

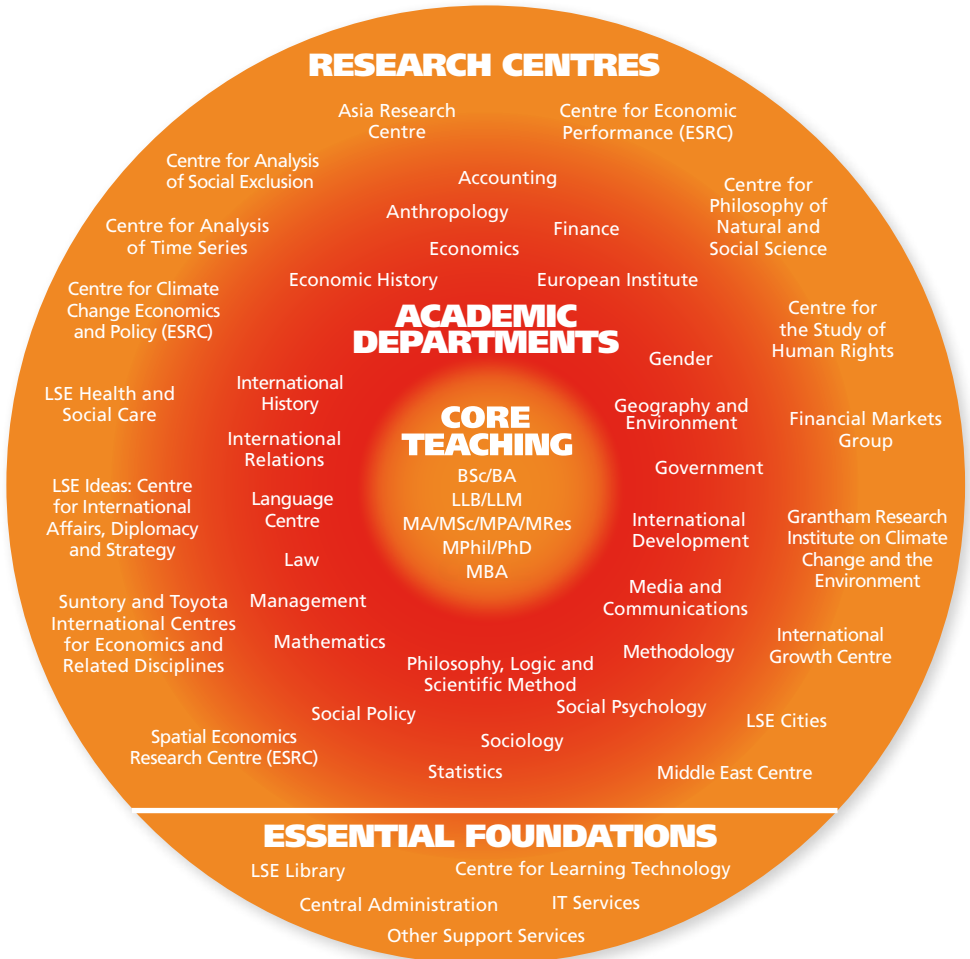


THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE ■

Strategic Plan 2011-16



LSE in Profile



The London School of Economics and Political Science (LSE) is one of the world's foremost centres for social science teaching and research. This profile illustrates the breadth of academic expertise in the School's academic departments and research centres. All academics are involved in teaching and research. Teaching is organised by departments and by inter-departmental collaborations, while research is based in both departments and in major single and interdisciplinary research centres and groups.

Contents

- 1 Chairman's foreword **4**
- 2 Our vision **5**
- 3 Our values and commitments **6**
- 4 Director's statement **7**
- 5 The School's Priorities and essential foundations:
 - Teaching and student experience **10**
 - Research **11**
 - Engagement **13**
 - Essential foundations **16**

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1 Chairman's foreword

This Strategic Plan is a statement of the School's purposes, aspirations and intended actions between 2011 and 2016.



