



THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE ■

THE LSE ACCESS AGREEMENT FOR 2017 ENTRY

1 INTRODUCTION

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. Our most recent Strategy 2020 document sets out our vision for access.

Our mission for the next five years is to build on the dynamic mix of diverse people, ideas and ways of seeing the world. We will use this resource in becoming a truly world-leading diversity champion. Fostering diversity will be recognised as being at the core of LSE's institutional viability and vitality, a core value of the academic mission, and as a priority of the institution.

Actions in Detail

- We will promote inclusivity for staff and students by reviewing structures and policies, improving procedures for consultation and complaints, and increasing the representation of students and staff with protected characteristics across the institution.
- We will develop and implement a comprehensive Equity, Diversity and Inclusion (EDI) Strategy that will direct and inform activities and decisions regarding all academic bodies and Professional Service Divisions.
- We will ensure that all faculty and professional service staff in management roles undertake EDI training.
- We will enhance and adapt our widening participation (WP) programmes to ensure that we continue to attract the most capable students from a wide range of backgrounds.
- We will ensure that mechanisms are in place to support students from under-represented backgrounds throughout their time with the School so that they realise their potential

LSE Strategy 2020

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 pre-entry WP portfolio can be found on our website at lse.ac.uk/wideningParticipation. 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.

2 KEY FEATURES

In developing our Access Agreement for 2017, we have considered: LSE's progress to date; sector wide and institutional strategic priorities; research and evaluation; and feedback from staff and students. The key features are:

- A tuition fee of £9,250 for UK and EU undergraduates from 2017-18 onwards;
- 50% of additional fee income to be spent on access, student success and progression measures in steady state;
- A needs-based bursary package for UK students in receipt of the additional maintenance loan;
- Continued delivery of a comprehensive and regularly reviewed long-term pre-entry outreach programme;

- The enhancement of existing services and development of new initiatives to support LSE students' success and progression;
- Further investment in systems and resource to support the ongoing development of our own research and evaluation ensuring a continued and thoroughly evidence-based approach; and allowing further understanding of any differential outcomes at LSE. We will share these findings with colleagues across the sector.

3 FEES, STUDENT NUMBERS AND FEE INCOME

We plan to charge new UK/EU undergraduate students beginning their course in 2017 a tuition fee of £9,250 per year. This fee will be applied across all of our undergraduate programmes. In the event that the fee cap is increased and LSE is successful in TEF stage 2 then we would apply further annual inflationary rises from 2018 onwards.

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 2017 onwards a tuition fee of £1,350 for their year abroad. The earliest that 2017 entry students would take part in the exchange scheme would be 2019, 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 3,136 UK and EU students in 2020-21 which will generate £9,674,560 in additional fee income. 50% of this additional income - £4,834,064 - will be spent on access, student success, progression and financial support measures.

4 ACCESS, STUDENT SUCCESS AND PROGRESSION MEASURES

(a) Assessment of performance

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

Access

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%
2013	71.4%	68.4%	17.9%	17.1%	4.2%	3.7%
2014	69%	67%	21.1%	16.7%	3.8%	3.4%

Our provisional internal data on LPN registrations in 2015-16, when compared to 2014-15 show a year on year increase from 25 to 43 registrations at LSE. At the time of writing, our 2016 UCAS cycle data show a further increase in the number of offers made to applicants from POLAR 3 Q1 post-codes.

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%
2013	5.8%	5.1%
2014	4.8%	5.1%

Table 3: Proportion of OFFA-countable students in receipt of a full grant (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%
2014	23.5%

Table 4: Application and enrolment of black African-Caribbean students at LSE (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%
2014	399	6.5%	57	4%	23	3.6%
2015	382	6.7%	95	5.2%	34	4.7%

Student success

Table 5: Non-continuation rates of LSE students following year of entry: full-time first degree 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%
2012	5.2%	2.2%
2013	1.8%	2%

Progression

The progression outcomes for LSE UG students are good. As reported from the Destination of Leavers in Higher Education data, in 2013/14, the latest year for which we have data, 88.7% of our UG leavers were working or studying. Of the remaining 11.3%, only 6.1% reported being unemployed. Of this cohort, recent high-level analysis shows no obvious difference in outcomes for bursary holders vis-a-vis non-bursary holders.

