

LONDON SCHOOL OF ECONOMICS: TEF PROVIDER SUBMISSION 2023

INTRODUCTION

1. LSE is an institution with a global outlook seeking to equip our students to make an impact in an interconnected world. We remain committed to the original vision and mission of LSE, founded in 1895, as a **'community of people and ideas, founded to know the causes of things, for the betterment of society'** and a place of inquiry where students are **'directed and supported in doing original work'**. At our core is a highly skilled, socially conscious, and intellectually ambitious global community of students, alumni and staff committed to deepening their knowledges and critical understandings of political, social and economic processes in order to positively impact the changing world in which we live.
2. Our educational provision capitalises on our identity as a world-leading social-sciences, research-intensive community and our education and research are recognised throughout the sector and internationally. Over the last four years, **LSE's NSS Overall Satisfaction score has climbed from 70.8% to a high of 83.7%.**¹ LSE has gone from 19th to 4th overall in the Guardian League tables, and now scores in the top ten universities in the UK and top in London for the Guardian's value-added measure.² We have a strong reputation for high-quality research in the social sciences. REF 2021 results place LSE as the highest ranked institution (of multiple submissions) in the UK for world leading outputs, joint second of UK universities for research outputs, impact, and environment.³
3. **We have a highly diverse international student community.** On average circa 5,300, or 44%, of our students study at our central London campus on undergraduate programmes which span the social sciences. They come from **over 100 different countries** each year with **approximately half coming from the UK.**⁴ They come from all backgrounds: **17% of our students receive scholarships and bursaries** each year.⁵ We are proud that LSE ranks highly in two UK sector-wide **Social Mobility Indexes:** 8th (HEPI, 2022)⁶ and 18th (Sutton Trust, 2021).⁷ The diverse mix of nationalities, ethnicities and backgrounds creates a vibrant atmosphere for learning and engagement and is also mirrored in our exceptional staff body, with **66% of our teaching staff coming from beyond the UK.**⁸
4. LSE **students achieve outstanding outcomes** in their degree programmes and after graduation where we are 5.8ppt above the sector benchmark.⁹ They demonstrate intellectual and social **leadership and citizenship** through their engagement in our vibrant research community, positive leadership of LSE student societies, **extensive volunteering, work-based learning opportunities and lively entrepreneurial activity.**
5. Our **campus** is in the heart of London, at the intersection of politics, economics, and law. It has undergone a massive **transformation** over the past 10 years to ensure that our physical and digital spaces complement and strengthen the building of scholarly communities of students and staff, reflecting our commitment to providing an ever-improving learning environment.
6. In the 2017/18, following our TEF Bronze award, LSE, in consultation with HEFCE, put in place a strategic action plan to address falling student satisfaction. Our students, who rightly hold

high expectations of LSE, were frustrated about inconsistencies in quality of teaching and assessment. They also told us they had insufficient academic support in a stretching intellectual environment. This dissatisfaction had been reflected in five years of falling NSS Overall Satisfaction scores, hitting 70.8% in 2018, 12.6pp below our benchmark.¹⁰

7. Over the last five years, LSE has undertaken a huge change programme impacting every aspect of our students' education and broader experience, evidenced in our improved NSS scores. We built on changes underway in 2017 including the creation of LSE LIFE (our centre for students' academic, professional and personal development (para 51-53), introducing in-year resits, and substantial campus development. **Improving the consistency of experience across all our student groups has been a key goal.** All members of the School community have engaged in a **fundamental repositioning of our students as scholarly partners.**
8. **Educate for Global Impact (EGI)** is the first priority of our LSE2030 Strategy (alongside Research for the World, and Developing LSE for Everyone), signalling the central importance to the School of our education, our students and our identity as a leading global university. Our single strategy underlines the value we attach to the multiple possible synergies between education and research. At the heart of LSE2030 is a commitment to ensuring that our students, irrespective of their background, benefit from a consistently excellent experience, enabling their development as critical thinkers and investigators supported by world-leading social science scholars and addressing real world challenges.



Figure 1 LSE2030 Educate for Global Impact: Core principles

9. Underpinned by Dilly Fung's *Connected Curriculum* (2017), Educate for Global Impact (EGI) covers three broad areas that we see as fundamental to ensuring a positive learning experience for all our students:
 - **Excellent, research-rich education,**
 - **A consistently excellent student experience,** and
 - **A targeted focus on community, inclusion and wellbeing.**

LSE has made a **major investment** in the **EGI Change Plan**, our wide-ranging, ambitious portfolio of strategic change activity: around £4.4m per annum for discretionary spend beyond existing budgets for 2021-2024, plus additional funding for technology and process improvement change, together totalling an EGI Change budget circa £7.7m in 2021/22.¹¹

10. In 2018, to reflect the ambition of the institution to transform education and ensure parity of esteem with research, we reformed our governance structures to create a **new Education Committee**, on a par with the Research Committee, reporting into our Academic Board, and overseeing a dedicated **new Student Experience Sub-Committee (SESC)**.
11. The success of our work to shape and drive improvement is reflected in the **TEF2023 indicators which demonstrate a trend of significantly improved performance against benchmark during the TEF assessment period, for all the student experience indicators**.¹² LSE has bucked sector trends of declining student experience suggested by decreasing benchmarks and **maintained a steady or improving level of student experience during the pandemic years**. Our NSS scores for the TEF indicators have moved from being some of the lowest amongst the Russell Group (RG) in 2019, to consistently within the top half or quarter of the RG in 2022.¹³ We are pleased that satisfaction on four out of five TEF indicators has become more consistent across LSE programmes during the TEF period, reflecting our hard work to address student concerns about variable experiences.¹⁴ Overall (aggregated across all four years) we are now in line with benchmark for four out of five NSS-based indicators.¹⁵ Whilst students are positive about opportunities to provide feedback, satisfaction around the student voice indicator remains below benchmark at LSE. We have committed to improve the effectiveness and visibility of how feedback is acted on (para 70-71).
12. **We have achieved outstanding, sustained continuation and completion rates for our students in line with a high benchmark (above 95%), and progression outcomes materially above benchmark in every year of the TEF period**.¹⁶ There remain some student groups (split indicators) where experience and outcomes are inconsistent. We address in this submission how we are working to remove these inconsistencies to deliver an excellent educational experience for all our students (SO1). We will demonstrate the distance the institution has travelled whilst acknowledging the work still to be done. We are grateful to our Students' Union partners for their contributions, critique, creativity and time throughout this process of change and for their partnership in building LSE2030 Educate for Global Impact.

STUDENT EXPERIENCE

The provider has embedded outstanding teaching, feedback and assessment practices that are highly effective and tailored to supporting its students learning, progression and attainment (SE1)

13. We have embedded **outstanding teaching, feedback and assessment** through consistent focus on our core capabilities: the provision of excellent student-centred disciplinary programmes of learning within a rich **interdisciplinary social science context**. Our programmes build on the synergies of **disciplinary expertise** in education and research, are strongly located in their departmental homes enabling programme teams to make tailored and effective decisions about curriculum design and pedagogies that are best for their discipline and for their students. Stand-out features across LSE include small group teaching, norms around formative learning and tailored feedback, and disciplinary-informed assessment design.
14. Our hard work over the last four years is reflected in the TEF indicators. For both 'teaching on my programme' and 'assessment and feedback', we have moved from being materially below benchmark in 2018/19 to being broadly in-line with benchmark in 2021/22.¹⁷ **Internal survey**

data shows that steady satisfaction at programme level (83% in 2021/22 for teaching) is underpinned by extremely high, and generally growing, satisfaction on modules for teaching and for assessment and feedback.¹⁸ Satisfaction with teaching on modules has increased from 87% to 90%, and satisfaction with quality and timeliness of feedback is over 90% in most years.¹⁹ Split indicators show that some student groups remain more satisfied than others in relation to their sector benchmarks (para 48 and 78).²⁰ Internal statistical analysis suggests the significance of these differences has diminished over time.²¹