This is a turbulent time for UK higher education. Key challenges include preparing for the radically new student support arrangements for UK and other EU

undergraduates, which take effect for new students from 2012, and adjusting to sharp reductions in direct government support for teaching and to some extent research. Our determination to keep the School on a sound financial footing, to honour our commitment to research excellence and an outstanding student experience, is more important than ever.

Alongside issues facing the whole sector, LSE faces another level of challenge arising from the lessons we must learn from our engagement with Libya. Lord Woolf's Report into our links with that country was released shortly before this Plan was finalised. The Report identifies a number of mistakes made, and sets out fifteen recommendations to improve our systems of governance and oversight. The Report makes uncomfortable reading at times. But I remain convinced that we were right to address the issue in such an open and transparent way.

My remarks may seem somewhat downbeat. In fact I am full of optimism for the future. I am certain that under the leadership of Professor Craig Calhoun from 2012, LSE will go from strength to strength as one of the world's leading social science universities. And implementing the recommendations of the Woolf Report, some of which are reflected in broad terms in this Plan, will make the institution stronger in an increasingly competitive world.

This Plan is designed to guide every member of the LSE community and I commend it to you.

Peter Sutherland KCMG



2 Our vision



Our vision is

- to deliver challenging research led degree programmes in an environment that supports learning and develops independent thinking among our students;
- to ensure that our research and teaching remain at the forefront of the social sciences, addressing the evolving challenges of society;
- to be among the most internationally-oriented centres of social science excellence in the world;
- to extend our engagement with society across our full academic portfolio and in key regions of the world and
- to enrol the best students from around the world to benefit from, and contribute to, the learning environment at the School.

3 Our values and commitments

In all that we do as a university we hold to the following values and commitments:

Integrity: we will develop new procedures to uphold the highest standards of ethics and conduct.

Intellectual freedom: we will defend and promote the right of all staff, students and the wider LSE community to express their views freely in the pursuit, advancement and dissemination of knowledge in a spirit of mutual respect.

Excellence in education: we aim to cultivate graduates of distinctive quality with a breadth and depth of knowledge, the capacity for independent critical thinking and an awareness of global economic and political issues.

Excellence in research: we aim to be a world-leading centre of social science research, both in terms of fundamental academic outputs and associated public benefits.

Engagement: we will promote interaction with the wider world so that the insights of the social sciences are disseminated as widely as possible for the improvement of society.

Supporting the LSE community: we are committed to involving and encouraging our 102,000+ alumni in almost every country of the world and the LSE Alumni Groups and Contact Networks in 74 countries to take an active part in the spread of LSE values and in the development of the School.

Respect for the environment: we will manage the School's resources in ways that meet the needs of the present without compromising the options of future generations.

Equality and diversity: we will promote equality of opportunity for students and staff from all social, cultural and

economic backgrounds. We will uphold a culture free of discrimination on the basis of race, disability, gender, age, religion, belief or sexual orientation.

Participation: we will encourage the involvement and collaboration of staff, students, alumni and governors in the development of the School as an essential part of our organisational culture.

Good governance: we will continue, through the Court of Governors and the Council, to aspire to the highest quality of governance, fully complying with the standards required of universities.

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I am a strong supporter of internship schemes. They offer young people the opportunity to

develop the skills they need for the workplace. For this reason I have been happy to take LSE interns for the last few years through the LSE parliamentary internship programme. The interns have undertaken key research projects for me personally and I have found them invaluable and of a consistently high quality. I have also enjoyed staying in touch with them as they progress in their careers. ”

David Willetts MP, minister for universities and science

4 Director's statement

By the time this Plan is published, I will have been director of LSE for some nine months. It has been an extremely busy period, and the coming year promises to be equally so.

Howard Davies served as director with great distinction from September 2003 until his departure in April 2011. His contribution to the School and his drive and commitment to improving it cannot be questioned.

