the space suitable for examination set-up would allow for 1250 seatings per session. This results in 7500 seatings across the post-Christmas exam period (e.g. 1250 seatings x 2 sessions per day x 3 days). Based on the MT 2013 half-units assessed by exam, the following exam combinations would be possible (by seatings):  Quantitative papers only (minus Methodology): 2713  Quants + Law: 4320  Quants + Management: 5139  Quants + Management + Law: 6746  Week 1 of LT teaching will begin in the week immediately following this exam period. Like the MT, it will run for 11 weeks, with the extra week again deployed according to individual departmental discretion. Formal teaching will finish after the end of Week 11, which under current arrangements would be the end of the first week of the Easter break.  Summer Term will start as now, and run for seven weeks. The first week will be reserved for revision sessions, with exams held in the remaining six weeks. Given the additional week of Lent Term, the Easter break will be reduced by one week (to four weeks) for course leaders who deliver revision teaching in ST Week 1, and will be maintained at five weeks for those who do not. The Summer Term will end three weeks earlier than under current arrangements  The schedule for producing the timetable would also need to be brought forward under this proposal to accommodate the earlier start to the academic year. Details of the current arrangements are included at Annex F, though changes under a revised academic year will be subject the outcome of the School's current investigations into upgrading/replacing its timetabling software. Linked to the production of the timetable are the dates by which the student course choice system is switched on and off, which in turn dictate publication dates for students' personal timetables.  The impact of an earlier start date to the core academic year on the School's non-standard teaching (e.g. executive programmes, pre-sessional courses, etc) is explored more fully in sections 1.18 and 6.4, below. |
| Vacation | | The proposed model for restructuring the academic year preserves the four-week break at Christmas break. Those faculty members whose courses are examined in LT ‘Week 0’ will need to make themselves available at the time the examination takes place.  The Easter break remains at five weeks for course leaders who do not hold revision sessions in ST Week 1, and is reduced to four weeks for those who do. |

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| 1.17 | **Will it be offered during:** | |
| Daytime | | N/A |
| Evening | | N/A |
| Weekends | | N/A |

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| 1.18 | **Are there any specific room requirements?** *(if so, please provide details as below)*  The restructured academic year will place several new demands on teaching space at the School. The first is that teaching space will be needed one week earlier than at present for core teaching. This will have consequences for   1. the space allocated to pre-sessional courses (which will need to start one week earlier to link to core teaching); 2. any conference bookings normally made in late-September/early-October; 3. executive programme teaching; and 4. IT/CLT and Estates maintenance work.   The second new demand for space will be for full-scale exam set up in Lent Term 'Week 0'. This is the same week in which the LSE100 exam is sat. Teaching rooms will need to be converted from exam set-up to teaching set-up during the weekend after LT 'Week 0' exams.  Registry, Timetables and Conferences will need to look carefully to ensure that earlier registration and orientation activities can be accommodated alongside conference hosting and executive and pre-sessional teaching (this is explored in more detail in section 6.4 below).  Timetables and Conferences will also need to look at whether MT half-unit exams and executive programme teaching can be accommodated in Lent Term 'Week 0'. It is likely that some of the School’s higher quality teaching rooms that are used for EMSc teaching are not appropriate for exam set-up and so will remain available. A similar 'pinch point' occurs in LT Week 11, which will take place in what is the first week of the Easter Break under current arrangements. Currently, three EMSc programmes hold teaching in that week.  Timetables and Conferences will each provide a member to the project board. | |
| Lecture room  *(e.g. Harvard)* | | N/A |
| Available and agreed with Timetables Manager? | | Yes/No |
| Seminar room  *(layout of room e.g. front facing,*  *inward tables)* | | N/A |
| Available and agreed with Timetables Manager? | | Yes/No |
| Extra space  *(e.g. for socials, break out, catering)* | | N/A |
| Available and agreed with Timetables Manager? | | Yes/No |

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| **1.19** | **Are the initiative organisers willing to pay for premium teaching space, if so has this option been discussed with the Timetables Manager and sufficiently budgeted for?** | |
| N/A | | |
| **Available and agreed with**  **Timetables Manager?** | | **Yes/No** |

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| **1.20** | **Please note the date the confirmed support plan was received from this Service Area.** | Discussions ongoing with Linda Taylor (Timetables) and Rachel Ward (Conferences). |

**2. ACADEMIC AND PROFESSIONAL DEVELOPMENT DIVISION (APDD)**

**Please note that requirements in this section will have budgetary implications and Finance Division must also be consulted.**

