LSE ACCESS AND PARTICIPATION PLAN 2019 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 specifically by aiming to minimise or remove the barriers to under-represented or disadvantaged students attending university and succeeding once there. This aim relates specifically to students who:

- Are from an area with comparatively low participation in higher education (Low Participation Neighbourhood), low household income and/or low socio-economic status;
- Have a disability;
- Are from a racial and/or ethnic group under-represented in higher education;
- Are highlighted by the Government and/or from our own internal data as being from another under-represented group, such as care leavers or mature students

LSE has been involved in widening participation and access initiatives since 1998 and splits its work into the three main areas of access, success and progression.

Through our pre-entry outreach schemes we provide a comprehensive programme of activity to support progression into higher education, especially highly selective institutions. This includes supporting the attainment of students on our longer-term intensive outreach schemes. Our approach to admissions has received national recognition for its impact on increasing access to LSE from students from the lowest participation neighbourhoods[1].

Through our on-course support, delivered by academic departments and central services, we work to enable our students to progress and succeed at the School and are equipped for their future careers.

Whilst we are pleased with the evidence that our performance has been improving, we recognise there is more progress to be made. Taking into account key information, such as: LSE's progress to date; sector wide and institutional strategic priorities; research and evaluation; and feedback from staff and students; our access and participation plan sets out the key strategy and work required for continued improvement.

2   ASSESSMENT OF PERFORMANCE

Since we wrote our first Access Agreement for 2006 entry, the School has made progress in access to LSE from students identified by ourselves and in the Office for Students guidance as key under-represented groups, and remains committed to continued improvement.

The School's performance, in considering the most recent HESA performance indicators, reveals that:
- 68.4% of our young full-time undergraduate entrants come from state schools or colleges (just below the benchmark of 70.8%);
- 4.3% of our students are in receipt of a Disabled Students Allowance (against a benchmark of 4.9%);
- 6.1% are from low participation neighbourhoods (LPNs) (above a benchmark of 4.6%).

Other indicators confirm that:
- 20% of OFFA countable students are in receipt of a full bursary from the lowest household incomes;
- The percentage of applications from black African-Caribbean students has slightly fallen to just under seven per cent, but we have seen an increase in the proportion in both the offer and enrolment rate.

The external data show that our work to-date has led to increased participation and success for the groups highlighted above, but we need to make further progress compared to the sector as a whole. This is particularly the case for the categories of care leavers and mature students where there are currently low numbers of enrolled students.

Completion and graduate employment rates for LSE undergraduates are generally strong. However, it is recognised that overall strong performance can mask some underlying issues that we are researching and committed to addressing.

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[1] http://www.reform.uk/publication/joining-the-elite-how-top-universities-can-enhance-social-mobility/

Where comparison data are available on peer institutions, progress has been made on access for students from low participation neighbourhoods and also students from the most under-represented ethnicities but the data highlight that there is further progress to be made.

To support our ongoing evidence-informed strategy we are moving from single dimension performance data analysis to a comprehensive model of analysis that includes all key groups identified and draws in and tests data that are newly available to us such as ACORN demographic data. These more sophisticated multi-dimensional analyses are being used to assess:

- the impact of our contextual admissions process on increasing access to LSE;
- where differential outcomes in achievement of a good degree (upper second or first) exist; and
- employment outcomes for students from key target groups.

The outputs described below are shaping our future ambition and strategy alongside our access, success and progression measures. This work builds on commitments made in previous Access Agreements.

2.1 Access

A time series to illustrate the progress the School has made in relation to these target groups identified above is provided in the charts below. This shows the School's performance (PI) against benchmark.

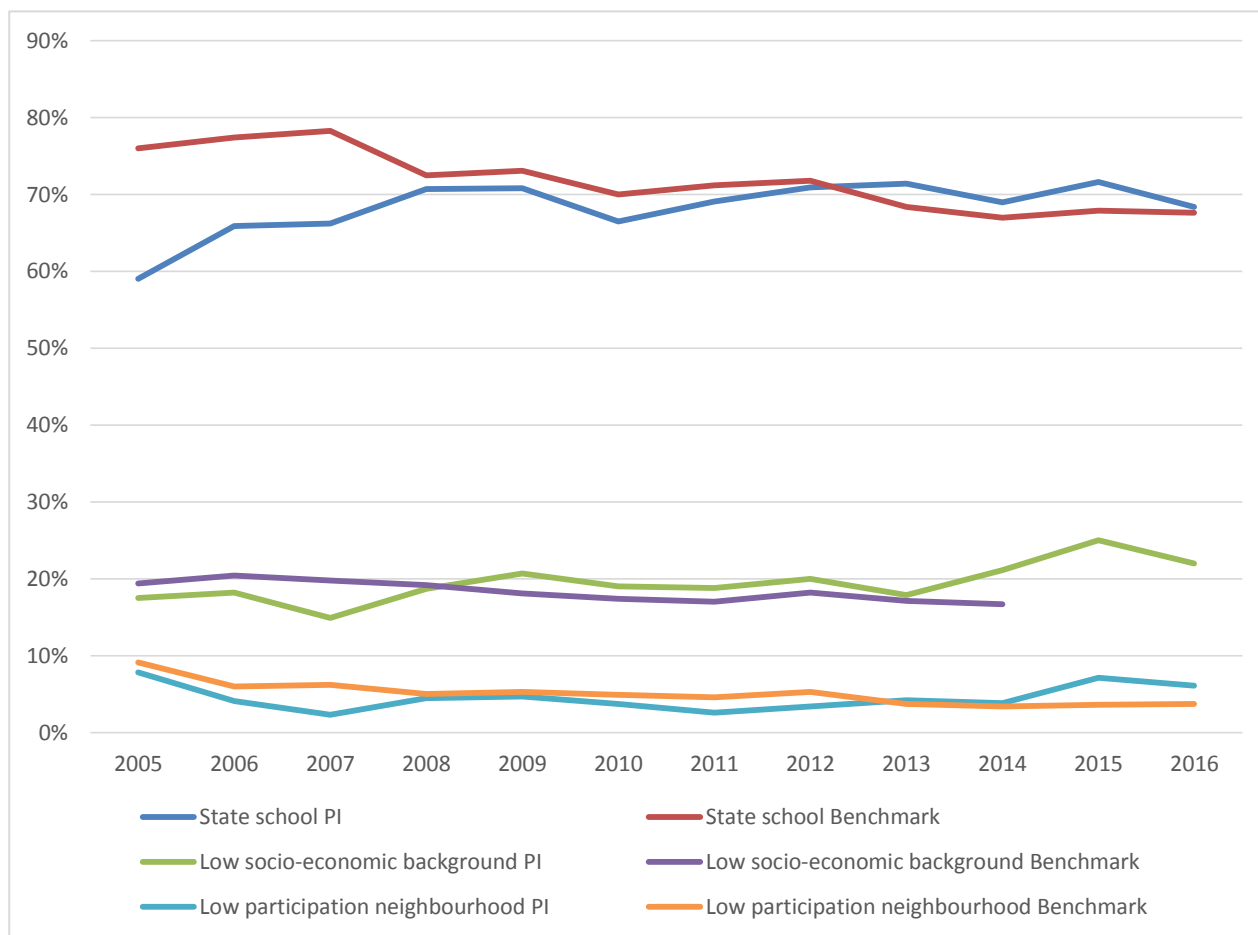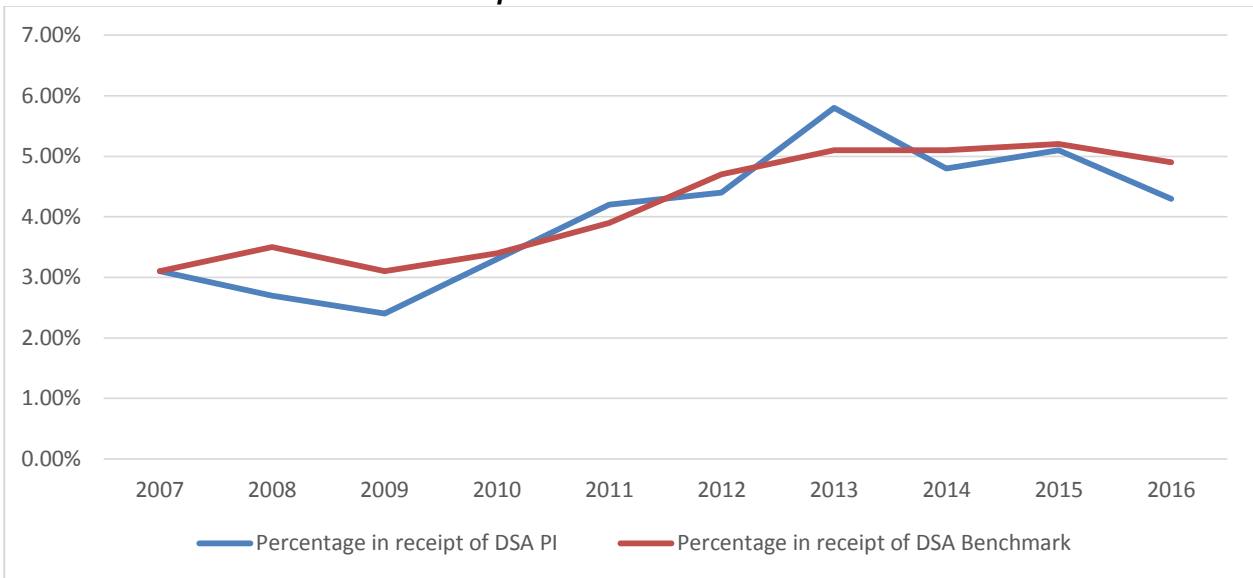**Chart 1 – LSE Access Progress against HESA Performance Indicators**

