

heads of department handbook 2016-2017

heads of department's responsibilities
annual review of academic staff/sup
the role of departmental managers
academic registry/finance/planning unit
teaching quality assurance and
research and project development divi
disability discrimi

This Handbook is available on the LSE website:
www.lse.ac.uk (go to "site index – Heads of Department Handbook")

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Heads of Department Handbook 2016-2017

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Introduction

The purpose of this handbook is to provide Heads of Department with information that is specifically relevant to them. It aims to address the concerns and outline the main responsibilities of Heads of Department.

While this handbook aims to make it easier for Heads of Department to gain familiarity with the School's procedures and practices, it is fully recognised that they will need to make continued call upon the advice and assistance of members of central administrative units. To this end, Heads of Department can now address their queries to Jane Pugh, who compiled this handbook. Jane's contact details are ext. 6866, email: j.pugh@lse.ac.uk. Jane will act as a point of contact for Heads of Department unsure of whom to approach in the central administrative units, where possible dealing with queries personally, but otherwise directing them to the appropriate area for response.

Suggestions for the addition of items to this handbook, together with any other improvements, are very welcome and should be sent to **Jane Pugh**, email: j.pugh@lse.ac.uk.

August 2016

Head of Department

Each department will have a Head of Department (HoD) appointed by the Director who will be supported by the Pro-Director Faculty Development (PDFD) and the outgoing HoD. The position normally will be held by a (full) Professor. The term of office normally will be no less than three years but a longer term may be agreed with the Director. A renewal of the term of office is also possible. The HoD is accountable to the Director and performance is reviewed annually. The HoD is also accountable to his or her colleagues within the department.

The HoD is responsible for the effective operation and development of the department, for the management of its staff and resources, for the provision of high quality services to its students and for ensuring that the department complies with the legal and other obligations placed upon the School. Specific tasks will be delegated to the Department Manager(s) and other colleagues including Deputy Heads (DHoDs), but the HoD bears ultimate responsibility and needs to satisfy her or himself that delegated functions are undertaken effectively.

The School does not provide a fixed template of tasks to be undertaken by the HoD since this will depend on the department and the nature of its Professional Services staff. It is essential that the HoD works closely with the Department Manager(s) to ensure the smooth running of the department, the management of its resources and the development of plans and policies.

HoDs are expected to discharge their responsibilities in a consultative manner and to comply with the Code of Practice on Departmental Governance which is binding on all academic units. The Code of Practice is being updated in 2016/17 by the School Secretary, which will involve appropriate consultation. The final version will be agreed by Academic Board and Council.

Head of Department Generic Role Profile

Academic Planning and Development

Within the context of the School's Strategic Plan:

- To provide academic leadership in the development of departmental research priorities, plans and programmes (and those of associated research centres) and to plan and prepare in consultation with others, submissions to the REF; this includes encouraging staff to produce top-quality work and ensuring that they have the time to do so.
- To ensure that the department is continuously reviewing its teaching offer and research performance with a view to remaining leading edge within the UK and globally.
- To develop department five year strategies and annual plans, covering teaching, research, staffing and resources for submission to Annual Monitoring meetings and Academic Planning and Resources Committee (APRC).
- To provide academic leadership in the development and revision of degree courses and programmes to ensure that they remain attractive to students, are innovative, up to date, and of a high quality.
- To liaise with the School's Planning Unit over the APRC Rolling Plan of student recruitment, fees and scholarships.
- To have oversight of the department's appointments policy and in consultation with colleagues, decide appointment priorities with the support of the Pro-Director Faculty Development and the Vice Chair of the Appointments Committee (VCAC) to ensure that top-class staff are appointed.
- To provide leadership in the development of appropriate alternative income streams.
- To ensure that adequate preparations are made for Annual Monitoring and for APRC and ASC Reviews as required.

Personnel and Resource Management

- To determine Minimum Staffing Level (MSL) or cash based deployment and non-staff budget allocations, ensuring that expenditure is in line with budget allocations and that allocations among staff are equitable and transparent.
- To ensure a fair and reasonable allocation of teaching and administrative workloads among department staff.
- To ensure that staff are able to take advantage of their leave entitlements, including statutory entitlements to maternity, paternity, parental and adoption leave, and that appropriate cover is available to meet teaching obligations.
- To ensure that appropriate mentoring arrangements are in place for academic staff pre-Major Review and, as appropriate, thereafter, and to ensure that staff are fully aware of what is expected of them and of what help, including training, is available to them.
- To ensure that the Academic Career Development Review Scheme operates effectively at the department level and that all academic, research and education staff receive advice, as appropriate, on their research plans, grant possibilities, publications and promotion prospects.
- To ensure that the Annual Performance Review (APR) for Associate Professors and Professors (and others who are opted into this process) operates effectively at the departmental level.
- To ensure that the performance and career progression of all staff is reviewed annually as appropriate in consultation with the department professoriate and/or Department Evaluation Committee; to make appropriate cases for staff undergoing Interim and Major review; and to make cases for academic and research staff on the New Staff Careers for promotion.
- To make cases for salary incrementation or lump sum payments for academic, research and education staff.
- In consultation with the Departmental Manager(s), to make cases for Professional Services staff regrading, lump sum payments or salary incrementation.
- In consultation with relevant line managers to ensure that probation reports are submitted for Professional Services and research staff.
- To take steps to ensure the maintenance of staff morale within the department, to manage and diffuse interpersonal conflicts and staff grievances which arise from time to time and attempt to ensure a harmonious working environment.
- To ensure that any cases of redundancy, termination of contract, poor performance, grievance, misconduct or bullying or harassment are dealt with according to the appropriate procedures.
- To ensure that the School's Ethics Code and policies and practices on equity, diversity and inclusion are embedded in the department culture and processes.

Students, Teaching and Quality Assurance

- To ensure that adequate arrangements are in place to select students, fairly allocate available scholarships and meet the recruitment targets agreed with the Planning Unit.
- To ensure that arrangements are in place for the provision of essential, accurate and up-to-date information about the department.
- To ensure that the teaching, research student supervision and examination programmes of the department are organised to fulfil obligations.
- To ensure that the quality of educational provision is maintained and where possible enhanced and to ensure a department education strategy is in place; this includes acting upon the results of School surveys and other information about course delivery and teaching performance.

- To ensure that preparations are made for internal and external reviews of teaching quality and educational processes.

Regulations and Legal Obligations

- To ensure that the department's operations, policies and plans comply with financial regulations, HEFCE requirements and legal obligations. These include all obligations under the UK Equality Act, Health and Safety, Risk Management, Freedom of Information, and Data Protection.

Consultation and Representation

- To ensure, by regular meetings of the academic and, where appropriate, Professional Services staff, that adequate consultation takes place within the department on matters of general concern and to alert staff to key School-wide issues that have to be addressed.
- To ensure that appropriate sub-committees are in place to assess student reactions to teaching programmes and services and to maintain good staff student relations.
- To take part in the Department Heads Forum (DHF) and generally act as the department's representative, advising the Director and senior management on matters of common concern to the department on strategic issues, School policies and practices and on appropriate responses to government/HEFCE circulars and initiatives.
- To ensure appropriate representation of staff at presentation and any similar ceremonies.
- To represent the department, as required, at fundraising, alumni and other public relations events.
- To attend the annual Appointments Committee meeting on behalf of the department.

Programme monitoring

- To submit an annual report on teaching programme monitoring to the Pro-Director for Education at the beginning of the Lent term.

Interaction with the Directorate

- To make an annual submission to the Annual Monitoring meeting which occurs in the Michaelmas Term that outlines progress against the department's Strategic Plan and against any challenges or requests arising out of previous Annual Monitoring meetings.
- To take part in an Annual Monitoring meeting with the Pro-Directors in the Michaelmas Term of each academic year to make resource requests for consideration which will be forwarded to APRC for decision in the Lent Term, and to make any adjustments to department policy that might be advised by the Pro-Directors and the senior management team.
- To submit information for the Annual Performance Review (APR) process to the Director and have an annual meeting with the Director to discuss the results of the APR.
- To meet as may be required with any or all of the Pro-Directors.

This role profile, modified as appropriate in the light of specific department characteristics and challenges, forms part of the basis for the APR of HoDs.

Procedures for nominations of Heads of Department

The Director has the authority to appoint and remove Heads of Department. Nominations for the HoD will be submitted to the Director and Pro-Director Faculty Development. HoDs are required to put the nomination in writing with a short justification. The Director will initiate a discussion to agree an outline of priorities for a department with a HoD at the time of his or her appointment and these will

be reflected in the letter of appointment, with progress in achieving them being assessed through the Annual Monitoring process with members of the Directorate. The priorities should be based on a discussion initiated by the Director with the department before the HoD takes office.

Induction for new Heads of Department

Each year, an induction is arranged for new Heads of Department, usually in early July.

In addition:

- All HoDs can have access to external coaches – new HoDs are encouraged to have at least three coaching sessions in their first year.
- Further sessions may be arranged to address particular issues.
- HoDs can ask for funding to access external management training.
- HoDs can apply for funding for departmental away-days or other tailored development events.
- Much of this provision can also be made available to Deputy Heads.

HoDs are encouraged to point staff recently promoted to professorial roles to consider following the School's Leadership Development Programme. Contact **Chris Watt**, c.watt@lse.ac.uk for details.

Please contact **Dr Neil McLean** in the Academic and Professional Development Division – n.d.mclean@lse.ac.uk – for further information about the induction generally.

Remuneration for Heads of Department

The remuneration for Heads of Department is as follows:

Supplement or Research Assistance

- A one –off payment of £2,000 at the start of term in the first year of appointment as HoD
- A superannuable supplement of £12,000 per annum **or** a sum of £12,000 per annum for research support.
- Upon stepping down, all HoDs will normally receive two additional increments or the equivalent percentage as an increase in their salary.

Sabbatical Leave

- Sabbatical leave to accrue at treble rate, i.e. a three year period in office (i.e. 9 terms) to count as nine years (i.e. 27 terms) for the purposes of calculating sabbatical entitlement (the normal three years' service credit, plus an extra six years additional credit).

Commutation of Sabbatical

- Sabbatical leave accrued by virtue of being a HoD, i.e. the additional six years' entitlement not the standard three years', may be commuted to cash at a rate of £3,000 per year's entitlement, where it can be demonstrated that it is not practical for the accrued sabbatical leave to be taken. Please contact your HR Adviser in Human Resources for further advice.

Replacement Teaching Compensation

- The individual's department is compensated at the rate of £3,000 per term of sabbatical leave for the sabbatical year accrued by virtue of being HoD. Please request this through the Planning Unit by emailing Planning.Unit@lse.ac.uk.

Deputy Heads of Department

In light of the increasing demands on Heads of Departments and professorial colleagues, HoDs have the authority to appoint a Deputy Head of Department (DHoD) (acting separately or together with the Director to make the appointment, and the Director will always consult with the HoD). It is also assumed that appointments are made on the basis of wide consultation in departments.

The position of DHoD is a formal role in the School and attracts a salary supplement of £6,000 for DHoDs in post from 1 September 2016 and new appointees from 2016/17. DHoDs will also receive double sabbatical entitlement. This applies to DHoDs currently in post (from 1 September 2016) pro rata going forward and future appointees. The DHoD formal term of office normally should begin on 1 September for a period of three years. Similar to Heads of Department, the individual's department is compensated at the rate of £3,000 per term of sabbatical leave for the sabbatical period accrued by virtue of being HoD.

The School funds the honorarium of only one DHoD per department. Larger departments may wish to appoint two DHoDs but the honorarium for a second DHoD appointment must be funded by the department itself. The School will not provide replacement teaching funds for the appointment of a second DHoD in a department.

The Directorate has not proposed a governance model for the role of DHoD as some departments have a well-functioning senior management team and/or other forms of support for the HoD. That said, candidates for the DHoD role might be the chairs of the Departmental Research Committee or the Teaching Committee. In principle, departments might think of this scheme as a 'pot' to support the HoD's role in departmental governance and to be allocated in a way that best suits the department. There is no expectation that a DHoD will become the next HoD, although it is likely that some will progress to being a HoD.

HoDs will be asked to agree department specific tasks and terms of reference at the time a DHoD is appointed which specifies the work to be undertaken by the DHoD. This should be submitted to your HR Adviser in Human Resources and to the Pro-Director Faculty Development.

Department Heads' Forum (DHF)

The Director and the Pro-Directors meet with Heads of Department, the Vice-Chair of the Academic Board (VCAB) and the Vice-Chair of the Appointments Committee (VCAC) five times a year to discuss matters raised by Heads, the Director's Management Team or the VCAC. The DHF does not have formal decision making powers. Agendas will cover discussion and consultation on both operational and strategic matters. Its business will also track the agendas of senior management and other Committees as appropriate. The DHF will receive feedback on the progress of papers through decision-making bodies of the School.

If HoDs are unable to attend any of the meetings, they may send a representative, but it is expected that all HoDs will try to be there in person.

Meeting dates for 2016/2017 are:

Michaelmas term:

Wednesday 19 October 2016

Wednesday 7 December 2016

Lent term:

Wednesday 1 February 2017

Wednesday 22 March 2017

Summer term:

Wednesday 17 May 2017

The meetings are held in the Vera Anstey Room (VAR) from 10am to 12pm, although the Summer Term meeting might be scheduled for three hours.

Informal lunches are held, usually a week prior to the DHF meetings, for Heads of Department to discuss any matters of relevance. Where possible the draft agenda for the DHF will be made available for these lunches. The lunches are arranged by the Teaching and Learning Centre.

Lunch dates for 2016/2017 are:

Michaelmas term:

Wednesday 12 October 2016

Wednesday 30 November 2016

Lent term:

Wednesday 25 January 2017

Wednesday 15 March 2017

Summer term:

Wednesday 10 May 2017

The meetings are held from 12.30 to 2.00pm.

The chairs for the HoDs' informal lunches for 2016/17 are **Professor Janet Hartley**, Department of International History, **Professor Simona Iammarino**, Department of Geography and Environment and **Professor Martin Anthony**, Department of Mathematics.

Items of business which HoDs wish to raise should be notified to **Alana Lythgoe**, Room COL1.00, ext. 3601, email: a.lythgoe@lse.ac.uk.

The role of Departmental Managers

Note: in practice, the precise scope of the role varies by Department. For example, in the School's larger departments, some of the following responsibilities are delegated, and in smaller departments, Department Managers may have additional student-oriented responsibilities.

Context and Purpose of Job

- Working closely with the Head of Department (and Deputy Head(s) of Department) to ensure the efficient planning and management of Departmental human, financial and physical resources. Playing a key role in the identification and implementation of strategies to provide a high quality service.
- Responsible and accountable for the overall leadership and running of the Department's Professional Services team.
- Acting as the key interface between the Department and a wide range of academic and professional services staff across the School.
- Taking overall responsibility for the smooth day-to-day running of the Department. Assisting in the development and implementation of wider administrative policies within the Department and the School. Participating in integrated strategic thinking by working closely with the Head of Department to ensure that Departmental plans and policies are considered within the context of the School's core strategic themes.

Principal Responsibilities and Duties

Planning and Management Departmental Resources

- Managing the Department's MSL resources: keeping MSL resources and expenditure under

close review and providing projections to assist the Head of Department in determining future MSL resource deployment.

- Reviewing the Department's profile, and participating in the annual monitoring process conducted by the Directorate.
- Managing and monitoring the Department's cash budgets, including: advising the Head of Department on proposed expenditure; setting up and maintaining procedures to ensure the efficient administration of Departmental expenditure in line with the School's financial management regulations; and presenting financial accounts to the Department annually.
- Planning and monitoring the Department's teaching programme in liaison with the Head of Department and in accordance with School regulations and Departmental decisions, including: ensuring the accuracy and consistency of Departmental staff Calendar and timetabling returns; discussing individual teaching loads with full-time staff members; anticipating gaps in the teaching programme in light of staff leave and fluctuations in student numbers/course changes; initiating arrangements for the selection of cash-based academic teaching staff (see also 'Human Resources' below); and monitoring teaching needs as the session proceeds, taking appropriate steps to meet unexpected student demand and/or changes in staffing.
- Working closely with the Head of Department to facilitate the management of academic staff leave.
- Managing the Department's IT budget for staff and students.
- Allocating Departmental space and advising the Head of Department on the strategic needs of the Department.
- Contributing to Research Excellence framework with collation of information and development of supporting documentation
- Responsibility for Business continuity, risk management and legal responsibilities including Data Protection, Freedom of Information, Health and Safety

Human Resources Responsibilities

- Taking key administrative responsibility for the appointment of academic teaching staff.
- Producing induction material for academic staff and working with the Head of Department on monitoring their performance.
- Recruiting Professional Services staff.
- Managing Professional Services staff in their areas of responsibility and ensuring continuing professional and personal development.
- Reviewing and developing Professional Services staff working practices and administrative procedures to ensure academic staff and students receive a high quality administrative service, undertaking performance management action if necessary.
- Where appropriate, taking part in the recruitment and mentoring of other Professional Services staff within the School.
- Supporting the Head of Department on matters relating to academic staff and advising when appropriate, including assisting with management issues and the procedures of annual review, promotion and recruitment.
- Working closely with HR to identify and resolve academic (where appropriate) and departmental professional services staffing issues
- Working closely with HR to promote areas of best practice.

Committee Membership

- Sitting as an advisory member on a range of Departmental Committees, thereby contributing to the decision-making of the Department.
- Keeping abreast of developments in the wider higher education sector in order to inform School and Departmental Committees.
- Servicing Departmental Committees, delegating where appropriate.
- Overseeing the flow of information between committees, the Department and the School as necessary.
- Contributing to School wide decision making processes, via proactive membership of the Departmental Managers Forum (DMF) and Academic Managers Forum (AMF).
- Actively participating in the decision-making at School Committee level through membership of committees, IT academic support user groups, ad hoc working parties and focus groups.

Student Administration

- Taking overall responsibility for the administration of any local graduate admissions processes, including the initial direction for the Selectors and, where appropriate, Professional Services staff.
- Ensuring the smooth operation of the orientation programme and subsequent social programme, including weekend conferences.
- Taking editorial responsibility, in liaison with relevant academic staff, for handbooks for registered students and, where necessary, creating new publications for use by the Department based on policy-making on a School and Departmental Committee level.
- Ensuring the development of the Department's teaching programme and its implementation in accordance with School regulations and decisions taken by Departmental Committees, with particular reference to timetabling and Calendar entries.
- Orchestrating the examination process at Departmental level, from the production of examination papers to the final results, in liaison with external examiners, exam board chairs and, where appropriate, Professional Services staff in Student Services.
- Offering support, guidance or pastoral care where standard procedures do not always exist, and judging when to refer the individual for professional help.

Quality Assurance (reviews)

- Reviewing and revising working practices in accordance with: the requirements of internal and external audit assessments; the Department's best practices; and School regulations relating to student and course administration.
- Contributing to and preparing Departmental assessment reports for the various teaching, research and departmental assessments both at the Departmental level and across units of assessment, where appropriate.

Support for funded research

- Liaison with the Research Division over:
 - Buy-out and substitute teaching arrangements;
 - Expense claims;
 - Oversight of research accounts and financial reports;

- Advising on financial regulations, and awareness of funder regulations;
- Input to project audits.
- Liaising with the Human Resources Division over the recruitment of research staff.
- Liaising with the Finance Division, to track research expenditure.

Public Relations

- Establishing effective liaison with the School's Professional Services divisions.
- Taking overall administrative responsibility for Departmental conference organisation and delegating as appropriate.
- Participating in the marketing of the Department through the projection of its image to external bodies and prospective students through electronic and other media.

Legal and Regulatory Duties

1. Employment Law

- You must work with your Head of Department to ensure that your Department complies with relevant procedures and legislation, particularly for the recruitment of all your Department's staff, and for the welfare and performance of the people whom you line manage.
- You should contact your HR Partner for advice and guidance on employment law matters.

2. Equality Act 2010

- You must be familiar with the general principles and requirements of the Equality Act 2010. You can find useful guidance on this legislation on the Equality and Human Rights Commission's website: <http://www.equalityhumanrights.com/>. In short, the Act is intended to protect an individual's rights, advance equality of opportunity and foster good relations between people. It means that you must consider such things as making reasonable adjustments to avoid an individual or group of individuals being treated less favourably on grounds of one or more of nine characteristics which are set out in the Act; they are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation. You and your staff must also have due regard to the need to advance equality of opportunity and foster good relations.
- You can seek help and advice from the Equality, Diversity and Inclusion Taskforce, which is managed by **Professor Carola Frege**, or the Disability and Wellbeing Service, which is managed by **Sarah Slater**, in the Teaching and Learning Centre.

3. Data Protection Act 1998 (DPA) and Freedom of Information Act 2000 (FoIA)

- You are responsible for ensuring that your Department complies with relevant data protection and freedom of information legislation. You should be aware that under the DPA, an employee can normally see his/her 'personal data', which is broadly defined as any information – e.g. files, notes, emails, recordings and exam comments – in which a person (or 'Data Subject') can be identified. The Information Manager, **Rachael Maguire**, deals with requests to access information under the Data Protection and Freedom of Information Acts. She is located in the School's Legal Team, which is managed by **Kevin Haynes**. Note that while data protection concerns personal information, freedom of information concerns any information that we, as a public authority, hold with regard to our business. Information does not have to be physically stored on our premises to qualify as our information.
- You should contact **Rachael Maguire** for advice in this area.

4. Health and Safety Act (HSA)

- You must work with your Head of Department to ensure that the relevant provisions of the HSA are implemented in your area. You can seek advice from our Health and Safety Advisers, **Mel Boucher** and **Lisa von Schlippe**, who are based in the Governance, Legal and Planning Division. They advise on all aspects of health and safety, including injuries at work, mental health and wellbeing, work station assessments and the safety of your physical environment. They will also advise you on overseas risk assessments, particularly those concerning fieldwork in remote or dangerous areas. As Head of Department you are responsible for authorising overseas risk assessments that fall under your area of responsibility.