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| 2.1 | How much support will be required from the LSE Careers Service, Teaching and Learning Centre and Language Centre?  Please ensure that the division has been consulted and a support plan has been completed and attached. | It is not envisaged that the change to the academic year would result in greater student demands on the Language Centre or Careers Service.  The reformed year would, however, create more opportunities for students to access TLC services, either directly or through departmentally co-ordinated events. Departments not holding MT half-unit exams in LT 'Week 0' might look to use the MT revision period (Week 12) to provide additional learning/academic support, delivered in whole or in part by TLC.  TLC might also offer support services during the 'reading/assessment/feedback' week scheduled for each term, e.g. optional study skills workshops and events.  The MT reading week, for example, could focus particularly on year one students (UG/MSc) by offering both big piece sessions and workshops (subject to space constraints). The LT reading week could focus on exam preparation and MSc dissertation work. On the latter, and in light of the shorter Summer Term, TLC could look to run its 'MSc week' after the formal end of ST given that many MSc students do not immediately leave the UK. Alternatively, TLC could move its dissertation workshops to the LT reading week, to ensure that students are engaged with their dissertation projects from an earlier point in the year. |

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| **2.2** | **Please note the date the confirmed support plan was received from this Service Area.** | Liz Barnett (TLC): 12.12.13  Jenny Blakesley (Careers): 14.3.14 |

**3. CENTRE FOR LEARNING TECHNOLOGY (CLT)**

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| 3.1 | Will advice and support be required from the CLT? This includes the use of Moodle and advice on blogs and other web 2.0 tools.  Please ensure that CLT has been consulted and a support plan has been completed and attached. | It is not envisaged that the change to the academic year would result in greater demand for student-facing CLT services, though it will need to review its capacity and ability to reset and transition the VLE (along with other learning technology systems such as lecture capture) for the next academic year. |

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| **3.2** | **Please note the date the confirmed support plan was received from this Service Area.** | Peter Bryant (CLT): 1.4.14 |

### INFORMATION TECHNOLOGY SERVICES (ITS)

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| 4.1 | Have the organisers consulted and agreed their IT requirements for staff, students and teaching with IT Services?  Please attach the signed and completed pro-forma, provided by IT Services as Annex A. | System maintenance schedules will need to be reviewed. |

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| 4.2 | Please note any IT requirements that are not known in full, or which IT Services is unable to confirm its ability to meet. | N/A |

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| **4.3** | **Please note the date the confirmed support plan was received from this Service Area.** | N/A |

### 5. LIBRARY SERVICES

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| 5.1 | Have the organisers consulted and agreed their requirements with their Academic Support Librarian? | Yes |

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| **5.2** | **Does the new initiative require any study or research materials not already provided by the Library, e.g. specific journals, access to electronic versions of reading list items? If so, have the requirements been discussed, costed and approved by Library Services?**  Please note that the Academic Support Librarian should be contacted regarding this area. |
| The Library Services Committee has approved the following response from the Library to the consultation on possible changes to the structure of the academic year:  **Response**  The Library will ensure it continues to provide an excellent service to the School whatever model of organisation for the academic year is adopted, and will build and adapt its services to match the needs of the School.  The main changes Library Services would be required to make as a result of the proposal would be to:   * Adjust opening hours to match new term and vacation dates. * Adjust the timing of special arrangements made during examination periods to match new exam dates. * Accommodate any increase in the number or length of summer school programmes that may follow from a longer summer vacation period.   These changes would not be difficult to make and, with the exception of support for an extended summer school programme, would not have any cost implications. It is expected that any additional resources required to support an extended summer school programme would be met by the Summer School. The only requirement necessary for the Library to make these changes would be sufficient notice of the introduction of the new model.  Library Services sees the introduction of additional time and mid-term breaks during Michaelmas and Lent terms in the proposal as a positive move, and would welcome the opportunity it provides to offer additional information skills and digital literacy training for students and to collaborate with TLC and CLT on other learning and teaching support activities. | |

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| 5.3 | Please note any Library requirements that are not known in full, or which the Academic Support Librarian is unable to confirm the ability to meet. | N/A |

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| **5.4** | **Please note the date the confirmed support plan was received from this Service Area.** | Martin Reid (Library): 24.2.14 |