15. An LSE degree programme is typically formed of core and optional modules allowing students to diversify and specialise, building on strong foundations formed in year one. All students experience a combination of lectures and **small group teaching** on each module with seminars typically capped at 17 students per group. Through their lectures, **taught by academics doing state of the art disciplinary and interdisciplinary research**, students are introduced to key conceptual and theoretical frameworks enabling them to contextualise and structure their own learning. **Small group teaching is an outstanding strength of LSE education.** It enables our students to actively and rigorously apply new knowledge from their lectures to real world examples, exploring complex concepts in a supportive and tailored learning environment. Students are encouraged to link learning across different weeks and modules. They benefit from peer learning amongst highly talented, international student groups, supported by focused insights and feedback from their teachers.
16. Our students are supported in their learning beyond the classroom through active learning resources available through our virtual learning environment. **Innovative online and blended methods of teaching and learning** were expedited during the pandemic and form an integral part of our provision (para 62-65). This contributes to our students' excellent degree outcomes.
17. LSE has undertaken a transformational reform of assessment practices kickstarted by the undergraduate programme review in 2017 which initiated a new programme design approach to assessment and encouraged **diversification of assessment**. Our central objective has been to ensure that students are intellectually stretched and develop balanced and broad skill sets, using assessments more effectively aligned with programme learning outcomes.
18. **We have moved from assessment via essays and problem sets predominantly taken in closed-book exam conditions to an array of assessments effectively tailored to students' disciplines** including research papers, policy briefs, group presentations, class participation and blog posts. The average number of assessment methods experienced by a student increased in every year of study over the TEF period. A student who graduated in 2019/20 experienced, on average, seven methods of assessment over their programme of study; a student who graduated in 2021/22 experienced, on average, 10.8 methods of assessment, reflecting a more holistic approach to learning and skills development.²² In 2022, we launched an assessment enhancement programme to reinforce an institutional commitment to programme-level design.
19. The **BSc in Psychological and Behavioural Science** exemplifies our educational transformation. It takes a programme-level approach to teaching and assessment, emphasising horizontal integration (between modules within a year of the programme) and vertical integration (between modules across years of the programme). The integration supports students to become increasingly autonomous learners, and thus develop increased insight into

their own skills and aptitudes. Years 2 and 3 place growing emphasis on students as partners in their own education with choice over the topics to which they apply theories and concepts. In year 3, they choose their assessment methods on key modules. This integrated view of assessment is informed by using authentic assessment methods, such as simulations, which emphasise the connection to real-world, applicable skills built over the three years. The first cohort of 28 students on this programme achieved 100.0% overall satisfaction in the NSS, and 93.2% for 'the teaching on my course'.²³

20. **Formative work** is a central element of feedback and learning development. We have embedded School-wide the expectation that formative assessment precedes summative assessment on all our modules. Students understand and appreciate the value of this feedback; **over the TEF period around 93% of course survey respondents agreed that they had received helpful comments on their work, and around 85% agreed that feedback had helped their learning and performance.**²⁴ Module survey respondents have also reported **consistently high satisfaction with their ability to seek clarification on feedback from teachers, increasing** **for third year students.**²⁵
21. Our **Academic Code**, a set of shared minimum standards for academic departmental delivery of education, sets expectations on turnaround time for formative and summative feedback: **students agree feedback at the module level has been timely.**²⁶ Individual feedback is provided through dedicated office hours and online in written form. All teachers write end-of-term reports which are reviewed holistically in academic mentoring sessions where targeted areas for further study and development are jointly identified which may include working with a study adviser or attending a development session in LSE LIFE (para 51-53).

Course content and delivery inspire the provider's students to actively engage in and commit to their learning and stretch students to develop knowledge and skills to their fullest potential (SE2)

22. Our approach to education is based on **research-rich curriculum and diverse disciplinary perspectives**, providing students with many different routes to engage with their subjects, find inspiration and strengthen their commitment to learning. This approach gives many different opportunities for students to stretch themselves and achieve their potential.
23. The data tells us that over 80% of students across all academic and study years find their programme intellectually stimulating, and that staff are good at explaining things. A similar proportion agree that their programme has provided opportunities to explore ideas in depth, and chances to bring together information and ideas from different topics.²⁷ Around 80% of students agree that their programme modules form a coherent and integrated whole, and that all compulsory modules are relevant to their programme. **At the module level, satisfaction with content and teaching has improved over time and now stands between 86% - 95%.**²⁸
24. We challenge ourselves on this through annual review processes which involve engagement with our students. Regular curriculum reviews are conducted through Departmental Teaching Committees (DTC) and Department Meetings, while educational provision and programme health are monitored through annual review meetings and five yearly departmental reviews.

25. Commencing in 2023/24, our School **level periodic programme review**, will focus on priority development areas such as programme level assessment and inclusive education. This review process will embed our approach to educational gains (para 96-98) and introduce a concerted focus on split metrics which remain below benchmark.
26. Seven regulated programmes also attract regular positive feedback from Professional Statutory and Regulatory bodies for example, the Institute and Faculty of Actuaries commented that the BSc Actuarial Science *'attracts 'strong students' and 'programme standards are high overall.'* and the British Psychological Society commended the new BSc Psychological and Behavioural Science programme team *'for designing an integrated and cohesive programme which complements the assessment structure'*
27. We engage and inspire our students by offering degree programmes taught by world leading scholars. **Academics draw on their research and engagement with wider communities to inform their curricula by incorporating state of the art scholarship and topical real-world examples.** This approach to designing and delivering programmes provides stretch and opportunities to our students and empowers them to achieve to their highest potential.
28. We have made significant strides in enhancing our traditional research-led curriculum, in which students learnt about the research findings of others. **We have championed a more holistic research-rich education journey for our students, empowering them as active agents in their own learning, as critical consumers of information, and as research and knowledge creators.** Many undergraduate programmes (including in Economic History, Social Policy and Sociology) now have **research throughlines** designed into their curricula, with introductions to research methods and small research projects in the first year, culminating in research dissertations or extended policy papers in the third year.
29. Our increased focus on research-rich curricula creates an enhanced sense of belonging for our students as members of our scholarly community. Beyond their formal curricula, students have multiple opportunities to engage with LSE's research culture which strengthens commitment and engagement (see SE3). **Our External Examiners have consistently rated student learning as 'excellent' or 'of a high standard' in annual reports between 2017-21 (AQA, 2022).**³¹
30. The reformed **BSc Economics**, components of which are undertaken by over 1000 students across LSE, draws on our research-rich environment encouraging students to develop an appreciation of applied research methods and to think creatively about economic problems. In the Economics First Year Challenge, students work in groups to produce a short video presentation of their findings as a component of summative assessment. In 2021, students were invited to devise an alternative measure of well-being to GDP per capita, present their rationale, quantify their measure using data from the countries of origin of all LSE BSc Economics students, and critically compare their measure with GDP per capita.