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 on the recruitment of state school, low participation neighbourhood (LPN) and disabled students. We aim to build upon the success of recent years, by increasing the number of interventions with 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 recognise that there is more work to be done in engaging students of African-Caribbean heritage, and male students from low socio-economic backgrounds. We will also build upon the work already started to further engage and support WP students once enrolled at LSE to address the recent spike in our non-continuation rates. More information on these aims can be found in sections 4d and e, 6 and 7.

(b) Strategic approach

Section 1 outlines the core principles of the School and how widening participation and diversity underpin our overarching strategy. Since the inception of widening participation activities at LSE, we have sought to take a strategic approach to the development and delivery of such initiatives. For 2017 this will continue across the student lifecycle through a number of initiatives. In our pre-entry Access work we will be using a new CRM system developed to include bespoke capabilities to support the engagement, management, evaluation and tracking of pre-entry WP participants and activity. The system developments will be complemented by further refining the targeting of our work to support strategic priorities for access to higher education.

Across the student lifecycle we will be drawing on analysis being developed and undertaken to ascertain whether there are issues of differential outcomes within LSE. This is being undertaken using a detailed model which takes into account the intersectionality between indicators of disadvantage. We will further develop and target support on the basis of this thorough understanding. We will look to develop further milestones and targets in future years once we have an even greater body of evidence to support these. Section 6 includes more detail about our milestones and targets.

In addition to the above, we have been reviewing our Access Agreement and widening participation governance structures, to ensure maximum cross-institutional input and management. This process will be complete by 2017, during which time developments will benefit from the revised procedures for reporting on and proactively addressing issues of strategic importance to WP.

(c) Estimate of expenditure

Table 6: Projected expenditure on access measures, 2020-21

Item	Spend	Proportion of additional fee income
Financial support	£3,368,064	34.8%
Access	£1,016,000	10.5%
Student success	£360,000	3.7%
Progression	£90,000	0.9%
Total	£4,834,064	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 and OFFA's own steer regarding selective universities needing to focus more resource on access rather than retention measures. The allocations for success 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, our non-continuation rates and outcomes from our own detailed analysis becomes clearer.

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 4a. While we acknowledge that some 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), and increasing costs of living in London, on traditionally under-represented groups. Initial research outcomes from the LSE Centre for Economic Performance indicated that the drop-out rate for LSE bursary holders is significantly lower than that for the rest of the Russell Group and for non-Russell Group universities; that LSE bursary-holders are slightly less likely to drop out than LSE non-bursary holders; and that 81% of LSE bursary holders achieved a good degree (first class or upper second class) versus 79% of non-bursary holders. Elsewhere, the University of Bristol has conducted research which shows that those students who are financially supported withdraw in fewer numbers; and the University of Manchester research into financial support demonstrates the positive impact that bursaries have on students' university experience and standard of living. The impact of national changes to student financial support and the outcome of further research into the impact of financial support are yet to be seen. As a result we do not yet have enough evidence to be confident that a reduction in our bursary scheme would not have a negative impact on either the enrolment or success of students from lower income households.

Being the first generation of my family to attend University, I was not too sure what to expect and whether I should pursue the higher education route. I was initially quite sceptical whether an investment in University level study was worthwhile. The financial burden of studying at University is quite worrisome for many, however having a bursary available during my undergraduate studies was really beneficial and enabled me to continue on with my education without having to worry about the financial aspects of studying. Thanks to the generous support of LSE, I did not have to take up part time work during my studies, therefore I could devote more time to my studies or engage in activities to enrich my student experience. I had the opportunity to actively engage in many volunteering opportunities at LSE. In particular, I volunteered to mentor students from underprivileged backgrounds and inspire them to consider the higher education route. Receiving a bursary has given me the opportunity to partake in many experiences outside the classroom. It has made me realise that there is a fair opportunity for all students, regardless of your background. I have not regretted my decision once of attending university.

BSc Accounting and Finance graduate, 2014

We think that our generous bursary package has contributed to the year-on-year increase to-date in the number of LSE students in receipt of a full grant, illustrated in Table 3. 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 2017, 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:

- 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 2018 entry in light of further research, new data emerging across the sector, our own local surveys of students in receipt of financial support at LSE, and the known impact of national changes to financial support.

