



THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE ■

THE LSE ACCESS AGREEMENT FOR 2015 ENTRY

1 The LSE access record

LSE is the world's leading specialist social science institution, founded in 1895 for the betterment of society. The School remains committed to its founding principles and continues to widen access to higher education in general and to LSE in particular. 'Engagement' remains one of the strategic priorities of our five-year Strategic Plan and widening participation (WP) is one of the key elements of our engagement policy.

LSE has been involved in widening participation and access initiatives since 1998. Through our pre-entry schemes we aim to raise the aspirations of school and sixth form students and also to improve the attainment of students so that they are better equipped to apply for selective institutions, such as LSE. Details of our existing WP portfolio can be found on our website at <http://www.lse.ac.uk/study/undergraduate/informationForTeachersAndSchools/wideningParticipation/pdfs/WideningParticipationbrochure2013-14.pdf>

Through our on-course support, delivered by academic departments and central services, we aim to help our students progress and succeed at the School and equip them for their future careers. Further information can be found in section 7.

Since we wrote our first Access Agreement for 2006 entry, the School has made steady progress against a number of its HESA benchmarks.

Table 1: Enrolment of state school, low socio-economic background and low participation neighbourhood students

Year	State school		Low socio-economic background		Low participation neighbourhood	
	PI	Benchmark	PI	Benchmark	PI	Benchmark
2005	59%	76%	17.5%	19.4%	7.8%	9.1%
2006	65.9%	77.4%	18.2%	20.4%	4.1%	6.0%
2007	66.2%	78.3%	14.9%	19.8%	2.3%	6.2%
2008	70.7%	72.5%	18.7%	19.2%	4.5%	5.0%
2009	70.8%	73.1%	20.7%	18.1%	4.7%	5.3%
2010	66.5%	70%	19%	17.4%	3.7%	4.9%
2011	69.1%	71.2%	18.8%	17%	2.6%	4.6%
2012	70.9%	71.8%	20.0%	18.2%	3.4%	5.3%

Internal unverified data for 2013 entry suggest that our state school intake exceeds 70%.

Table 2: Enrolment of students in receipt of a Disabled Students Allowance

Year	Percentage in receipt of DSA	
	PI	Benchmark
2007	3.1%	3.1%
2008	2.7%	3.5%
2009	2.4%	3.1%
2010	3.3%	3.4%
2011	4.2%	3.9%
2012	4.4%	4.7%

Table 3: Non-continuation rates of LSE students following year of entry: full-time first degree entrants 2006-2011 (all entrants)

Year	Withdrawals	
	PI	Benchmark
2006	4.2%	4.5%
2007	5.3%	3.3%
2008	3.9%	2.6%
2009	4%	3%
2010	1.6%	1.8%
2011	3.8%	2%

Table 4: Proportion of OFFA-countable students in receipt of a full grant, 2008-13 entry (data submitted to OFFA in annual monitoring return)

Year	Proportion of LSE students in receipt of a full grant
2008	17.4%
2009	19.8%
2010	20.8%
2011	21.4%
2012	23.5%
2013	23% *

* Provisional figure derived from LSE internal data

The proportion of black African-Caribbean students in the undergraduate body has decreased marginally since 2012.

Table 5: Application and enrolment of black African-Caribbean students at LSE, 2008-13 entry (data supplied by UCAS)

Year	Applications		Offers		Enrolments	
	Number	Percentage of total application	Number	Percentage of total offers	Number	Percentage of total enrolments
2008	618	7.3%	56	3.7%	26	4%
2009	677	7.7%	57	3.7%	30	4.3%
2010	605	7.6%	57	4.3%	30	4.2%
2011	548	8%	67	5.1%	31	4.9%
2012	380	7%	60	4.2%	28	4.2%
2013	399	6.5%	56	3.9%	26	3.8%

As a small, specialist social science institution (our UK/EU intake is around 900 students per year) we face specific challenges relating to the suitability of A level choices and also demographic variations in the choice of university programmes which other multi-faculty institutions may not encounter. However, we are pleased with the progress made towards our benchmarks for the recruitment of state school, low socio-economic and disabled students. We aim to build upon the success of recent years, by reaching more pre-university students from a wider cross section of society and continuing to recruit students from these under-represented groups to LSE, particularly those from low-participation neighbourhoods. We will also build upon the work already started to further engage and support WP students once enrolled at LSE. More information on both of these aims can be found in sections 6 and 7.

