



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

### 1.1.1 Access

In 2017-18 19.8% of our 18-year-old new entrants came from the Polar 1 Quintile 1 above the UK population rate of 18.1% and the sector average of 11.5%.

This reflects a five-year increasing trajectory and the positive contribution we play in widening participation both regionally from where we recruit 74% of our fulltime undergraduate students and to the sector as a whole.

We are aware, however, that we have a 10.4% lower proportion of 18-year-old new entrants from IMD 1 quintile group (most deprived) compared to the UK average, which is statistically significant.

From our intersectional analysis we

## 1.1.2 Continuation

In 2016-17 we had a continuation rate of 93.4%  
for students from a Polar 1 background  
(i)-1a2016

#### 1.1.4 Progression to Employment or Further Study

In 2016-17 the gap between the highly skilled employment or further study rates of students from Polar 5 and 1 backgrounds was 0.2%. This gap has reduced by 9.7% since 2012-13. Local data analysis shows Polar 1 graduates also have had a higher standard employment or further study rate in the last two years (Polar 1 97.0% and Polar 5 94.3%). In 2016-17 the gap between the graduate employment or further study rates of students from IMD 5 and 1 backgrounds was 2.3%. The gap has decreased and improved in the favour of IMD 1 graduates over a five-year period.

With regard to higher education participation, household income, or socioeconomic status, we recognise that as an institution we are strong with regard to low participation which reflects the focus and mission of our University strategy but we are strongly aware that we need to have a specific focus on deprivation going forward; this has been reflected in our target setting and refocussing of activities particularly in relation to access which are discussed later in this plan.

#### 1.2 Black, Asian and Minorities



In 2016-17, at Lincoln, there was a zero gap for highly skilled employment or further study rates for BAME students and white students the result of an improving trend. When we disaggregate the data, we can see that one ethnic group, the black group, had a negative gap at -8.4% less than the white graduate employment or further study rate.

With regard to BAME students, we acknowledge that we have challenges particularly in relation to access and attainment and further analysis has shown some very specific challenges within particular ethnic groups which we are committed to resolving. As a result, we have set targets relating to the access and attainment lifecycle stages and these will be discussed later in the plan.

### 1.3 Mature Students

#### 1.3.1 Access

Group	14/15	15/16	16/17	17/18	18/19	% Change
Young White Female	36.6%	37.3%	29.9%	38.2%	40.3%	3.7%
Young White Male	27.2%	28.2%	31.2%	31.3%	31.5%	4.3%
Mature White Female	13.1%	11.9%	9.6%	10.7%	9.3%	-3.8%
Mature White Male	14.6%	13.3%	10.8%	10.5%	9.0%	-5.6%

Young 2(h)-13(it) 57.77female



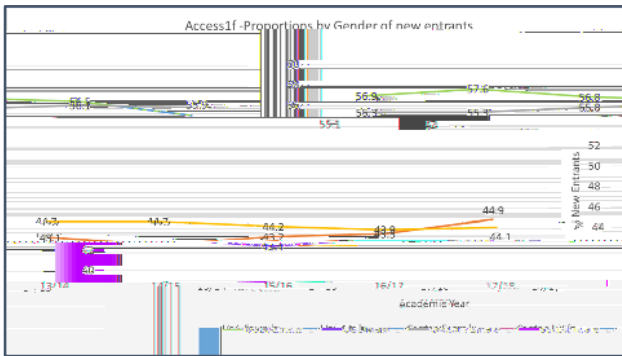


In 2017-18 there was a -4.2% negative gap for attainment rates for disabled students compared to non

strive to make the University of Lincoln an institution that offers equality of opportunity for disabled students, we have set targets relating to the attainment and the graduate employment lifecycle stages and these will be discussed later in the plan.

## 1.5 Gender

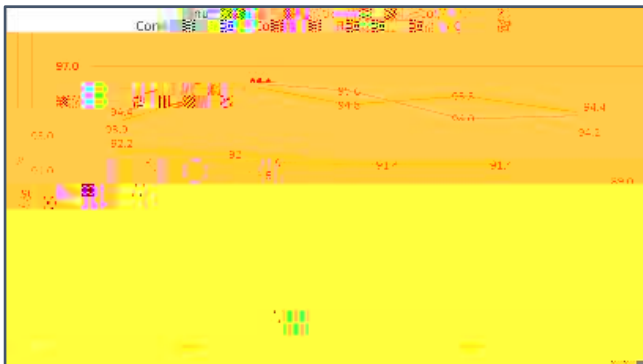
### 1.5.1 Access



In 2017-18 the gap between the percentages of all new entrants who were female and male was 10.2% in favour of women.

