



2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by The London School of Economics and Political Science against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

The London School of Economics and Political Science's ambition and strategy as detailed in the 2019-20 access and participation plan:

LSE is the world's leading specialist social science institution, founded in 1895 for the betterment of society, and has been involved in widening participation and access initiatives since 1998. The School remains committed to its founding principles and continues to widen access to higher education in general, and to LSE specifically, by aiming to minimise or remove the barriers to under-represented or disadvantaged students attending university and succeeding once there. We split our work into the three main areas of access, student success and progression.

In 2019-20, the key overall features of our access and participation plan strategy were:

- (1) A tuition fee of £9,250 for UK and EU undergraduates;
- (2) 50% of additional fee income spent on access, student success and progression measures in steady state;
- (3) A needs-based bursary package for UK students from the lowest household incomes;
- (4) Continued delivery of a comprehensive and robustly evaluated long-term pre-entry outreach programme;
- (5) Enhancement of existing services and development of new initiatives to support LSE students' success and progression, with a priority on work to address identified attainment gaps for students from BAME backgrounds;
- (6) Further investment in systems and resource supporting the ongoing development of our own research and evaluation to ensure a continued and thoroughly evidence-based approach in our own plans, as well as being able to share our findings with colleagues across the sector;
- (7) Ongoing development of close engagement with, and input to, schools/colleges coupled with collaboration with third sector organisations to further support the attainment of young people and progression to higher education.

This overarching strategy was underpinned by a range of activities under each area of access, student success and progression, as well as a commitment to work on further enhancing the School's 'whole student lifecycle' approach to access and participation, building on and complementing progress in previous years.

2. Self-assessment of targets

The tables that follow provide a self-assessment by The London School of Economics and Political Science of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of The London School of Economics and Political Science's 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	Existing target from 2016 Access Agreement	2011-12	69.1	72	72	Percentage	2019-20	67.1	No progress
T16a_02 (Access)	Existing target from 2016 Access Agreement	2011-12	18.8	21	21	Percentage	2019-20	0	No progress
T16a_03 (Access)	Existing target from 2016 Access Agreement	2011-12	2.6	6	7	Percentage	2019-20	0	No progress
T16a_04 (Student success)	Existing target from 2016 Access Agreement	2011-12	3.8	3.2	3	Percentage	2018-19	2.4	Expected progress
T16a_05 (Access)	Applications from qualified black African Caribbean students (internal data)	Other (please give details in Description column)	548	700	750	Headcount	2019-20	701	Limited progress
T16a_06 (Access)	Applications from low performing state schools (internal data)	2015-16	509	560	580	Headcount	2019-20	586	Expected progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	Number of pre-university students engaged on our WP programmes	2011-12	1881	2570	2570	Headcount	2019-20	2048	Limited progress
T16b_02 (Access)	Number of students enrolled onto LSE undergraduate programmes from our pre-entry WP activities	2011-12	16	36	40	Headcount	2019-20	31	Limited progress
T16b_03 (Multiple)	Undertake a series of analyses to reliably understand any issues of differential outcome for the LSE student body. This will lead to the development of further initiatives and targets on the basis of this in future Access Agreements, and contribute to sector-wide knowledge.	2015-16	Starting pilot data analysis looking at Admissions outcomes and experience by identified groups	Reviewed findings from analyses; developed plan of future work to address any issues arising; set targets aligned to findings and plan.	Ongoing review of developments and outcomes to assess effectiveness and any required further developments	N/A (see description / commentary)	2019-20	0	Expected progress
T16b_04 (Access)	Development of close partnership work with a small number of schools to support attainment amongst identified students.	2016-17	No formal in-depth partnership with any specific London schools or colleges	Have a full year of outreach engagement across all year groups and evaluate impact on attainment indicators.	Repeat work programme ensuring continued engagement from previous years' participants; further evaluate findings. Outcome target developed to assess the impact of our work supporting attainment.	N/A (see description / commentary)	2019-20	0	Limited progress
T16b_05 (Access)	Deliver a tutoring scheme to students in years 9 - 11, specifically focusing on supporting their attainment up to GCSE. With a target to supporting 50 students annually by 2022-23.	Other (please give details in Description column)	Our existing tutoring scheme has no pre-16 target	30	40	Headcount	2019-20	40	Expected progress
T16b_06 (Progression)	Proportion of 'Headstart' network students who engage in bespoke Careers events that include but are not limited to: employer visits / networking sessions; skills sessions; ring-fenced 121 appointments; meeting alumni; and mentoring.	2017-18	Pilot activities run to test engagement and outcomes with c.40% engagement.	50%	60%	Headcount	2019-20	60	Expected progress