2. Key features of the 2015 LSE Access Agreement

In reviewing our Access Agreement for 2015 we have considered staff and student feedback; the evaluation of our pre-entry schemes; the School's strategic priorities; OFFA's strategic priorities; internal discussions at Council and the Widening Participation Advisory Group; and national and local research. The key features are:

- A tuition fee for UK and EU undergraduates set at £9,000 a year.
- 50% of additional fee income to be channelled into outreach, bursaries and student support in steady state.
- A needs-based bursary package for UK students in receipt of a maintenance grant.
- An increased proportion of additional fee income devoted to pre- and post-entry access and support in steady state.
- Continuation of successful long-term outreach programmes and the development and delivery of new activities where appropriate.
- Development of targeted support activity for WP students enrolled at the School.
- Challenging milestones for applications, admissions and student progression.

3 Tuition fees for 2015 entry

We plan to charge new UK/EU undergraduate students beginning their course in 2015 a tuition fee of £9,000 per year. This fee will be applied across all of our undergraduate programmes. Continuing students will be charged a fee according to the tuition fee operating at their time of entry.

A small number of our undergraduate students (around 10 per year) take part in a year abroad scheme with our partner institution, Sciences Po in Paris. This scheme attracts Erasmus funding. We will charge UK/EU students taking part in the exchange scheme from 2015 onwards a tuition fee of £1,350 for their year abroad. The earliest that 2015 entry students would take part in the exchange scheme would be 2017, in their third year of study. Further details will be published when more information is made available about the position of Erasmus funding.

We expect to enrol 2,929 UK and EU students in steady state which will generate £8,787,000 in additional fee income. 50% of this additional income - £4,394,000 - will be spent on access activities including outreach programmes, bursaries and retention measures.

Table 6: Projected expenditure on access measures, 2017-18

Item	Spend	Proportion of additional fee income
Bursaries	£3,143,250	35.8%
Pre-entry WP work	£875,000	10%
Student retention and success	£300,000	3%
Progression	£75,750	1%
Total	£4,394,000	50%

This compares to our 2014 Access Agreement commitment (in steady state) of £3,318,500 of which 39.3% was allocated to bursaries. We have reduced our long-term commitment to financial support and re-focused the balance to pre- entry access and post-entry support for WP students. The majority of our non-bursary allocation is dedicated to pre-entry work, reflecting our strategy to enrol more students from under-represented groups at the School. The allocations for retention and progression work are somewhat fluid in that this is a broad indication of commitment. Moving forward, we may shift funds between these two categories subject to need, especially as the position with regard to disability funding becomes clearer.

4 Access measures for 2015 entry

Through the current balance of widening participation and bursary expenditure we have seen broad success in generating applications and securing acceptances from students from state schools and low socio-economic backgrounds, as can be seen from the HESA performance table in section 1. While we acknowledge that recent research indicates that the availability of bursaries does not influence students' university choices to any great extent, we remain concerned about the impact of higher fees (ie. above £6,000 per year) on traditionally under-represented groups. The recently published OFFA research looked at pre-2012 students and their progression to university. The LSE Centre for Economic Performance is currently undertaking research into the effectiveness of bursaries, in terms of student retention and success. We had hoped that the findings of this research would have been available in summer 2013 but this has been deferred until summer 2014.

