THE LSE ACCESS AGREEMENT FOR 2018 ENTRY

1   INTRODUCTION

LSE is the world's leading specialist social science institution, founded in 1895 for the betterment of society. The School remains committed to its founding principles and continues to widen access to higher education in general and to LSE in particular. Our most recent Strategy 2020 document sets out our vision for access.

> Our mission for the next five years is to build on the dynamic mix of diverse people, ideas and ways of seeing the world. We will use this resource in becoming a truly world-leading diversity champion. Fostering diversity will be recognised as being at the core of LSE's institutional viability and vitality, a core value of the academic mission, and as a priority of the institution.
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> **Actions in Detail**
> • We will promote inclusivity for staff and students by reviewing structures and policies, improving procedures for consultation and complaints, and increasing the representation of students and staff with protected characteristics across the institution.
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> • We will develop and implement a comprehensive Equity, Diversity and Inclusion (EDI) Strategy that will direct and inform activities and decisions regarding all academic bodies and Professional Service Divisions.
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> • We will ensure that all faculty and professional service staff in management roles undertake EDI training.
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> • We will enhance and adapt our widening participation (WP) programmes to ensure that we continue to attract the most capable students from a wide range of backgrounds.
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> • We will ensure that mechanisms are in place to support students from under-represented backgrounds throughout their time with the School so that they realise their potential
>
> LSE Strategy 2020

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

Details of our existing pre-entry WP portfolio can be found on our website at lse.ac.uk/wideningParticipation. Through our on-course support, delivered by academic departments and central services, we aim to help our students to progress and succeed at the School and equip them for their future careers.

2   KEY FEATURES

In developing our Access Agreement for 2018, we have considered: LSE's progress to date; sector wide and institutional strategic priorities; research and evaluation; and feedback from staff and students. The key features are:
- A tuition fee of £9,250 for UK and EU undergraduates from 2018-19 onwards;
- 50% of additional fee income to be spent on access, student success and progression measures in steady state;
- A needs-based bursary package for UK students in receipt of the additional maintenance loan;
- Continued delivery of a comprehensive and regularly reviewed long-term pre-entry outreach programme;
- The enhancement of existing services and development of new initiatives to support LSE students' success and progression;

- Further investment in systems and resource to support the ongoing development of our own research and evaluation ensuring a continued and thoroughly evidence-based approach; and allowing further understanding of any differential outcomes at LSE. We will share our findings with colleagues across the sector.
- A plan for the ongoing development of closer engagement and input to schools/colleges to further support the attainment of young people and progression to higher education.

3   FEES, STUDENT NUMBERS AND FEE INCOME

We plan to charge new UK/EU undergraduate students beginning their course in 2018 a tuition fee of £9,250 per year. This fee will be applied across all of our undergraduate programmes. In the event that the fee cap is increased then we will consider applying further annual inflationary rises from 2018 onwards once we have the details about what increases would be allowed.

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 2018 onwards the maximum allowed tuition fee for their year abroad. This maximum is currently £1385 however should further inflationary increases be allowed to the year abroad fee we would apply these as soon as they were available. The earliest that 2018 entry students would take part in the exchange scheme would be 2020, in their third year of study. Further details will be published when more information is made available about the position of Erasmus funding.

We expect to enrol 3,205 UK and EU students in 2021-22 which will generate £9,861,225 in additional fee income. 50% of this additional income - £4,947,319 - will be spent on access, student success, progression and financial support measures.

4   ACCESS, STUDENT SUCCESS AND PROGRESSION MEASURES

(a)   Assessment of performance

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

Access

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

Year	State school		Low socio-economic background		Low participation neighbourhood	
	PI	**Benchmark**	**PI**	**Benchmark**	**PI**	**Benchmark**
2005	59%	76%	17.5%	19.4%	7.8%	9.1%
2006	65.9%	77.4%	18.2%	20.4%	4.1%	6.0%
2007	66.2%	78.3%	14.9%	19.8%	2.3%	6.2%
2008	70.7%	72.5%	18.7%	19.2%	4.5%	5.0%
2009	70.8%	73.1%	20.7%	18.1%	4.7%	5.3%
2010	66.5%	70%	19%	17.4%	3.7%	4.9%
2011	69.1%	71.2%	18.8%	17%	2.6%	4.6%
2012	70.9%	71.8%	20.0%	18.2%	3.4%	5.3%
2013	71.4%	68.4%	17.9%	17.1%	4.2%	3.7%
2014	69%	67%	21.1%	16.7%	3.8%	3.4%
2015	71.6%	67.9%	25%	No longer available	7.1%	3.6%

Our provisional internal data on LPN registrations in 2016-17, when compared to 2015-16 shows the numbers holding steady. At the time of writing, our 2017 UCAS cycle data show an increase in the number of offers made to applicants from POLAR 3 Q1 post-codes and the expectation is that this will lead to an increase in registrations for the current admissions cycle (2017-18).

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

Year	Percentage in receipt of DSA	
	PI	Benchmark
2007	3.1%	3.1%
2008	2.7%	3.5%
2009	2.4%	*3.1%*
2010	3.3%	3.4%
2011	4.2%	3.9%
2012	4.4%	4.7%
2013	5.8%	5.1%
2014	4.8%	5.1%
2015	5.1%	5.2%

Table 3: Proportion of OFFA-countable students in receipt of a full grant
(data submitted to OFFA in annual monitoring return)

Year	Proportion of LSE students in receipt of a full grant
2008	17.4%
2009	19.8%
2010	20.8%
2011	21.4%
2012	23.5%
2013	23%
2014	23.5%
2015	24%

Table 4: Application and enrolment of black African-Caribbean students at LSE
(data supplied by UCAS)

Year	Applications		Offers		Enrolments	
	Number	Percentage of total application	Number	Percentage of total offers	Number	Percentage of total enrolments
2008	618	7.3%	56	3.7%	26	4%
2009	677	7.7%	57	3.7%	30	4.3%
2010	605	7.6%	57	4.3%	30	4.2%
2011	548	8%	67	5.1%	31	4.9%
2012	380	7%	60	4.2%	28	4.2%
2013	399	6.5%	56	3.9%	26	3.8%
2014	399	6.5%	57	4%	23	3.6%
2015	382	6.7%	95	5.2%	34	4.7%
2016	387	6.8%	105	5.7%	37	5.5%

