

# London School of Economics and Political Science

## Access and Participation Plan

[2020-21 to 2024-25]

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LSE is the world's leading specialist social science institution, founded in 1895 for the betterment of society. The drafting of our five year Access and Participation Plan (APP) coincides with the launch of our new LSE Strategy 2030<sup>1</sup>, a collaborative and inclusive long-term plan through which the LSE community signals its commitment to widening access to higher education in general and to LSE specifically; to ensuring an inclusive education; and to equitable outcomes for all students.

We understand that our position as a highly selective Russell Group institution with an international profile places extra responsibility on us to deliver continued improvements in access to, and success within, the School for those groups currently underrepresented at LSE and in the wider HE sector. Our 2030 strategy and our APP recognise that challenge and set out the steps, across all stages of the student lifecycle, to deliver equal opportunities for all.

Our APP aims, objectives and activity are predicated on the findings of our assessment of performance, set out below. This illustrates that while we have driven improvements in the representation, success and progression of certain underrepresented groups in recent years there is still work to be done. The data below should also be viewed in the LSE context. We are a small specialist provider with a central-London campus. We have high-tariff entry requirements, receive an average of 13 applications for every undergraduate place, and enrol a small UK undergraduate student population (averaging 775 UK undergraduate entrants per year over the last five years). On average, 36% of our UK students come from London and 56% come from London and the South East combined. Around 25% of UK undergraduates do not take a place in a hall of residence and are therefore assumed to be commuting to the School from home.

This context is important: it provides both challenges and opportunities to addressing the issues highlighted and informs the approach outlined later in the plan.

## **1. Assessment of performance**

We have used a combination of data sources to assess recent performance and reference the local and national context throughout. Further explanation of our assessment is available upon request.

### **1.1 Higher education participation, household income, or socioeconomic status**

#### **Access**

In this section, and all subsequent Access sections, Year 1 is 2013-14 and Year 5 is 2017-18.

#### **Higher education participation (POLAR3 and POLAR4)**

POLAR3 has been embedded in LSE's targeting, monitoring, and evaluation processes for access since 2011. Since the introduction of POLAR3 quintile 1 as the flag for low participation in our contextual admissions process (which also includes four other measures of underrepresentation or

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<sup>1</sup> <http://www.lse.ac.uk/2030>

disadvantage), the proportion of POLAR3 quintile 1 students increased from 2.6% of entrants in 2011/12 to 6.6% in 2017-18 (peak 7.1% in 2015/16) as evidenced in our HESA KPI data. This represents a 150% increase over the period. Reported in our previous APP, the LSE contextualised admissions policy has been highlighted nationally as an example of good practice<sup>2</sup>. This approach has also been successful in reducing the ratio between quintiles 5 and 1. In 2018, the offer ratio (Q5:Q1) was 3.3:1, and the enrolment ratio was 4:1.

The development of POLAR4 has significantly changed the classification of postcodes nationally, with almost half (45%) being in a different quintile to POLAR3. 35% of postcodes moved up or down by one quintile. Within all quintiles the median young participation rate is higher in POLAR4 than POLAR3. London therefore looks very different to the rest of the country with generally higher participation rates. For every POLAR4 quintile 1 area in London there are 34 quintile 5 areas<sup>3</sup>. Recent research papers also underline the challenges with using POLAR4 as an accurate measure of disadvantage, particularly in London<sup>4</sup>. Relevant authorities, such as the Minister of State for Universities, Science, Research and Innovation and the Social Market Foundation, have expressed concern about using POLAR4 as a metric for widening participation.

**Table 1: Proportion of POLAR4 entrants at LSE by quintile between 2013-14 and 2017-18 compared to the overall young population and young London population (OfS dataset and HEFCE data)**

Measures	Year 1	Year 2	Year 3	Year 4	Year 5	Young population	Young population London
POLAR4 Q1	3	4	6	5	5	18.1	1.9
POLAR4 Q2	7	7	7	8	10	18.8	7.2
POLAR4 Q3	12	14	12	11	10	19.7	18.1
POLAR4 Q4	23	23	21	22	21	20	36.8
POLAR4 Q5	54	52	53	53	54	23.3	36
<b>Gap Q1-Q5</b>	<b>51</b>	<b>48</b>	<b>47</b>	<b>48</b>	<b>49</b>	<b>5.2</b>	<b>34.1</b>
Ratio (Q5:Q1)	18:1	12:1	9:1	11:1	11:1	1.3:1	18.9:1

OfS and HEFCE data, Table 1, above, show that the proportion of LSE enrolments from POLAR4 Q1 (from across the UK, including London) areas has increased from 3% to 5% (peaking at 6% in year 3). The proportion of enrolments from POLAR4 Q5 has been fairly steady over the period (52% to 54%) higher than the sector at around 30% but on par with other similar London institutions. Our absolute gap between POLAR4 Q1 and Q5 has decreased slightly over the time, and the ratio of Q5 to Q1 enrolments at LSE in year 5 was 11:1. Our enrolment from Q1 and 2 is, however, 5.9 percentage points higher than the proportion of young London students in these quintiles (final column of Table 1) and our ratio Q5:Q1 entrants is 7.4 points lower, both of which are positive indicators given that 36% of LSE students come from the greater London region.

<sup>2</sup>[Gaining access: Increasing the participation of disadvantaged students at elite universities](#)  
[Joining the elite: How top universities can enhance social mobility](#)

<sup>3</sup>[POLAR4 classification: A local geography classification for young participation in higher education](#) (HEFCE)

<sup>4</sup> <https://wonkhe.com/staff/ellen-austin/> and <https://www.dur.ac.uk/resources/dece/ContextualisedHEadmissions.pdf>

Comparing the proportion of entrants from POLAR4 Q1 and 2 with Q 3, 4, and 5 we see an absolute gap of 70 percentage points in 2017-18 down from 80 in year 1. This is again lower than the young London population which has a gap of 81.8 percentage points. The proportion of entrants from POLAR4 Q1 and 2 increases from 10% in year 1 to 15% in year 5.

Also of note is the fact that the proportion of Q3 students has declined over this period. This is also true of the POLAR3 area students. We need to be mindful of the ‘squeezed middle’ as we develop policies and processes to ensure equality of opportunity for all.

### **Index of Multiple Deprivation (IMD)**

LSE uses IMD data to target young learners to engage in our outreach work, although we do not currently use the measure as a flag in our contextual admissions processes. The IMD data made available in the OfS dataset show that the proportion of new entrants from IMDQ1 has increased from 9% to 11% and from IMDQ2 from 15% to 18%, from 2013 to 2017. IMDQ5 entrants have declined slightly, from 30% to 28% over the same period. This has resulted in the percentage gap between Q5 and Q1 entrants to LSE reducing over the five years, with a Q5:Q1 ratio in year 5 of 2.5:1.

### **Acorn data**

LSE has begun to use Acorn data in our outreach work, as its granular and specifically categorised postcode-level dataset offers a more detailed classification of socio-economic background, especially in densely populated urban areas.

Acorn groups L (modest means), M (striving families), O (young hardship), P (struggling estates), and Q (difficult circumstances) are used as indicators for disadvantage. For those with known data – there were typically 2 to 3% unknown data from our dataset each year – the proportion of entrants from these Acorn groups is shown in Table 2 below. The proportion of entrants from disadvantaged postcodes has increased from 13% in year 1 to 18% in year 5 over the period and the gap between advantaged and disadvantaged has decreased by ten percentage points.

**Table 2: Proportion of entrants from ACORN groups LMOPQ vs other ACORN groups (LSE dataset)**

	Year 1	Year 2	Year 3	Year 4	Year 5
AcornLMOPQ	13	17	15	14	18
Acorn Other	87	83	85	86	82
<b>Gap</b>	<b>74</b>	<b>66</b>	<b>70</b>	<b>72</b>	<b>64</b>

### **Combined measures**

Finally if we combine the proportion of entrants from either an identified Acorn group and/or IMDQ1/2 and/or POLAR 4 Q1/2 and compare to entrants with no identified indicators (Table 3) we see that the proportion of entrants with one or more measure has increased from 29% to 37% of total UK undergraduate entrants over the period. The gap between the proportion of entrants with a disadvantage indicator and those without has decreased by 16 percentage points from 42% to 26%.

**Table 3: Proportion of entrants with no disadvantage measure vs. entrants with at least one disadvantage measure (LSE dataset)**

	Year 1	Year 2	Year 3	Year 4	Year 5
No disadvantage measures	71	66	69	67	63
At least one disadvantage measure	29	34	31	33	37
<b>Gap</b>	<b>42</b>	<b>32</b>	<b>38</b>	<b>34</b>	<b>26</b>

### **Student Success**

In this section, and all subsequent Student Success sections, continuation rates refer to the HESA indicator of continuation from years 1 to 2. Attainment refers to the achievement of a first or 2:1 degree classification. Tables of data are all taken from the OfS dataset. For Continuation, Year 1 is 2012-13 and Year 5 is 2016-17. For Attainment, Year 1 is 2013-14 and Year 5 is 2017-18.

#### **Continuation**

##### **Higher education participation (POLAR4)**

While sector level continuation rates are typically higher for students from POLAR4 Q5 compared to those from POLAR4 Q1, at LSE students from POLAR4 Q1 postcodes have continued from years 1 to 2 at a greater rate than those from POLAR4 Q5 in each of the five years.

##### **Index of Multiple Deprivation (IMD)**

Sector level continuation rates are typically higher for students from IMDQ5 postcodes than those from IMDQ1 postcodes by an average of 6% over the five year period. This pattern is reflected within LSE, although the average gap over 5 years between the two groups is slightly lower than the sector at 4%. When IMDQ1\_2 is compared to IMDQ3\_5 a similar pattern exists with the average gap of 2% between the two groups over the same period.

#### **Attainment**

##### **Higher education participation (POLAR4)**

At sector level students from POLAR4 Q5 areas typically attain a first or 2:1 degree classification outcome at a higher rate than those from POLAR4Q1 areas by around 10% in each year. In contrast, LSE students from POLAR4Q1 have attained a greater proportion of high classifications than students from POLAR4Q5 in the four most recent years for which data are available.

##### **Index of Multiple Deprivation (IMD)**

Across the sector, students from IMDQ5 areas typically attain top grades more than those from IMDQ1 by around 19% each year.

Whilst at the start of the five year period a substantial gap (15%) did exist at LSE between students from IMDQ5 and IMDQ1, reflecting sector trends, this gap diminished in subsequent years (between 1% and 12%). However, it is worth noting that the low volume of graduating students in IMDQ1 means that a single student can account for a 2% change in the attainment metric.

## **Progression to employment or further study**

In this section, and all subsequent Progression sections, the gaps are examined in relation to highly skilled employment and further study between underrepresented groups and their peers using the DLHE data set supplied by OfS. Year 1 is 2012-13 and Year 5 is 2016-17. All figures used refer to percentage points.

### **Higher education participation (POLAR)**

The absolute gap between POLAR4 Q1\_2 and POLAR4 Q5 has fluctuated between years 1 and 5. In year 1 there was no difference in progression but by year 5 the Q1\_2 group was outperforming the Q5 group by 3 percentage points. When compared to the sector for POLAR4 Q1\_2, LSE students have performed above the average in all years except year 2.

### **Socio-economic background (IMD)**

The absolute gap between IMDQ1 and Q5 has fluctuated over the five year period. In year 1 the gap was +18 but between years 2 and 4 the gap was between -18 and -13. In year 5, however, IMDQ1 outperformed Q5 by 8 percentage points. Some caution needs to be applied to the interpretation of this data given the small cohort size.

Analysis of IMDQ1 and Q2 combined shows that, between years 2 and 5, the gap with Q5 decreases from -13 to -1. The absolute gap between IMDQ1\_2 and IMDQ 3\_5 has narrowed between years 2 and years 4 from -16 to -1. In year 5 the gap was +3 with IMDQ1\_2 outperforming IMDQ 3\_5.

When compared against the sector, IMDQ1 students at LSE perform above the sector average in each of the five years apart from year 2 where it was -0.9. From then onwards the difference increases to +22.3 by year 5. When IMDQ1 and 2 are combined the difference is again above the sector, albeit with fluctuations over time ranging from +1.9 in year 2 to a peak of +22.5 in year 1.

## **1.2 Black, Asian and minority ethnic students**

### **Access**

Access of black, Asian and minority ethnic students to LSE is set out in Table 4 below. It is worth noting that, in London, with the exception of young people of Indian ethnicity, young people from ethnic groups other than white are less likely to enter a Russell group university<sup>5</sup>.

**Table 4: Proportion of LSE entrants by identified ethnicity over five years (OfS dataset)**

	Year 1	Year 2	Year 3	Year 4	Year 5
Asian	36	29	33	34	36
Black	4	5	5	6	5
Mixed	6	8	9	7	6
Other	2	2	2	3	3
ABMO*	48	45	48	49	50
White	52	55	52	51	50

\*Asian, Black, Mixed, Other

<sup>5</sup> *Equality, diversity and inclusion evidence base for London* (Greater London Authority, 2018)

LSE's UK undergraduate intake of students who identified as Asian has fluctuated slightly over the period. The overall proportion of 36% is higher than the overall local population (19% ONS data) and the young population at large of 8.2% (OfS dataset). HESA data indicates that our Asian entrants are representative of the wider London population, with young Bangladeshi and Pakistani entrants under-represented at LSE, although we have seen increases for these groups over the last four years.

The proportion of UK undergraduate entrants who identified as black, whilst similar to our near peers in London, is 5.5 percentage points below sector average (10.5% OfS dataset). The figure is above the young population at large (3.6% OfS dataset), but below the London population (12% ONS data). HESA data indicate that the number of students who identify as black African increased from 3% of entrants in 2013 to 4% of entrants in 2017 compared to 7% of the London population (census 2011); for those who identify as black Caribbean, the figure is much smaller at c. 1% compared to 4.2% for the London population (census 2011).

