



THE LONDON SCHOOL  
OF ECONOMICS AND  
POLITICAL SCIENCE ■

# **THE LSE ACCESS AGREEMENT FOR 2016 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. Our most recent plan for strategic action sets out our vision for access.

LSE will continue to recruit globally, but with a clear intention to retain a strong UK student presence. Crucially, LSE should create opportunities for students who cannot afford to attend without financial assistance or who come from under-represented backgrounds. We will recruit students from the UK and around the world with the greatest ability, motivation and potential to benefit from an LSE education. We will offer targeted financial support to encourage the best to study at LSE, whatever their background. We will make even greater efforts to ensure that the most talented students want to study at LSE by developing a personalised recruitment and admissions process that recognises outstanding potential as well as achievement.

*LSE Strategic Review, 2014*

LSE has been involved in widening participation and access initiatives since 1998. Through our pre-entry schemes we aim to raise the aspirations of school and sixth form students and also to improve the attainment of students so that they are better equipped to apply for selective institutions, such as LSE.

Details of our existing WP portfolio can be found on our website at <http://www.lse.ac.uk/study/undergraduate/informationForTeachersAndSchools/wideningParticipation/home.aspx>

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

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

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

Year	State school		Low socio-economic background		Low participation neighbourhood	
	PI	Benchmark	PI	Benchmark	PI	Benchmark
2005	59%	76%	17.5%	19.4%	7.8%	9.1%
2006	65.9%	77.4%	18.2%	20.4%	4.1%	6.0%
2007	66.2%	78.3%	14.9%	19.8%	2.3%	6.2%
2008	70.7%	72.5%	18.7%	19.2%	4.5%	5.0%
2009	70.8%	73.1%	20.7%	18.1%	4.7%	5.3%
2010	66.5%	70%	19%	17.4%	3.7%	4.9%
2011	69.1%	71.2%	18.8%	17%	2.6%	4.6%
2012	70.9%	71.8%	20.0%	18.2%	3.4%	5.3%
2013	71.4%	68.4%	17.9%	17.1%	4.2%	3.7%

**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%

**Table 3: 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%

**Table 4: 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%

**Table 5: 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%

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

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 reaching more pre-university students from a wider cross section of society and continuing to recruit students from these under-represented groups to LSE, particularly those from low-participation neighbourhoods. We recognise that there is more work to be done in engaging students of African-Caribbean heritage. We will also build upon the work already started to further engage and support WP students once enrolled at LSE to address the recent increase in our non-continuation rates. More information on these aims can be found in sections 6 and 7.

## 2. Key features of the 2016 LSE Access Agreement

In reviewing our Access Agreement for 2016 we have considered staff and student feedback; the evaluation of our pre-entry schemes; the School's strategic priorities; OFFA's strategic priorities; internal discussions at Council and the Widening Participation Advisory Group; and national and local research. The key features are:

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

## 3 Tuition fees for 2016 entry

We plan to charge new UK/EU undergraduate students beginning their course in 2016 a tuition fee of £9,000 per year. This fee will be applied across all of our undergraduate programmes. Continuing students will be charged a fee according to the tuition fee operating at their time of entry.

A small number of our undergraduate students (around 10 per year) take part in a year abroad scheme with our partner institution, Sciences Po in Paris. This scheme attracts Erasmus funding. We will charge UK/EU students taking part in the exchange scheme from 2016 onwards a tuition fee of £1,350 for their year abroad. The earliest that 2016 entry students would take part in the exchange scheme would be 2018, in their third year of study. Further details will be published when more information is made available about the position of Erasmus funding.

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

**Table 6: Projected expenditure on access measures, 2019-20**

Item	Spend	Proportion of additional fee income
Bursaries	£3,196,224	35.8%
Pre-entry WP work	£890,000	10%
Student retention and success	£300,000	3.4%
Progression	£77,750	0.9%
<b>Total</b>	<b>£4,463,974</b>	<b>50%</b>

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 retention and progression work are somewhat fluid in that this is a broad indication of commitment. Moving forward, we may shift funds between these two categories subject to need, especially as the position with regard to disability funding and our non-continuation rates becomes clearer.

#### 4 Access measures for 2016 entry

Through the current balance of widening participation and bursary expenditure we have seen broad success in generating applications and securing acceptances from students from state schools and low socio-economic backgrounds, as can be seen from the HESA performance table in section 1. While we acknowledge that recent research indicates that the availability of bursaries does not influence students' university choices to any great extent, we remain concerned about the impact of higher fees (ie. above £6,000 per year) on traditionally under-represented groups. The recently published OFFA research looked at pre-2012 students and their progression to university. The LSE Centre for Economic Performance has produced some initial research which indicates 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 the students' university experience and standard of living.