Student success

Table 5: Non-continuation rates of LSE students following year of entry: full-time first degree entrants

Year	Withdrawals	
	PI	Benchmark
2006	4.2%	4.5%
2007	5.3%	3.3%
2008	3.9%	2.6%
2009	4%	3%
2010	1.6%	1.8%
2011	3.8%	2%
2012	5.2%	2.2%
2013	1.8%	2%
2014	2.9%	2.1%

Progression

The progression outcomes for LSE UG students are good, as reported in our TEF2 submission. In 2014-15 – the most recent year for which DLHE data are available – across all domicile groups, LSE secured responses from 851 leavers which represents a 76.5% response rate. Of these, 91.5% indicated that they were working or studying, while 8.5% indicated that they were seeking work. Within the latter group, 20 individuals (2.4%) reported as "due to start a job in the next month". Setting this group aside, the unemployed figure is 6.1%. This pattern holds true across the three-year period between 2012-13 and 2014-15, with 91.5% of respondents across all domicile leaver groups reporting that they were working or studying six months after leaving; with a further 2% reporting that they were "due to start a job in the next month". After high-level analysis previously indicated no obvious difference in outcomes for bursary holders vis-à-vis non-bursary holders, we are now developing a comprehensive framework for a detailed analysis of outcomes, section 7 provides more details.

As a small, specialist social science institution (our UK/EU intake is around 900 students per year) we face specific challenges relating to the suitability of A level choices and also demographic variations in the choice of university programmes which other multi-faculty institutions may not encounter. However, we are pleased with the progress made on the recruitment of state school, low participation neighbourhood (LPN) and disabled students. We aim to build upon the success of recent years, by increasing the number of pre-entry interventions with students from a wider cross section of society and continuing to recruit students from these under-represented groups to LSE, particularly those from low-participation neighbourhoods. We recognise that there is more work to be done increasing the number of UG applications from students of African-Caribbean heritage, and male students from low socio-economic backgrounds. We will also be building upon the work already started to further engage and support WP students once enrolled at LSE to address the recent spike in our non-continuation rates. More information can be found in sections 4d and e, 6 and 7.

(b)   Strategic approach

Section 1 outlines the core principles of the School and how widening participation and diversity underpin our overarching strategy, further evidenced within our Education Strategy. Since the inception of widening participation activities at LSE, we have taken a strategic approach to the development and delivery of such initiatives. For 2018 this will continue across the student lifecycle. Our pre-entry Access work will use a new CRM system, incorporating the Higher Education Access Tracker (HEAT) database services within this, developed to include bespoke capabilities to support the engagement, management, evaluation and tracking of pre-entry WP participants and activity. The system developments will be complemented by continually reviewing and refining the targeting of our work to support strategic priorities for access to higher education.

Across the student lifecycle we will be drawing on analysis being developed and undertaken to ascertain whether there are issues of differential outcomes within LSE. Using a detailed model taking into account the intersectionality between indicators of disadvantage, this analysis will also bring in work from the OFFA bursary evaluation framework to complement our understanding of the impact of financial support on students' outcomes. The analysis builds on successful work over the last year to develop new systems and processes to extract the data needed to perform such analyses. We will further develop and target support on the basis of this thorough understanding. In future years we might develop further milestones and target based on an even greater body of evidence to support these. Section 6 includes our milestones and targets.

In addition to the above, we have updated our Access Agreement and widening participation governance structures. These maximise cross-institutional input and management, ensuring ongoing developments benefit from revised procedures for reporting on and proactively addressing WP issues.

(c)   Estimate of expenditure

Table 6: Projected expenditure on access measures, 2021-22

Item	Spend	Proportion of additional fee income
Financial support	£3,530, 319	35.8%
Access	£990,000	10%
Student success	£345,000	3.5%
Progression	£82,000	0.8%
Total	**£4,947,319**	**50%**

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

Through the current balance of widening participation and bursary expenditure we have seen broad success in generating applications and securing acceptances from students from state schools and low socio-economic backgrounds, as can be seen from the HESA performance table in section 4a. While we acknowledge that some recent research indicates that the availability of bursaries does not influence students' university choices to any great extent, we remain concerned about the impact of higher fees (ie. above £6,000 per year), and increasing costs of living in London, on traditionally under-represented groups. Initial research outcomes from the LSE Centre for Economic Performance indicated that the drop-out rate for LSE bursary holders is significantly lower than that for the rest of the Russell Group and for non-Russell Group universities; that LSE bursary-holders are slightly less likely to drop out than LSE non-bursary holders; and that 81% of LSE bursary holders achieved a good degree (first class or upper second class) versus 79% of non-bursary holders. Elsewhere, the University of Bristol has conducted research which shows that those students who are financially supported withdraw in fewer numbers; and the University of Manchester research into financial support demonstrates the positive impact that bursaries have on students' university experience and standard of living. The impact of national changes to student financial support and the outcome of further research into the impact of financial support are yet to be fully seen. As a result we do not yet have enough evidence to be confident that a reduction in our bursary scheme would not have a negative impact on either the enrolment or success of students from lower income households.

> Being the first generation of my family to attend University, I was not too sure what to expect and whether I should pursue the higher education route. I was initially quite sceptical whether an investment in University level study was worthwhile. The financial burden of studying at University is quite worrisome for many, however having a bursary available during my undergraduate studies was really beneficial and enabled me to continue on with my education without having to worry about the financial aspects of studying. Thanks to the generous support of LSE, I did not have to take up part time work during my studies, therefore I could devote more time to my studies or engage in activities to enrich my student experience. I had the opportunity to actively engage in many volunteering opportunities at LSE. In particular, I volunteered to mentor students from underprivileged backgrounds and inspire them to consider the higher education route. Receiving a bursary has given me the opportunity to partake in many experiences outside the classroom. It has made me realise that there is a fair opportunity for all students, regardless of your background. I have not regretted my decision once of attending university.
>
> *BSc Accounting and Finance graduate, 2014*

We think that our generous bursary package has contributed to the year-on-year increase to-date in the proportion of LSE students in receipt of maximum support, illustrated in Table 3. Furthermore, feedback gathered from our survey of undergraduate offer-holders who decline LSE's 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 2018, 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 has declined over time. We have re-allocated this budget to pre-entry and on-course support work from 2016 onwards.
- We are committed to continually reviewing our bursary/WP activity balance in light of more research, new data emerging across the sector, our own research into the outcomes of financial support at LSE utilising the OFFA bursary framework, and the impact of national changes to financial support.