5. LSE Ethics Code and Financial Regulations

- You and your Department should be aware of, and familiar with, the Ethics Code and Financial Regulations. You can find all these documents in the School's Policies and Procedure Register on the website:
<http://www.lse.ac.uk/intranet/LSEServices/policies/home.aspx> .
- You should contact the Financial Controller, **Ashley Wang**, for information on the Financial Regulations, and the Ethics Manager, **Stephanie Allison**, for information on the Ethics Code, or for advice on an ethical issue.
- Ethical matters can be raised by writing to the School's Ethics Manager, **Stephanie Allison**, at ethics@lse.ac.uk.

6. Bribery Act 2010

You should be aware of the School's Policy Against Bribery and Fraud, which is in the online Policy and Procedures Register. A bribe is essentially an offer (or intention to offer) or acceptance (or intention to accept) of any kind of reward for improper performance anywhere in the world.

Some measures which support this policy include:

- **Gifts and Hospitality Registers**
All gifts and hospitality received should be registered. An updated is available online and gives further guidance on the recording of gifts and hospitality. There is a link to this policy on the ethics webpage www.lse.ac.uk/ethics
- **Annual Declarations of Interest Survey**
You and your Departmental Manager should ensure that all staff complete the Annual Declaration of Interest Survey. In the Michaelmas Term all staff members are required to confirm that they have read and will abide by the Ethics Code in the annual survey. The survey asks a range of questions on interests so that any potential conflicts may be addressed. Staff and governors should declare any other relevant interests as they arise by notifying the Ethics Manager by email at: ethics@lse.ac.uk.

Top Tips for Heads of Department inducting a new Departmental Manager (DM)

Before the DM arrives:

1. Encourage the DM to send their signed contract in to Human Resources (HR) prior to their start date so that issues/problems can be raised and resolved prior to arrival at the School.
2. Ask a member of the Departmental Professional Services (PSS) team to contact the IT Service Desk informing them of the DM's arrival date and request an email account, username and password.
3. Ask a member of the Departmental Professional Services team to prepare/arrange the preparation of a small welcome pack of essential material e.g. Departmental contact list, induction material (available from the Departmental Managers' Forum chairs), HR Partner's details etc.
4. Check with DM whether or not they would like a mentor. If so, liaise with the Departmental Managers' Forum to provide one.

On the DM's first day:

1. Ask the DM to arrive at 10am rather than 9.30am so all Professional Services staff are settled.
2. Be there to meet the DM on their first day (preferably when they arrive or shortly after).
3. Take the DM on a tour of the Department and introduce them to Professional Services staff and key faculty.
4. Arrange a meeting to discuss key issues/working practices within the first week. Including:
 - How the Department is organised i.e. academic and administrative roles.
 - Where the Department fits into the School structure.
 - How the DM role fits into the Department's structure.
 - A brief introduction to teaching and research activities. A brief explanation of how the Department will develop in the next few years and the DM's role in achieving this.
 - A brief mutual exploration of how the working relationship between you and the DM should develop, including a schedule for probationary reviews and career development reviews, and division of responsibilities.
5. Advise the DM of your working hours and establish a system of regular contact. A scheduled meeting of at least 30-60 minutes at least once a week is recommended. Share your online Outlook calendar in outline with the DM, and vice versa.
6. Arrange for a table to be booked in the SDR within two weeks of the new DM's arrival so that the HoD, and perhaps the Deputy HoDs, can have lunch to welcome the new member of staff to the Department.
7. Identify key divisions for the new DM to arrange meetings with e.g. Finance Division, the Planning Unit, HR, Research Division etc.
8. Ensure the DM contacts the IT Service Desk to arrange access to the varied software applications they will use e.g. Aptos, SITS, the HR database etc.
9. Inform the DM of the Academic Managers' Forum. Encourage the DM to email other DMs in the School using AcademicManagers@lse.ac.uk to introduce themselves and request to be added to the mailing list.
10. Ask the Fire Officer to show the DM where the fire exits are and explain the fire evacuation procedures and the Health and Safety Officer to provide a copy of the Health and Safety policy.

National Student Survey

This year's NSS results for LSE are disappointing and we are now some way short of the other Russell Group universities for student satisfaction. The School will analyse the 2016 results across the summer and put its findings to the Academic Board in Michaelmas Term.

The Education Strategy, introduced at the beginning of 2016, provides a robust plan for the development of education across the School. Up to this point activity has been focussed on researching areas of priority, the creation of your departmental education strategies and developing initiatives such as LSE LIFE, the Education Career Track and the Pro-Director's Vision Fund. This year's graduating undergraduate students won't have had the opportunity to benefit from the outputs of these initiatives.

There is a lot for us all to work on and I look forward to seeing the progress we can make over the next year.

Professor Paul Kelly

Pro-Director Education

Academic and Professional Development Division

The units in LSE's Academic and Professional Development Division between them run degree programmes, courses and events; offer advice, opportunities and funding to advance the development of academic staff and students; and support the implementation of educational strategy and policy across the School.

LSE Educational Strategy Unit

The School's new Educational Strategy Unit has been established to support the communication of educational strategy, policy and practice at LSE and in particular to facilitate the implementation and progress of the LSE Education Strategy 2015-2020.

The Unit will be sharing information regularly and in various ways over the coming months and years, but Heads of Department can make contact at any time (see Key contacts below) for advice or information relating to the LSE Education Strategy, departmental education strategies and educational policy and performance at LSE in general.

Events

- Heads of Department informal lunch meetings, which precede the Department Heads' Forum meetings (see pages 8-9): provisional 2016/17 dates for these lunch meetings are 12 October, 30 November, 25 January, 15 March and 10 May, and will be confirmed at the start of the academic year
- Lunchtime discussion meetings each term for Deputy Heads for Teaching and Chairs of Teaching Committees – again, dates to be confirmed at the start of the 2016/17 year
- LSE Education Symposium: an annual event at the start of Summer Term for academics and colleagues across the School to share and debate educational practice

Awards

Educational contribution and performance at LSE is rewarded through several different awards each year:

- LSE Teaching Promotion Awards – for those promoted to Professor and (via Major Review) to Associate Professor
- LSE Excellence in Education Awards – for those identified by Heads of Department as having shown outstanding teaching contribution and educational leadership in their departments
- LSE Class Teacher Awards – for the special contribution made by GTAs, teaching fellows and guest teachers to departmental teaching
- LSESU Teaching Excellence Awards – for teachers who have made a significant and lasting impact on students

Departments are contacted for relevant nominations throughout the year and invited to attend the events at which the awards are formally presented.

Resources

Staff in the Educational Strategy Unit will be able to provide information about the progress of LSE Education Strategy 2015-2020, and about educational strategy, policy and practice at LSE generally. Formal and informal reports and updates will be published, as well as the LSE Education blog (formerly LSE Teaching blog), which features a range of education-related content.

Funding

The Educational Strategy Unit will be administering the Pro-Director Vision Fund, launching in 2016/17. It will make money available within and across departments for the development of LSE programmes that encourage academic learning and the acquisition of disciplinary and interdisciplinary knowledge in new ways. Information about the Fund will be sent to Heads of Department at the start of the 2016/17 year.

LSE Language Centre

The Language Centre provides language courses, language support and services to LSE undergraduate students, post-graduate students, research students, LSE alumni, LSE staff and external students.

The Language Centre is based on the ground floor of 20 Kingsway, a shared Reception with the Teaching and Learning Centre, Tower 3, 6th floor where teacher staff have their offices and 32 LIF where we have 3 departmental teaching rooms.

The Language Centre offers **language, literature and linguistics degree options** available on any undergraduate degree, subject to regulations.

The Language Centre offers Pre-course English for Academic Purposes programmes each year. These are full time, intensive courses and range from 2 weeks to 10 weeks in duration.

The Language Centre provides English for Academic Purposes for current LSE students, grouped in academic discipline clusters

The Language Centre provides an extra-curricular programme of language courses in **11 languages**, Arabic, Catalan, French, German, Italian, Japanese, Korean, Mandarin, Portuguese, Russian and Spanish.

LSE LIFE

LSE LIFE is the new academic, personal and professional development centre for undergraduate and taught master's students, opening in September 2016 and housed in bespoke space on the ground floor of the Library. It will integrate for the first time the many development opportunities offered by different LSE departments and services and bring together a range of one to one, workshop and large group learning events at the centre of LSE.

An institution-wide programme of academic, personal and professional development opportunities

- Lectures and workshops on core academic skills, such as studying at LSE, writing essays and thinking critically
- Workshops combining researcher and practitioner insights into contemporary issues and areas of public and professional life
- Workshops on key twenty-first century skills, such as creative thinking, working collaboratively and problem solving
- Events on making the most of LSE and life after graduation, such as volunteering opportunities, careers fairs and external speakers
- Training on research and information management tools, such as Endnote, SPSS, data analysis and surveys

An advisory service for students

- Drop-in service for on-the-spot guidance with study related tasks
- Bookable consultations, for small group or one to one advice

- Reflective tools to raise awareness of learning and study habits

A space for departments to host student learning opportunities

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

LSE100

All first year undergraduate students are required to take LSE100 – ‘Thinking like a social scientist’. This is an interdisciplinary course taught over two terms, the Lent Term of students’ first year and the Michaelmas Term of their second year.

LSE100 introduces students to the ways in which different disciplines analyse some of the major issues confronting contemporary societies: ‘Is punishment the answer to crime?’, ‘Power in the 21st century’, ‘How should we address poverty and inequality?’, and ‘Should markets be contained or unleashed?’ The aim is to complement the grounding students receive in their chosen discipline with an understanding of other social scientific perspectives, sowing the seeds of interdisciplinary thinking. In parallel to the lectures, classes debate selected literature sources and are also designed to develop methodological, communication and information skills – weighing up evidence, the logic of argumentation, clarity of expression, how to interpret graphs, tables and other quantitative data. Students participate in two group projects during the course, both of which are designed to develop their skills in hands-on research and teamwork. The focus on skills development is designed to support students in their time at the School and to contribute to their future prospects for employment.

The LSE100 course team welcomes the opportunity to work with departments to ensure that they have the information they need to help undergraduate 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. Any queries or feedback should be referred to lse100@lse.ac.uk

More detailed information can be found at the LSE100 website: lse.ac.uk/lse100

LSE Teaching and Learning Centre

Development opportunities for Heads of Department/Institute

- Follow-up from the Heads of Department induction event in the form of additional sessions, which you will be alerted to via email, and opportunities for one-to-one tailored coaching as well as other support/group sessions on request
- Funding/support for departmental away days and department specific events – see lse.ac.uk/tlc/funding
- Special sessions on request – for Heads of Department, departments, research teams

Development/induction for new staff/new roles

The Teaching and Learning Centre provides detailed institutional induction for both academic and research staff through the New Academic Induction Programme (NAIP) each year. The Centre liaises with Departmental Managers and HR to identify new appointments, each of whom is sent a personal invitation to NAIP. However, it is useful if Heads of Department encourage them to attend as well. The main series of events takes place this year from 6 to 9 September. Any staff missing the series or parts of it can contact us at tlc@lse.ac.uk for one-to-one guidance.

New career track academic staff who are appointed pre-Interim Review with fewer than three years' experience of teaching in higher education and without an equivalent teaching qualification are expected to complete the associate level of the Postgraduate Certificate in Higher Education (PGCertHE). The programme is also offered to Fellows. Again, we contact your new staff directly, but it is important for their involvement in the programme to be supported and encouraged by you. The PGCertHE is designed to support the development of excellent teaching practice at LSE in line with the School's Education Strategy and includes modules on disciplinary teaching, evaluating teaching and course design. In addition, part of the programme requirement is that staff have at least two teaching observations, one by a member of the Teaching and Learning Centre team and another by a peer on the course or in their department. This is also a requirement for all Major Review candidates. The key contact for the PGCertHE is **Dr Claire Gordon** (c.e.gordon@lse.ac.uk).

New Graduate Teaching Assistants (GTAs) are expected to attend the Teaching and Learning Centre's GTA Induction Programme which runs throughout Michaelmas Term each year and is repeated in concentrated one-day form in January for those teaching only in Lent Term. All incoming GTAs are sent details of the programme through their home departments, and are offered the opportunity also to complete the PGCertHE.

In addition to these core induction programmes, the Teaching and Learning Centre provides training for new PhD supervisors, departmental tutors and academic advisers.

Academic development for all academic and research staff

The Teaching and Learning Centre runs a comprehensive programme of events and development opportunities for all academic and research staff called the Academic Development Programme. Reflecting the three core NAC strands of teaching, research and institutional citizenship, the programme's events are designed to advance formal progression and informal development through

- a series of workshops on teaching excellence, student learning and research supervision, and, with LSE Research Division, sessions on research management and research funding
- the pursuit of formal qualifications such as the Postgraduate Certificate in Higher Education and HEA fellowships
- opportunities to participate in innovative projects, the LSE Teaching Cafes, the LSE Education blog and other events and channels where practice and research are shared

See lse.ac.uk/tlc/adp for more on the Academic Development Programme.

The Centre also publishes a range of resources, including

- handbooks for GTAs, academic advisers, departmental tutors and PhD supervisors
- notes of guidance on specific aspects of teaching practice such as assessment and feedback
- web based guidance and case study features

See lse.ac.uk/tlc/resources for more information.

Support with teaching survey follow-up

Heads of Department are actively encouraged to look particularly carefully at the performance of class teachers, in order to identify any problems at an early stage. The Teaching and Learning Centre receives summary data, for individual teachers, on the Michaelmas Term class teacher survey and Heads of Department are contacted early in the Lent Term to suggest which class teachers may require some additional support. At present we use two cut-off scores – we ask that you do some gentle checking on class teachers with core scores of 2 or higher, and put clear measures in place to support teachers with 2.5 or higher. The latter group will be re-surveyed wherever possible in the Lent Term survey and, on the basis of scores, feedback from teachers and any additional support from the Teaching and Learning Centre, you should then be ready to decide whether or not to appoint people to teach again the following year. We offer support direct to class teachers, and many contact us

directly. With agreement from the class teachers we meet, we will provide feedback to you on the actions they are taking to improve their student feedback. You can also instruct teachers that they need to see us, and tell them that we will provide you with feedback. Note that the Teaching and Learning Centre together with the Language Centre can arrange for specialist language pronunciation tuition as well as teaching skills support. The Language Centre now also has systems in place to assess teachers' English language proficiency for teaching purposes, which you can use prior to selection.

The Teaching and Learning Centre can also follow up on any potential problems highlighted in the teaching scores of full time faculty (which are seen by the Academic and Professional Development Division director, **Dr Neil McLean**). If you have members of staff who appear to be having difficulties with engaging their students, please get in touch to discuss how this might best be tackled. There will be several options, including looking in detail at "problem" courses, possibly with an eye to using development funding to try out new approaches, as well as direct work with individual members of staff.

Departmental advising

Teaching and Learning Centre departmental advisers – see lse.ac.uk/tlc/advisers – are available to meet with teaching staff in departments, in one to one or small or large group settings, to discuss any aspect of teaching practice and educational provision in general (course and programme design, assessment and feedback, research methods teaching, etc.)

Funding

The Teaching and Learning Centre administers LSE's Teaching and Learning Development Fund, which funds a wide range of development activity across many aspects of teaching and learning, as well as funding for departmental awaydays and one to one coaching for HoDs and other academic managers: see lse.ac.uk/tlc/funding

Key contacts

Academic and Professional Development Division

Director: Dr Neil McLean – n.d.mclean@lse.ac.uk

LSE Educational Strategy Unit

Head: Jane Hindle – j.hindle@lse.ac.uk

email: esu@lse.ac.uk

web: lse.ac.uk/esu

LSE Language Centre

Centre Manager: John Heyworth – j.heyworth@lse.ac.uk

email: languages@lse.ac.uk

web: lse.ac.uk/languages

LSE LIFE

Head: Dr Claudine Provencher – c.m.provencher@lse.ac.uk

email: lselife@lse.ac.uk

web: lse.ac.uk/lselife

LSE100

Email: lse100@lse.ac.uk

Web: lse.ac.uk/lse100

LSE Teaching and Learning Centre

Head: Dr Claire Gordon – c.e.gordon@lse.ac.uk

email: tlc@lse.ac.uk

web: lse.ac.uk/tlc

Academic Registrar's Division:

Issues for the coming year 2016-2017

This is a list of issues which are high on the ARD's agenda, in no particular order.

Recruitment and admissions

1. A Level and GCSE reform has now begun and will continue through to 2021. The changes introduce linear A Levels (with the loss of AS Levels for some applicants) and a reformed grading system for GCSEs (1-9 rather than A*-G). Undergraduate Admissions are currently doing research into the use of GCSEs and predicted grades for selection purposes and are also looking at alternative forms of assessment supplementary application forms, interviews and additional testing (particularly for our quantitative programmes).
2. In 2014-15 Undergraduate Admissions introduced a Widening Participation flagging system and since then have been using this contextual data to inform decision-making. The early indications are good, with increased numbers of offers, acceptances and registrations for students flagged under the new system (e.g. we have seen year-on-year increases in the number of students from low participation neighbourhoods for the past two admissions cycles). As the system beds in there should be further improvements in the number of registrations from under-represented groups at the School.
3. Graduate Admissions is working with IMT and departments to scope the re-development of its IT systems. This work includes a move towards paperless admissions, more integrated reporting tools and grouping several of our applicant-facing IT systems into a single online portal. We aim to have the majority of this work completed by October 2017. Please contact **Bryan Pilkington** for further information.
4. Good quality post-offer contact improves conversion rates. It also reduces academic staff workload during the early weeks of term and throughout the time students are with us. It contributes to an improved student experience. During 2016 Graduate Admissions worked with departments to develop written post-offer communication plans. During the next cycle we plan to work with academic departments and the ARD's Student Marketing and Recruitment team (SMR) to develop these plans further and link them into wider enquirer and applicant communication strategies. Please contact **Simon Beattie** for further information.
5. In 2014 Graduate Admissions launched a centralised selection pilot, with a Central Graduate Selector selecting on behalf of three departments for five programmes. In the last cycle the scheme expanded to five staff centrally selecting for eight departments and 28 programmes. For 2016-17 the scheme is expanding again, to eight staff selecting for 13 departments and 39 programmes. The scheme is funded by departments. In 2016-17 we will also be offering a service to help those departments that are not yet part of the scheme develop written admissions/selection criteria. We will also be offering a shadowing service for new departmental selectors.
6. We are also taking the opportunity to boost recruitment of promising students to programmes where demand is less strong. Using the criteria provided by departments, the Central Graduate Selectors will look out for applicants who may be a good fit for programmes that they (i.e. the applicant) did not choose on their application form and will recommend them to the appropriate selector for consideration. If you would like to know more about the Central Graduate Selector scheme please contact **Simon Beattie** for further information.
7. The first phase of the new student recruitment Customer Relations Management (CRM) system launched in May 2016. The new CRM system provides SMR with an enhanced events booking system, customizable forms, communication tools to enable frequent, effective and personalised communications with enquirers, applicants and offer-holders and an improved reporting facility. The second phase of implementation will see the introduction of personalised portal pages for enquirers, applicants and offer-holders. These developments will help support departmental marketing campaigns. For further information contact **Phil Wood**.

8. The new website templates are scheduled for release in June 2016. Undergraduate Admissions, Graduate Admissions, Financial Support, WP and the General Course are all due to migrate to these new templates in the first phases of the WIP delivery. In addition, the Life at LSE channel and the newly enhanced UG prospectus programme pages will also be delivered in the first phase, with the PG programme pages joining them in phase two.

Widening participation

9. The Widening Participation (WP) team continues to engage with schools and colleges across London to deliver the WP pre-entry programme of outreach work to participants from years 6-13 (ages 11 – 18). This includes: LSE students going out into Schools/Colleges to work as mentors or tutors; a comprehensive and wide ranging set of on-campus activities; and the continuation of the flagship post-16 multi-intervention programmes LSE CHOICE, Pathways to Law, and the Alison Wetherfield Law Programme. In 2016-17 the LSE and University of Warwick WP Teams will be developing a new programme, Pathways to Finance – widening access to careers in banking and finance. This new Sutton Trust programme funded by Deutsche Bank will start development with Y11 activity commencing in Lent Term 2017. A full-launch and recruitment of a two year Y12 cohort will take place in MT 2017. The Programme will be run alongside the existing Pathways to Law programme for which LSE has just secured a further four years of funding. In 2016-17 both programmes will work with Y10/Y11 students alongside the traditional Y12-13 cohort model. The Team is being supported to evaluate the impact of the existing programme of activity by a Data and Policy Analyst, and will be undertaking an evidence-led review of WP pre-entry activity during 2016-17.
10. A new Widening Participation Steering Group, chaired by Professor Paul Kelly, has been set up to take cross-institutional strategic oversight of the LSE Access Agreement and widening participation. The Group will have responsibility for providing relevant updates/reports to the Academic and Student Affairs Committee. WP and the Steering Group will monitor and plan how LSE will need to respond to the Government's social mobility and higher education goals, and the outcomes of the HE White Paper.