31. **The development of excellent disciplinary expertise against the background of rich social science interdisciplinary perspectives is a crucial element of an LSE Education and integral to our students' educational gains.** Learning beyond one's home disciplines is a powerful way to crystallise both disciplinary and cross-disciplinary learning opportunities, opening new insights and different routes for students to test their knowledge and skills.
32. **Just under half of our students study on joint degree programmes** and have the opportunity, such as through dissertations, to bring insights from both disciplines to bear on their enquiries. **All students can take modules outside their home departments** and, except in two programmes, can do this in every year of study. Around 80% of students take at least one module outside their home department in any academic year and around 75% of students take at least one module outside their home department in all three years of study.³²
33. **All first-year undergraduates (c.1,800 in 2021/22) undertake LSE100, LSE's flagship interdisciplinary module, which offers students pathways for learning about the cutting-edge research of leading LSE academics.** First-years select one of three themes focused on a complex global challenge necessitating interdisciplinary investigation such as Artificial Intelligence, climate change or social justice. **LSE100** pushes students to experiment as they develop their knowledge and skills, working individually and in small teams across the year. Feedback underlines the value of interdisciplinary learning for our students: *'This course really challenged me to think about how different disciplines connect when it comes to solving some of the most challenging issues in the world.'*
34. In 2021, we introduced a new annual **Interdisciplinary Student Research Conference** designed and organised in partnership with students. The conference has created a positive space for students to interrogate how we approach research questions, create and disseminate knowledge, and break down barriers between social science disciplines.
35. LSE inspires its students to engage, learn and stretch their knowledge and skills in a variety of ways. Staff are highly attuned to innovative developments in the social sciences, and this shapes the design and delivery of content on our programmes. A recent example is the establishment of our **Data Science Institute** in 2021, the introduction of optional data science modules and the launch of our first joint degree programmes in Politics and Data Science in the current academic year. In the inaugural year of 2021-22, 66 students from 14 programmes took a data science module; by 2022-23 this had increased to 171 students from 25 programmes.³³ The number of students taking a **foreign language module** on their degree programme has increased from 270 (5.4%) in 2018/19 to 406 (7.4%) in 2021/22, with six departments enabling a language specialism at the heart of their programmes.³⁴

The provider uses research in relevant disciplines, innovation, scholarship, professional practice and/or employer engagement to contribute to an outstanding academic experience for its students (SE3)

36. In our response to SE2, we explain how research-rich curriculum is at the core of our educational experience. To deepen our academic experience for students we also focus upon

experiential learning opportunities that add innovation, scholarship and professional practice to that core of research. **Experiential learning** lies at the heart of an authentic social science education and all students are offered opportunities to apply, practice and master their knowledge and skills in authentic real-world settings either as part of their degree programmes or via opportunities beyond the classroom.

37. Beyond their curricula, students have opportunities to develop their skills such as through work on an existing research project with a member of academic staff by engaging as a paid research assistant with at least 120 annual opportunities across the School.³⁵ Students can also create original research through **LSE Groups, a group intensive inquiry-based programme** or through LSE Change Makers (see SE7). They can showcase their work through School-wide events such as our annual teaching and learning conference, the **Interdisciplinary Student Research Conference** (SE2) or by contributing to the **LSE Festival**, a series of **LSE Public Events** designed to tackle the challenges of today and shape a better future. Students can publish their own work through **Houghton St Press**, a student imprint, which has published 291 articles since its establishment in 2019.³⁶ Our world-leading School-wide **public events programme**, which comprises more than 189 events each year, exposes students to the research of leading scholars from around the world.³⁷
38. As a social sciences-focused institution, our expanding **Civic Engagement** Programme seeks to enable our students to develop socially and civically minded approaches to their academic work. **Public Research Partnerships** enable students to undertake a supervised piece of research on behalf of a charity as part of credit-bearing modules. Our annual Civic Engagement Challenge engages students collaboratively to solve a problem facing a charity. And **by the end of their third year around 57% of undergraduates will have engaged in volunteering opportunities** through the LSE Volunteering Centre.³⁸ Results from the 2021/22 Volunteering Survey suggest this acts as a crucial bridge between classroom learning and real-world application. Through our membership of **CIVICA**, an alliance of ten leading European social science universities, 56 students have participated in the **CIVICA Engage Track**, a multi-campus interdisciplinary undergraduate experience focused on civic engagement.³⁹

There is outstanding support for staff professional development and excellent academic practice is embedded across the provider (SE4).

39. LSE Eden Centre for Education Enhancement was established in 2019, representing a significant investment by the School, with a view to providing outstanding support for academic professional development and the embedding of excellent academic practice, by drawing together expertise in academic development, digital enhancement, inclusive education, and educational strategy and review. **The Eden Centre leads on many developmental initiatives and events for staff in partnership with students and LSE SU, underpinning education change with evidence-based approaches in line with our identity as a social science institution.** In our recent reaccreditation application, **Advance HE** acknowledged the work done by the Centre to drive forward institutional priorities, and to encourage and support colleagues to engage in professional development at all stages of their career (May 2020).⁴⁰
40. Encouraging excellent teaching is embedded within our **structures and policies**. Teaching practice and performance are core components for career development review and progression and our exceptional teachers are recognised and celebrated annually through both

institution and student-led teaching awards. **At all stages of promotion, academic staff are expected to write a comprehensive teaching statement outlining and evidencing their contributions to education at LSE.** LSE's commitment to teaching and education has been recognised through the introduction of a **teaching focused academic pathway** which has strengthened expertise and focus in our departments. Since the establishment of this pathway in 2016, 13 of our 18 undergraduate departments have appointed education focused experts.⁴¹

41. The **development of individual educators** is supported through cross-school programmes including annual inductions for all new academic staff (approx. 90 staff annually) as well as all staff taking on new education roles. Development of early career academics is further reinforced through Advance HE accredited programmes. An average of 36 and 52 participants, respectively, graduate annually from these programmes and a recent survey conducted showed that 100% of respondents agreed that the programme had a positive influence on their teaching practice with one participant stating *'I found the PGCert...to be an integral and constitutive force of my teaching...'*⁴² **Completing the Postgraduate Certificate in Higher Education is a probationary requirement for all teaching staff**
42. **The deepening of the knowledge and skills of existing staff is supported through fellowships** such as the Scholarship of Teaching and Learning Fellowships, the Eden Development Fellowships, and Inclusive Education Action Plan Fellowships. Senior staff are also supported to become Senior Fellows of the Higher Education Academy through our accredited Eden Fellows Scheme. We are currently developing an education leadership programme in partnership with King's College London and the University of Warwick.
43. **Specialist teams of Departmental Advisers**, drawing on their own scholarly engagement, work in partnership with our departments to meet the academic development and learning technology needs of educators. They provide **bespoke one-to-one and group advice** and regularly attend Department Teaching Committees. Enhancement funding is available to support educators to enrich their curricula, develop new modules and programmes, pilot new learning technologies and access expert consultation throughout those processes. Recent impactful projects include developing and evaluating a simulation for students in Psychological and Behavioural Sciences, introducing a group archival research project in Economic History and creating an online statistics manual for Social Policy students.
44. We foster development, partnership and practice sharing through **communities of practice for educational leaders**. These include regular forums focused on specific education leadership roles as well as those with a subject-area focus (e.g., academic mentoring, student attainment, creative pedagogies). Forums provide spaces for educators to engage in strategic education priorities and learn from the practice of other educators, reinforcing our commitment to education as a collective responsibility across the institution. All educators also have access to an extensive programme of about 60 educational development events a year advancing good teaching and learning practices at LSE. On an annual basis, an average of 530 staff attend these events which are linked to EGI priorities.⁴³
45. **During the pandemic** we supported our teachers to effectively teach and support multiple models of learning through 52 workshops attended by 557 members of academic staff, the **impact of which was reflected in our positive programme level survey scores which remained steady and, in some cases, improved during the pandemic.**⁴⁴ According to a

survey of LSE teaching staff in Spring 2021, the pandemic was a period of accelerated professional development for many. 83% of teaching staff believe they successfully adapted to online learning.⁴⁵

46. We have sought to ground innovation in a robust understanding of what is effective. Since 2017-18, [redacted] have been created in the Planning Division and Eden Centre to support effective monitoring and evaluation at LSE. These posts have contributed to the development of our first Evaluation Strategy and Education Evaluation Framework in 2021, in-depth statistical analyses of LSE grade awarding gaps and assessment patterns, over 100 student projects and the development of a range of data sources and dashboards. This investment by LSE has created a strong foundation for understanding how the School's approach to education affects student experience and outcomes.