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

(d)   Access activities

Our existing WP portfolio sees us engage with around 2,500 students per year from primary level to year 13 on our defined WP projects. This figure does not include our numerous interactions at larger scale events such as school/college HE fairs. 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 individuals:
- Students from low performing state schools/schools with high proportion of students who qualify for free school meals.
- Students who are in receipt of/qualify for free school meals.
- Students who live in low participation neighbourhoods (POLAR 3 dataset).
- Students from under-represented ethnic groups, especially black African-Caribbean pupils.
- Students whose parents/carers have no experience of higher education.
- Students whose parents/carers are in receipt of means tested benefits.
- Students in Local Authority Care.
- Students with a disability.
For 2017 onwards we will use a set of proxies to identify those students from white low-socioeconomic backgrounds to ensure we are targeting and encouraging their participation in our pre-entry access work.

LSE does not offer part-time degree programmes at undergraduate level, so 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. The WP Team are also in ongoing dialogue with the LSE Students' Union part-time and mature students' officer to ensure that support is offered in collaboration where appropriate. Students aged over 21 who do enrol at LSE have access to all of the services, bursaries and support mechanisms available to their younger counterparts.

Our approach to widening participation since 2012 has been to:
- Build upon the success of existing LSE programmes, such as LSE CHOICE, which annually lead to the enrolment of WP students at LSE and other Russell Group universities;
- Develop work based upon: our own evaluation of activity; assessment of our progress to targets and upon national research. Examples include the introduction of work for Year 8 students and the development of Promoting Potential, our Spring School for African-Caribbean boys;
- Develop collaborative working relationships, such as our membership of AccessHE, the University of London WP Group, our links with TeachFirst and our work with Russell Group partners;
- Improve the evaluation of WP activity and to more effectively monitor and track the progress of our WP students.

In addition, for 2018 entry we aim to:
- Continue our collaborative working across the sector including developments to our Pathways to the Professions work with the Sutton Trust. See later section on collaborative working;
- Continually improve our evaluation of pre-entry work and use feedback and evaluation data gathered previously, alongside use of our new CRM system, to improve and refine our programme;

- Build further on our work with black African-Caribbean communities and to generate more applications to LSE from those pupils we work with;
- Following a strategic review of our targeting of outreach work in 2016, continue to bring in new data such as ACORN to further identify groups of under-represented students inside and outside of London, including our engagement in the new national collaborative outreach programme (NCOP);
- Further integrate the work we do with other areas of LSE including the Disability and Well-being Service, Students' Union and the new LSE Life initiative;
- Increase our engagement with the parents/carers of young people engaged in our pre-entry work as well as exploring further bespoke work for those who support and influence prospective students;
- Continue to expand our WP network of students who have enrolled at LSE having participated in one of our intensive outreach programmes.

This approach *may* involve us running new pre-entry sessions for our target groups but new projects are not a priority for us. It is more important that we enrol students from these groups onto the extensive range of existing LSE WP programmes across all year groups from primary level through to sixth form. We will continue to utilise our new CRM system to further engage and communicate with participants, and offer a clear pipeline of outreach activity to students throughout their pre and post-16 education.

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

Age group (school year)	Pre-2012 activity	2012 and 2013 activity	2014, 2015, 2016 and 2017 activity
Pre 14 (Years 6 to 8)	• Moving On • Student tutoring • Student mentoring • Black Achievement Conference	• Introduction to the Social Sciences • Promoting Potential Spring/Summer School (for African-Caribbean boys)	 • Develop and improve the WP programme and maintain numbers on existing outreach activities • Improved targeting of LPN pupils, LAC pupils and disabled pupils.
14 – 16 (Years 9 to 11)	• Student tutoring • Student mentoring • Summer School • Student Shadowing	• Workshops for disabled students and families • Dux (Future Scholar Awards) event for year 9 students	• Integrated approach with LSE Careers, Disability and Well-being Service, SU, EDI, Teaching and Learning, LSE Life, and academic departments • Expand LSE WP student network and target support to students • Collaborative work with Russell Group and University of London networks.
16 – 18 (Years 12 to 13)	• Student tutoring • Student mentoring • Pathways to Law • LSE CHOICE • Politics Conference • Student Shadowing	• Collaborative IAG to schools and FE colleges • Workshops for disabled students and families • LSE-SOAS HE event for disabled students	• Build on work with black African-Caribbean pupils • Continually review the strategic targeting of outreach work and explore expansion outside of London to further support key target groups

Advisers/teachers /schools	• Advising the Advisers • Talks and visits to state schools • Close school links	• Targeted admissions information and feedback for low-performing schools	• Implement and utilise a new CRM system for communication and management of pre-entry work with participants, schools/colleges, and parents/carers. • Ensure a clear pipeline of WP activity from Primary to Post-16 education with multiple interventions encouraged through regular communication with current and former participants.

Evaluation

As outlined in our Access Agreements since 2013, we use evaluation feedback and data to inform our WP strategy and individual WP projects. The LSE OFFA monitoring submissions for 2014 and 2015 entry contained detailed information regarding the evaluation of our access work. We also use our performance against HESA benchmarks to inform our overall direction of travel, hence the increased focus on low participation neighbourhood students since 2014. Additionally, in line with the strategic priorities in recent Access Agreement guidance, taking an evidence led approach remains a key tenet of our Access Agreement work. Please see section 7, Monitoring and Evaluation, for more information.