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

Source: HESA

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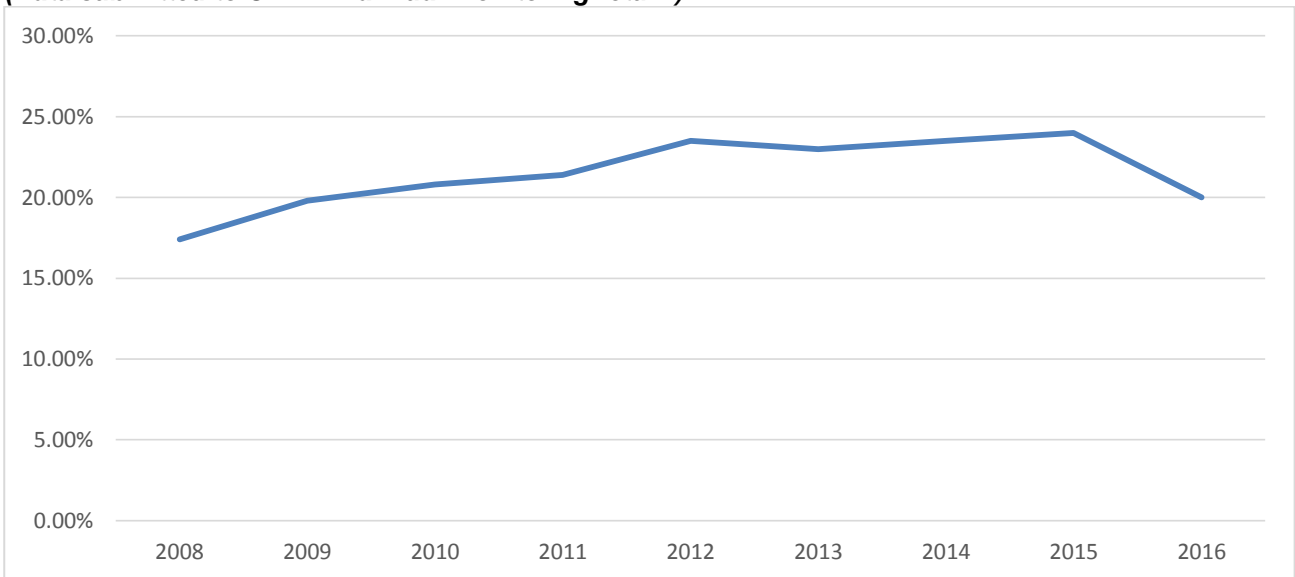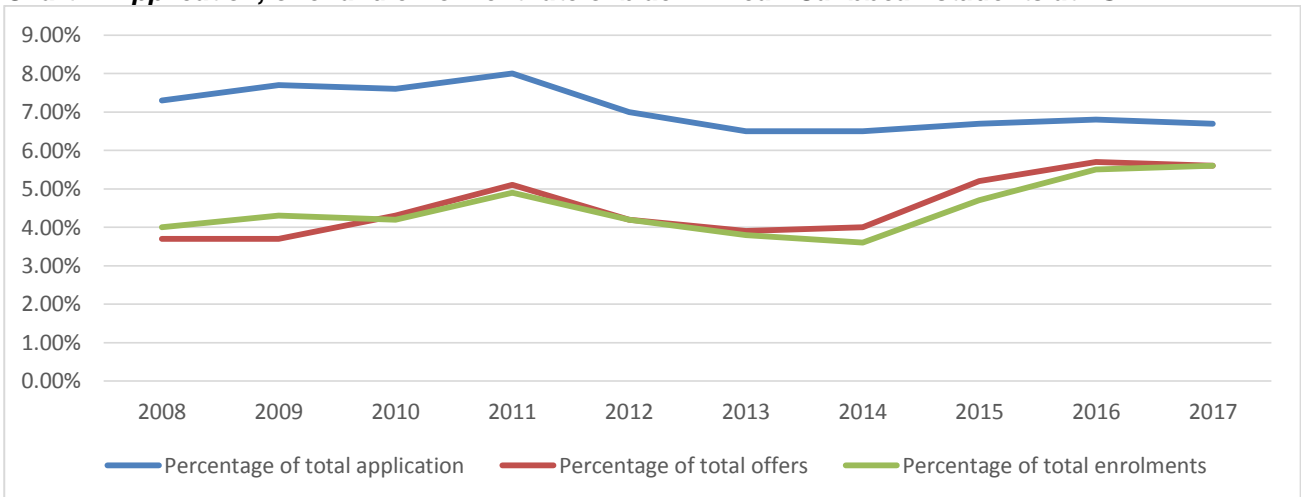**(Data submitted to OFFA in annual monitoring return)**

Chart 4: Application, offer and enrolment rate of black African-Caribbean students at LSE

Source: UCAS

Internal analysis coupled with our UCAS equalities data, have shown that the way we now use contextual information during the admissions process means that applicants from key target groups are as likely, if not more likely, to receive an offer for undergraduate study at LSE. Our provisional internal data on LPN registrations in 2017-18, when compared to 2016-17, shows a higher raw number.

