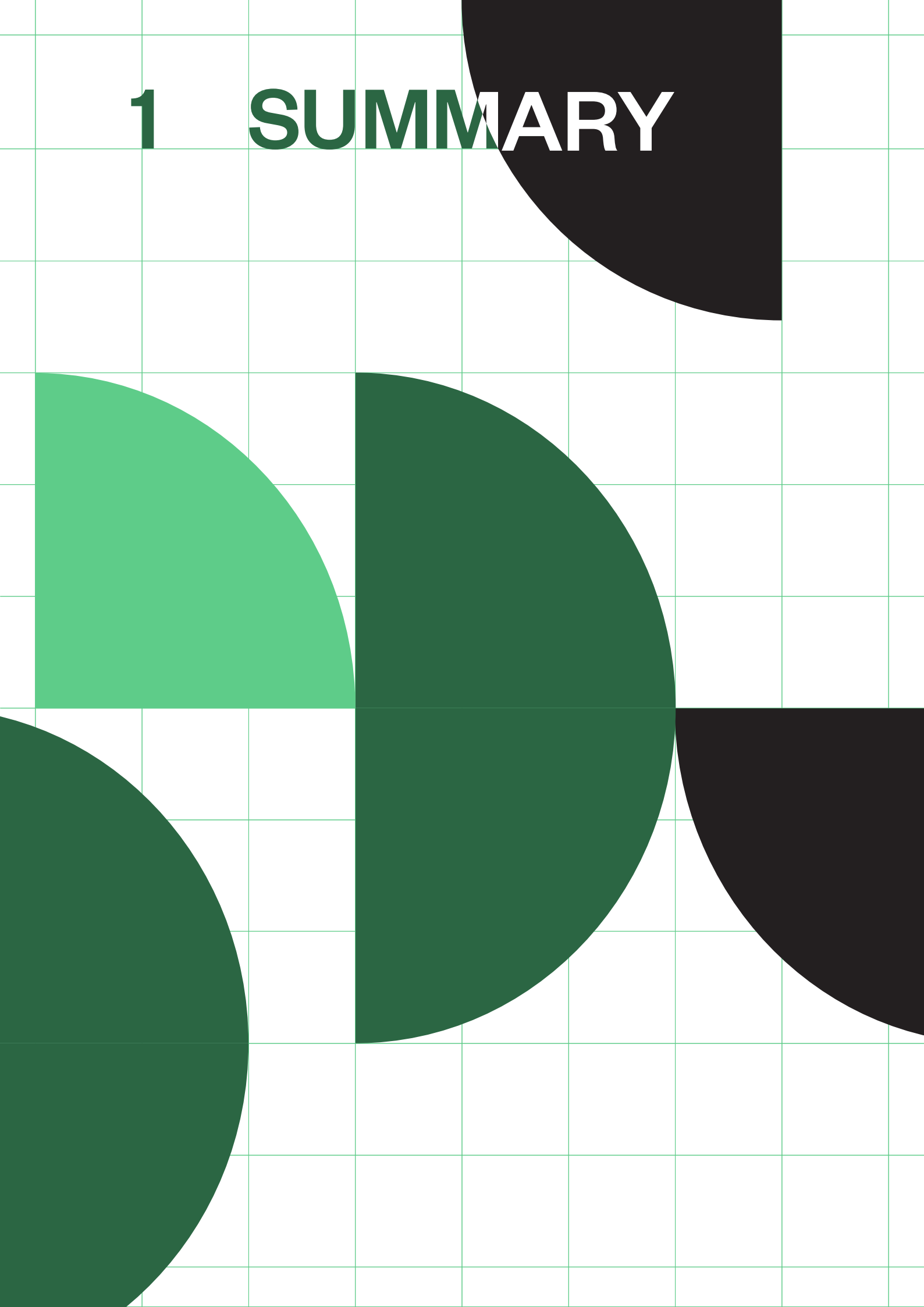


THE LONDON  
SCHOOL  
OF  
ARCHITECTURE

STRATEGIC PLAN  
2022/23 – 2024/25

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# 1 SUMMARY



Our founding vision is that people living in cities experience more fulfilled and more sustainable lives. Our school educates future leaders to design innovations that contribute to this change.

That vision endures. Climate emergency, the tragedy of the fire at Grenfell Tower, ever stronger demands for social justice: our communities and our planet need responsive forms of built environment practice—a new generation who will design, develop, and build more equitable and more ecologically flourishing environments. **To fulfil our vision, we must act with increasing urgency.**

## MISSION

### **Network**

To bring together outstanding students, practices, professionals, educators and social entrepreneurs to generate and champion essential new approaches to the design of the urban built environment.

### **Institution**

To maintain the school as independent and financially sustainable, achieving the highest standards of governance and academic delivery, in our physical and virtual studio, with a spirit of agility, openness and responsiveness.

### **Programme**

To provide career-long learning programmes that generate incremental and disruptive innovations in the design of cities and urban environments and which critically equip our graduates for the green economy and a just transition.

### **Talent**

To be the route of choice for gifted learners to become spatial leaders, recruiting talented candidates from across the whole of society by proactively addressing soft and hard barriers to the profession/industry.

### **Impact**

To influence the future of architecture and the city and particularly London, by producing provocative design/research for global dissemination and by being nimble agents of change within the capital itself.

The core pillars of our mission remain unchanged and the strategic objectives outlined below allow us to further each of them.