The end of my own tenure is in sight with the recent appointment of my successor, Professor Craig Calhoun of NYU, who will join the School on 1 September 2012. He is an outstanding academic and an excellent choice to steer the institution forward.

I hope he will find the job as rewarding and stimulating as I have, and that he will experience the same level of commitment and support that I have been fortunate enough to enjoy from my colleagues.

The Woolf Report, published on 30 November, contained some serious criticisms about governance and information flows in the School. All fifteen recommendations

made in the Report have been approved by Council and an extensive programme of implementation has begun. High level reviews of the governance and management implications are

also being conducted. This Strategic Plan takes account of the importance of this work, while keeping its focus on the mission of the School and its continued development in line with our strategic objectives.

The Higher Education sector in the UK is entering a period of greater uncertainty, with more competition for students, staff and research funding. We must improve our facilities, increase our research impact and delivery of public benefit, attract students with the best potential to benefit from an LSE education whatever their background, and ensure that they get the most out of their time at LSE. Maintaining our reputation as a leading research-led university is critical to our ability to attract and retain high quality staff, recruit the best students and continue to develop innovative teaching programmes. We must have the ability to compete internationally with the best universities in the world.

There is no doubt that LSE staff are producing high quality research and are performing very well against available indicators. We are actively preparing for the 2014 Research Excellence Framework, which will evaluate the quality of our research and its impact, and hope to emulate our outstanding success in the 2008 UK Research Assessment Exercise.

Key to our aspirations in research are enhanced funding and support. It is evident that we cannot rely on increased direct government funding. Instead we must develop a wide range of alternative





In July LSE won an award for the “Best Widening Participation Programme” for encouraging inner-

city students to go to university. I attended a special award ceremony at the House of Lords, co-hosted by Lord Wei and the charity Excellence in Education, with my colleague Naomi Collett. LSE has been involved in widening participation and access initiatives since 1998. We recognise that under-representation is directly linked to broader issues of equity and social inclusion and the widening participation team here at LSE works within these contexts to ensure equal opportunities for disabled students, mature students, women, men and BME students in higher education. Inner-city pupils often face considerable barriers to higher education, so we focus on attainment and aspiration raising activities. We have delivered various widening participation initiatives for over ten years and although this is extremely rewarding work in itself, it was nevertheless exciting for this work to be recognised through this award. ”

Alexandra Smith, LSE widening participation coordinator

funding sources and ensure that our research makes a real contribution to our academic priorities and reputation.

LSE’s long term sustainability depends on its ability to attract high quality students into our teaching programmes. At undergraduate level the government’s reforms represent a considerable challenge for the whole Higher Education sector, as grants from HEFCE decline and are replaced by increased fees for UK and European Union students. In LSE’s case, by 2014-15 we expect to receive almost no government funding for teaching. LSE is better placed than most institutions to respond to increased competition and potential shifts in student demand. We still have a very high number of applicants per place, and for Home/EU places our applicants per place are well above competitor institutions in most subject areas. A high proportion of our students go on to graduate level jobs and they still command relatively high salaries for their first job. But there is no room for complacency. Teaching quality, the teaching infrastructure and the overall student experience will be of even greater importance than in the past. We will have to work even harder to improve levels of student satisfaction. The work of the Teaching Task Force is already bearing fruit, but there is still more work to be done at all levels.

In order to meet our teaching and research objectives we are already addressing several important staffing issues. Crucial to success is the recruitment and retention of key research staff, particularly but not only in the more quantitative business-related subjects where international competition is increasingly intense. We must also encourage and reward exemplary staff performance; improve support for heads of departments and develop the flexibility to



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NYU is a wonderful, creative university. I hope to put what I have learned here to use at LSE. NYU and LSE are already partners in the TRIUM MBA program and other activities and I hope we will work together more as two of the world's leaders in global higher education. ”

Professor Craig Calhoun,
newly appointed LSE director



reshape the academic portfolio in the post default retirement age era. We must also maintain the School's current strong financial position by encouraging new income streams and efficiency savings; ensuring that investments give value for money and building up a general School endowment.