At the time of writing, our 2018 UCAS cycle data show a further increase in the number of offers made to applicants from POLAR 3 Q1 post-codes, and this year a much greater number of care leavers being made offers. We hope this will lead to an increase in registrations at the end of the current admissions cycle.

The priority in access, therefore, is ensuring that we continue to increase the number and proportion of applications we receive from all the key target groups in order to further increase entry to LSE. We also need to consider what other contextual data we could use to make further progress for other groups, such as those from lower socio-economic backgrounds.

LSE is a high-tariff institution with on average 13 applications received for every undergraduate place available. We recognise that this places a strong responsibility on us to ensure we continue to widen access to the School, alongside our commitment to supporting access to higher education more broadly.

2.2 Student success

Our non-continuation rates are low, both overall and in considering just students from LPNs, with a HESA performance indicator for non-continuation in the year following entry of 2.3%.

Chart 5: Non-continuation rates of LSE students following year of entry: full-time first degree entrants
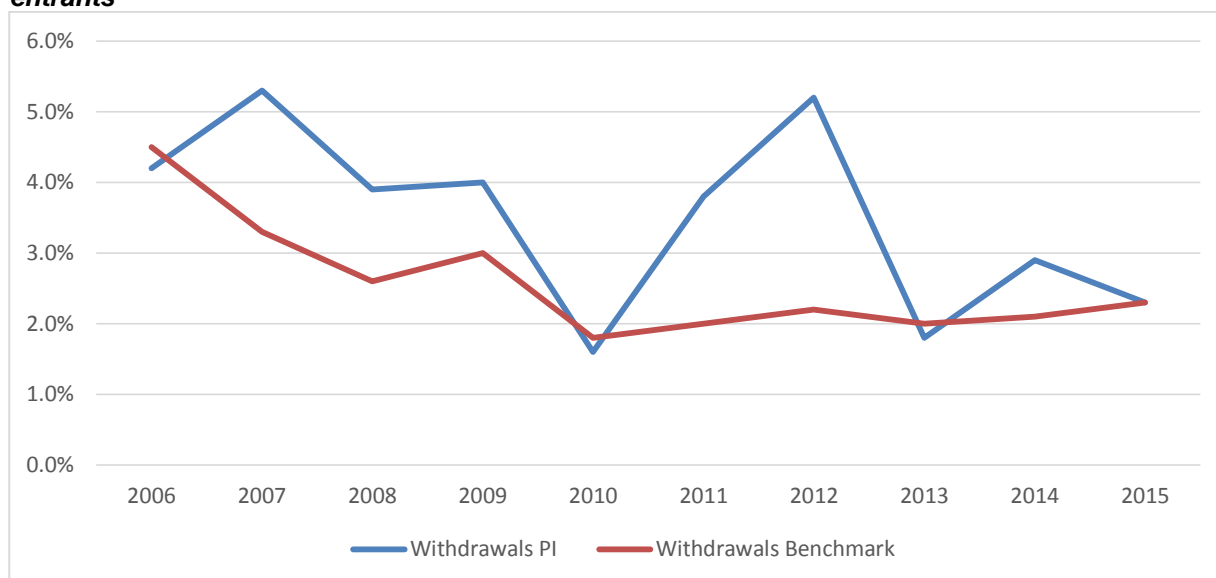
To understand student success in more detail we have developed and run a comprehensive multi-dimensional analysis using five years of student data to explore the relationship between student characteristics and final degree outcomes for those students covered by our Access and Participation Plan. The model controlled for year of entry and original programme studied, using binary logic regression with the outcome variable of good degree (first or upper second class) or not.

The first analysis included the key under-represented groups highlighted by the Office for Students' guidance bringing in data on low participation neighbourhoods, low household income, ethnicity, age on entry, measures for prior attainment, curriculum and school type/performance, sex, and disability. The model excluded care leaver status as the numbers in the population are so low. The model also brought in the ACORN geodemographic measure alongside POLAR 3. Initial outputs indicate that there are different gaps in attainment that are more complex than analyses using a single characteristic at a time might suggest.

The report from this analysis presents results at the LSE department level, a two-way split based on whether a programme requires maths A-level (or equivalent) for entry, and at the whole LSE HUK UG cohort level. Some characteristics are significant at some levels and not others meaning that subsequent activity needs to take into account the circumstances and issues in individual departments, and focus on socio-economic gaps alongside those identified by protected characteristics.

The analysis showed the following outcomes at the institutional level:

- There is no significant difference in outcomes for students from low participation neighbourhoods or in receipt of a bursary. However the ACORN geodemographic marker has a very different impact on outcomes and shows a significant difference in outcomes compared to POLAR 3. This is the first time we have used ACORN in this way, this suggests it is worth further exploration in future analysis
- When looking at race and ethnicity, at the aggregate level, there is a significant negative effect for Asian students; there is also a significant negative effect for Black students. As highlighted in the Ambition and Strategy section 3 we need to understand exactly what is happening to cause these differences. We may also wish to further unpack the finding in relation to Asian students as this includes Indian, Bangladeshi, Pakistani, Chinese and 'other Asian' categories – we may expect to see further differences within these groups.
- Age is significant (and negative) when looking at data for the whole institution. When looking at a more granular level we have to be mindful that there are a very small number of students aged 21 and over when starting at LSE so this can lead to difficulties in running such quantitative analysis.
- There is no significant difference in outcomes for disabled students. However this could benefit from further investigation, possibly looking by type of disability, or DSA-eligibility.
- Care leaver status had to be excluded from the model as the numbers in the student population are currently very low. We are however planning further whole-lifecycle work specifically for care leavers.

The statistical technique used to run the models (multiple logistic regression) means that we can be confident that the observed effects - outlined above - are not the result of intersections with other variables in the model that are being 'masked'.

The relatively small population size of 'Home UK' undergraduate students at LSE makes it difficult to run more formal 'interaction' tests, as we would lose a great deal of statistical power. However, some early and indicative analysis suggests that such effects may exist. For example, compared to white students from a non-deprived ACORN group, BAME students from deprived and non-deprived ACORN groups experience negative outcomes – and so do white students from a deprived ACORN group. This type of analysis requires further data and investigation going forward.

To further understand what might be impacting on attainment, we are running a concurrent analysis of student engagement with different LSE student services to determine the detail of longer-term work to understand and address the findings. The analysis highlights the need for continued nuanced information to be reviewed and clear plans put in place to understand and address the causal issues. There is active student involvement in this work which is being reviewed at senior levels within the School.

2.3 Progression

The overall career outcomes for LSE students are strong, evidenced by DLHE results and graduate earnings data. In 2015/16 the median salary of LSE graduates was £29,000 and 90.8% were in work or further study.