Collaborative working

LSE has been committed to working in partnership to support our Widening Participation activity. We have developed a solid basis of collaborative work over a number of years. Examples of this in 2018 include:
- **Pathways projects:** In 2016 LSE successfully re-bid for the contract and funding to continue Pathways to Law in London. LSE works closely with HEI partners and the Sutton Trust over the content and delivery of the Pathways to Law programme. This includes joint promotion and admissions for the scheme, as well as joint delivery of some sessions. We also liaise with the other HE partners delivering Pathways to Law around the country and input from the Legal Education Foundation and law firms in London including a 3-5 day work placement at one of the country's leading law firms. Phase 4 will involve working with students from a younger age to support this, alongside our bringing online a new Pathways project focusing on careers in banking and finance. This involves working collaboratively with the Sutton Trust and the University of Warwick. Building on the successful Pathways to Law model, the Scheme includes a range of events from Year 10 onwards in order to raise the profile of these subject areas with our target schools. This model will provide a pipeline of talent for the Year 12/13 Pathways' cohorts from September 2017, and ultimately to two sought-after professional areas.
- **Russell Group Widening Participation Association:** Working together to widen access to research-intensive universities, the Association has provided a forum for collaborative work across these highly selective institutions for many years. As well as providing peer support for senior WP staff, the group plans and delivers collaborative activity including the biennial Teachers' Conference and practitioner networks.
- **Advancing Access:** LSE is a partner in Advancing Access, a national collaboration of 24 selective universities. We are working together with schools and colleges to develop and deliver CPD for teachers and advisers that supports student progression to selective universities and courses. Advancing Access has a particular focus on schools with low levels of progression to such universities. We are delivering the majority of CPD events and resources online to allow easy access for all schools, regardless of their location. Advancing Access complements the excellent work already carried out at LSE and other partner institutions by engaging those areas that have historically been hard to reach and may be in geographic 'cold spots'. Advancing Access also aims to compliment the work of national collaborative outreach programmes. It is a cost-effective approach to equipping teachers and advisers with the information they need to advise students with confidence. Initially funded through HEFCE's collaborative outreach network scheme, Advancing Access is now funded through financial contributions from each of its partner universities.

- **University of London Widening Participation Group:** WP leads from the colleges of the University of London meet once a term to share best practice and focus on common issues. In 2016, the group agreed to share project outcome data to enable colleagues to benchmark the performance of their suite of activities. This recognises the importance not just of evaluating activity internally, but also of benchmarking across the sector. Initial data sharing began in the summer of 2016, looking at outcomes for summer schools and multi-intervention projects. The results will inform our future strategic planning.
- **Access HE:** LSE has been a member of Access HE since its commencement in 2012. In 2018-19 AccessHE will be convening action forums across a range of outreach areas including working with Black, Asian and Minority Ethnic (BAME) learners and those with disabilities and facilitating joint projects to raise attainment/improve knowledge of HE via 'AccessHE Online' and evaluate outreach work through 'Impact London'. We anticipate engaging in a range of these activities as they link to the specific priorities of LSE.
- **Engagement with specialist agencies:** We are piloting specific pre-entry work for students with disabilities, in collaboration with LSE's Disability and Wellbeing Service and their contacts, with national organisations who have specific expertise in the areas of work being developed. We are also utilising these connections to ensure the promotion and inclusivity of all our pre-entry work.
- **The LSE Students' Union and student societies**: Student groups work with external organisations such as Debate Mate and Team Up. Through these collaborations LSE students act as peer-to-peer mentors to London school children. This is in addition to the LSE Tutoring and Mentoring schemes run centrally by the School. They have also launched an initiative with Open Book, Goldsmiths - http://www.gold.ac.uk/outreach/open-book/. The WP team offers support and advice to student societies and representatives of the LSE Students' Union who undertake activity relating to fair access and widening participation. The WP team is also developing its strategy for further harnessing the enthusiasm and resource that LSE students provide through engagement with the new LSESU Social Mobility Society, and the development of an LSESU initiative supporting entrepreneurship in STEM related areas.
- **National Collaborative Outreach Programme (NCOP)**: LSE is in the process of agreeing formal input to the London NCOP from September 2017 onwards. LSE is likely to provide a number of LSE students as mentors to students in schools identified as part of the London NCOP cohort.

In addition to collaborating with academic institutions and organisations, LSE also works with a range of other partners to ensure we reach a broad spectrum of under-represented groups. These include IntoUniversity, the Social Mobility Foundation, the Deaf Education Advocacy Fellowship and ARK Schools. Furthermore LSE works collaboratively with a range of external organisations and charities who contribute to our portfolio of WP activities including MyBnk, FixUp Seminars, TeachFirst, Pure Potential, Reed Smith, Barclays, National Black Boys Can, Edukit and African and Caribbean Diversity (ACD)

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

Use of contextual data in admissions

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

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

Further details can be found in our admissions policy at
http://www.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/uGAdmPol.pdf

The increase in POLAR3 Q1 offers and registrations follows the full implementation of a more sophisticated contextual flagging system for Undergraduate Admissions and there is a clear correlation between the two. We are currently undertaking some more detailed research and analysis to more confidently assess the impact of our work in this area.

Regional recruitment work

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

(e)   Student success and progression activities

Historically, LSE has had a good retention and progression record, with a very low proportion of our undergraduate students withdrawing from study. The latest HESA figures in Table 5 show that, in 2014, 2.9% of our young UK undergraduates were not in higher education in the year following their year of entry. As indicated in our TEF submission, LSE's non-resumption of study rates are extremely low at 0.95% (based on HESA returns in 2012-13, 2013-14 and 2014-15, and indicates the percentage of UG students who do not return to active study). On the specific measure of non-continuation rates, the core HESA metric underplays LSE's performance. The School's current re-sit policy explains the higher percentages reflected, the School does not currently offer autumn re-sits. Students who fail to meet the requirements to progress into the next year of their programmes must effectively interrupt their studies until the following year's exam period. This policy is part of the School's assessment approach to ensure that students who fail, and who do not progress, have sufficient time to develop their course content knowledge and required skill sets prior to re-assessment. As the figure of 0.95% demonstrates, this policy is successful in that almost all of these students successfully resume their full-time studies the following year. This is the fourth best resumption of studies rate amongst Russell Group universities. However, for a number of reasons, including those related to student mental health and wellbeing, this policy is under review.

We recognise that there is still work to be done in supporting our students from under-represented groups, both in the transition to university life, throughout their undergraduate programmes and into careers or further study. Table 8 sets out the support and progression activities we continue to roll out for students, including those from under-represented groups. We remain committed to further understanding what impacts on students' success and keeping our withdrawal rate of young UK undergraduates to 3% or lower. The development of future work is to be underpinned by ongoing analysis of the issues affecting success of LSE students, especially those from under-represented backgrounds.

