



THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE ■

**Inclusive Education Team, Eden
Centre for Educational
Enhancement**

Inclusive Education Programme Annual Report and Update 2024-2025

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1. Introduction

The Inclusive Education (IE) programme has built upon the foundation of the [Inclusive Education Action Plan \(IEAP\)](#), initially introduced in 2019. Since that time, significant developments have occurred both within the sector and at LSE, specifically the Access and Participation Plan (APP), and changes to advise on reasonable adjustments and support for students with disabilities.

The five key areas of work for the IE programme are academic mentoring; curriculum enhancement; inclusive assessment, anti-racism in education and inclusive pedagogies. The programme's evolution has been marked by the collaborative efforts of staff and students, who have worked to address pressing challenges while shaping strategies that anticipate the needs of a diverse academic community.

Table one below provides a summary of these areas of work and activities:

Table one: IE key strategic areas and activities

Initiative	Description	Key Activities
Academic Mentoring	Building scholarly partnerships with our students	Academic Mentoring Community of Practice, Annual Academic Mentoring Learning Exchange, Developmental Workshops, Webinars, Academic Mentoring Hub.
Curriculum Enhancement	Supporting and enabling a diverse curriculum that creates space for viewpoint diversity	Inclusive Education Department Leads Annual Meeting and Dialogues, Inclusive Education Mapping Exercise, Funding and Collaboration, Evaluation and Monitoring.
Inclusive Assessment	Ensuring our students are supported and prepared for assessments leading to equitable outcomes	Assessment design for inclusive and alternative assessment, racially inclusive practical assessment interventions.
Anti-Racism in Education	Providing academic staff with development sessions and tools to implement effective inclusive teaching practices which are embedded in anti-racist praxis	Developmental workshops and resources and collaboration with staff.
Inclusive Pedagogies	Creating principled and inclusive classrooms enabling all students to grow and succeed	Classroom relations, building principled spaces, resources.

The purpose of this paper is to provide an overview of the progress and strategic direction of the IE programme at LSE, highlight recent achievements and ongoing initiatives, and outline the key priorities for the 2025-2026 academic year. Through this update, the paper aims to inform and engage the LSE community particularly those involved in student support and wellbeing and the ongoing efforts to foster a more inclusive, equitable, and enabling academic environment.

2. Strategic Priorities and Monitoring

The IE programme plays a central role in delivering on LSE's APP for 2025 and beyond, particularly in supporting students' progress and outcomes. We lead several key actions within Intervention Strategy Four, which focuses on creating an enabling environment for inclusive education. For further details on the APP, please visit this [link](#) and refer to the **attached excel files** which includes IE interventions for the APP. Additionally, the IE Programme shapes our internal policies, such as the Race Equity Framework (**also attached**) and the Disability at LSE Working Group.

3. Key Area of Activity One: Academic Mentoring

Across the sector, the evidence is clear, students who benefit from meaningful academic mentoring consistently achieve stronger grade outcomes (see Gabi et al, 2023). Building on this insight, we've taken proactive steps this academic year to enhance our academic mentoring provision through the following activities:

Academic Mentoring Workshops: This year, we held two workshops on academic mentoring: one for early and new academics at LSE, and another for mentors looking to improve their practice.

Academic Mentoring Webinar Series: As part of our work, we organised and led four webinars with Widening Participation, LSE LIFE, Disability, Mental Health and Wellbeing, and Careers. The sessions covered areas which mentors themselves identified as needing more information and clarity. If you would like to view the webinar

series please follow this [link](#).

Annual Academic Mentoring Learning Exchange: This year's annual academic mentoring learning exchange was focused on practice sharing from both the LSE and the sector. We had representation from 15 Departments and was attended by 27 academics and professional staff. Colleagues who attended the day had the opportunity to hear from Emma McCoy, who spoke about the strategic importance of academic mentoring in shaping student success. This was followed by Ernestina Coast from the Department of International Development, who focused on postgraduate academic mentoring and the value of creating principled, inclusive spaces for learning. Paul Keenan from International History highlighted the significance of the undergraduate student journey, emphasising how academic mentoring can support and enrich that experience.