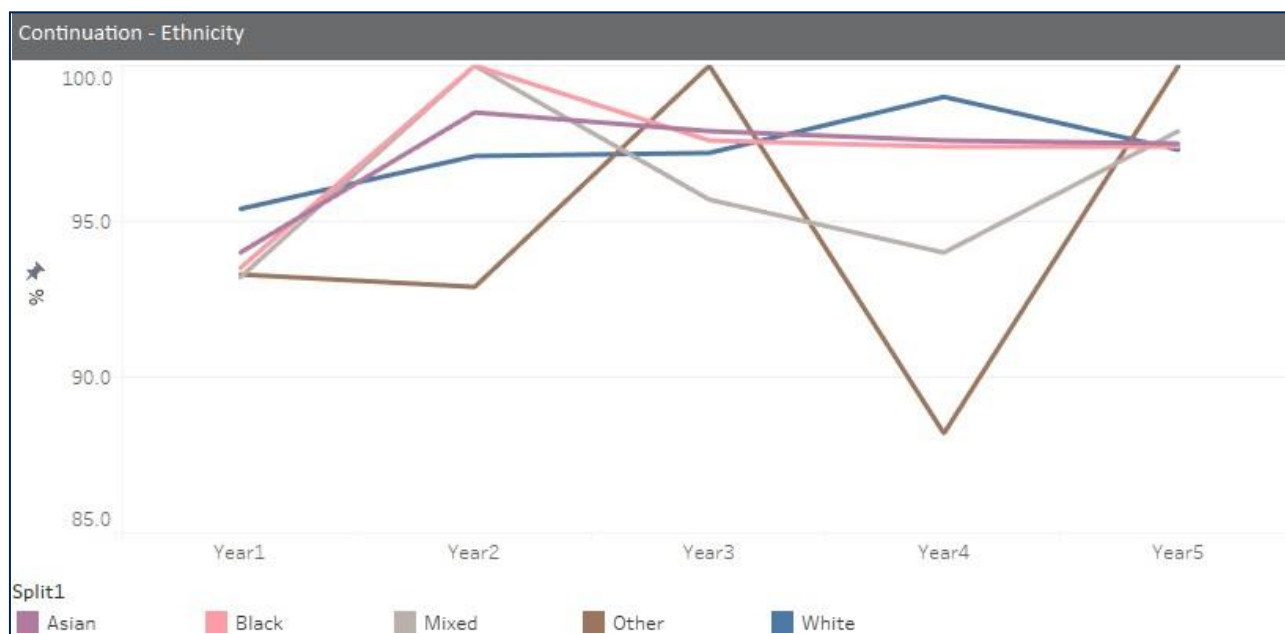
Projections<sup>6</sup> for the expansion of the 18-24 year-old population in London by 2030 point towards significant increases in Bangladeshi, Pakistani, Black African, and Black other populations.

## **Student Success**

### **Continuation**

Continuation by ethnicity varies substantially across years with no discernible pattern (see Table 5 below). Very low populations in the Other category (15 to 20 students when rounded); Black (30 to 40 students when rounded) and Mixed (45 to 70 when rounded) make these figures particularly volatile.

**Table 5: LSE continuation by ethnicity (OfS dataset)**

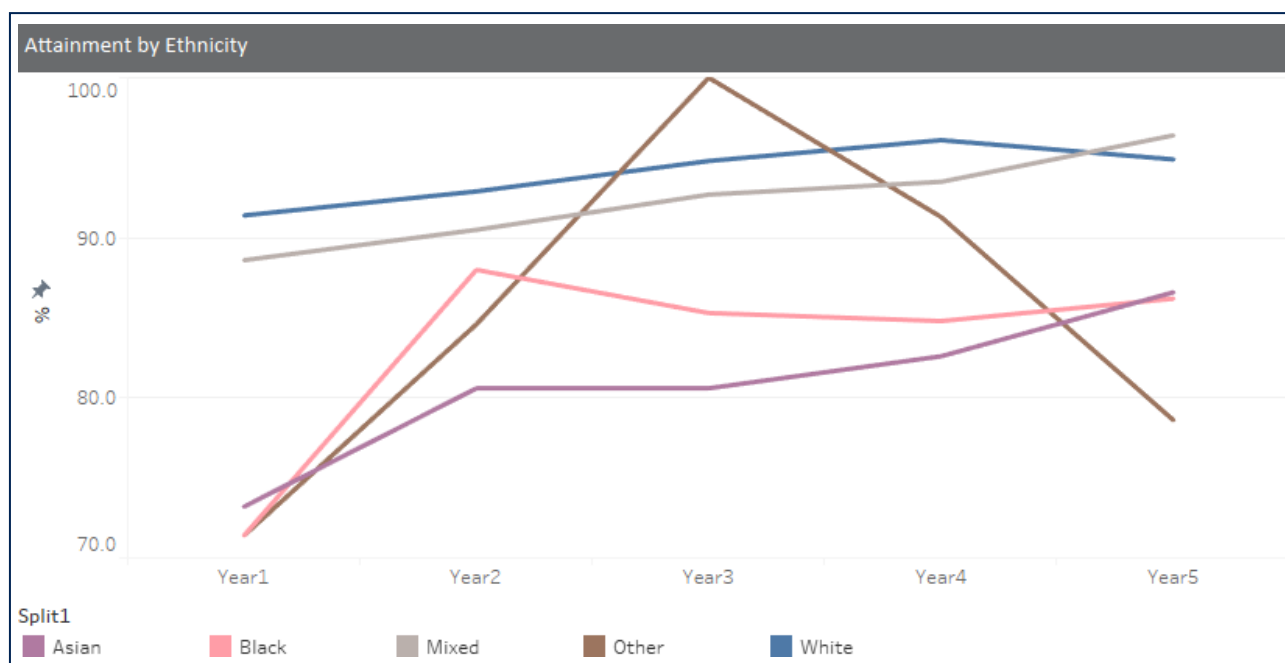


<sup>6</sup> Preparing for hyper-diversity: London's student population in 2030 (Access HE, 2018)

## Attainment

Attainment by ethnicity shows variation across groups with clear attainment gaps between white students and black students and between white and Asian students (Table 6 below). Gaps between Mixed and Other students are variable reflecting small volatile populations (fewer than 60 students in the Mixed population year and fewer than 25 students in the Other population in any given year).

**Table 6: LSE attainment by ethnicity (OfS dataset)**



Whilst there is a relatively small graduating black population (35 students or fewer in any year) the OfS dataset attainment for this group remains consistently below that of white students at LSE, averaging 10.9% over the five year period (compared with an average gap across the sector of 24.1% over the same period).

The graduating Asian population is larger, at between 230 to 255 (with rounding), and shows a similar gap in attainment throughout the period and, on average, 1% point worse than the sector gap over the 5 year period (LSE average 13.3% versus sector at 12.1%).

In March 2018, LSE undertook its own analysis of the attainment gap which controlled for prior attainment. The analysis of attainment was undertaken using a binary logistic regression with the variable of 2:2/3 or 2:1/1 as per the previous HEFCE work on differential outcomes. The initial analysis grouped five years of UK undergraduate data and the model was developed with support from Professor Jouni Kuha in LSE's Methodology Department. The outcomes of the analysis, reported in LSE's 2019-20 Access and Participation Plan, found that when looking only at ethnicity, significant ethnicity-based attainment gaps existed across the School as a whole as well as in specific departments. At the School level the significance factor was 9.38 - 5.73 for Black students and 9.76 for Asian students. The gaps did not disappear once prior A-level attainment and curriculum studied were controlled for. When the full model was run that held variables such as bursary receipt, disability,



and post-code measures in control, these gaps still existed and were statistically significant at School level at a rate of 4.91 overall - 3.04 for Black students and 4.87 for Asian students.

### **Progression to employment or further study**

For ABMO graduates the absolute gap when compared to white graduates has narrowed from -3 in year 1 to -2 in year 4. In year 5 the gap was reversed with ABMO graduates outperforming white students by +3.

The absolute gap between Asian graduates and white graduates has narrowed from -4 in year 1 to -3 in year 4. By year 5, Asian graduates achieved a positive difference of +4 compared to white students.

Compared to the sector, outcomes for LSE Asian graduates are above the sector average. This difference has narrowed from +20.4 in year 1 to +13.6 in year 5. ABMO graduates overall perform above the sector although the difference has narrowed from +20 to +12.1 between years 1 and 5.

## **1.3 Mature students**

### **Access**

LSE enrolls very low numbers of mature students at undergraduate level. The OfS dataset and our own HESA data show that mature students account for between 1 and 2% of our UK undergraduate population year on year, with the majority in the 21 to 24 age category. This is below the sector average of 2.5%. While we acknowledge access for mature students is important as discussed below, our current priority is to address the existing gaps in our population of young entrants.

### **Student Success**

Given the very low numbers of mature students in the UK undergraduate population, continuation comparison data for mature students only exists in a single year for single group (ages 21 to 24) and there is no data for attainment in any year. As with access we will continue to review our support for these students but the focus on any improvements in continuation and attainment will be focussed on the 'young and under 21' students in other groups identified as under-performing.

### **Progression to employment or further study**

Due to low numbers we are not in a position to confidently report detailed outcomes for mature graduates. However, we are aware that such students are likely to come from lower socio-economic backgrounds, have caring responsibilities or have prior employment, all of which are likely to impact highly skilled graduate employment outcomes.

## 1.4 Disabled students

### Access

The OfS dataset indicates that the proportion of disabled students entering LSE has remained relatively steady over the five year period, between 9% and 11% across years 1 to 5. This is in contrast to the sector which has seen a gradual increase from 11.7% to 14.8% over the five years.

The proportion of disabled students at LSE is on a par with peer institutions but, overall, individuals with a disability are underrepresented in higher education. When looking at specific disability types at LSE, each represents a very low proportion of known entrants.

### Student Success

#### Continuation

The starting population for continuation in each disability split is small with no group containing more than 45 students.

This results in substantial variation in continuation rates (see Table 7 below). Despite the variability it appears that students who have declared a mental health disability consistently have a lower continuation rate compared to those students with no known disability (on average by 3.4% lower over the four years for which data are available). This is in line with the sector which has an average gap of 4.6% over the five years for which data are available.

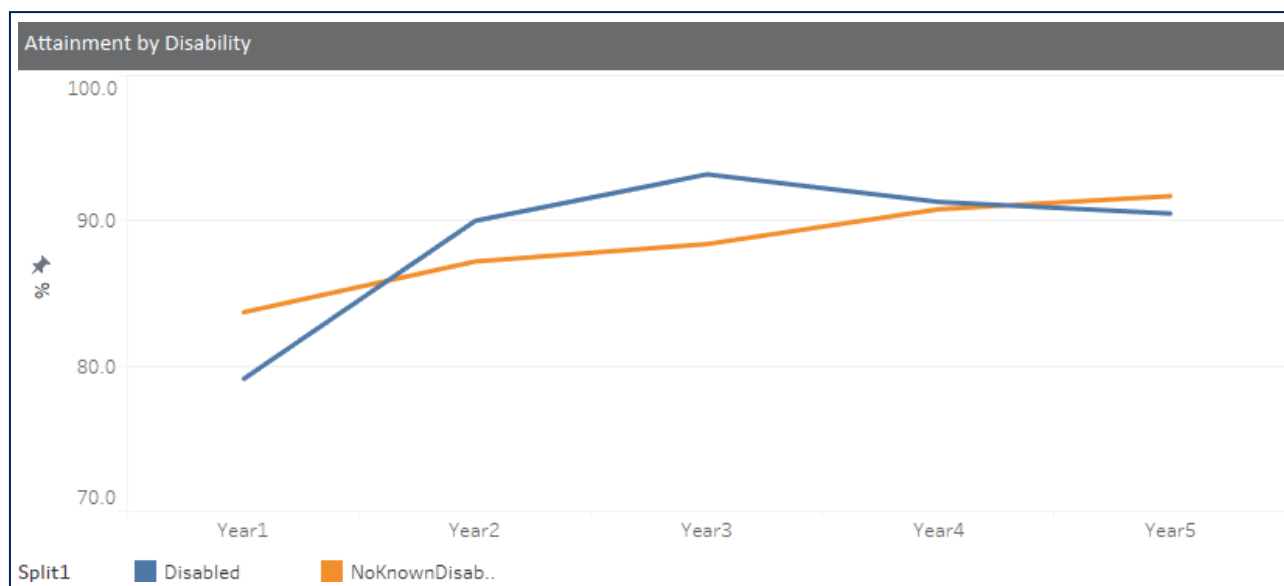
**Table 7: LSE continuation rates by disability (OfS dataset)**



## Attainment

As with continuation the starting population for attainment in each disability split is small. This results in substantial variation in attainment rates (see Table 8, below). There is no discernible pattern to the differences in attainment within individual splits.

**Table 8: LSE attainment by disability (OfS dataset)**



## Progression to employment or further study

The data show a year on year improvement in highly skilled employment for graduates with a declared disability. The absolute gap between graduates with a declared disability and graduates with no known disability has fluctuated, but in year 3 and year 5 graduates with a declared disability achieved higher levels of highly skilled employment than graduates with no known disability. The trend for the sector has also seen an upward trajectory, although the levels achieved by LSE graduates has remained higher than the sector with a peak difference of +12.1 in year 5.

Looking at disaggregated data for graduates with a declared cognitive and learning disability the absolute gap when compared to graduates with no known disability narrows from -11 to -1 in from year 1 to year 3. Between years 4 and 5 these graduates outperform graduates with no known disability from +4 to +2. When compared to the sector, LSE graduates with a cognitive and learning disability have outperformed the sector from +3 in year 1 to +7.5 in year 5.

## 1.5 Care leavers

### Access, Success and Progression to employment or further study

We have very low numbers of applications and enrolments from care leavers. LSE data shows that in the three most recent application cycles, applications from self-declared care leavers have increased from 36 in 2016-17 entry to 50 in 2018-19. Enrolments have increased significantly over this period but the total number of students remains at 10 or below (data suppressed due to very small numbers).

Due to these low numbers we are not in a position to confidently report detailed outcomes for care experienced students. As included in our previous Access and Participation Plan, and outlined further in sections 2 and 3, the recruitment, tracking and monitoring of care leavers is a priority area of work for us.

National data indicate that outcomes for care experienced individuals are on average worse than those who have not been in care. Data for Greater London show that 8% of care leavers now aged 19, 20 and 21, who were looked after for a total of at least 13 weeks after their 14th birthday, including some time after their 16th birthday, are known to be in higher education, with 25% in some other form of education. Research by Dr Neil Harrison<sup>7</sup> has also highlighted that these figures are likely to be under-reported and exclude those who progress to HE at a later point, which is thought to be half of care leavers in higher education. Therefore the total proportion of care-experienced students in higher education is thought to be 12%, but this is still much lower than the HE participation rate for students who are not care experienced. Relying on a linear progression through education with high attainment at 16 and 18 can provide further barriers to access.

Dr Harrison’s research also highlights that once in higher education there is a significant difference in rates of retention for care experienced students versus students who have not experienced the care system. These figures are not widely reported but our work to support care leavers will ensure that we can track continuation and attainment outcomes to ensure these students have the support to succeed.

Our current low numbers also mean that we are not in a position to confidently report detailed outcomes for care experienced graduates. The DoE March 2019 report “Principles to guide higher education providers on improving care leavers access and participation in HE” identifies barriers across the student lifecycle and recommends access to tailored support and internships in progression into graduate level employment and/or higher level study. We will build this into our provision for care leavers over the next five years.