LSE has a strong record of supporting its graduates into work. Our graduates command high salaries, and our full DLHE data for all domicile groups (UK, other EU, non-EU), as reported to HESA, across a three year period, 2012-13 to 2014-15, LSE's graduate level employment is 85%.

LSE was named 'University of the Year for Graduate Employment' in The Times and The Sunday Times Good University Guide 2015. Employers value an LSE education because of the intellectual rigour of our programmes, the breadth of the student experience, and the School's global focus. A degree from LSE is widely recognised internationally and our graduates go on to pursue successful careers in a variety of sectors around the world.

All undergraduate students have access to the LSE Careers Service and its bespoke portfolio of services. From 2015, the LSE Careers Service has offered targeted sessions for the WP network students before and during their time at the School. Additionally, we continue to develop the input from LSE Careers to our pre-entry work to ensure participants are fully aware of all relevant information before applying for higher education.

Table 8: Overview of pre- and post-2012 on-course/progression support at LSE

Student life-cycle	Pre-2012 on-course support	Post-2012 on-course/progression support
Pre-arrival	Welcome booklets Study skills information (hard copy and online)	Pre-sessional events for UK students Online IAG for UK offer-holders from UK alumni

	Online newsletters	Redesigned web-based information Careers kick-start sessions for WP students. WP Network pre-arrival session
Orientation/induction	Peer mentoring Study sessions for new students	Student-led induction sessions More harnessing SU societies More sign-posting of support services (campus promotion and website) Targeted mentoring for UK students not living in halls of residence
First year	Study skills workshops One-to-one tutorials Peer support pilot Learning World online support Dyslexia/dyspraxia support Support/training for teaching staff Academic advisers	Peer support roll-out – this scheme was doubled in size from 2016 onwards. UG-specific sessions (eg Adapt to study, How to study at LSE, How to write essays at LSE Build confidence for academic writing))
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) LSE Study Toolkit One to one learning advice Maths and Stats Support Centre Learning Development on Moodle Personal Development Aide Memoire Monitoring/tracking of students' access to support services End of degree programme careers guidance for WP students Third year IAG on postgraduate study PGT scholarships for UG students from WP backgrounds Reviewing the support provided to students who have to interrupt their studies to support their re-engagement Additional sessions for disabled learners

Alongside the existing work outlined above, since September 2016 there have been two areas of significant development to support for LSE students: strengthening the disability support available through the restructuring of the Disability and Wellbeing Service (DWS); and the opening of the new LSE Life Centre.

The DWS has now created a single integrated service, together with a significant increase in direct student-facing provision; ensuring DWS is able to be even more responsive to the needs of all disabled students, including those with complex and multiple disabilities. DWS has also been relocated to new bespoke accommodation, providing a superior environment for students, and now operates as an integral part of the wider Student Wellbeing Service (SWS). The whole of SWS will be collocated from summer 2017, bringing together all disability advisers, mental health advisers, counsellors and administrators.

To further support this work SWS has established a Student Wellbeing Working Group, working in collaboration with key stakeholders, including WP and the Students' Union. This aims to further improve student wellbeing throughout the School, via the creation of a more cohesive and structured approach, in order to improve the student experience. SWS has also been working across the School to ensure it responds to changing requirements arising from Disabled Students' Allowances (DSA). In addition to planned changes (for example in Estates and IT services), the School is also engaging in significant work in relation to changes to assessment modules. This has been strengthened by further collaboration with the Equity, Diversity and Inclusion taskforce, as well as work being led by the Teaching and Learning Centre to create new guides to accessible assessment.

In 2016, access to central provision for undergraduates was re-organised into one academic, personal and professional development centre, LSE LIFE, which itself was a response to student feedback. Based on the ground floor of the Library LSE LIFE now offers students a single source of study support, and brings educational and institutional research to bear on improving individual student learning. Its activities are delivered by LIFE study advisers, Royal Literary Fellows, departmental liaison librarians, LSE Careers, and includes IT training and programme-specific study workshops. The Head of Widening Participation is part of the LSE Life Stakeholder Group which meets termly to support the ongoing development and direction of LSE Life.

In addition to the support for students once at LSE, LSE Life also provides input to pre-entry WP outreach activity such as running workshops on note taking, essay writing, and preparing for exams. These are all designed to support the attainment of students involved in our pre-entry outreach alongside their transition into higher education.

Target groups for on-course support

We are eager not to stigmatise or ghettoise our students from under-represented groups once they are enrolled at the School. Indeed, data on the continuation rates of some of our most popular courses suggest that students from low socio-economic classes fare just as well, if not better, than other students from higher socio-economic classes. This demonstrates that on-course support must be made available for *all* of our undergraduate students and not just those who are from under-represented groups. Difficulties encountered by students are often multi-factoral and complex; they rarely occur as a result of just one issue/aspect of a student's background. We are undertaking a large amount of analysis as to the engagement with services by particular groups of students, alongside research to find out more about students' experiences. This is discussed further in section 7 and will form the basis of any future developments in student success and progression specifically targeted at under-represented groups of students.

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

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

(f)   Postgraduate support activities

In our 2016 Access Agreement we explained how we were offering the LSE 120th Anniversary Scholarships in conjunction with the HEFCE Graduate Bursary Scheme for 2015 entry. We have continued these in 2016 and 2017 and they are now running alongside the Student Finance postgraduate loan. It is too early to say whether we will be offering a similar bespoke package for UK PGT students from 2018 onwards. However, we are committed to supporting low income students from around the world, including from the UK, through our existing Graduate Support Scheme and the LSE Masters' Awards.

Our financial support package forms part of our initiative to encourage more UK students from WP backgrounds into graduate study. This is provided alongside a large amount of support available for postgraduate taught and research students. Taught PG students will be a target group for LSE Life, with provision of evening and weekend events, courses and workshops. In addition, the inception of the new PhD Academy in September 2015 has given all PG research students a dedicated space and services hub. The PhD Academy (also based in the LSE Library) is running alongside LSE Life to follow up on suggestions for support required by students and to ensure that PhD students are signposted to the appropriate place for help needed, which in some cases will be LSE Life and in others the Academy.