**6. EXTERNAL RELATIONS DIVISION (ERD)**

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| 6.1 | Has the Head of Web Services or his nominee been consulted and the following been confirmed?   1. The proposed web presence is in line with School web policy and will be within the Content Management System 2. Web Services can deliver the agreed solution by a mutually acceptable date 3. The initiative can meet any extra costs incurred by Web Services, e.g. to deliver by a specific date   Please attach supporting documentation for all the above points. | Redevelopment/updating of web content will take place over 2014/15. Web Services confirm that this schedule is deliverable, subject to the following: the devolved publishing model should mean resourcing web updates is at departmental/unit level, rather than on us. As such, it would fall into the dept's/unit's internal communications plans for rolling out the changes. |

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| 6.2 | Has the Head of Press & Information or his nominee been consulted and the following been confirmed?   1. Any requirements for Press & Information Office services, for example for publicity work, can be met by the latter. 2. The initiative can meet any extra costs incurred by the Press & Information Office, e.g. to deliver by a specific date   Please attach supporting documentation for both the above points. | There is no reason to think that this initiative should generate media interest.  Yes/No  Yes/No |

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| 6.3 | Has the Head of Design Unit or his nominee been consulted and the following been confirmed?   1. Any requirements for Design Unit services, for example for design of publicity materials, can be met 2. The initiative can meet all charges required by the Design Unit   Please attach supporting documentation for both the above points. | Yes/No  Yes/No |

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| 6.4 | Has the Head of Conferences & Events or her nominee been consulted and the following been confirmed?   1. Any requirements for conferences, public lectures or other events requiring space on campus do not obviously conflict with programmes or events already planned   [Note: Conferences & Events can only confirm specific requests after room space is released and dates and details are known] 2. The initiative can meet all charges likely to be incurred for such events   Please attach supporting documentation for both the above points. | The space demand for the new academic year is net neutral, although the timing will be different with three weeks needed for core teaching and assessment that are not used under the current model (e.g. one additional week at the start of the academic year; Lent Term 'Week 0' and Lent Term Week 11.)  The timing of this core activity could have implications for executive programme teaching and for public lectures/conferences normally scheduled at these times. The Head of Conferences and Events (Rachel Ward) advises as follows:  I have done some provisional work looking at the weeks leading up to the start of the academic year/Michaelmas Term:   1. I have plotted out the annual / regular activities that currently take place in the (7) weeks leading up to the start of current Michaelmas Term (see Annex G). 2. I have tried to identify the activities (in red) which are specifically linked to the start of Michaelmas Term. 3. I have then looked at how each week works out in terms of activities which are not specifically linked to the start of Michaelmas Term and which may (as yet unknown) continue to take place on the same calendar dates as usual and the activities which are now beginning one week earlier.   I can’t give you an immediate answer to “will everything fit in” but I have identified potential clashes and issues for further discussion with relevant departments.  Potential Clashes & Issues for further discussion   1. New Michaelmas Term minus 5 weeks – Finance Pre-sessional Teaching moves into the same week as current Methods Summer School, GMIM all of which currently use space in NAB.  Based on current requirements it would be a challenge to accommodate all 3 activities in NAB. 2. New Michaelmas Term minus 4 weeks – Pre-sessional Teaching and NAIP move into the same week as current GMIM.  Based on current requirements, should be OK. 3. New Michaelmas Term minus 3 weeks – Pre-sessional Teaching and some Orientation sessions move into the same week as TRIUM which uses all space in NAB.  Potential space issues.  Needs to be looked into further. 4. New Michaelmas Term minus 2 weeks – Pre-sessional Teaching and some Orientation sessions move into same week as current TRIUM which uses all space in NAB.  Potential space issues.  Needs to be looked into further. 5. New Michaelmas Term minus 1 week – Orientation Sessions and Pre-sessional Teaching move into the same week as current IGC Growth Week, CEMS and MIMS.  Orientation Sessions already take up all available space.  IGC Growth week will not be able to continue taking place during this week in late September under new term structure.  CEMS and MIMS are currently booked into large NAB rooms for a full week and we would not be able to accommodate during the same week as Orientation. 6. In addition to the core School activities identified as part of this exercise, it would be worth noting that during September  (and Easter Vacation) we often work with Academic Departments to host academic conferences at the School e.g. early September 2014 we will host British International History Group Conference, in the equivalent week in previous years we have hosted for example European Historical Economics Society Congress, the Language Cercles Conference, Society of Legal Scholars and during the Easter Vacation British Sociological Association and British Accounting and Finance Association Annual Conferences and European Network in Universal and Global History  Congress as well as ASEN and MARG conferences.  While not core School activities, it is important for departments to be able to host conferences of this nature at LSE.  We already struggle for space to accommodate during September where we only have space during the first week prior to TRIUM to host larger scale conferences.  Under the proposed term re-structure it will be very difficult to accommodate large-scale academic conferences in September. 7. LSE Enterprise also tend to run a number/larger programmes during early September, some of these seem to be annual programmes (e.g. 1 week programme with IEB) again we already struggle to accommodate these in spaces appropriate for executive programmes and these will become more difficult to accommodate under the proposed term re-structure. 8. Estates currently tend to schedule much of their planned maintenance work/re-decorations etc in the weeks between end of current Summer Schools and start of pre-sessional teaching in early September, there doesn’t appear to be an equivalent gap under the proposed term re-structure. 9. I presume the December Graduation Ceremonies will continue to take place on the equivalent week each year in December, however, will the Summer July Graduation Ceremonies move forward so they fall closer to the end of the 7 week Summer Term?   Opportunities   1. Although I haven’t considered as part of this exercise, it would be worth looking at current pressure points and recurrent conflicting requirements on space to see if the dates of the conflicting activities could be separated / re-scheduled as part of the re-structure of the term dates. 2. Improved School guidance on dealing with conflicting requirements on space – where the re-structure of term dates leads to activities which have not traditionally clashed falling within the same week, Conference & Events in particular will need clear guidance in advance from the School on which activities take priority on space when we are scheduling bookings. |
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| **6.5** | **Have you received the confirmed ERD support plan for the initiative from the Director of External Relations?**  **On what date?** | **Yes/No**  **Date:** |