We think that our generous bursary package has contributed to the year-on-year increase in the number of LSE students in receipt of a full grant, illustrated in Table 4. Furthermore, feedback gathered from our survey of undergraduate offer-holders who decline the LSE offer of a place and feedback from the i-graduate student barometer survey continue to show that fees and financial support remain of paramount importance for UK students, especially when the cost of living in London acts as a deterrent. This has been further illustrated in the Department for Education report *School and College-level Strategies to Raise Aspirations of High-achieving Disadvantaged Pupils to Pursue Higher Education Investigation* which identified financial concerns as a major deterrent to going to university. For 2015, we will channel the majority of additional fee income, in steady state, into bursaries for students from under-represented groups. In doing so we draw attention to the following points:

- We increased our allocation for pre-entry and on-course support in our 2014 Access Agreement.
- We have trailed the existing (2014) bursary package in our 2015 entry materials.
- We committed to the projected levels of NSP expenditure in December 2014, following extensive internal consultation, when HEIs were informed of the discontinuation of the scheme.
- With the discontinuation of the NSP, our proportion of spend on financial support declines over time. We have re-allocated this budget to pre-entry and on-course support work from 2016 onwards.
- We are committed to looking again at our bursary/WP activity balance for 2016 entry in light of the CEP research.

Historically, a number of our WP activities have been funded by external bodies, organisations and alumni of the School. We will continue our efforts to secure further external funding to augment the School's own contribution to widening participation. We welcome the opportunity to have this contribution recognised in our Access Agreement.

5 Financial support for students

The LSE bursary scheme for new UK entrants in 2015

We have put in place a generous bursary scheme for students from low-income backgrounds which makes the largest awards to students with the lowest household income and tapers to a maximum threshold equal to that for a partial grant. Students not in receipt of a grant are not eligible for an LSE bursary.

As mentioned in section 4 we have removed the NSP element of the bursary package for 2015 starters and vired the funds into pre-entry access and post-entry support work.

Table 7: The LSE bursary scheme for new UK entrants in 2015

Students' household income	Grant status	LSE award per annum	Total value of award over three years
£0 - £18,000	Full grant	£4,000	£12,000
£18001 - £25,000	Full grant	£3,500	£10,500
£25,001 - £30,000	Partial grant	£2,750	£8,250
£30,001 - £35,000	Partial grant	£1,750	£5,250
£35,001 - £40,000	Partial grant	£1,000	£3,000
£40,001 - £42,611	Partial grant	£750	£2,250

The LSE bursary scheme for continuing UK students

LSE will continue to provide bursary support for continuing students (those who enrolled at the School between 2006 and 2013 under the old system) according to the terms of the Access Agreement for the year in which they started their studies at the School. This will include continuing commitments to NSP where appropriate.

LSE scholarships

LSE continues to seek and receive external funding from private donors and from businesses to provide scholarships for students from low socio-economic backgrounds. Currently, the School awards around £200,000 a year through such scholarships to new and continuing UK students. These scholarships are additional to our Access Agreement spend and, as such, are not included in the figures in Table 6. However, they are included in Table 4 in the Access Agreement Resource Plan.

6 Outreach and widening participation

Long-term outreach

Our existing WP portfolio sees us engage with around 2,100 students per year from primary level to year 13. Our activities are also open to adult learners studying at FE colleges. This is an increase of 1,400 students since our first Access Agreement in 2006. We engage with these students in a variety of ways.

- In school - LSE student mentors and tutors go out to schools and work with pupils of different ages on an individual or group basis (eg. LSE Mentoring and Tutoring programmes).
- Short-term - School pupils of different ages come to campus to take part in day-long, interactive activities and events (eg. Moving On, Introduction to the Social Sciences, the Black Achievement Conference and the Politics Conference).
- Long term - Years 11 – 13 students come to campus to participate in longer term programmes made up of repeated interventions (eg. Pathways to Law, LSE CHOICE and Year 11 Summer School).

We target the following pupils:

- Students from low performing state schools/schools with high proportion of students who qualify for free school meals.
- Students who are in receipt of/qualify for free school meals.
- Students who live in low participation neighbourhoods.
- Students from under-represented ethnic groups.
- Students with parents with no experience of higher education.
- Students in Local Authority Care.
- Students with a disability.

As we do not offer part-time degree programmes at undergraduate level we do not explicitly target mature learners in our outreach programmes. However, we engage with older students when we visit FE colleges/Access programmes and encourage them to take part in our activities. Students aged over 21 who do enrol at LSE have access to all of the services, bursaries and support mechanisms available to their younger counterparts.