Financial support

11. The Financial Support Office (FSO) has been adapting its advice and processes in response to a number of changes in student funding across the past last year. Government funding for undergraduates will in future comprise loans only, with 2016 the first intake not to be offered grants. This makes LSE Bursaries (based on household income) the only non-repayable support most of our students receive. The Government has introduced Postgraduate Loans (for taught postgraduate study), and the 2016 cohort will be the first eligible intake. For PGT students the other major change in the last year has been the very large increase in Chevening Scholarships, and indeed increases in other external country-specific awards. We invite departments to celebrate these awards by attending receptions for the scholars in Michaelmas Term. Loans for research students are set to follow. LSE funding for research students changed for 2016 entry to allow departments to select and offer for their guaranteed number of awards, with the remaining funding to be made in open competition. The FSO has supported the bid for a new ESRC Doctoral Training Partnership. The result will be known in September, and the FSO will then be implementing any conditions of the funding with 2017 being the first intake. FSO drop-ins now take place in the PhD Academy.

Visas

12. Advice about UK immigration for overseas students has been provided by the International Student Immigration Service. With effect from May 2016, this service will be called the International Student Visa Advice Team (ISVAT). The team comprises **Bethan Ovens** and **Laura Dyson**, who provide expert advice to students, to senior management and to departments on study visas.
13. The Home Office and the points-based system for student visas continues to present serious challenges for the School, not least because the students who are subject to UK Immigration Law often wish to participate in activities, such as internships or other full-time work, which are expressly not permitted by the terms of their visas. In April 2016, further policy changes placed restrictions on the ability of international students to transfer between programmes.

Your assistance in ensuring that departmental advice and student support is consistent with that of the central services is very much appreciated. We urge departments to continue the completion of student registers at both undergraduate and graduate level, as these provide evidence of student contact with the School. By completing these records, which form an integral part of our pastoral duties, we also comply with the Home Office requirements to demonstrate academic engagement. Also, if you are approached by the Home Office e.g. about an individual student, please don't reply directly: instead, you should make sure the reply goes through us – the Home Office is very fussy about getting its information in very particular ways. **Simon Beattie** (Admissions) is the source of knowledge on visa matters to do with applicants, and **Bethan Ovens** (ISVAT) on current and returning students.

Timetabling

14. We learned many lessons from what happened at the start of the Michaelmas Term in 2015. As a result, we are carrying out a number of actions to prevent a recurrence of those problems. These include having taken the decision earlier to create the timetable with CMIS (i.e. the system we used as a contingency last year), which will allow an adequate testing period that was not possible last year. Teams from across ARD and IMT have also conducted checks to ensure that the data that will inform the timetable will be of much better quality.

Quality assurance

15. TQARO will be working across the early part of the coming session to determine the implications of the new national quality assessment regime, and the Teaching Excellence Framework (TEF), for our internal quality assurance arrangements. We can bid farewell to routine, five-yearly QAA institutional reviews, which will be replaced with a risk-based system. Under this new quality assessment system the School will return annual datasets to HEFCE (and then, eventually, to the new Office for Students) on e.g. NSS performance, student retention, student performance, etc, with reviews triggered only by adverse measures in these data sets. We will be looking to realign our internal QA systems with these new requirements in ways that also help us to track progress with the Education Strategy.
16. The enhanced course guides that CAPIS publishes to the online Calendar contain information about course survey results, student performance data and other 'key facts', e.g. unit value, home department, average class size, etc. There are a number of 'permission' rules and opt-outs to help determine precisely what information appears in each course guide. The aim of the enhanced course guides is to provide better and more transparent information to students.

Exams

17. Moving to examinations at undergraduate and postgraduate level, Registry is responsible for producing final hard copies of approximately 1100 different exam papers for over 41,000 individual exam sittings during the Summer Term. For the first time in 2015-16, the Registry also produced papers and ran exams in Week 0 of the Lent Term. It is vital to the smooth running of exams that departments submit exam papers by the deadlines circulated by Registry. It may appear that we ask for them a long time before the exam periods, particularly prior to Summer Term. But Registry has to carry out a number of checks on each paper and follow up a high number of queries. It is very much appreciated if the papers can be submitted on time.
18. Also on exams, we find that we sometimes need to contact Heads of Departments during the exams season because of problems caused by errors in the examination papers that departments send us. When this happens, it causes disproportionate stress to students and also considerable administrative fall-out. Most of the resulting work falls on Sub-Board Chairs, but Heads of Departments can help by encouraging colleagues to check and re-check the papers they set. One idea we would suggest, especially in departments where the papers are complex and difficult, is to arrange for PhD students to 'sit' the papers before they are sent forward for printing. Problems of this kind that arise during the examination period are handled in the Student Services Centre by **Farnaz Ayrom-Walsh** and **Martin Johnson**.

Student Wellbeing

19. The School's Student Wellbeing Service (SWS) formally joined the ARD at the start of the 2015-16 academic year. Colleagues in SWS will be working to ensure that the School is compliant with the new Disabled Student Allowance (DSA) changes for the coming year. SWS colleagues will be working with departments about creating inclusive learning environments and about making anticipatory adjustments to support student learning.

Conclusion

20. ARD colleagues have a depth of knowledge about a number of very technical areas that underpin core student-facing services, e.g. admissions, registration, taught programmes and courses, assessment, etc. You, and your departmental colleagues (both academic and professional services staff) are encouraged to seek advice from us at the earliest opportunity if you are considering significant changes to your academic offering. Our staff will be able to offer you guidance and suggestions that could make implementation a much smoother experience.
21. Finally, and perhaps most importantly for this purpose, we in ARD undertake on-going discussions with Departmental Managers about ways of strengthening our relationship with departments. Any input you may have on this – for example, topics we should be tackling, formats we should be using – would be gratefully received.
22. If you have queries on any of the matters above, please do get in touch.

Mark Thomson

June 2016

Academic Partnerships

The Academic Partnerships office is responsible for developing and implementing the School's strategy to cooperate with a select number of high-quality universities worldwide. It is a self-standing unit with a direct reporting line to the Pro-Director (Education).

Since 2002, LSE has been pursuing a strategy of establishing a small number of deep and meaningful 'institutional partnerships' with high-quality universities in globally relevant locations; these are normally based on a groundswell of bottom-up activity/interest by academics on both sides. At present, the School has established seven institutional partnerships. These are with Columbia University in New York, Sciences Po in Paris, Peking University in Beijing, the National University of Singapore, the University of Cape Town, the University of California, Berkeley and, most recently, Fudan University in Shanghai.

The main drivers of the strategy are: profile-raising in globally relevant locations; broadening our academic portfolio through collaborative teaching; promoting LSE expertise and collaborative research; promoting relations with non-academic users of research; and promoting alumni relations and fundraising efforts

The Academic Partnerships office also provides information, advice and guidance in respect of collaborative activities – e.g. double degrees, student exchanges, etc. – to the LSE community. Where an academic department wishes to establish a collaborative activity with a counterpart department at an overseas university – e.g. student exchange, teaching activity or an annual event – it should contact the Academic Partnerships office, who will liaise on their behalf to secure School approval. The office can compile appropriate due diligence material and will prepare formal agreements outlining the nature of the relationship and activity. The office may be able to provide modest, non-recurrent funding in support of existing or potential partnership activities.

The Academic Partnerships office manages the LSE-Peking University Summer School (in Beijing) and LSE-University of Cape Town July School (in Cape Town); LSE faculty teach on both. It coordinates reciprocal PhD mobility schemes with the School's seven institutional partners and a faculty mobility scheme with Sciences Po (Paris).

Engaging with LSE alumni

The Academic Partnerships office manages the Linking-Up initiative, a fund to support academics who engage with non-academic audiences about School-related activities whilst travelling overseas. Past Linking Up activities have included meeting and speaking to alumni, policymakers, foreign media and donors. The fund covers extra direct costs (e.g. local travel, an extra night's accommodation) and potentially a contribution towards the 'original' costs of the trip.

LSE China

The Head of LSE China and Chief Representative to the East Asia region leads on raising the School's profile and standing in China and the East Asia region and works with LSE academic units and professional services on their strategic engagement there. He supports the delivery and management of collaborative education (including double degrees) and research activities with universities, and helps to identify potential funding streams in China and the broader East Asia region. The Head and Chief Representative has a direct reporting line to the Pro-Director (Education).

Key contacts:

Mark Maloney – Head, Academic Partnerships; m.maloney@lse.ac.uk

Fiona Conlan – Deputy Head, Academic Partnerships; f.conlan@lse.ac.uk

Dr Brendan Smith – Head of LSE China & Chief Representative to East Asia; b.p.smith1@lse.ac.uk

Communications Division

The Communications Division helps raise the profile of the School and its work, and provides academic departments and other parts of the School with a number of communications services. These services are developing as the division grows.

Design services

The Design Unit offers high-quality design services for both print and online outputs such as infographics and brochures. Services are free to academic departments, except for urgent or exceptionally demanding projects which require external services to be bought in. Heads of Department should advise their staff accordingly.

Media work

Heads of Department should advise all staff needing media relations help to contact the Press & Information Office. Since 2008 extra help funded by HEIF has been provided to help “translate” academic research into forms accessible to wider readerships, such as the media.

Internal communications

Major developments in this area seek to improve communications within LSE, from and between all constituencies including senior management, academic staff and units, service divisions and professional staff, and students. Staff News and Student News is produced here.

Website work and advice

We are moving towards the final phase of an improved website under a major programme managed between IMT and Communications. Training will be provided from both IMT and Communications teams under a single point of delivery. For full guidance about where to go for web help and a list of services see lse.ac.uk/webSupport. For any technical requests you can contact IMT Web Services using webeditors.enquiries@lse.ac.uk. Heads of Department should advise all staff needing web help to refer to this guidance.

Film and Audio

Heads of Department should advise staff who commission or publish video and audio content to contact the team on comms.filmandaudio@lse.ac.uk. The team offer high-quality film and audio production services and manage the LSE media studio. The team also upload and publish the school's video and audio content on the LSE website and external platforms such as YouTube, iTunes U and SoundCloud.

Infographics

Infographics can be designed and created that present data or information visually and clearly for print and web, especially for social media channels such as Facebook and Twitter. Infographics can advise on effective sizes and presentation style, some web animations, for example animated gifs and html 5 animations. For more complex data analysis or visualisation projects there may be a need to access external specialist companies, which would require funding.

Social Media

The School's social media manager can advise on using social media to promote department news, events and multimedia, on both Department-level channels and on the School's official Facebook, Twitter, Instagram and LinkedIn pages. Resources available include guides on content planning and campaign ideas, using social media platforms safely, and measuring the reach of your content.

Arranging public lectures and other events

The Events Office delivers the LSE Public Lecture Programme, Arts and Music Programme and the Literary Festival as well as School events such as the Honorary Fellows Dinner and Director's Reception for Academics. The Events Office can assist with many aspects of event arrangement at LSE.

Use of the LSE name and logo

LSE's name and logo are integral to the School's reputation and are enormously valuable. We are stepping up efforts to ensure that our name and logo are only used where appropriate and in the correct way, whether in print or online. For example, in principle the logo may only be used by units of LSE (not by third parties whatever their relationship with LSE) and even then only in the approved way. Heads of Department should ask all their staff to consult the Design Unit in Communications Division on any new proposal for use of the LSE name and logo.

Public Affairs

The Public Affairs team in the Communications Division monitors and analyses developments in Westminster and Whitehall in order to identify opportunities to raise the profile of LSE interests and concerns.

Estates Division

The Estates Division is responsible for maintaining the School's 1.2 million square foot of academic floor space and 8 halls of residence. It is the LSE's biggest spending Division and employs in the region of 170 staff and 330 out sourced cleaners. It has three main service functions:

- **Capital Development** (construction of new buildings, refurbishment of existing buildings, minor works, Long Term Maintenance projects and energy management)
- **Facilities Management** (cleaning, security, planned and reactive maintenance, post, porters, room bookings, waste, environmental management and the sports ground.)
- **Property & Space Management** (disposals and acquisitions, rates, landlord and tenant issues, planning and allocation of space and moves and logistics)

The professional teams that make up the Estates Division are working together to develop the School's buildings, spaces and facilities to a quality commensurate with the LSE's international academic standing. We aim to ensure the safe, secure and environmentally sound operation and maintenance of LSE assets, considering the human needs of the staff and students, in a cost effective manner.

Many of the roles and responsibilities of the Estates Division are necessary for statutory compliance and areas such as Building Regulations, Electrical testing. Gas Safety, Fire Safety, Legionella and Asbestos Management form a significant part of its workload.

Whether booking a room, reporting a maintenance issue, requesting minor building works or more space, the Estates Division's web pages contain clearly displayed links to our helpdesk and on line service request forms. together with details of the services we provide. If you are unable to find what you are looking for, you can get in touch with one of our key contacts from the list below:

Compliments and complaints

Sidhu, Jasinder – Customer Services Manager

Deals with all aspects of the Estates Helpdesk management and associated Customer Services, incl. dealing with queries and complaints; edits the FM newsletter; responsible for all relevant MIS and administration.

Contact details: 1KW, 3rd Floor, 020 7955 7778, j.sidhu@lse.ac.uk

Property and space requests

Office moves and space management requests Including allocation of space, relocation, acquisitions and disposals, please contact: Estates.space.requests@lse.ac.uk

Boyd, Matthew – Assistant Estates Surveyor

Assists with the day to day management of the School's property interests. The first point of contact for all landlord and tenant issues relating to the School, responsible for dealing with any issues in any of the School's leased accommodation or any issues faced by any of the School's Tenants.

Contact details: 1KW, 3rd Floor, 020 7955 7985, m.boyd@lse.ac.uk

Baltouna, Athanasia (Nancy) – Property Assistant (Graduate Intern)

Offers administrative support to the Property and Space Strategy Team and manages the Space Request database. Liaises with the Finance Division, external consultants, agents and solicitors. Assists with benchmarking reports and data and drawings extraction from Planon.

Contact details: 1KW, 3rd Floor, 020 955 7985, a.baltouna@lse.ac.uk

PA to Director

Hooker, Mandy – Head of Admin and PA to Estates Director

Responsible for managing all administration and secretarial functions within the Estates Division.

Contact details: 1KW 3rd Floor, 020 7852 3614, m.hooker@lse.ac.uk

Maintenance

Franklin, Paul – Head of Maintenance

Responsible for the maintenance team and overseeing all aspects of the day to day maintenance around the Houghton Street campus. Also responsible for the building stores and furniture supplies.

Contact details: 1KW, 3rd floor, 020 7955 6736, p.l.franklin@lse.ac.uk

FM Services

Allister, Chris – Head of Facilities.

Responsible for the operational delivery and performance of all FM soft service contracts across the LSE campus. Line manager of FM team, post room and sports ground.

For all FM related issues please contact Estates.FM@lse.ac.uk

Contact details: 1KW, 3rd Floor, 020 7955 6080, j.m.allister@lse.ac.uk

Postroom services

Gladstone, Ben – Post Room Supervisor.

The post room is responsible for the distribution of all internal, external incoming and outgoing mail and can arrange courier services.

Contact details: KGS 55, 020 7955 6564, b.gladstone@lse.ac.uk

Portering services

Allen, Richard – Facilities Manager, Operational.

Richard manages the portering team

Contact details: SHF B.01, 020 7955 6760, r.allen1@lse.ac.uk

Security

Thornbury, Paul – Head of Security.

Paul is responsible for all facets of security for the LSE including the security management of high profile visits and lectures.

Contact details: OLD 1.02, 020 7955 6055, p.c.thornbury@lse.ac.uk

Mulcahy, Richard – Security Operations Manager.

Contact details: OLD 1.02, 020 7955 6589, r.mulcahy@lse.ac.uk

Room Bookings

Ward, Rachel – Head of Room Bookings and Commercial Events.

Responsible for managing commercial events, income from hire of space and internal room booking processes.

Contact details: 1KW, 3rd Floor, 020 7955 7461, r.l.ward@lse.ac.uk

Sustainability

Emmett, Jon – Acting Head of Environmental Sustainability

Leads the sustainability team overseeing the implementation of strategy and delivery of services across campus and residences.

Contact details: 1KW, 3rd Floor, 020 7852 1135, j.emmett@lse.ac.uk

Capital Development

Dunster, Phoebe – Capital Development Team Secretary

Provides support to Director of Capital Development and all Capital Development Project Managers in respect of building works across the School.

Contact details: 1KW, 3rd Floor, 020 7106 1158, p.j.dunster@lse.ac.uk

Finance Division

Heads of Department are accountable for the use of the resources at their disposal to the Finance Committee and Council.

1. Heads of Department financial responsibilities

Heads of Department are accountable for the use of the resources at their disposal to the Finance Committee and Council. During the year, the HoD should:

In the beginning of the year

- Acknowledge budgets you are responsible for and review signers for each budget on file;
- Review carried forward budgets before committing any significant expenditures;

During the year

- Have an overview of staffing budgets and Non-staffing budgets such as allocations for stationery and printing (set annually by the Academic Planning and Resources Committee (APRC) by formula);
- Be appraised of other Departmental activities (e.g. donations, outside funds, other sources of funding other than establishment) to ensure no overspend;
- Update budget signers when staff leaves, joins or assumes financial responsibilities;
- Involve Procurement for purchasing goods and services when the value is more than £8,000;
- Get in touch with Fees, Income, Credit Control and Cashiers when students approach Department with regards difficulties paying their fees;

Second half of the year

- Ensure all expenditures related to the current financial year are recorded against the budgets;
- Work with Financial Planning & Analysis Manager to set the budgets for the next year.

Financial responsibility of departmental staff

The HoD may delegate day-to-day financial operations to departmental staff. They can be set up as budget signers to authorise invoices and reimbursement claims and procure goods and services. Staff with financial responsibility should:

- Monitor expenditure budgets and maintain records of outstanding purchase orders and known future items of unavoidable expenditure to ensure that the total budget for the year is not exceeded, and to notify the HoD and the Finance Director (via FP&A Manager) of both actual and potential negative and positive variances as soon as information becomes available;
- Monitor income budgets and notify the HoD and the Finance Director (via FP&A Manager) of both actual and potential negative and positive variances as soon as information becomes available;
- On request, provide information to the Finance Division on the most likely outturn for the year (on both income and expenditure budgets) to assist in the preparation of accurate financial forecasts;
- Report as soon as possible to the HoD and the Finance Division if it is foreseen that the budget for the year (either expenditure or income) will be subject to a variance of +/- £5,000;

- Ensure that purchasing and tendering procedures are carried out in accordance with the financial regulations (the Purchasing Section will assist in this area);
- Work with the Procurement Section for any tender when purchasing goods or services costing £8,000 or more. You will need to specify the requirements in the form of a tender specification and obtain at least three written quotes;

In all these matters if you require assistance please contact relevant Financial Planning & Analysis Managers (<https://www.lse.ac.uk/intranet/LSEServices/financeDivision/internal/staff/Budgets-and-financial-planning.aspx>). We suggest you schedule a one-to-one meeting with them where they can brief you on your department's budget, regular and ad-hoc reporting via "Statements 5" and your responsibilities as a budget controller.

2. Financial regulations and legislative framework:

Financial Regulations sets out the framework for the financial operations. They are being rewritten and scheduled for Finance Committee's approval in June 2016. Heads of Department are advised to review the new Financial Regulations.

3. Key Contacts in Finance

Position/area	Name	Extension
Finance Director	Mike Ferguson	7094
Head of Financial Planning & Analysis	Andy Gladin	6222
Budgets/transaction queries	Laura Gilbert Naomi Richardson Ioannis Tsolkas	
Fees and student debts	Glenn Ruane	6480
Hiring fund check	Ioannis Tsolkas	7880
Paying invoices and reimbursement claims	Mike Black	5422
Tax matters including VAT and benefit in kind	Stephen Parsons	5046
Insurance	Irin Wu	5348
Travel facilities (foreign currency)	Sherry Vaid	6372
Access to financial system/reports	Keith Adams	6149
Procurement	Glen Humble	6480
Update budget signers	Teresa Kok-Shun	5312
Financial Regulations	Ashley Wang	5041

4. Financial training and additional information

In addition to termly Finance Division briefings with Departmental Managers, the Finance Division runs various courses including Finance Awareness and How to use Statements5. If you are interested in going to any of the training courses, please contact **Ashley Wang**, Financial Controller.

Government Relations

On 1 September 2014 Robin Hoggard moved from the discontinued position of Director of External Relations to the new position of Director of Government Relations based in Governance, Legal and Policy Division (GLPD). He focuses on:

- relations with the UK government, especially to protect and advance LSE's institutional interests and to ensure compliance with relevant legislation, such as the Prevent duty;
- monitoring overseas governments and government agencies in order to contribute views as required on the ethics of accepting funds from or otherwise engaging with them;
- contribution to risk management, including risks related to sensitive events held on campus or by LSE elsewhere;
- business continuity;
- health and safety policy and procedures;
- management of GLPD during the incumbency of Andrew Webb as Acting School Secretary.

Human Resources

Welcome to your new role as Head of Department

Welcome to your new role as Head of Department.

The HR team is here to support and guide you on all aspects of your role which involve staff. This induction session will give you a basic insight into some of the relevant policies and procedures and you will meet members of HR who are there to support you throughout the year. We also recommend you familiarise yourself with the material held on the HR section of the School's intranet. In particular we refer you to the LSE People Management Toolkit – an online tool developed to give Heads of Department reference material and guidance on key people management matters, which can be accessed 24/7 as and when you are dealing with people issues.

The HR team is led by me with **Sofia Avgerinou** leading on review, promotion and reward for academic staff amongst other responsibilities, **Louise Handley** leading on Policy matters (including employee relations, union activities and employee engagement) and **Neelam Talewar** leading on Transformation, (including development of systems) and recruitment

Each of you has an HR Partner who will work closely with you, the academic managers and your management team to provide advice and guidance on addressing the people challenges you face. They will identify and advise on all staffing matters, including workforce planning, career development and people management. Any HR issue can be discussed in absolute confidence with your HR Partner and they will support you in exploring and selecting the most appropriate course of action. Your Partner, with the support of others in HR, will also provide you with management information for your Department to assist with your planning, and update you on any relevant changes to employment law and HR processes/procedures. The HR Partners work closely with the Departmental Advisory Team within HR, who are available to help you in dealing with day-to-day operational demands.