The provider ensures a supportive learning environment, and its students have access to a wide and readily available range of outstanding quality academic support tailored to their needs (SE5).

47. We offer a wide range of outstanding academic support to students (both groups and individuals) from within their home departments, as well as from expert professional units across the School.
48. **Our performance against benchmark for the academic support student experience TEF aggregate indicator has improved significantly and is now broadly in line with our sector benchmark.**⁴⁶ This is the result of targeted and consolidated efforts at School and departmental level to strengthen the range of excellent academic support available to all students which we outline below. **Our own surveys demonstrate that students experience excellent academic support at module level (consistently over 80% satisfaction).**⁴⁷ NSS data show that we have improved consistently across all three of the academic support questions between 2019 and 2022 compared to benchmark.⁴⁸ There is some variability across student groups, including UK domiciled students, students with a declared disability and students from some ethnic backgrounds, although the biggest rise within socio-economic groups has been for students from routine occupational backgrounds.⁴⁹ We know that ethnicity and disability also intersect with other characteristics to affect student experiences. We are seeking to close these gaps through the commitments outlined in our Inclusive Education Action Plan (para 82). We see a similar pattern in internal programme survey data, although early statistical analysis of these data suggests that the significance of such differences has decreased over time.⁵⁰
49. **Academic mentoring** is integral to our students' learning and education journey and underpinned by shared School-wide principles. Students have access to a range of academic support in departments including Academic Mentors, Departmental Tutors and professional staff. Each student has a dedicated academic mentor in their home department to keep an overview of their individual students' journey and ensure that they are supported in all areas of their learning and life at LSE. Students and academic mentors are expected to meet at least twice a term. Sessions with academic mentors may be focused on academic, professional or pastoral development and provide opportunity for tailored support and feedback in addition to

module teacher office hours. **85% of students who sought support from their academic mentors in 2020/21 found the experience helpful.**⁵¹

50. Our commitment to academic mentoring is enshrined in our **Academic Code** and forms a key component of our **Inclusive Education Action Plan (see SO1)**. We support our community of mentors to highlight and share good values and practices. Our **Academic Mentoring Portal** provides guidance and resources for both staff and students as to how to get the most benefit from this relationship. Our **Academic Mentoring Community of Practice** is a supportive space where members share good practice and discuss approaches. The community has co-created resources including a set of **principles of academic mentoring** alongside specific guidance. A compulsory session on Academic Mentoring forms part of our New Academic Induction Programme every year. Academic Mentors also have access to **termly development workshops**. Additional support is provided by the Eden Centre who work with departments to situate the practice of academic mentoring within disciplines.
51. LSE LIFE, established in 2016, provides an invaluable home from home for students outside their departments. Integrating three key areas of development for our students, **academic, professional and personal, LSE LIFE is a unique hub**. LSE LIFE supports students in their academic undertakings; to feel connected to each other, to London and to LSE; and to feel connected to themselves and to their future. It does this through providing a wide range of workshops, special events and one-to-one sessions, delivering the School's Student Academic Mentoring programme and acts as a focus for social learning spaces for students.
52. Located in the LSE Library at the centre of our campus, LSE LIFE is immensely popular with students in terms of both student satisfaction and usage rates. In the last complete academic year before the pandemic, 9,695 unique students (about half of whom were undergraduate students) used the LSE LIFE space at least once, totalling more than 215,000 visits. The number of one-to-ones delivered to undergraduate students increased by 31% between 2017/18 and 2021/22.⁵² All in-person options are supplemented by LSE LIFE's **online Moodle environment** allowing students to further their learning in the areas of interest to them and in ways which work best for them. A survey conducted at the end of 2021 indicated a high level of satisfaction amongst students with **97% saying that they were very satisfied / satisfied with their one-to-one appointment(s) and 85% of respondents saying they felt more confident after these appointments.**⁵³ To illustrate typical student feedback received on LSE LIFE:
- "LSE LIFE has been such a stabilising, comforting, and helpful presence
Will always recommend people go to LSE LIFE for anything."*
- "I learned how to approach my topic and how to structure my essay. My mind is now more clear on how to write critically."*
53. Learning and teaching activities target support through hands-on, practical **workshops** on key academic skills, including reading and note-making, academic writing, finding and referencing academic sources and time management. These workshops impact positively on student outcomes with initial evaluation demonstrating that students who engage at least once with LSE LIFE achieve, on average, better year-average marks than students who do not engage, even controlling for prior attainment. This finding also holds true for the tailored **one-to-one**

sessions LSE LIFE provides.⁵⁴ LSE LIFE also supports the development of skills at departmental level through co-created and delivered **bespoke offerings**.

54. Recognising that students sometimes prefer to seek support from peers rather than tutors and/or central services, we champion student-led and student-created initiatives. School and departmental support for academic mentoring is supplemented by the **Student Academic Mentoring (SAM) Programme** a highly successful student-designed and student-led programme matching second- and third-year undergraduate students with first year students to help them get off to a good start with their studies. In 2021-22, the SAM programme supported 189 mentors across 14 undergraduate departments, who in turn connected with over 600 mentees.⁵⁵

In addition, during the pandemic all departments established **peer study groups** for their students to support learning and community while students were online and separated from LSE. Following an evaluation of this experience, we are developing a typology of different approaches to peer study groups.

55. Other specialist areas offer academic skills development and support enabling students to deepen their disciplinary learning as well as broaden their skill sets. Students are encouraged to be pro-active in choosing activities which most effectively support their development and interest. Through the LSE Library, which has designated status as the British Library of Political and Economic Science from the Arts Council England, **our students have access to one of the largest social science libraries in Europe**. This extremely rich collection of primary and secondary resources connects students to LSE's founding mission through several curated archives including the Charles Booth archives, Social and Welfare and Social Security and the Women's Library. In 2021/22, 1,000 students studied archive materials as part of their modules with five departments integrating archival material in undergraduate research projects.⁵⁶
56. The **LSE Library** runs multiple sessions during Welcome Week as well as attending programme inductions to introduce the library and dedicated expert departmental librarians to students. Across all users, there were over 900k library visits in 2022 with 82% of students agreeing that library resources support learning.⁵⁷ Students benefit from over 2,500 study spaces, including an undergraduate study room with 60 bookable seats. Undergraduate students have priority access to space and to collections (physical and digital).
57. The **Digital Skills Lab** provides targeted support for quantitatively focused academic work and offers courses in a range of areas including Python, R, Blockchain, AI, Coding, and NVivo, alongside many other specialist research tools. These courses support our students' development as researchers and can be taken online, via Moodle, at whatever pace is most appropriate. In 2021/22, nearly a third of undergraduate students engaged with Digital Skills Lab courses via Moodle, with nearly 50% of first year students engaging with these courses.⁵⁸ Students can supplement this learning through in-person support provided via workshops and one-to-one peer support to consolidate their digital skills. The **Language Centre** runs both pre-sessional and in-sessional English for academic purpose courses to support our international students. Additionally, the Centre offers English for Academic Writing courses and opportunities

58. We have improved central communication channels to enable all students to access the support they need and collaborated with LSESU in 2020/21 to produce the **Student Support Map**, a student-created resource designed to help students navigate the breadth of support available to them at LSE. During the pandemic, students sought support from, on average, 6 different places at LSE ranging from their own academic mentor to professional services staff in departments and LSE LIFE.⁵⁹

Physical and virtual learning resources are tailored and used effectively to support outstanding teaching and learning (SE6)