## 1.6 Intersections of disadvantage

### Access

When intersecting POLAR4, IMD and ACORN groups with ethnicity we find that LSE has increased the proportion of students from Asian, Black, Mixed, and Other (ABMO) ethnicities at a higher rate than white students, which have remained fairly constant (with the exception of a peak in IMDQ12\_White students in year 5), Table 9 below.

**Table 9: Access and intersecting measures of disadvantage with ethnicity**

Indicator	Year 1	Year 2	Year 3	Year 4	Year 5
POLAR4Q12_ABMO	4	6	6	7	7
POLAR4Q12_White	7	6	8	7	7
POLAR4Q345_ABMO	45	39	43	43	43
POLAR4Q345_White	44	49	44	44	43

<sup>7</sup> Moving on up: Pathways of care leavers and care-experienced students into and through higher education

Indicator	Year 1	Year 2	Year 3	Year 4	Year 5
IMDQ12_ABMO	15	18	18	17	20
IMDQ12_White	7	7	9	7	10
IMDQ345_ABMO	35	29	33	33	32
IMDQ345_White	42	46	41	43	39

Indicator	Year 1	Year 2	Year 3	Year 4	Year 5
Acorn LMOPQ_ABMO	8	12	11	10	13
Acorn LMOPQ_White	4	4	3	3	4
Acorn other_ABMO	40	31	36	36	35
Acorn other White	44	48	46	46	44

Within the London population, of the young people who have been eligible for free school meals, young men and young people who are white are less likely to go on to university. Women are, however, less likely than men to enter a Russell group university (GLA).

## **Student Success**

### **Continuation**

The POLAR4 intersection with ethnicity shows little differentiation from the overall pattern for POLAR4, with POLAR4 Q1\_2 regularly continuing at a higher rate than POLAR4 Q3\_5 in both the ABMO population and the White population. In the POLAR4 Q1\_2 splits by ethnicity there is no consistent gap between POLAR4 Q12\_ABMO and POLAR4 Q12\_White which show regular cross-over between higher and lower performance.

IMDQ12 students are regularly outperforming IMDQ3\_5 students in the ABMO population, whereas the opposite is true for IMDQ12 and IMDQ3\_5 and the White population with IMDQ3\_5 outperforming IMDQ12 by 4.4% on average over the five years. In IMDQ12 splits by ethnicity the IMDQ12\_ABMO group outperform the IMDQ12\_White population in four of the five years and on average by 2.9% over the five year period. The IMDQ12\_White population contains fewer than 60 students in every year (compared to a maximum population of 140 for IMDQ12\_ABMO) so is subject to more volatility.

The average gap between POLAR4Q12\_Female students and POLAR4Q12\_Male students is 0.5% over the five year period, with men marginally under-performing women. In comparison there is an average gap in the sector of 2.0%.

The average gap between IMDQ12\_Female and IMDQ12\_Male is 0.2% over the five year period, with men marginally under-performing women. In comparison there is an average gap in the sector of 3.6%.

## **Attainment**

Comparison of POLAR4Q12\_White and POLAR4Q12\_AMBO students shows a gap of on average 11% over the five year period. This is a reflection of the overall gaps in attainment by ethnicity identified in section 1.2.

As per intersections of POLAR4 and ethnicity, the intersections of IMD show a similar gap between Ethnicity within the quintile groups reflective of the overall gaps in ethnicity. IMDQ12 in each ethnicity type also outperform IMDQ345 in three of the five years.

The average gap between POLAR4Q12\_Female and POLAR4Q12\_Male is 1% over the five year period, with men marginally under-performing women. In comparison there is an average gap in the sector of 5.5%.

The average gap between IMDQ12\_Female and IMDQ12\_Male is 3.7% over the five year period, with men marginally under-performing women. In comparison there is an average gap in the sector of 4%.

## **Progression to employment or further study**

When comparing IMDQ 1\_2 Female and IMDQ1\_2 Male, the absolute gaps fluctuate. In years 1, 2 and 4 female graduates outperform male graduates. In years 3 and 5 there are gaps of -6 and -3 respectively.

When comparing IMDQ1\_2 Female and IMDQ3\_5 Female, in year 1 Q1\_2 outperformed IMDQ3\_5. In years 2 to 4 a gap developed although this narrowed over time and by year 5 this group outperformed IMD Q3\_5 by +8.

With regard to IMDQ1\_2 ABMO and IMDQ1\_2 White graduates, progression rates cross over, with AMBO graduates progressing at a greater rate than White graduates in years 1, 3 and 5.

Finally, comparing IMDQ1\_2 ABMO and IMDQ3\_5 ABMO the absolute gaps fluctuate. In year 1 IMDQ1\_2 outperformed IMDQ3\_5 by +6. Thereafter a gap developed in year 2 of -18 narrowing to -2 in Year 3. In years 4 and 5, the gap was reversed with IMDQ1\_2 outperforming IMDQ3\_5.

## **1.7 Other groups who experience barriers in higher education**

We have not analysed data on other specific under-represented groups, as currently we have very small population numbers in those groups. Aware of the barriers for students with refugee status or uncertain leave to remain, we have put in place a financial support package for students facing these challenges. Through our developments for care leavers we are also considering the support needed for estranged students. All are target groups for our pre-entry outreach work and in the future we hope to be able to provide more data for these individuals.

## 2. Strategic aims and objectives

Our APP aims and objectives are grounded in the School's strategic vision for 2030, that *"All that we do will reflect the importance we place on equity, diversity and inclusion, ensuring that LSE is a stimulating and supportive environment for work and study, and recognised as a place for serious debate where diverse viewpoints are respectfully but rigorously contested."*<sup>8</sup>

Equity, diversity and inclusion are central to the School's mission which applies to *all* students, UK, EU and international, studying at all levels across the School, and all LSE staff who make up the School community. The LSE Director chairs the EDI Board which is responsible for implementing our School-wide EDI plan.

This is the context in which our APP is framed. While the APP focuses on equality of opportunity for UK undergraduates across the student lifecycle we aim to develop policies and practice to benefit all students wherever possible (for example, in the inclusive curriculum space), to develop principles which can be universally applied (for example, with regard to financial support at graduate level) and to develop evaluation models which can be used to assess initiatives at all levels of study.

Focusing on our UK undergraduate community, it is clear from our assessment of performance that we have made progress in some areas of access, success and progression on which we can build over the next five years. We have increased the number of low participation neighbourhood, black and care leaver students. Continuation rates for POLAR4 Q1 students exceed those for POLAR4 Q5 students and outperform the sector average. Progression into highly skilled employment and further study is broadly positive for students from the five key underrepresented groups. However, our assessment highlights areas of access where we still lag behind the sector and some unexplained gaps in attainment which we need to address. We will prioritise the target groups where the gaps are largest, with reference to current patterns within the population and within London.

### 2.1 Target groups

#### Access

We will prioritise work to increase the proportion of enrolments from the following target groups:

- Students from IMD Q1 and 2 \*
- Students from POLAR4 Q1 and 2 \*
- Students with a disability \*
- Care leavers
- Students from ethnic minorities under-represented at LSE specifically black African/ Caribbean students and Pakistani students.

Whilst we acknowledge the low proportion of mature students attending LSE, we aim to address the ongoing gaps in our young population as a priority whilst we are making other structural changes over the life of LSE 2030. These planned strategic developments should support the diversification of educational provision and a more flexible structure for mature students wishing to study with us.

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<sup>8</sup> <http://www.lse.ac.uk/2030>

## **Continuation**

We will prioritise work to improve continuation rates of students from the following target groups:

- Students from IMD Q1 and 2\*
- Students with a declared mental health disability

## **Attainment**

We will prioritise work to reduce the attainment gap between white students and the following target groups:

- Black African and Caribbean students \*
- Asian students \*

## **Progression**

We have taken a cautious approach to explicit targeting by group as we have some evidence, for attendance at careers activities at least, that it may not be necessary. We will continue to offer targeted career support for:

- Students with a declared disability
- Care leavers
- Students who have attended one of LSE's intensive WP outreach schemes.

We will monitor students from IMDQ1 and 2, POLAR4Q1 and 2, and BAME groups, care leavers, mature students and students with a declared disability using Career Registration data (see 3.1.3 iii) and Graduate Outcomes data. We will respond appropriately to any changes in gaps that are identified, but given their positive performance to date we have not made them target groups.

\* Target groups identified with an asterisk are those where we see the largest gaps and which we have therefore included in the Targets and Investment Plan as priority target groups.

## **Note on POLAR4**

OfS has made clear that it expects HE providers with the largest access gaps to include POLAR4 as an access measure in their APPs. We have therefore included a POLAR4 enrolment target in our 2020-25 APP and will look to use this metric in all of our access work, but particularly in our work outside London. Alongside other London HEIs, LSE has reservations about the validity of using POLAR 4 as a widening participation target in the capital. As an institution which typically enrolls over one third of its UK undergraduate student body from London, the POLAR4 measure of underrepresentation is not as effective a tool, in our opinion, as IMD or Free School Meal data for the London region. Also, this is an access and participation strategy with a 20 year outlook. We are concerned that future iterations of the POLAR measure, to which may be tied as a result of this APP, will continue to mask regional demographic issues and as such will represent no better a measure for widening access in London that it does currently.



## 2.2 Aims and objectives

LSE 2030 AIMS	TARGET GROUPS	OBJECTIVES
<b>Student access</b>		
We will continue to widen access from across the UK as well as globally, to ensure the best students can benefit from an LSE education at all levels, regardless of their means or background.	IMD Q1, Q2 students POLAR4 Q1, Q2 students Disabled students Care leavers Black, Pakistani students	By 2040, to achieve parity of access between IMDQ5 and Q1 students By 2040, to increase the proportion of disabled students at LSE in line with the sector average By 2030, to increase the proportion of care leavers at LSE in by 100%
<b>Student success and progression</b>		
We will ensure exceptional diversity of our student community is reflected in an inclusive curriculum that recognises a variety of perspectives, experiences and cultural norms.	Black students Asian students	By 2028, we will eliminate the attainment gap between black and white students By 2028, we will eliminate the attainment gap between Asian and white students
We will deliver a consistently excellent student experience.	IMD Q1, Q2 students	By 2030, we will eliminate the non-continuation gap between IMDQ1 and Q5 students By 2025, we will deliver consistently excellent progression rates across all target groups
We will provide holistic and comprehensive support for every student, through consistently excellent student services and a focus on student wellbeing.	Disabled students Care leavers	
We will address systemic differences in student attainment and career progression.		
<b>Continual improvement</b>		
We will continually assess the impact of our processes and procedures to identify and mitigate differential impacts and potential inequalities.	All student groups	By 2020, we will have in place a School-wide evaluation strategy for the monitoring and evaluation of all APP measures and outcomes. From 2020 onwards we will use the evaluation model to monitor and report on progress.

## 2.3 Targets

We have set out our headline five year targets for achieving these objectives in the Targets and Investment plan. In addition, we have committed to a number of secondary targets to help guide and measure our progress to equality of access and success at LSE.

### Student access

- i. By 2025, reduce the gap in access between those from the highest and lowest **IMD quintiles** enrolling at LSE from the baseline of 16.4% to 10.4%.
- ii. By 2025, reduce the gap in access between those from the highest and lowest **POLAR4 quintiles** enrolling at LSE from the baseline of 49% to 41%.
- iii. By 2025, increase the proportion of students with a **declared disability** enrolling at LSE from the baseline of 9% to 13%.
- iv. By 2025, complete research into the access and progression of **care leavers** and increase the number of care leavers enrolling at LSE from the baseline of <10 to 10.
- v. By 2025, increase the proportion of students who identify as **Black African/Caribbean** enrolling at LSE from the baseline of 5% to 6.5%

### Student success and progression

- vi. By 2025, reduce the attainment gap between **black and white students** from the baseline of 8.7% to 4%.
- vii. By 2025, reduce the attainment gap between **Asian and white students** from the baseline of 8.4% to 3%.
- viii. By 2025, reduce the gap between **IMDQ1 continuation and IMDQ5 continuation** from the baseline of 6.5% to 2%.
- ix. By 2023, complete research to understand how the continuation gap between students with **declared mental health difficulties and 'no known disability'** can be closed.

### Student progression

- x. By 2025, deliver consistently excellent progression into graduate level careers/education for **all student groups**.

### Evaluation

- xi. By 2021, embed excellence in evaluation across the School, using evidence to underpin improvements to access, success and progression.

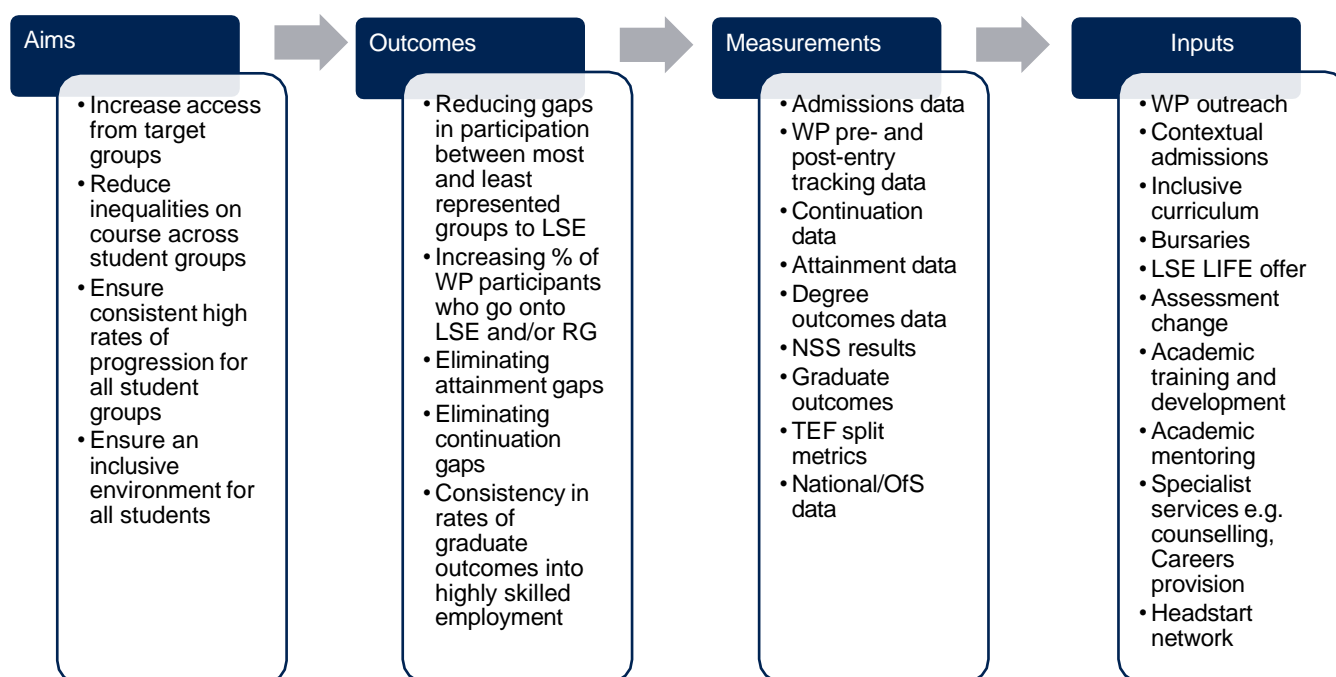
Six of the targets listed above - 2.3 i, ii and iii and 2.3 vi, vii and viii - are included in our Targets and Investment plan with annual milestones attached.