(g)   Engagement with Schools/Colleges and Supporting Attainment

LSE is mindful of the Government's desire for universities to be formally involved in the governance of schools and colleges; and to actively support the raising of attainment in pre-HE qualifications.

LSE's pre-entry Access work is based on a programme of sustained engagement including long-term subject specific outreach - such as LSE CHOICE - alongside highly developed mentoring and tutoring work in schools and colleges. These initiatives are all focused on both supporting aspirations *and* attainment to progress to higher education which are inextricably linked. In 2016-17 the WP Team commenced work to roll-out an updated evaluation framework that will allow us to link our performance against key objectives - derived from research - that we know indicate an impact on attainment. Additionally, by 2018 we will work with schools to gather more data about participants' raw attainment where we are able to. However, in line with the rest of the sector, we recognise that demonstrating any confident or robust links between engagement with LSE and changes to raw attainment will be challenging given the myriad variables that impact on an individual's outcomes, as well as the relatively limited data available to us.

We also recognise the expertise and responsibility for attainment in schools/colleges resides with staff within these institutions. As part of our ongoing work with schools/colleges we will consult teachers to ensure we provide further support that will complement their work and add value to existing initiatives. This approach will be supported by utilising our WP Operational Group that is being set-up to explicitly seek school/college staff input to our work including that supporting attainment. On the basis of being evidence-led we will explore whether closer work with other expert organisations, for example the Brilliant Club (a third sector organisation with a growing track record of placing PhD students into schools), may also support attainment.

LSE does not currently sponsor a school or college. Presently we are focused on providing further support to existing schools and colleges and deepening our understanding of the impact of university sponsorship of schools/colleges. We will use our learning from this work to shape our ongoing strategy for schools/college engagement via evidence-led means and the implementation of any related targets in future Access Agreements.

We will deliver the above by implementing a number of initiatives from 2017 onwards including:
- **Providing formal support to our LSE staff who are volunteering as school/college governors:** We will develop work to raise awareness of the opportunities to become a school/college governor; provide support for LSE Staff taking on such roles; and specifically identify schools/colleges where we would like to have our staff on the governing body working towards the take up of these roles.
- **The WP Team working on a closer partnership with a small number of key schools (up-to four):** Schools will be identified by their current GCSE performance against national average and proportion of students in receipt of free school meals. . The outputs will be: engagement with 20 of their pupils from every year group on our pre-entry WP programme from Y7 upwards; ensuring repeated intervention with these specific groups of students each year; implementing additional mentoring and/or tutoring for those identified as most in need. We will be closely evaluating this engagement to draw any conclusions as to the merits of this approach and the impact on attainment. We will specifically look to target students within the Schools from backgrounds that are the most under-represented in higher education including those in receipt of free school meals and any students who are in care or have a disability.
- **School/college staff joining our WP Operational Group:** when formed in the 2017-18 academic year these staff will advise on our pre-entry WP outreach developments to ensure these are of maximum value.
- **Contribute to our own and sector wide understanding of approaches to school engagement by:** Exploring existing literature on university engagement with schools/colleges and the impact of this; commissioning further research to guide our longer-term school/college engagement plan; working closely with colleagues through our established networks to maintain a close insight of progression of these initiatives throughout the Sector; and sharing our findings throughout the sector and beyond.

We have added an output target for this work, see section 6 for further details.

5   FINANCIAL SUPPORT

We have put in place a generous bursary package for students from low-income backgrounds which makes the largest awards to students with the lowest household income and tapers to a maximum threshold equal to that for the discontinued partial grant. Students who exceed the income threshold are not eligible for an LSE bursary. As highlighted in section 4 and 7 we are in the process of undertaking further research into the

impact and outcomes of bursary holders utilising the new OFFA bursary evaluation framework. The outcomes of this will be shared internally to shape any future changes to our financial support provision.

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

* 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.

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

The LSE bursary scheme for continuing UK students

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

LSE scholarships

LSE continues to seek and receive external funding from private donors and from businesses to provide scholarships for students from low socio-economic backgrounds. Currently, the School awards around £200,000 a year through such scholarships to new and continuing UK students. These scholarships are additional to our Access Agreement spend and, as such, are not included in the figures in Table 6. It is the wish of donors that if they offer an amount that together with the bursary will cover all fees and living costs, then the students will not borrow anything from Student Finance and will be able to study without incurring any debt. Most scholarships are partial however so will only reduce the overall loan required.

For 2017 and 2018 LSE is offering three Access to Education awards made up of support for the tuition fee and living costs for prospective students holding an offer of a place on an LSE Undergraduate programme whose immigration status is classed as: an asylum-seeker; or a refugee; or a person with humanitarian protection; or a person who is resident in the UK and has been granted Discretionary/Limited Leave to Remain in the UK

6   TARGETS AND MILESTONES

Our targets and milestones take account of the success that we have seen since the introduction of variable fees in 2006 and the commitments laid out in our first Access Agreement. Our Access Agreement targets have always
- included milestones relating to both enrolments and applications;
- been stretching and challenging.

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

Access

(a) Our 2011 Access Agreement included a target of engaging with 1,800 students a year across all year groups. This is double the number of UK students we now enrol each year on our undergraduate programmes. We set a target to increase our WP reach by 110 students per year from 2012 to 2017, ultimately reaching 2,570 students in 2019. We plan to keep this as our steady state number. We do not see value in continuing to increase this target. Rather than simply increasing the number of participations, we plan to develop additional interactions with participants in order to deepen and add value to their

engagement with our programmes. We constantly review the background of students involved in our work to ensure we continue to prioritise and include those from key target groups.

(b) We will maintain the number of students progressing from our Year 11 to 13 WP schemes onto LSE undergraduate programmes. Our 2015 monitoring report to OFFA shows that we enrolled 18 students from the most recent cohorts of our Year 11 to 13 programmes. We aim to increase the number of students enrolled on LSE undergraduate degrees from the WP schemes, ultimately reaching 40 students enrolled from our own intensive WP programmmes by 2020. Again we will keep this in steady state, but continue to develop our understanding about how these programmes contribute to progress within the sector as a whole, and reflect this in future Agreements.

We have indicated in the Resource Plan both of these targets and milestones are collaborative as they include work delivered collaboratively to deliver these aims.