We also welcomed two insightful external speakers. Josephine Gabi from Manchester Metropolitan University shared her perspective on the transformative role of mentoring and tutoring, particularly in addressing and reducing ethnicity-based awarding gaps. Elyse Wakelin from Nottingham Trent University presented her research on integrating pastoral support into academic practice, offering practical strategies for embedding this approach into everyday teaching and learning.

Feedback from attendees was positive and will support us in the design and delivery of our 2025-2026 AM LED:

“Really interesting talking points and things to think further. More practical guidance on tackling same issues raised in Josephine's session would be really appreciated. I feel underqualified but recognised how this impact students in my department.”

“Absolutely valuable connections made! Ernestina's presentation provided a new way of working for me!”

Image one: Panel discussion from AM LED 2024-2025



Academic Mentoring Community of Practice (AM CoP): The IE team continues to lead and facilitate the Academic Mentoring Community of Practice, which was established in 2020 in response to the Covid-19 pandemic. Since its inception, the group has grown significantly and now includes representatives from 22 departments across LSE. The CoP meets twice per term and is led by Dr Daniela Pérez Aguilar, Research and Evaluation Officer for Inclusive Education.

This academic year the meetings focused on the following key areas:

- UKAT membership and professional recognition scheme
- Lisa Corns' presentation on Senior Student Advisors
- Student engagement strategies discussions
- Academic Mentoring Hub resources review

Given that academic mentoring is central to our APP intervention strategies, LSE is now a member of the UK Advising and Tutoring Association (UKAT) and three members of the AM CoP recently attended and presented at the annual conference as well as applying

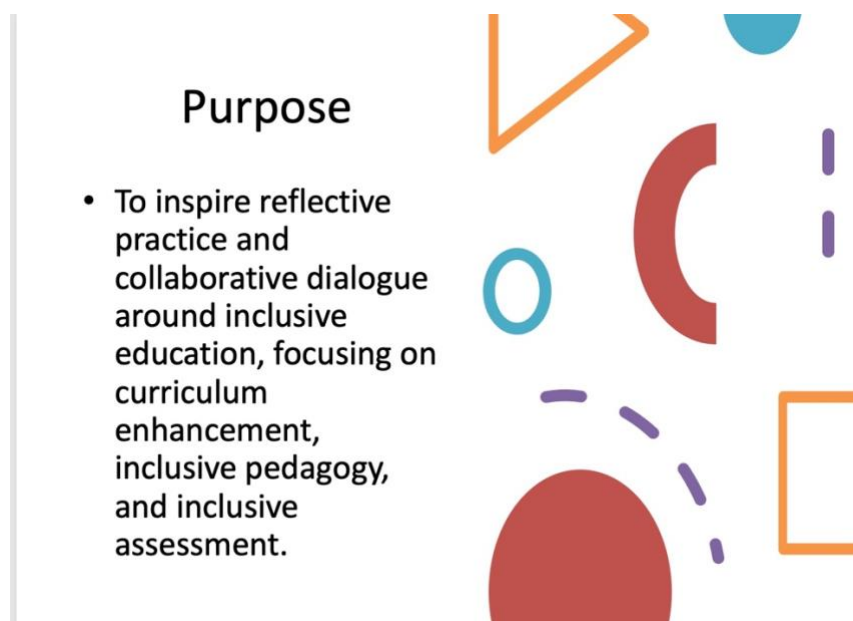
to [UKAT professional recognition scheme](#). This scheme allows academic mentors to be recognised for the commitment and success in academic mentoring.

4. Key Area of Activity Two: Curriculum Enhancement

Curriculum enhancement remains a key priority, with a continued focus on collaborating with departmental colleagues to support curriculum reviews and redesign. We are also committed to providing funding opportunities for staff to undertake disciplinary research aimed at decolonising and diversifying the curriculum.