Chart 6: Proportion of students in 'graduate-level' employment based on entry cycle to LSE
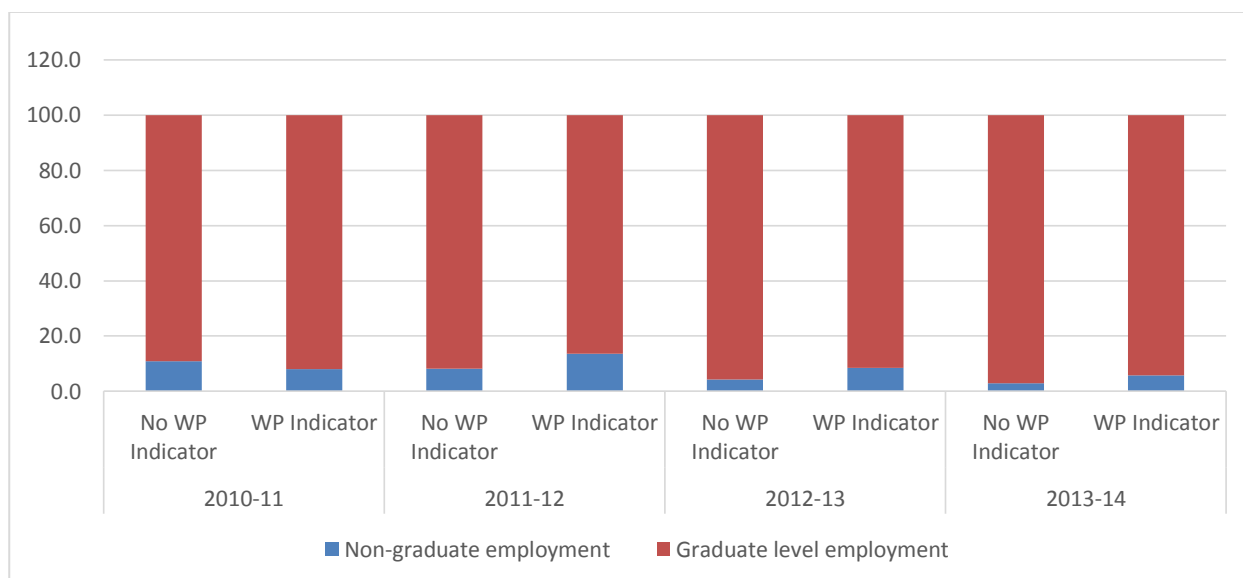
A previous high-level analysis indicated no obvious differences in outcomes for bursary holders vis-a-vis non-bursary holders. When we group together all students meeting one or more core WP indicators compared to those who did not, there appears to be a small difference in graduate-level outcomes.

Running our more comprehensive differential model – outlined in the previous section - with DLHE data, we found no significant negative differences based on key under-represented groups of race/ethnicity, age, disability or socio-economic indicators (bursary, Acorn, POLAR 3). Nonetheless, it does appear that the performance of an individual's school before attending LSE and the degree outcome does impact on graduate level outcomes (employment or further study).

This model utilised Acorn group as the variable for socio-economic deprivation as this is what was shown to be significant in our admissions and student outcomes analysis (IMD was not significant in these models). Using Acorn and POLAR3, we did not find a statistically significant effect for either on graduate outcomes. We have found that if we substitute IMD for Acorn, IMD does has a significant effect on graduate outcomes, controlling for all other factors (the outcome is negative). We would be wary of drawing too many conclusions from this without further investigation. We know that our DLHE dataset is partial and response rates do appear to be influenced by particular demographic characteristics. Additionally, the raw numbers of students in IMDq1 and 2 with a non-graduate outcome are very low, and a large majority do go on to have graduate outcomes. It may well be that IMD is acting as a proxy for other factors that cannot be captured within the model and we would want to understand more about the experience of these students to determine the causes of less positive outcomes.

Whilst POLAR3 is not significant in either model, nor is the difference in outcomes significant using a simple cross-tab with a chi-square test (i.e. not controlling for other factors), we are aware there is also gap for students from low participation neighbourhoods. We shall therefore update the analysis with other graduate outcome data once we are able to, and have a more comprehensive picture.

We are in the earlier stages of more comprehensive analysis on Progression which will ultimately look at departmental/subject level data to understand this impact. As set-out in section 3 a core part of our strategy is to develop this analysis further to understand what is driving these outcomes. We identified the need to focus on gathering this level of detail for student success vis-a-vis degree outcomes as a greater priority.

For both student success and progression, the low number of care leavers means that we can only currently track students on an individual basis and therefore cannot report any significant findings. However, this has shaped our strategy to look at more dedicated work for care experience students, drawing on sector best practice to bring together and review a whole-lifecycle package of work.

We have or are developing measures indicated in section 5 based on the outcomes and priorities we have identified to-date, whilst continually improving our analysis of the situation and evaluation of initiatives.

3   AMBITION AND 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 2019 this will continue across the student lifecycle in both access and participation.

The key features of the strategy are:

- A tuition fee of £9,250 for UK and EU undergraduates from 2019-20 onwards, subject to inflationary increases as allowed by Government;
- 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 from the lowest household incomes;
- Continued delivery of a comprehensive and robustly evaluated long-term pre-entry outreach programme;
- Enhancement of existing services and development of new initiatives to support LSE students' success and progression, a priority being work to address identified attainment gaps shown in section 2, including whole lifecycle work for care experienced students;
- Further investment in systems and resource supporting the ongoing development of our own research and evaluation to ensure a continued and thoroughly evidence-based approach in our own plans as well as being able to share our findings with colleagues across the sector;

- Ongoing development of closer engagement with, and input to, schools/colleges coupled with collaboration with third sector organisations to further support the attainment of young people and progression to higher education.

Critical to our approach is finding the balance between being evidence informed but ensuring this does not delay action where it is required. Our recent investment in new systems such as a bespoke CRM database for our pre-entry access work, alongside raising awareness of success and progression data-sets and ensuring these are used to provide relevant analyses, supports this approach.

Utilising the recently released Office for Fair Access report and associated tools for evaluating a 'whole student lifecycle approach' to widening participation, the Widening Participation Steering Group (WPSG) concluded that as an institution LSE has in existence the essential features of a whole life-cycle approach. It also identified that there was further activity that could be undertaken to enhance our approach. This would complement initiatives of recent years, such as the co-location of the Student Wellbeing Service to bring together all specialist advisers and counsellors, and the establishment of central provision for undergraduates to provide an academic, personal and professional development centre (LSE LIFE).

3.1 Access

Pre-entry outreach work
LSE remains committed to continuing to increase access to LSE and the sector as a whole with carefully targeted access work.

Our ongoing approach to widening participation is 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 – in September 2017, for those students we could track immediately after results day, 89% had a confirmed offer at university and 60% of those held a confirmed offer for a Russell Group institution (including LSE);
- Develop work based upon our own evaluation of activity, assessment of our progress to achieve targets and upon national research. Examples include the introduction of work with 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 more effectively monitor and track the progress of participants.

In addition, for 2019 entry we aim to:

- Continue our collaborative working across the sector, including developments to our *Pathways to the Professions* work with the Sutton Trust and employers involved in numerous outreach schemes;
- Implement dedicated work to increase engagement from those students who are care experienced and/or estranged from their families;
- Develop more specific activity to support attainment with the input of at least one external partner with expertise in this area as detailed in our strategic relationships with schools;
- Continually improve our evaluation of pre-entry work and use feedback and evaluation data gathered previously, alongside our new CRM system, to improve and refine our programme;
- Build further on our work with black African& Caribbean communities and 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, such as via our engagement in the new national collaborative outreach programme (NCOP);
- Continue to integrate the work we do with other areas of LSE including the Disability and Wellbeing Service, Students' Union and LSE LIFE to support transition and HE preparedness;
- 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 network of students enrolled at LSE who have previously participated in one of our intensive outreach programmes.