Applications to and enrolments at LSE

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

In 2010, 75% of our UK applicants came from the state sector. Of the applications received from comprehensive schools, just 257 of these applicants came from low performing state schools (i.e. schools performing below the national average for grades A* to C at GCSE). We have worked to increase the number of qualified students applying from low-performing state schools and following investment and developments to our data capture and analysis can re-set the baseline to 509 from 2015 and subsequently extending the stretch in numbers up to 620 by 2021-22 We feel this target complements our HESA state school target: both targets support our continued focus in this area.

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

In 2010, 605 of our UK applicants who disclosed their ethnicity were black African/Caribbean students. This constituted 7.6% of our Home UK applications. We aim to increase the number of black African/Caribbean students applying to LSE to 750 of our UK applications by 2021-22. Our progress to date in section 4a indicates this remains a challenging and stretching target that we will remain focused to achieve, we are encouraged in the meantime that our offer and enrolment rates show progress.

(c) We aim to continue to make progress towards our HESA benchmarks. In particular, we will aim to
- Enrol between 70% and 72% of our UK intake from state schools
- Enrol between 19% and 21% of our UK intake from low socio-economic backgrounds. Although NS-SEC is to be removed from the HESA PIs, we are retaining this target at present. We are not adding in a different measure until the HESA WP Performance Indicators working group has fully reported and we understand the new indicators that will be used. Once we have this information we will undertake modelling of our current situation and look to develop further meaningful target(s) to replace NS-SEC in future years.
- Enrol between 5% and 7% of our UK intake from low participation neighbourhoods. This was an increase on our 2015 Access Agreement target and represented a stretch to almost double our actual LPN figures in 2014. As indicated within our earlier narrative we are undertaking proactive work and securing further progress in this area.

Student success

(a) The aim in our 2012 and 2013 Access Agreements was to reduce our withdrawal rate to 3%. The 2010 figure was 1.6% but this increased in 2012 to 5.2%, before dropping again to 1.8% in 2013 and 2.9% in 2014. We aim to keep our non-continuation rate at or below our HESA benchmark, and will keep this target. As discussed in section 7 we are in the process of more analysis to further understand the causes behind non-continuation at LSE and identify whether any particular groups are of concern within this statistic.

Differential outcomes analysis

(a) Our one new target for Entry 2017 was our work to further analyse the results of students from under-represented groups at LSE, and develop further evidence-led work as a result of this in the future. The milestones and overall target demonstrate our commitment to developing our own and

the Sector's understanding, alongside supporting our own student success and progression arrangements going forward.

Engagement with schools/colleges to support attainment

(a) Our one new target for Entry 2018 is the addition of an activity based target for our work to support attainment with a small group of schools. This demonstrates our commitment to this plan of work, we will work to convert this into an outcome based target in our 2019 Access Agreement.

7   MONITORING AND EVALUATION

As reported in our 2017 Access Agreement we have appointed a Data and Policy Analyst, based within Widening Participation and working across our Admissions, Student Marketing and Recruitment Offices, and the School to analyse our current performance across the student lifecycle, for both widening participation and students with protected characteristics. The post is responsible for devising and implementing actions plans to support the ongoing development in these areas; continuing research; and evaluating any programmes which are developed.

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

The LSE WP team, has made continual improvements to evaluation of our work with young people pre-entry. We collect data from the participants of all of our pre-entry activities with a view to (a) measuring the impact of the WP activities on aspirations and awareness of HE and (b) measuring the impact of the WP activities on attainment levels. For a programme such as LSE CHOICE, which engages students throughout Years 12 and 13, this takes the form of (i) surveying pupils and teachers before they take part in the programme to ascertain their expectations, aspirations and level of attainment and (ii) surveying the students throughout and at the end of the programme to measure impact. We also track the progress of LSE CHOICE students who enrol on the undergraduate programme at LSE. Over the past year we have worked to link our projects to a single set of aims and objectives and to review our existing evaluation procedures so that we are seeking evidence of change against defined outcomes, related to those aims and objectives. We are involved with wider sector conversations about improving monitoring and evaluation of pre-entry activities.

The findings of all the WP programme evaluation have been used to develop and improve our schemes, as has been outlined in previous submissions. Our approach to continual review and improvement is rolled forward year on year. With the development of our new CRM system we will be further reviewing our evaluation arrangements and tracking of WP pre-entry participants. We are a new member of the Higher Education Access Tracker (HEAT) membership service, which assists Higher Education Institutions in England to target, monitor and evaluate their outreach activity. From 2016-17 onwards we record data about our outreach and participants on the HEAT database. This is entered into the HEAT longitudinal tracking system which matches records on individual outreach participants to administrative datasets spanning Key Stage 2 data through to postgraduate study and employment. Tracking reports received from HEAT will help the School to better understand the relationship between our outreach provision and the attainment and progression of disadvantaged young people. We are able to track student progression to any HEI, including this institution, so that we can assess the extent to which we are contributing to the increased participation rates of disadvantaged young people as a whole.

Being part of the HEAT service also enables the School to further engage with collective WP sector research. By using data from all members as an aggregate, the HEAT service is now able to explore new multi-dimensional ways of defining under-representation, disadvantage and differential outcomes and the effect that outreach can have on different groups of participants. By subscribing to HEAT we will utilise this research to support our evidence based approach to planning outreach delivery so that we can continue to invest in outreach activities that optimise progression with disadvantaged cohorts.

We are also using the detailed demographic and school performance data available via HEAT within our own internal systems, to better inform our targeting, prioritisation and evaluation of pre-entry outreach activities. We plan to explore how this data could be used across the School to support students throughout the student lifecycle.

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

- Utilising the findings of focus groups with LSE students who attended one of our intensive WP pre-entry programmes to shape and inform the content of the WP network. This includes the delivery of two events for WP programme participants holding offers for LSE as well as a pre-university event prior to enrolment at LSE.
- Analysing and reviewing data on student engagement with particular services and formal processes, such as appeals, to identify where there are any trends that warrant additional work or analysis.
- Building on analysis of DLHE reported outcomes for students from different groups including bursary holders, as well as analysing whether there are additional Careers' support requirements.

Dr Gill Wyness has expanded our original bursary analysis using data from further entry cycles, but this did not provide any significant additional insight beyond the original findings. Her work, along with the model developed by Sheffield Hallam University for OFFA, has helped us to define our own future research interests in this area and we have extracted data from administrative systems to support further analysis (including running OFFA's model) from 2017 onwards.