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.

(d) Access activities

Our existing WP portfolio sees us engage with around 2,500 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 1,700 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 (POLAR 3 dataset).
- Students from under-represented ethnic groups, especially black African-Caribbean pupils.
- Students whose parents/carers have no experience of higher education.
- Students whose parents/carers are in receipt of means tested benefits.
- 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 or part-time 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 annually lead to the enrolment of WP students at LSE and other Russell Group universities;
- 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;
- Develop collaborative working relationships, such as our membership of AccessHE, the University of London WP Group, our links with TeachFirst and our work with Russell Group partners;
- Improve the evaluation of WP activity and to more effectively monitor and track the progress of our WP students.

In addition, for 2017 entry we aim to:

- Continue our collaborative working across the sector including building on our Pathways to the Professions work with the Sutton Trust. See later section on collaborative working;
- Continually improve our evaluation of pre-entry work and use feedback and evaluation data gathered previously, alongside use of our new CRM system, to improve and refine programmes for 2017;
- Build further on our work with black African-Caribbean communities and to generate more applications to LSE from those pupils we work with;
- Following a strategic review of our targeting of outreach work in 2016, look at how we can engage further with groups of under-represented students outside of London, including engagement in the new national outreach programme if appropriate;
- Further integrate the work we do with other areas of LSE including the Disability and Well-being Service, Students' Union and the new LSE Life initiative;

- Continue to expand our WP network of students who have enrolled at LSE having participated in one of our intensive outreach programmes.

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. We will utilise our new CRM system to further engage and communicate with participants, and offer a clear pipeline of outreach activity to students throughout their pre and post-16 education.

Table 7: Overview of pre- and post-2012 WP activities at LSE

Age group (school year)	Pre-2012 activity	2012 and 2013 activity	2014, 2015, 2016 and 2017 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 maintain numbers on existing outreach activities • Improved targeting of LPN pupils, LAC pupils and disabled pupils. • Integrated approach with LSE Careers, Disability and Well-being Service, SU, EDI, Teaching and Learning, LSE Life, and academic departments • Expand LSE WP student network and target support to students • Collaborative work with Russell Group and University of London networks. • Build on work with black African-Caribbean pupils • Review the strategic targeting of outreach work and explore expansion outside of London to further support key target groups • Implement and utilise a new CRM system for communication and management of pre-entry work with participants, schools/colleges, and parents/carers. • Ensure a clear pipeline of WP activity from Primary to Post-16 education with multiple interventions encouraged through regular communication with current and former participants. 
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 from 2013 to 2016, we use evaluation feedback and data to inform our WP strategy and individual WP programmes. The LSE OFFA monitoring submission for 2014 entry contained detailed information regarding the evaluation of our access work. We also use our performance against HESA benchmarks to inform our overall direction of travel, hence the increased focus on low participation neighbourhood students since 2014. Additionally, in line with the strategic priorities in recent Access Agreement guidance, taking an evidence led approach is a key tenet of our Access Agreement work in 2017. Please see section 9, Monitoring and Evaluation, for more information.

Collaborative working

LSE has been committed to working in partnership to support our Widening Participation activity. We have developed a solid basis of collaborative work over a number of years. Examples of this in 2017 include:

- **Pathways to Law:** In April 2016 LSE re-bid for the contract and funding to continue Pathways to Law in London. LSE works closely with HEI partners 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 from 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 and access to the legal professions. Phase 4 will involve working with students from a younger age to support this aim.
- **Pathways - widening access to careers in banking and finance:** Starting development in Autumn 2016 this programme will involve working collaboratively with the Sutton Trust and the University of Warwick. Building on the successful Pathways to Law model, the programme will include a range of events from Year 10 onwards in order to raise the profile of these subject areas with our target schools. This model will provide a pipeline of talent for the Year 12/13 Pathways to Law and Pathways to Finance programmes, and ultimately to two sought-after professions.
- **Russell Group Widening Participation Association:** Working together to widen access to research-intensive universities, the Association has provided a forum for collaborative work across these highly selective institutions for many years. As well as providing peer support for senior WP staff, the group plans and delivers collaborative activity including the biennial Teachers' Conference and practitioner networks.
- **Advancing Access:** LSE is a partner in this national collaboration of 24 selective universities. We are working together with schools and colleges to develop and deliver continuing professional development (CPD) for teachers and advisors that supports student progression to selective universities and courses. Advancing Access has a particular focus on schools with low levels of progression to such universities, delivering the majority of CPD events and resources online to allow easy access for all schools, regardless of their location. The work complements the activities of LSE and other partner institutions by engaging those areas that have historically been hard to reach and may be in geographic 'cold spots'. It is a cost-effective approach to equipping teachers and advisors with the information they need to advise students with confidence. Initially funded through HEFCE's collaborative outreach network scheme, further funding options are currently being explored.
- **University of London Widening Participation Group:** WP leads from the colleges of the University of London meet once a term to share best practice and focus on common issues. In 2016, the group agreed to share project outcome data to enable colleagues to benchmark the performance of their suite of activities. This recognises the importance not just of evaluating activity internally, but also of benchmarking across the sector. Initial data sharing will begin in the summer of 2016, looking at outcomes for summer schools and multi-intervention projects. The results will inform our future strategic planning.
- **Access HE:** LSE has been a member of Access HE since its commencement in 2012. In 2017-18 AccessHE will be convening action forums across a range of outreach areas including working with Black, Asian and Minority Ethnic (BAME) learners and those with disabilities and facilitating joint projects to raise attainment/improve knowledge of HE via 'AccessHE Online' and evaluate outreach work through 'Impact London'. We anticipate engaging in a range of these activities as they link to the specific priorities of LSE. In 2017-18 AccessHE will also be supporting its members to work together in the area of retention, success and progression and we will be exploring how that can strengthen our work.

- **Engagement with specialist agencies:** We are piloting specific pre-entry work for students with disabilities, in collaboration with LSE's Disability and Wellbeing Service and their contacts, with national organisations who have specific expertise in the areas of work being developed. We are also utilising these connections to ensure the promotion and inclusivity of all our pre-entry work.
- **The LSE Students' Union and student societies:** Student groups work with external organisations such as Debate Mate and Team Up. 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.
- **Routes into Languages:** The LSE Language Centre is part of this consortium (<https://www.routesintolanguages.ac.uk/london/>) through which it can offer open days, taster sessions, special focus events on current affairs, cinema and culture in a variety of language and levels to pre-university students.

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, the Deaf Education Advocacy Fellowship and ARK Schools. Furthermore LSE works collaboratively with a range of external organisations and charities who contribute to our portfolio of WP activities including MyBnk, FixUp Seminars, TeachFirst, Pure Potential, Reed Smith, Barclays, National Black Boys Can, Edukit and African and Caribbean Diversity (ACD)

As discussed further in section 6, although we are committed to collaborative work we do not currently have a specific set target for our joint work due to the changing and developmental nature of the above initiatives.

Use of contextual data in admissions

We currently use a basket of contextual data in our undergraduate admissions process. This started several years ago when we first assessed the GCSE performance of each state school candidate in the context of the secondary school attended. Our approach to the use of contextual data has been developed and refined over time and we now use six contextual data flags at admissions stage to place the achievement and potential of all UK students in context. They are:

- If the applicant lives in a low participation neighbourhood as defined by HEFCE POLAR 3 data
- If the applicant attended a low performing (i.e. below national average) GCSE school
- If the applicant attended a low performing (i.e. below national average) A level school
- If the applicant has spent time in Local Authority Care
- If the applicant has participated in one of LSE's Widening Participation programmes for 16-18 year olds
- Other relevant factors (e.g. family issues, disrupted educational experiences, etc.)

Further details can be found in our admissions policy at

<http://www.lse.ac.uk/study/undergraduate/howToApply/pdf/Admissions-Policy-for-Entry-2014.pdf>

As demonstrated in section 4a, the extension of the use of POLAR3 data at admissions stage appears to be enabling us to make further progress in the recruitment of students from LPN post-codes. We expect to see this reflected in our next iteration of HESA performance data.