Our approach to widening participation since 2012 has been

- To build upon the success of existing LSE programmes, such as LSE CHOICE, which potentially lead to the enrolment of WP students at LSE and other Russell Group universities;
- To develop programmes based upon our own evaluation of activity, upon assessment of our own progress to targets and upon national research. Examples include the introduction of programmes for Year 8 students and the development of Promoting Potential, our Spring School for African-Caribbean boys;
- To develop collaborative working relationships, such as our membership of AccessHE, the University of London Outreach, Access and Success Group, our links with TeachFirst and our work with London Russell Group partners
- To improve the evaluation of WP activity and to more effectively monitor and track the progress of our WP students.

For 2015 entry we aim to

- Build further on our success in working with pupils from state schools, low socio-economic backgrounds and black African-Caribbean communities.
- Embed the more effective targeting of pupils from low-participation neighbourhoods (LPN), disabled pupils and looked-after children introduced for 2014.

- Further integrate the work we do with the Disability and Well-being Office, Students' Union and the Equality and Diversity Office at LSE.
- Continually improve our evaluation of pre-entry work.
- Establish a WP network of students who have enrolled at LSE having participated in one of our outreach programmes.
- Work with academic departments, the Careers Service, the Teaching and Learning Centre and other central services to deliver support for this network of WP students.

This approach *may* involve us running new pre-entry sessions for our target groups but new programmes are not a priority for us. It is more important that we enrol students from these groups onto the extensive range of existing LSE WP programmes across all year groups from primary level through to sixth form.

Table 8: Overview of pre- and post-2012 WP activities at LSE

Age group (school year)	Pre-2012 activity	2012 and 2013 activity	2014 and 2015 activity
Pre 14 (Years 6 to 8)	• Moving On • Student tutoring • Student mentoring • Black Achievement Conference	• Introduction to the Social Sciences • Promoting Potential Spring/Summer School (for African-Caribbean boys)	 • Develop and improve programmes and expand numbers on existing outreach activities • Improved targeting of LPN pupils, LAC pupils and disabled pupils. • Integrated approach with LSE Careers, Disability and Well-being Office, SU, E&D Office, Teaching and Learning and academic departments • Establish LSE WP student network and target support to students
14 – 16 (Years 9 to 11)	• Student tutoring • Student mentoring • Summer School • Student Shadowing	• Workshops for disabled students and families • Dux (Future Scholar Awards) event for year 9 students	
16 – 18 (Years 12 to 13)	• Student tutoring • Student mentoring • Pathways to Law • LSE CHOICE • Politics Conference • Student Shadowing	• Collaborative IAG to schools and FE colleges • Workshops for disabled students and families • LSE-SOAS HE event for disabled students	
Advisers/teachers /schools	• Advising the Advisers • Talks and visits to state schools • Close school links	• Targeted admissions information and feedback for low-performing schools	

Evaluation

As outlined in our Access Agreements for 2013 and 14, we use evaluation feedback and data to inform our WP strategy and individual WP programmes. We also use our performance against HESA benchmarks to inform our overall direction of travel, hence the increased focus on low participation neighbourhood students in 2014. Please see section 9, Monitoring and Evaluation, for more information.

Collaborative working

In 2013 LSE successfully bid for the contract and funding to continue Pathways to Law in London. LSE works closely with UCL and the Sutton Trust over the content and delivery of the Pathways to Law programme. This includes joint promotion and admissions for the scheme, as well as joint delivery of some sessions. We also liaise with the other HE partners delivering Pathways to Law around the country and all Pathways students come together at Warwick University once a year on a collaborative summer school. The Pathways to Law programme has input from the Legal Education Foundation and law firms in London. All students on the programme undertake a 3 to 5 day work placement at one of the country's leading law firms. One of the main principles underpinning the scheme is to aid social mobility. The LSE Language Centre is part of the Routes into Languages consortium (<https://www.routesintolanguages.ac.uk/london/>) through which it offers pre-university students a range of support, including open days, taster sessions, special focus events on current affairs, cinema and culture in a variety of language and levels.