Engagement, with wider society in the UK and globally, remains a key priority on a par with teaching and the student experience, and research. Universities around the world are increasingly judged by their contributions to society as well as by academic results. This is territory in which LSE once stood out as a shining example. We are still ahead of the game in many areas; but others are catching up fast. The Libya episode has been a graphic example of what can happen if we do not judge the risks of engagement correctly. But in the aftermath we are if anything more committed than ever to putting our research and expertise at the service of wider society.

Finally, we are acutely aware of the need to make sure that our essential support services and information management systems are the best they can be as we enter a period of greater uncertainty. The School will need to be able to respond quickly and creatively to existing and future strategic issues and it is important that our services and systems have the flexibility to cope with rapid change.

This has been a difficult period but the School is in a strong position and is working in a co-operative and constructive way to overcome the challenges and maintain its position as a prestigious global university.

Judith Rees
Director

5 The School's Priorities all of which will be tackled with equal commitment

Priority: teaching and student experience

Students at LSE receive research led teaching from an internationally renowned academic staff. At the heart of this is intellectual challenge. Through exposure to the latest developments in social science and to the thinking of visiting world leaders, business figures and academics in debates and public lectures, students are challenged and inspired by LSE's vision of intellectual excellence combined with real-world engagement.

Distinctive features of LSE are the high proportion of postgraduates and the cultural diversity of the student body. LSE's central London location gives students access to an enviable range of professional, intellectual and cultural resources.

LSE is committed to recruiting the best students worldwide and to widening participation in higher education, working with schools and their pupils. We currently run 13 Widening Participation schemes for students from primary school through to year 13. The School

provides financial support totaling about £13 million per year from School funds and a variety of other scholarships for upwards of 2,000 students annually. Around £1.5 million of this is used to provide bursaries and scholarships to UK and EU undergraduate students.

We are heartened by the second year of improvement in overall satisfaction as judged by the National Student Survey; our score rose from 76 per cent in 2009 to 80 per cent in 2010 and 84 per cent in 2011.

The Library gives students access to one of the best specialist social science collections anywhere.

LSE aspires to teach students to the highest standards and to achieve this we will take the following action over the planning period:

- continue to implement a major new initiative to deliver first-rate teaching by cultivating and rewarding excellence and increasing contact between students and



I am studying International Relations at LSE and I was a volunteer on the pilot LSE100 course, before it became compulsory last academic year. LSE100 enabled me to work on a number of critical skills: including for instance, data interpretation and communication skills. As an IR student, improving my ability to interpret and analyse quantitative data was particularly useful. More broadly, LSE100 helped me to consciously think about how I learn, rather than solely focusing on what I am learning about. Since completing the course, I have been applying for internships and found employers to be particularly interested in the course and the skills that it has helped me to develop. ”

Warwick Brennand, Winner of Prize for the Highest Mark in the Final LSE100 Examination



academic staff. We will seek to build greater recognition of teaching performance into academic career progression following the remodelling of the course survey in 2009-10

- teaching must be supported by high quality services and facilities, including sporting amenities and halls of residence. LSE will continue to invest as heavily as resources allow in bringing its estate and facilities – particularly student facilities – up to the standards of the best urban universities
- focus on frequent and effective communication with students through our website and keep abreast of future technologies
- continue to proactively promote good relations and mutual respect on our diverse campus
- recognising the importance of pre-arrival information and on-course support for students, we plan to continuously review our processes to deliver material that is most helpful
- build on the success of the Widening Participation (WP) portfolio
- report annually to OFFA on the detailed targets for the enrolment of under-represented groups at the School
- focus on developing new WP schemes for students in their GCSE years and making improvements to LSECHOICE and Pathways to Law in 2011-12 and 2012-13.