### 3. Strategic measures

#### 3.1.1 Whole provider strategic approach

We have adopted a collaborative and inclusive approach to the Access and Participation Plan, drawing together colleagues and students with experience and expertise across the School to produce a plan which covers the entire student lifecycle. The strategy has been discussed by student groups and a range of committees including the Widening Participation Steering Group, the EDI working group, Education Committee and Council. This has been the most inclusive approach to an access plan at the School to date.

We have also plugged into relevant policies and strategies, including the new LSE 2030 strategy referenced in the introduction, to ensure a complete strategic approach. The headline aims, outcomes, measurements, and inputs to achieve our ambitions are set out below.



#### 3.1.2 Alignment with other strategies

LSE 2030 is driven by three guiding principles: excellence built from diversity and inclusion; global impact and reach; and ensuring a sustainable future. The APP is fully aligned with the School's mission and strategy and the APP aims and targets form part of the LSE 2030 action plan.

One strand of LSE 2030 is the development of a five-year Inclusive Teaching and Learning Action Plan that will focus on institution-wide change across five major areas of activity. This inclusive teaching and learning approach aims to improve the student experience for *all* students, and in the context of the APP, seeks to address and improve the continuation rates of IMD1 and 2 students, students with declared mental health difficulties and the attainment rates of black and Asian students.

The Inclusive Teaching and Learning Action Plan purposefully moves away from the deficit model, which attempts to 'fix' students to match the existing university culture. Such approaches have been widely criticised across the sector, including by the UUK in their publication offering sector-wide guidance on addressing BME attainment gaps.

Using the guidance offered by the recent UUK Stepchange Framework and sector good practice generally, our Student Mental Health and Wellbeing Steering Group is formulating a new student mental health and wellbeing approach for LSE within the wider LSE 2030. At its heart, it aims to support this theme within our overall staff and student community but it is acknowledged that the enhanced sense of inclusivity that it offers will actively align, and be a part of, our APP.

With regard to progression, the LSE Careers strategy aims to deliver high quality, targeted careers education, skills development and guidance to all students. Specialist provision is created and delivered where appropriate, for example our programme of ring-fenced support to disabled students. We ensure events and services are easily accessible to all groups of students and look to remove barriers to engaging with our support, in line with the commitments set out in our the APP.

As already highlighted equity, diversity and inclusion is a priority for LSE. APP and EDI staff work closely together on developing the EDI deliverable plans which include reference to APP targets around student access and success. They are also focused on developing a School-wide structure to embed and deliver EDI targets and a communications plan to raise awareness of EDI issues.

Section 3.4, Monitoring Progress, also outlines how School committees will input into and ensure oversight of progress against our APP targets, ensuring School-wide responsibility for the plan.

### **3.1.3 Strategic measures**

#### **(i) Access**

Our assessment of performance in section 1 and our internal evaluation of outreach and admissions activity indicates some success in the targeting of our widening participation programme and our contextual admissions flagging system, which have delivered an increase in entrants from underrepresented backgrounds at LSE. Also, over the last three years, we have maintained the number of outreach participants progressing to LSE from our intensive schemes (approximately 10% of participants). Of the participants we have been able to track in person after A-level results, an increasing proportion are holding an offer at a Russell Group institution including LSE (64% of tracked participants in 2018). We await our first set of HEAT tracking for a more comprehensive picture of progression.

However, further work is needed if we are to achieve a step change in access from our target groups. Our measures below are designed to increase applications from, offers to and enrolments of undergraduate students from our stated target groups in the greater London region and the rest of the UK.

Our outreach work proposals, below, are informed by evidence which indicates that more intensive, repeat engagements are more effective than one-off, lighter-touch activities. Research conducted by

HEFCE and OFFA in 2013<sup>9</sup> concluded “outreach is most effective when delivered as a progressive, sustained programme of activity and engagement over time.” In addition, analysis by the Higher Education Access Tracker (HEAT) team<sup>10</sup> suggests that high attaining students from highly disadvantaged backgrounds are more likely to progress to HE if they have participated in multiple activities (69%) as opposed to a single light touch activity (59%). LSE’s internal participant tracking exercise indicates that our most sustained initiatives, such as CHOICE, have the highest rates of application and enrolment to LSE. However, this work also identified students with the right A level grades who required additional support to help them make an application to LSE. This work has informed the following outreach measures:

- (a) Developing our programme of **intensive multi-intervention activity** on campus for pupils from year 8 onwards to increase the impact of our work for these age groups. This will include expanding our scheme specifically targeted at young Black African-Caribbean boys, one of our access target groups. [Starting in 2020 and continuing until 2025.]

We will continue to evaluate the impact of individual programmes through our evaluation framework. In addition, we will expand our collection of data from parents/carers and teachers to triangulate with participant self-report data and gain richer insight into student outcomes.

- (b) Redesigning our on-campus **activity for groups between Year 7 and 11** to build the pipeline into our more intensive activity where we have a greater demonstrable impact. [2019-2020]

We will utilise our HEAT database to track participant engagement with our programmes and assess the proportion of student taking part in multiple activities. Once we have sufficient data, we will expand this analysis to explore the relationship between number and type of activities attended and participant outcomes.

- (c) Continuing our work with **two key partnership schools** to raise attainment amongst pupils in Years 7, 10 and 12. We are at an early stages of programme design but we envisage in the first year the Year 7 cohort will undertake a social science project to deliver in groups and our work with Year 10 and 12 will focus specifically on raising attainment of students in Mathematics through a focused tutoring programme and statistics project. [Starting in 2020 and continuing until 2025.]

We will be developing an evaluation framework for the programme of activity delivered to each cohort and this will be based on research in developing students’ academic self-concept and developing confidence across a number of years as they progress through the school. Our evaluation of the activity will include analysing student characteristics associated with increased attainment as well as data on attainment which the partner schools can provide.

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<sup>9</sup> Higher Education Funding Council for England (HEFCE)

Office for Fair Access (OFFA), corp creators. (2013) *National strategy for access and student success: interim report to the Department for Business, Innovation and Skills by the Higher Education Funding Council for England and the Office for Fair Access*. <https://dera.ioe.ac.uk//17401/> Bristol: HEFCE, OFFA

<sup>10</sup> HEAT paper has not been published externally to the membership. Paper title: HEAT020 HEAT Groups Thematic Paper – Aggregate (October 2018)

We anticipate that we will have access to the results of students' public examinations in 2021 which will enable us to identify meaningful and stretching targets to set in the 2021/22 academic year, if appropriate.

- (d) Work to further support the access of **participants from LSE's own intensive outreach** into LSE undergraduate programmes. [Research in 2020, implementing 2021]

We will evaluate through a combination of participant tracking and analysis of reasons for not applying to LSE and reasons for non-success of applications to LSE.

We have worked positively in recent years with a number of external agencies who support or have links with learners from some of our target groups. We have benefited from their experience and expertise in improving access to HE for these students and this has contributed to the increase in applications from and enrolments of care leavers at LSE. This partnership work has informed the following outreach measure:

- (e) Increasing our **collaborative work** with a range of organisations including IntoUniversity, local authorities, access specialist organisations such as NEON, and other London HEIs to support engagement with some of our key target groups, eg. care experienced students and staff supporting young, looked after learners; white students from disadvantaged background; students with a disability. [Starting in 2020 and continuing until 2025.]

We will work with our collaborative partners to establish strong evaluation and monitoring processes, identifying what additional challenges young people from these specific under-represented groups might face in progressing to LSE, and closely monitor the number that we engage in our pre-entry activities.

We recognise that more needs to be done to attract students from outside London to study at London universities. We have researched the work undertaken by other HEIs to support access of students from underrepresented groups outside their own region. This research has informed the following outreach measures:

- (f) Using recent LSE admissions data together with national IMD and POLAR data, **identify regions and schools outside London** where we could deliver programmes of information and support for students from our target groups, potentially in collaboration with regional partners. [2019-20 for targeting; 2020-25 for programme development and delivery.]
- (g) Building on our Advancing Access work, collaborating with London-based Russell Group HEIs to deliver **workshops for teachers** from schools outside London with high numbers of students from our target groups. [Starting in 2020 and continuing until 2025.]
- (h) Increasing the number of places available on our **Student Shadowing programme** (a scheme for Year 11 and 12 students to shadow an LSE student for a day) for students from our target groups outside London. [2019 to 2025.]
- (i) Offering **travel grants** to cover the cost of travel to open days, visit days and other information events on the LSE campus, for students from our target groups. [Starting 2019-20 and continuing until 2025.]

We will evaluate these new UK-wide initiatives annually, including measuring take-up of and satisfaction with the programmes and assessing impact on overall applications to and enrolment at LSE. We will also continue to explore alternative measures to reach students from underrepresented groups outside London and develop a programme of provision.

We realise that pre-entry outreach alone will not achieve our access objectives, and that this must be combined with further development of our contextualised admissions processes. This reflects the growing body of research which indicates that the sector – and high tariff institutions in particular - will not be able to make significant progress toward narrowing HE participation inequalities without implementing contextualised admissions practices<sup>11</sup>. This research has informed the following access measures:

- (j) Using national research and internal evaluation, reviewing and expanding our **basket of contextual data** to include IMD, POLAR4 and potentially ACORN and Free School Meal data, to ensure we are considering all potential measures of student disadvantage at admissions stage with a view to increasing offers to students with measures of disadvantage. [Starting 2019-20 for entry in 2021 and beyond.]
- (k) Undertaking **research into contextual offer-making** at LSE and the likely impact on the diversity of the student body. [Starting 2019-20 for entry in 2021 and beyond.]

## (ii) Student Success

In addressing the gaps in student success, identified in section 1, we are eager to ensure that, through our work, we do not stigmatise our students from underrepresented groups.

The measures set-out below focus on the major gaps highlighted and are to be developed and delivered alongside the comprehensive student support measures already in place through dedicated services such as LSE LIFE, the Disability and Wellbeing Service, the Student Counselling Service, and the Student Services Centre, in parallel with initiatives within academic departments.

LSE's approach is therefore to change teaching and learning practice across the School for all students, which will ensure that students from diverse backgrounds, regardless of ethnicity or disability, have the opportunity to continue and attain good degrees without unnecessary barriers. The plan has been developed based on two key pieces of research: 1) a benchmarking exercise<sup>12</sup>, evidencing different approaches taken by eighteen universities across England to understand the different models being used across the sector, and 2) interviews and focus groups with BME students from ten LSE departments to understand their student experiences and what they recommend the School could do to improve that experience<sup>13</sup>. This has offered evidence of both what works across

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<sup>11</sup> Boliver, V., S. Gorard & Siddiqui, N. (2019) Using contextualised admissions to widen access to higher education: A guide to the evidence base. Durham: DECE

<https://www.dur.ac.uk/resources/dece/ContextualisedHEadmissions.pdf>

<sup>12</sup> Camacho Felix, S.M. (2018) Report: Addressing BME attainment gaps at key British Universities, London: LSE TLC internal document.

<sup>13</sup> Camacho Felix, S.M. (2019) Report: Addressing attainment gaps: BME student experience and recommendations for LSE, London: LSE TLC internal document.

the sector while ensuring that the Inclusive Teaching and Learning Action Plan is context-specific and developed in response to student feedback.

The main findings from the research on LSE 'BME student experience and recommendations' highlighted key areas of change that the School could engage in to improve BME attainment. The School has used these findings to create the Action Plan and focus on the following five areas.

- (a) Bolstering **Academic Mentoring**, LSE's personal tutorial scheme. Drawing on three years of research on personal tutoring, the School reformed its previous academic advising system by creating a new set of academic standards for academic mentors, and launching the Academic Mentoring Portal (AMP) for both staff and students to access resources on the role of Academic Mentoring. The School has also introduced Student Academic Mentors across all departments. Starting in 2020-2021, both mentors and mentees will be encouraged to disclose some personal information about themselves (including disability, first generation students, etc.) so that students from similar backgrounds may share more openly the challenges they face when starting university. The next stages include enhanced staff development for Academic Mentors on pedagogies of one-to-one sessions and the links between academic study and mental health. Students have been engaged throughout the process, during the initial research on personal tutoring at LSE and in the development and piloting of the AMP. They will also act as co-creators of the staff development workshops that are based on the student lifecycle.

The Academic Mentoring scheme will be evaluated at key points throughout the next five years, including the impact of Academic Mentoring on students' feeling of community and confidence in their learning. The School aims to have all Academic Mentors trained by 2024.

- (b) Introducing **de-biasing staff development workshops** for all staff. These staff development workshops, to be piloted in the 2020-2021 academic year, would adopt a blended approach – involving both an online, reflective component and an in-class interactive component. The aim is to introduce both an awareness of key areas of bias and how they affect students, focusing on anti-racism and anti-ableism training. The pilot will be evaluated by monitoring changes in staff attitudes as they undergo the training. For the online aspects of the course, the evaluation will look at user analytics to understand staff engagement.
- (c) Introducing **inclusive practice** into annual monitoring of programmes and provide resources for department to embed inclusivity into their teaching practice. This approach draws on [Kingston University's Inclusive Curriculum Framework](#) and [UCL's Inclusive Curriculum Health Check](#). The School has already included questions of inclusion and diversity in relation to learning outcomes, teaching and learning activities and assessment in its new course and programme approval procedures. Students will help create the questions for annual departmental monitoring and will also sit in on review processes, as student scrutineers.

The evaluation of this new process will be twofold: 1) analyse the completed inclusive practice questions to see how programmes become more inclusive year-on-year, and 2) capture the student scrutineers' evaluations of the inclusion on programmes. The aim is to have inclusive practice embedded into annual monitoring with student scrutineers by 2022-2023.