The LSE Students' Union and student societies work with external organisations such as Debate Mate and Yelp Students. Through these collaborations LSE students act as peer-to-peer mentors to London school children. This is in addition to the LSE Tutoring and Mentoring schemes run centrally by the School. They have also launched an initiative with Open Book, Goldsmiths - <http://www.gold.ac.uk/outreach/open-book/>. The WP team offers support and advice to student societies and representatives of the LSE Students' Union who undertake activity relating to fair access and widening participation. The WP team is also developing its strategy for further harnessing the enthusiasm and resource that LSE students provide.

LSE is part of the Russell Group Association for Widening Participation which works together to widen access to research-intensive universities. It shares good practice, liaises with stake-holders such as DBIS and UCAS on WP issues and contextual data, and delivers joint access activities such as the Russell Group Teachers' Conference in which we participate.

LSE is a member of AccessHE and, via this forum, actively contributes to the development of the WP agenda and collaboration in London. In particular LSE has been instrumental in the development of two working groups which will continue to focus on targeting Looked After Children and students with disabilities. LSE has also been involved in discussions relating to a collaborative London Access Target. We actively contribute to the regular roundtable meetings convened by AccessHE and the Association of Colleges.

In addition to collaborating with academic institutions and organisations, LSE also works with a range of other partners to ensure we reach a broad spectrum of under-represented groups. These include IntoUniversity, the Social Mobility Foundation and Aim 2 Attain. Furthermore LSE works collaboratively with a range of external organisations and charities who contribute to our portfolio of WP activities including MyBnk, FixUp Seminars, Plotr (a new careers platforms for 11 – 24 year olds), Pure Potential, Reed Smith, Barclays and National Black Boys Can.

At this stage of our collaboration, we are unable to set joint institutional targets with our HE partners. However, if the pilot projects are successful then we hope to set targets in future Access Agreements.

Use of contextual data in admissions

We currently use contextual data in our undergraduate admissions process, in particular assessing the applicants' GCSE performance in the context of the secondary school attended. Details can be found in our admissions policy at <http://www2.lse.ac.uk/study/undergraduate/howToApply/ugAdmissionPolicyDataProtection.aspx>.

Since 2012 onwards we have been working to use more contextual data supplied through UCAS to further help us assess the ability and the potential of applicants to the School. We plan to develop a more robust 'flagging' system for WP candidates at admissions stage for 2015 entry, with particular emphasis on POLAR 3 data. We hope that this will enable us to make further progress against our LPN benchmark.

7 Student retention, success and progression

Generally, LSE has a good retention and progression record. The latest HESA figures in Table 3 show that, in 2011, 3.8% of our young UK undergraduates were not in higher education the following year of entry. It should also be noted that HESA treats students awaiting summer re-sits in the following year in the same

way that they account for students who have withdrawn. Our non-continuation rates are therefore inflated by the inclusion of summer re-sit students.

However, we recognise that there is still work to be done in supporting our students from under-represented groups, both in the transition to university life, throughout their undergraduate programmes and into careers or further study. In section 6 we reference our plan to build a network of current LSE students who have progressed through one of our WP pre-entry programmes (ie. LSE CHOICE, Pathways to Law and LSE Summer School). These students will be offered targeted support from the portfolio of 'Post 2012' provision outlined in Table 9 below.

LSE has a strong record of supporting its graduates into work. Our graduates command high salaries, £32,652 on average compared to £20,000 nationally, and over 94.6% of working graduates from LSE are in graduate-level employment. All undergraduate students have access to the LSE Careers Service and its bespoke portfolio of services. From 2015, the LSE Careers Service will offer targeted sessions for the WP network students before and during their time at the School.

In 2013 LSE bid for the HEFCE Postgraduate Support Scheme funding. Unfortunately, our bid was unsuccessful. However, we plan to provide additional help and pointers for our own UK undergraduates considering graduate study through dedicated information sessions and alumni mentoring. We will also ring-fence some of our existing graduate financial aid budget specifically for UK undergraduates from low socio-economic backgrounds starting a taught master's programme in 2015. We recognise that this financial support cannot be counted as part of our Access Agreement expenditure but we want to flag that this forms part of our initiative to encourage more UK students into graduate study.