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

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

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

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

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

8   EQUALITY AND DIVERSITY

Information about Equity, Diversity and Inclusion (EDI) at the School, together with our action plan, engagement policies and reporting commitments can be found online at
http://www2.lse.ac.uk/intranet/staff/equalityAndDiversity/home.aspx

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

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

LSE's EDI Taskforce was established in September 2015 to conduct a review of EDI issues at the School, to generate policy proposals, and to initiate changes around the institutional architecture and campus culture in order to maximise equity, diversity and inclusion across the School. The LSE WP Steering Group has included shared membership with the EDI steering group. As the work of the taskforce is concluded, work is being embedded at local levels throughout the School including a new EDI group within the Academic Registrar's Division. This specific group includes WP representation and is following through on pre-existing and new work in this area.

9   PROVISION OF INFORMATION TO STUDENTS

We publish clear, accessible and timely information for applicants and students on the undergraduate fees and our financial support arrangements. We do this through a range of media, including:
- The LSE website
- The LSE undergraduate prospectus (print, app and online)
- The LSE Financial support brochure (print and online)
- The termly Focus LSE newsletter (print and online) for schools and colleges
- LSE open days, conference for schools advisers, school visits, recruitment events, etc.
- The LSE WP brochure/materials
- Print and online materials for offer-holders
- UCAS entry profiles

We also provide relevant information to UCAS and the SLC in a timely fashion. Since the Competition and Markets' Authority (CMA) issued advice to higher education providers we have undertaken reviews and continually check practice to ensure compliance with consumer law.

10   CONSULTATION WITH STUDENTS

The LSE Access Agreement for 2018 entry follows the strategic direction that we set in our 2015 Agreement. We consulted on our 2015 approach with the LSE Students' Union and student ambassadors, who deliver our WP programmes to schools in the London region. LSESU representatives and student ambassadors sat on the WP Advisory Group which met in March 2014 to discuss the direction of the 2015 Access Agreement upon which future Agreements have been based. Student representatives are members of the Academic Planning and Resources Committee, the Academic Board and the LSE Council which discussed and voted on the undergraduate tuition fee and associated bursary and access package in the Lent term of 2013. These groups also review and comment on applications, enrolments and bursary spend.

The WP Advisory Group has been succeeded by the WP Steering Group (see section 7 above). Comprising colleagues from across the School involved in access, success and progression activity, this Group also includes student representation. This body met in March 2017 to discuss the development of our entry 2018 Access Agreement, to agree changes and additions and raise further awareness of the new strategic guidance from OFFA.

Over the past year, the LSE Widening Participation team has liaised regularly with the Students' Union and student societies on the development and delivery of WP initiatives. LSE Students' Union representatives are invited to comment on the content and purpose of our WP programme, most recently on our activities for black African and Caribbean students, alongside on-going dialogue with our WP Student Ambassador representative on the Access HE Student Advisory Group. The LSESU has been undertaking their own work to further understand the experience of different groups of students within LSE. We have been in close dialogue with LSESU representatives to support their work and explore how we can learn from this and utilise their findings to inform our future developments for all students.

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	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	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)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16a_01	Access	State school	**HESA T1a** - State School (Young, full-time, first degree entrants)	Existing target from 2016 Access Agreement	No	2011-12	69.1	72	72	72	72	72	
T16a_02	Access	Socio-economic	**HESA T1a** - NS-SEC classes 4-7 (Young, full-time, first degree entrants)	Existing target from 2016 Access Agreement	No	2011-12	18.8	21	21	21	n/a	n/a	Target discontinued with removal of NS-SEC from HESA Pis
T16a_03	Access	Low participation neighbourhoods (LPN)	**HESA T1a** - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Existing target from 2016 Access Agreement	No	2011-12	2.6	6	6	7	7	7	
T16a_04	Student success	Other (please give details in Description column)	**HESA T3a** - No longer in HE after 1 year (Young, full-time, first degree entrants)	Existing target from 2016 Access Agreement	No	2011-12	3.8	3.2	3.2	3	3	3	
T16a_05	Access	Ethnicity	**Other statistic** - Ethnicity (please give details in the next column)	Applications from qualified black African Caribbean students (internal data)	No	Other (please give details in Description column)	548	650	700	750	750	750	2011-12 baseline used
T16a_06	Access	State school	**Other statistic** - State School (please give details in the next column)	Applications from low performing state schools (internal data)	No	2015-16	509	540	560	580	600	620	Updated to reflect new reporting available and set further stretch against target.

Table 7b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (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)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16b_01	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Number of pre-university students engaged on our WP programmes	Yes	2011-12	1881	2460	2570	2570	2750	2750	Includes student participating in collaborative schemes including the Pathways schemes. These targets are coded as 'other' because participants can be from one of a number of key target groups.
T16b_02	Access	Other (please give details in Description column)	Management targets	Number of students enrolled onto LSE undergraduate programmes from our pre-entry WP activities	Yes	2011-12	16	30	36	40	40	40	This enrolment is specifically focused on students engaged in our long-term intensive outreach work. Additionally it includes students who have been engaged in the collaborative Pathways schemes. These targets are coded as 'other' because participants can be from one of a number of key target groups.
T16b_03	Multiple	Other (please give details in Description column)	Other (please give details in Description column)	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.	No	2015-16	Starting pilot data analysis looking at Admissions outcomes and experience by identified groups	Undertaken initial longitudinal analyses across Access, Student Success and Progression.	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	Embedded evaluation and monitoring alongside developments within annual Access Agreement process	Continue to enhance and develop work and share amongst the sector.	We will seek to share work and findings with the sector through appropriate channels.

T16b_04	Access	Attainment raising	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Development of close partnership work with a small number of schools to support attainment amongst identified students.	Yes	2016-17	No formal in-depth partnership with any specific London schools or colleges	Identify up to four schools; set-up agreed outreach participation plan for 20 students per year group.	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.	Share analysis from two years of work; assess value of work package; and refine outcome based target if required.	Ongoing assessment and development of work programme and outcomes.	This activity will be supplemented by our existing work supporting attainment and the development of research in this area highlighted in our Access Agreement narrative documents.

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.