LSE's existing WP outreach portfolio sees us engage with over 2,500 students per year from the greater London area. Our defined WP schemes incorporate work from primary year 6 through to year 13; this is in addition to our numerous interactions at larger scale events such as school/college HE fairs. Our activities are also open to adult learners in local FE colleges. The work is underpinned by our pre-entry CRM system, incorporating the Higher Education Access Tracker (HEAT) database services, and developed to include

bespoke capabilities to support the engagement, management, evaluation and tracking of pre-entry WP participants and activity. The system developments are complemented by, and complementary to, continual review and refinement of the targeting of our work to support strategic priorities for access to higher education and LSE.

We have increased the number of participants by over 1700 since our first Access Agreement in 2006. However, our focus in recent years has been to increase the level of engagement we have with participants rather than to simply keep increasing the number of participants.

To undertake this we will continue to engage with participants 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 (e.g. 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 (e.g. Moving On, Introduction to the Social Sciences, the Black Achievement Conference and the Politics Conference).
- Long term - Years 8 – 13 students come to campus to participate in longer term programmes made up of repeated interventions (e.g. Promoting Potential, Pathways to Law, Pathways to Banking and Finance, LSE CHOICE and Year 11 Summer School).

This approach *may* involve us running new pre-entry sessions for our target groups but new schemes are not a priority for us. It is more important that we enrol students from these groups onto the extensive range of existing activity available in LSE's 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.

We will continue to operate a comprehensive targeting approach driven by the data about access to LSE alongside participation data for the sector as a whole. At the time of writing our targeting criteria had been updated to include all the following groups:

- Attending low performing state schools/schools with high proportion of students who qualify for free school meals;
- Looked-after children or care leavers;
- Those with caring responsibilities for family members;
- Have a disability;
- Eligible for free school meals and/or pupil premium now or in the last six years;
- Living in an area of low progression to higher education (as defined by POLAR3 quintile 1);
- No parental experience of higher education;
- Parents/carers working in low socio-economic categories and/or in receipt of means-tested benefits;
- From a Gypsy, Roma, or Traveller community;
- From a socio-economic or ethnic background currently under-represented at highly selective universities such as LSE especially Black African, Black Caribbean, Bangladeshi, Pakistani and White working class.

ACORN data will inform what additional nuance this might add to our targeting approach.

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 programme. 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 working closely with the LSE Students' Union part-time and mature students' officer to deliver bespoke outreach activity to mature students. 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.

Engagement with Schools/Colleges and Supporting Attainment

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 supporting both aspirations *and* attainment which are inextricably linked in order to progress to higher education.

In 2017-18 the WP team completed work to roll-out an updated evaluation framework allowing us to link our performance against key objectives - derived from research - which we know indicate an impact on attainment. Additionally, we are working with schools to gather more data about participants' raw attainment where possible. 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 is challenging given the myriad variables that impact on an individual's outcomes.

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 to complement their work and add value to existing initiatives. This approach will be supported by utilising our WP Operational Group, established explicitly to seek school/college staff input to our work, including supporting attainment. On the basis of being evidence-led we are exploring closer work with other expert organisations to support attainment.

LSE does not currently sponsor a school or college. Presently we are focused on providing increased 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 future targets.

We are delivering the above by implementing a number of initiatives 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, to provide support for LSE staff taking on such roles, and identify specific schools/colleges where we would like to have our staff on the governing body.
- **The WP Team working on a closer partnership with a small number of key schools:** 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; and 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 summer 2018 these staff will advise our on pre-entry WP outreach developments ensuring these are of maximum value.
- **Contributing to our own and sector wide understanding of approaches to school engagement by:** Exploring existing literature on university engagement with schools/colleges and its impact; 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 on progression of these initiatives throughout the Sector; and sharing our findings throughout the sector and beyond.

Use of contextual data in admissions
We currently use a basket of six contextual data 'flags' in our undergraduate admissions process 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 long-term Widening Participation schemes
- Other relevant factors (e.g. family issues, disrupted educational experiences, etc.)

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 looking what further data might support our continued drive in this area.

Regional recruitment work
We are aware that students from certain regions of the UK are under-represented at LSE with London and the South East being disproportionately represented. A target programme has been devised to increase regional recruitment by targeting state schools and pupils outside these regions through visits by current LSE students, staff and academics. This initiative has more than doubled the number of schools visited outside the South East, while the Student Shadowing Scheme for 6th form students has been expanded to include all UK state schools rather than just London-based students.

With the implementation of our CRM system, there is collaborative work in place between the WP Team, SMR and Undergraduate Admissions to make further developments to reach under-represented students outside London.

3.2 Student Success

We are firmly committed to addressing the attainment gaps highlighted in our differential outcomes analysis, especially those that exist for students from BAME backgrounds. A working group will commence in 2018-19 to champion and drive forward evaluating the impact of changes already made - such as those highlighted below - on attainment gaps, as well as to understand and address further developments needed. Linked to this the School is supporting work focused on inclusive curriculum with a specific project in this area developing. We are also aware of sector-wide work into attainment gaps and are keen to learn from colleagues elsewhere to adopt best-practice into our activity.

To support our evidence informed approach, a more nuanced analysis of student engagement with core LSE services is being developed to ascertain how this might (or might not) impact on outcomes and inform future work. The outcomes of this analysis will be presented to the Widening Participation Steering Group in December 2018 to drive future strategy on the basis of these findings. This will also shape the future targeting of on-course support work.

On the specific measure of non-continuation rates, the School's current re-sit policy has some effect as the School does not currently offer autumn re-sits, meaning that students who do not 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 has achieved some success as almost all of these students successfully resume full-time study the following year.

However, for a number of reasons, including those related to student mental health and wellbeing, the School has decided to introduce in-year resits in 2018-19. Scoping and designing the implementation of this decision has led to a wider transformational change project which will also improve the wider assessment experience, including an Assessment Working Group to establish an assessments framework for the School, taking account of the inclusivity and accessibility of assessment. A concurrent programme review exercise at the undergraduate level will also help the School to move away from its reliance on 100% end-of-year exams to a greater diversity in assessment. Reformed undergraduate programmes, featuring in-year resits for first year undergraduates, will launch in 2018-19. All students will be able resit in-year as of 2019-20.

Target groups for on-course support

We are eager to ensure, as part of existing and new work, that we do not stigmatise our students from under-represented groups once they enrol at the School. Whilst in some areas there are attainment gaps, in others data on the continuation rates of some of our most popular courses suggest that students from low socio-economic classes do just as well, if not better, than students from higher ones. Difficulties encountered by students are often complex and multi-faceted and rarely occur as a result of just one issue/aspect of a student's background; these factors will inform future work in student success and progression specifically targeted at under-represented groups of students.

We are working specifically to address the attainment gaps shown in section 2 through the development of a working group outlined above, as well as detailed input and engagement with national work in this area. Whilst we are taking a targeted approach to addressing the issues, at present we are cautious of not utilising a deficit model by setting up remedial work to address the attainment gaps. Rather we are committed to understanding what further structural changes are needed, and how these might be supported including with student engagement in developing and designing any future initiatives.

We believe that there are some UK students who are more at risk of feeling isolated and feel less able to call on support mechanisms on campus than others. These include students who have come through our own WP outreach programme 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 are targeted with specific support developed and supported by current students.

Student engagement in developing student success initiatives

Students are actively involved in the development of access and participation work at LSE. A dedicated piece of work for students who have previously engaged in our WP programmes and are now studying at LSE has been a co-created Scheme with student input. This has led to a developing set of activity primarily focused on facilitating students' creation of networks at the School to benefit their experience and outcomes at LSE and beyond. This work also extends into the area of progression as outlined in section 3.3.