- (d) Create **decolonising and diversifying the curriculum frameworks**. During focus groups, BME students reported feeling alienated by a curriculum that did not reflect their own experiences. Therefore, the School aims to encourage a curriculum in which diverse perspectives are embedded. These frameworks will be co-developed by academics and students, and be customized to take into account specific disciplinary contexts. By focusing on a framework that is modifiable, evaluation will be continual. As academics and students involved in new programmes engage with the frameworks, they will be able to evaluate the frameworks, edit them, and use the new versions in their work. This will ensure that evaluation is built in and developmental in design. The aim is that by 2024-2025, twelve departments will have worked with the frameworks to edit key areas of their curriculum.
- (e) Embed **explicit teaching of academic skills and transition into higher education**. Both research on academic literacies<sup>14</sup> and the interviews with BME students show that by embedding academic skills instruction into the curriculum, students from diverse educational backgrounds develop a better understanding of academic expectations, which lowers assessment anxiety. LSE has created digital resources to help students transition into higher education, and six departments at the School have piloted embedded skills instruction into their 1<sup>st</sup> year programmes. The School aims to use these pilots to create multiple templates of action. These templates will then be rolled out to all undergraduate programmes for each department to develop their own method of embedding academic skills instruction. The aim is for every first-year undergraduate student to have received explicit skills instruction as a part of their disciplinary learning by 2025-2026.

LSE has set key milestones for each of the five areas of activity within the Inclusive Teaching and Learning Action Plan.

### **(iii) Progression**

LSE is committed to ensuring consistently excellent progression rates into employment across all student groups. While we have identified some fluctuation in progression as reported in DLHE data for the five years to 2016-17, we note in particular that LSE students in target groups often outperformed their peers during this period. We now propose using Career Registration<sup>15</sup> and Graduate Outcomes data to monitor progress of all groups, and, more specifically, to introduce targeted careers support where necessary to ensure consistent progression rates.

Our working hypothesis is that, alongside successful completion of studies, the common denominator that most impacts employment outcomes is access to meaningful work experience. We will analyse data from Career Registration to understand levels of work experience and career readiness on commencement at LSE and in subsequent years. In addition, we will analyse the relationship between degree choice, labour market ambitions and outcomes, with particular regard to target groups. This

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<sup>14</sup> Wingate, U. (2016) *Academic Literacy and Student Diversity: The case of inclusive practice*, Bristol: Multilingual Matters.

<sup>15</sup> Career Registration is a census survey which asks new students to self-report career readiness and current levels of work experience. Undergraduates complete the survey each year thus allowing progress to be analysed and groups of students to be compared to each other.

data, together with data from Graduate Outcomes, will allow us to make effective in-time interventions and develop appropriate measures for target groups. Alongside this we will:

- continue to offer dedicated one to one careers support for disabled students;
- pilot, during Lent term 2020, increased provision for Headstart programme students (students who have participated in LSE's own outreach activity) including signposting to a dedicated WP careers consultant and offering one to one appointments;
- monitor impact, take-up and need for further dedicated provision.

During 2019 – 2020 we are implementing a large-scale pilot of the Career Registration questionnaire which will allow us to assess and compare career readiness and levels of work experience across all cohorts and will form the basis of our overall career programme development. If initial analysis of the 2019 – 2020 Career Registration data reveals statistically significant differences in cohorts, we will evaluate further to understand the root causes of the differences, with a view to planning targeted support for roll-out in 2020 – 2021. Measures under consideration will include:

- ring-fenced one to one support;
- expansion of dedicated internship schemes;
- subject-specific interventions.

We are working to embed Career Registration into the School's registration process in readiness for the start of new academic year 2020 – 21.

In Spring 2020 we will receive the first official data release from HESA for Graduate Outcomes. From this date we will complete an analysis of the first iteration of Graduate Outcomes data to:

- compare reported employment outcomes with previous DLHE data;
- confirm the importance of work experience on Graduate Outcomes;
- assess comparative outcomes of target groups, with particular focus on access to work experience during studies and subsequent impact on employment success.

The information will be indicative as alumni surveyed for Graduate Outcomes will not have participated in the Careers Registration surveys. Based on the results of the above analysis, our focus will be on helping target students secure relevant and meaningful work experience during their studies.

From 2021 to 2025 we will continue to:

- gather and analyse Career Registration and Graduate Outcomes data each year;
- assess changes in student career readiness and levels of work experience accessed
- monitor impact of specific targeted interventions;
- adapt careers provision to targeted groups as appropriate and to ensure equivalent high progression rates are maintained.

**(iv) A lifecycle approach to supporting care experienced and estranged students**

In addition to the work outlined above the School is developing an action plan to specifically provide support for care-experienced and estranged students across the student lifecycle. This will include prioritising access to outreach and pre-enrolment events, transition into LSE for those holding an offer with us, targeted on-course support such as mentoring and tailored support to facilitate progression into graduate level employment and/or higher level study. However, this plan is a work-in-progress and measures will be informed by sector best-practice as well as by our evaluation of initiatives once they are rolled out. Additionally over the coming two years we plan to work towards achievement of both the Care Leavers Covenant and the Standalone Pledge.

**(v) Collaboration**

LSE is committed to working in partnership to support our WP outreach activity and to address structural inequalities for students in HE. Examples of ongoing effective collaborations include:

*Working with 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. The Sutton Trust applies broad widening participation eligibility criteria for the Pathways to Law and Pathways to Banking and Finance programmes; from this pool of applicants we will prioritise students belonging to our target groups.

*Working strategically with other higher education institutions:* We play an active role in the Russell Group Widening Participation Association, the University of London Widening Participation Group, Access HE, including formal input to the London National Collaborative Outreach Programme (NCOP), and run a flagship annual disability event with Imperial College. Our Student Marketing and Recruitment team works closely with UCL, KCL and Imperial on recruitment events and plans to expand this activity into WP activity outside London, working with schools in areas with high proportions of underrepresented students.

*Providing input to staff in schools/college:* LSE is a partner in Advancing Access, a national collaboration of 24 selective universities. We continue to work with schools and colleges to develop and deliver CPD for teachers and advisers that supports student progression to selective universities. Advancing Access has a focus on schools with low levels of progression to such universities.

*Engagement with specialist agencies and dedicated social mobility organisations:* We plan to extend our pilot partnership with IntoUniversity's Brent Centre focusing on supporting students on their primary focus scheme as a way of engaging early in a structured and long-lasting way. IntoUniversity conducts a comprehensive feasibility study of the local area when determining where to open a centre, in addition to monitoring a number of deprivation measures, including IMD, to ensure they reach the students who are most in need. LSE has had ongoing representation on the AGCAS Disability Task Group which works sector-wide to improve provision and outcomes for disabled students.

*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. Where feasible we will encourage SU projects with schools and students from our target groups.

**(vi) Additional funding sources including student premium**

We receive external funding from the Sutton Trust to deliver the Pathways to Law and Pathways to Banking and Finance, which benefit from the input of colleagues across the School.

To-date our contribution to NCOP activity has been delivered via in-kind support and funded from our own access funds. This has been strategically appropriate to date and we will review this when further information is available from our London partners about the funding and model for Phase 2 of NCOP and the outreach hubs developments.

Compared to the sector, LSE receives a relatively small amount of student premium allocation each year. The majority of our allocation is for supporting students with disabilities and this is currently used, alongside direct School funding, to support our Disability and Wellbeing Service. These services offer expertise to students, including the provision of individual Inclusion Plans and Individual Examinations Adjustments, in parallel with general advice and support.

**(vii) Financial support**

We regard financial support for students from low-income backgrounds to be a key plank of our access and student success strategy. We have reported in previous monitoring returns how the research undertaken by Dr Gill Wyness, of LSE's Centre for Economic Performance, indicated that bursaries had an overall positive impact on degree performance. We have also undertaken a small piece of research with parents/carers of prospective LSE applicants which indicated high levels of parental concern over the cost of living in London and that our financial support package alleviated some of these concerns for parental influencers. Furthermore, we have collected qualitative evidence from students indicating that they would not have been able to take up their place at LSE without a financial support package. All of these pieces of research were undertaken pre-September 2016.

In light of the research undertaken to date we plan to continue our current LSE bursary package for UK undergraduate students. Eligibility is based on the household residual income of the student and assessment is undertaken by SFE. Bursary values/household income are set out below in Table 10.

**Table 10: LSE Bursary package, 2020**

<b>Students' household income</b>	<b>LSE award per annum</b>
£0 - £18,000	<b>£4,000</b>
£18001 - £25,000	<b>£3,500</b>
£25,001 - £30,000	<b>£2,750</b>
£30,001 - £35,000	<b>£1,750</b>
£35,001 - £40,000	<b>£1,000</b>
£40,001 - £42,611	<b>£750</b>

LSE also provides three Access to Education scholarships for undergraduate students with the following status:

- Asylum seeker;
- Refugee;
- Person with humanitarian protection;
- Person who is resident in the UK and has been granted Discretionary/Limited Leave to Remain in the UK.

The award value is dependent on need and ranges from £9,250 to £21,000 per year.

We plan to make a small reduction in the proportion of HFI which we devote to the LSE bursary package, reallocating this to support student success measures. This bursary shortfall will be made up by funding from philanthropic giving. We also plan to undertake further research into the impact of financial support on access and success at LSE now that grants have been phased out and the total available to borrow through maintenance loans increased. The evaluation will take place in Autumn 2019 and the findings discussed with stakeholders and relevant School committees in Spring 2020. If the evaluation indicates the need to make changes to the LSE bursary package we will seek approval from OfS to amend our APP by June 2020 with a view to new arrangements being published in July 2020 for 2021 entry.

Addendum – October 2020

LSE has completed its evaluation of the Undergraduate bursary package using the OfS evaluation toolkit. The statistical analysis, which looked at the impact of bursaries on student outcomes, did not point to any definitive conclusions regarding the efficacy of the LSE Bursary provision. There were very few differences in education outcomes between the four student income groups. This could indicate that the financial support is levelling the playing field or there is no impact of financial disadvantage on education outcomes. The student survey evaluation indicated that a higher proportion of students in receipt of the top value awards rated the bursaries as very important for their experience and that they were aware that they would be eligible for an award prior to enrolling at the School. We therefore propose to retain the higher-level awards for 2021 entry but adjust the lower-level bursaries where the impact on student experience and outcome is less clear.

The 'saved' HFI funding will be redirected to support the Student Success work outlined in 3.1.3 (ii). In particular, we will use the resource to build on the evaluation of the Inclusive Education Action Plan which we are beginning to implement this year and to develop and promote good practice interventions at departmental level, identified through evaluation, to address attainment gaps. We have already earmarked funding for this work in 2020 and beyond but the movement of bursary funding will allow us to devote more resource to evaluation and good practice dissemination than hitherto planned. We also plan to step up our research into the continuation gap between students with declared mental health difficulties and no known disability.

The revised LSE Bursary package, 2021 is set out below in Table 11.

**Table 11: LSE Bursary package, 2021**

<b>Students' household income</b>	<b>LSE award per annum</b>
£0 - £18,000	<b>£4,000</b>
£18001 - £25,000	<b>£3,500</b>
£25,001 - £30,000	<b>£2,250</b>
£30,001 - £35,000	<b>£1,500</b>
£35,001 - £42,875	<b>£500</b>

Addendum – May 2023

Following a review of its financial support package during academic year 2022/ 23, LSE has introduced a new bursary targeted at care-experienced and estranged students from 2024 entry. Eligible students will receive £1,000 per year for the duration of their studies, which will be in addition to any other LSE support they may be eligible for such as the LSE Bursary.

**(viii) Headline investment**

LSE will continue to invest 50% of the higher fee on access and participation measures.

**3.2 Student consultation**

Students routinely provide feedback and input to shape the development of activity which forms part of our APP commitments. LSE Students' Union representatives are invited to comment on the content and purpose of our WP programme, alongside our WP Student Ambassador representatives who sit on the Access HE Student Advisory Group. The Widening Participation Operational Group, which focuses on the development of our specific outreach initiatives, includes four student members who have input into our APP developments. Section 3.1.2 highlights how the plans for teaching developments to address attainment gaps have been built with student input.

With the election in October 2017 of a new Social Mobility and Class Officer role in the LSESU, the Students' Union has continued to undertake its own work to further understand the experience of different groups of students within LSE. We remain in 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.

Furthermore, students are full members of the Widening Participation Steering Group (to be reconstituted as the APP Steering Group), Education Committee, and Council, which are the key School bodies that have contributed to the development and sign-off of this Plan.

Additionally we convened a pilot APP Student Forum. A group of eight undergraduate students, and the LSE SU General Secretary, met in early May to discuss and comment on the draft APP, the proposed target groups and the measures outlined to support access, success and progression. The students raised a number of points, including:

- The importance of financial support to students' decision to choose a London university and in helping with living costs while studying in London. Our planned evaluation of financial support (in 3.1.3 vii) will include quantitative feedback from a larger group of bursary-holders.
- Suggestions to improve tutoring and mentoring for students preparing for university and for students enrolled at the School. This feedback will help inform our strategic access measures

detailed in 3.1.3 i points (c) and (h) and in strategic success measures in 3.1.3 ii (a).

- Suggestions to improve the transition of students into LSE which will be incorporated into the development of strategic success measures in 3.1.3 ii (e).

Students will continue to be involved in the oversight and monitoring of the APP through their roles in the formal School bodies detailed in section 3.4 and through the research and feedback sought by the teams responsible for delivering all aspects of the APP.

Addendum – October 2020

We have considered the Student Forum feedback, as well as the qualitative student feedback from the bursary evaluation, in the 2020 reconfiguration of our bursary package. We have protected the higher bursary values for the students from the lowest income backgrounds, while adjusting downwards the higher value bursaries.

### **3.3 Evaluation strategy**

LSE has committed in its LSE 2030 strategy to continually assess the impact of our processes and procedures to identify and mitigate differential impacts and potential inequalities. We recognise the importance of ensuring that policies and measures deliver the intended outcomes and of gathering evidence to inform future programme design. Equally, it is key that all services and teams responsible for elements of the APP evaluate consistently, regularly and to the same standard.

We have undertaken a high-level assessment of our evaluation practice in key areas of the student lifecycle using the OfS evaluation self-assessment framework. The assessment found that evaluation culture is inconsistently embedded across the School. Key findings include:

- Programme design: variation in demonstrable use of evidence in the development of measures; inconsistent use of objectives frameworks and Theories of Change.
- Designing evaluations: most evaluations in the narrative stage; some empirical approaches in development; some research projects using more advanced statistical techniques
- Learnings: some mechanisms/committees disseminating and reviewing evaluation; no central body.

It is clear from our self-assessment that we need to develop a School-wide evaluation strategy over the coming year, which encompasses a more consistent approach to evaluation and builds on some of the good practice already taking place in the School. We have an evaluation strategy in place for our Widening Participation programme which comprises a set of high-level aims and objectives for the programme of activity; specific outcomes on each project relating to the high-level aims and objectives; theories of change for our intensive projects; project-appropriate evaluation tools; strategic oversight of evaluation; dedicated analyst resource and dissemination of findings and feedback. This approach will be expanded to cover measures delivered across the whole School.

In light of our self-assessment, our evaluation strategy will deliver:

- Increased capacity in specialist evaluation and analysis in key areas responsible for delivering APP measures and a coordinated approach to evaluation across this cadre of staff. We have

committed to increase spend on evaluation and this is articulated in our five year financial plan.