### 7. HUMAN RESOURCES DIVISION (HRD)

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| 7.1 | Have the organisers consulted and agreed their HR requirements with the HRD  Please attach the signed and completed pro-forma, provided by HRD as Annex B. | Yes/No |

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| 7.2 | Please note any HRD requirements that are not known in full, or which HRD are unable to confirm their ability to meet. |  |

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| **7.3** | **Please note the date the confirmed support plan was received from this Service Area.** |  |

### RESIDENTIAL SERVICES (TEACHING BASED INITIATIVES ONLY)

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| **8.1** | **Does the initiative require accommodation for staff or students?** |
| **Yes (students)** | |

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| **8.2** | **Does the initiative require LSE Halls of Residence, or other LSE managed accommodation?** | |
| **Yes** | | |
| **Please detail number of rooms and nights accommodation needed and when this is required.** | | Levels of demand for student places in halls will be as now, though the timings will change slightly. Students will need places in halls one week earlier than currently at the start of the year; some will need to return one week earlier for LT; all will need to stay one week longer for the LT; and the ST will finish three weeks earlier. The introduction of a post-Christmas exam period will affect residential lettings during the ‘Christmas’ vacation; although with the Summer Term exam period scheduled to finish three weeks earlier than at present, the summer lettings period can start earlier. The overall effect would result in a reduction in the length of the accommodation contract for students in LSE managed halls. Contracts with externally managed halls could potentially be offset by Summer School students. |

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| **8.3** | **Have Residential Services been consulted and confirmed that this request can be accommodated?** | |
| **Yes** Ian Spencer (Accommodation): 24.1.14 | | |
| **Have the rates been agreed and incorporated into finance pro-forma?**  Please detail in this section. | | **Yes/No**  **Rates Agreed:** |

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| **8.4** | **Does the initiative require hotel accommodation?** | |
| **No** | | |
| **If so, which hotel(s) would be most suitable?** | |  |
| **Have the LSE Procurement Team been consulted and rates agreed?**  If yes, please detail in this section | | **Yes/No**  **Rates Agreed:** |
| **Please detail number of rooms and nights accommodation needed and when this is required.** | |  |
| **Will the administrator for the initiative be responsible for block booking the accommodation?** | | **Yes/No** |

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| **8.5** | **Please note the date the confirmed support plan was received from this Service Area.** |  |

1. **CATERING SERVICES**

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| **9.1** | **What Catering requirements does the initiative have?** |
| Catering arrangements can be flexible and adjusted to accommodate the new proposals. The mid-term reading weeks are likely to require some adjustment to ‘normal’ term arrangements as it is unlikely that the same volume of students would be on campus. There are potential clashes for catering space requirements in September should Orientation and TRIUM take place simultaneously. This may be true for other spaces, too, and will require further consideration. | |