Table 9: Overview of pre- and post-2012 on-course/progression support at LSE

Student life-cycle	Pre-2012 on-course support	Post-2012 on-course/progression support
Pre-arrival	Welcome booklets Study skills information (hard copy and online) Online newsletters	Pre-sessional events for UK students Online IAG for UK offer-holders from UK alumni Redesigned web-based information Careers kick-start sessions for WP students
Orientation/induction	Peer mentoring Study sessions for new students	Student-led induction sessions More harnessing SU societies More sign-posting of support services (campus promotion and website) Targeted mentoring for UK students non living in halls of residence
First year	Study skills workshops One-to-one tutorials Peer support pilot Learning World online support Dyslexia/dyspraxia support Support/training for teaching staff Academic advisers	Peer support roll-out UG-specific sessions (eg. exam revision, research skills) Super-reading training for dyslexic students. Use of LSE online portal for student support
All years	Study skills workshops One-to-one tutorials Peer support pilot Learning World online support Dyslexia/dyspraxia support Support/training for teaching staff Academic advisers	UG-specific sessions (eg. exam revision, research skills) Super-reading training for dyslexic students. Use of LSE online portal for student support Monitoring/tracking of students' access to support services End of degree programme careers guidance for WP students Third year IAG on postgraduate study

Target groups for on-course support

We are eager not to stigmatise or ghettoise our students from under-represented groups once they are enrolled at the School. Indeed, data on the continuation rates of some of our most popular courses suggest that students from low socio-economic classes fare just as well, if not better, than other students from higher socio-economic classes. This demonstrates that on-course support must be made available for *all* of our undergraduate students and not just those who are from under-represented groups. Difficulties encountered by students are often multi-factoral and complex; they rarely occur as a result of just one issue/aspect of a student's background.

However, we believe that there are UK students who are more at risk of feeling isolated and who feel less able to call on support mechanisms on campus than others. These students may take longer than others to adapt to new ways of learning, may experience difficulties in engaging with other students in their class or may require additional help with aspects of university life. These include students who have come through our own WP programmes and students who choose to live at home in London (often to save money or because they have caring responsibilities) rather than live in a Hall of Residence. Both of these groups will be targeted with specific on-course support. In addition, we will continue to direct the following student groups to our support provision across the School:

- Students from low-performing state schools
- Students from low-participation neighbourhoods
- Students who have been in care
- Disabled students

Expenditure on student retention activities

We have allocated a budget of £375,750 in steady state to fund on-course, retention and progression activities for students from under-represented groups. This is a proportion of the total resource we expect to devote to retention and on-course support for this group within our undergraduate cohort. The *total* expenditure on our retention activities for *all* undergraduate students will be significantly more than £375,750 in steady state.

8 Targets and milestones

Our targets and milestones take account of the success that we have seen since the introduction of variable fees in 2006 and the commitments laid out in our first Access Agreement.

WP activity

(a) Our 2011 Access Agreement included a target of engaging with 1,800 students a year across all year groups. This is double the number of UK and EU students we now enrol each year on our undergraduate programmes. We aim to increase our WP reach by 110 students per year from 2012 to 2017, ultimately reaching 2,350 students in 2017-18.

(b) We aim to increase the number of students progressing from our WP schemes LSE CHOICE and Pathways to Law onto our undergraduate programmes. Our 2012 monitoring report to OFFA shows that we enrolled over 30 students from Pathways to Law and LSE CHOICE from the most recent cohorts. We aim to maintain this number of students enrolled on LSE undergraduate programmes from the WP schemes, ultimately reaching 35 students enrolled from Pathways to Law and LSE CHOICE by 2018-19.

Applications to and enrolments at LSE

(a) We aim to encourage applications to the School from students from state schools and, in particular, students from low-performing state schools (ie. schools with an average A*-C GCSE performance below the national average).