Inclusive Education Mapping Exercise: This year 13 departments engaged in the IE Mapping Exercise mostly at course level with both Social Policy and International Development using the exercise to support their work as part of the Periodic Programme Review. Colleagues have noted the usefulness of the exercise in enabling them to think critically about their courses and action changes to curriculum and assessment. We will be sharing more details in summary report at the end of the Summer Term of the findings and actions taken from those departments.

Image two: Snapshot of IE Mapping Exercise



Inclusive Education Leads Community of Practice:

The role of IE lead focuses on advancing inclusive education primarily in Departments with undergraduate programmes. The role involves supporting improvements, promoting engagement with the Inclusive Education Mapping Exercise, and collaborating closely with the Head of Inclusive Education and Eden Centre Departmental Advisors. It also involves raising awareness at the departmental level, sharing relevant data and best practices, and participating in professional development opportunities to strengthen inclusive teaching and learning. This academic year we have 19 IE leads which have identified through one on one dialogue meetings the following priorities for 2025-2026:

- Anticipatory Duty and Assessment Design
- Supporting the work on reducing the grade awarding gap
- Academic Mentoring
- Supporting inclusive pedagogy during field trips
- PGT student experiences of teaching and learning

As part of our ongoing evaluation and monitoring efforts, we have developed a new inclusive education annual monitoring document. This will be circulated at the end of each academic year to all IE leads to complete and help identify departmental priorities and ensure that our interventions are aligned with the needs of both individual departments and the wider School. Findings from the document will be analysed and shared with departments and relevant stakeholders to inform planning, highlight areas of good practice, and support continuous improvement in inclusive education.

Inclusive Education Fellowships: Two fellowships were awarded this year. The first was granted to Jake Richardson from the Department of International History for his project, *"Decolonial and Inclusive Education Training for Graduate Teaching Assistants on HY113."* The second fellowship was awarded to Emilie Courtin from the Department of Health Policy for her upcoming project, *"Exploring the Ethnicity-Based Degree Awarding Gap at Course Level,"* which is set to begin in the Summer Term. Findings and actions from these projects will be shared in a planned panel discussion in Autumn Term.

5. Key Area of Activity Three: Inclusive Pedagogies

Creating and sustaining inclusive classrooms has been identified by both staff and students as a key priority for the School. Recent debates around academic freedom and freedom of speech have presented both opportunities and challenges, leaving some teachers and students feeling simultaneously empowered and vulnerable. Our efforts as the IE team have been on supporting teachers in creating what we term 'principled spaces' of learning and facilitating workshops which are focused on student identities. A principled space is one where the values of inclusivity, respect, and equity are upheld, and where all participants feel safe and empowered to share their experiences and perspectives. This concept is crucial in fostering a learning atmosphere that not only respects diversity but actively engages with it in meaningful ways regardless of disciplinary field or knowledge of inclusive education. It involves the continuous adaptation of teaching practices to ensure that they are responsive to the evolving needs and identities of students.

Principled Spaces Guidance and Education Forum:

The Education Forum on March 24, 2025, focussed on inclusive pedagogies and creating principled spaces was attended by 49 members of academic and professional staff from across the School. The afternoon consisted of the following speakers and areas of discussions:

- Reflexivity and Discomfort: The Challenge of Educating for Justice, Professor Shakuntala Banaji
- Campus Relations at LSE, Lauren Amdor, SU Activities and Communities Officer
- Responsibilities of Teachers in Teaching Diverse Groups, Professor Ronny Razin
- Positionality in Teaching and Learning, Justice Aina
- Creating Inclusive Cultures of Learning a View from the SU, Wajiha Umar, SU Education Officer.

Since the Forum, we have redesigned and updated our guidance around principled spaces and will be producing further resources in the form of videos and workshops for the start of AT 2025.

Workshops and Student Identities: Two workshops were designed and facilitated on student identities drawing on data from the IE research exploring student identities at LSE. Both workshops were well attended (see table two for attendance) and participants found the content and possible actions/changes teachers can make to their classroom practice useful:

“Really enjoyed learning about the intersectionality relief map as a concrete, hands-on activity to explore student identities in the classroom. Yes, the workshop exceeded my expectations - the discussions within the group were valuable, particularly given the cross-section of academic and PS staff in the room.”