The focus of the next three years will be on programmes: through our next period of growth and development, we will emerge poised to take advantage of a new regulatory and policy landscape in further and higher education as well as the built environment sector, creating radically more affordable and accessible routes to practice in development, design, and construction.

We will engage learners through new platforms and evidence-based pedagogies, and offer a lifetime of opportunity and creative stimulus. By Academic Year 2024/25, we will offer learning experiences across three programmes:

Our Part 2 will be **Scaled, Strengthened and Sustainable**, delivering value for money for our students, producing graduates armed with the tools for changing practice.

Alongside this, we will develop a Part 0, **Supporting Fair Access and Participation, Deepening Social Value** – delivering on our outreach agenda with programmes aimed at 13–19 year olds and career changers, supporting practice in adding to the social value of development, and focusing on **Green Skills for a Just Transition**.

And we will build a Part 4 comprising **Modular Learning Experiences for Professional Practice**, responding to new ideas in design and business, creating a more reciprocal relationship with the Practice Network.

We were built by, with and for practice. The Practice Network will remain fundamental to who we are and how we teach, and will bring in a wider range of ethically aligned industry partners, mobilised to engage with young people and communities to tackle the challenges faced by humanity and the planet.

# 2 CONTEXT & ANALYSIS



**The vision and strategy set out here are informed by a renewed critique of architectural education, maintenance of professional competence, and wider educational policy. Three major factors influence this critique:**

**Grenfell:** The impact of the tragic fire at Grenfell Tower has brought renewed urgency to tackling the sometimes irrational and internecine construction industry, as well as racial/spatial injustice in cities. There is a need to respect more diverse voices and engage communities in design and construction. But Judith Hackitt wrote of the ‘need for a radical rethink of the system and how it works, highlighting the need for a new professionalism, with an emphasis on collaboration, evidence-led practice, competency and ethical behaviours across the sector. The ARB and the RIBA’s Way Ahead Framework focus on enhanced continuing professional development.

**Brexit:** Departure from the European Union has resulted in a review of standards of qualification, models of entry, and international engagement. How can we turn this into an advantage, maintain a progressive internationalism, and forge more equitable relationships with Europe but also the Global South? The ARB is reviewing routes to entry, promoting alternative routes for architecture—our original ambition—in the biggest potential shake up to architectural education and training since the 1958 Oxford Conference.



**Skills Needs:** The the Augar Review looked into higher education reform in detail, culminating in the Skills and Post-16 Education Act (2022) with a focus on technical education. There is greater emphasis on modularisation and micro credentials, lifelong learning, and the green economy all of which create opportunities for innovators like the LSA. In addition, COVID catalysed new ways of working, teaching and learning, in particular through digital technology and blended learning.

It is, however, **Climate Emergency** which drives the need for fundamental change in how we teach and practice within the built environment.

Architectural education is rooted in sometimes outdated paradigms or slow-shifting practices, including extractivism and coloniality. Reform of our sector is vital to tackling carbon consumption, promoting and protecting biodiversity, and ensuring resilience for communities amidst climate change.

To maintain relevance, encourage greater diversity, and explore radical possibilities to tackle Climate Emergency and rising inequality, we will:

**Cultivate Built Environment Fellowship:**

Our school will foster a common educational framework across design, development and construction focusing on collaboration, respect, inter- and multi-disciplinary knowledge for a safe, sustainable and socially inclusive built environment, and advocate for better labour conditions across our industry.

**Promote Meaningful Municipalism:** Our school will cultivate and celebrate real and long-term engagement with communities, local authorities and civil society, connecting with like-minded partners who align design with new and resurgent forms of political action and intervention.

**Explore How to Decolonise, Decarbonise, and Destandardise Design:** Our school will develop an ambitious pedagogy that explores different ways of living and being, alongside understanding design and construction, that seeks to decarbonise through sustainable and regenerative design, and which acknowledges the need for, and enables, a built environment for all.

# 3 STRATEGIC OBJECTIVES

NETWORK

INSTITUTION

PROGRAMMES

0.2.4.

TALENT

IMPACT

The LSA was launched in 2013 and opened its doors formally in 2015. By the end of this strategic cycle we will have turned 10 and welcomed our 10th cohort of Part 2 students. We will celebrate their achievements and maintain their engagement in the work we do. We will expand, consolidate and strengthen the networks which have driven forward our project. We will engage industry networks by co-creating content, programmes, tools and other initiatives to meet their needs. We will continue to value and respect our teaching and administrative teams, and empower them in furthering our mission.

## 1 PRACTICE NETWORK

### **A Reciprocal Relationship through Collective Peer Development.**

- 1.1 Deliver on the new LSA Practice Network member proposition with focus on: Knowledge, Insight and Action; Next Generation Collaboration; Practice Collaboration; Ethical Alignment and Recognition.
- 1.2 Set up the Practice Forum to provide a structured interface with the School, and develop an editorial framework for a Practice Programme (events) and Practice Platform (content).
- 1.3 Ensure transparent annual reporting of Practice Network support.
- 1.4 Establish relationships with wider industry partners across the built environment who are ethically aligned to our values.

## 2 ALUMNI RELATIONS

### **Cementing links with 10 cohorts of our students.**

- 2.1 Ensure we have reliable data about all our alumni and their professional progress.
- 2.2 Develop a structured Alumni engagement programme to maintain strong connections with our graduates, and to provide a source of mentorship for current students
- 2.3 Forge networks among our alumni around shared areas of professional interest.
- 2.4 Publicly celebrate our Alumni's achievements.