Regional recruitment work

We are aware that students from certain regions of the UK are under-represented at LSE. Just over 50% of our 1st year UK undergraduate cohort came from London and the South East in 2014. The Student Marketing and Recruitment Office has launched a regional recruitment initiative which targets state schools and pupils outside the South East of England. Current LSE students, staff and academics visit these schools to provide information, advice and guidance to pupils and teachers and to generally encourage students from the regions to apply for LSE. Since launching this initiative we have more than doubled the number of schools visited outside the South East. We have also expanded the Student Shadowing Scheme for 6th form students to include all UK state schools rather than just London-based students, as had been the case hitherto. This is in addition to the raft of other domestic recruitment activity undertaken by the Student Marketing and Recruitment Office. Further details about all of the opportunities available for school pupils to engage with LSE can be found at <http://www.lse.ac.uk/study/meetLSE/home.aspx>

(e) Student success and progression activities

Historically, LSE has had a good retention and progression record, with a very low proportion of our undergraduate students withdrawing from study. The latest HESA figures in Table 5 show that, in 2013, 1.8% of our young UK undergraduates were not in higher education in the year following their year of entry. This represents a return to within our benchmark. It should 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 within HESA's figure; furthermore the overall percentage is volatile because of the relatively small number of students we have studying at undergraduate level.

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. Table 8 sets out the support and progression activities we continue to roll out for students, including those from under-represented groups. We remain committed to further understanding what impacts on students' success and keeping our withdrawal rate of young UK undergraduates to 3% or lower. The development of future work is to be underpinned by ongoing analysis of the issues affecting success of LSE students, especially those from under-represented backgrounds.

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 has offered targeted sessions for the WP network students before and during their time at the School. Additionally, we continue to develop the input from LSE Careers to our pre-entry work to ensure participants are fully aware of all relevant information before applying for higher education.

Table 8: 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. WP Network pre-arrival session
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 not 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 How to study at LSE, How to write essays at LSE)) Super-reading training for dyslexic students.
All years	Study skills workshops One-to-one tutorials Peer support pilot Learning World online support Dyslexia/dyspraxia support	UG-specific sessions (eg. exam revision, research skills) LSE Study Toolkit One to one learning advice Maths and Stats Support Centre Learning Development on Moodle

	Support/training for teaching staff Academic advisers	Personal Development Aide Memoire Super-reading training for dyslexic students. Monitoring/tracking of students' access to support services End of degree programme careers guidance for WP students Third year IAG on postgraduate study PGT scholarships for UG students from WP backgrounds Reviewing the support provided to students who have to interrupt their studies to support their re-engagement Additional sessions for disabled learners
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Alongside the existing work outlined above, LSE Life, a new centre located on the ground floor of the library, will be launched in September 2016. LSE Life is part of LSE's in-depth commitment to its students encapsulated in the new LSE Education Strategy. Working collaboratively with a number of services in LSE, LSE Life has three key objectives aimed at providing:

- students with an institutional programme of academic, personal and professional development opportunities;
- an advisory service to taught students, both undergraduate and postgraduate;
- academic departments with a space and expert support so they can offer additional learning opportunities to complement their formal taught provision.

LSE Life will be accompanied by online resources, which will enable students to work on their academic, professional and personal development when and where they like.

The provision of these services will support all students at the School. The focus of the events offered at the beginning of the academic year include themes such as "understanding the environment", "what to expect for each term", "who does what at LSE?", and a "very brief introduction" series about various topics deemed key to students' success in the academic world. These will support some of the issues raised during our own WP Network focus groups.

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. We are undertaking a large amount of analysis as to the engagement with services by particular groups of students, alongside research to find out more about students' experiences. This is discussed further in section 7 and will form the basis of any future developments in student success and progression specifically targeted at under-represented groups of students.

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

- Students in the WP network offered bespoke suite of sessions/support

(f) Postgraduate support activities

In our 2016 Access Agreement we explained how we were offering the LSE 120th Anniversary Scholarships in conjunction with the HEFCE Graduate Bursary Scheme for 2015 entry. It is too early to say whether we will be offering a similar bespoke package for UK PGT students from 2017 onwards. However, we are committed to supporting low income students from around the world, including from the UK, through our existing Graduate Support Scheme and the LSE Masters' Awards.