“Yes, my expectations were definitely met. It was really interesting to hear from staff members with different jobs and therefore interactions with students, across LSE. I found learning about Relief Maps really useful too.”

6. Key Area of Activity Four: Inclusive Assessment

In July 2024 the EHRC issued an [advice note](#) for the higher education sector from the legal case of University of Bristol vs Abrahart which prompted universities to rethink and revisit their policies around reasonable adjustments and have a better understanding of the anticipatory duty under the Equality Act 2010. As a response the IE team facilitated the following:

- Presentation at DHoDs Forum 22/10/2024 delivered by Eden, DMHS, EDI.
- Two workshops designed and delivered by IE, Eden Centre focussing on anticipatory duty and assessment in November and December.
- Two surveys sent to academic and professional staff from IE team.
- Departmental meetings with Eden Advisors and Head of IE.
- DMHS presented to Eden Centre staff and discussions of ways of working collaboratively with Departments.
- Resources developed by IE in Eden with teaching scenarios.

- Revising the Assessment Toolkit by the Academic Development team in the Eden Centre.
- Resources developed and shared in January 2025 and May 2025.

We will continue to update these resources as colleagues finalise the School's Reasonable Adjustment Policy and they will be working with the academic development team to redesign the Assessment Toolkit ready for AT2025.

Racially Inclusive Practice in Assessment Guidance (RIPIAG)

In 2024 the IE team were awarded the James Yan donor funding to fund a pilot intervention strategy on pre assessment support for undergraduate students. [RIPIAG was designed by Professor Paul Campbell](#) as a response to help narrow the ethnicity-based degree grade awarding gap.

RIPIAG has four main components:

1. **Assessment Schedule (AS):** An active learning timetable that outlines key tasks and dates for the assessment process, helping students plan and prepare for assignments.
2. **Assignment Brief (AB):** A concise document containing essential information about the assignment, including submission deadlines, grade weighting, instructions, questions, tips, learning outcomes, referencing instructions, and guidelines on academic misconduct.
3. **Modified Seminar Workshop (MSW):** Group-based learning exercises that cover various aspects of completing assignments, such as structuring, formulating introductions, and understanding the differences between stronger and weaker assignments.
4. **Active Group Marking Exercise (AGME):** A group activity where students mark previous scripts using the marking criteria, helping them understand what constitutes good assessment practice and improving their confidence in completing assignments.

These four interventions have been piloted during 2024-2025 in the following courses:

- PH333

- MG212
- ST107
- GY104
- SP101

As part of our data collection, we have carried out teaching observations (*to observe how teachers implemented the interventions and how students responded*), focus groups with students (*to gain a better understanding of their thoughts and experiences*), interviews with course convenors and GTAs (*to learn about their thoughts and experiences of RIPIAG*). We are currently analysing the qualitative data and awaiting the grade outcomes data which will be shared later in the summer term. We plan to hold a half day workshop where we will be sharing findings and facilitating a panel discussion with course convenors.

Plans for 2025-2026

Our focus for the upcoming academic year will remain on academic mentoring and inclusive assessment. In addition, we will expand our efforts to address the experiences of postgraduate taught students, with targeted support for PGT courses and programmes and establishing better data sets and sources for racialised PGT students.

A key area of attention will also be the experiences of students in quantitative disciplines, informed by our data on degree awarding gaps. Ethnicity-based disparities remain consistent with the 2023/24 academic year, with the largest gaps affecting black students. In quantitative subjects, black students score, on average, 6.25 marks lower per module than their similarly qualified white peers.

We will also be relaunching our work on anti-racism in education with a webinar series and the launch of our new workshop series in 2025-2026.

References

Campbell, Paul; Duke, Ben (2023). An Evaluation of the Racially Inclusive Practice in Assessment Guidance Intervention on Students' and Staffs' Experiences of Assessment in HE: A Multi-University Case Study. University of Leicester. Report.