In 2011-12, we will focus on: improving teaching quality and at least maintaining student satisfaction levels in relation to the academic experience; increasing contact hours between permanent academic staff and undergraduate students; and progressing our work to widen participation and retain students by meeting our Access Agreement targets.

Priority: research

LSE is a world leader in social science research.

LSE protects and encourages theoretical and “blue skies” research while promoting engagement with wider society. A decentralised structure protects and promotes academic freedom.

Collectively, members of the faculty combine the highest standards of intellectual rigour and independence with contributions to wider society including the development of policy in the public, private and voluntary sectors. Research in the School is supported by the Library, designated by the Higher Education Funding Council for England (HEFCE) as one of five National Research Libraries.

The training of PhD students, who make an important contribution to the intellectual life of the School and will form the next generation of academics, is central to the School’s mission. All departments run PhD programmes, and the School itself supports PhD students through around 30 full scholarships alongside some £2.2 million in funding per annum for research students. We were successful in our bid to become an Economic and Social Research Council (ESRC) Doctoral Training Centre and received associated funding to cover 36 awards. We were also granted funds from the Arts and Humanities Research Council (AHRC) which have been used to fund a further six scholarships.

LSE is implementing the UK Research Councils’ Concordat in order to attract and retain the best research staff, by offering a supportive and stimulating research environment. The School also keeps under constant review its recruitment, promotion and retention policies with a

The School's Priorities continued...

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At LSE's Centre for Economic Performance, my colleagues and I have developed a large programme

of health research that is looking at whether allowing hospitals to compete improves the quality of the health care they deliver to their patients, improves their overall management and saves money for the public. So far, the results have been positive. Hospital competition that was introduced in the English NHS in the 2000s has led to lower hospital death rates and very clear improvements in NHS hospitals' productivity. Not only have we published this work in leading academic journals, like the *Economic Journal*, but we've also tried to make this research relevant outside of academia. This has included regularly discussing our work with policy-makers at the UK Department of Health, and 10 Downing Street. Indeed, not only has David Cameron been citing our research regularly in his speeches, but the work has also been cited in the US House of Representatives. ”

Dr Zack Cooper, health economist at the Centre for Economic Performance

view to being a globally attractive place of work for the very best researchers.

The UK Research Assessment Exercise (RAE) 2008 judged LSE to have the highest percentage of world-leading research of any university in the country, topping or coming close to the top of a number of rankings of research excellence. LSE submitted over 90 per cent of eligible staff for assessment. Economics, European Institute, Law and Social Policy headed the national rankings. Our achievement surpassed our outstanding showing in the previous RAE in 2001.

We aim to maintain or better our performance in RAE 2008 in the Research Excellence Framework (REF) 2014. The School also aims to be ranked in the top five performers in the new "impact" category.

In the pursuit of the best PhD students and the best academics the School recruits internationally and is facing increasing competition from universities not just in the UK and the US, but also in Europe (especially Switzerland, Germany and Italy) and Asia.

To address the challenges of our national and international standing as a leading research intensive university, a new discussion paper on the nature of Research Policy at the LSE will be launched in 2011-12. This paper will address, amongst other topics, the long term drivers of research quality and the costs, benefits and funding of research across the School's Departments and Research Centres.





Over the planning period we will:

- increase research funding from external peer-reviewed sources
- launch a substantial new Research Policy paper
- maintain or better our performance in RAE 2008 in REF 2014
- aim to be ranked in the top five performers in the new “impact” category
- put in place appropriate facilities to support our expanding portfolio of research activities.

In 2011-12, we will focus on: launching a new research policy paper; continuing preparations for the REF 2014 with the aim of remaining one of the top three research intensive institutions in the country; increasing research funds from external sources in line with the new ethical code; enhancing public access to outputs of LSE Researchers; and matching the national average completion rates for PhD students with ESRC studentships.

Priority: engagement

Our Fabian Society founders established the School at the end of the nineteenth century to bring academic expertise to bear on the problems of society.