3. Investment commitments

3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£935,000.00	£732,000.00	-22%
Financial Support	£3,347,576.00	£3,528,000.00	5%

4. Action plan

Where progress was less than expected The London School of Economics and Political Science has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_01	Whilst this target is not included in our 2020-21 to 2024-25 Access and Participation Plan, we are still prioritising our attention and resources on widening access going forward. A number of new initiatives, such as our Open Day travel bursary fund, the recent introduction of a contextual offer pilot for many LSE UG courses and a review of the operational focus of our widening participation programmes, will all contribute to improving the access of students from state schools and colleges in future.
T16a_02	Not applicable - this HESA PI has been discontinued.
T16a_03	Not applicable - this HESA PI has been discontinued.
T16a_05	Whilst this target is not included in our 2020-21 to 2024-25 APP, we are continuing our work to widen access to LSE for students from ethnic minorities that are under-represented at our institution. As set out in our 2020-21 to 2024-25 APP, our targets focus specifically on Black African, Black Caribbean and Pakistani students and we are in the process of considering how to best deliver on this commitment, possibly in collaboration with a partner organisation. We are also working closely with colleagues in EDI to align this work with our broader strategic work on race equity at LSE.

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T16b_01	This target is not included in our 2020-21 to 2024-25 APP. However, we are continuing to analyse data across the whole admissions cycle, firstly to understand trends and, secondly, to better align and focus our outreach activity, to better prepare and support students from under-represented groups to enrol at LSE.
T16b_02	This target is not included in our 2020-21 to 2024-25 APP. However, we are already working to enhance our conversion activities for offer-holders who have participated in our widening participation programmes, to continue supporting applicants from underrepresented groups to enrol at LSE. From 2020/21, we have also been piloting a contextual offers pilot, and participation in an LSE WP programme is one of the priority criteria for consideration for a contextual offer.
T16b_04	This target is not included in our 2020-21 to 2024-25 APP. However, continuing to support our two partner schools through attainment raising activity remains a priority outreach commitment for LSE. For example, in 2020/21, we have been able to work in partnership with an established tutoring charity, TeamUp, to help deliver online tutoring in Maths with LSE students acting as trained tutors.

5. Confirmation

The London School of Economics and Political Science confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
The London School of Economics and Political Science has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Minouche Shafik
Position	Director of the London School of Economics and Political Science

Annex A: Commentary on progress against targets

The London School of Economics and Political Science's commentary where progress against targets was less than expected.

Target reference number: T16a_01
How have you met the commitments in your plan related to this target?
As detailed in our APP, LSE has placed a significant priority on engaging with students from state schools and colleges. Our Widening Participation team deliver a wide range of events and three long-term post-16 widening access initiatives to state school students in London. LSE's UK-wide student recruitment activity is also predominantly focused on engaging with state school students. In addition, LSE uses contextual data in the undergraduate admissions process to place the achievement and potential of all UK students in context, information which is then taken into account at both the offer and confirmation stage. This included two flags relating to applicants attending a low-performing school (at GCSE and/or A-Level).
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We have further developed our work with teachers and careers advisers from state schools and colleges throughout the UK. This has been achieved by working in collaboration with the Advancing Access consortium and with other London-based HEIs to deliver teacher engagement events within different regions of the UK, as well as hosting our own 'Advising the Advisers' event on campus.