<https://doi.org/10.25392/leicester.data.23579565.v1>

Gabi, Josephine , Braddock, Alison, Brown, Claire, Miller, Denise A , Mynott, Gwenda , Melissa, Jacobi , Pallavi, Banerjee , Kenny, Karen , Rawson, Andrew (2024), [Personal tutoring: a catalyst for equity and an antidote to the racial awarding gap?](https://www.bera.ac.uk/blog/personal-tutoring-a-catalyst-for-equity-and-an-antidote-to-the-racial-awarding-gap?). BERA Blog (doi: <https://www.bera.ac.uk/blog/personal-tutoring-a-catalyst-for-equity-and-an-antidote-to-the-racial-awarding-gap>).

Appendices

Figure one: Summary of delivery mechanisms of key areas of IE

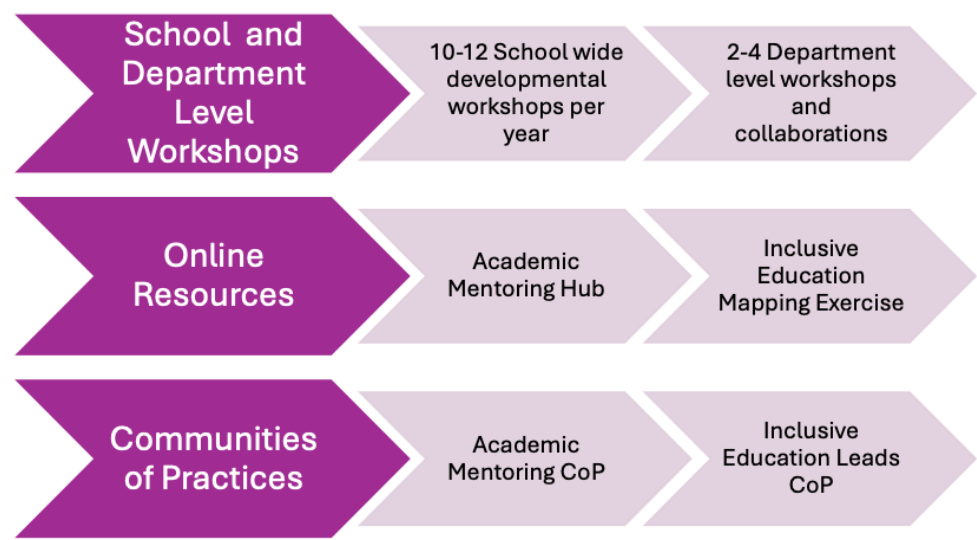


Table Two: Summary of Workshops Delivered in 2024-2025 and attendance

Event	Attendees
Decolonising quantitative teaching	15
Academic mentoring: Developing your skills	15
Disability, alternative assessment and anticipatory duty	34
Evaluating your teaching and the role of student voice	10
Inclusive education within the social sciences	9
Student identities in the classroom	19
Classed and racialised Identities in teaching and learning	15

List of bespoke workshops and interventions 2024-2025

- **Statistics:** Series of four workshops on academic mentoring across the academic year.
- **Media and Communications:** Workshop and teaching away aay facilitation on building anti-racist praxis in teaching and learning.
- **Social Policy:** Support and Analysis of IE mapping exercise and developing an inclusive education teaching guide for new teachers.

Online Resources

Academic Mentoring Hub: <https://info.lse.ac.uk/staff/divisions/Academic-Mentoring-Hub>

Inclusive Education Mapping Exercise: <https://info.lse.ac.uk/staff/divisions/Eden-Centre/Inclusive-Education-at-LSE/curriculum-enhancement>

Principled Spaces Guidance: <https://info.lse.ac.uk/staff/divisions/Eden-Centre/Inclusive-Education-at-LSE/inclusive-pedagogy>

Inclusive Assessment: <https://info.lse.ac.uk/staff/divisions/Eden-Centre/Inclusive-Education-at-LSE/Curriculum-Enhancement>

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