LSE academics are engaged in public debate and the policymaking process in the UK and around the world. They are frequently to be found in the media, commenting on issues from the global economy to the government of London. Many chair, serve on or advise government panels, international organisations, businesses or charities.

The public lectures programme at LSE embodies the School’s engagement agenda and caters to the thirst for informed

“



I am coordinating a £1.3 million programme funded by the Higher Education Funding Council for England to evaluate how

academic research in the social sciences contributes to economic prosperity, and informs public understanding of policy issues and economic and social change. We are also working to aid discussion and sharing of best practice across the university sector via our Impact of Social Sciences blog. By the end of the process we hope to make a step change in our understanding and tracking of the contribution of social science research to national productivity and prosperity.”

Professor Dunleavy, professor of political science and public policy



The School's Priorities continued...

debate with over 70,000 people attending more than 300 public lectures annually.

The School's annual "Space for Thought" Literary Festival, along with the work of LSE Arts, including LSE Chill's open mic sessions for staff and students, serve to build links between the social sciences, arts and humanities, thus enriching the LSE experience.

Global leaders in politics, business and the academic world come to LSE to discuss the issues of the day. Most events are open to the general public; many are recorded and made available online – or webcast live – so that audiences globally may benefit.

LSE's expertise is seen not only in our degree programmes but also in a major Summer School and an executive Summer School in London. A collaborative Summer School run in Beijing with Peking University adds a special Asia focus. A Summer School in Africa is under consideration.

LSE Enterprise coordinates executive education and consultancy services for individuals, governments and other organisations.

LSE is also a major contributor of academic direction and support to the University of London International Programmes, through which students may study to degree level anywhere in the world.

Focused institutional partnerships promote deep and academically-innovative engagement with a small number of top-level universities in Europe, Asia, North America and Africa. New partnerships will be added as relationships develop to extend our global reach. We aim not only to extend LSE's teaching and research, but also to increase our ability to contribute our expertise to wider global society.

Over 102,000 alumni in almost every country of the world contribute significantly to the quality and effectiveness





of public and private sectors around the world, testifying to LSE's tradition of international engagement. Alumni show their commitment to the School volunteering their time, knowledge, expertise and generous support for teaching, research and the estate.

Despite LSE's acknowledged strengths in engagement it is still uneven across our academic community. It is also less apparent outside the UK than our international orientation might suggest.

We will therefore assign priority to the following over the planning period:

- encourage and assist more LSE academics to connect with wider non-academic audiences
- promote engagement in key locations around the world, particularly through events and by leveraging our institutional partnerships. An Africa initiative is taking this forward with African scholars and society