Training and Development support is also available to you through the Organisational and Learning (OL) Team. They work with the Teaching and Learning Centre (who are responsible specifically for academic development) to provide events relevant to all staff across the School on a wide range of areas including leadership and management. These can be tailored for you, your team or Department, or for a small group of staff such as those involved in managing professional services staff.

HR produces policies of a wide variety of matters relating to staff and their employment. These can be accessed on the website via:

<http://www.lse.ac.uk/intranet/staff/humanResources/aToZOfDocumentsAndInformation.aspx>

The HR priorities paper, which sets out on a rolling basis the following three years' priority, can be accessed at:

<http://www.lse.ac.uk/intranet/staff/humanResources/HR%20Priorities/HR-Strategy.aspx>

I trust you will find the information on the Induction Day and in this document helpful, and please feedback to us on any additional areas that would also be of interest to you. We can in such a short time only give you a summary introduction, but please refer to the links below, and do not hesitate to contact individual staff within HR for further help as staff challenges arise in your role.

I wish you every success and satisfaction in your role as Head of Department.

Thank you

Indi Seehra

Director of Human Resources

HR support

As Head of Department, you will be involved in all aspects of staff employment at the School. As well as the academic staff within your area, working closely with your Departmental Manager, you will also oversee professional services staff. References are therefore made to both below.

The most straightforward way to access on the internet relevant staff in HR Division is chronologically, from the start of an individual's employment contract through to its end. Of course not all staff will require all steps, nor necessarily in the same order, but this will flag to you the information and the relevant individuals who can help.

Please visit the **HR Who's Who** and/or Key contacts to help you in identifying the right person to answer your queries:

<http://www.lse.ac.uk/intranet/staff/humanResources/Whos%20Who/home.aspx>

The **LSE People Management Toolkit** can be accessed at:

<http://www.lse.ac.uk/intranet/staff/humanResources/learningAndDevelopment/Online-learning-and-development/Online-learning-and-development.aspx>

The People Management Toolkit is designed to support managers and leaders in their day-to-day role. It is packed with useful information, practical resources, hints and tips, and it provides you with both the theoretical knowledge and practical tools necessary to address leadership and management challenges as well as supporting strategic planning activities

School Committees

The HR Division is responsible for a number of Committees within the School:

Appointments Committee

It is the body responsible for advising the Director on policy issues in respect of the Promotion and Review and recruitment for Academic Staff; and to consider and approve revisions to policy and procedures in these areas.

The Appointments Committee has 2 sub-committees:

- **Promotions Committee** (Secretary: Nicola Littlewood, HR Manager, Promotions and Review)
- **Research Staff Committee** (Secretary: Meeta Bhatt, HR Adviser).

(Secretary for the Appointments Committee: **Sofia Avgerinou**, Head of HR Services and Operational Policy).

Remuneration Committee

It is the body that reviews and monitors School strategy and policies on pay and remuneration. (Secretary: **Sofia Avgerinou**, Head of HR Services and Operational Policy).

The Remuneration Committee has three subcommittees:

- Academic Staff Reward Committee (Secretary: **Seema Haria**, HR Manager, Reward and Contribution)
- Sub Committee(ASRC) Excellence in Education (Secretary: **Seema Haria**, HR Manager, Reward and Contribution)
- Professional Services Staff Contribution (Secretary: **Seema Haria**, HR Manager, Reward and Contribution)
- Office Holders Group (Secretary: **Seema Haria**, HR Manager, Reward and Contribution)

For any further information on any of the above mentioned committees please contact **Sofia Avgerinou**, Head of HR Services and Operational Policy (ext: 6068).

Joint Negotiating and Consultative Committee of the LSE and the Local Association of the UCU (JNCC) (Secretary: **Louise Handley**, Head of Employment Relations)

Joint Negotiation, Information and Consultation Committee of the LSE and the trade union, UCU, UNISON and Unite (JNICC) (Secretary: **Louise Handley**, Head of Employment Relations).

Human Resources Advisory Group (Secretary – **Neelam Talewar**, Head of HR Transformation)

Recruiting staff

Your HR Adviser (as found in the Who's Who link above) may be contacted with specific enquiries in relation to recruiting staff of all staff groups.

This is one of the most significant HR support activities and further information can be found at:

<http://www2.lse.ac.uk/intranet/staff/humanResources/joiningLSE/recruitingContracting/home.aspx>

Your HR Adviser (as found in the Who's Who link above) may be contacted with specific enquiries in relation to recruiting staff of all staff groups.

This is one of the most significant HR support activities and further information can be found at:

<http://www2.lse.ac.uk/intranet/staff/humanResources/joiningLSE/recruitingContracting/home.aspx>

Recruitment decisions are key to the sustained reputation and future of the School, and guidance from HR will ensure you make them according to best practice, in an open, transparent and therefore fair way. The implications and costs to the School of poor recruitment decisions are high and long-lived, so whilst this is a time consuming activity, it repays that investment in volumes.

Please see the HR Website for the Recruitment and Selection Guidance on the Appointment of Academic and Research staff:

<http://www.lse.ac.uk/intranet/staff/humanResources/pdf/Recruitment-and-Selection-Guidance-2015.pdf>

If you require details of the training available on recruitment processes and techniques and how to get the best out of them please visit:

<https://apps.lse.ac.uk/training-system/userBooking/course/160593>

Immigration Compliance and Recruitment

As an employer, LSE has a duty to prevent illegal working. The LSE has a statutory duty to check that all new employees, or employees who are returning to the School after a break in service, have the right to work in the UK **before they start their employment**. If an employee is unable to provide evidence of their right to work in the UK, their start date will be deferred and their salary payments will commence from the revised start date.

If LSE fails to carry out these checks correctly, or at all, and we are found employing someone illegally, the UKVI will take tough action. LSE could face a number of sanctions including a large financial penalty of up to £20,000 for each illegal worker, imprisonment and/or an unlimited fine.

In addition the sponsorship license for staff could be revoked. This means that LSE will no longer be able to sponsor any new staff on Tier 2 and Tier 5 and all existing staff on Tier 2 or Tier 5 would need to leave our employment with immediate effect. In addition, the School's Tier 4 license for students would be affected, which would affect our ability to sponsor overseas students.

Further information about the types of visas that are available can be found on our website: <http://www.lse.ac.uk/intranet/staff/humanResources/joiningLSE/prospectiveStaff/VisasJune13.aspx>

If you have any queries about right to work, please contact your HR Adviser or HR Partner in the first instance.

Academic leave

Please contact your HR Adviser for any type of academic staff leave, including sabbatical leave issues. For further information please see:

<http://www2.lse.ac.uk/intranet/staff/humanResources/reviewingAndRewarding/leave/academicStaffLeave/Home.aspx>

Information and Systems

The HR Information and Systems Team can advise you on data or reporting requirements regarding your Department or the School. The team produces a variety of reports focusing on absence, turnover, staffing levels and other information tailored to specific internal committees as well as providing data for external organisations such as HESA.

Working closely with your Departmental Manager and HR Partner, you may wish to explore the standard reports that are available to you, and discuss any specific information you would like to see, either ad hoc or on a regular basis.

Further information can be found on the HR Information and Systems page by clicking [here](#) or please contact HR.Systems@lse.ac.uk or your HR Partner if you wish to explore this topic.

Academic Review and Promotion

The annual Academic Review and Promotions Guidelines (separate Guidelines for Lecturers and NAC staff) are delivered to Departments at the start of every Academic year. These cover the current School procedures for academic promotion and review in detail, and this area will also be covered in the HoD induction session. Full information can also be accessed at:

http://www2.lse.ac.uk/intranet/staff/humanResources/reviewingAndRewarding/promotionAndReview/PromRev_Home.aspx

Please contact **Nicola Littlewood**, HR Manager, Review and Promotion on ext: 3734 or at hr.reviewandpromotion@lse.ac.uk for any queries on Academic Review and Promotions.

Academic Career Development Review (ACDR)

The Academic Career Development Review (ACDR) has been designed to reflect the School's commitment to ensuring that staff receive the best possible advice in relation to their career and professional development, noting that the knowledge, skills and experience required to move successfully to the next career stage may not be the same as those required to achieve the current position. More information about the Academic Career Development Review can be found at:

<http://www2.lse.ac.uk/intranet/staff/humanResources/changingCircumstancesMovingOn/careerDevelopment/home.aspx>

Please contact **Seema Haria**, HR Manager, Reward and Contribution (ext: 2961) for further information on the Academic Career Development Review process.

Annual Performance Reviews

The Annual Performance Reviews (APR) are for Associate Professors and Professors only: that is, senior faculty members who are post-Major Review. All Assistant Professors, Lecturers and Readers do not need to complete the Annual Performance Review, however Heads of Department may choose to opt in their Assistant Professors to complete the APR process. The APR covers three main categories: Research (over a three-year rolling cycle); Teaching/Education; and Service/Citizenship.

As part of this process, Associate Professors and Professors, submit a CV and a Faculty Information Form (FIF) for review. Staff, are expected to complete the APR process if they are, or have been, on secondment, sabbatical leave or research leave during the period of review. FIFs will be evaluated by the Head of Department alone or by a Department Evaluation Committee (usually a small group of Departmental staff, which may include the Head of Department and/or Deputy Heads).

While the primary purpose of the FIF is review, it should be noted that no senior faculty member can be put forward to the Academic Staff Reward Committee for contribution pay who has not filled in a FIF and send an up to date CV.

More information about the APR process can be found here:

<http://www.lse.ac.uk/intranet/staff/humanResources/reviewingAndRewarding/Annual-Faculty-Performance-Review.aspx>

Please contact **Seema Haria**, HR Manager, Reward and Contribution (ext:2961) for information on the Annual Performance Reviews.

Contribution pay

The School is committed to recognising and rewarding the exceptional contribution and outstanding performance of individual members of staff and has systems in place to ensure this happens in a fair, consistent and timely way.

As Head of Department, you will be asked to make and support cases for additional increments or non-recurrent payments to recognise exceptional performance amongst staff in your Department.

Further information about contribution pay can be found here:

<http://www2.lse.ac.uk/intranet/staff/humanResources/reviewingAndRewarding/home.aspx>

If you have any queries on contribution pay, please contact: **Seema Haria**, HR Manager, Reward and Contribution (ext: 2961)

The School's salary scales for all staff are available at:

<http://www.lse.ac.uk/intranet/staff/humanResources/reviewingAndRewarding/salaryInformation/lseSalaries/salaryInformation.aspx>

Retention issues

The School may consider retention cases as a result of an offer from a comparator academic institution.

Please contact **Sofia Avgerinou**, Head of HR Services and Operational Policy (ext: 6068).

Research staff

The School has gained European recognition for its work on supporting Research staff, and ensuring they have access and information on standard School procedures. The Research Staff Committee is responsible for implementing the School's strategy for managing and supporting researchers. There is comprehensive information on the website on all matters regarding research staff. Please see:

http://www.lse.ac.uk/intranet/staff/humanResources/joiningLSE/newArrivals/infoForRS/RSI_HomeResearchStaffInformation.aspx

Please contact: **Sofia Avgerinou**, Head of HR Services and Operational Policy (ext: 6068) or **Seema Haria**, HR Manager, Reward and Contribution (ext: 2961).

Replacement teaching issues

The purpose of replacement teaching is to provide compensation to Departments in the following circumstances:

- Academic Office Holders
- Staff with UCU responsibilities
- Academic Staff on sabbatical leave (in exceptional circumstances)
- Commutation of Heads of Department sabbatical leave entitlement into cash payment.

For queries about replacement teaching in relation to Academic Office Holders please contact **Seema Haria**, HR Manager, Reward and Contribution (ext: 2961).

For further information on replacement teaching issues please see:

<https://www2.lse.ac.uk/intranet/staff/humanResources/joiningLSE/recruitingContracting/internal/essentialInformation/replacementTeachingBudget/Home.aspx>

For any issues in relation to your Head of Department role or Deputy Heads of Departments please contact **Sofia Avgerinou**, Head of HR Services and Operational Policy (ext: 6068).

Additional work outside normal contract

Academic staff may be permitted to work outside their contract. This will usually require the permission of the School before undertaking work outside their contract. Payment for work outside normal contract may also be permitted, but will require the approval from the School.

Further information can be found in the Terms and Conditions of Employment for Academic Staff (2014) and in the School's Financial Regulations.

Additional payments to Professional services staff will be paid in line with the School's overtime and additional hours policy.

For queries about additional work outside of normal contract, please contact your HR Partner.

Development and training

The Organisational Learning (OL) team in conjunction with your HR Partner will be able to advise you on individual and group development in addition to that offered by Teaching and Learning Centre.

Whilst the Teaching and Learning Centre traditionally offers a primary link to the development needs of academic staff, the Organisational Learning team also delivers a wide range of provision (primarily

for professional services staff however open to all staff) encompassing coaching, courses, briefings and practical skills sessions. The coverage extends from work on leadership and management, with a focus on the people-related aspects of the role, through business skills to more broadly defined personal development and wellbeing events.

Alongside this, the Organisational Learning team can provide bespoke activity addressing specific issues and working in partnership with local teams to ensure maximum relevance and 'fit'.

The team also runs the monthly Flying Start Induction Programme for professional services staff.

Full details of the learning and development provision are available on the OLL website at: <http://www.lse.ac.uk/intranet/staff/humanResources/learningAndDevelopment/Home.aspx>

Details of the core learning and development programme can be accessed at: <https://apps.lse.ac.uk/training-system/>

Concerns regarding sickness absence (including disability), capability (performance), flexible working requests, grievances and disciplinary matters

Your HR Partner will be able to advise you on matters relating to these and other individual staff concerns. HR Partners are able to have confidential informal discussions with you as HOD. You are advised to speak to them about such matters at the earliest possible stage.

Some of these issues will be covered by the Academic Annex, employment law and statutory codes. Your HR Partner will be able to provide you with specific advice on managing individual cases as they arise in line with the relevant requirements.

Also, there may be circumstances where mediation may be appropriate. HR Partners will provide more information. There are short video clips on the HR Website to show:

- The benefits of mediation
- An introduction to mediation
- Process and feedback.

Maternity, paternity, parental, shared parental and adoption leave

Your HR Adviser (as found in the Who's Who link above) should be contacted with any enquiries in relation to Maternity, Paternity, Parental, Shared Parental or Adoption pay and leave for all staff groups.

Details of the School's Family Friendly benefits can be found here: <http://www.lse.ac.uk/intranet/staff/humanResources/changingCircumstancesMovingOn/familyFriendlyBenefits/home.aspx>

Trade Union relations

The School recognises three trade unions: UCU, UNISON and Unite. It is inevitable that from time to time HR matters will arise where trade union involvement is a necessary requests in accordance with the School policies. The HR Partner should be your primary source of advice and support in liaising with trade unions.

End of contracts and retirement

Staff leave the School for many reasons and in a number of ways and have different support requirements as a result.

It is particularly important that we appropriately support those on Fixed Term Contracts and staff on open-ended contracts subject to continued availability of funding. For further information please visit:

<https://www2.lse.ac.uk/intranet/LSEServices/divisionsAndDepartments/humanResources/internal/managingStaffOnFixedTermContracts.aspx>

For open ended contracts subject to continued availability of funding:

<https://www2.lse.ac.uk/intranet/staff/humanResources/internal/managingStaffOnOpenEndedContractsSubjectToContinuedAvailabilityOfSpecificFunding.aspx>

Pensions and Tax Relief

Staff in salary bands 1-5 will normally be eligible to join SAUL, a Defined Benefit pension scheme.

Staff in salary bands 6 and above will normally be eligible to join USS, a Defined Benefit pension scheme for earnings up to a salary threshold (£55,000 as at 1 October 2016) with a Defined Contribution section for contributions on earnings above the salary threshold.

More information on pensions, including a valuable summary of benefits of working at the School can be accessed at:

<http://www2.lse.ac.uk/intranet/staff/humanResources/reviewingAndRewarding/staffBenefitsAndPay/staffBenefitsAndPay.aspx>

The Government has set limits to tax relief and tax-free benefits that pension scheme members are entitled to receive. These include the Lifetime Allowance and the Annual Allowance. The Lifetime Allowance is the total value of pension benefits that can be built up over a lifetime without incurring a tax charge (payable at the point of benefit settlement). The Annual Allowance is the total value of pension (and lump sum) growth in a Defined Benefit scheme plus the annual contributions paid to a Defined Contribution scheme possible before an annual tax charge is incurred.

Increases in pensionable salary can have implications for both Annual Allowance and Lifetime Allowance. Anyone with taxable earnings (from all sources) of over £110,000 (2016/2017) in any tax year will need to carefully assess their personal Annual Allowance limit at the start of that tax year. Anyone with large pension pots should find out the combined value of their pensions for Lifetime Allowance purposes and assess whether they have scope to build up tax-efficient pension benefits. Pensions tax is a complex (and regularly changing) area, it is likely that Independent Financial Advice will be required on an annual basis for high earners.

For further information on pensions, please email HR.Pensions@LSE.ac.uk or refer to the Human Resources, SAUL (www.saul.org.uk) and USS (www.uss.co.uk) websites.

Legal and Compliance Matters

The School's governing body, Council, is ultimately responsible for legal and compliance matters at LSE. However, it is impractical for it to perform this role on a day-to-day basis, so it delegates managerial (not legal) responsibility to various committees or senior members of staff in the School. It has, for example, delegated authority to me to sign contracts on its behalf.

The Governance, Legal and Policy Division (GLPD), managed by the Director for Government Relations, **Robin Hoggard**, acts as the focal point for legal and compliance issues, particularly those which relate to governance, student matters (e.g. complaints and disciplinary matters), contracts, ethics, health and safety, business continuity, data protection and freedom of information. This is not to say that other service divisions are without legal responsibility. For example, Estates Division is best placed to deal with property law, Human Resources Division (usually through your department's HR Partner) for employment matters and Finance Division for the Financial Regulations. Another notable point of contact for legal matters is the Head of the Legal Team, **Kevin Haynes**.

The GLPD and other relevant administrative divisions can also play a key role in providing information, guidance and support to academic departments on their legal responsibilities. However, you should note that managerial responsibility for legal and compliance matters in your Department rests with you, as its most senior member of staff.

A question that often arises is whether we, or indeed a Court, would consider an academic department or a member of staff to be liable for an act or dispute. The general rule of thumb in both instances is that there is no liability, provided correct procedure has been followed, or employment duties properly performed. We would normally expect an academic department to cover, or at least contribute to, the payment of any costs, compensation or settlement funds which arise from it having been negligent or acted improperly. Action will not be taken against a member of staff, provided s/he has acted within the terms of his/her employment contract.

We do set aside money for our legal costs each year, but this fund, which is used by our non-revenue raising departments, is unable to carry the burden of student disputes or litigation cases. We do have liability insurance, but it excludes legal fees and requires us to pay a £50,000 excess charge before we can recover funds. My advice is to be vigilant in this area and to be quick to seek advice from individuals such as **Martin Johnson** or **Hannah Bannister** in the Student Services Centre (for academic appeals and misconduct cases), **Louisa Green** in the Research Degrees Office (for PhD cases) or **Kevin Haynes** or **Caroline Hong** in the Legal Team (for complaints, disciplinary and other legal matters). In a similar vein, you should contact your HR Partner for advice on staff matters.

On the topic of insurance, I should mention that overseas travel, such as fieldwork and student projects, can affect the level of cover given to a student or member of staff. It is therefore advisable to contact **Irin Wu** in Finance Division (for insurance) and **Mel Boucher** in GLPD/Health and Safety (for overseas risk assessments) if any members of your department – staff or students – are travelling overseas. You are responsible for approving the overseas risk assessments in your department.

Finally, you should be aware that we use a preferred firm of suppliers for legal advice – Pinsent Masons LLP. You can contact the firm through **Kevin Haynes**, **Robin Hoggard** or me, although I have explained above that as one of our revenue-raising areas, your department will need to pay for any advice. You should also note that we will not normally get involved in matters which we deem to be a personal dispute, such as an intellectual property issue between a member of staff and his/her publisher, unless we ('the School') are in some way involved in the contractual relationship.

Andrew Webb
School Secretary

Business Continuity and Emergency Planning

The objective of business continuity planning is to enable the School to manage the impact of unexpected incidents on its most important activities so that they are not disrupted to the point that the viability and reputation of the institution are damaged.

The capacity of an organisation to recover from disruption back to normal working can significantly affect its longer term competitiveness.

The School's response to any major incident (defined as an event which involves the widespread loss of buildings, infrastructure and facilities or people) is set out in the **Major Incident Initial Response Procedure (MIIRP)**, which may be found at

<http://www2.lse.ac.uk/intranet/news/businessContinuity/MIIRP.pdf>

The actions all staff are required to take during a major incident are set out in the pocket-sized leaflet, "*What to do in an emergency incident*". All staff should have a copy. It is also on the Business Continuity webpage. After the initial response to an incident has been completed, the business recovery stage begins using the Major Incident Business Recovery Plan. As part of this, the Business Continuity Manager has been working with departmental business continuity representatives to develop simple non-bureaucratic business recovery plans for academic units that will guide them in the steps they will need to take in this situation to maintain key operations such as teaching, examinations and induction in partnership with the School. These can be used to deal with localised incidents where the MIIRP has not been invoked; or to provide the necessary local operational response in line with advice issued by the School when the MIIRP has been invoked. It is the responsibility of the Department to ensure that it has a business continuity plan, and the School expects every department to have its own plan as a minimum.

