



THE LONDON SCHOOL  
OF ECONOMICS AND  
POLITICAL SCIENCE ■

# **THE LSE ACCESS AGREEMENT FOR 2014 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 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://www2.lse.ac.uk/study/undergraduate/informationForTeachersAndSchools/wideningParticipation/pdfs/WideningPartBrochure201213.pdf>.

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%

Internal unverified data for 2012 entry suggests that our state school intake has increased to over 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%

**Table 3: Non-continuation rates of LSE students following year of entry: full-time first degree entrants 2010-11 (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%

The proportion of enrolled students in receipt of a full grant has increased from 2008 to 2011 and exceeds many of our Russell Group peer institutions.

**Table 4: Proportion of OFFA-countable students in receipt of a full grant, 2008-12 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	21.2%

\* Provisional figure derived from LSE internal data

We have also maintained the proportions of black African-Caribbean students in the undergraduate body, although there is more work to be done here.

**Table 5: Application and enrolment of black African-Caribbean students at LSE, 2008-12 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%

As a small, specialist social science institution (our UK/EU intake is 782 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 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.

## 2. Key features of the 2014 LSE Access Agreement

The full impact of the new fee structure and enhanced access measures, which LSE implemented for 2012 entry, has not yet been evaluated at the time of writing this Access Agreement. As such we have retained the core elements of our 2013 Access Agreement for 2014. The main change is that we have increased our undergraduate tuition fee which will allow us to devote more money to bursary and access measures. The key features are:

- A tuition fee for UK and EU undergraduates set at £9,000 a year.
- 48% of additional fee income to be channelled into outreach, bursaries and student support in steady state (rising to 50% when bursaries for EU students are included).
- An enhanced needs-based bursary package for UK students in receipt of a maintenance grant.
- Continuation of successful outreach programmes and the development and delivery of new activities.
- Challenging milestones for applications, admissions and student progression.

## 3 Tuition fees for 2014 entry

We plan to charge new UK/EU undergraduate students beginning their course in 2014 a tuition fee of £9,000 per year. This fee will be applied across all of our undergraduate programmes. Current students who started their undergraduate programme at LSE before 2012 will continue under the 'old system' of tuition fees – either £3,465 (currently) for those who started pre-2012 or £8,500 for those who started in 2012 and 2013.

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 2014 onwards a tuition fee of £1,350 for their year abroad. The earliest that 2014 entry students would take part in the exchange scheme would be 2016, 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 2,316 UK and EU students in steady state which will generate £6,948,000 in additional fee income. 48% of this additional income - £3,474,000 - will be spent on access activities including outreach programmes, bursaries (for UK and EU students) and retention measures.

**Table 6: Projected expenditure on access measures, 2016-17**

Item	Spend	Proportion of 50% additional fee income
Bursaries	£2,299,750*	69.5%
NSP (match-funds from the School, including fee waivers)	£306,000	9%
WP (including current allocation)	£480,000	14.5%
On-course academic/pastoral support (including current allocation)	£232,750	7%
<b>Total</b>	<b>£3,318,500 (48%)</b>	

\* The projected spend on bursaries including EU students is £2,455,250. This brings the proportion of additional fee income spent on bursaries, access and on-course support to 50%.

This compares to our 2013 Access Agreement commitment (in steady state) of £2,838,728

#### 4 Access measures for 2014 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.

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 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. One of our current LSE scholarship-holders made the following observation:

Receiving this scholarship has made such an enormous impact on my entire family. It is difficult to explain the celebratory atmosphere in my house when I received the letter. I was torn between the desire to move out and onwards to university and the necessity of staying at home to support and be supported by my family. This scholarship has provided both relief and opportunity for them. Neither I, nor my mother, need worry about how I will support myself whilst I am at university. Furthermore, I will be able to focus on internships that will help me forge a path towards a successful career.

Staff in the LSE Centre for Economic Performance are currently undertaking research into the effectiveness of bursaries, in terms of student retention and success. Findings of this research will be made available in summer 2013.

For these reasons we will devote some additional income to new pre-entry WP activity, admissions and on-course support work. However, we will continue to channel the majority of additional fee income, in steady state, into bursaries for students from under-represented groups. We have rationalised the old LSE bursary scheme which was seen as overly complex, and have limited eligibility to those on a full or partial grant or equivalent household income bands for EU students. (We plan to make our bursary scheme available for students from low-income backgrounds in the EU. We appreciate that EU students will not be counted for OFFA purposes but we think it is fair that, as EU students will be contributing to the additional fee income of the School, they should also have access to some of the bursary options available to their UK counterparts.)

Historically, a number of our WP activities have been funded by external bodies, organisations and alumni of the School. We have traditionally received around £240,000 per year from external sources to help fund our WP and access schemes. These income streams are due to end shortly but we plan to 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 2014

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.

The National Scholarship Programme allocation for 2014 will be awarded to students from the lowest income backgrounds, ensuring that the neediest students benefit from this award. We will continue to review the eligibility criteria for the scheme during the first few years of operation.