- Training for non-specialist staff in the skills to design evaluations, analyse data, and effectively utilise findings;
- Drawing on the expertise of external organisations where appropriate for intensive activity
- A framework for the evaluation of all measures designed to deliver our APP targets;
- A robust theoretical basis for all APP activities through developing and testing programme-level Theories of Change;
- The use of quantitative as well as qualitative data to evaluate activity and assess impact on student behaviour;
- The use of more sophisticated quasi-experimental and experimental methods in the evaluation of specific programmes;
- Strengthening our self-report data collection through undertaking cognitive pre-testing of questionnaires and employing greater use of validated and standardised measures;
- Developing new mechanisms for dissemination of our evaluation findings, such as
  - an annual evaluation workshop for reflection on and discussion of evaluation findings;
  - making 'evaluation' a standing item on the APP Steering Group agenda;
  - establishing an evaluation library for all completed evaluations;
  - publishing the findings of evaluations of key programmes, building on the widening participation annual report;
  - contributing to the body of knowledge held by The Centre for Transforming Access and Student Outcomes in Higher Education (TASO).

We have included in section 3.1.3 how we plan to evaluate our access and student success measures, demonstrating that our evaluation practice is already taking shape.

For the areas where we are investing most heavily, such as financial support, we will make use of the OfS toolkit where possible, in collaboration with academic colleagues, to ensure the evaluation is wide-ranging and robust and builds upon the research we have already undertaken in this area. Findings from the evaluation will be discussed at the School's Education and Planning Committees, before any changes resulting from the findings are implemented.

We will have completed our School-wide evaluation strategy by Spring 2020 in time to roll out and underpin all of our 2020-25 APP activity.

### **3.4 Monitoring progress against delivery of the plan**

The APP commitments will be monitored through the existing governance structure of the School.

1. The Widening Participation Steering Group will transition into the APP Steering Group with membership drawn from professional services, academic departments and the student body. This group will be responsible for the operational oversight of the APP, considering OfS guidance and new data as it is made available, monitoring progress against targets, and making recommendations to the Education Committee.
2. Education Committee, a committee of Academic Board, is responsible for the LSE academic strategy and comprises senior members of the professional services and academic



community, as well as Students' Union representation. This group will monitor progress against the APP aims and offer cross-School guidance/ support in delivering to target.

3. Council will receive twice yearly reports on APP progress to-date and key issues, to ensure the very highest level of oversight of the work. Council will also receive updates on the Strategy 2030 Action Plan, which includes the APP targets as key measures of progress.
4. The School Management Committee, EDI Board, TEF sub-committee and the Inclusive Education Action Plan Advisory Group will all consider elements of the plan as it relates to their business on an ongoing basis.
5. The Annual Monitoring process, which reviews academic department performance, is being revised to ensure that APP measures relating to continuation and attainment are included.
6. The Student Panel, referenced in 3.2, will become a permanent student group charged with monitoring delivery of measures and progress to APP targets.

Concerns and issues raised by these groups, regarding delivery or progress to target, can be directed to the APP Steering Group for consideration and, if necessary, review of measures. In the event that regular monitoring of progress identifies that access, success or progression is deteriorating Council will request an audit of measures related to the area of concern and request that the APP Steering Committee makes recommendations on how improvements should be made.

#### **4. Provision of information to students**

We publish clear, accessible and timely information for applicants and students on our undergraduate fees and financial support arrangements. We do this through a range of media, including:

Digital: LSE website programme pages and financial support content; LSE undergraduate prospectus; financial support brochure; email bulletins for schools and colleges; emails for prospective applicants/applicants; emails for students; UCAS entry profiles; social media content; videos.

Print: LSE undergraduate prospectus; financial support brochure; LSE WP brochure/materials; offer-holder booklet.

In person: LSE open days; offer-holder days; conference for schools advisers; school visits; recruitment events; one-to-one guidance.

The Access and Participation Plan will be published on the undergraduate pages of the LSE website. We also provide relevant information to UCAS and the SLC in a timely fashion. We undertake regular reviews and continually check practice to ensure compliance with consumer law.

#### **5. Appendices**

Appendix 1: OfS template - Fee Information

Appendix 2: OfS template - Targets and Investment Plan

Appendix 3: APP 2023/24 Variation

**Access and participation plan  
Fee information 2020-21**

Provider name: The London School of Economics and Political Science

Provider UKPRN: 10004063

**Summary of 2020-21 entrant course fees**

\*course type not listed

**Inflationary statement:**

Subject to the maximum fee limits set out in Regulations we intend to increase fees each year using the RPI-X

**Table 4a - Full-time course fee levels for 2020-21 entrants**

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	*	*

**Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants**

Sub-contractual 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	*	*

**Table 4c - Part-time course fee levels for 2020-21 entrants**

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	*	*

**Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants**

Sub-contractual 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	*	*

## Appendix 2: OfS template - Targets and Investment Plan

Office for Students					
<b>Targets and investment plan</b>		Provider name: The London School of Economics and Political Science			
<b>2020-21 to 2024-25</b>		Provider UKPRN: 10004063			
<b>Investment summary</b>					
<p>The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.</p> <p>Note about the data:                      The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.</p> <p>The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.</p>					
<b>Table 4a - Investment summary (£)</b>					
Access and participation plan investment summary (£)		Academic year			
	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Total access activity investment (£)</b>	£1,342,806.00	£1,372,147.00	£1,398,649.00	£1,420,677.00	£1,420,677.00
Access (pre-16)	£332,908.00	£340,440.00	£346,905.00	£351,690.00	£351,690.00
Access (post-16)	£825,361.00	£842,830.00	£858,848.00	£872,535.00	£872,535.00
Access (adults and the community)	£98,013.00	£100,364.00	£102,619.00	£104,725.00	£104,725.00
Access (other)	£86,524.00	£88,513.00	£90,277.00	£91,727.00	£91,727.00
<b>Financial support (£)</b>	£3,755,346.00	£3,856,742.00	£3,922,314.00	£3,940,616.00	£3,942,616.00
<b>Research and evaluation (£)</b>	£169,530.00	£204,446.00	£239,056.00	£273,250.00	£273,250.00
<b>Table 4b - Investment summary (HFI%)</b>					
Access and participation plan investment summary (%HFI)		Academic year			
	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Higher fee income (£HFI)</b>	£9,503,365.00	£9,716,230.00	£9,895,160.00	£10,027,815.00	£10,027,815.00
<b>Access investment</b>	9.1%	9.1%	9.1%	9.1%	9.1%
<b>Financial support</b>	34.0%	34.3%	34.0%	33.7%	33.7%
<b>Research and evaluation</b>	0.9%	1.2%	1.5%	1.8%	1.8%
<b>Total investment (as %HFI)</b>	44.0%	44.6%	44.6%	44.6%	44.6%



## Access and Participation Plan 2023/24 Variation

### Background and context

LSE ('the School') is one of the world's leading specialist social science institutions, founded in 1895 for the betterment of society. We are proud of our long history of supporting students of all backgrounds to benefit from an LSE education and fostering a culture of belonging and lifelong learning within our community.

The work outlined here focuses on our efforts in relation to UK undergraduate students. We acknowledge that our position as a highly selective Russell Group institution with an international profile places extra responsibility on us to deliver continued improvements in access to, and success within, the School for students from groups currently underrepresented at LSE and in the wider HE sector. However, given our small UK undergraduate cohort<sup>1</sup>, this activity represents only one element of our wider strategic ambitions and ongoing commitment to equality of opportunity for all students at all levels of study.

This wider commitment is central to our current strategy, LSE2030<sup>2</sup>. Through two its three pillars – '*Educate for Global Impact*' and '*Develop LSE for Everyone*' – we clearly signal our responsibilities to widening access to higher education in general, and to LSE specifically and to ensuring an inclusive education and equitable outcomes for all students. We continue to proactively link our Access and Participation Plan (APP) commitments with LSE2030. For example, through the eligibility criteria for our new Uggla Family Scholarship Scheme<sup>3</sup>, piloting a new programmatic approach to student support, and by ensuring our outreach initiatives for students of Black heritage are embedded within in our Race Equity Framework<sup>4</sup>.

### Our response to the 2023/24 APP variation request

Our response to the 2023/24 APP variation request has been developed in collaboration with students and staff. It outlines our existing contributions towards the four new APP priorities, as well as highlighting work we are committed to delivering in future. Our response reflects our specific context, taking into consideration the resources available to us as a specialist provider in central London with a small UK undergraduate cohort. It also reflects how the APP is closely aligned with the School's overall mission and strategic priorities, to continue our whole-provider approach of achieving equality of opportunity for all.

We have set out below how we are currently contributing to each of the APP 2023/24 Variation priorities and expectations, and ways in which we will continue to address them in future.

### Priority A

**Make APPs more accessible so that prospective and current students, their parents/carers and other stakeholders can easily understand them**

Our APP summary is available [online](#). This has been developed with feedback from students on our Student Education Panel<sup>5</sup> and widening participation student ambassador scheme<sup>6</sup>, including UK undergraduate students from underrepresented groups.

### Priority B

**Develop, enhance and expand their partnerships with schools and other local and national organisations, to help raise the pre-16 attainment of young people from underrepresented groups across England**

We have carefully considered how we can contribute to this priority, considering the size and shape of our institution, our specialist nature, the resources available to us and our wider strategy. As a high tariff provider, delivering activities to raise the attainment of school-aged pupils is key. This is reflected in our recently developed Theory of Change (ToC) for outreach and widening access, which has been developed following an externally commissioned review of our work, involving desk research, analysis of sector practice and

<sup>1</sup> On average, 788 students each year over the last five years

<sup>2</sup> <https://www.lse.ac.uk/2030>

<sup>3</sup> <https://www.lse.ac.uk/study-at-lse/Undergraduate/fees-and-funding/uggla-family-scholarships>

<sup>4</sup> <https://info.lse.ac.uk/staff/divisions/equity-diversity-and-inclusion/EDI-at-LSE/Race-Equity-at-LSE/race-equity-framework/Race-Equity-Framework>

<sup>5</sup> <https://info.lse.ac.uk/current-students/part-of-lse/student-education-panel>

<sup>6</sup> <https://www.lse.ac.uk/study-at-lse/Undergraduate/widening-participation/LSE-students>

consultation with staff and students. It has enabled us to consider how to use our resources in the most effective way to deliver impactful activities and to incorporate learning from new ways of working piloted during the pandemic. This ToC captures the wide range of intended outcomes of our work, from broader contributions to the education sector in the UK, including supporting the attainment of pupils from less advantaged backgrounds through to widening access to HE and LSE specifically, diversifying our UK undergraduate cohort. Formal sponsorship of a state school or college, or involvement in a multi-academy trust, is not currently a strategic priority for LSE, because we do not have relevant expertise in initial teacher training nor significant academic specialism in secondary education. Our view is that we can make a more valuable contribution to the sector and raising attainment priorities through other means.

LSE's widening participation team already engages with pre-16 pupils and runs several programmes which focus on raising attainment, and there are other examples across the School of discrete, short-term activities for young people. However, we do not yet have a comprehensive, School-wide plan setting out our long-term approach to meaningful engagement with schools and colleges, especially around raising attainment. Thus, during 2022/23, we will undertake research and consultation to inform the development of this longer-term approach, so we can include more detail about our plans in our 2024/25-2027/28 APP submission. We will seek to balance our desire to make a positive contribution within local communities in London such as those near our campus and halls of residence, whilst also recognising that pupils in the capital often attend state schools and colleges which tend to outperform UK averages on a variety of performance and progression measures<sup>7</sup>. Our approach will also complement work already underway to draw together and reaffirm LSE's approach to civic engagement in London, and beyond and will reflect our commitment to making a meaningful contribution to narrowing the UK's regional inequalities.

We greatly value the benefits of collaboration in terms of sharing practice, building networks and learning from different perspectives. When developing our longer-term approach, we will consider the potential for working with a range of partners. This might include other HE providers (including those in the University of London federation and the Russell Group, with whom we already have close contacts through formal widening access networks), third-sector organisations and the London UniConnect project.

Below, we set out our existing activity that contributes to this priority and outline several explicit commitments for future work in this area that we are already planning to deliver.

### *Existing activity*

In section 3.1.3 of our 2020/21-2024/25 APP, we outline a range of strategic measures across pre-entry, application support and admissions to meet our ambitious access targets, which are currently focused on increasing applications from, offers to and enrolments of UK undergraduate students to LSE from our priority groups. Thus, much of our pre-entry widening participation activity involves delivering highly targeted multi-intervention programmes to post-16 pupils, which sector evidence demonstrates has a greater impact on short- and long-term pupil outcomes<sup>8,9</sup>. However, our existing APP also demonstrates our commitment to delivering activity for pre-16 pupils and some examples of our current work are included below:

#### 1. Tutoring programme with two London partner schools

Due to timing, the development of our new partnership with two London school was disrupted by the onset of the COVID-19 pandemic. However, we were able to work closely with teacher contacts to identify how we could best support pupils during this time of significant challenge. Based on feedback from pupils and teachers and grounded in sector evidence of positive impact on attainment, the core element of the partnership involves an intensive series of GCSE Mathematics tutoring sessions for forty Year 10/11 pupils eligible for pupil premium. The positive impact of small group tuition is highlighted by the Education Endowment Foundation (EEF) research, which demonstrates that small group tuition has an average impact of four months' additional progress over the course of a year and can be even more beneficial for pupils eligible for free school meals<sup>10</sup>. The tutoring is delivered in collaboration with well-established tutoring charity, TeamUp, whose most

<sup>7</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/937114/London\\_effect\\_report\\_-\\_final\\_20112020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/937114/London_effect_report_-_final_20112020.pdf)

<sup>8</sup> [https://www.officeforstudents.org.uk/media/034a9901-368d-4f8d-9488-44311bdec764/cfe\\_uni-connect-third-national-evaluation.pdf](https://www.officeforstudents.org.uk/media/034a9901-368d-4f8d-9488-44311bdec764/cfe_uni-connect-third-national-evaluation.pdf)

<sup>9</sup> <https://taso.org.uk/evidence/toolkit/?biro-educationphase=142#biro-filters>

<sup>10</sup> <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>

recent impact report demonstrates that secondary-aged participants on their tutoring programmes made an average of 0.5 grades of progress per term<sup>11</sup>. Tutoring sessions are delivered by trained LSE students, which also offers participants the opportunity to interact with positive role models. In addition, we also offer bespoke support to our partner schools, such as sessions on writing UCAS references for teachers/advisers and personal statement workshops.