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 in the number of LSE students in receipt of a full grant, illustrated in Table 4. Furthermore, feedback gathered from our survey of undergraduate offer-holders who decline the LSE offer of a place and feedback from the i-graduate student barometer survey continue to show that fees and financial support remain of paramount importance for UK students, especially when the cost of living in London acts as a deterrent. This has been further illustrated in the Department for Education report *School and College-level Strategies to Raise Aspirations of High-achieving Disadvantaged Pupils to Pursue Higher Education Investigation* which identified financial concerns as a major deterrent to going to university. For 2016, 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 2017 entry in light of further CEP research, new data emerging across the sector and our own local surveys of students in receipt of financial support at LSE.

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

## 5 Financial support for students

### The LSE bursary scheme for new UK entrants in 2016

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.

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

Students' household income	Grant status	LSE award per annum	Total value of award over three years *
£0 - £18,000	Full grant	<b>£4,000</b>	£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

\* 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 (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

### Long-term outreach

Our existing WP portfolio sees us engage with around 2,400 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 with parents with no experience of higher education.
- Students in Local Authority Care.
- Students with a disability.

As we do not offer part-time degree programmes at undergraduate level we do not explicitly target mature 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 potentially lead to the enrolment of WP students at LSE and other Russell Group universities;
- To develop programmes based upon our own evaluation of activity, upon assessment of our own progress to targets and upon national research. Examples include the introduction of programmes for Year 8 students and the development of Promoting Potential, our Spring School for African-Caribbean boys;
- To develop collaborative working relationships, such as our membership of AccessHE, the University of London Outreach, Access and Success Group, our links with TeachFirst and our work with London Russell Group partners
- To improve the evaluation of WP activity and to more effectively monitor and track the progress of our WP students.

In addition, for 2016 entry we aim to

- Expand our collaborative working across the sector by taking part in the joint Russell Group project to develop CPD for teachers. See later section on Collaborative Working.
- Build further on our Pathways to the Professions work by developing a new programme with the Sutton Trust, Warwick University and Deutsche Bank - Pathways to Finance.
- Continually improve our evaluation of pre-entry work and use feedback and evaluation data gathered in 2014-15 to improve and refine programmes for 2016.
- Build further on our work with black African-Caribbean communities and to generate more applications to LSE from those pupils we work with.
- Further integrate the work we do with the Disability and Well-being Office, Students' Union and the Equality and Diversity Office at LSE.
- Expand our WP network of students who have enrolled at LSE having participated in one of our 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.

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

Age group (school year)	Pre-2012 activity	2012 and 2013 activity	2014, 2015 and 2016 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> <li>• Promoting Potential Spring/Summer School (for African-Caribbean boys)</li> </ul>	 <ul style="list-style-type: none"> <li>• Develop and improve programmes and expand numbers on existing outreach activities</li> <li>• Improved targeting of LPN pupils, LAC pupils and disabled pupils.</li> <li>• Integrated approach with LSE Careers, Disability and Well-being Office, SU, E&amp;D Office, Teaching and Learning and academic departments</li> <li>• Expand LSE WP student network and target support to students</li> <li>• Collaborative work with Russell Group network</li> <li>• Build on work with black African-Caribbean pupils</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>• Workshops for disabled students and families</li> <li>• Dux (Future Scholar Awards) event for year 9 students</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> </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 from 2013 to 2015, we use evaluation feedback and data to inform our WP strategy and individual WP programmes. The LSE OFFA monitoring submission for 2013 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. Please see section 9, Monitoring and Evaluation, for more information.



## Collaborative working

In 2013 LSE successfully bid for the contract and funding to continue Pathways to Law in London. LSE works closely with UCL and the Sutton Trust over the content and delivery of the Pathways to Law programme. This includes joint promotion and admissions for the scheme, as well as joint delivery of some sessions. We also liaise with the other HE partners delivering Pathways to Law around the country and all Pathways students come together at Warwick University once a year on a collaborative summer school. The Pathways to Law programme has input from the Legal Education Foundation and law firms in London. All students on the programme undertake a 3 to 5 day work placement at one of the country's leading law firms. One of the main principles underpinning the scheme is to aid social mobility.