The School also has plans to respond to specific potential high-impact risks to normal working such as a Terrorist Attack, a flu pandemic or the effects of major public events (such as the 2012 London Olympics on the School's operations). However, most interruptions to normal working arise from more mundane causes such as severe weather, utility failure, public transport difficulties and the impact of more routine national, regional or local public events held in Central London. The School continually seeks to develop its capability to contain the impact of such incidents and to enable normal working to be maintained.

Where possible, the School also takes steps to prevent avoidable disruptions to normal working by identifying and addressing areas of particular vulnerability in its infrastructure and working practices, known as single points of failure. There is also a great deal that can be done at departmental level, through the secure handling of information and data, maintaining vigilance over the security of accommodation and equipment; good health and safety practices and dealing promptly and effectively with people issues, such as appointing deputies, sharing specialist knowledge, and dealing promptly with performance issues.

I am always pleased to receive and respond to queries from Departmental Managers and Heads of Department on business continuity. The Director of Business Continuity can be contacted on extension 7061 or by email: r.hoggard@lse.ac.uk. You can contact the Business Continuity Manager, **Veronique Mizgailo**, on extension 5415 or by email: v.mizgailo@lse.ac.uk.

Information about business continuity in general and updates on "live" continuity issues may be found on the LSE intranet on the business continuity webpage

<http://www.lse.ac.uk/intranet/news/businessContinuity/home.aspx> and on the IT Services Service Status page <http://itservices.lse.ac.uk/itservices.asp>.

Steps Academic Departments will be asked to take in a major incident

1. This note summarises the responsibilities of the School and academic departments in the event of a major incident which impacts on teaching, examinations and student induction. Copies of

the Major Incident Initial Response Plan (MIIRP) have been distributed to every academic department. It is also available on the Business Continuity webpage or from the Business Continuity Manager.

2. The School's response to such an incident will be directed by the Gold and Silver teams (the School's emergency response teams), made up of the School's senior management. They will work as required with the emergency services, and direct implementation by service units, but there will be a minimum of actions the School will ask academic departments to take in conjunction with their local business recovery plans.
3. The actions staff should follow in the immediate aftermath of an emergency incident are summarised in a z fold leaflet "*What to do in an Emergency Incident*" which is issued to all staff and with which all colleagues are asked to make themselves familiar. Staff should also monitor LSE's website and social media channels for regular updates during major incidents. Copies can be obtained from the Business Continuity Manager or found on the Business Continuity webpage.
4. Most service units have compiled plans for the selective recovery of the most important functions which they have responsibility, based on the scenario of a major incident requiring the evacuation of the accommodation they normally occupy for up to two weeks. Academic departments may wish to use this note to provide a checklist of actions they will be asked to take to help recover teaching, examinations and student induction. The actions identified have been discussed with representatives of the departmental managers and endorsed by the Business Continuity Steering Group.

5. The general role of academic departments in a major incident is:

- to re-enforce and support messages from the School's Gold and Silver teams to its staff and students;
- to take steps to recover suspended critical activities within the department, and if necessary using resources and guidance provided by the School's Gold and Silver teams;
- to raise any queries and requests for additional resources to resume suspended activities with the School's Gold and Silver teams;
- to offer academic support and advice to students registered in the department.

6. When an incident occurs, the School will ask academic departments:

- to help ensure that staff and students required to leave evacuated premises transfer to emergency holding locations as directed by the School and help account for them;
- to transfer professional services staff from emergency holding locations to temporary replacement office accommodation according to the School's guidance;
- to convey to staff and students the implications for the department of the decisions of the Gold and Silver teams regarding the suspension and resumption of activities;
- to offer advice on academic matters to students seeking guidance while normal activities are suspended;
- to raise any issues for the department with the Silver teams, including any needs for additional resources;
- to contact the Timetables Office to discuss the rearrangement of cancelled teaching.

7. Academic departments may wish to prepare for these actions by:

- appointing a business continuity representative for the Department and ensuring a minimum level of business continuity planning is undertaken. The Business Continuity Manager will work with the Department in this respect;
- agreeing who will take overall responsibility for the department's actions during a major incident and informing the Business Continuity Manager;
- considering appointing a small departmental business recovery team to support and advise the person with overall responsibility for the department's actions during a major incident. Such a team might include the Head of Department, Departmental Manager, Departmental Tutor and other colleagues key to the department's critical operational activities;
- nominating two members of the department to liaise with the School's Silver team,

- letting the Business Continuity Manager know who they are and their contact details;
- maintaining up-to-date lists of contact details of staff in the department which can be used in an emergency to establish their safety.

8. Teaching. Should a major incident disrupt scheduled teaching:

(a) the School's Silver team will:

- advise on whether all scheduled conventional teaching for undergraduates and taught postgraduates should be suspended for a period;
- publicise the decision to suspend teaching through a range of internal media (eg website, e-mail, text messages, plasma screens, manual notices)

(b) academic departments will be asked:

- to help disseminate information about the suspension of teaching to their staff and students;
- to draw students' attention to the continued availability of virtual learning resources through Moodle and other facilities they may have available;
- to take such steps they consider appropriate to advise and assist students to optimise their use of alternative or Moodle-based facilities while conventional teaching is suspended.

9. Examinations.

If a major incident occurs during:

Academic departments will be asked to:

arrange the transmission of approved examination question papers for component courses run by the department to the Examinations Office;	ensure that approved hard copy examination papers held in the departmental office prior to despatch to the Examinations Office are stored in secure and ideally fire-proof storage in the department, or elsewhere, and that papers held in electronic format are backed up on memory sticks stored by the DM outside the office;
arrange the transmission of completed examination scripts from the departmental office to examiners for marking;	ensure completed examination scripts are stored in secure and ideally fire-proof storage within or outside the department pending transmission to the examiners;
arrange the storage of returned marked examination scripts in the departmental office during the completion of mark frames for each component paper and the transmission of mark frames to the Examinations Office;	ensure that returned marked examination scripts are stored in secure and ideally fireproof storage within or outside the department pending transmission to the Examinations Office. to save completed mark frames electronically with back-ups kept on memory sticks outside the office prior to transmission to the Examinations Office;
arrange the holding of Examination sub-board meetings and the transmission of degree classifications to the Examinations Office;	await guidance from the Examinations Office on arrangements for rescheduling sub board meetings cancelled as a result of the incident.

10. Student Induction. Should an incident disrupt student induction:

- The School's Silver Team will advise Departments whether induction should be deferred altogether until further notice or may be continued by departments by alternative means during an interruption to normal activities.
- If the advice from the Silver Team is that induction may be continued by alternative means, academic departments may wish to consider some or all of the following options:
 - giving essential advice and guidance via email or Moodle instead of induction meetings;
 - establishing a help-point in a location to be agreed with the Emergency Management Team;
 - arranging social functions in off-campus venues.

Robin Hoggard

Copyright information

Copyright information

It is important that staff take steps not to infringe the copyright of others when making material available either to students, others in their department or to the public. The Copyright, Designs and Patents Act (CDPA) 1988 is in force in the UK and should be considered when copying (photocopying or scanning) any work for which you or LSE are not the copyright owner.

A short guide to copyright for staff is available online and staff should be directed to this guide if they have any queries:

<http://lti.lse.ac.uk/copyright/index.php>

Introduction to copyright

Copyright exists in a wide range of literary and artistic works and applies equally to material on the Internet as it does to published books and journals. The copyright symbol © is often used to identify a copyright owner but the absence of this symbol does not mean a work has no copyright. Copyright in literary works usually lasts for 70 years after the death of an author; however different rules apply for other types of media. Photocopying for private, non-commercial research and study is usually covered by a provision in the law called 'Fair Dealing', which allows a single copy of a small amount of a work (typically not more than 10%) to be copied. You can also copy small amounts of copyright material for the purposes of 'Illustration for Instruction' under Section 32 of the CPDA; however, multiple copying (for example of core readings) for teaching is not covered by this provision (see below).

Photocopying for class use

Multiple copying for educational use – for example, producing photocopies of a single journal article for a class, or producing a paper course pack – can be undertaken under the School's Copyright Licensing Agency (CLA) Higher Education Licence. This licence covers most UK publishers and some overseas publishers; however further advice about what is covered by this licence can be sought from Library.Teaching.Support@lse.ac.uk. See

<http://www.lse.ac.uk/intranet/LSEServices/legalAndCompliance/copyright/Home.aspx> for further details. Full details about the CLA Licence are available in the CLA Licence User Guidelines from their website: <https://he.cla.co.uk/>.

Scanning material for use in online courses (Moodle)

Staff within departments should not scan any copyright material for distribution via the School's virtual learning environment – Moodle – or any other online network. A Scanned Readings service is available from the Library and further details about this service are available from: <http://www.lse.ac.uk/library/usingTheLibrary/academicSupport/digitisedReadings.aspx>. If you have any queries about this service please contact epacks@lse.ac.uk.

Using electronic journals / downloading from the web

Any material downloaded from an electronic journal or from a website is usually subject to a licence which means it can usually only be used for private research and study. If you wish to make any library materials available to students in electronic format you should contact your Academic Support Librarian <http://www.lse.ac.uk/library/usingTheLibrary/academicSupport/digitisedReadings.aspx> or Learning Technology and Innovation (lti.support@lse.ac.uk) for further advice.

Information about finding and using copyright-free images and multimedia resources suitable for teaching is also available from Learning Technology and Innovation <http://lti.lse.ac.uk/copyright/copyright-images-multimedia.php>

Lecture capture service

Staff using the lecture capture service should take care to ensure that substantial amounts of copyright material (such as videos or DVDs) that they show in class are excluded from the recording unless they have written permission from the copyright holder. Learning Technology and Innovation can advise you and further information is available at <http://lti.lse.ac.uk/copyright/copyright-and-recorded-lectures.php>

Copyright advice and training

Copyright training courses are available for all staff and research students advertised on the LSE Training and Development System <https://apps.lse.ac.uk/training-system/>. An interactive games-based workshop introducing you to copyright law, licences and exceptions is run regularly each term. However, copyright queries can be directed **Dr Jane Secker**, Copyright and Digital Literacy Advisor email j.secker@lse.ac.uk

Data Protection

The Data Protection Act 1998 sets out in eight principles how data relating to living individuals should be processed. It also requires us to notify the Information Commissioner about the types of personal information being processed at the School and why we are processing it.

Heads of Department have no specific Data Protection Act responsibilities. However, all staff need to comply with the eight principles of data holding outlined in the Act and to raise with the Data Protection Officers any issues relating to notification of data on which they are uncertain.

Please note that the Data Protection Act is being replaced by the General Data Protection Regulation in 2018. Advice will be forthcoming on any changes staff need to make to be compliant with the new Regulation.

For general information on Data Protection see the LSE website at <http://www.lse.ac.uk/collections/dataProtection/>

The School's Data Protection policy is available at <http://www.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/datProPol.pdf>

The Data Protection Officer is **Rachael Maguire**, ext. 4622, email: r.e.maguire@lse.ac.uk or email glpd.info.rights@lse.ac.uk

Note:

The nature of academic work means that often information will be held by staff which belongs to another organisation. Any information which is said to belong to a public authority in these circumstances will be subject to the provisions of the Act. Legal advice obtained by the School has argued that the issue of whether information is "held" regards interest, creation and control. Mere "possession" of information by the public authority, in the sense that it is stored on a public authority server as part of a faculty member e-mail account, does not amount to "holding" of it under the terms of the Act. It must be created or collected by the faculty member in the course of his or her duties as a member of staff of the public authority.

Equity, Diversity and Inclusion at LSE

LSE was founded on the principles of social justice, equality and inclusiveness. We are one of the leading international universities in the world, located in the most cosmopolitan and multicultural city in Europe. Nearly 40% of Londoners are foreign-born. Our students come from 140 countries; 44% of our staff are drawn from countries outside the UK. As a global community we value diversity highly, recognising that each individual offers an array of ideas, knowledge, idiosyncrasies and histories to our highly acclaimed, academic setting. It is this difference that brings great strength to the School and continues to improve the quality of our work.

At LSE, we believe that every individual we serve should be encouraged to play a full and active role in an environment that supports learning and develops independent thinking free from social barriers. Independent perspective and integrity are core to everything we do as we strive together to challenge inequality. We understand clearly that patterns of equality of opportunity in society and higher education are also reflected in our place of work and learning. We must therefore advance inclusion as both a moral imperative and an integral component for achieving academic, social and business success.

Equity, diversity and inclusion in all areas of our staff and student population are vital strategic enablers that will help us realise our strategic priorities. One of the six key priorities stated in the LSE Strategy 2020¹ is to *"Strengthen our commitment to equity, diversity and inclusion and take relevant action throughout the institution"*.

In substance, this means that our mission for the next five years is to build on the dynamic mix of diverse people, ideas and ways of seeing the world. We will use this resource in becoming a truly world-leading diversity champion. Our ambition is to be recognised externally as an employer of choice and as an international leader in providing a learning and working environment based on the principles of excellence, equity, diversity and inclusion. As advocates of equality excellence, our goal is to not only promote positive messages around multiple identities, but also to build a pipeline of talented, highly skilled leaders with diverse voices and experiences. As well as bringing benefits on an individual level, this will enhance us academically, enrich the staff and student experience, create further financial opportunities and encourage overall organisational wellbeing.

We therefore strive for all our students and staff members to act courageously and openly, with respect for the knowledge and experience of others. As set out in the School's Ethics Code, *"we will treat all people with 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 identity), race, religion or belief, sexual orientation, marriage and civil partnership, pregnancy and maternity and social and economic background."*

The Legal Context

As detailed on the Equality and Human Rights Commission's website², the Equality Act 2010 imposes a general equality duty on all public bodies to have due regard to the need to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

The pursuit of the second of these involve, in particular, having due regard to the need to:

- Remove or minimise disadvantages suffered by people due to their protected characteristics.

- Take steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people.
- Encourage people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

These public sector equality duties cover nine protected characteristics – race, gender, disability, age, religion and belief, sexual orientation, gender identity³ and pregnancy and maternity and marriage and civil partnership.

The Equality Act 2010 states that meeting different needs includes (among other things) taking steps to take account of disabled people's disabilities. It describes fostering good relations as tackling prejudice and promoting understanding between people from different groups. It explains that compliance with the general equality duty may involve treating some people more favourably than others.

The School's *"Equity Diversity and Inclusion Objectives and Action Plan 2015-2017"* highlights the key priorities the School aims to meet to enable it to fulfill our public sector equality duties.

As a Head of Department, you are required to not only oversee your department's commitment to the principles of the legislation but, moving beyond compliance, to proactively consider and promote equity, diversity and inclusion in your department's core business and day-to-day practices.

The School is committed to embedding and mainstreaming equity, diversity and inclusion. We seek to enable all members of the School community to achieve their full potential in an environment characterised by equality of respect and opportunity.

For further advice or information please contact LSE's Equity, Diversity and Inclusion Team:
<http://www.lse.ac.uk/equityDiversityInclusion>; Tel 02071061229; EDI@lse.ac.uk

¹ https://lasedesignunit.com/LSE_Strategy2020/

² <https://www.equalityhumanrights.com/en/advice-and-guidance/public-sector-equality-duty-guidance>

³ Referred to as 'gender reassignment' in the 2010 Equality Act

Bullying and Harassment

Bullying and harassment are unacceptable in any context in the School, and in the case of harassment, possibly unlawful under the Equality Act 2010 or Protection From Harassment Act 1997.

You can find the School's Anti-Bullying and Anti-Harassment Policy on the 'Policies and Procedures' webpage at: www.lse.ac.uk/resources/schoolRegulations/harassmentPolicy.htm. It sets out the School's definition of:

- Harassment, which is "unwanted conduct that has the purpose or effect of violating a person's dignity; or creating an intimidating, hostile, degrading, humiliating or offensive environment." It makes clear that harassment includes written communications, including social media interactions that concern School business; and
- Bullying, which is "offensive, intimidating, malicious or insulting behaviour, which may include an abuse or misuse of power, through means that threaten, undermine, humiliate, denigrate, take advantage of, or injure the recipient." It makes clear that "Power does not always mean being in a position of authority, but can include both personal strength and the power to coerce through fear or intimidation."

The School has separate procedures for dealing with staff only cases of bullying or harassment, cases involving a complaint against a student, and cases involving a student against a member of staff. You

should contact your HR Partner for advice on staff-related issues and the Head of the School's Legal Team, **Kevin Haynes** (7823 or k.j.haynes@lse.ac.uk), for student-related matters. The School's Equality, Diversity and Inclusion Taskforce can also give general advice on bullying and harassment. This Taskforce also intends to operate an online complaints service for staff and student wishing to raise instances of bullying or harassment in 2016-17. This project has been led by the Inclusion Development Executive Officer, **Joy Whyte** (7096 or j.m.whyte@lse.ac.uk).

Ethics

The Ethics Code

The School's Ethics Code and Guidance provides a set of principles by which the whole LSE community, including all staff, students, and governors of the LSE, are expected to act. The six principles are:

- Responsibility and Accountability
- Integrity
- Intellectual Freedom
- Equality of Respect and Opportunity
- Collegiality
- Sustainability

The Ethics Policy Committee (EPC) oversees both the Ethics Code and the School's wider ethical framework. This includes an Ethics (Grants and Donations) Panel which assesses whether the sources of funding coming in to the School via prospective grants or donations referred to it are ethically acceptable. The EPC also has a remit to consider ethical issues which might have policy implications for the School, as well an oversight and monitoring role over the Ethics Code itself.

All Heads of Department are responsible for ensuring that the Ethics Code is embedded within their departments. The full Code (with references to relevant policies and procedures) and the guidance document are available at www.lse.ac.uk/ethicscode. The Ethics Code and Guidance forms the core of the School's ethical framework which also includes:

Annual Declarations of Interest Survey

All staff members are required to complete the annual Declarations of Interests survey and confirm that they have read and will abide by the Ethics Code. The survey asks a range of questions on interests so that any potential conflicts may be addressed. Staff and governors should declare any other relevant interests as they arise by notifying the Ethics Manager by email at: ethics@lse.ac.uk.

Conflict of Interest Policy

This policy sets out individual responsibility to declare conflicts of interest in writing to the Head of Division or Department. The Head of Division or Department should then inform the Ethics Manager at ethics@lse.ac.uk to ensure that an accurate central register of interests can be maintained.

Anti-fraud and anti-bribery training

The LSE Policy against Bribery and Fraud can be found on the policy and procedures section of the website. Training is available, particularly for those that are at high risk of exposure to fraud and bribery or those who are likely to be able to identify fraud and bribery. To request training email ethics@lse.ac.uk.

Gifts and Hospitality registers

All gifts and hospitality received should be registered. An updated policy is available online and gives further guidance on the recording of gifts and hospitality. There is a link to this policy on the ethics webpage www.lse.ac.uk/ethics

Any queries or concerns can be emailed to ethics@lse.ac.uk, alternatively concerns can be raised through the School's Whistleblowing Policy, which will include a confidential external reporting mechanism.

For further information on ethics please contact:
Stephanie Allison, ext. 7975, email: s.allison@lse.ac.uk
email: ethics@lse.ac.uk
visit the ethics web pages www.lse.ac.uk/ethics

Environmental Information Regulations

The Environmental Information Regulations 2004 cover requests for information relating to environmental information. This can be anything from air quality to recycling. In most respects it is like the Freedom of Information Act, except that requests can be verbal.

Heads of Department have no specific Environmental Information Regulation responsibilities. Any requests for information that appear to relate to the environment should be forwarded to the Records Manager. Anyone requesting this information verbally should also be directed to the Records Manager.

For more information on the regulations, please contact **Rachael Maguire**, ext. 4622, email: r.e.maguire@lse.ac.uk or email glpd.info.rights@lse.ac.uk or visit the Environmental Information Regulations web pages <http://www.lse.ac.uk/collections/FOI/environmentalInformationRegulations.htm>

Freedom of Information

The Freedom of Information Act 2000 places an obligation on all public authorities (including LSE) to make available to the public (with certain specific exemptions) information it holds for the conduct of its business. This is done through responding to written requests for information within 20 working days and through a publication scheme which provides access to certain classes of material as a matter of course.

A recent change to the Freedom of Information Act means that it now covers datasets which must be provided in reusable format. However, we will be able to make a reasonable charge if the School holds the copyright in the dataset. More detail will be made available on this issue on the website when it becomes available.

There has also been an exemption added to the Freedom of Information Act which means that research data that is still being processed does not need to be released on request until the publication of the research outputs. The number of requests directly for research material remains around zero for the School and most of the sector; however, this exemption does stop other researchers/journalists/the general public from obtaining research that LSE staff are still working on.

Heads of Department have no specific Freedom of Information Act responsibilities. Any requests for information should be forwarded to the Records Manager.

For more information on Freedom of Information, or to have information included in the publication scheme, please contact **Rachael Maguire**, ext. 4622, email: r.e.maguire@lse.ac.uk or email glpd.info.rights@lse.ac.uk or visit the Freedom of Information web pages <http://www.lse.ac.uk/collections/FOI/>

Health and Safety

The LSE is committed to developing a culture where health and safety are core values, adopted and practiced throughout the School. Overall responsibility for ensuring the health, safety and welfare of everyone at the School lies with the Council, however all members of the School have health and safety responsibilities.

The Health and Safety team fosters partnerships with staff and students to enable them to recognise risks and empower them to learn and work safely. We accomplish this by providing support, advice, information and training.

The LSE has a Policy and associated arrangements in place to manage health and safety organisationally these can be found on the Health and Safety website. As a Head of Department, you have responsibilities for implementing and managing the arrangements in place to protect the staff, students and visitors working in your Department. You will need to speak to your Departmental Manager to find out your existing local arrangements.

The School is implementing the '*University Safety and Health Association Leadership and management of health and safety in higher education institutions*' guidance. Following the appropriate section in the guidance will help you to ensure you are managing health and safety effectively in your area.