**Table 7: The LSE bursary scheme for new UK entrants in 2014**

Students' household income	Grant status	LSE award per annum	NSP (for students in England)	Total value of award over three years
£0 - £6,000	Full grant	<b>£4,000</b>	£3,000 + £1,500+ £1,500	£18,000
£6,001 - £18,000	Full grant	<b>£4,000</b>	As above for students in £6-7K bracket	£12,000
£18001 - £25,000	Full grant	<b>£3,500</b>	-	£10,500
£25,001 - £30,000	Partial grant	<b>£2,750</b>	-	£8,250
£30,001 - £35,000	Partial grant	<b>£1,750</b>	-	£5,250
£35,001 - £40,000	Partial grant	<b>£1,000</b>	-	£3,000
£40,001 - £42,611	Partial grant	<b>£750</b>	-	£2,250

As mentioned earlier we also plan to make the LSE bursaries available to non-UK EU students. We estimate that this will cost an additional £155,000 per year in steady state. If taken together with the expenditure on bursaries for UK students and with the WP and student success expenditure, it will bring the overall LSE expenditure on access for low income students to just over 50% of the additional fee income in 2015-16.

## **The National Scholarship Programme for 2014 entry – revised information**

Following the revisions of the NSP scheme for 2014, LSE has been awarded an allocation of £102,000 for the NSP - the equivalent of 51 awards of £2,000. We were previously committed to matching NSP funding for 2014 with £306,000 of additional fee income monies in years 2 and 3, and we had proposed to make the NSP awards available to all students from England with a residual household income of between £0 and £7,000 per year. We will now add a further £102,000 match funding, and will continue with our commitment to awards of £3,000 in 2014 (followed by £1,500 in 2015 and £1,500 in 2016) to all students from England with a residual household income of between £0 and £7,000 a year. We estimate that we will enrol 85 students in this income bracket.

If the students are living in LSE halls of residence, £2,000 of their award will be put towards their accommodation and the balance will be made available as a cash bursary alongside their LSE bursary. For students who are not living in hall, the full amount may be taken as a cash bursary alongside their LSE bursary for use against their living costs. The match funding will be prioritised in the same way – towards accommodation if they are in LSE halls of residence, or as an additional cash bursary.

### **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.

### **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 Outreach and widening participation**

### **Existing and new WP activities**

Our existing WP portfolio sees us engage with around 1800 students per year from primary level to year 13. This is an increase of 1100 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
- 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

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 and 9 students and the development of Promoting Potential, our Summer School for African-Caribbean boys;

- To develop collaborative working relationships, such as our membership of AccessHE, our links with TeachFirst and our work with UCL;
- To improve the evaluation of WP activity and to more effectively monitor and track the progress of our WP students.


For 2014 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
- More effectively target pupils from low-participation neighbourhoods (LPN), disabled pupils and looked-after children.
- Further integrate the work we do with the Disability and Well-being Office and the Students' Union at LSE.

This approach *may* involve us running new sessions for the new 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 the year groups with which we work.

Also, it is worth noting here that we have already run events for disabled students in 2012 and 2013 which were *not* identified in our Access Agreements for those years. These include workshops for deaf students (in collaboration with the Deaf Education Advocacy Fellowship) and the joint SOAS-LSE HE event for disabled students and their families.

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

Age group (school year)	Pre-2012 activity	2012 and 2013 activity	2014 activity
Pre 14 (Years 6 to 8)	<ul style="list-style-type: none"> <li>• Moving On</li> <li>• Student tutoring</li> <li>• Student mentoring</li> <li>• Black Achievement Conference</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to the Social Sciences</li> </ul>	
14 – 16 (Years 9 to 11)	<ul style="list-style-type: none"> <li>• Student tutoring</li> <li>• Student mentoring</li> <li>• Summer School</li> <li>• Student Shadowing</li> </ul>	<ul style="list-style-type: none"> <li>• Promoting Potential Summer School (for African-Caribbean boys)</li> <li>• Workshops for disabled students and families</li> </ul>	<ul style="list-style-type: none"> <li>• Develop programmes and expand numbers on existing activities</li> <li>• Improved targeting of LPN pupils</li> <li>• Improved targeting of looked after children</li> <li>• Improved targeting of disabled students</li> <li>• Closer working with Disability and Well-being Office, LSE</li> <li>• Integration of Students' Union and societies into WP programme</li> </ul>
16 – 18 (Years 12 to 13)	<ul style="list-style-type: none"> <li>• Student tutoring</li> <li>• Student mentoring</li> <li>• Pathways to Law</li> <li>• LSE CHOICE</li> <li>• Politics Conference</li> <li>• Student Shadowing</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative IAG to schools and FE colleges</li> <li>• Workshops for disabled students and families</li> <li>• LSE-SOAS HE event for disabled students</li> <li>• DUX events for 6<sup>th</sup> form students</li> </ul>	
Advisers/teachers /schools	<ul style="list-style-type: none"> <li>• Advising the Advisers</li> <li>• Talks and visits to state schools</li> <li>• Close school links</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted admissions information and feedback for low-performing schools</li> </ul>	

## Evaluation

As outlined in our Access Agreements for 2012 and 13, 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

LSE works closely with UCL and the College of Law 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 College of Law 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 (Leeds and Oxford in 2012) in which we participate.