59. LSE has made **significant strategic investment in our physical and virtual learning resources** to support outstanding teaching and learning. **In the 2022 NSS, student satisfaction with IT resources, library resources and access to course-specific resources stood at 80%, 82% and 89% respectively.**⁶⁰ TEF data also reveals that student satisfaction with the learning resources aggregate indicator is broadly in line with our TEF sector benchmark and gaps between split indicators, in terms of performance in relation to split benchmark, are small (apart from for subject split, para 14 and 48).⁶¹
60. LSE2030 commits to delivering a world class estate with over £73.5 million invested in two major new academic buildings, the **Centre and Marshall Buildings**, which have received multiple architectural and environmental awards.⁶² **Students were engaged at every stage of their design and development processes as well as being major stakeholders in the Post Occupancy Evaluations with 97% agreeing that the Marshall Building improves teaching and learning and around 90% saying both buildings are of a standard to attract world class students.**⁶³ These buildings' lower floors have been deliberately focussed on providing state of the art teaching and learning facilities including 760 additional seminar room seats, 960 additional lecture theatre seats, and 1698 additional seats in social learning spaces.
61. In 2018 the School embarked on a phased ten-year programme to upgrade its existing teaching and learning spaces. New classrooms are designed to be as flexible as possible and equipped with **technologies and furniture to support collaborative and active learning**. New room layouts support small group working, with technology to enable screen sharing by individual students. Significant technology upgrades to teaching rooms include installation of high-quality microphones and multiple screens to facilitate lecture capture and hybrid teaching. As part of our focus on consistency and equity of student experience, all undergraduates now have access to a dedicated departmental common room or study space.
62. A digitally rich learning environment enhances our students' education and better prepares them to progress beyond LSE. We have implemented a range of innovations through departmental consultation, policy development and targeted pilot initiatives. The pandemic expedited institutional investment in our digital infrastructure and prompted enhancements across our digital education services. We prioritised enhancing digital accessibility and consistency of use of our digital tools and platforms. We reviewed our virtual learning environment and established **LSE Moodle Baselines** grounded in educationally sound design principles. Particular emphasis has been placed on accessibility and usability across Moodle pages. **Our internal module surveys have shown an improvement in student satisfaction with the usefulness of Moodle, with third year student satisfaction rising from 88% to**

93% over the TEF period. We also note that satisfaction across departments has become more consistent with the spread narrowing from 33% to 9% over the same period.⁶⁴

63. **All lecture content is recorded by default**, which has led to the doubling of the number of lectures available to all students for review and self-tailored learning. During the pandemic 81% of student survey respondents agreed that access to recorded lectures supported their learning.⁶⁵ In 2022, we introduced the online accessibility tool **Yuja Panorama** to all departments giving students control of how they interact with Moodle resources and assessments; to date over 35,000 alternative formats have been downloaded via the tool.⁶⁶
64. We successfully pivoted our assessments online in 2020 and 2021; lessons from this experience are being taken forward as part of our **assessment digitisation project**. The widespread enthusiasm for digital assessment and feedback is reflected in the rate of adoption: 250k assessments were submitted online in 2020/21, an increase of 258% compared to 2018/19. Digital feedback has been provided on 92,231 assessments (an increase of 51%).⁶⁷
65. **The Digital Education Futures Programme** articulates LSE's vision for transformative digital education. It consolidates our learning from the pandemic and embeds robust foundations upon which to build our offer to students. **Gradescope**, an assessment platform that supports marking and feedback was introduced in 2022 for quantitative disciplines. **Online exams** are now centrally supported. **In-person digital exams** will begin in 2023. In 2022 we adopted a policy to enable students to use **Turnitin** as an academic writing development tool in support of maintaining academic integrity. **Hybrid classroom technologies have been installed in all 135 teaching rooms** enabling lecturers to bring in external speakers. We are **reviewing all educational platforms and tools** to ensure they work for students and teachers, with a view to integrating new digital tools to enhance learning and teaching.

The provider embeds engagement with its students, leading to continuous improvement to the experiences and outcomes of its students (SE7)

66. Through repositioning of students at the centre of our community, we have prioritised student engagement through a focus on strengthening **students' voices and feedback mechanisms**; developing our **relationship with LSESU**; introducing **student partnership as a core principle and practice**; and bolstering **student academic representation**. We are proud that our approaches have resulted in improvements and remain committed to collaborating with our students to find creative School-wide solutions for improving student voice.
67. Overall, we have moved from being 9.9ppt materially below benchmark for the **Student Voice** indicator, to 2.4ppt below benchmark in 2021/22 (broadly in line with benchmark). Our aggregate position over the four-year TEF period is 4.4ppt below benchmark. Similar levels of satisfaction are apparent across most of our student groups by split.⁶⁸ We have strong channels and opportunities through which students provide feedback but, like most of our peers in the Russell Group, we still have more work to do to demonstrate how we are taking our students' insights on board. However, as the NSS figures below illustrate, we have improved from 10ppt below benchmark on Q25 in 2019 to 3.5ppt below in 2022.⁶⁹

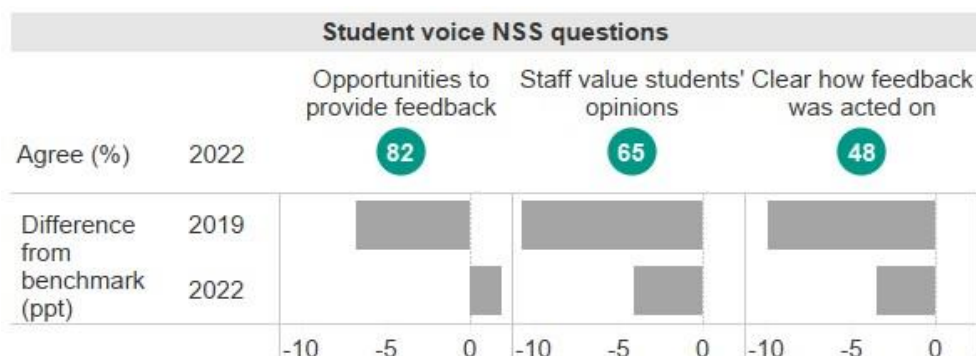


Figure 2 Student Voice NSS question 2019-2022

68. Since the 2017 TEF we have introduced mechanisms to review student survey responses by characteristic to identify instances where students have differing experiences, through quantitative and qualitative analysis. **Data and analyses, often co-authored with students, are shared across LSE to inform practice and shape policy changes and other initiatives.**
69. Over the TEF period we have had **a highly collaborative and productive relationship with our Students' Union** improving effective engagement with our diverse, highly international student body. The LSESU conducted a comprehensive democracy review in 2022 the recommendations of which are now being implemented. We have co-developed new approaches to student engagement and partnership, co-led our flagship student partnership programmes, and collaboratively improved student academic representation. **Elected Sabbatical Officers play key governance roles through membership of Council, Academic Board, and many delegated committees.** In 2019 the LSESU General Secretary co-created with us the key metrics by which the progress and success of our Educate for Global Impact strategy is measured. Throughout the pandemic LSESU officers were active members of key pandemic planning and response groups.

'The Covid-19 pandemic was an immensely challenging period for both the Students' Union and the LSE itself...We were able to offer serious and constructive challenge to the LSE's plans, while also inputting ideas to make the university experience safer and more enjoyable for students and staff.'

it was clear the LSE saw students as co-creators of change. They championed the talents and ideas of the student community and hustled to make things better when they fell short. Sometimes it can be difficult for Student Unions and Universities to connect and collaborate, due to the innately political side of the former. Through actively maintaining an open dialogue and mutual respect, LSE were able to learn, listen and lead in partnership with the SU to drive forward our shared mission: to make the LSE student experience the best that it can be.'