Target reference number: T16a_02
How have you met the commitments in your plan related to this target?
Not applicable - this HESA PI has been discontinued.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Not applicable - this HESA PI has been discontinued.

Target reference number: T16a_03
How have you met the commitments in your plan related to this target?
Not applicable - this HESA PI has been discontinued.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Not applicable - this HESA PI has been discontinued.

Target reference number: T16a_05

How have you met the commitments in your plan related to this target?
Although just short of the milestone target, we have made significant progress towards this milestone, and have worked hard to deliver more pre-application outreach activity to Black African and Black Caribbean students at pre-16 and post-16 level and generate more applications to LSE as a result.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Internal and UCAS data demonstrates that offer rates to Black African and Black Caribbean students are higher than to other student demographic groups, and we have therefore continued to prioritise this outreach work in order to build the pipeline of well-qualified applicants. This ongoing commitment is also reflected in our new 2020-21 to 2024-25 target in this area (see column X).

Target reference number: T16b_01
How have you met the commitments in your plan related to this target?
Following the cancellation of all events on campus from March 2020 due to Covid-19, we have seen a slight reduction in the number of participants we have engaged with during the year as we had to cancel a number of our 'one-off' events due to take place in spring and summer 2020, especially where we would usually have worked with teachers to deliver these initiatives.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Where possible, since March 2020, we have offered activities in an online delivery format. Whilst we have been able to successfully re-design and virtually deliver many of our longer-term programmes and some one-off activities, the pressure that Covid-19 has placed on school and college staff also limited their ability to engage with our activities, where this required teacher input.

Target reference number: T16b_02
How have you met the commitments in your plan related to this target?
We have made significant progress from our benchmark, and continued to deliver our long-term intensive outreach programmes, including delivering activity online, where possible. This has included working closely with our UG Admissions team to ensure that Information, Advice and Guidance (IAG) relating to applications and admissions is relevant to and meets the needs of those participants who wish to apply to LSE specifically.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We have recently undertaken a review of the selection criteria for our widening participation activities to more closely align with our admissions criteria and in particular our approach to contextual admissions.

Target reference number: T16b_04
How have you met the commitments in your plan related to this target?
Two streams of work were established with our two partner schools, but were only partly delivered in 2019/20. Unfortunately, due to Covid-19, the final three activities were interrupted and we were unable to move to online delivery due to the timelines involved. Due to school closures and resulting pressures on school staff, we were not able to retrieve any meaningful data on the impact of the programmes on the attainment of participating students, however feedback from staff and students on delivery has fed into future planning.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No, due to the timelines involved and the pressures on staff at our partner Schools, we were not able to take further steps to deliver against this target in 2019/20. However, we are continuing to support both schools as a priority and further details on the work we're doing from 2020/21 onwards can be found in column X.

Annex B: Optional commentary on targets

The London School of Economics and Political Science's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	2019/20 was a disappointing year for state school student recruitment at LSE. However, enrolment of state school students has remained relatively steady between 67% - 72% over the last decade, which reflects both the demographic of our applicant pool (usually c.70% state school) and the small cohort of Home UG students admitted to LSE each year, where small fluctuations in headcount can significantly impact the percentages of each constituent demographic.
T16a_02	Not applicable - this HESA PI has been discontinued.
T16a_03	Not applicable - this HESA PI has been discontinued.
T16a_04	2018-19 is the most recent year with available non-continuation data from HESA.
T16a_05	
T16a_06	
T16b_01	
T16b_02	
T16b_03	In light of ongoing reviews of developments and outcomes, the updated model looks at module-level awarding gaps which can inform dialogue with departments about specific areas of focus in their teaching and assessment practices.
T16b_04	Although we were unable to deliver all activities due to the impact of Covid-19, the partnerships were sustained with both schools in 2019/20 and feedback about our input was positive. Both partnerships have been strengthened as a result of our work and support for the schools during a challenging year.
T16b_05	
T16b_06	