As a result of LSE's success in delivering Pathways to Law the Sutton Trust has asked us to develop Pathways to Finance in collaboration with Deutsche Bank and the University of Warwick. We hope to launch this new programme for year 12 and 13 pupils from under-represented groups in 2016.

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 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.

LSE is part of the Russell Group Association for Widening Participation which works 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. The group has agreed a 'Proof of Concept' project with HEFCE to develop and deliver CPD materials for teachers to support progression to selective universities funded by NNCO. If successful, this may be extended to include selective courses more generally.

LSE is a member of AccessHE and, via this forum, actively contributes to the development of the WP agenda and collaboration in London. In particular LSE has been instrumental in the development of two working groups which will continue to focus on targeting Looked After Children and students with disabilities. We are also joining a new University of London collaborative group chaired by IoE/UCL which is looking to deliver collaborative projects across the UoL.

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)

## 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>

We hope that the extension of the use of POLAR3 data at admissions stage in particular will enable us to make further progress against our LPN benchmark.

### **Regional recruitment work**

We are aware that students from certain regions of the UK are under-represented at LSE. Just over 50% of our 1<sup>st</sup> year UK undergraduate cohort came from London and the South East in 2014. The Student 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. This is in addition to the raft of other domestic recruitment activity undertaken by the Student Recruitment Office which is co-located with the WP team. 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>

## **7 Student retention, success and progression**

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 3 show that, in 2012, 5.2% of our young UK undergraduates were not in higher education the following the year of entry, an increase on the previous year. 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.

However, we recognise that there is still work to be done in supporting our students from under-represented groups, both in the transition to university life, throughout their undergraduate programmes and into careers or further study. Table 9 sets out the support and progression activities we continue to roll out for students, including those from under-represented groups. We remain committed to reducing our withdrawal rate of young UK undergraduates to 3% or lower.

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.

In 2013 LSE bid for the HEFCE Postgraduate Support Scheme funding. Unfortunately, our bid was unsuccessful. In our 2015 Access Agreement we flagged our intention to offer financial support specifically for UK undergraduates from low socio-economic backgrounds to study Master's programmes at LSE. In Autumn 2014, we launched the 120<sup>th</sup> Anniversary Scholarships, a programme of 120 PGT awards for UK graduates from any university to help finance their studies at LSE. Priority is given to students from the UK who are applying for their first Master's programme and to recent graduates who were eligible for a maintenance grant during their undergraduate studies. This scheme is running in addition to the HEFCE Graduate Bursary Scheme for 2015 entry.

We recognise that this financial support cannot be counted as part of our Access Agreement expenditure but we want to flag that this forms part of our initiative to encourage more UK students from WP backgrounds into graduate study.

In addition, for 2016 and 2017, LSE is appointing a fixed term, part-time Equality and Diversity Officer to work with the Admissions Offices, the Student Recruitment/Marketing teams and with academic departments to devise and implement an action plan to encourage more black African Caribbean students into postgraduate study. The post-holder will also be expected to undertake continuing research in this area, evaluate any programmes which are developed and will also undertake work on student progression and outcomes.

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

<b>Student life-cycle</b>	<b>Pre-2012 on-course support</b>	<b>Post-2012 on-course/progression support</b>
Pre-arrival	Welcome booklets Study skills information (hard copy and online) Online newsletters	Pre-sessional events for UK students Online IAG for UK offer-holders from UK alumni Redesigned web-based information Careers kick-start sessions for WP students
Orientation/induction	Peer mentoring Study sessions for new students	Student-led induction sessions More harnessing SU societies More sign-posting of support services (campus promotion and website) Targeted mentoring for UK students 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. exam revision, research skills) 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 Support/training for teaching staff Academic advisers	UG-specific sessions (eg. exam revision, research skills) 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 Interviews and assessment of reasons for withdrawal Additional sessions for disabled learners

### **Target groups for on-course support**

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

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

be targeted with specific on-course support. In addition, we will continue to direct the following student groups to our support provision across the School:

- Students from low-performing state schools
- Students from low-participation neighbourhoods
- Students who have been in care
- Disabled students
- Students in the WP network offered bespoke suite of sessions/support

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

We have allocated a budget of £377,750 in steady state to fund on-course, retention and progression activities for students from under-represented groups. (This does not include the spend on scholarships for PGT study, which will be nearer £1.5 millions.) 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 £377,750 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. Our Access Agreement targets have always

- (a) included milestones relating to both enrolments and applications;
- (b) been stretching and challenging.