This approach is mirrored in other areas of the School such as the Student Wellbeing Services (SWS). A student Wellbeing Working Group has been established which works collaboratively with key stakeholders, including WP staff 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 changes to 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 Office, as well as work being led by the Teaching and Learning Centre to create new guides to accessible assessment.

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 advisors, Royal Literary Fellows, librarians, LSE Careers, and includes IT training and programme-specific study workshops. Student representatives, together with widening participation colleagues, are part of the LSE LIFE Stakeholder Group which meets termly to support the ongoing development and direction of LSE LIFE.

3.3 Progression
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 our WP network students before and during their time at the School. We also 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. This follows research by the Bridge Group highlighting the link between pre-entry careers support on students' likely engagement in university careers services and graduate employment outcomes.

Additionally we are piloting work with UG students who are from low participation neighbourhoods in London or have previously been part of our WP outreach programme and have then joined our 'Headstart' network once studying at LSE. To-date we have successfully delivered networking sessions with employers and bespoke careers sessions. In 2018-19 we will be further developing this work and have included a new target connected to this activity linked with addressing the differences in outcomes identified in section 2.3.

As with student success a key ambition and strategy is to further increase our data analysis and understanding of what is driving differential outcomes into graduate employment. The work to analyse activity data will include careers service data and this will guide the development of future work. This could include more targeted support than already in place. We will be exploring differential graduate outcomes in more detail with students (and alumni input if possible) as well as running our analysis at subject level. A further action plan, in addition to the work already in section 5, will be developed once this is complete.

For the future this analysis will be enhanced by "Careers Registration" commencing in September 2018. At enrolment this asks students what their careers aspirations are and previous work experience. This data set will allow us to provide support to students who have little previous work experience (Work experience being a key differentiator when it comes to positive employment outcomes). As research shows that those with WP markers are less likely to have access to a broad range of work experience opportunities this method of targeting will allow us to effectively support the whole cohort without artificially separating students from peers. The same questions will be asked at the start of each academic year allowing us to track the impact of activities as well as being able to analyse Careers Registration data against graduate outcomes. Though this would be 4.5 years away given the delay in outcomes data being available from students starting in September 2018.

We anticipate our work with current students and 'Careers Registration' will be complemented by the Widening Participation team's research theme for 2017-8 of student attitudes to work and finance. We are currently completing a large-scale survey of older participants on our pre-entry schemes to understand their attitudes to careers, paid work, internships, extra-curricular activities, school IAG, university careers services and student finance in order to better tailor our offer to WP students when they join LSE.

In keeping with our commitment to work collaboratively we have, and will continue to, actively engaged in national discussions and research into the impact of graduate recruitment and selection on social mobility. Colleagues recently participated in a social mobility summit which brought together members of the Institute of Student Employers (formerly Association of Graduate Recruiters) and university representatives to look at how some issues could be tackled in collaboration. A key aim for us is to connect employers with academic research. The theme for 2018-19 is Social Mobility and we have already run a pilot event introducing employers to the research of Dr Sam Friedman regarding a 'Class Ceiling' in employment.

3.4 Undergraduate Financial Support
Our specific financial support package for entrants in 2019-20 is outlined in section 5 below. 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. While we acknowledge that some research has indicated the availability of bursaries does not influence students' university choices to any great extent, we remain concerned about the impact on traditionally under-represented groups of higher fees (ie above £6,000 per year), and the increasing costs of living in London.

Initial research outcomes from the LSE Centre for Economic Performance indicated that the drop-out rate for LSE bursary holders was significantly lower than that for the rest of the Russell Group and for non-Russell Group universities; that LSE bursary-holders were 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) compared to 79% of non-bursary holders. We have continued to complete further research and evaluation of our financial support as reported in our annual monitoring return process.

Recent collaborative research by Alterline (supported by the School) showed that students from low participation neighbourhoods and families working in lower socio-economic groups are more likely to perceive university as a 'financial risk' than their more privileged peers. The School's generous bursary package has contributed to a general increase in the proportion of LSE students in receipt of maximum support, partly as a response to the survey of decliners which revealed that fees and financial support remain of paramount important to students, especially in London.

For 2019, 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 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, and the impact of national changes to financial support.

3.5 Evaluation and monitoring of activity
In 2016 we appointed a Data and Policy Analyst, based within Widening Participation but working across other areas of the School, to analyse our performance across the student lifecycle, for both widening participation and students with protected characteristics. The post-holder is responsible for supporting development of a monitoring and evaluation strategy across the student lifecycle, devising and implementing actions plans to support ongoing development, and continuing research.

Additionally, following the sector-wide differential outcomes research, the post-holder has analysed differential outcomes at LSE to shape the plan to progress this work, including the development of activity data analysis exploring student engagement with LSE services. LSE will look to share the outcomes of this work and contribute to sector wide enhanced understanding of these issues where appropriate.

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.

In 2017 we worked to link our projects to a single set of aims and objectives and to review our existing evaluation procedures. This was to more robustly highlight evidence of change against defined outcomes, related to those aims and objectives. We are involved with sector-wide conversations about continued improvement to monitoring and evaluation of pre-entry activities.

The findings of all the WP programme evaluation have been used to develop and improve our schemes every year, as has been outlined in previous submissions. With the development of our new CRM system we are further reviewing our evaluation arrangements which include the incorporation of all surveys within the Qualtrics survey and analysis software, and further longitudinal tracking of WP pre-entry participants.

We are a relatively 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 have recorded data about our outreach and participants on the HEAT database. Tracking reports received from HEAT will help the School better to 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 LSE, to assess the extent to which we are contributing to the increased participation rates of disadvantaged young people across the sector as a whole.
Being part of the HEAT service also enables the School to engage further 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 these data could be used across the School to support students throughout the student lifecycle.

Our evaluation work takes us beyond the bounds of LSE in the area of evaluating and creating a more robust evidence base for attainment raising activity. We continue to liaise with external colleagues to play a key role in facilitating progress towards this in the future.

In addition to the evaluation work described above, all services and offices which contribute to our access and participation plan 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-enrolment event 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.

Table 1 – Overview of recently completed or in progress research activity by area of student lifecycle[2]

Pre-entry	On course	Post-graduation outcomes
Student attitudes to work and finance research, including full literature review		
Investigating the value of alternative geodemographic indicators (e.g. Acorn)		
Evaluation framework	Gill Wyness evaluation of financial support and module outcomes	Differential student outcomes analysis
Flagship project participant focus groups	OFFA bursaries analysis	*HEAT analysis of student outcomes*
HEAT analysis of student outcomes	Differential student outcomes analysis	
Project graduate HE destinations survey	*Student activity data analysis*	
Collaborative research into pre-entry decision-making	Focus groups with students from minority ethnic groups for the pan-London 'Preparing to Succeed' project.	
Collaborative research into participant crossover with other London universities		
Collaborative research into project participant attainment		

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[2] Items in italics are either in progress or planned to commence within the next academic year

3.6 Equality and Diversity
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, and our work to address differential outcomes, explicitly address the protected characteristics of race and disability.

Our Equity, Diversity and Inclusion 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 and participation plan, contribute to the School-wide efforts to identify and support students at risk of interrupting or withdrawing.

The LSE WP Steering Group has included shared membership with the Equity, Diversity and Inclusion Steering Group. As the work of this taskforce has concluded, work is being embedded at local levels throughout the School. Additionally those with responsibilities under the Access and Participation Plan are also part of a recently convened working group on the School's progress towards the Race Equality Chartermark.