From 2013 onwards, LSE will be working with UCL, King's College London and Imperial College on delivering information, advice and guidance sessions to London schools and colleges with a high proportion of under-represented groups. Should this pilot prove successful we will explore working together on additional pre-16 activities.

LSE and UCL are also exploring further collaborative work with primary school pupils in Camden. This is part of wider developments in collaboration with Camden Borough Council. During 2012-13 LSE established strong links with CBC and will continue to be actively involved in the borough's emerging plans for developing schools-HE partnerships and activity, including work with the primary sector. Similar links have been established in Newham where LSE is working with the borough as it seeks to develop a comprehensive programme of activity for a selected cohort of high-achieving students from under-represented backgrounds.

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 a working group which will continue to focus on targeting Looked After Children. LSE has also been involved in discussions relating to a collaborative London Access Target.

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 Generating Genius, IntoUniversity, PurePotential, National Black Boys Can, Fix up seminars, Aim 2 Attain, and the education departments of various London boroughs.

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>.

From 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.

## 6 Student retention and success

Generally, LSE has a good retention record. The latest HESA figures in Table 3 show that, in 2010, only 1.6% of our young UK undergraduates were not in higher education the following the 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 and throughout their undergraduate programmes. An overview of our existing provision, together with our proposed post-2012 activities are presented below.

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

<b>Student life-cycle</b>	<b>Existing on-course support</b>	<b>New on-course support</b>
Pre-arrival	Welcome booklets Study skills information (hard copy and online) Online newsletters	Pre-sessional events for UK students Online mentoring for offer-holders Redesigned web-based information
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)
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

### 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.

Our new on-course activities will, therefore, be designed to help the following students in particular but, crucially, will be open to all students (UK, EU and Overseas) regardless of background.

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

To this end, we have started a process of identifying our WP students and targeting support to those students. We have also extended our research into non-continuation rates and withdrawal rates of our undergraduates, the results of which may inform future support measures.

### **Expenditure on student retention activities**

We have allocated a budget of £232,750 in steady state to fund on-course and retention 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 £232,750 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 1800 students a year across all year groups. This is more than double the number of UK and EU students we 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 2350 students in 2017-18 (three times our UK/EU enrolment target).

(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 2009 monitoring report to OFFA shows that we enrolled 9 students from Pathways to Law and LSECHOICE from the most recent cohorts. We aim to increase the number of students enrolled on LSE undergraduate programmes from the WP schemes by around 4 per year from 2012 to 2017, ultimately reaching 30 students enrolled from Pathways to Law and LSECHOICE by 2017-18.

### **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. We therefore expect to see a dip in applications before we see an increase from around 2014 onwards.

(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 stands at 1.6%. Having brought the withdrawal rate down to below 3% we aim to keep it 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 guidance on student finance and budgeting into our WP programmes. We will also be expanding the student perspective element of our 'Advising the Advisers' seminar.

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 Deputy Academic Registrar (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 is 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 2014 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. 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.

The SU has been consulted on and has contributed to the 2014 LSE Access Agreement.

Principal contact for enquiries:

Catherine Baldwin  
Deputy Academic Registrar  
(Recruitment and Admissions)  
LSE



**OFFA Access Agreement 2014/15 - Annexes B & C**

**Institution name: London School of Economics and Political Science**

**Institution UKPRN: 10004063**

**Table 5 - Milestones and targets**

**Table 5a - Statistical milestones and targets relating to your applicants, entrants or student body (e.g. HESA, UCAS or internal targets)**

Number	Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones/targets (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)
						2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
1	State School (HESA Table T1a)		No	2009	70.8%	70%	70%	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	NS-SEC (HESA Table T1a)		No	2009	20.7%	19%	20%	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	LPN (HESA Table T1a)		No	2009	4.7%	4%	4%	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	Ethnicity	Applications from qualified black African Caribbean students [internal data]	No	2010	624 apps	600	630	670	710	750	750	We aim to increase our applications from qualified black African Caribbean students to 750 by 2017-18
5	State School (other measure - please give details in the next column)	Applications from low performing state schools [internal data]	No	2010	257 apps	250	250	320	360	400	400	We aim to increase our applications from qualified students from low performing comprehensive schools to 400 by 2017-18
6	Non continuation: Young (HESA Table T3a)		No	2008	3.9%	3.9%	3.7%	3.5%	3.2%	3%	3%	We aim to keep our non-continuation rate at or below our HEFCE benchmark

**Table 5b - Other milestones and targets**

Alongside applicant and entrant targets, we encourage you to provide targets around your outreach work (including collaborative outreach work where appropriate) or other initiatives to illustrate your progress towards increasing access. These should be measurable outcomes based targets and should focus on the number of pupils reached by a particular activity/programme, or number of schools worked with, and what the outcomes were, rather than simply recording the nature/number of activities.

Number	Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones/targets (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)
						2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
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	1910	2020	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	14	19	23	27	30	30	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.

Yellow highlighted area for optional commentary.

White area for optional commentary.