We will focus on the same target groups as we have done since 2012 but extend the targets for some of these groups.

### **WP activity**

(a) Our 2011 Access Agreement included a target of engaging with 1,800 students a year across all year groups. This is double the number of UK and EU students we now enrol each year on our undergraduate programmes. We will continue to increase our WP reach by 110 students per year from 2012 to 2017, ultimately reaching 2,570 students in 2019. ***This is an increase on our 2015 Access Agreement target.***

(b) We aim to increase the number of students progressing from our Year 11 to 13 WP schemes onto our undergraduate programmes. Our 2013 monitoring report to OFFA shows that we enrolled 23 students from our Year 11 to 13 programmes from the most recent cohorts. We aim to increase the number of students enrolled on LSE undergraduate programmes from the WP schemes, ultimately reaching 40 students enrolled from Pathways to Law and LSE CHOICE by 2018-19. ***This is an increase on our 2015 Access Agreement target.***

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.

### **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 2019-20.

(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 2019-20.

(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 5 and 7% of our UK intake from low participation neighbourhoods. ***This is an increase on our 2015 Access Agreement target.***

## Retention

(a) The aim in our 2012 and 2013 Access Agreements was to reduce our withdrawal rate to 3%. The 2010 figure was 1.6% but this increased in 2012 to 5.2%. We aim to keep our non-continuation rate at or below our HEFCE benchmark.

## 9 Monitoring and evaluation arrangements

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

The findings of all the WP programme evaluation have been used to develop and improve our schemes. Examples of our evaluation were included in the 2013 LSE monitoring return. For 2015, in response to student feedback, we will be revising the online content of our LSE CHOICE programme. Our approach to continual review and improvement is rolled forward year on year.

The WP Advisory Group, chaired by the Pro-Director for Teaching and Learning, reviews the LSE programme of WP and support activity. On a day-to-day level, the WP team reports to the Director of Recruitment and Admissions based in the Academic Registrar's Division.

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

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

## 10 Provision of information to students

We 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.

## 11 The LSE Access Agreement and the Equality Act 2010

LSE's Equality and Diversity statement, together with our Single Equality Scheme, engagement policies and reporting commitments can be found online at <http://www2.lse.ac.uk/intranet/staff/equalityAndDiversity/home.aspx>

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

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

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

## 12 Consultation with students

The LSE Access Agreement for 2016 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'. SU representatives and student ambassadors sit on the WP Advisory Group which met in March 2014 to discuss the direction of the 2015 Access Agreement. Student representatives are members of the Academic Planning and Resources Committee, the Academic Board and the LSE Council which discussed and voted on the undergraduate tuition fee and associated bursary and access package in the Lent term of 2013. These groups also review and comment on applications, enrolments and bursary spend.

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.

Principal contact for enquiries:

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LSE

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(on maternity leave from April 2015 to February 2016)

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**Table 7 - Targets and milestones**

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

**Institution UKPRN: 10004063**

**Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body**

Reference number	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
						2015-16	2016-17	2017-18	2018-19	2019-20	
T16a_01	HESA T1a - State School (Young, full-time, first degree entrants)		No	2011-12	69.1	71	72	72	72	72	
T16a_02	HESA T1a - NS-SEC classes 4-7 (Young, full-time, first degree entrants)		No	2011-12	18.8	20	21	21	21	21	
T16a_03	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)		No	2011-12	2.6	5	5	6	6	7	
T16a_04	HESA T3a - No longer in HE after 1 year (Young, full-time, first degree entrants)		No	2011-12	3.8	3.4	3.4	3.2	3.2	3	
T16a_05	Other statistic - Ethnicity (please give details in the next column)	Applications from qualified black African Caribbean students (internal data)	No	2011-12	548	560	600	650	700	750	
T16a_06	Other statistic - State School (please give details in the next column)	Applications from low performing state schools (internal data)	No	2011-12	252	300	325	350	375	400	

**Notes**

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

**Table 7b - Other milestones and targets.**

Reference Number	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
						2015-16	2016-17	2017-18	2018-19	2019-20	
T16b_01	Outreach / WP activity (other - please give details in the next column)	Number of pre-university students engaged on our WP programmes	No	2011-12	1881	2240	2350	2460	2570	2570	
T16b_02	Management targets	Number of students enrolled onto LSE undergraduate programmes from our pre-entry WP activities	No	2011-12	16	25	28	30	36	40	

**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.