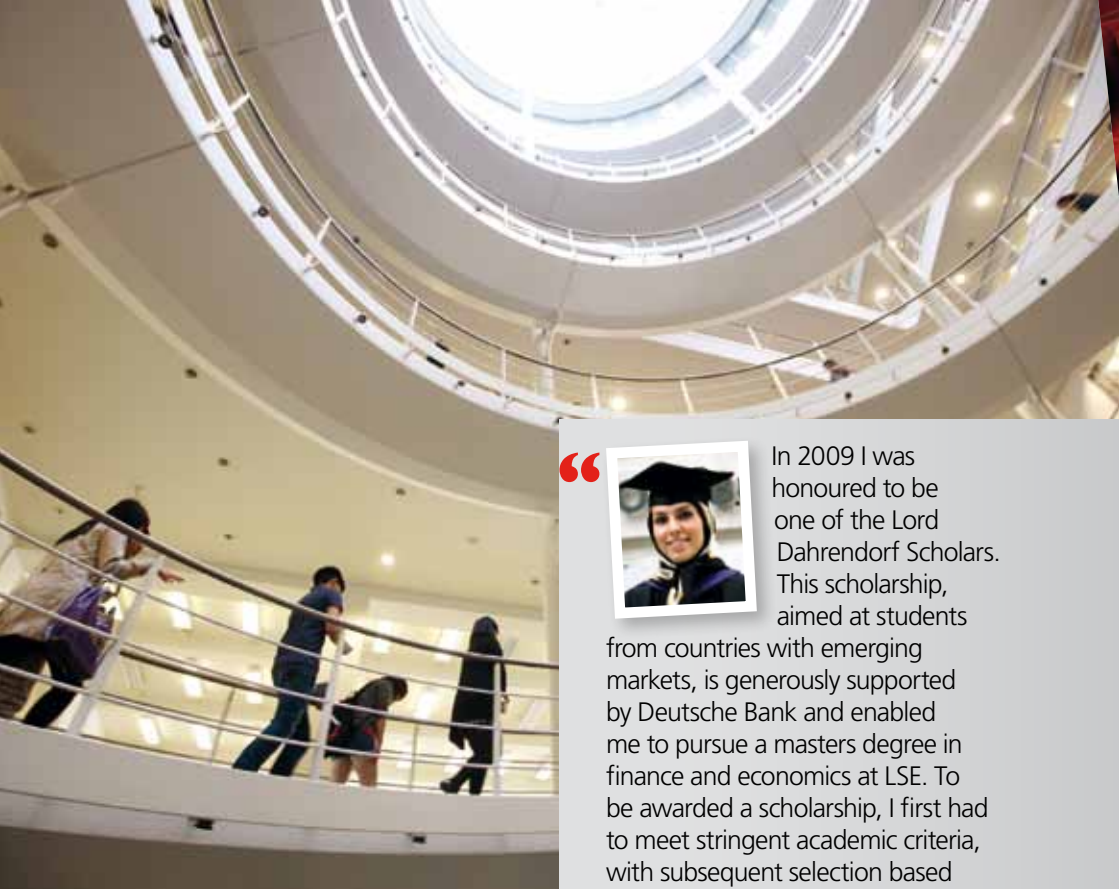
- bring LSE alumni closer to the intellectual life of the School, through online networks, Alumni Groups and faculty visits overseas
- help students acquire the skills they need to compete in rapidly changing job markets through the LSE's Careers Service work with employers.

In 2011-12, we will focus on: assisting Knowledge Exchange through LSE academics engaging with non-academic audiences; improving the alignment of alumni volunteers to School priorities and the numbers of LSE alumni registered on Houghton Street online; maintaining the high proportion of students entering graduate-level employment or postgraduate education; achieving more citations of LSE in the main monitored media channels; and developing better management of the risks of engagement.



On every corner of the international stage, LSE alumni can be found in the highest offices of business, government and the community. As LSE alumni, we gain incredible benefit by staying engaged with one another and with the School. Tapping into the tremendous intellectual capacity of this alumni community benefits us not only on a personal and institutional level, but can also enrich the communities in which we work and live. A connected network offers all of us an incredible advantage, and LSE encourages all alumni to get involved whether that be through alumni special interest groups, international and local alumni networks, or engaging with faculty and students. ”

Jeffrey Golden (General Course 1970-71, PhD 1972-1975),
Chair, LSE Alumni Association



Essential foundations:

Responsibility for delivering our three strategic priorities rests with both academic units and the School's service divisions.

In the Service Areas, our most important objectives over the planning period are to:

- achieve the highest standards of effectiveness and accountability in governance
- maintain a robust financial performance to support our strategic priorities in light of changing government policies and other challenges in an increasingly uncertain environment

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In 2009 I was honoured to be one of the Lord Dahrendorf Scholars. This scholarship, aimed at students

from countries with emerging markets, is generously supported by Deutsche Bank and enabled me to pursue a masters degree in finance and economics at LSE. To be awarded a scholarship, I first had to meet stringent academic criteria, with subsequent selection based on financial need. The scholarship funded my education and offered me a mentorship programme and a chance to interview for an internship at Deutsche Bank. When I attended the interview, the bank showed interest in hiring me full-time. Having benefited from the mentorship programme, I had built a strong relationship with the firm, which helped me succeed. I now work in Market Risk Management at Deutsche Bank, where my education at LSE helps me overcome the challenges we face in the real world. ”