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| **9.2** | **Does the initiative require any form of bespoke Catering?** |
| **No** | |

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| 9.3 | Do the requirements fall in term-time? If so, please detail in full below.  Please ensure that the organisers have consulted the Catering Services pricing guidelines, before completing this section, especially regarding availability in certain buildings and additional surcharges for services outside of core hours. | |
| Daytime | | Yes/No (*please specify type of catering and the proposed dates/hours required)* |
| Evening | | Yes/No (*please specify type of catering and the proposed dates/hours required)* |
| Weekends | | Yes/No (*please specify type of catering and the proposed dates/hours required)* |

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| 9.4 | Do the requirements fall in vacation time? If so, please detail in full below.  Please ensure that the organisers have consulted the Catering Services pricing guidelines, before completing this section, especially regarding availability in certain buildings and additional surcharges for services outside of core hours. | |
| Daytime | | Yes/No (*please specify type of catering and the proposed dates/hours required)* |
| Evening | | Yes/No (*please specify type of catering and the proposed dates/hours required)* |
| Weekends | | Yes/No (*please specify type of catering and the proposed dates/hours required)* |

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| **9.5** | **Please note the date the confirmed support plan was received from the Head of Catering Services** |
| Liz Thomas (Catering): 26.3.14 | |

### 10. ESTATES DIVISION

The initiative needs to consider the amount of space and/or facilities that will be required.

You will need to liaise with Keith Clarkson, Head of Property and Space Management.

**Any allocation of space will be based on the school’s approved norms (these can be requested from Ricky Taylor in the Estates Division).**

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| **10.1** | **Will the initiative require any additional office accommodation for academics and administrative staff? If so, please outline in detail the amount of space and any specification needs below.**  No additional space required. | | | | | | | |
|  | | | **Year 1** | | **Year 2** | | **Year 3** | |
| **Title** | **Number of staff** | **Title** | **Number of staff** | **Title** | **Number of staff** |
| **Staff Details** | | |  |  |  |  |  |  |
| **Special Requirements** | | |  | |  | |  | |
|  | | | **Year 4** | | **Year 5** | |
| **Title** | **Number of staff** | **Title** | **Number of staff** |
| **Staff Details** | | |  |  |  |  |
| **Special Requirements** | | |  | |  | |
| **10.2** | | **Are the initiative organisers willing to pay for premium office space?**  **Please confirm that Estates have provided an estimate of the property cost to be included in the business case.** | | | | | | |
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| **10.3** | **Are the initiative organisers willing to pay for the refurbishment and fit out of their space allocation? Please confirm that the initiative includes an estimate of the costs of refurbishing space and providing furniture.** |
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| **10.4** | **Please note the date the confirmed support plan was received from the Head of Property & Space Management** |
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**11. OFFICE OF DEVELOPMENT AND ALUMNI RELATIONS (ODAR)**

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| **11.1** | **What services, if any, will be required from ODAR?** | ODAR might wish to notify alumni as part of its regular communication strategy. |

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| **11.2** | **Please note the date the confirmed support plan was received from this Service Area.** |  |

### 12. CONSULTATIONS

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| 12.1 | Has the proposal been discussed and approved to proceed through the  approval framework by APRC (Annual Monitoring), Ancillary Programme Board or  Research Committee?  (Yes/No)  Date of Committee Consultation: XX/XX/XXXX  Date Approved on : XX/XX/XXXX  Minute Ref. XXX |

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| 12.2 | Where appropriate, has the proposal been discussed by DMT and authorised to  proceed though the approval framework?  (Yes/No)  Date of Committee Consultation: XX/XX/XXXX  Date Approved on : XX/XX/XXXX  Minute Ref. XXX |

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| 12.3 | Where appropriate, has the proposal been discussed and approved at the relevant  Academic Department staff meeting(s)?  Please note that colleagues with related interests in other departments/institutes will need to have been consulted, especially where any component of the proposed programme is to be taught in another department.  Yes  The Academic Board received the initial 'green paper' at its October 2013 meeting. Further consultation documents were circulated to academic departments at the start of Lent Term 2014. During Lent Term consultation took place with academic departments, professional services staff, service providers and students. |

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| 12.4 | Have the organisers of the initiative fully completed the Finance Division budget pro-  forma?  (Yes/No) |

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| 12.5 | Please confirm the date the pro-forma received approval from Finance Division and attach.  (Approved by XXXXX on : XX/XX/XXXX) |