70. At the School level, we have **structurally prioritised student engagement** through the introduction of several important new roles. At the highest level, in May 2022, **we appointed**

who meets every week with the SU

Sabbatical Officers. has co-led School-wide partnership initiatives. Locally, many academic departments have appointed new student experience and engagement officers; **the Student Engagement and Experience Network is a vibrant, active staff community of practice with over 150 members.**

71.

following a successful two-year pilot, rolling out Unitu (a feedback platform created by an LSE alum) across LSE to further facilitate response loops with our students.

72. LSE has a **network of 676 Student Academic Representatives** who represent student views via **Student-Staff Liaison Committees (SSLCs)**. Departments organise termly meetings, with co-chairing arrangements between students and staff. A **Student Voice and Feedback Working Group**, with membership from across LSE and LSESU, has **developed guidance, expectations and minimum standards** to increase the consistency of SSLC practices between departments. For example, the Department of Finance sends an agreed summary of action points to all students, and rates them using a traffic light system so all students know which actions are being taken forward. The BSc Finance satisfaction scores, at 75.7% are one of the highest in the School for the NSS question, 'it is clear how students' feedback on the course has been acted on'.⁷⁰ Three Student Academic Representatives from each department are elected to sit on the biannual **Undergraduate Consultative Forum**. Meetings are chaired by LSESU members and senior LSE staff and focus on cross-departmental and institutional issues with 75% of meeting time dedicated to student agenda items. Meetings report to the Student Experience Sub-Committee, surfacing key points and actions to School-wide leadership. This approach to student academic representation embeds student perspectives at the centre of School decision-making.

73. Through LSE2030, we have **championed a more holistic approach to student engagement through student partnership**. In addition to flagship student partnership initiatives, we have deployed a set of **student partnership principles** to foster respectful, equitable and inclusive engagement with students across the School.

74. LSE **Change Makers**, a flagship collaborative programme between LSE and LSESU, funds students to undertake independent academic research focused on education and student experience at LSE proposed by departments and students. Since its introduction in 2018, it has funded 91 completed projects involving 183 students, 46 with a departmental focus.⁷¹ Projects have generated change within our community. For example, a student Change Maker project on inclusion plans resulted in eight concrete changes to LSE-wide including the introduction of a student narrative of their condition and needs into inclusion plans, and the reviewing of the language used to ensure clarity and where possible links to LSE policies. In February 2021, LSE SESC agreed an enhanced process for monitoring and disseminating Change Makers research and recommendations, including SESC monitoring and oversight.

75. The **Student Education Panel (SEP)** has empowered 152 students over the past three years. Bringing together a cross-section of students from the LSE community, the panel meets five times per year to discuss education-related subjects and shape change. Students are invited to reflect on their varied personal experiences, engage in dialogue with educators, leaders and their peers, and help shape future education enhancements. Student-authored summaries of

these meetings are shared with the School community on publicly accessible webpages. Topics have included assessment and feedback enhancement and inclusive education. SEP members impacted on proposals for the redesign of the module-level teaching survey in 2021-22, shaping approaches to streamlining and closing the feedback loop. **Panellists agree that SEP is an engaging and welcoming environment where they felt their contributions are valued and their voices are heard.**

"I really found the whole experience very fulfilling. I felt that we were a group of students that all came from different backgrounds, brought different concerns together ... who really wanted to make a change."

76. Students are engaged in the **practical review and implementation of education policies and processes**. In 2017 we partnered with undergraduate students to deliver an **Undergraduate Programme Review**. Departments were encouraged to develop submissions with students and student representatives sat on School and departmental review panels. Our periodic programme review in 2023/24 will allow us to increase student engagement in this process. Students are active members of our School-level programme and module approval committees. All departments have representatives on their **Department Teaching Committees** and some include representatives on other departmental committees. **Student consultation** is an important part of scoping change programmes such as Digital Education Futures with student representatives also sitting on Programme Boards. Departments are encouraged to embed active partnership approaches with their students. The Department of Government successfully partnered with students to develop a Student Experience Strategy and the Department of Psychological and Behavioural Sciences co-developed their undergraduate programme which achieved 100% satisfaction in 2022.⁷²

STUDENT OUTCOMES

The provider deploys and tailors approaches that are highly effective in ensuring that its students succeed in and progress beyond their studies (SO1).

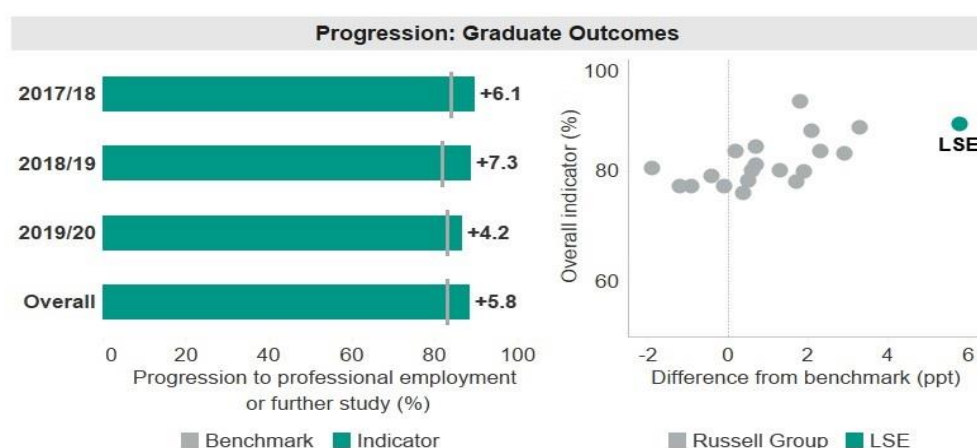


Figure 3 LSE's outstanding Graduate Outcomes

77. We have outstanding student outcomes across all student groups. This is reflected in our overall TEF indicators for continuation (para 86-88), completion and progression

(para 89-95) which demonstrate outstanding levels of success for our students, with both aggregate and split metrics showing our students at or above benchmarks.

The graphic above highlights our consistently outstanding student outcomes in relation to benchmark, and in the context of the Russell Group, for the TEF progression indicator.⁷³

78. The School remains deeply committed to widening access to an LSE education for students from all backgrounds. This is articulated in our latest Access and Participation Plan which commits to an increase in enrolments for students from underrepresented groups and details our plans for more intensive, sustained pre-entry engagement with target groups and continuing to work in collaboration with partners. **The most recent data from OfS (2020/21) shows that we are on course to exceed our access targets around socio-economic indicators, and already exceeding our 2025 targets for access by disabled and Black students.**⁷⁴ This year, we also established a Contextual Admissions Working Group to further develop our work in this area, including identifying potential enhanced support around transition and welcome for students who have received a contextual offer.
79. We support our students to achieve outstanding outcomes by fostering a high quality, consistent, inclusive education experience from the moment they join LSE and as they progress through and into employment and future study. Ensuring that students are confident to undertake their learning is a driver for our pre-arrival activity. Our online **Prepare to Learn** pre-sessional course introduces our students to life at LSE, the academic skills they will develop and the support services available. When surveyed, 73% of respondents agreed that the course was good or excellent, and internal statistical analysis found a significant positive correlation between active engagement with the course and better year-end grades.⁷⁵ Two thirds of our departments provide their own pre-sessional courses, foundational modules, or discipline-specific ways of learning embedded across programmes with a similar number providing reorientations for students continuing in years two and three.⁷⁶
80. Our orientation programme, **LSE Welcome**, is now in its third year following a radical overhaul in response to student feedback. It has been co-led at every stage with the LSESU and designed entirely with students in mind. ***‘We were all governed by the principle of what will make students feel part of LSE and how can we work together to make it happen. We were strategic, collaborative, and ambitious and the impact on Welcome Week was transformative.’*** The programme focuses on transitional support, pedagogic scaffolding, and the provision of central support services to enable our students to successfully settle into their new academic lives. **73% of students surveyed over the past three years found that Welcome helped them to feel confident in studying.**⁷⁷
81. We are committed to enabling an inclusive educational experience. We believe that an inclusive education dismantles the traditional dominant structures in higher education, benefits everyone and is integral to supporting all students to achieve outstanding outcomes. LSE’s **Inclusive Education Change Programme** takes a broad approach to inclusion, welcome, and belonging, and incorporates the School’s **Inclusive Education Action Plan (IEAP)** and **Student Mental Health and Wellbeing Framework (SMHWF)**, which both address our commitments to student success under the **Access and Participation Plan (APP)**. We have invested significantly in recruiting a dedicated Inclusive Education team, enhancing evaluation

capacity, and employing project managers to support the APP and SMHWF, whilst building coordinated and interlinked institutional governance and delivery structures.