### 3 **FACULTY EXPERIENCE**

**Enriching the support we offer to teaching colleagues.**

- 3.1 Offer structured support/training for teaching, providing opportunities to develop teaching practice and understanding different motivations for participating in our project.
- 3.2 Improving Tutors' 'UX', providing better means for peripatetic tutors to access information.

### 4 **OPERATIONS TEAM**

**Innovating in the art of administration.**

- 4.1 Invest in our core administrative team, providing structured opportunities for growth and development, recognising the value they bring to our Network.
- 4.2 Recruit talented and diverse staff to our team, through apprenticeships and other social value opportunities.
- 4.3 Through a more strategic approach to operations, provide clearer frameworks for delivery of projects and services, empowering colleagues and ensuring we maintain our Value for Money commitment.

## INSTITUTION

**The school must diversify its revenue streams and increase its profitability in a difficult economic environment. As we transition from start up to scale up, our fundraising efforts must be more targeted. Our next phase of development will be powered by a digital transformation in which we will find tech solutions to unleash innovation in teaching and administration. We will foster a constructive and mutually beneficial relationship with our Academic Partner, the University of Liverpool.**

1

## REVENUE AND FUNDRAISING

1.1

### Corporate Charitable Activity

#### Scaling and diversifying

- A scaled-up Part 2 will deliver a healthy surplus to cover core costs and contribute to our reserves.
- New programmes will be initially funded by practice and partners, but will quickly become income-generating, tailored to training needs of built environment professionals.

1.2

### Regular Giving

#### Boosting unrestricted income

- As well as defining our programmes and providing placements, the LSA Practice Network and our industry partners will be encouraged to continue to provide vital support to new initiatives and resources for students and learners through our membership programme, contributing to our financial resilience.

1.3

### Trusts and Foundations

#### Targeted asks

- Bursaries and Scholarships for programme participation.
- Research Fellowships/Studentships enabled through Academic Partnership.
- Community and Outreach.
- Capital funding for amenities (workshop/studio) and digital/educational technology projects.



## 2 ACADEMIC PARTNERSHIP

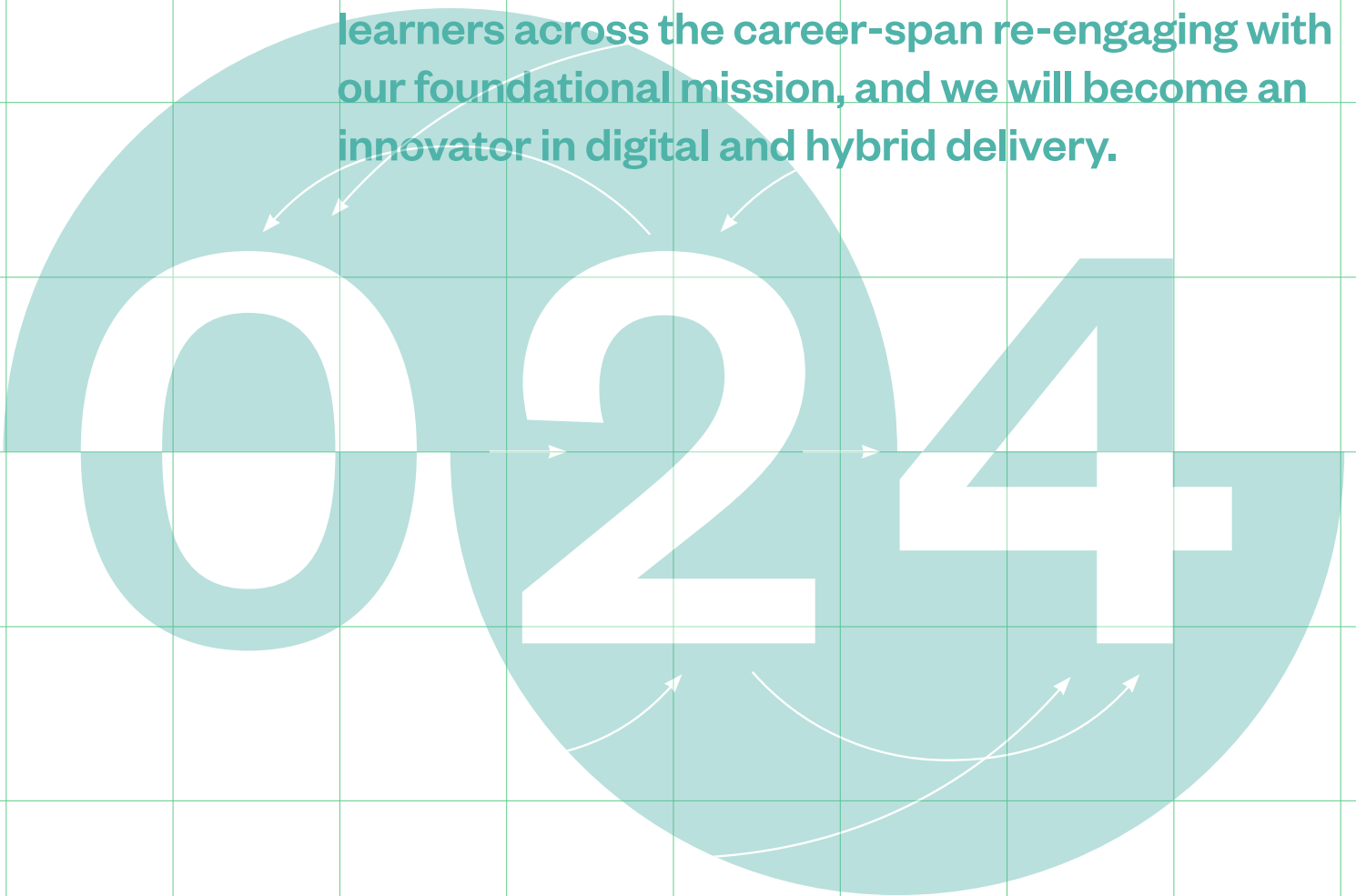
- 2.1 Fulfil all Quality Assurance requirements.
- 2.2 Co-design shared modules and programmes.
- 2.3 Partner on access and participation and EDI projects through a 'Liverpool-London Exchange' programme.
- 2.4 Develop relationships with practices who have a presence in the Northwest.
- 2.5 Collaborate on research projects relating to built-environment pedagogy and practice.