## 2. Partnerships with third-sector organisations

We have several long-standing partnerships with third-sector organisations who run widening participation activities for young people in London, for example IntoUniversity<sup>12</sup>. Since 2018, we have contributed funding and operational support to the Primary FOCUS programme in Brent, one of the top 30 most disadvantaged local authorities by geographic distribution of students in IMD Q1<sup>13</sup>. During 2020/21, this programme supported 632 students across eight primary schools. In the same year, eighteen LSE students also volunteered as IntoUniversity mentors, running over 250 sessions. Our contributions helped IntoUniversity to support 25% of its 2021 alumni to progress to a Russell Group university, compared to 9% of students from similar backgrounds nationally<sup>14</sup>. We also contribute to broader outreach work in London through our membership of the pan-London network, AccessHE<sup>15</sup>. We actively participate in a range of their practitioner forums, and our students have delivered the Prepare to Progress and Student Advocate programmes.

## 3. Engagement with teachers and advisers and curriculum support

We have strategically supported the continuing professional development (CPD) of teachers and advisers in state schools and colleges across the UK through our involvement in Advancing Access<sup>16</sup>, an initiative jointly funded by all 24 Russell Group universities. Internal data analysis has revealed that more than half of all English state schools and colleges have engaged with the programme since its inception in 2016. A recent independent evaluation found that schools/colleges whose staff engaged with Advancing Access between 2017-2020 saw sharper increases in application rates to Russell Group universities when compared to schools with similar characteristics which had not engaged<sup>17</sup>. This highly targeted activity complements LSE-specific teacher and adviser events, some of which are also delivered collaboratively with other universities, including the World Class Study in London conference. We are also supporting teachers through the development of curriculum resources. For example, through teaching materials for all key stages developed by the LSE Library that are available on the TES website<sup>18</sup>, and our partnership with Time for Geography, an open-access platform for geography and geoscience education<sup>19</sup>.

## 4. Specific activities with young people and schools/colleges

Academics, professional service staff and students across the School engage with young people and state schools/colleges through a range of activities, most of which are short-term in nature. Some examples include:

- Our dedicated education staff member within the LSE Library who delivers a programme of curriculum-based workshops and resources using our unique collections. As well as successfully delivering online sessions on suffrage and referendums for pupils studying A level history, the post-holder also supports pupils who are undertaking the Extended Project Qualification.
- Specific activities for young people are run each year at the LSE Festival, our flagship public engagement event, for example the Sunbeams event<sup>20</sup> and the Researchers of the Future event<sup>21</sup>.
- Our volunteer centre runs an annual community engagement programme for fifty students with charities including CoachBright and Literacy Pirates. They also offer students regular volunteering with educational charities including The Access Project and City Year UK.

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<sup>11</sup> <https://teamup.org.uk/sites/default/files/upload/IMPACT%20REPORT%20H.pdf>

<sup>12</sup> <https://intouniversity.org/>

<sup>13</sup> <https://www.hesa.ac.uk/insight/05-10-2021/new-measure-disadvantage>

<sup>14</sup> <https://intouniversity.org/our-impact/facts-and-figures/>

<sup>15</sup> <https://www.accesshe.ac.uk/>

<sup>16</sup> <https://www.advancingaccess.ac.uk/>

<sup>17</sup> <https://www.advancingaccess.ac.uk/about/content/evaluation-of-advancing-access>

<sup>18</sup> [https://www.tes.com/teaching-resources/shop/d\\_challis?sortBy=newest](https://www.tes.com/teaching-resources/shop/d_challis?sortBy=newest)

<sup>19</sup> <https://timeforgeography.co.uk/>

<sup>20</sup> <https://www.lse.ac.uk/library/whats-on/sunbeams>

<sup>21</sup> <https://www.lse.ac.uk/Events/LSE-Festival/2022/events/future-researchersv>

- Subject-specific events and activities run by academic staff, often in conjunction with subject organisations, such as Discover Economics<sup>22</sup>.

Most of these activities are not explicitly designed to raise attainment as they are not related to the specific aims of our existing APP. Nonetheless they demonstrate the commitment and enthusiasm already in place across the School to engaging with young people and giving less advantaged students and those from groups that are under-represented in HE the opportunity to interact with the School and benefit from our expertise and engaging with staff and students. We will look to build on existing activities and explore opportunities for them to become more closely aligned with the APP priorities, where appropriate.

#### 5. Contribution to academic literature and influencing policy

LSE academics from our Centre for Economic Performance<sup>23</sup>, Centre for Vocational Education Research<sup>24</sup>, International Inequalities Institute<sup>25</sup> and Department of Sociology<sup>26</sup> are making key contributions to research and policy on social mobility, levelling up and inequalities. This includes a report in partnership with the Sutton Trust which takes stock of the social mobility picture in the UK since the late 1990s<sup>27</sup>. As highlighted by our “Socio-Economic Background” research project, we are incorporating this research into our APP practice and using our social science expertise to collaborate with academics and conduct research to address APP priorities.

#### *Planned new activities*

In addition to developing a new longer-term approach to school/college engagement, we have already identified three developments we can make now to align our existing work more closely with this new priority, as outlined below.

#### 1. Reviewing our existing Theory of Change

Our recently developed Theory of Change is a living document, and we will be reviewing it regularly to incorporate new priorities, with input from education social enterprise, ImpactEd, whose specialism in evaluations will ensure that robust and impact evidence underpins all our programmes.

#### 2. Embedding raising attainment into existing widening participation activities

Where appropriate, we will consider including interventions focused on raising attainment on our existing widening participation programmes, as part of our regular review and development cycles. For example, we are launching a new sustained programme for pupils outside of the southeast of England, LSE Springboard, which will be externally evaluated. One of its central components, developed with the charity The Brilliant Club, is to support participants’ attainment. This will be delivered by developing critical thinking and meta-cognitive skills, underpinned by EEF research which indicates that the average impact of metacognition and self-regulation strategies is an additional seven months’ progress over the course of a year<sup>28</sup>. Our mentoring programme for students of Black heritage, LSE Thrive, involves small group mentoring, which evidence indicates also has a positive impact on academic attainment<sup>29</sup>. This aspect of the programme will be delivered in collaboration with the charity, Brightside, whose evaluation and impact reporting is delivered using a quality and impact framework, developed with social investment consultants, CAN Invest.

#### 3. Launching a School/College Governor scheme for staff and UK-based alumni

In partnership with the charity, Governors for Schools, our widening participation and alumni engagement teams will develop a school/college governor scheme. Governing bodies are responsible for setting the vision and strategic direction of schools and colleges, overseeing their financial performance and holding senior leadership teams to account. Effective governance is therefore crucial to driving school and college

<sup>22</sup> <https://www.discovereconomics.co.uk/>

<sup>23</sup> [https://cep.lse.ac.uk/\\_NEW2019/\\_PROTOTYPE01/OUR-WORK/Education-and-skills/Inequality-and-Social-Mobility/](https://cep.lse.ac.uk/_NEW2019/_PROTOTYPE01/OUR-WORK/Education-and-skills/Inequality-and-Social-Mobility/)

<sup>24</sup> <https://cver.lse.ac.uk/>

<sup>25</sup> <https://www.lse.ac.uk/international-inequalities>

<sup>26</sup> <https://www.lse.ac.uk/Research/research-impact-case-studies/2021/the-class-ceiling>

<sup>27</sup> [https://cep.lse.ac.uk/\\_NEW/publications/abstract.asp?index=9296](https://cep.lse.ac.uk/_NEW/publications/abstract.asp?index=9296)

<sup>28</sup> <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>

<sup>29</sup> <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring>



improvement, however, many struggle to recruit governors or trustees with the necessary expertise<sup>30</sup>. A report by The University of Manchester<sup>31</sup> demonstrates the vital role universities can play to reduce the number of governor vacancies by harnessing the skills of their staff and alumni. Our scheme is designed to support staff and our UK-based alumni to volunteer as school/college governors, thereby reducing the vacancies and skills gaps in schools/colleges which struggle to find suitably skilled governors. We want to harness the School's alumni community to address specific governor 'cold-spots' across the UK and provide a community of practice for those who are volunteering as governors.

## Priority C

**Set out how access to higher education for students from underrepresented groups leads to successful participation on high quality courses and good graduate outcomes.**

Analysis of LSE's most recent OfS access and participation dashboard data<sup>32</sup> shows that we have made good progress towards existing APP targets for attainment and continuation, with the School's performance generally better than sector averages. However, there are still some gaps in outcomes for under-represented groups (in the areas of continuation and attainment), which we continue to prioritise. Whilst the School has no specific APP targets for graduate outcomes, as this is an area of overall strength, the School has committed to ensuring outcomes are equitable for all groups of students. The access and participation dashboard data demonstrates that this is the case, and our metrics are in line with sector trends. As the dashboard data is based on the historic Destination of Leavers of HE (DLHE) data, we are also monitoring the Graduate Outcomes data and have observed a gap between the proportion of disabled students with a positive graduate outcome and students with no declared disability. This data has informed targeted activity which is detailed below.

To help us understand what is contributing to some of the gaps we have observed in student outcomes, we have set up a cross-School working group on "Socio-Economic Backgrounds" and are working with LSE academics to conduct original research on the impact of students' socio-economic status on their experiences. The group aims to identify areas for inclusive interventions and changes to School policy.

In addition to the strategic measures set out in our existing APP, the School has recently launched a major change programme as part of the Educate for Global Impact pillar of LSE2030. This is designed to ensure all our students, including UK undergraduates from under-represented groups, can benefit from a research-rich education, a consistently excellent student experience and to ensure equity, diversity and inclusion and foster belonging amongst our student body.

### *Supporting attainment and continuation*

Some examples of work recently undertaken to support the successful participation of UK undergraduates from under-represented groups are outlined below:

- One of our strategic change programmes, the Inclusive Education Programme which incorporates our Inclusive Education Action Plan (IEAP), is focused on building an inclusive School, that enables student success through a curriculum that reflects all identities. The aim of this work is to bring together, inform, guide, and support key services and academic departments to develop an inclusive, anti-racist scholarly community for all our students.
- Each undergraduate academic department has a named attainment lead who is responsible for ensuring all areas of the IEAP are communicated and actioned at the departmental level, and we have recently launched five IEAP Fellowships focused on decolonising.
- We have run a workshop series focussed on anti-racism in HE which is currently being evaluated.
- We have an established academic mentoring community of practice, offering continued staff development and practice sharing, and regularly update our Academic Mentoring Portal<sup>33</sup>
- In order to enhance students' transition into LSE, we have developed an extended 'Welcome' period for students which includes an online course called 'Prepare to Learn at LSE'<sup>34</sup>. The course support students to develop key skills prior to their arrival at LSE, for example key study skills they will need to hit the ground

<sup>30</sup> <https://www.nfer.ac.uk/school-and-trust-governance-investigative-report/>

<sup>31</sup> <https://documents.manchester.ac.uk/display.aspx?DocID=56974>

<sup>32</sup> <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>

<sup>33</sup> <https://info.lse.ac.uk/staff/divisions/Academic-Mentoring-Portal>

<sup>34</sup> <https://info.lse.ac.uk/current-students/lse-life/projects/prepare-to-learn>

running; digital tools they will be using in their programme of study; their identity as a scholar and as a member of the LSE community; and a reflection on their professional plans going forward. We are continuing to improve the awareness of the course amongst students and develop its relevance.

- We also support transition through LSE100, the School's flagship interdisciplinary course, which offers all first-year students a shared common experience in learning to tackle complex problems using tools and ideas from beyond the boundaries of their degree programme. The course gives students the opportunity to meet and learn with students from different backgrounds who they may not otherwise interact with and develops skills in effective communication, peer collaboration and critical thinking.
- In 2020/21 we introduced a Student Academic Mentor scheme, the idea for which came from two of our students. The programme links new students with an undergraduate mentor from the same department, to share their experiences of challenges and achievements in the classroom and beyond.
- In February 2020, our Student Mental Health and Wellbeing Framework (SMHWF)<sup>35</sup> was launched, following extensive input from students. This underlines our commitment to making the mental health and wellbeing of our whole student community a strategic priority and, critically, a School-wide responsibility, and sets out how we will make this ambition a reality.
- Our new approach to student wellbeing support means that students do not need to ask for a specific service, but instead they are all given an initial wellbeing appointment. During this initial appointment, students are directed to resources to support themselves going forward or might be referred to other services, such as a mental health adviser, disability adviser or counsellor.
- Through our Student Academic Administration Project, we have committed to an ambitious development programme harnessing the power of technologies to improve the way in which students access the services or support they need, for example, our new 'My Adjustment' system, allowing far greater transparency in supporting teaching and assessment adjustments for students with disabilities. The next project deliverable is a new online booking system, enabling more convenient access to services.
- As we committed to do in our existing APP, we have now conducted a qualitative research project exploring the experiences of students around mental health and non-continuation of students with a declared mental health disability. One of the findings highlighted the need for a better understanding of academic mentoring roles and further training and development. We are now working to implement some of the recommendations of this research across the School, alongside our existing SMHWF.
- Since 2020 we have run workshops on digital accessibility, and in Spring 2022 we developed and launched a Moodle course on digital learning. This is part of the School's Digital Education Futures programme, which will harness digital technologies to transform teaching and learning, both on campus and online.

### *Supporting progression*

Some examples of work recently undertaken to support the successful progression UK undergraduates from underrepresented groups are outlined below:

- We are developing a diversity and inclusion area of the LSE Careers website with sections tailored to specific groups of students that will detail how we support students and link to external information and providers. There will also be an "opt-in" function where students can register for targeted updates.
- We are undertaking a research project prompted by initial data from the Graduate Outcomes survey 2017/18 which identified a gap of 9% in positive outcomes between disabled and non-disabled graduates (although this gap reduced for the 2018/19 cohort). The project seeks to understand some of the reasons for this gap by conducting interviews with disabled alumni, interviewing internal stakeholders, holding discussions with other universities and drawing on existing literature and research.
- To support the findings of our analysis of Graduate Outcomes data and our own research project exploring the experiences of disabled graduates, we have introduced an eight-month careers mentoring scheme for current disabled students, mentored by trained LSE alumni.
- We have introduced the use of contextual data to identify students living in areas classified as IMDQ1 or 2 for our Micro-Internship Programme. We are currently exploring how to prioritise opportunities for students from these groups, particularly when they report having no existing work experience using data from our Careers Registration exercise.
- We are participating in the Economic and Social Research Council's pilot summer Research Experience Placements (REP) scheme, enabling undergraduates from underrepresented groups to undertake research

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<sup>35</sup> <https://info.lse.ac.uk/current-students/student-wellbeing/student-mental-health-and-wellbeing-framework>

in the social sciences. In addition to the ESRC-funded places, we have also committed to funding 12 additional places in 2021/22 and 2022/23.