Our financial support package forms part of our initiative to encourage more UK students from WP backgrounds into graduate study. This is provided alongside a large amount of support available for postgraduate taught and research students. Taught PG students will be a target group for LSE Life, with provision of evening and weekend events, courses and workshops. In addition, the inception of the new PhD Academy in September 2015 has given all PG research students a dedicated space and services hub.

5 FINANCIAL SUPPORT

We have put in place a generous bursary package 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 the discontinued partial grant. Students who exceed the income threshold are not eligible for an LSE bursary.

Table 9: The LSE bursary scheme for new UK entrants in 2017

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

* LSE offers one four year degree programme – BSc Philosophy, Politics and Economics (PPE). Students enrolled on this programme who are eligible for the bursary will receive the same per annum award over the four years of the programme – ie. £16,000 tapering down to £3,000.

The LSE bursary scheme for continuing UK students

LSE will continue to provide bursary support for continuing students according to the terms of the Access Agreement for the year in which they started their studies at the School.

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.

6 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. Our Access Agreement targets have always

- included milestones relating to both enrolments and applications;
- been stretching and challenging.

We will focus on the same target groups as we have done since 2012 keeping our stretching targets for these groups.

Access

(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 students we now enrol each year on our undergraduate programmes. We set a target to increase our WP reach by 110 students per year from 2012 to 2017, ultimately reaching 2,570 students in 2019. We plan to keep this as our steady state number. We do not see value in continuing to increase this target. Rather than simply increasing the number of participations, we plan to develop additional interactions with participants in order to deepen and add value to their engagement with our programmes.

(b) We will maintain the number of students progressing from our Year 11 to 13 WP schemes onto LSE undergraduate programmes. Our 2014 monitoring report to OFFA shows that we enrolled 31 students from the most recent cohorts of our Year 11 to 13 programmes. We aim to increase the number of students enrolled on LSE undergraduate degrees from the WP schemes, ultimately reaching 40 students enrolled from our own intensive WP programmes by 2019. Again we will keep this in steady state, but look to develop our understanding about how these programmes contribute to progress within the sector as a whole, and to reflect this in future Agreements.

We have indicated in the Resource Plan that these are not collaborative targets. However, it should be noted that some of our activities which contribute to these targets and milestones are collaborative programmes. We have simply chosen not to set collaborative targets at present because of the changing nature of our current collaborations. We will review this decision for 2018 with a view to adding a collaborative target if we have the evidence to set a meaningful target specifically for our joint work.

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 (i.e. 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 (i.e. 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 2020. We feel this target complements our HESA state school target: both targets support our continued focus in this area.

(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 2020-21. Our progress to date indicates this remains a challenging and stretching target that we will remain focused to achieve,

(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. Although NS-SEC is to be removed from the HESA PIs, we are retaining this target at present. We are not adding in a different measure until the HESA WP Performance Indicators working group has fully reported

and we understand the new indicators that will be used. Once we have this information we will undertake modelling of our current situation and look to develop further meaningful target(s) to replace NS-SEC in future years.

- Enrol between 5% and 7% of our UK intake from low participation neighbourhoods. This is an increase on our 2015 Access Agreement target and represents a stretch to almost double our actual LPN figures in 2014. As indicated within our earlier narrative we are undertaking proactive work to secure further progress in this area.

Student success

(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 2012 to 5.2%, before dropping again to 1.8% in 2013. We aim to keep our non-continuation rate at or below our HESA benchmark, and will keep this target as it is. As discussed in section 7 we are in the process of a large amount of analysis to further understand the causes behind non-continuation at LSE and identify whether any particular groups are of concern within this statistic.

Differential outcomes analysis

(a) Our one new target is for a piece of work we are planning to further analyse the results of students from under-represented groups at LSE, and develop further evidence-led work as a result of this in the future. The milestones and overall target demonstrate our commitment to developing our own and the Sector's understanding, alongside supporting our own student success and progression arrangements going forward.

7 MONITORING AND EVALUATION

As reported in our 2016 Access Agreement, we have appointed a fixed term officer, now re-titled Data and Policy Analyst, based within Widening Participation and working across our Admissions Offices, the Student Marketing and Recruitment Office, and the School to analyse our current performance across the student lifecycle, for both widening participation and students with protected characteristics. The post is responsible for devising and implementing actions plans to support the ongoing development in these areas; continuing research; and evaluating any programmes which are developed.