## 3 DIGITAL BACKBONE

- 3.1 Provide a more effective digital 'shop window' through our website and social media presence.
- 3.2 Use hardware and software to strengthen blended delivery.
- 3.3 Create portals and platforms to enhance Student and Faculty Experience and embrace a wider pool of learners through a developed Learning Management System and Student Information System.

**Part 2 will remain core to what we do; but as architectural education changes, we must be ready to take advantage of new opportunities which will enable us to deliver on our agenda of widening access and participation in the built environment and in delivering an innovative industry-located educational programme.**

**We will create new modules and courses for learners across the career-span re-engaging with our foundational mission, and we will become an innovator in digital and hybrid delivery.**



# PART 0

1

## Supporting Fair Access and Participation, Deepening Social Value.

A holistic and integrated vision for widening access to built environment careers to young people and career-changers. It will fulfil and exceed our Access and Participation Plan (APP) targets while providing a robust framework for the Practice Network to fulfil Social Value/EDI requirements in procurement processes. It will focus on emerging and urgent forms of built environment practice, including retrofit and circular economy. It will create: a **ladder of learning** from Level 2 to Level 5 in built environment practice; a **framework** for a currently fragmented offer, offering an equitable and accessible route through to architectural and other forms of built environment education and a **bridge** to close the gap between 'professions' and 'trades', focusing on new forms of practice to enhance green skills and deliver retrofit.

- 1.1 Level 2: Launch a Saturday Club course in Architecture and the Built Environment (13-16 year olds) with RIBA and other partners as part of the National Saturday Club.
- 1.2 Level 3: Launch an EPQ (Extended Project Qualification) programme in architecture and the built environment for A-Level students
- 1.3 Level 4/5: Launch an appropriate qualification post-A-Level and sub-degree which provides opportunities and pathways for under-represented groups and meets the green skills shortage in design and construction.

# PART 2

2

## Scaled, Strengthened and Sustainable

Refresh the programme and modules to keep abreast of practice in an age of climate emergency and rising inequality. As our sole accredited programme, Part 2 will be further enhanced by other strategic activity, including Part 0 and Part 4, alongside our engagement with communities and building up the foundations for a practice-based research culture.

2.1

### Maintain a Focused and Relevant Programme

2.1.1

Climate Emergency and Social Inequity—respond to new regulatory frameworks (eg RIBA Themes and Values) and engage dynamically with tools promoting refreshed pedagogies for climate emergency and which interrogate questions of land tenure and development put adaptive reuse, resilience, and regenerative design at the heart of our programme.

2.1.2

Skills and Methods—ensure core design and craft skills are rigorously developed through the programme alongside digital competencies; promote a radical realism and relevance in the articulation of thesis projects and their framing through defining rigorous research methods appropriate for contemporary practice;

2.1.3

City as Campus—as we scale, arm students with the tools to build their Community of Practice, and collaborate with the Practice Network to deliver robust skills in technology, craft and making

integrated into the programme as elective sub-modules/micro-credentials appropriate to their ambitions (see 'Part 4').

**2.2 Conduct Academic Programme Review in consultation with students, faculty, alumni and the Practice Network**

**2.2.1** Benchmarking our programme against other providers and in line with emerging RIBA/ARB policy.

**2.2.2** Create a manifesto encapsulating the principles of our pedagogy which is defensible but also flexible and adaptable.

**2.3 Explore new methods of assessment that promote ethical practice and positive, constructive exchanges for learners.**

# PART 4

3

## **Modular Learning Experiences for Professional Practice.**

Help to arm alumni, practice and industry with the tools to maintain and demonstrate competency through Collective Peer Development. Create 'modular' learning experiences and micro-credentials designed to meet practices' training needs, in a blend of synchronous and asynchronous delivery.

3.1

Create an editorial framework responsive to industry need, initially focusing on RIBA Core Curriculum; RIBA/ARB mandatory core competencies; specialist roles/registers; business and social enterprise skills.

3.2

Launch pilot courses, develop pedagogic principles and engage with subject matters experts from across academia and practice.

3.3

Develop course content using existing platforms.