Briefly you will need to:

- Ensure that there are appropriate arrangements in place to comply with the School's health and safety policy;
- Ensure that a local policy statement is in place for your area, as a minimum this should include:
 - Name and contact details of the nominated health and safety coordinator;
 - Name and contact details of other staff assigned specific health and safety functions, e.g. first aider, fire wardens;
 - Name and contact details of the person(s) responsible for undertaking risk assessments;
 - List of activities undertaken in the department that require risk assessments, and any relevant control measures identified;
 - Details of how staff can access copies of completed risk assessments;
 - Details of how staff can access fire action instructions and other relevant emergency information;
 - Details of how staff report accidents, incidents and near misses,
 - Details of how health and safety issues within the department or division can be raised and discussed, e.g. team meetings.

Travel Risk and Fieldwork

As Head of Department you are also responsible for managing the risks to staff or students travelling for business or fieldwork and be aware that the Schools travel insurance has limitations and cover is not automatic.

You will need to ensure that staff in your Department are aware of and are following the arrangements in place to manage travel risk. This is particularly important for all travel to high or extreme risk areas. Further information is available on the Health and Safety website or by contacting the team on the email below.

Monitoring Your Arrangements

It is not enough to have arrangements in place. You will need to monitor your local arrangements regularly to make sure they are working and that everyone in your Department knows what their responsibilities are.

The Health and Safety Team

The health and safety team (all two of us) at LSE have an advisory role. We will happily give you advice and support to enable you to manage health and safety in your Department but we won't 'do' health and safety for you.

If you can't find the information you need on our website

<http://www.lse.ac.uk/intranet/LSEServices/healthAndSafety/Home.aspx>

please email us on Health.And.Safety@lse.ac.uk.

Policies and Procedures

Access to LSE's policies, procedures, regulations and other essential documents is available at the following link

<http://www.lse.ac.uk/intranet/LSEServices/policies/home.aspx>

Any queries about the policy site should be sent to **Dan Bennett** d.bennett@lse.ac.uk

Risk Management

An awareness of risk is key to enabling all plans, activities or projects. By identifying the risks which might impede the success of our aims, we are better able to achieve them. All members of the School have a responsibility to identify and manage risks which may threaten the achievement of the objectives of their work.

Heads of Department are expected to take steps to ensure that their Department identifies and takes steps to control the risks to the delivery of its objectives, and to the strategic objectives of the School.

The School's strategic risk register is held in the Governance, Legal and Policy Division, and reported to Council with recommendations from Audit Committee once a term.

Heads of Departments' responsibilities for risk fall principally into the following areas:

1. Research (including research quality and ethics);
2. Staffing (including recruitment, retention, performance management and health and safety);
3. Programme health and income generation.

The APRC Annual Monitoring exercise, administered by the Planning Unit, monitors risks relating to programme health. To support this exercise, and other areas of risk, each department may find it helpful to develop a risk register, adapting the format of the School's Strategic Risk Register for its own purposes.

As Acting School Secretary, Andrew Webb has overall oversight of risk management in the School. For any further advice or information on risk management, and to request a copy of the risk register template, please contact **Dan Bennett** on d.bennett@lse.ac.uk, or 020 7955 6481.

Staff Wellbeing

Disabled Staff

How to define disability

With effect from 1 October 2010, the Equality Act 2010 replaced the Disability Discrimination Act 1995. Disability is a protected characteristic under the Equality Act 2010. To come within the definition of disability the burden of proof is on an employee to show that he or she meets the four requirements contained in s.6 of the Equality Act 2010:

- Does the claimant have an impairment which is either mental or physical?
- Does the impairment affect the claimant's ability to carry out normal day-to-day activities?
- Is the adverse effect substantial?
- Is the adverse effect long term?

Disability Two Ticks Scheme

The School has gained accreditation of the voluntary scheme developed by the Government for employers to demonstrate their commitment to good practice in employing and retaining disabled staff. The School will be reviewing its policies, procedures and practices in the promotion of disability equality.

How to avoid discrimination during the application process

By applying the necessary reasonable adjustments you can ensure that a disabled candidate is not treated unfairly during the recruitment process for a reason relating to their disability. The Recruitment Toolkit can help you to recruit in a fair and non-discriminatory way.

How to prepare for job interviews and first meetings with colleagues

You may not know beforehand that the person is disabled and many impairments are not visible. One way to prepare for this possibility is to include in any invitation the phrase 'do we need to make any reasonable adjustments to ensure that you can participate fully during the interview/meeting?' Give a contact name to discuss the issue further. The disabled person will know best what is needed.

<http://www2.lse.ac.uk/mapsAndDirections/AccessibilityMap.pdf> and 'LSE For You' give information on physical access to buildings and rooms.

If material needs to be produced in Braille, there is a Braille printer and Duxbury Braille translation software in the Library (Rooms R25); contact Sebastiaan Eldritch-Böersen, Support Specialist – Assistive Technologies, its.disabilities.support@lse.ac.uk for further information.

Job applicants who need help with communication at a job interview e.g. an interpreter should contact Access to Work immediately on receiving notice of a job interview as they will provide support free of charge.

If you are aware that a person is disabled, please seek help from your HR Partner on the questions that you should ask about the disability to establish what, if any, adjustments may be needed.

How to prepare for the new recruit's start at work

If a new recruit has declared a disability, a post-recruitment or pre-start date meeting is a useful way to check if any reasonable adjustments need to be considered. It may be that no adjustments need to be made or, if adjustments are vital and entail a cost, financial support may be available under the Access to Work Scheme. It is important to ensure that communication channels are clear and DPA-compliant. A disabled person may disclose their disability at interview for example and expect the information to be passed on, with their permission, if they are appointed.

The Access to Work Scheme

Reasonable adjustments to help a person remain in employment are usually inexpensive. However, if there are costs, the Access to Work scheme, run by the Employment Service, may be able to provide help towards the extra costs of employing a disabled person. Examples of the support include:

- Adaptations to premises and equipment;
- Assistive technology solutions;
- Support workers;
- A contribution towards the extra cost of travel to and from work if using public transport is not possible.

Types of software support include voice-activated software, Texthelp Read/Write and Inspiration; there is usually provision for training on use of the software. Support workers include a reader for someone who is blind, or a palantypist for a deaf person.

The application to the Access to Work Scheme must be made by the disabled person. No one else can apply on the employee's behalf. On request, the respective HR Partner can help the employee with the application.

If a new member of staff at the School who requires support which has a significant cost associated with it (currently over £1,000) makes an Access to Work application within the first six weeks of starting work, the Access to Work Scheme will be more likely to cover up to 100 percent of the approved costs of the adjustments. If the employee requiring adjustments is not a new member of staff, the balance of the cost of adjustments recommended by the Access to Work Adviser will be met from a central budget managed by the HR Manager, Policy and ER. Neither the employee nor their department will be expected to meet the balance of the cost of adjustments recommended by an Access to Work Adviser.

Information on the steps for making an access to work application can be found on: <http://www2.lse.ac.uk/intranet/staff/humanResources/equalityAndDiversity/accessToWork.aspx>

What to do if a person becomes disabled after recruitment

Many people become disabled during their working careers. Age is often a factor.

If a person declares a disability, check with the individual concerned if any adjustments are required. Some adjustments, e.g. altering working hours (refer to the Managing Flexible Working Toolkit) or arranging a swap of selected duties, may be agreed with the person without the need to seek further advice. Other adjustments may be quickly made with the help of service departments e.g. on completion of an assessment, Estates may change the lighting and/or decoration of the room. More expensive adjustments may be eligible for funding under the Access to Work Scheme (see above). Please contact your HR Partner for advice if the person is unclear about the adjustments required or you need further advice. Your HR Partner may suggest that an occupational health assessment could be helpful.

A person who becomes disabled may not wish to reveal the fact at work. If the impairment has little or no impact on work performance, it may not be necessary for the individual to disclose. However, a change in performance or attendance may be related to an acquired impairment. Please seek advice from your HR Partner to ensure that you do not unwittingly discriminate against a disabled person. Employment tribunal cases have shown that lack of disability knowledge may not protect an employer against a claim of disability discrimination and may well cause unnecessary stress to the disabled person.

If a person does describe a disability to you, check with the individual concerned if this information should be treated as confidential. If it is necessary to brief other managers or colleagues for the purpose of implementing any reasonable adjustments, the disabled person should be in control of the process. Bear in mind that others do not need to know the precise reasons why an adjustment is necessary. It is essential that the disabled person retains control of their personal information.

TheLibrary holds a range of information about disability equality. If you are unfamiliar with the Library facilities, you can get assistance from the Help Desk.

Staff Counselling Service

The Staff Counselling Service supports all LSE staff in their work, whether full- or part-time. It is confidential, staffed by accredited and experienced counsellors, and can be used to look at any personal difficulty or work-related issue, for example bereavement, relationship problems and depression, as well as stress, anxiety and self-esteem.

Key contacts and location
Staff Counselling Service

Paul Glynn

(P.Glynn@lse.ac.uk)

20 Kingsway

Tel: 020 7955 6963

Email: staff.counselling@lse.ac.uk

Web: <http://www.lse.ac.uk/intranet/staff/staffCounselling/Home.aspx>

Student Wellbeing Service

The Student Wellbeing Service brings together two key student-facing services: the Disability and Wellbeing Service and Student Counselling Service. It aims to provide a single integrated approach to help and assist students. SWS also leads a wider initiative to improve student wellbeing across the School.

The Service runs a series of seminars and workshops across the year. There are 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.

Key Contact: **Adam Sandelson**, Head of Student Wellbeing: a.sandelson@lse.ac.uk

Disability and Wellbeing Service

The DWS provides information, advice, guidance and support to students with physical and sensory impairments, long-term medical conditions, mental health difficulties and Specific Learning Difficulties, such as dyslexia and dyspraxia.

LSE is committed to enabling all students to achieve their full potential in an environment characterised by dignity and mutual respect and aims to ensure that all individuals are treated equitably. To this end, the School's Disability and Wellbeing Service provides a free, confidential service to all LSE students and is a first point of contact for all disabled students, prospective and current. Students are encouraged to make early contact with the Service as early as possible. Specialist advisers are available to see students on a one-off or ongoing basis and cover the following:

- physical / sensory impairments and long term medical conditions;
- specific learning difficulties, such as dyslexia and dyspraxia;
- mental health difficulties.

The Disability and Wellbeing Service (DWS) co-ordinates the School's provision for disabled students and works closely with professional services and academic departments. DWS can also give confidential advice to staff with questions or concerns about students.

School Policy on Disability

LSE is positive about disability as an aspect of diversity and is aware that disabled students have often overcome additional barriers in order to gain access to higher education. The School is committed to complying with the disability provisions of the Equality Act 2010 and the legislation that preceded it by:

- maximising accessibility to the School's services and activities and taking all necessary steps to ensure that no-one is treated less favourably on the ground of disability;
- developing a culture of inclusion and diversity which celebrates disability as an equally valued diversity strand and in which people feel motivated and confident to disclose a disability, with a view to negotiating access requirements in order to promote equal participation in the School's services and activities;
- reviewing, monitoring and revising, as appropriate, all School systems, procedures, facilities, services and buildings in compliance with the Equality Act 2010 and the SENDA 2001, in addition to the Human Rights Act 1998, which includes the right not be denied access to education;

- creating, maintaining and disseminating information about services and facilities available for disabled students, staff, alumni, visitors and prospective students and staff.

For the purposes of these provisions, the term “*disability*” has the same meaning as that given in the Equality Act 2010 and SENDA 2001: “*a physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities*”. In recognition of evolving case law, this includes, but is not limited to: sensory impairments, learning disabilities, mental illness, clinically recognised severe disfigurements, cancer, HIV/Aids, progressive conditions even at an early stage, conditions which are characterised by a number of cumulative effects such as pain or fatigue, and a past history of disability.

The Equality and Diversity Action Plan 2014-17 identifies actions the School needs to undertake in order to progress equality and diversity, and can be viewed at lse.ac.uk/equalityanddiversity.

Facilities and services at LSE include:

- assistance in the Library including specialist software, lockers, a book fetch service and photocopying assistance;
- IT support and assistive technology;
- a number of accessible and adapted rooms in most halls of residence;
- infra-red hearing support systems in all lecture theatres and some classrooms;
- readers, note-takers and support assistants;
- a community service volunteer (CSV) who can provide practical assistance;
- a rest room, with a bed and easy chairs;
- an Individual Student Support Agreement (ISSA) that records recommended “reasonable adjustments” for individual students and is circulated with the student’s consent on a need-to-know basis;
- information about Individual Exam Adjustments (IEAs);
- help (for UK students) with accessing Disabled Students’ Allowance.

UK students may be eligible for a Disabled Students’ Allowances (DSA) to fund disability related costs of study. Further details are available at direct.gov.uk/studentfinance. It is advisable to start the process as early as possible. Please inform the DWS if you are already in receipt of the DSA.

In all situations, confidentiality is respected and information shared only with the express permission of students.

LSE’s Equality and Diversity Action Plan, which sets out how the School will enhance its equality practices to reflect the requirements of the Equality Act 2010, can be viewed at lse.ac.uk/equalityanddiversity

Key contacts and location

Sarah Slater, Disability and Wellbeing Service Manager: s.slater1@lse.ac.uk

Sue Haines, Admin and Office Manager: s.haines@lse.ac.uk

Disability and Wellbeing Service

OLD G.23 (ground floor, Old Building)

tel: 020 7955 7767

email: disability-dyslexia@lse.ac.uk

web: lse.ac.uk/disability

Student Counselling Service

A team of qualified counsellors sees more than 700 students each year and provides confidential, one-to-one sessions on a pre-booked or drop-in basis – see lse.ac.uk/counselling.

The Service also runs a series of groups and workshops across the academic year for students, covering areas such as good writing psychology, perfectionism, exam stress and eating disorders.

It also provides staff counselling service, which offers confidential free counselling to all staff, whether full- or part-time. Workshops are also available to staff on a range of topics, including Sleep Well, Procrastination, Mindfulness and Stress Management, and Emotional Resilience.

Key contacts and location

Paul Glynn, Student Counselling Service Manager: p.glynn@lse.ac.uk

Student Counselling Service Administrator: email: student.counselling@lse.ac.uk

Student Counselling Service

KSW 5.07 (5th floor, 20 Kingsway)

tel: 020 7955 3627

email: student.counselling@lse.ac.uk

web: lse.ac.uk/counselling

Library Services

Our aim is to ensure that LSE Library and its collections meets the needs of you and your department.

The Library is a unique resource with one of the largest collections in the world devoted exclusively to the social sciences. The Library contains over four million printed items alongside a wide range of archives and other rare primary sources. The Library's exceptional online content includes 60,000 ebooks and 108,000 ejournals. The Library also provides services which can directly assist with departments' research and teaching activities.

Academic Support Librarian Service

All departments have a designated Academic Support Librarian who acts as the main point of contact for all library queries.

They are especially happy to:

- Attend department meetings;
- Discuss a department's information resource and training needs;
- Provide advice on services and collections;
- Consult over new resources for research and teaching;
- Provide bespoke Library and information skills training for staff and students, both on a 1-1 and group basis;
- Arrange specialist training sessions in e.g. data, UN, US, UK and government information.

The contact details for Academic Support Librarians are listed on the Library website at lse.ac.uk/library/academicSupport.

Research Support Services

- **Open Access:** LSE Research Online is the School's institutional repository. It aims to be a complete database of research produced by LSE staff and contains articles, working papers, book chapters, reports, blogs, datasets and more. LSE Research Online enables LSE staff to disseminate Open Access versions of their work, where permitted by publishers, and is managed by a dedicated team who can advise on deposit, copyright issues, download statistics, article processing charges (APCs) and compliance with funder Open Access policies, including RCUK and HEFCE.
- **Research Data Management:** The Library has a full-time Data Librarian who can advise on all aspects of research data management and the wide range of subscribed data sources we hold. We offer support with data management planning, funder policies, collection, use, storing, sharing and archiving.
- **Measuring Research Impact and Bibliometrics:** We can help with analysing traditional and emerging bibliometric data including the h-index and altmetrics. We offer departmental / individual citation analysis reports upon request, run training sessions on finding bibliometric data, useful tools and offer journal metrics advice.
- **Research Consultations:** Academic Support Librarians are available to provide tailored one-to-one research consultations on literature searching, resource discovery and making the most out of our collection for staff and research students.

Teaching Support Services

- **Electronic course packs:** The Library can produce digital scans of book chapters and journal articles which course teachers have identified as high-demand items. Scans are produced under the School's Copyright Licencing Agency licence, ensuring that they are copyright-compliant. The PDF documents produced are then made available to students via Moodle, where they can be printed, downloaded or read online.
- **Reading lists:** The Library can check reading lists for all taught courses and purchase the required materials, preferably in electronic form. The online reading list system, Reading Lists @ LSE, enables teaching staff to create lists which link directly to teaching resources and to the Library's catalogue, and which can also provide metrics on how reading materials are being used by students.
- **Course Collection:** Multiple copies of books identified on reading lists as essential are held in a separate area on the ground floor of the Library and made available solely to LSE students.

Learning Support Services

- **Information skills training:** We have an extensive programme of classes on how to find, use and cite information resources for students at all levels (lse.ac.uk/librarytraining)

In addition we can incorporate sessions on information skills into courses or programmes. This can include training on finding and using archives and other primary sources, drawing on examples drawn from the Library's extensive special collections. Your Academic Support Librarian will be able to coordinate this.

- **LSE Learning Resources Online:** We have created a repository of teaching resources produced by LSE staff, which are available online for re-use by teachers, students and researchers (<http://learningresources.lse.ac.uk/>).

Please contact your Academic Support Librarian for advice on any of these services or visit: lse.ac.uk/library/academicSupport.

Working with LSE Advancement

A key strategic focus of LSE Advancement over the next three years is to be proactive in building stronger relations between LSE Advancement and the School's faculty. The information below seeks to clearly define the opportunities and challenges for academic departments in advancing LSE through alumni relations and fundraising. This information is not an alternative to the ongoing dialogue and relations we seek to develop with the School's Heads of Departments.

What is Advancement?

“Advancement is a strategic, integrated method of managing relationships to increase understanding and support among an educational institution's key constituents, including individual alumni and friends, and philanthropic entities of all types.”

Source: Council of Advancement and Support of Education (CASE)

The primary core disciplines of educational advancement at LSE are alumni relations, fundraising, communications, and operational systems. LSE's Advancement professionals work on behalf of LSE to:

- Engage alumni in the life of the institution as volunteers, advocates and supporters;
- Secure private financial support from potential donors committed to the mission of LSE;
- Communicate within and outside the institution with those who have a stake in the success of fundraising and alumni relations.

Please note that within LSE:

- **LSE Advancement** is the School's primary mechanism for alumni engagement and solicitation, and has structured programmes for Alumni Relations and Annual Fund activity.
- **LSE Advancement** is home to the School's central repository and definitive institutional memory for alumni and donor data. Our Database team will manage any data collected by academic departments, and welcomes all updates on existing contacts or notifications of new contacts for the benefit of the School.
- **LSE Advancement** is responsible for soliciting philanthropic gifts on behalf of the School and fully responsible for processing gifts and philanthropic grants from individuals and organisations.
- **Research Division** is responsible for generating research grants that are typically based on a research contract and often, but not exclusively, publicly funded.
- **LSE Advancement** is responsible for the screening of all potential donors irrespective of source, in accordance with the School's procedures for the ethical screening of grants and donations.

How we can work together: LSE Advancement and Heads of Departments

The School's Council, Director, key volunteers, senior administration and academic staff are integral to LSE Advancement's success and are vital in setting funding priorities and personally demonstrating to donors the difference their donations can make.

As Department Heads, you have a vital role to play in this process and LSE Advancement seeks to be proactive in building stronger relationships with academic leadership. Your support and cooperation is integral to our capacity to enhance your work and the School as a whole, and to meet the

objectives set out in the LSE Strategy 2020.

LSE Advancement's senior management would be delighted to meet with Department Heads and/or organise a presentation to departmental management groups to discuss how the School's mission of alumni relations and fundraising can complement your plans and academic priorities. Please see contact details further below.

The LSE Advancement division is split into three distinct but complementary pillars:

Constituency Relations

Constituency Relations is designed to ensure the School maximises the effectiveness of its outreach to our global alumni community by engaging them in the life and work of the School. It develops lasting connections with them through alumni relations programmes, events and volunteering opportunities, and fulfills the corresponding philanthropic potential of alumni in broad-based regular giving, while ensuring these activities are well supported through a robust database and customer relationship management system (CRM).

- We can advise and work with you to develop departmental alumni programmes in order to engage and build relationships with alumni – and we can coordinate appropriate mass communications on your behalf, reaching alumni with messaging about departmental developments or initiatives.
- If your work involves travel on behalf of the School and you would be willing to talk to our international alumni groups during your visit, please contact the Alumni Relations team. The School's Linking Up programme (coordinated by Academic Partnerships) can make a financial contribution to LSE academics willing to undertake alumni engagement activity during their overseas travel.
- If you would be willing to participate in the alumni events programme as a speaker or host, please contact the Alumni Relations team.
- We can provide accurate and timely alumni information to departments, subject to adherence to ours and the School's standard data protection procedures. (Departments are asked to first complete a database request form if seeking data from LSE Advancement.)
- Since August 2015 the Annual Fund (the School's programme for regular giving) also provides supporters with an opportunity to direct gifts towards a preferred academic department (Department Heads may wish to proactively promote this mechanism at events and/or in the department's communications with its alumni).
- The LSE Advancement Communications team delivers strategically segmented communications specifically tailored for alumni and donor audiences. Key communications produced relevant to Department Heads:
 - o **Alumni Echo** – monthly email update to c 80,000 alumni worldwide, sharing School thought leadership, Alumni Relations programme details, events and stories with the global alumni audience
 - o **Advancement news** – internal termly newsletter, informing the School of LSE Advancement's work, successes and how we can complement departmental activities
 - o **Impact** – biannual newsletter targeted towards the School's most generous donors, outlining the key major and principal gift news stories and giving opportunities

A full list of publications and channels can be found at:

<http://www.lse.ac.uk/intranet/LSEServices/Advancement/Staff/PublicationsandChannels.aspx>

Please consult with Advancement before engaging with segments of your department's alumni body.