In 2010, 75% of our UK applications came from the state sector. Of the applications received from comprehensive schools, just 257 of these applications came from low performing state schools (ie. schools performing below the national average for grades A* to C at GCSE). We aim to increase the number of qualified students applying from low-performing state schools to 400 by 2017-18.

This target takes into account (a) the fact that we have increased our entry requirements for more than half of our undergraduate programmes in 2011 and 2012; and (b) it may take a couple of years for the new fees and bursary programme to attract more students from low performing schools.

(b) We aim to encourage more applications to the School from black African/Caribbean students.

In 2010, 605 of our UK applicants who disclosed their ethnicity were black African/Caribbean students. This constituted 7.6% of our Home UK applications. We aim to increase the number of black African/Caribbean students applying to LSE to 750 of our UK applications by 2017-18.

This equates to an increase in applications from black African/Caribbean students of around 25 per year.

(c) We aim to continue to make progress towards our HESA benchmarks. In particular, we will aim to

- enrol between 70 and 72% of our UK intake from state schools
- enrol between 19 and 21% of our UK intake from low socio-economic backgrounds
- enrol between 4 and 6% of our UK intake from low participation neighbourhoods

Retention

(a) The aim in our 2012 and 2013 Access Agreements was to reduce our withdrawal rate to 3%. The 2010 figure was 1.6% but this increased in 2011 to 3.8%. We aim to keep our non-continuation rate at or below our HEFCE benchmark.

9 Monitoring and evaluation arrangements

The LSE WP team, in conjunction with one of our social science PhD students, developed a new evaluation model which was rolled out in 2011. We collect data from the participants of all of our activities with a view to (a) measuring the impact of the WP activities on aspirations and awareness of HE and (b) measuring the impact of the WP activities on attainment levels. For a programme such as LSE CHOICE, which engages students throughout Years 12 and 13, this takes the form of (i) surveying pupils and teachers before they take part in the programme to ascertain their expectations, aspirations and level of attainment and (ii) surveying the students throughout and at the end of the programme to measure impact. We also track the progress of LSE CHOICE students who enrol on the undergraduate programme at LSE.

The findings of all the WP programme evaluation have been used to develop and improve our schemes, examples of which were included in our 2013 Access Agreement. For 2014, in response to feedback, we will be incorporating more careers information, advice and guidance into our WP programmes. We will also be expanding the student perspective element of our 'Advising the Advisers' seminar. This programme of continual review and improvement will be rolled forward for 2015.

We have set up a new WP steering group which will comprise members of the WP team, LSE academics, teachers from link schools, LSE students and staff from LSE support services. This group will meet once a term to discuss WP issues and to monitor progress against targets.

The steering group will report to the WP Advisory Group, chaired by the Pro-Director for Teaching and Learning. On a day-to-day level, the WP team reports to the Director of Recruitment and Admissions based in the Academic Registrar's Division.

Monitoring of applications, enrolments and bursary spend takes place on an annual basis and data are reported to the Academic Planning and Resources Committee and the Academic Board each Autumn.

We will continue to report annually to OFFA on all elements of our Access Agreement and Widening Participation Strategic Assessment.

10 Provision of information to students

We will publish clear, accessible and timely information for applicants and students on the undergraduate fees and our financial support arrangements. We will do this through a range of media, including:

- The LSE website
- The LSE undergraduate prospectus (print, app and online)
- The LSE Financial support brochure (print and online)
- The termly Focus LSE newsletter (print and online) for schools and colleges
- LSE open days, conference for schools advisers, school visits, recruitment events, etc.
- The LSE WP brochure/materials
- Print and online materials for offer-holders
- UCAS entry profiles

We will also provide relevant information to UCAS and the SLC in a timely fashion.

11 The LSE Access Agreement and the Equality Act 2010

LSE's Equality and Diversity statement, together with our Single Equality Scheme, engagement policies and reporting commitments can be found online at

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

The measures undertaken by the School to widen participation to LSE and to the higher education sector in general actively contribute to our public sector equality duty in that we are advancing equality of opportunity between groups of people of diverse backgrounds and with diverse needs. In particular, our outreach programmes for black African-Caribbean students and for disabled students explicitly address the protected characteristics of race and disability.