## TALENT

**We will continue to attract talented learners to our programmes. Part 0 will begin to create a pipeline of talent into our sector. Part 4 will increase our visibility to industry. Once the ARB has published its programme of reform in architectural education and training, we will be better placed to devise Level 6 programmes (eg Part 1).**

**1 Student Experience:**

Ensure space and time for more high-contact teaching; foster a supportive and progressive studio culture; intensify connections with the breadth of contemporary practice.

**2 Expansion:**

Grow our Level 7 intake to 70 students per annum through a robust Student Recruitment Strategy with a clear understanding of cost-per-acquisition.

**3 Access and Participation:**

Deliver on all the strategic objectives contained within our Access and Participation Plan, reflecting the Office for Students' new emphases on pre-16 attainment, expansion of Level 4/Level 5 provision (see Part 0), good graduate outcomes, and ensuring better visibility and communication to prospective students, current students, and other key stakeholders.

**4 Equality, Diversity and Inclusion:**

Alongside the diversity targets contained with our Access and Participation Plan we will ensure visible representation in our Faculty and Operations Team through a programme of visiting fellowships and teaching development fellowships aimed at under-represented voices in higher education and architecture.



## IMPACT

**Our impact will be strengthened and expanded by the programmes we devise and through the work our learners and students produce. Alongside this we will build a meaningfully municipal and civic institution, partnering with communities, civil society and local government. We will create a truly 'Public Programme' of content and activity directly addressing our vision that people live more fulfilled and sustainable lives in cities. And we will lay the foundations for a distinct research culture, prepare to seek Independent Research Organisation Status (unlocking UKRI funding potential), learn from our Academic Partner, and begin to attract researchers, uniting academia and practice.**

1

**COMMUNITY AND CIVIL PRESENCE**

1.1

**CITIZEN: Projects, Platform and Programme**

Our flagship will be repurposed and relaunched as our live projects office, highlighting practitioners' and students' engagement with local communities, civil society and local government, with associated content and programmes.

1.2

**Engagement with Local Authority and Civil Society**

Establish close partnerships with our local authorities and institutions of civil society, fostering initiatives that meet their needs and align with our educational mission (see Part O).

2

**KNOWLEDGE AND RESEARCH**

Focusing on pedagogy and practice to strengthen the union of Academia and Practice which has established our reputation.

2.1

**Design Pedagogy**

Establishing research expertise in architectural and design education, teaching and assessment. This will serve as 'R&D' for future disruptive models of design education delivered by the school.

2.2

**Design Practice:**

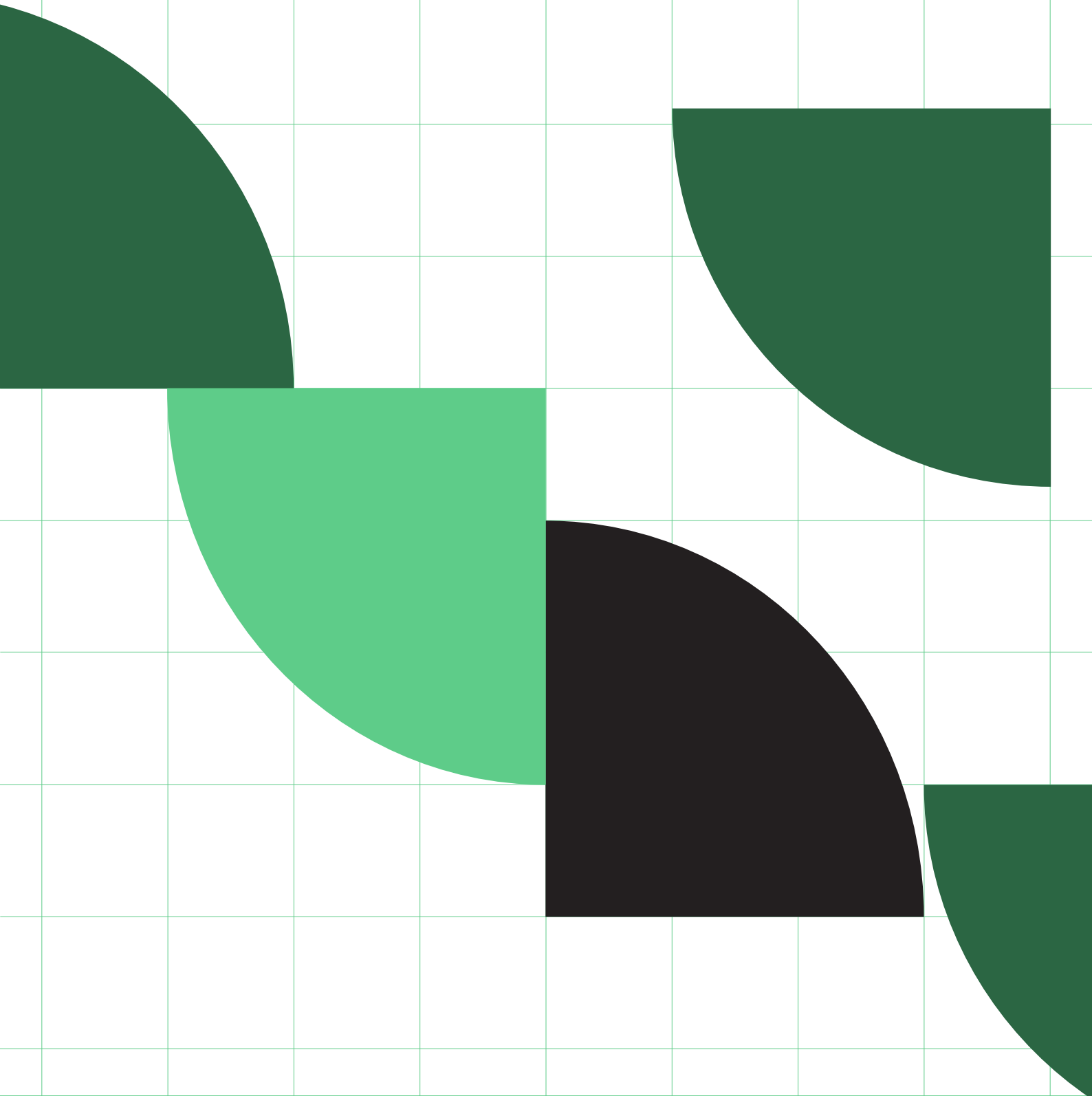
Creating a 'nerve centre' for Post Occupancy Evaluation for research, providing a pool of data, devising collaborative projects to apply in practice. LSA will serve as a trusted neutral partner in data curation.