82. **The Inclusive Education Action Plan** developed based on internal institutional and sector-wide research, advances five areas of work in partnership with students: **academic mentoring, inclusive pedagogies, curriculum enhancement, building anti-racism and developing higher education identities**. Designated activities under each area will benefit all students. In addition to enhancing our academic mentoring (para 49-50), achievements and projects we are particularly proud of include: the introduction of a reflective inclusive education mapping exercise for module conveners; several staff/student research collaborations examining, diversification and decolonisation within the curriculum and two workshop series to support staff to build anti-racism into their everyday practices.
83. Given pandemic-related challenges, it has not been possible to measure consistent impact of these initiatives but there are indications of progress. We have undertaken an internal analysis of module-level grade awarding gaps for home UK undergraduates, drawing on sector data and with academic support from our Statistics Department. **Recent analysis shows that, during 2020, many of the longstanding grade awarding gaps based on ethnicity and disability narrowed and, in many cases, closed.**⁷⁸ We have established a cross-institution working group with academics to conduct research on the impact of students' socioeconomic background on their studies to identify areas for further action.
84. Supporting our students' mental health and wellbeing remains foundational to creating a rewarding, supportive learning environment in which our students can succeed, especially following the pandemic. Our **Student Mental Health and Wellbeing Framework (SMHWF)**, adopted in early 2020 and informed by internal student wellbeing surveys, explicitly aligns with the UUK Stepchange Framework recommendation of a whole-institution approach, the principles of the Student Minds Mental Health Charter, and UUK guidance on suicide-safer universities. The SMHWF is comprised of three key themes: changing academic cultures and practices; instilling a sense of belonging; and promotion, prevention and provision, primarily driven through our **'You've Got This'** communication campaign. Initiatives range from awareness raising, community building activities, to peer study groups and assessment redesign, all with a view to creating a healthier learning environment. We have significantly expanded and redesigned our central Student Wellbeing Services, investing an additional £558,000.⁷⁹ We have created a single point of entry for students to access an initial wellbeing appointment followed by referral on to advisers and counsellors and partnered with an external provider of immediate 24/7 phone support. We are embedding good mental health practice across our community with an all-staff introductory online training course, a network of over 250 Mental Health First Aiders and
85. **Students with a declared disability are further above their benchmark for progression than those with no declared disability** with tailored approaches for careers (para 95). We are committed to supporting all students with additional requirements, including those with a declared disability. We have overhauled our technical support infrastructure, developing specific Salesforce solutions to underpin our new **'My Adjustments'** process which aims to simplify and make transparent the application of individual teaching, learning, and assessment adjustments.

There are outstanding rates of continuation and completion for the provider's students and courses (SO2)

86. **Our students achieve outstanding continuation and completion outcomes. Across the four continuation cohorts included in TEF, LSE students continued on their course (or qualified), against a high benchmark. Further, LSE students included in the completion cohorts gained a HE qualification (or were continuing their studies) by the indicator census point.** Outcomes across our different student groups are broadly similar: we have no student groups where the continuation and completion indicators are materially below benchmark with strong certainty.⁸⁰
87. In-year resits were progressively introduced from 2018/19 onwards. We recognised that we were significantly out of line with the sector and prioritised this change, directing significant support to ensure its success. All students at the undergraduate level can now re-sit their assessments in the same academic year.
88. Research, undertaken by a Graduate Intern, into why students with a declared disability have a slightly higher likelihood of non-continuation yielded targeted recommendations which we are now implementing.⁸¹ These include bespoke academic mentoring sessions on student mental health and expanded support for transitions throughout students' time at university.

There are outstanding rates of successful progression for the provider's students and courses (SO3)

89. **LSE demonstrates outstanding rates of successful progression for our students.** We are rated as one of the top universities in the world for employment outcomes, with a score of 99.9 out of 100 in the **2023 QS World University Ranking**.⁸² LSE placed joint second for the 'Career after 15 months' metric in the **2023 Guardian University Guide** (replicating 2022),⁸³ top in London for the Guardian's 'Valued added' measure in 2022 and sixth for the 'Graduate prospects' metric in the **2023 Times Good University Guide**.⁸⁴
90. **At the overall indicator level, 88.3% of LSE graduates (on a 62% response rate) reported progression to managerial or professional employment, further study or other positive outcome – materially above the 82.5% sector benchmark by 5.8 percentage points. Looked at by survey year, LSE graduates have consistently been materially above the benchmark for progression by between 4.2 to 7.3 percentage points.** We are above sector benchmark at the split indicator level as well. **At the subject level, LSE graduates were uniformly above the sector level benchmark for progression by between 3.1 and 10.6 percentage points.**⁸⁵ This success stems from our approach to supporting progression which is delivered through innovative careers support and exposure to a range of value-added experiential opportunities.
91. Understanding and meeting the needs of our diverse student body is our priority. In 2021, **LSE Careers and LSESU developed a new working relationship to meet the needs of our students more effectively,**
- The Student Advisory**
- Group (SAG)**, made up of students, has further enhanced mechanisms for formal and regular consultation and input into careers initiatives. Changes resulting from student feedback

include involving more students with work experience in our events programme and offering more distinct undergraduate events.

92. LSE Careers provides ongoing wraparound support tailored to our students' differing stages of career readiness via our four stage **Career Development Cycle (CDC)**: Understand, Explore, Experience, Implement. For some, this means immediate access to information, guidance, resources; for others, it involves providing reassurance and encouragement to take the time to focus on and enjoy their studies, reflect on what they want, giving them the confidence to engage fully in university life. Our provision supports our international students, as well as providing extensive UK-based opportunities. **Industry insights inform the creation of opportunities which enhance learning via the core curriculum and give our students the best chance to secure excellent employment after graduation.**
93. In partnership with small, medium, and large employers (6643 organisations since 2018),⁸⁶ students and other internal and external stakeholders, we have developed an outstanding **LSE Careers Work-Based Learning Programme** to support students to gain valuable work experience, grow as reflective practitioners and boost their career confidence. This programme exposes students to a variety of different opportunities including the **Micro Internship Programme, Consultancy Projects, Coding Challenges, Work-Shadowing Scheme and virtual work-related learning**. These opportunities (1,116 in 2021/22) create and develop skills that help students to envisage their potential in an industry context.⁸⁷
94. LSE students are active entrepreneurs aspiring to shape and make an impact in the world. In 2018 we launched **LSE Generate**, an entrepreneurship incubator to support our students' aspirations to build socially responsible businesses around the world. **3000 students a year, including a significant number of undergraduates, participate in LSE Generate activities.** The **LSE Generate Accelerator** offers a three-month programme, in partnership with Alumni, for successful applicants to develop, scale and pitch their venture. In 2022 LSE was Outstanding Entrepreneurial University of the year in recognition of this work and our impressive number of successful start-ups.⁸⁸
95. LSE provides outstanding careers support to all our students as well as delivering targeted Equity, Diversity and Inclusion programmes across five strands: disabled students, BAME, Social Mobility, LGBTQ+; and Women.
- who focuses on the transition to employment for students who have a disability, an **alumni mentoring scheme** and panels on breaking down barriers and mental health. U working with LSESU to provide wraparound support for our BAME mentoring programme.