Development

Development is focused on generating philanthropic gifts for strategic School funding priorities from

alumni, friends, corporate organisations, trusts, foundations and other charitable entities. A key part of this is balancing the passions of our donor community with the strategic intent of the School and fostering a culture of profound gratitude to those who provide philanthropic support.

In accordance with the policies and procedures put in place by Council and the Ethics Policy Committee, Heads of Department seeking philanthropic investment for their departments must contact LSE Advancement at an early stage to gain School approval to fundraise for their project and to develop a convincing case for support. Please be prepared for a process of relationship-building designed to yield long-term success.

- The development function is keen to involve Heads of Department in creating a case for support both in terms of the School more generally and respective departments specifically.
- We can work with you to ensure that philanthropic investment for your department complies with the working ethical procedures of the School. Following the completion of either a full screening request form or initial screening request form, LSE Advancement can produce a screening, guide colleagues through the approval process and ensure that the exercise is documented, including the screening requester at each stage.
- LSE Advancement can work with Heads of Department to ensure that philanthropic investment for their departments complies with the working ethical procedures of the School. Following the completion of either a full screening request form or initial screening request form, LSE Advancement can produce a screening, guide colleagues through the approval process and ensure that the exercise is documented, including the screening requester at each stage.
- The **Foundation Partnerships** team seeks to partner with foundations and business organisations from the UK and around the world whose interests are compatible with the School's strategic aims. The team has the capacity to:
 - o Research global foundations and business organisations whose interests are aligned with priority LSE activity;
 - o Connect leadership of divisions, departments, centres and other units in the School with the staff and philanthropic objects of the world's largest and/or most promising charitable foundations and businesses;
 - o Coordinate visits from foundations and businesses to LSE, and School leadership and senior faculty visits out to foundations and businesses (mainly in the UK, USA, and Europe).

Please note: Fundraising by Advancement for specific research projects is coordinated with the School's Research Division which provides support for costing projects and tracking progress on funded research

- The Donor relations team runs the School's stewardship programme, ensuring that major donors to LSE are thanked and recognised in a consistent and appropriate way.

Please consult with our team before undertaking any philanthropic fundraising activity.

Operations

The Operations function ensures that systems, budgets, policy and procedures, human resources, financial reporting and performance measurement functions of the office are able to run smoothly. The team is also responsible for banking and recording all donations and their future instalments, ensuring these reach their designated purposes, and obtaining Gift Aid for all appropriate gifts.

- LSE Advancement maintains a central record of donors and donations received, removing the administrative burden from the department and ensuring consistent stewardship.
- The team is also responsible for banking and recording all donations and their future instalments, ensuring these reach their designated purposes, and obtaining Gift Aid for all appropriate gifts.

LSE Advancement is currently working with GLPD and Finance Division on a range of revised and updated procedures to bring further clarity to areas including fundraising, gift acceptance and stewardship.

Related areas of interest to Department Heads:

Principal gifts (£2,000,000+)

The principal gifts team focuses on supporting LSE's executive and academic leadership in developing transformative investment opportunities for the School's highest rated prospects. Heads of Department are most welcome to engage with this partnering process.

Campaign Planning

The Campaign Planning team ensures the School is in (and owns) a continuous campaign cycle and that LSE Advancement and its stakeholders maximise the effectiveness of each stage. The team also maintains a pipeline of the School's priority focuses which are translated into marketing materials for front line major gift fundraising.

Simon Marsh, Campaigns and Planning Manager, would be very happy to connect with Heads of Departments, and/or present departmental management groups with an overview of the role faculty can play in campaign and how priorities are agreed with leadership and designated for fundraising. We would very much like Heads of Department to understand and engage with the established process.

LSE Foundation

The LSE Foundation is a subsidiary of LSE dedicated to developing relationships with US, Mexican and Canadian alumni, friends, foundations and corporations. It has six employees who are based in New York, managed by LSE Advancement in London.

The American Fund for LSE (previously known as the LSE Centennial Fund), an IRS 501(c)(3) body headed up by a volunteer board, ensures the tax deductible status of gifts from US donors.

LSE Advancement in London should be the first point of contact for Heads of Department looking to link with US or Canadian alumni and foundations.

The North American Advisory Board (NAAB)

The North American Advisory Board (NAAB) provides the School with a structured framework for leading alumni in the US, Mexico and Canada to advise on developing and promoting the relationship between LSE and the region, especially around philanthropic support. NAAB members help to further the vision, position and ambition of the School in North America.

Contact us

We appreciate and welcome every opportunity to engage with Heads of Department in enhancing LSE's leadership position. If you are interested in learning more about LSE Advancement and how philanthropy and/or alumni relations might make a difference in your department, please contact us:

Chris Yates, Director of LSE Advancement
+44 (0)20 7955 5334, c.g.yates@lse.ac.uk

Websites

lse.ac.uk/supportingLSE

<http://www.lse.ac.uk/intranet/LSEServices/Advancement/home.aspx>

www.alumni.lse.ac.uk

More information on LSE Advancement – including relevant contacts within our various functions – and how we work with Heads of Department can be found on

lse.ac.uk/intranet/LSEServices/Advancement.

Planning Unit

Heads of Department Responsibilities

Most of the responsibilities expected of a Head of Department in relation to the Planning Unit's functions are covered elsewhere in this document, but it is worth spelling them out separately as follows:

- encouraging a constructive approach to strategic and operational planning within the department, including realistic projections of future staffing requirements, student targets and fee levels for new programmes (and where appropriate the withdrawal of programmes) and research developments, as all of these activities have resource implications that should be addressed in good time and through the appropriate channels;
- ensuring that a watchful eye is kept on the performance of the department, not just teaching and research, but also its market position, student admissions processes and their out-turn, and that necessary action is taken;
- keeping colleagues adequately informed, particularly on planning matters; and
- the use of resources in an effective and efficient manner.

Resource Allocation

Resources Committee (APRC), informed by recommendations from the Directorate of the School and the consideration of key departmental information. Prior to Annual Monitoring meetings with the Directorate in the Michaelmas Term, Heads of Department are provided with a Department Profile consisting of a scorecard underpinned by 15 data sets across the range of departmental activity.

The APRC considers proposals for amendment to departmental resources on their merits, usually in the context of a supporting case submitted by the Head of Department. The metrics and indicators provided in the Department Profile do not trigger automatic changes in departmental resource levels. Rather, they allow the Directorate and APRC to compare the relative position of academic units when considering adjustments to future resource levels.

The information provided in the Department Profile is being improved on an iterative basis. Feedback from Heads of Department is welcomed and encouraged to inform future versions.

Minimum Staffing Levels (MSLs)

Each Academic Department is given an allocation of MSL points. Each MSL point has a cash equivalent value but for the purposes of staffing resources the MSL point is used rather than cash. MSL allocations are set by the APRC for each Department taking into account the outcomes of APRC reviews, promotions within the Department and developments agreed at the Annual Monitoring meetings. Each salary band has an associated MSL point value, determined by the relative average cost of an appointment at that grade including on-costs. Units have a degree of freedom and flexibility in how they choose to spend their MSL points within their overall allocation without referring back to APRC.

MSL points are recorded on two main forms:

- The MSL/1 records allocation and is maintained by the Planning Unit.
- The MSL/2 records spend and is maintained by Finance.

In August and March, the Planning Unit sends out updated MSL forms for agreement and sign-off. Live MSL forms can be accessed at any time by Heads of Department and Departmental Managers via the p drive path **P:\MSLs\MSL_1&2**.

Full instructions on the MSL system can be accessed via the Planning Unit website (<http://www2.lse.ac.uk/intranet/LSEServices/planningUnit/Home.aspx>).

In the first instance, any queries relating to the MSL system should be addressed as follows:

- For form MSL/1 please use e-mail address: Msl1.Queries@lse.ac.uk
- For form MSL/2 please use e-mail address: Msl2.Queries@lse.ac.uk

To aid dealing with your query, please include your Department's title in the 'Subject' line of the email.

In 2015/16 the Departments of Accounting, Economics and Social Policy are taking part in a pilot exercise for Cash Based Pay Budgets (CBPB) overseen by the Finance Division. During this exercise the use of MSLs has been suspended for these Departments. If the exercise is successful further Departments will be asked to participate in the pilot during 2016/17. The migration of all Departments to CBPB is unlikely to occur before August 2017.

Departmental Funding

The School's model for allocating non-staff departmental funding brings together seven main streams under a single payment:

- Core Departmental Funding (to cover general service costs associated with reprographics, stationery, telecommunications, postage and consumable office supplies)
- Student Hospitality
- Special Factors (such as travel support for Double Degree programmes)
- Premium Fee Allocation (relating to improving the student experience)
- Moodle Maintenance Funding
- Staff Research Fund
- Funding for Replacement of IT Equipment within Academic Departments

The distribution of non-staff funding is determined annually by the Planning Unit in line with guidelines agreed by the APRC and in consultation with the Pro-Director (Planning and Resources) and Finance Director.

The Departmental Funding guidelines are available via the Planning Unit website at (<http://www2.lse.ac.uk/intranet/LSEServices/planningUnit/Home.aspx>).

Research Division

The Research Division (RD) enables academic colleagues to focus on high quality research. We support externally-funded research from application stage throughout the lifecycle of a funded grant; in addition we support the School's research policies and Research Excellence Framework (REF) preparations. RD can be found on the 7th floor of Tower 1; 0207 106 1202, rescon@lse.ac.uk.

Heads of Departments will be invited to work closely with the Division to ensure that new funding applications have their support prior to any new funding submission. Our Research Development Team will offer to meet with you to discuss the strategic research aims of your department and how we might best support these. Please do contact the Division to arrange a meeting to discuss any of these issues if you have not heard from us directly.

The Research Development Team (pre-award)

Can help you with the following:

- Identifying appropriate funding opportunities;
- Offering research development training workshops;
- Assisting with the design, development and submission of research grant applications including advice on the presentation of proposals and ensuring compliance with sponsors' regulations;
- Advising on costing and pricing of research;
- Liaising with other service providers within the School to plan the provision of support required of research projects and programmes;
- Negotiating contracts and agreements.

Within the Research Development Team, the Business Development Manager can help you by identifying appropriate corporate research partners and funding opportunities.

The Research Awards Team (post-award)

Can help you by:

- Coordinating, managing and providing support in all aspects of research grant management;
- Acting as intermediary or coordinators between all grant stakeholders including LSE service departments, divisions, sponsors and researchers;
- Providing budgetary and financial information and assistance;
- Ensuring contractual and financial compliance with sponsors' regulations;
- Offering advice on award management;
- Offering research award management training workshops.

The Research Policy Team

Can help you by:

- Supporting your preparations for the next REF, including in areas relating to impact, as well as other areas of research policy and strategy;
- Advising on appropriate knowledge exchange activities within grant applications and pointing you in the right direction for support across the School for KE activities;
- Advising on the availability of internal funds (HEIF and the ESRC Impact Acceleration Account) for knowledge exchange activities;
- Offering advice on the School's Research Ethics Policy.

The Business Systems and Communications Team

Can help you with:

- Any research-related management information needs you may have;
- Research news stories you may wish to publicise;
- Issues in relation to the use of pFACT costing tool and Converis grants award management system.

Further information can be found on the website links below. Please note the website is currently being revised. Should any information not be available please phone or email the Division instead.

- **News updates**

<http://www2.lse.ac.uk/intranet/researchAndDevelopment/home.aspx>

- **Current Funding Opportunities**

<http://www2.lse.ac.uk/intranet/researchAndDevelopment/fundingOpportunities/fundingOpportunities.aspx>

- **Research Policy**

<http://www2.lse.ac.uk/intranet/researchAndDevelopment/researchPolicy/home.aspx>

- **General Information about RD**

<http://www.lse.ac.uk/intranet/researchAndDevelopment/researchDivision/home.aspx>

Academic Planning and Resources Committee (APRC) Review Cycle

From 2014/15 full APRC Reviews were reintroduced and will operate on a five-year cycle. The intention is for APRC Reviews to occur in the year following review by the Academic and Student Affairs Committee (ASC); the report from the ASC review can then inform the APRC process without the need for duplication. The APRC Reviews take a holistic approach to address key strategic questions and share best practice across the School. They consider all aspects of the work of a Department, including teaching, student recruitment, research, PhD programme, comparative standing, financial position, management and operations, and equality and diversity. The Reviews are conducted by a Panel formed of internal and external members and typically chaired by the Pro-Director (Planning and Resources). Departments are required to submit a self-evaluation document ahead of the Review and present a strategy which articulates the Department's mission, ambitions, goals and the measures by which achievement will be assessed.

To complement the full reviews, the Directorate leads an Annual Monitoring process for all Departments. The Directorate meets with each Head of Department during Michaelmas Term to assess student numbers, staffing levels and resources within the context of a broader evaluation of the overall standing and performance of a Department, looking across its profiles in research, teaching, engagement and finance as well as internal operations. The Directorate will review the Department against its own strategic plan and appropriate external benchmarks. A report is submitted to APRC with any recommendations from the Directorate for amendments to resource levels or student targets.

This combined approach of APRC Review (on a five-year cycle) and Annual Monitoring (which includes a forward-looking dimension) allows APRC to ensure that all adjustments to resources are considered alongside one another in an equitable manner. Strategic issues arising from APRC Reviews will feed into resourcing considerations at the next round of Annual Monitoring, particularly with reference to opportunity costs and investments. Resource requests will not be considered through the APRC Reviews.

Teaching Quality Assurance and Review Office (TQARO)

TQARO is an office in the Academic Registrar's Division. It is responsible for assuring the quality of the School's teaching and academic standards to all stakeholders. It does this by managing the School's engagement with the Quality Assurance Agency (QAA) and its policies. Its staff service senior School committees and conduct reviews of academic departments. They also carry out teaching surveys and update programme regulations and course guides for the School Calendar, and provide advice and guidance on the many procedures and policy areas that support this activity.

Contact between departments and TQARO takes four main forms:

- (i) Academic and Student Affairs Committee (ASC) reviews, which each department undergoes every five years;
- (ii) annual teaching surveys;
- (iii) annual programme monitoring; and
- (iv) communication to departments about any major policy decisions that senior School committees make.

More information about TQARO and its work can be found here:

<http://www.lse.ac.uk/intranet/LSEServices/TQARO/Home.aspx>

Please address any questions about TQARO or its work to **Tom Hewlett**, who would be happy to help (t.w.hewlett@lse.ac.uk, 6387).

LSE acronyms

AB	Academic Board
ABAC	Academic Board Agenda Committee
AC	Appointments Committee
ACDR	Academic Career Development Review
ANC	Academic Nominations Committee
APD	Academic and Professional Development Division (<i>LSE Education Strategy Unit, Language Centre, LSE Life, LSE100, Teaching and Learning Centre</i>)
APR	Annual Performance Reviews
APRC	Academic Planning and Resources Committee
APTOS	The LSE finance IT system
ARD	Academic Registrar's Division
ASC	Academic and Student Affairs Committee (<i>formerly TLAC, SAC, TLISC & Residences Coms</i>)
AUM	Academic Unit Manager
AUT	Association of University Teachers
BME	Black and Minority Ethnic
CDP	Career Development Plans
CDR	Career Development Review
CA	Central Administration
CERG	Council Effectiveness Review Group
CIERP	Common Initial Response Procedure (<i>now replaced by MIIRP</i>)
DDCF	Diversity and Disability Consultative Forum
DDP	Departmental Development Plans
DEC	Department Evaluation Committee
DHF	Department Heads' Forum
DM	Departmental Manager
DMT	Director's Management Team
DQG	Data Quality Group
DWS	Disability and Wellbeing Service
EPC	Ethics Policy Committee
ECU	Equality Challenge Unit
EDC	Equality and Diversity Committee
EGDP	Ethics (Grants and Donations) Panel
fEC	Full Economic Costings
FIF	Faculty Information Form
FC	Finance Committee
GLPD	Governance, Legal and Policy Division
GSSC	Graduate Studies Subcommittee
GTA	Graduate Teaching Assistant
HEIF	Higher Education Innovation Fund
HEFCE	Higher Education Funding Council for England
HESA	Higher Education Statistics Agency
HR	Human Resources
HSC	Health and Safety Committee
IGA	Institute of Global Affairs
IGC	International Growth Centre
II	International Institute on Inequalities
IMT	Information Management & Technology
IPA	Institute of Public Affairs
ISAB	Information Security Advisory Board
ITC	Information Technology Committee

LSE acronyms

ITPB	IT Portfolio Board
JNCC	Joint Negotiating and Consultative Committee
JNICC	Joint Negotiating, Information and Consultation Committee
KSB	Knowledge, Skills and Behaviours
MIIRP	Major Incident Initial Response Plan
MIPSE	Marshall Institute for Philanthropy and Social Entrepreneurship
MSL	Minimum Staffing Level (<i>LSE resource system which operates as points</i>)
NPA	Non-Professorial Academics
OFFA	Office for Fair Access
OHG	Office Holders' Group
OL	Organisational Learning
OPPP	Operational Pounds per Point
PDSC	Pro-Director Selection Committee
PFR	Personal Financial Rewards
QAA	Quality Assurance Agency (<i>external agency which reviews quality of teaching and undertakes institutional reviews</i>)
QR	Quality-related research funding – the element of HEFCE grant affected by REF scores
R	Research element of HEFCE grant
RAE	Research Assessment Exercise (<i>replaced by REF</i>)
RAM	Resource allocation model
REC	Research Ethics Committee
REF	Research Excellence Framework
REFSC	Research Excellence Framework Strategy Committee
RD	Research Division
RIIF	Research Infrastructure and Investment Fund
RQIF	Research Quality Investment Fund
RRE	Resource Refocusing Exercise
SDP	Service Development Plan
SDR	Service Development Review
SERG	Special Economies and Revenue Generation
SITS	Student Information Technology System (<i>computer system used to store student records</i>)
SNAF	Student Numbers and Fees Group
SMC	School Management Committee
SPES	Size planning and estate strategy sub-group
SRI	Socially Responsible Investment
SSEP	Summer School & Executive Programmes
SSR	Staff : Student ratio
T	Teaching element of HEFCE grant
TEF	Teaching Excellence Framework
TLC	Teaching and Learning Centre
TQARO	Teaching Quality Assurance and Review Office (<i>part of Academic Registrar's Division</i>)
TRAC	Transparent approach to costing
TTF	Teaching Task Force
UCAS	Universities and Colleges Admissions Service
USS	Universities' Superannuation Scheme
USSC	Undergraduate Studies Subcommittee
VCAB	Vice-Chair of the Academic Board
VCAC	Vice-Chair the Appointments Committee
WPS	Women, Peace and Security (<i>Centre within the IGA</i>)

Key contacts

(when calling externally all numbers are prefixed by 0207 955 except where noted)

Academic and Professional Development Division

Dr Neil McLean	Director	ext 7180
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Academic Registrar's Division

Mark Thomson	Academic Registrar	ext 6114
Hannah Bannister	Head of Student Service Centre	ext 7457
Cath Baldwin	Director of Recruitment and Admissions	ext 6750
Simon Beattie	Head of Admissions	ext 6928
Tom Hewlett	Head of TQARO	ext 6387

Admissions Enquiries	Selectors Hotline for Enquiries	ext 6799
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Communications Division

Adrian Thomas	Director of Communications and Public Affairs	ext 7053
Sarah Coyle	Head of Internal Communications	7107 ext 5501
Daniel O'Connor	Head of Press and Information Office	ext 7417

Conference and Events Office

Alan Revel	Events Manager	ext 6446
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Data Protection

Rachael Maguire	Records Manager	ext 4622
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Directorate

Prof Julia Black	Interim Director & Pro-Director (Research)	ext 7936
Selina Hannaford	Senior Executive Officer to the Director	7852 ext 3675
Prof Eric Neumayer	Pro-Director (Faculty Development)	ext 7598
Prof Paul Kelly	Pro-Director (Teaching and Learning)	ext 7190
Prof David Webb	Pro-Director (Planning and Resources)	ext 7275
Dr Andrew Young	Chief Operational Officer	ext 7091
Cecilia Okereke	Executive Officer to the COO	ext 7100

Disability & Wellbeing Service

Adam Sandelson	Head of Student Counselling Services	ext 3627
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Equity, Diversity and Inclusion Taskforce (EDI)

Professor Carola Frege	Chair of EDI Taskforce	ext 7177
Joy Whyte	Executive Officer	ext 7096

LSE Enterprise Ltd

Simon Flemmington	Chief Executive Officer	ext 6852
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Estates

Julian Robinson	Director of Estates	ext 6761
Allan Blair	Director of Facilities Management	ext 6748
Ken Kinsella	Director of Capital Development	7849 ext 4951
Richard Jenden	Director of Property and Space Strategy	7852 ext 3647

Freedom of Information (Fol)

Rachael Maguire	Records Manager	ext 4622
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Finance