## 2.3 **Living Archive–Think Tanks, Live Projects, Manuals and Manifestos**

Making more active use of the body of knowledge built up in our first decade, a born-digital knowledge repository accessible by students, alumni and Network members to deepen their learning and practice.

**4**

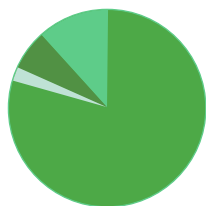
# **FINANCIAL INFORMATION**



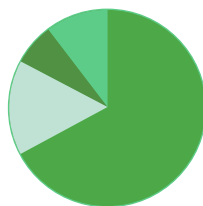
Core to the School’s financial model is the delivery of learning and educational programmes – all our activity is geared towards delivering exemplary learning experiences. The following provides a picture of how the school can diversify and grow its income from its core educational activity.

## 4.1 OVERALL PICTURE WITH DIVERSIFIED INCOME STREAMS

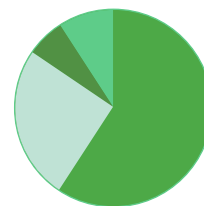
	2022/23	2023/24	2024/25	2025/26
Income Part 0	000	000	000	000
Income Part 2	1,016,000	1,046,000	1,178,000	1,208,000
Income Part 4	27,000	243,100	495,600	648,000
Income Practice Network	85,000	105,000	125,000	125,000
Fundraising/Donations	168,000	158,000	178,000	158,000
Costs	1,295,500	1,543,500	1,684,000	1,620,000
<b>Net Profit</b>	<b>500</b>	<b>8,600</b>	<b>292,600</b>	<b>519,000</b>