Part of this work is the development of a monitoring and evaluation strategy across the student lifecycle. Additionally, following the sector-wide differential outcomes research, by 2017 the post-holder will have undertaken research to ascertain which, if any, groups have differential outcomes within LSE and we will have developed an associated plan to address the findings. As part of the strategic direction from OFFA, LSE will look to share the outcomes of this work and contribute to sector wide understanding of these issues.

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 pre-entry 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, as has been outlined in previous Access Agreements and Monitoring Returns. Our approach to continual review and improvement is rolled forward year on year. With the development of our new CRM system we will be further reviewing our evaluation arrangements and tracking of WP pre-entry participants.

In addition to the evaluation work described above, all services and offices which contribute to our Access Agreement are undertaking evaluation and monitoring of work and progress. Examples of this include:

- Utilising the findings of focus groups with LSE students who attended one of our intensive WP pre-entry programmes to shape and inform the content of the WP network. This includes the delivery of two events for WP programme participants holding offers for LSE as well as a pre-university event prior to enrolment at LSE.

- Running focus groups with disabled students to understand how students with disabilities experience their time at LSE, in order to inform the development and delivery of services by the Disability and Wellbeing Service and WP team.
- Analysing and reviewing data on student engagement with particular services and formal processes, such as appeals, to identify where there are any trends that warrant additional work or analysis.
- Building on analysis of DLHE reported outcomes for students from different groups including bursary holders, as well as analysing whether there are additional Careers' support requirements for any groups.

Responsibility for the planning, delivery, and monitoring activity and the outcomes articulated in the Access Agreement are embedded in the reporting structures of the School.

On a day-to-day level, the WP team reports to the Director of Recruitment and Admissions based in the Academic Registrar's Division. The Academic Registrar has a reporting line to the Pro Director, Teaching and Learning.

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.

As part of the review of our Access Agreement governance we have set up the WP Steering Group to meet regularly to support the ongoing development and review of both the strategic development and direction of our Access Agreement. Membership is drawn from LSE's academic, professional service and student community who support the student lifecycle. This group reports to the Academic and Student Affairs Committee (ASC).

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

8 EQUALITY AND DIVERSITY

Information about Equity, Diversity and Inclusion (EDI) at the School, together with our action plan, 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 EDI 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.

The EDI Taskforce was established in September 2015 to conduct a review of EDI issues at the School, to generate policy proposals, and to initiate changes around the institutional architecture and campus culture in order to maximise equity, diversity and inclusion across the School. The LSE WP Steering Group includes shared membership with the EDI steering group.

9 PROVISION OF INFORMATION TO STUDENTS

We publish clear, accessible and timely information for applicants and students on the undergraduate fees and our financial support arrangements. We 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 also provide relevant information to UCAS and the SLC in a timely fashion. Since the Competition and Markets' Authority (CMA) issued advice to higher education providers we have undertaken reviews and continually check practice to ensure compliance with consumer law.

10 CONSULTATION WITH STUDENTS

The LSE Access Agreement for 2017 entry follows the strategic direction that we set in our 2015 Agreement. We consulted on our 2015 approach with the LSE Students' Union and student ambassadors, who deliver our WP programmes to schools in the London region. LSESU representatives and student ambassadors sat on the WP Advisory Group which met in March 2014 to discuss the direction of the 2015 Access Agreement upon which future Agreements have been based. 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. These groups also review and comment on applications, enrolments and bursary spend.

The WP Advisory Group has been succeeded by the WP Steering Group (see section 7 above). Comprising colleagues from across the School involved in access, success and progression activity, this Group also includes student representation. This body met in April 2016 to discuss the development of our entry 2017 Access Agreement, to agree changes and additions and raise further awareness of the new strategic guidance from OFFA.

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. LSE Students' Union representatives are invited to comment on the content and purpose of our WP programme, most recently on our activities for black African and Caribbean students, alongside on-going dialogue with our WP Student Ambassador representative on the Access HE Student Advisory Group.

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