Mike Ferguson	Finance Director	ext 7094
Keith Adams	Aptos reports (budgets)	ext 6149
Laura Gilbert	Budget, account codes, transaction queries	
Naomi Richardson		
Ioannis Tsolkas		
Mike Black	Paying invoices and reimbursement claims	ext 5422
Glen Humble	Procurement	ext 6480
Andy Gladin	Head of Financial Planning & Analysis	ext 6222
Teresa Kok-Shun	Update budget signers	ext 5312
Stephen Parsons	Tax matters including VAT and benefit in kind	ext 5046
Glenn Ruane	Fees & student debt	ext 6480
Ioannis Tsolkas	Hiring fund check	ext 7880
Sherry Vaid	Travel facilities (e.g. foreign currency)	ext 6372
Ashley Wang	Financial Regulations	ext 5041
Irin Wu	Insurance	ext 5348

Governance, Legal and Policy Division

Andrew Webb	School Secretary	7849 ext 4959
Robin Hoggard	Director of Government Relations and Acting Head of GLPD	ext 7061
Marta Gajewska	EA to the School Secretary	ext 7554
Stephanie Allison	Ethics Manager	ext 7975
Kevin Haynes	Head of Legal Team	ext 7823
Rachel Knight	Head of Governance Team	ext 6811
Jane Pugh	Governance Officer	ext 6866

Health and Safety

Mel Boucher	Head of Health and Safety	7852 ext 3677
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Human Resources Division

Indi Seehra	Director of Human Resources	ext 6659
Sofia Avgerinou	Head of HR Services and Operational Policy	ext 6068
Louise Handley	Head of Employee Relations	ext 7782
Chris Watt	Head of Organisational Learning	ext 6205
Neelam Talewar	Head of HR Transformation	ext 1311
Lisa Morrow	Senior HR Partner	ext 7070
Sharon Moore	Pensions Manager	ext 7093

Information Management and Technology

Nick Deyes	Director	ext 6633
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Library

Nicola Wright	Director of Library Services	ext 7217
Martin Reid	Deputy Director and Head of Academic Services	ext 7616
Anna Grigson	Collection Services Manager	ext 7943
Simon Machell	Teaching Support	ext 7528
Anna Towlson	Archives and Special Collections Manager	ext 7578
David Meech	Departmental Manager	ext 3523

LSE Advancement

Chris Yates	Director of LSE Advancement	ext 5334
Karen Lippoldt	Deputy Director, Constituency Relations	7106 ext 1281
Mary Reynolds	Deputy Director, Development and acting Head of Major Gifts	7852 ext 3649
Zoe Povoas	Head of Alumni Relations	ext 7421

LSE Careers Service

Jenny Blakesley	Director of Careers	ext 6964
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Planning Unit

Wayne Tatlow	Head of Planning Unit	ext 7407
Gary Barclay	MSL/resources enquiries	ext 7948

Research Division

David Coombe	Director of Research Division	ext 7114
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Residential Services and Catering

Ian Spencer	Director of Residential Services	ext 7083
Jacqui Beazley	Head of Catering	ext 7817

Security and Portering

Paul Thornbury	Head of Security	ext 6055
Richard Allen	Team leader, portering	ext 6760

Heads of Department, Deputy Heads of Department and Departmental Managers' contact details 2016-2017



Accounting

Head: Professor Wim Van der Stede (OLD2.18, 6695, w.van-der-stede@lse.ac.uk)
Departmental Manager: Yvonne Guthrie (OLD3.19, 6408, y.guthrie@lse.ac.uk)



Anthropology

Head: Professor Katy Gardner (OLD5.07, 5064, k.j.gardner@lse.ac.uk)
Deputy Head: Professor Deborah James (OLD6.06, 7215, d.a.james@lse.ac.uk)
Departmental Manager: Yanina Hinrichsen (OLD6.03, 7202, y.hinrichsen@lse.ac.uk)



Economic History

Head: Professor Albrecht Ritschl (SAR6.06, 6482, a.o.ritschl@lse.ac.uk)
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Economics



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Deputy Head for Teaching: Professor Maitreesh Ghatak (32L.3.08A, 3568, m.ghatak@lse.ac.uk)
Deputy Head for Research: Professor Erik Eyster (32L.4.29, 7869, e.eyster@lse.ac.uk)
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 John Curtis – Ops (32L1.24, 7545, j.curtis@lse.ac.uk) **PA:** Emma Taverner (7418, e.taverner@lse.ac.uk)



European Institute

Head: Professor Kevin Featherstone (COW2.02, 6027, k.featherstone@lse.ac.uk)
Deputy Head: Dr Jennifer Jackson-Preece (COW2.06, 6109, j.jackson-preece@lse.ac.uk)
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Finance

Head: Professor Dimitri Vayanos (OLD3.41, 6382, d.vayanos@lse.ac.uk)
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Gender Institute

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Geography and Environment

Head: Professor Simona Iammarino (STC410, 7588, s.iammarino@lse.ac.uk)
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Government

Head: Professor Chandran Kukathas (CON5.04, 7910, c.kukathas@lse.ac.uk)
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International Development

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Deputy Head Research: Professor Ken Shadlen (CON7.08, ext 3681, k.shadlen@lse.ac.uk)
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International History

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Chair Teaching Committee: Professor Steven Casey (SAR1.03F, 6174, s.casey@lse.ac.uk)

Director of Teaching: Professor Anita Prazmowska (SARM.09, 7601, a.j.prazmowska@lse.ac.uk)

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International Relations

Head: Professor Peter Trubowitz (CLM4.05, 6978, p.trubowitz@lse.ac.uk)

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Deputy Head Research: Dr Tarak Barkawi (CLM4.07, 7526, t.k.barkawi@lse.ac.uk)

Departmental Manager: Hilary Parker (CLM6.05, 7404, h.parker@lse.ac.uk)



Law

Head: Professor Jeremy Horder (NAB7.10, 7246, j.horder@lse.ac.uk)

Deputy Head: Professor Neil Duxbury (NAB6.10, 3750, n.duxbury@lse.ac.uk)

Departmental Managers: Matt Rowley – Strategy & Resources (NAB6.16, 7278, m.rowley@lse.ac.uk)

Nyssa Lee-Woolf – Operations and Personnel (NAB6.16, 7583, N.Lee-Woolf@lse.ac.uk) *Harriet Carter on maternity leave from 1 July 2016)*



Management

Head: Professor Sarah Ashwin (NAB4.19, 7036, s.ashwin@lse.ac.uk)

Deputy Heads: Prof Om Narasimhan (NAB5.06, 5031, o.narasimhan@lse.ac.uk)

Departmental Manager – Strategic Planning and Development: Joanne Hay, (NAB4.36, 6249, j.hay@lse.ac.uk)



Mathematics

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Media and Communications

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Methodology

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Departmental Manager: Gillian Urquhart (COL8.08, 7639, g.urquhart@lse.ac.uk)



Philosophy, Logic & Scientific Method

Head: Professor Miklos Redei (LAK.4.03, 6323, m.redei@lse.ac.uk)

Deputy Head: Professor Richard Bradley (LAK2.03, 7330, r.bradley@lse.ac.uk)

Departmental Manager: Becky Matthams (LAKG.01B, 7340, r.matthams@lse.ac.uk)



Psychological and Behavioural Science

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Deputy Head: Dr Alex Gillespie (QUE.3.05, 7241, a.t.gillespie@lse.ac.uk)

Chair of Teaching Committee: Dr Ilka Gleibs (QUE.3.21, 7709, i.h.gleibs@lse.ac.uk)

Departmental Manager: Champa Heidbrink, (QUE.3.07, 7712, c.heidbrink@lse.ac.uk)



Social Policy

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Deputy Head: Dr Fran Tonkiss (STC1.14, 6601, f.tonkiss@lse.ac.uk)

Departmental Manager: Louise Fisher (STC1.19D, 7305, l.c.fisher@lse.ac.uk)



Statistics

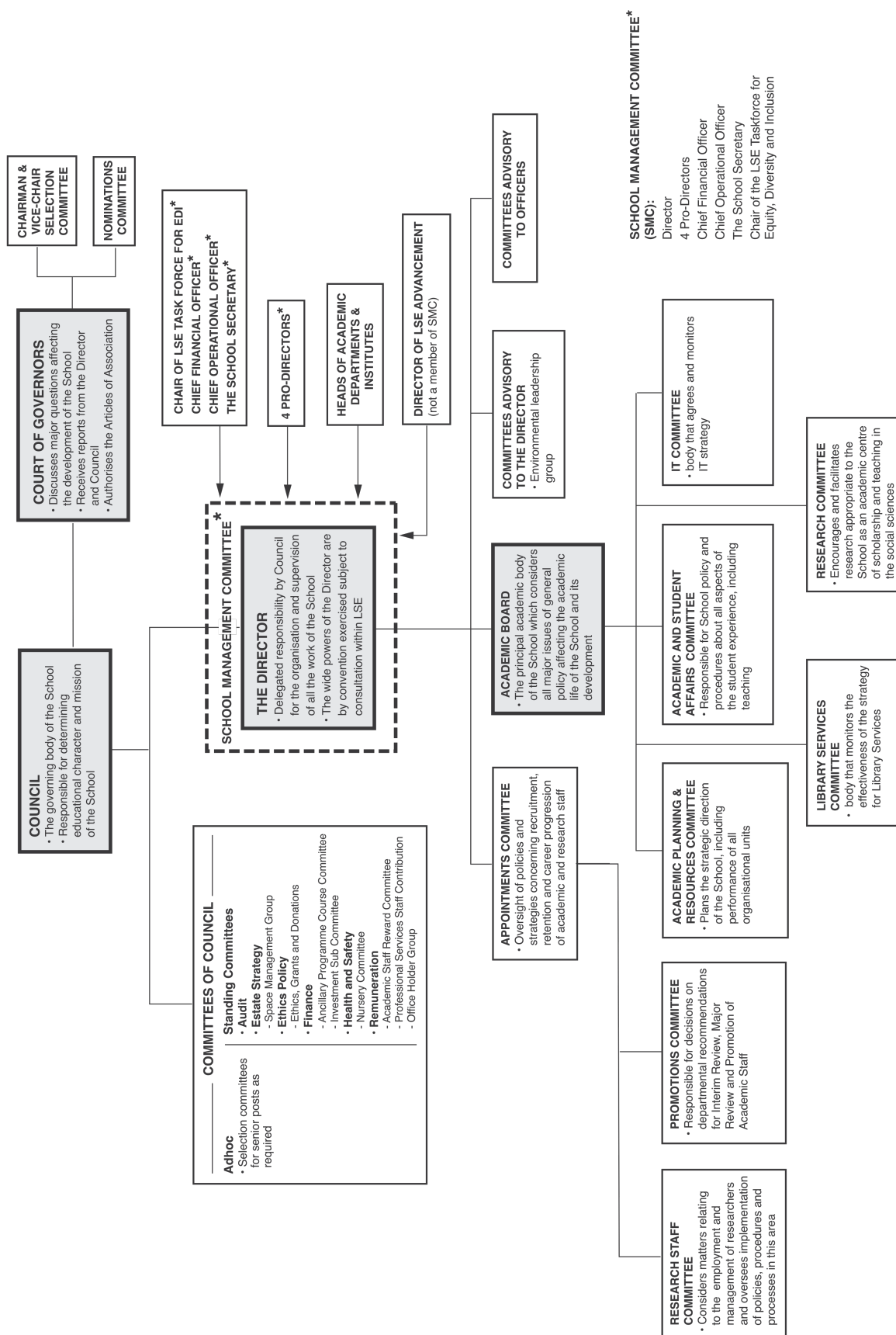
Head: Professor Pauline Barrieu (COL6.03, 6016, p.m.barrieu)

Deputy Head Teaching Strategy: Professor Irini Moustaki (COL6.05, 5172, i.moustaki)

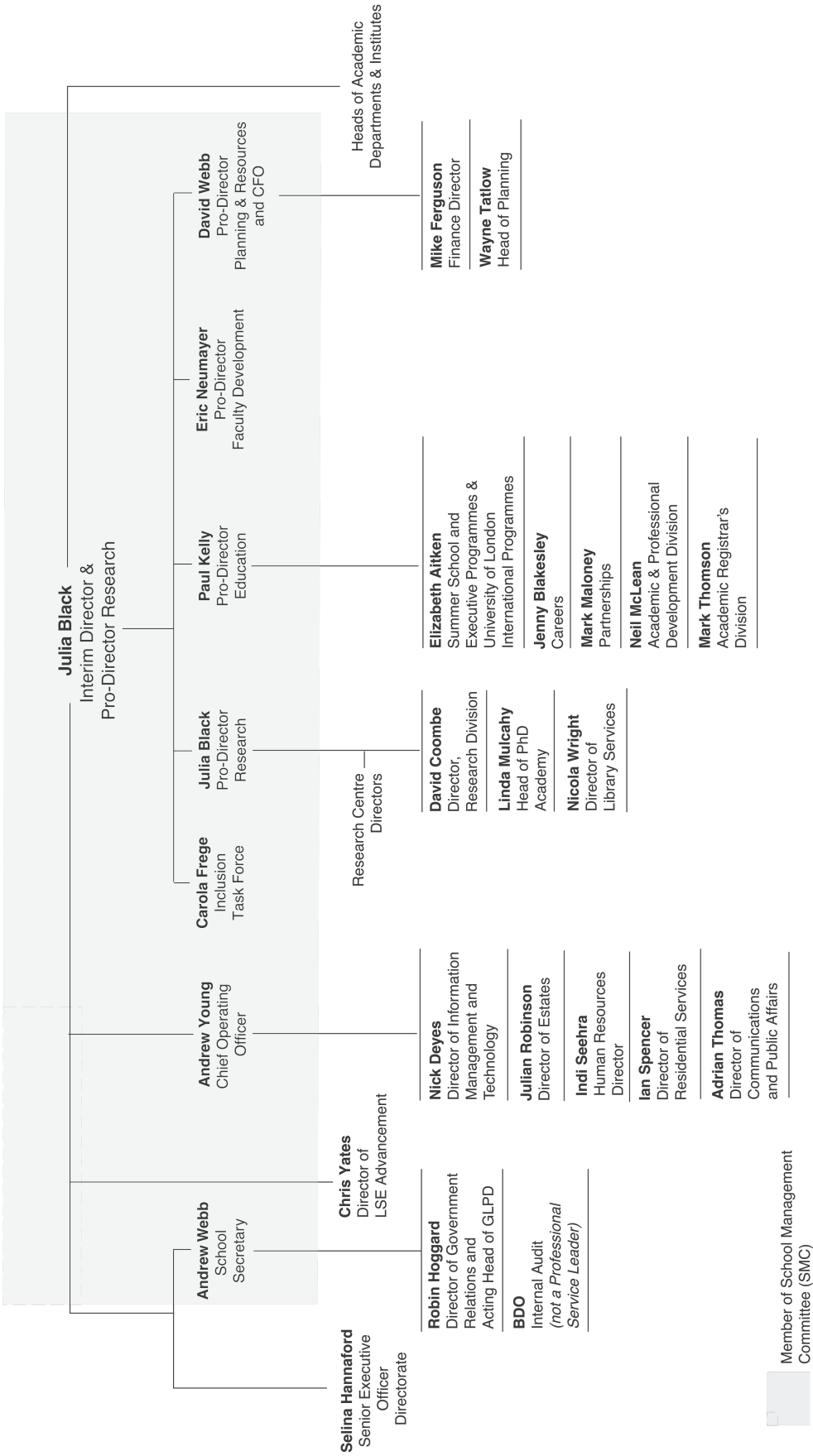
Deputy Head Teaching: Professor Erik Baurdoux (COL6.04, 6717, e.j.baurdoux@lse.ac.uk)

Departmental Manager: Imelda Noble (COL6.13, 7731, i.noble@lse.ac.uk)

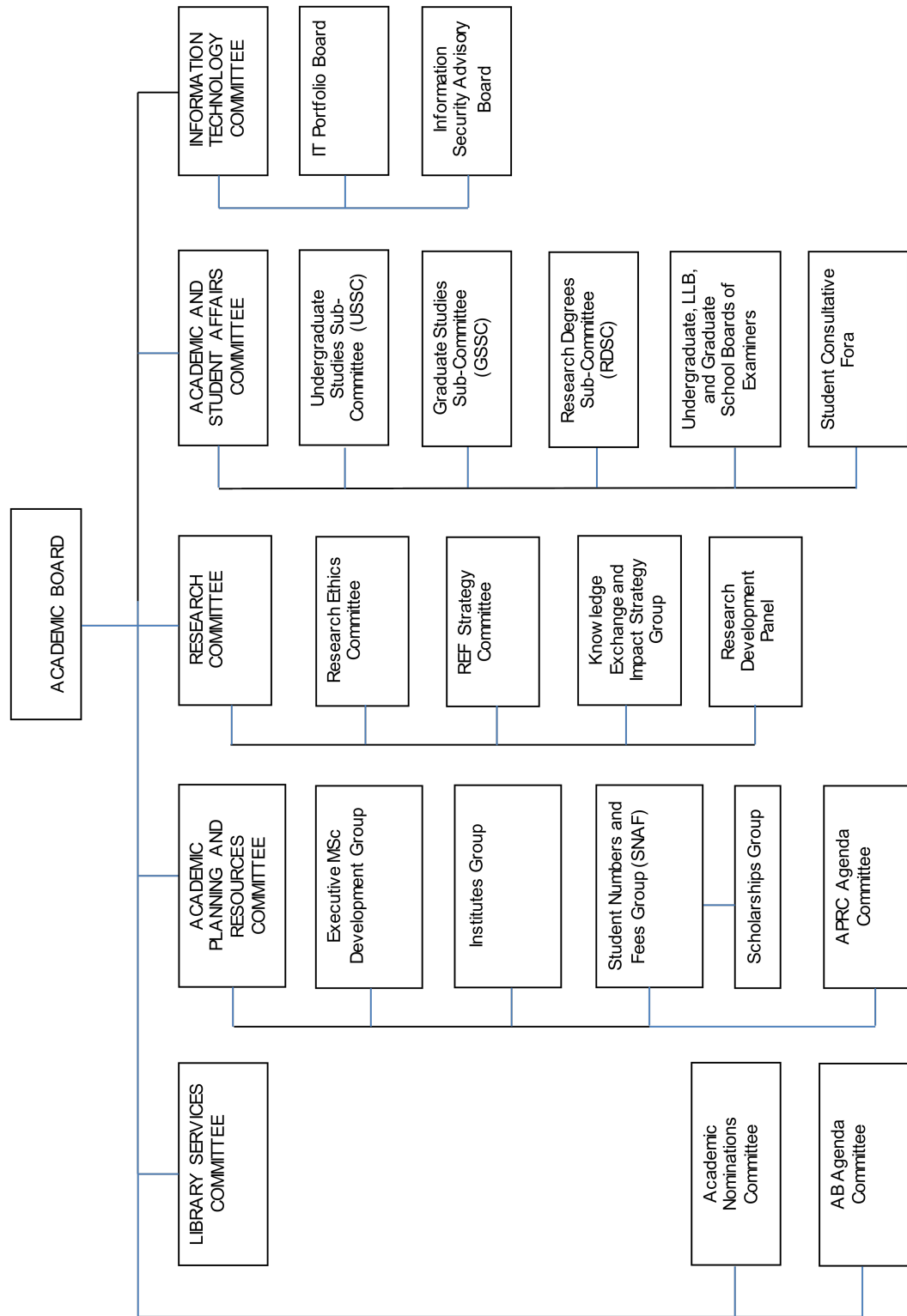
The Structure of School Governance



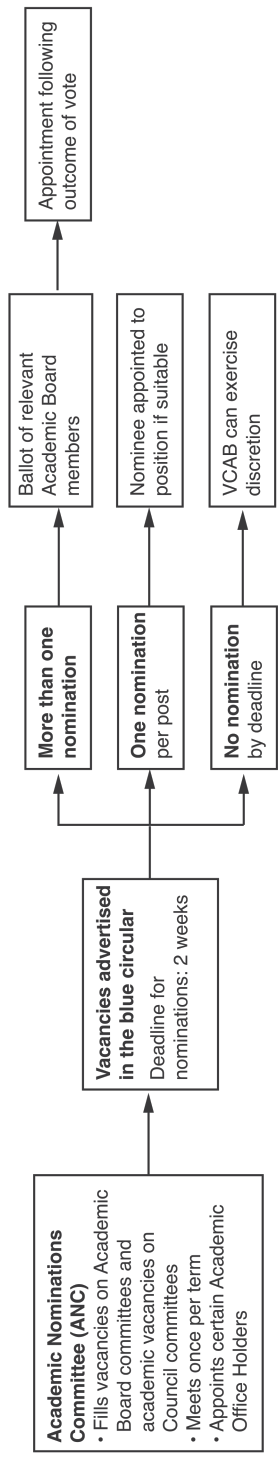
The Senior Management of the School – effective from 01.09.16



Academic Board Committee Structure



Committee Selection Procedure



- Committee members serve a 3 year term of office after the full completion of which they can opt to serve a further 3 year term or stand down.
- Once term of office has been completed they cannot be called on for committee service again for 3 terms
- They cannot be called upon if on sabbatical leave

Key Dates for your Diary

Term dates: 2016-17:

Michaelmas Term

Thursday 22 September – Friday 9 December 2016

Lent Term

Monday 9 January – Friday 24 March 2017

Summer Term

Monday 24 April – Friday 9 June 2017

School closures:

Thursday 22 December 2016 to Monday 2 January 2017 inclusive, and
Thursday 13 to Wednesday 19 April 2017 inclusive.

Degree Ceremony Dates:

December 2016:

Monday 12, Tuesday 13, Wednesday 14 and Thursday 15 December

July 2017:

Option 1 (traditional): Wednesday 5, Thursday 6 and Friday 7 July 2017 – *tbc*

Option 2 (new academic year): Wednesday 12, Thursday 13 and Friday 14 July 2017 – *tbc*

December 2017:

Tuesday 12, Wednesday 13, Thursday 14 and Friday 15 December