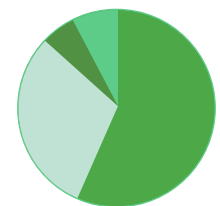
INCOME 22/23



INCOME 23/24



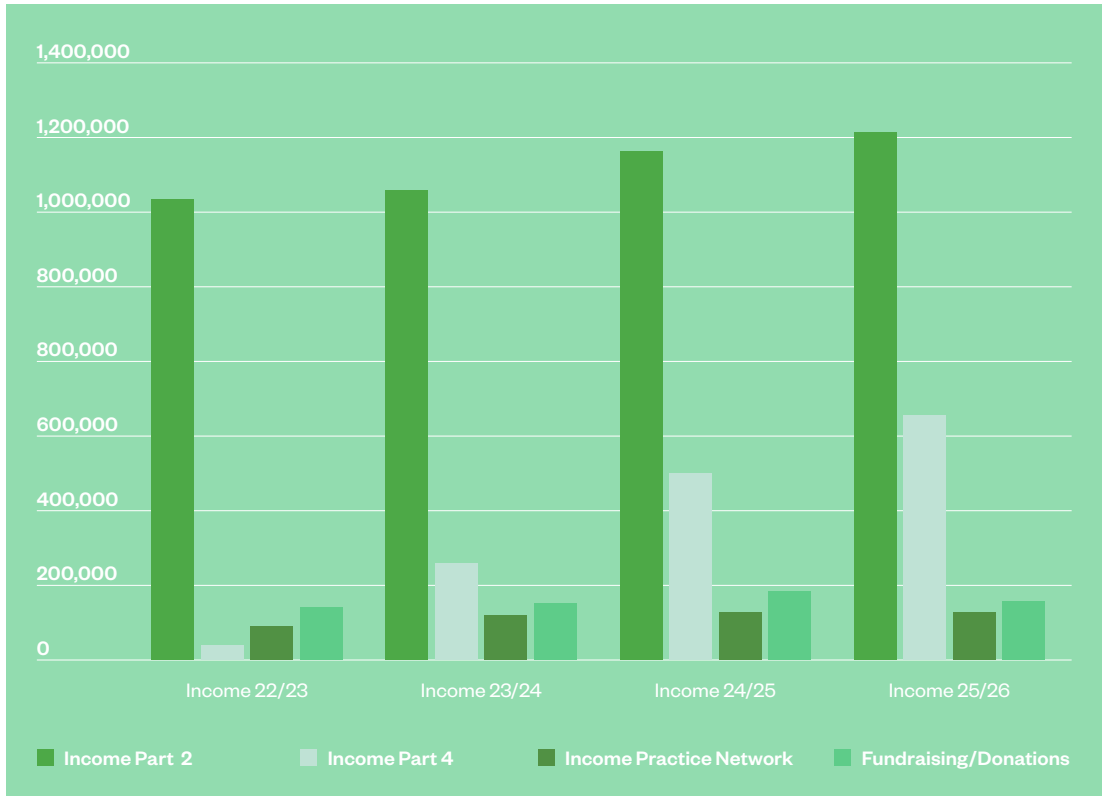
INCOME 24/25



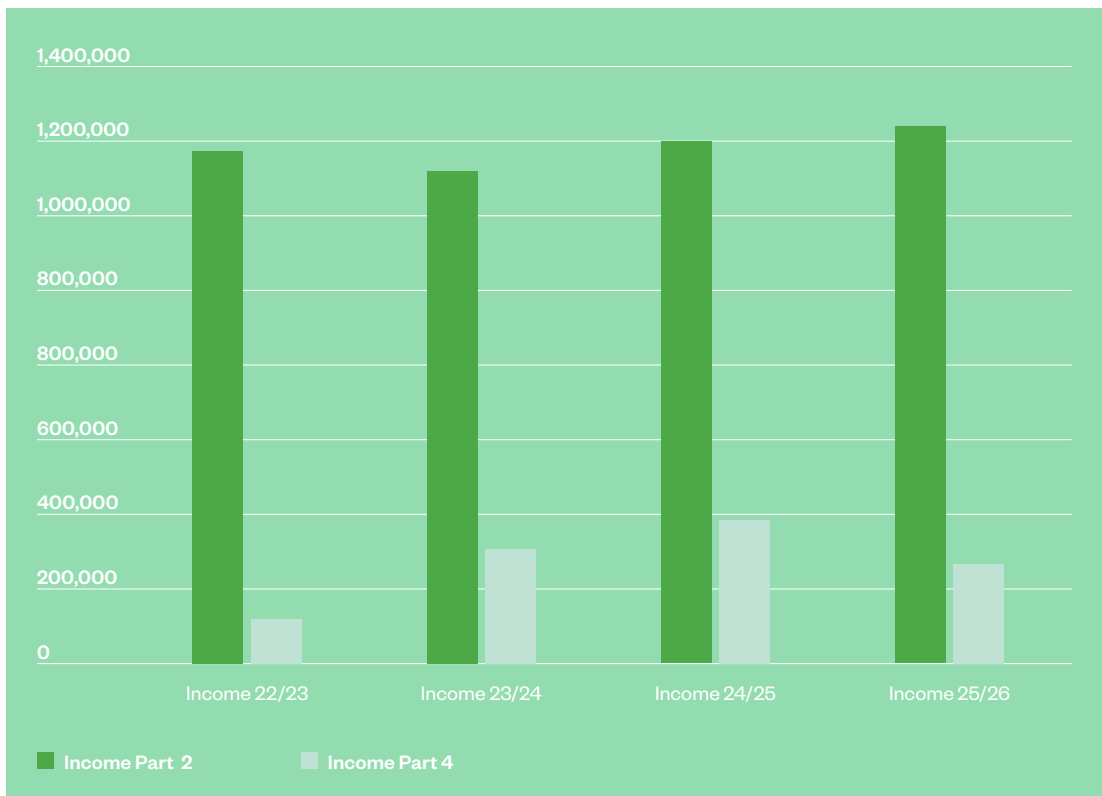
INCOME 25/26

This combined picture shows how fundraising and donations from the Practice Network and industry are critical to the development of Parts 0 and 4. Once established, it is intended that Part 4 will provide a significant income stream to go alongside Part 2. Part 0 is designed to fulfil our Access and Participation Plan commitments but will largely be self-funded.

# INCOME STREAMS



# COSTS



KEY ASSUMPTIONS	2022/23	2023/24	2024/25	2025/26
First year students	50	63	65	65
Second year students	61	50	60	60
Tuition fees – Home	9,000	9,000	9,000	9,000
Tuition fees – International	15,000	15,000	15,000	15,000
<b>INCOME</b>	<b>1,154,000</b>	<b>1,154,000</b>	<b>1,306,000</b>	<b>1,1336,000</b>
Student fees	949,000	1,014,00	1,146,000	1,176,000
Practice Network	85,000	105,000	125,000	125,000
Foundations	54,000	27,000	27,000	27,000
Donations	50,000			
Other	16,000	8,000	8,000	8,000
<b>OPERATING COSTS</b>	<b>1,174,000</b>	<b>1,134,000</b>	<b>1,197,000</b>	<b>1,221,000</b>
Employees	375,000	411,000	424,000	436,000
Contract staff	79,000	70,000	72,000	72,000
Modules	169,000	172,000	197,000	210,000
Physical & Service	202,000	201,000	207,000	208,000
Other	306,000	236,000	250,000	248,000
A&P Plan	46,000	44,000	47,000	47,000
<b>NET INCOME</b>	<b>(20,000)</b>	<b>20,000</b>	<b>109,000</b>	<b>114,000</b>
Accumulated balance	280,000	300,000	409,000	523,000
Balance as %age of OC	24%	26%	34%	43%

The table above shows the latest forecast for this academic year (2022/23) and projections for the following two academic years. A number of key assumptions around student numbers, fee income and costs underpin the forecasts. In 2022/23, the school enrolled 50 students and retained 63 students from the 2021/22 cohort.