The provider clearly articulates the range of educational gains it intends its students to achieve, and why these are highly relevant to its students and their future ambitions (SO4)

96. TEF has provided the opportunity to crystallise and distil the value of an LSE education and codify those benefits into an overarching framework. We will develop our approach into a dynamic, personalised and reflective developmental tool that students can use and which supports continued measurement and evaluation of the gains themselves.

97. We adopt a broad conceptualisation of education and academic experiences, articulated in the graphic below. Drawing on recent literature⁸⁹ we situate degree outcomes as part of our understanding of educational gains whilst recognising that the value students can gain from their time at university extends beyond their degree programmes (SE1, SE2). Educational experiences beyond the curriculum provide vital spaces to practice, develop and master these gains in authentic and applied contexts (para 36-38).

98. **Educational gains at LSE are conceptualised across four interconnected dimensions** reflecting the ways our students holistically develop through their degree programmes as well as their multiple opportunities for civic and social engagement:

- The **Thinking self** reflects the wide range of knowledge and skills students develop on their programmes to become critical investigators and creators of knowledge.
- The **Learning self** reflects the ways we empower our students to be autonomous, self-regulated and confident learners.
- The **Principled self** reflects the values and perspectives of our open minded, globally engaged community.
- The **Connected self** reflects our commitment to supporting students to become collaborative thought leaders and change makers.

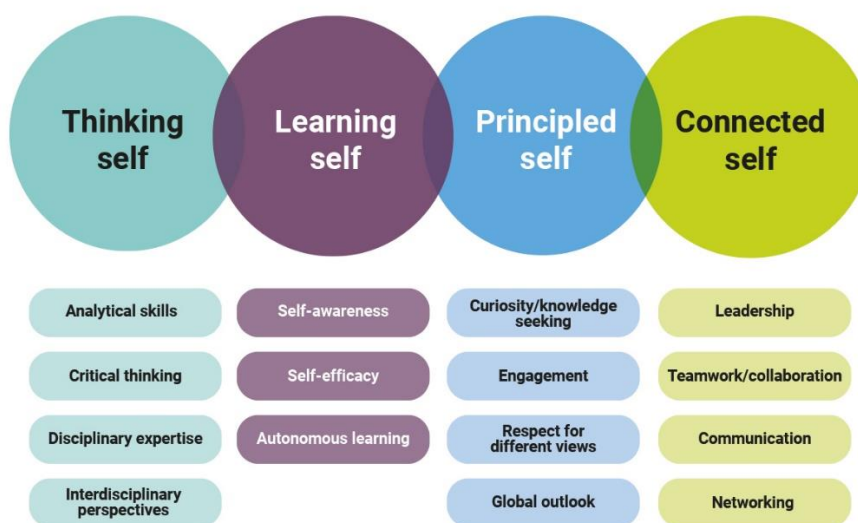


Figure 4 LSE's Educational Gains Framework

The provider's approaches to supporting its students to achieve these gains are evidence-based, highly effective and tailored to its students and their different starting points (SO5)

99. Our approaches to supporting students to achieve these gains are informed by the expertise of our community, the experiences of our students and the success of peer higher education institutions. In articulating a shared understanding of LSE's educational gains, we consulted with LSESU, our alumni, teaching and academic colleagues and the insights of employers. We have engaged with the literature from OfS' previous programme of work on Learning Gain, considered what may be measurable and sought to align all inputs with our strategic plans.

100. **We recognise that LSE students are an exceptional group of ambitious, intelligent, socially and entrepreneurially minded individuals** who have a broad range of skill sets before they reach us. Both our core curricular offer and our wide range of co- and extra-curricular activity, support our students to achieve educational gains in different ways.
101. **We support students through scaffolding and stretch embedded within degree programmes (SE2).** For example, we have introduced resources to encourage departments to adopt assessments and educational practices that support the development of certain gains (the thinking self) and have already seen positive trends. The proportion of students who experienced at least one assessment per year designed to develop research skills increased from 31% in 2018/19 to 44% in 2021/22. 76% of students in 2021/22 experienced at least one assessment per year designed to develop critical thinking compared to 66% in 2018/19, with the largest increase in quantitative disciplines (from 48% to 64%).⁹⁰ We will further embed and evaluate these and other enhancements through our periodic programme review (para. 25). **Through co- and extra-curricular activity, we also encourage students to stretch the boundaries of their skills and apply them in different contexts in line with our educational gain dimensions.** Some of these have been described earlier in the submission including LSE Groups, LSE Change Makers and LSE Generate (para 37, 74, and 94).
102. **Our articulation of educational gains at LSE into four self'-focused elements recognises the different ways in which our students develop, ensuring we can support them as individuals with different starting points and aspirations.** This personal lens will also allow our students to use this framework to reflect on and actively engage in their own holistic development. We will work in partnership with our students to further develop this.

The provider evaluates the gains made by its students, and demonstrates its students are succeeding in achieving the intended gains (SO6).

103. Our mechanisms for measuring educational learning gains are currently centred on degree and graduate outcome measures. We intend to absorb this into a broader approach that takes account of the different perspectives of our students and wider community. We will draw on sector practice, prioritise the use of existing evaluative infrastructure, as well as new tools we have at our disposal to develop our approach to demonstrating impact.
104. We are currently working with **The Brilliant Club** to explore whether their validated survey scale could be used to track student development over time to enhance our measures of learning gain.⁹¹ We propose to use these validated scales to map student trajectories over the course of their study. With a range of tools being deployed within the sector, we will continue to develop the LSE framework for educational gains drawing on emerging practices and in collaboration with our students.
105. In mapping student trajectories, we will use our existing survey structures to engage with students at various points in the academic year and introduce new points of engagement where we identify gaps. We will continue to include regular questions in the LSE Alumni survey asking our former students to reflect on the most valuable aspects of their LSE education and engage with employers to reconcile our strategies with their needs and requirements.

106. By embedding LSE's Education Evaluation Framework across Educate for Global Impact change programmes, we are linking these School-wide insights back to specific activities. All change programmes will develop Theories of Change that clearly identify intended impacts and underlying mechanisms of change. Where relevant, this will include clarifying contributions to students' educational gain. This approach will enable us to identify objectives for evaluation and further research, so that we can clearly demonstrate the impact of activities on students' educational gain and improve activities that do not yet deliver it.

Concluding summary

107. We have made huge strides over the past four years to transform education and the student experience at LSE. Even though we had outstanding outcomes data in the first TEF exercise, improvements were required across many areas of student experience. Complementing the TEF indicators 2022/23, our narrative and institutional data evidence the profound transformation of our School. **We demonstrate excellent student experience with some outstanding features and outstanding student outcomes with some truly exceptional features across our student population.** Through our LSE Curriculum Shift during the pandemic, we bucked sector trends and maintained, and even improved, our performance on certain indicators. We have done this through a fundamental repositioning of students at the centre of our scholarly community, collective ownership and responsibility for this process of change and working in partnership with our students in every area. We would like to thank our Students' Union for their engagement in this process. We value their critique and agree, as reflected in our submission, that there remain areas for further improvement. We are proud of our successful record of collaboration with LSESU over the past four years and look forward to continuing to collaborate positively and creatively for the good of all our students.

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