Maryam Fereydoun
Deutsche Bank Scholar



- encourage donors and alumni to commit to support of the School through our fundraising and alumni relations
- create a higher quality built environment. A new Estates Strategy will be completed during 2011-12 its core aim being to “create a ‘world class’ estate commensurate with the School’s international academic standing and competitive with other world class Higher Education Institutions”. This includes converting the recently purchased premises at 32 Lincoln’s Inn Fields into state of the art teaching, research and student space and the iconic Students’ Centre currently under construction
- achieve the commitments to environmental sustainability set down in the School’s 2009 Environmental Policy and continue to play a leading role in UK universities’ commitment to sustainability
- continue to make the breadth of the School’s research and expertise available online, through the LSE Research Online repository, Research Highlights and Experts on the website, web access to teaching materials and other online resources
- enable LSE Library Services to move confidently into the digital world ensuring it reaches all its users wherever they may be. It will continue to develop the physical library to improve the experience for students and researchers
- apply relevant ongoing technologies to support the diverse needs of the whole School community. Promote access to, and sharing of, information through industry-standard collaboration
- identify and deploy a range of learning technologies to enhance teaching
- develop and implement a strategic HR approach to support the evolving needs of the School
- ensure that the LSE remains a desirable workplace for all staff
- continue to promote equality and diversity across the School
- address the most significant risks to the continuity of the School’s essential services and activities and ensure that any interruptions are dealt with promptly
- continue to improve the quality of the services, including sports facilities, provided for students, staff and other members of the LSE community.



We were delighted to accept the School’s challenge to deliver the best students’ building in the UK. We understand the importance of this building in enhancing the student experience at LSE and we are committed to working with the School to deliver a building of outstanding quality and environmental sustainability. ”

Simon Murray, Osborne Chairman



In 2011-12, we will focus on: implementing the recommendations of the Woolf Report; achieving the highest standards of governance; aiming for an annual target surplus of 3-5 per cent of gross income; encouraging donors and alumni to support the School; working towards improving the proportion of the estate in Grade A condition and increasing residential bed spaces; achieving our commitments to environmental sustainability; enhancing online access to research outputs; benchmarking the quality of Library Services; implementing our HR strategy; implementing and monitoring our Single Equality Scheme and promoting equality and diversity across the School; undertaking further work to control expenditure and improve value for money; supporting the diverse IT needs of the whole School community; pursuing our commitments to service quality; and making best use of technology in the delivery of teaching.

“



In my first year as a law student at LSE, my mootng partner (Sumaiyah Khan) and I participated in the

Freshers Moot. This involved us working together to present our arguments for a particular case. We eventually won the finals, held in the Moot Court Room in the New Academic Building. This is designed along the lines of a real court, with wooden panelling and raised witness stands. It was a fantastic experience and I thoroughly enjoyed the finals. It made me realise what it would feel like to stand and represent a case in a real court room; this insight I was very grateful for. I very much look forward to doing this in the future. ”

Ravandeep Khela,
third year law student



“



LSE is an amazing institution and I feel so fortunate to have studied here for three years.

I studied Social

Anthropology and was taught by renowned anthropologists such as Maurice Bloch. To be able to study alongside some of the greatest academics of our time has been an incredible privilege and the support I received from my department and from the School itself helped to develop me, both in an academic and a personal sense. As General Secretary of the Students' Union I feel incredibly lucky to be able to represent the views of LSE students – some of the most passionate, dedicated, hard-working and successful individuals in the world. I am looking forward to working alongside the staff here at LSE to ensure the School remains one of the greatest universities in the world.”

Alex Peters-Day, General Secretary, LSE Students' Union

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