For the following two academic years, we are projecting a gradual increase in student recruitment to 65 students of which 5 will be international. From 2022/23, and for the following academic years in the forecast, the fee levels will remain constant at £9,000 for home students and £15,000 for International students.

Steady salary increases and rises in day rates for tutors are built into each of the future years, recognising the rate of inflation and current expectations. General cost increases have also been built in. We have no existing borrowings. The Board has set a minimum average reserves policy of three months' running costs.

Spending mandated by our Access and Participation Plan is only shown in part here as some spend is attributed to Part O. Around £15k/annum will be spent on Part O and some of this is classed as A&P Access investment.



<b>INCOME</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>
Online Course Fees	£27,000	£243,100	£495,000	£648,000
Grant Funding	£55,000	£55,000	£55,000	£55,000
Corporate Sponsorship	£40,000	£20,000	£40,000	£20,000
<b>COSTS</b>				
Production	£101,000	£147,000	£202,000	£101,000
Running Costs	£5,500	£19,500	£42,750	£55,000
Sales & Marketing	£2,000	£60,000	£60,000	£60,000
Administration	£12,500	£87,500	£87,500	£87,500
<b>NET PROFIT</b>	<b>£1,000</b>	<b>£4,100</b>	<b>£198,350</b>	<b>£419,500</b>

We anticipate developing two fundamental course types. One will cover mandatory knowledge for professional competency (starting with architects through RIBA CPD core curriculum and topics discussed in the RIBA 'Way Ahead Framework) and any statutorily defined roles (e.g. Principal Designer) – these will be aimed at the widest possible section of industry, seeking large cohorts through digital delivery. The other will focus on desirable and differentiating skills in practice and wider industry. These will be high-contact, small cohort programmes, through blended delivery.

Courses will be available through a B2B model – access to packages of courses will be available to practices with a fee based on practice size. Initially these will be aimed at the LSA Practice Network, and course content will be devised in consultation with them.

A subscription model will have tiered price options based on the volume of learners; a premium tier for private single organisation access (with enhanced course content) will also be available. Typical fees for small practices (of fewer than 5 people) might be around

£3000; for medium-sized practices (fewer than 30 people), around £10000, and for larger practices of between 30 and 100, around £25000. This translates to a price per learner per year of between £250-£600 depending on volume. The cost of access to a course run by learner will be between £80-£200. Courses will also be available for one-off purchase through a B2C model, with cost to access ranging from £250 for large cohort programmes to £750 for high-contact, small cohort microcredentials. Most modular programmes will be available to enrolled Part 2 students for free. Online course fees have been worked out based on a modest growth of our course collection across the strategic period. The programme for course development is as follows (the figures in parentheses indicate the number of runs of each course per financial year).

<b>COURSE COLLECTION</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>
Mandated Essentials	1 (2)	3 (2)	5 (3)	5 (3)
Practice Differentiators	1 (1)	2 (2)	4 (2)	5 (2)
<b>TOTAL NO OF RUNS</b>	<b>3</b>	<b>10</b>	<b>23</b>	<b>25</b>

As we develop our digital infrastructure to design, produce and deliver Part 4 programmes, we will seek support from Trusts and Foundations. Funders with particular interests in subjects or themes will be approached to partner on specific courses and programmes. Corporate partnership with industry will also be sought, recognising the industry focus of our course content. Partnership will provide an opportunity to shine a light on industry expertise and thought leadership. The figures above show a corporate sponsorship need of £20,000 per course, and we assume 2 sponsors per course at £10,000; this will also help us to represent the breath of the sector through industry collaboration.

From Year 2 we anticipate that the exposure of Part 1s in practice to our course content (and perhaps taster modules) will generate 'conversion' to Part 2. We have set an anticipated conversation rate of 1% of total learners reached:

<b>COURSE COLLECTION</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>
Conversion Rate		1%	1%	1%
Reach		265	580	840
Number		2.65	5.8	8.4
<b>FEES INCOME PER ANNUM</b>		<b>£23,850</b>	<b>£52,200</b>	<b>£75,600</b>

IMPACT ON P&L	2022/23	2023/24	2024/25	2025/26
National Saturday Club	(15,000)	(15,000)	(15,000)	(15,000)
EPQ	000	(40,000)	(40,000)	(40,000)
Level 4/5 Programme	000	15,000	15,000	15,000
Commission/Research	(40,000)			
Required Fundraising	40,000	25,000	25,000	25,000
<b>A&amp;P Contribution – Part 2</b>	<b>15,000</b>	<b>15,000</b>	<b>15,000</b>	<b>15,000</b>
Net Profit	000	000	000	000

Part 0 courses aim to widen access to built environment careers for young people. Programmes will be primarily funded through grants and donations, and therefore will be largely self-financing. The LSA will contribute a proportion of its own higher fees income to Part 0 initiatives in line with our Access and Participation Plan obligations. Some of the LSA costs in the Part 2 model attributable to A&P can be netted off against the Part 0 costs.

One of the Part 0 strategic objectives is to investigate the possibility of a Level 4/Level 5 qualification. To scope this, we propose to run a one-year commission which will produce a research report and make specific recommendations. This accounts for the £40,000 under 'Commission/Research'. We will also aim to support an existing Level 4/Level 5 programme which will yield some financial contribution through partnership of around £15,000 reducing the burden of fundraising.

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