3.7 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 include:

- **Multiple partners including employers to facilitate progress to specific HE courses and careers:** LSE has successfully run Pathways to Law in London and is now working on the Pathways to Banking and Finance Scheme. LSE works closely with HEI partners, the Sutton Trust, and employers to deliver these schemes. This includes joint promotion and admissions for the scheme, as well as joint delivery of some sessions. We also work with the Sutton Trust and top employers to provide 3-5 day work placements for participants.
- **Working strategically with other higher education institutions:** We play an active role in the 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 including the biennial Teachers' Conference and practitioner networks. Through the University of London Widening Participation Group WP leads from the colleges of the University of London meet termly to share best practice and focus on common issues.
- **Providing input to staff in schools/college:** 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 complement 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.
- **London wide collaboration:** LSE has been a member of Access HE since its commencement in 2012. AccessHE convenes 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. LSE has also provided formal input to the London National Collaborative Outreach Programme (NCOP) from September 2017 onwards. LSE has provided a number of LSE students as mentors to students in schools identified as part of the London NCOP cohort.
- **Engagement with specialist agencies and dedicated social mobility organisations:** We are piloting specific pre-entry work for students with disabilities, in collaboration with LSE's Disability and Wellbeing Service and their contacts and 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. Throughout the delivery of our outreach work LSE engages with a range of numerous external partners to provide specialist input into different schemes.
- **The LSE Students' Union and student societies**: 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.

3.8 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, 2017 and 2018, now running alongside the Student Finance postgraduate loan and it is likely that a similar bespoke package for UK PGT students will be offered from 2019 onwards. 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 are a target group for LSE LIFE, with the provision of courses and workshops. In addition, the PhD Academy has given all PG research students a dedicated space and services hub.

3.9 Monitoring arrangements including student engagement

Responsibility for the planning, delivery, and monitoring activity and the outcomes articulated in the Access and Participation Plan are embedded in the reporting structures of the School. The LSE Access and Participation Plan for 2019 entry follows the strategic direction that we set in our 2015 Agreement which has been the foundation for subsequent work underpinning this new Plan.

The WP Steering Group meets regularly to support the ongoing development - and review the strategic direction - of our work and reports to the Academic and Student Affairs Committee (ASC). Comprising colleagues from across the School involved in access, success and progression activity, this Group includes student representation. Student representatives are also members of the Academic Planning and Resources Committee, the Academic Board, and the LSE Council which discussed the undergraduate tuition fee and associated bursary and access package which underpins the spending set out in our resource plan. LSE Council has also approved this document for submission as part of our OfS application for registration.

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 representatives who sit on the Access HE Student Advisory Group. With the election in October 2017 of a new Social Mobility and Class Officer role in the LSESU, the Union has continued to undertake 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.

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 Education.

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 as required to the OfS on all elements of our Access and Participation Plan and associated Widening Participation work.

4   TARGETS

Below is our outline rationale of targets shown in the resource plan.

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. Alongside the OfS review of targets during 2018 LSE has committed through the Widening Participation Steering Group to a thorough review of our targets and milestones in preparation for updating

these in the next access and participation plan. Our targets this year therefore remain broadly unchanged with two additions: attainment raising; and progression. They continue to provide stretch in key areas.

4.1 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 to develop additional interactions with participants to deepen and add value to their engagement with our programme. 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 2016 monitoring report to OFFA shows that we enrolled 31 students from the most recent cohorts from our Year 11 to 13 programmes. We aim to increase the number of students enrolled on LSE undergraduate degrees from the WP schemes, ultimately reaching 40 students enrolled from our own intensive WP programmes by 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 plans.

We have indicated in the Resource Plan both of these targets and milestones are collaborative as they include work delivered collaboratively to achieve 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). We are extending the stretch in numbers to a target of 620 by 2012/22 (from a re-set baseline of 509 in 2015) which complements our HESA state school benchmark.

(b) We aim to increase the number of applications to the School from black African-Caribbean students to 750 of our UK applications by 2021/22 (from a 2010 baseline of 605). This is a challenging and stretching target although we are encouraged in the meantime that the offer and enrolment rates have improved.

(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 has been removed from the HESA PIs, we are retaining this target at present until the HESA WP Performance Indicators working group has reported;
- Continue to enrol between 5% and 7% of our UK intake from low participation neighbourhoods which represents a stretch to almost double the 2014 figure.

4.2 Student success

(a) We aim to keep our non-continuation rate at or below our HESA benchmark, and will retain this target. When we review our targets in light of the expected review of the OfS expectations in targets for the next Access and Participation Plan we intend to include more specific student success outcomes targets.

4.3 Student Progression

(a) We have added a new target highlighting our developing work for students as part of the 'Headstart' network. This proof of concept project has been focused on providing further support in both student success and long-term graduate outcomes for London students from low participation neighbourhoods and those who have previously engaged in our WP outreach activity. We have set a target for the proportion of students who attend bespoke activity specifically targeted at ensuring equitable outcomes in future progression into further study and/or employment.

4.4 Engagement with schools/colleges to support attainment

(a) Our one new target for Entry 2018 was 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, in our last Access Agreement we stated we would work to convert this into an outcome based target in our 2019 Access Agreement.

(b) In addition to the above, this year we have implemented a target for number of pre-16 students engaged in our tutoring activity. This year LSE has worked closely with schools on our tutoring scheme to more

accurately track participant progress between the start and end of the project. Initial indications suggest that most Y10 and Y12 pupils with data available have improved their predicted grades after engagement. We will continue to build on this initial research to develop a more sophisticated methodology that allows us to explore the specific impact of LSE student tutoring on improved attainment. This includes reference back to our new evaluation framework and indicators tested in pre- and post-evaluation that we know impact on attainment alongside raw attainment data.

To further support our work in demonstrating supported attainment we are working on the analysis outcomes of our existing LSE CHOICE Scheme. We are combining this analysis with running a pilot with an external partner we will be working with in 2018 to trial new attainment raising materials as part of existing schemes. This will accompany in-depth conversations with schools into developing a robust outcomes target as part of our review of targets before the next iteration of the access and participation plan. This multifaceted approach has increased our knowledge of potential measures and interventions to support attainment. It is also indicative of our commitment and dedication to an evidence informed approach to our work to ensure we utilise resource in the most effective way to leverage maximum impact from our work.

5 ACCESS, STUDENT SUCCESS AND PROGRESSION MEASURES

5.1 Access
Practically, our Access measures in 2019 will see a continued enhancement to our pre-entry widening participation programme which includes engagement with students from year 6 onwards. With the completion of our major CRM project we will be able to ensure more regular throughput and repeat engagement with our outreach work as well as increased tracking and evaluation of these Schemes. We will also be continuing our use of contextual data in the Admissions process and looking at how we can further enhance our approach.