- Developing entrepreneurial skills and experience, LSE Generate<sup>36</sup> offers opportunities to students and alumni to build socially responsible businesses such as funding competitions, events and networking.
- We are piloting a programmatic approach to careers support through the LSE Laidlaw Scholars Leadership and Research Programme<sup>37</sup> and Uggle Family Scholarship Programme targeted at students from underrepresented backgrounds<sup>38</sup>. Both programmes provide sustained support for students to grow professionally and develop their leadership skills.

## Priority D

**Seek to develop more diverse pathways into and through higher education, particularly through the expansion of degree apprenticeships and Level 4 and 5 provision.**

In responding to this priority, the School has considered the OfS guidance which acknowledges that how providers will seek to develop their provision will depend on their size, context and mission. As a small specialist social science provider, we are considering how best to support this priority in a way which aligns with our LSE2030 strategy, as set out in the introduction to this appendix.

As a research-intensive institution, we are contributing to the discourse around vocational education and skills development through our Centre for Economic Performance, particularly the vocational education and training research theme in the Centre's Education and Skills programme<sup>39</sup> whose recent research outputs include a report focused on the choices and implications of post-compulsory education in England<sup>40</sup>.

To increase access to LSE at undergraduate level for students who are studying a broader range of level 3 qualifications, we regularly review our entry requirements and have recently made adjustments in order to remove any barriers facing these students. For example, all applicants undertaking the Access to HE Diploma were required to sit the Undergraduate Admissions Assessment (UGAA)<sup>41</sup>. The UGAA is no longer mandatory for Access to HE Diploma applicants and is now used at the discretion of the admitting department, for example, where a course has a high quantitative content. This change has led to an increase in the number of applications, offers and enrolments from students studying Access to HE courses.

To continue to increase the progression of UK undergraduate students applying to the School with a range of qualifications, we will continue to regularly review the entry criteria for all undergraduate programmes and ensure information and guidance for prospective applicants is as transparent and specific as possible. During 2022/23, we will look to develop more targeted engagement with teachers and careers advisers at Further Education Colleges to promote LSE as an accessible and realistic destination for their students. Developing this further in 2023/24, we will also explore the possibility of working with Further Education Colleges and/or Access to HE Validating Agencies<sup>42</sup> to develop course curricula and/or develop progression agreements.

During 2022/23 we will also undertake a feasibility study to understand the potential costs/benefits of pursuing various options linked to diverse provision and flexible pathways at undergraduate level, which will draw on practice within the sector at large as well as academic research, including that being conducted by our own Centre for Vocational Education<sup>43</sup>. This will include, for example, exploring part-time study options<sup>44</sup>, foundation years and online course provision, building on the learning from our existing online degree provision, delivered in collaboration with the University of London.

## Improving evaluation

As set out in LSE2030, we want to use our expertise in data analysis and evaluation to ensure that our activities

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<sup>36</sup> <https://info.lse.ac.uk/staff/divisions/research-and-innovation/generate>

<sup>37</sup> <https://info.lse.ac.uk/current-students/lse-life/projects/laidlaw>

<sup>38</sup> <https://www.lse.ac.uk/study-at-lse/undergraduate/fees-and-funding/uggle-family-scholarships>

<sup>39</sup> [https://cep.lse.ac.uk/\\_NEW2019/\\_PROTOTYPE01/OUR-WORK/Education-and-skills/](https://cep.lse.ac.uk/_NEW2019/_PROTOTYPE01/OUR-WORK/Education-and-skills/)

<sup>40</sup> <https://cver.lse.ac.uk/textonly/cver/pubs/cverdp001.pdf>

<sup>41</sup> The Undergraduate Admissions Assessment is used to fairly assess applicants from non-traditional educational backgrounds. The UGAA is conducted as an online examination designed to test literacy and numeracy.

<sup>42</sup> <https://www.qaa.ac.uk/access-to-he/regulation-and-licensing/avas>

<sup>43</sup> <https://cver.lse.ac.uk/>

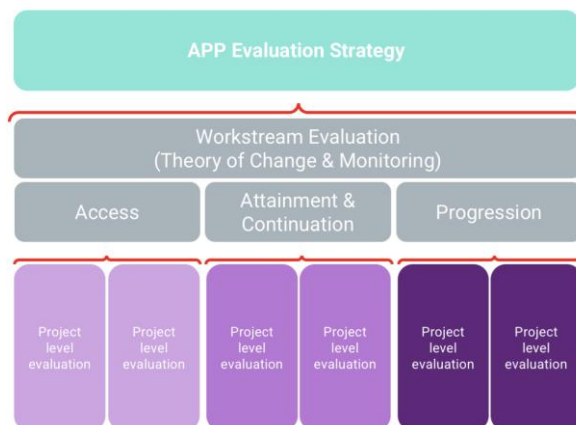
<sup>44</sup> Research shows that part-time students tend to be older than full-time students. They are more likely to be in work and have caring responsibilities.

have a positive impact, to facilitate their continuous improvement and to learn as an institution from what works – and what does not. To realise these ambitions, we have made substantial investments in evaluation work since we wrote our current APP, appointing new roles including an Evaluation Manager for the Access and Participation Plan and our Inclusive Education Action Plan, a Senior Data Analyst role focused on access and progression, and working with specialist evaluation consultants for several projects.

We have also improved our management and governance structures, by establishing a new APP Evaluation and Monitoring Sub-Group (APPEMG), which reports to our APP Steering Group. The sub-group leads on the development and implementation of our evaluation approach and acts as a forum for evaluation practitioners to learn from each other. With membership drawn from across the School, including student representatives and academics with expertise in evaluation, the sub-group ensures that LSE has a cohesive and strategic approach that aligns our APP evaluation with our School-wide approach to embedding effective evaluation.

### *LSE's APP evaluation approach*

We have recently agreed a School-wide approach to evaluation of our APP, which has been developed by and is overseen by APPEMG. Our approach draws on the School's Education Evaluation Framework, developed in collaboration with colleagues and an academic from Lancaster University with expertise in evaluation. This framework structures our evaluations by guiding practitioners through a seven-stage evaluation cycle. While consistent with sector approaches such as the TASO Monitoring and Evaluation Framework<sup>45</sup>, our framework breaks down each step into greater detail, and places particular emphasis on planning how evaluation outputs can be used to improve practice, and how findings will be shared internally and externally.



This approach gives individual project teams freedom within a framework. It reflects the need for projects to conduct evaluation flexibly to address local needs and ensure actionable insights, while ensuring a cohesive approach to evaluation across projects, APP workstreams and the School as a whole to enable institutional learning, ensure high standards of evidence, and facilitate the dissemination of results. Our approach is underpinned by the development of Theories of Change for each of our APP workstreams (access, attainment, continuation and progression), most of which are in place already. Monitored by APPEMG, these outline how all activities within the workstream facilitate progress towards our APP targets. This ensures the strategic alignment of activities and provides a mechanism for us to monitor and evaluate intermediate impact and outcomes and develop and enhance our activities in response. We also embed the sector standards of evidence in every project, guiding practitioners to produce level two evidence via quantitative and qualitative methods, as well as having theories of change underpin activity design. Finally, our approach is guided by the understanding that collaboration – across the School and beyond – is essential for continuously improving our evaluation work and learning from our findings. We are committed to working with students and evaluation practitioners from all parts of the School and the sector, to create spaces for sharing and learning, and are actively engaged with sector organisations such as NERUPI, TASO and the Russell Group WP evaluation forum to facilitate transfers of knowledge and good practice.

### *Examples of specific APP evaluation projects*

Our progress on developing our APP evaluation approach and governance has been accompanied by concrete progress on APP evaluation projects, addressing the strategic priorities set out in the original 2020/21-2024/25 APP and its 2020 amendment. This work has included focus on collaborative evaluation projects, where we are working with students, researchers, and sector organisations to conduct evaluations and share the insights produced. Specifically, we have made progress in the following areas:

- Our widening participation teamwork with education social enterprise ImpactEd to develop theories of change for several new programmes and embed rigorous evaluation from the outset.
- We are collaborating with researchers from three universities across the UK on the evaluation of our contextual offer making scheme, sharing initial findings and methodologies.

<sup>45</sup><https://taso.org.uk/evidence/our-approach-to-evaluation/>

- We have recently expanded the scope of our “Welcome Survey” for incoming students, conducting additional research and monitoring of university readiness of students from APP target groups and are developing our transition support offer based on these findings.
- In collaboration with a student researcher from LSE’s Change Maker<sup>46</sup> initiative, we conducted additional research and evaluation of a project called Headstart, which is feeding into plans for transition support.
- To ensure that all students continue to have consistently excellent progression outcomes, we have undertaken a range of monitoring, research and evaluation projects examining the experiences of specific student groups. This includes qualitative research into the employment outlook and outcomes of disabled students and graduates, quantitative analysis of the career readiness data collected from all students at the point of registration and analysis of Graduate Outcomes data to examine the potential for differential outcomes.
- We have improved collaborations with a range of sector-wide evaluation organisations and are now represented in TASO’s Sector Network and HEAT’s Research Group. We have also shared original research into journeys into higher education at the NERUPI annual conference.
- We have supported a study led by researchers at King’s College London examining the effectiveness of financial support interventions.

### *Future developments*

Building on the current trajectory of our evaluation activities, we aim to make further progress in three areas:

- To roll out the APP evaluation approach across all APP activities, ensuring that projects and workstreams have theories of change in place and produce robust empirical evidence to assess their impact, and that this is used to continually improve, refine and develop activities in line with project evaluation and development cycles.
- To use more sophisticated quasi-experimental and experimental methods in the evaluation of suitable projects to produce robust causal evidence for the impact of our work.
- To further increase our sharing of evaluation findings, for example, by increasing the publishing of our findings on our website, submitting work to “calls for evidence” by organisations such as TASO, or by participating in sector meetings and conferences to present key findings.

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<sup>46</sup> <https://info.lse.ac.uk/current-students/part-of-lse/change-makers>

# Access and participation plan Fee information 2020-21

Provider name: The London School of Economics and Political Science

Provider UKPRN: 10004063

## Summary of 2020-21 entrant course fees

\*Course type not listed by the provider as available to new entrants in 2020-21. This means that any such course delivered to new entrants in 2020-21 would be subject to fees capped at the basic fee amount.

### Inflationary statement:

Subject to the maximum fee limits set out in Regulations we intend to increase fees each year using the RPI-X

**Table 4a - Full-time course fee levels for 2020-21 entrants**

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	*	*

**Table 4b - Sub-contractual full-time course fee levels for 2020-21 students**

Sub-contractual 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	*	*

**Table 4c - Part-time course fee levels for 2020-21 entrants**

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	*	*

**Table 4d - Sub-contractual part-time course fee levels for 2020-21**

Sub-contractual 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	*	*



**Targets and investment plan  
2020-21 to 2024-25**

Provider name: The London School of Economics and Political Science

Provider UKPRN: 10004063

**Investment summary**

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

**Note about the data:**

The figures in Table 4a relate to all expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education. The figures in Table 4b only relate to the expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education which is funded by higher fee income. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

**Table 4a - Investment summary (£)**

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Total access activity investment (£)</b>	£1,342,806.00	£1,372,147.00	£1,398,649.00	£1,420,677.00	£1,420,677.00
Access (pre-16)	£332,908.00	£340,440.00	£346,905.00	£351,690.00	£351,690.00
Access (post-16)	£825,361.00	£842,830.00	£858,848.00	£872,535.00	£872,535.00
Access (adults and the community)	£98,013.00	£100,364.00	£102,619.00	£104,725.00	£104,725.00
Access (other)	£86,524.00	£88,513.00	£90,277.00	£91,727.00	£91,727.00
<b>Financial support (£)</b>	£3,755,346.00	£3,856,742.00	£3,922,314.00	£3,940,616.00	£3,942,616.00
<b>Research and evaluation (£)</b>	£169,530.00	£204,446.00	£239,056.00	£273,250.00	£273,250.00

**Table 4b - Investment summary (HFI%)**

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Higher fee income (EHFI)</b>	£9,503,365.00	£9,716,230.00	£9,895,160.00	£10,027,815.00	£10,027,815.00
Access investment	9.1%	9.1%	9.1%	9.1%	9.1%
Financial support	34.0%	34.3%	34.0%	33.7%	33.7%
Research and evaluation	0.9%	1.2%	1.5%	1.8%	1.8%
<b>Total investment (as %HFI)</b>	44.0%	44.6%	44.6%	44.6%	44.6%

# Targets and investment plan 2020-21 to 2024-25

Provider name: The London School of Economics and Political Science

Provider UKPRN: 10004063

## Targets

**Table 4a - Access**

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
By 2040, to achieve parity of access between IMDQ5 and IMDQ1 students based on IMD2019	PTA_1	Socio-economic	By 2025, reduce the gap in access between those from the highest and lowest IMD quintiles enrolling at LSE from the baseline of 16.4% to 10.4%.	No	The access and participation dataset	2017-18	16.4%	15.5%	14.5%	13.5%	12%	10.4%	
By 2040, to reduce the gap in access between POLAR4Q5 and POLAR4Q1 students	PTA_2	Low Participation Neighbourhood (LPN)	By 2025, reduce the gap in access between those from the highest and lowest POLAR4 quintiles enrolling at LSE from the baseline of 49% to 41%.	No	The access and participation dataset	2017-18	49%	48.5%	47%	45%	43%	41%	
By 2040, to increase the proportion of disabled students at LSE in line with the sector average	PTA_3	Disabled	By 2025, increase the proportion of students with a declared disability enrolling at LSE from the baseline of 9% to 13%.	No	The access and participation dataset	2017-18	9%	9.5%	10%	11%	12%	13%	

**Table 4b - Success**

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestone	2021-22 milestone	2022-23 milestone	2023-24 milestone	2024-25 milestone	Commentary on milestones/targets (500 characters maximum)
By 2028, we will eliminate the attainment gap between black and white students	PTS_1	Ethnicity	By 2025, reduce the attainment gap between black and white students from the baseline of 8.7% to 7.8%.	No	The access and participation dataset	2017-18	8.7%	7.8%	6.8%	5.9%	4.9%	4%	
By 2028, we will eliminate the attainment gap between Asian and white students	PTS_2	Ethnicity	By 2025, reduce the attainment gap between Asian and white students from the baseline of 8.4% to 7.3%.	No	The access and participation dataset	2017-18	8.4%	7.3%	6.2%	5.2%	4.1%	3%	
By 2030, we will eliminate the non-graduate attainment gap between socio-economic groups	PTS_3	Socio-economic	By 2025, reduce the gap between IMDQ1 and IMDQ5 students from the baseline of 6.5% to 6%.	No	The access and participation dataset	2016-17	6.5%	6%	5%	4%	3%	2%	

**Table 4c - Progression**

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestone	2021-22 milestone	2022-23 milestone	2023-24 milestone	2024-25 milestone	Commentary on milestones/targets (500 characters maximum)
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