Our Single Equality Scheme action plan also identifies equality objectives relating to the progress of undergraduate students from particular educational backgrounds. The on-course support measures, outlined in the Access Agreement, contribute to the School-wide efforts to identify and support students at risk of interrupting or withdrawing.

Data on the profile of students on our WP activities are fed into the LSE Equality and Diversity working group made up of senior governors of the School and a new internal Equality and Diversity executive working group.

12 Consultation with students

In formulating the 2015 LSE Access Agreement, the LSE Students' Union and student ambassadors, who deliver our WP programmes to schools in the London region, were consulted on the direction and shape of our overall widening participation strategy. SU representatives and student ambassadors sit on the WP Advisory Group which met in March 2014 to discuss the direction of the 2015 Access Agreement. Student representatives are members of the Academic Planning and Resources Committee, the Academic Board and the LSE Council which discussed and voted on the undergraduate tuition fee and associated bursary and access package in the Lent term of 2013.

Over the past year, the LSE Widening Participation team has liaised regularly with the Students' Union and student societies on the development and delivery of WP initiatives.

Principal contact for enquiries:

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Access agreement 2015-16 resource plan (submission 1 st May 2014) (Table 7) Targets and milestones											
Institution name: London School of Economics and Political Science											
Institution UKPRN: 10004063											
Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body											
Number	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
						2014-15	2015-16	2016-17	2017-18	2018-19	
1	HESA T1a - State School (Young, full-time, first degree entrants)		No	2009	70.8%	71%	72%	72%	72%		We aim to enrol between 70 and 72% of our young UK entrants from state schools each year, for six years, from 2012.
2	HESA T1a - NS-SEC classes 4-7 (Young, full-time, first degree entrants)		No	2009	20.7%	20.5%	21%	21%	21%		We aim to enrol between 19 and 21% of our young UK entrants from low socio-economic backgrounds each year, for six years, from 2012.
3	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)		No	2009	4.7%	5%	5%	6%	6%		We aim to enrol between 4 and 6% of our young UK entrants from low participation neighbourhoods each year, for six years, from 2012.
4	Other statistic - Ethnicity (please give details in the next column)	Applications from qualified black African Caribbean students [internal data]	No	2010	624 apps	670	710	750	750		We aim to increase our applications from qualified black African Caribbean students to 750 by 2017-18
5	Other statistic - State School (please give details in the next column)	Applications from low performing state schools [internal data]	No	2010	257 apps	320	360	400	400		We aim to increase our applications from qualified students from low performing comprehensive schools to 400 by 2017-18
6	HESA T3a - No longer in HE after 1 year (Young, full-time, first degree entrants)		No	2008	3.9%	3.5%	3.2%	3%	3%		We aim to keep our non-continuation rate at or below our HEFCE benchmark
Notes											
Alongside applicant and entrant targets, we encourage you to provide targets around outreach and student success work (including collaborative work where appropriate) or other initiatives to illustrate your progress towards increasing access, student success and progression. These should be measurable outcomes -based targets and should focus on the number of beneficiaries reached by a particular activity/programme or the number of schools worked with, and what the outcomes were, rather than simply recording the nature/number of activities.											
Table 7b - Other milestones and targets.											
Number	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
						2014-15	2015-16	2016-17	2017-18	2018-19	
1	Outreach / WP activity (other - please give details in the next column)	Number of pre-university students engaged on our WP activities	Yes	2010	1800	2130	2240	2350	2350		We aim to increase our WP reach by 110 students per year from 2012 to 2017, reaching 2350 students in 2017-18
2	Outreach / WP activity (other - please give details in the next column)	Number of students enrolled onto LSE undergraduate programmes from our pre-entry WP activities	Yes	2009	9	23	27	30	30	35	We aim to increase the number of students enrolled on LSE undergraduate programmes by around 4 per year, reaching 30 students by 2017-18
Optional commentary on milestones. This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.											