Table 2: Overview of pre- and post-2012 WP Access activities at LSE

Age group (school year)	Pre-2012 activity	2012 and 2013 activity	2014 - 2017 activity	2018 and 2019 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. • 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.	• Increase engagement with parents/carers via the onging development of dedicated information materials and the implementation of more bespoke parent/carer sessions. • Implement a specific strand of work to attract more care experienced students to LSE • Develop collaborative activity to support attainment with at least one specialist external partner with dedicated experience in this area • Work closely with a number of specifically identified schools to ensure regular and repeated access to all our outreach iniatives and use the relationship to measure
14 – 16 (Years 9 to 11)	• Student tutoring • Student mentoring • Summer School • Student Shadowing	• Workshops for disabled students and families • Dux (Future Scholar Awards) event for year 9 students		
16 – 18 (Years 12 to 13)	• Student tutoring • Student mentoring • Pathways to Law	• Collaborative IAG to schools and FE colleges • Workshops for disabled	• Build on work with black African-Caribbean pupils • Continually review the strategic targeting of outreach work and explore expansion	

	• LSE CHOICE • Politics Conference • Student Shadowing	students and families • LSE-SOAS HE event for disabled students	outside of London to further support key target groups • Implement and utilise a new CRM system for communication and management of pre-entry work with participants, schools/colleges, and parents/carers. • Ensure a clear pipeline of WP activity from Primary to Post-16 education with multiple interventions encouraged through regular communication with current and former participants.	the impact on attainment and HE progression and inform the development of future iniatives • Develop a dedicated programme of activity delivered in the Summer Term by our Undergraduate Admissions and Access Specialists to support key influencers • Continue to develop our use of contextual data for targeting outreach work and during the admissions process to support access to LSE.
Advisers/ teachers/ schools	• Advising the Advisers • Talks and visits to state schools • Close school links	• Targeted admissions information and feedback for low-performing schools		

5.2 Student Success and Progression

As highlighted in section 3.2 we are creating a specific working group to address differential outcomes. This is a key priority for our student success. Work will include the development of a plan of activity to evaluate existing structural changes in progress, ascertaining further work required and putting this in place. Longer-term this might result in new support activity in addition to that highlighted below. As section 3.2 also highlighted this sits alongside other work targeted at further increasing inclusive practice within the School.

To support overall outcomes LSE LIFE has piloted a Student Academic Mentorship (SAM) model in 2017-18. Additional support is available through this student-to-student mentoring programme bringing together trained undergraduate students in their second or third year who act as mentors to first year students from the same department. The aim of the project is to build stronger collaborative communities within departments, breaking down any barriers between the individual year groups so that the students involved gain a greater engagement in both university life, and their academic work, facilitated by peer-to-peer support. SAM is being rolled out more widely in 2018-19 with a minimum 12 departments signed up, this should allow between 200-300 first year students to access mentors from their departments.

As outlined in section 3.3 we have additional analysis and collaborative sector work in progress to address differential graduate outcomes. The ongoing work with our Headstart network - committed to in our new progression target - is focused on further targeted work to address some of the differences in progression to higher level employment that we are aware exist. Students in the network have come from low participation neighbourhoods in London and our own WP programmes where they will meet one of the key target criteria for this work. They will continue to have a growing breadth of bespoke sessions available that include but will not be limited to: employer visits / networking sessions; skills sessions; ring-fenced 121 appointments; meeting alumni; and mentoring. We will evaluate these initiatives with the network and their impact on outcomes. Coupled with further detailed analysis we can review whether such additional work would benefit other identified students if rolled out more widely and/or we chose to expand the network to include students from areas identified through the IMD methodology depending on the evaluation and information we gather.

All students have access to interview coaching, sessions on networking and the opportunity to engage with mock assessment centres; we will continue to evaluate how these initiatives support access into professions.

The above are specific examples highlighting measures to address the key differential outcomes identified in sections 2.2 and 2.3, building on the ambition and strategy set in sections 3.2 and 3.3.

The table below provides further additional examples of how specific measures have been increasing in scope since the implementation of our 2012 Access Agreement onwards. These have been based on our understanding of our student body, challenges faced, and ensuring they are evaluated appropriately. Neither sets of information are an exhaustive list and we will continue to focus on developing evidence led initiatives to improve performance which will be monitored by our WP Steering Group.

Table 3: Overview of pre- and post-2012 on-course/progression support at LSE

Student life-cycle	Pre-2012 on-course support	Post-2012 on-course/progression support
Pre-arrival	Welcome booklets Study skills information (hard copy and online) Online newsletters	Pre-sessional events for UK students Online IAG for UK offer-holders from UK alumni Redesigned web-based information Careers kick-start sessions for WP students. WP Network 'Headstart' 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 (e.g. Adapt to study, How to study at LSE, How to write essays at LSE Build confidence for academic writing) Implementation of Student Academic Mentoring in Academic Departments
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 (e.g. 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 Dedicated 'Headstart' network activities for students Life in London workshops

5.3 Financial Support

We continue to offer a generous bursary package for students from low-income background which makes the largest awards to students with the lowest household income and tapers to a maximum threshold equal to that of the discontinued partial maintenance grant. Students who exceed the income threshold are not eligible for an LSE bursary.

Table 4: The LSE bursary scheme for new UK entrants from 2017

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

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

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

LSE scholarships
LSE continues to seek and receive external funding from private donors and from businesses to provide scholarships for students from low socio-economic backgrounds. Currently, the School awards around £250,000 a year through such scholarships to new students. These scholarships are additional to our Access and Participation spend and, as such, are not included in the figures in Table 5. 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 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 INVESTMENT

Table 5: Projected expenditure on access measures in 2019-20, and once in steady state in 2022-23

Year	2019-20		2022-23	
Item	**Spend**	**Proportion of additional fee income**	**Spend**	**Proportion of additional fee income**
Financial support	£3,347,576	35.8%	£3,458,531	35.8%
Access	£935,000	10%	£966,100	10%
Student success	£327,000	3.5%	£338,000	3.5%
Progression	£84,000	0.9%	£87,000	0.9%
Total	**£4,693,576**	**50%**	**£4,849,631**	**50%**

This expenditure maintains the proportion of spend committed to in previous access agreements. We expect our total commitment to access and participation measures in 2019-20 to be £6,870,576. This includes additional spend committed by LSE from sources not included in the above figures.

7 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 with dedicated programme pages and financial support information
- 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

More specific financial support information is provided, including eligibility criteria for the LSE bursary. A range of additional financial support available to students is clearly displayed and updated in our web-based information and our Access and Participation Plan will be published on the undergraduate pages of the LSE website to ensure it is easily accessible to prospective students.

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.

Full-time and part-time course fee levels for 2019-20 entrants.		
Please enter inflationary statement in the free text box below.		
Where allowable Home and EU Undergraduate fees will increase by the higher of the 'fee cap' and the cumulative RPI. This is subject to further announcements from Government about fees and funding from 2019 onwards.		

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		£1,385
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

								Yearly milestones (numeric where possible, however you may use text)					
Table 8a - 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	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
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		
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	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	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	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	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	560	580	600	620		Updated to reflect new reporting available and set further stretch against target.

								Yearly milestones (numeric where possible, however you may use text)					

Table 8b - 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	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
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	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	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	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	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.

T16b_05	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Deliver a tutoring scheme to students in years 9 - 11, specifically focusing on supporting their attainment up to GCSE. With a target to supporting 50 students annually by 2022-23.	No	Other (please give details in Description column)	Our existing tutoring scheme has no pre-16 target	30	40	50	60	70
T16b_06	Progression	Multiple	Other (please give details in Description column)	Proportion of 'Headstart' network students who engage in bespoke Careers events that include but are not limited to: employer visits / networking sessions; skills sessions; ring-fenced 121 appointments; meeting alumni; and mentoring.	No	2017-18	Pilot activities run to test engagement and outcomes with c.40% engagement.	50%	60%	70%	80%	90%