The gap has reduced at Lincoln in the last three years.

### 1.5.2 Continuation



In 2016-17, the gap at Lincoln between the continuation rates of students of each gender was 0.2%. (Lower than the sector gap of 2.8%).

This is set in the context of Lincoln's high continuation rates of 94.4% for male students and 94.2% for females (both higher than the comparable sector rates of 91.4% and 88.6% respectively).

### 1.5.3 Attainment



In 2017-18 the gap between male and female attainment rates was 9.7% in favour of females which is a larger gap than the sector and of statistical significance.

Further intersectional analysis shows that for our male students, those from IMD1-2 backgrounds have the lowest attainment rates (65.4%) compared to those males from IMD 3-5 backgrounds (75.2%).

1.5.4



## 1.8 Other Groups who Experience Barriers in Higher Education

### 1.8.1 Students Entering with BTEC Qualifications

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In 2018-19, University of Lincoln had around 11% of the home, undergraduate, student body entering the University with BTEC qualifications only. Considering the last three years' worth of degree attainment data we know that these BTEC students had a degree attainment rate that was 25.0% less than their peers who entered the University with A-Level qualifications only.

### 1.8.2 Students from Military Families

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Ministry of Defence information shows that there are currently 2,500 secondary school students in Lincolnshire from military families. The University is implementing means of identifying these students within its own student body from September 2019 which will enable us to monitor and better support these students.

### 1.8.3 Commuter Students

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We are aware from degree attainment analysis, that those students who commute to University of Lincoln have a lower degree attainment rate (-5.9%) than non-commuter students.

### 1.8.4 Considering of Attendance and Attainment

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We have also carried out analysis that shows those students that have low attendance rates tend to achieve less well than their peers that have higher attendance rates. At a summary level, the last three years' worth of degree attainment data shows that the average first class honours graduate had a 78.6% attendance rate in their final year of study; the rate for both lower second- and third-class honours graduates was less than 60%.

The intersectional analysis confirms for the University the specific challenges that we have and this is a complex multi-layered challenge. Many of these groups are already known about at Lincoln and receive intervention through either individual (e.g. personal tutorial and attendance monitoring) or targeted means. We take the approach that many interventions have wider benefits across a range of student groups and therefore positively impact the entire student body. The following Strategic Aims and Objectives section is informed by the key groups identified in this Assessment of Performance section.

## 2. Strategic Aims and Objectives

### 2.1 Target Groups

From our Assessment of Performance, of which Appendix Three provides an overview, we have identified several target groups across the student lifecycle stages:

Socio-economic: students from the lower IMD quintiles feature in the access and attainment stages as warranting specific targets. We note that lower IMD quintile students also feature in intersectional analysis for other lifecycle stages/groups.

Ethnicity: BAME students feature across the access and attainment stages (with a focus on black students for attainment) and we have set targets for the BAME group. Lower IMD quintile students feature in the intersectionality for these groups.

Disabled: students with disabilities feature across the attainment and progression to graduate employment stages – particularly disabled males from lower IMD quintile backgrounds. We have set targets accordingly.

Care Leavers: Care Leavers and their progression to graduate employment or further study warrant a target.

We have worked with our NCOP group to ensure that all of the Access targets set out below are collaborative across all institutions.

## **2.2 Aims and Objectives**

For each of the groups identified above the following aims and objectives have been set in our accompanying Targets and Investment Plan 2020-21 to 2024-25 document:

### **Socio-economic**

PTA\_1 (Access): The aim of this target is to reduce the gap in participation in higher education for students from the most deprived backgrounds. Lincoln aspires to be more representative and give greater access to applicants from deprived backgrounds. To achieve this, we will reduce the gap between new entrants from the IMD 1-2 and IMD 4-5 quintiles.

**TARGET:** Our target is to meet the current sector average gap between IMD 1-2 and IMD 4-5





### 3. Strategic Measures

#### 3.1 Whole Provider Strategic Approach

##### 3.1.1 Overview

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The University takes a holistic approach to access and participation. Academic and professional services are co-engaged in creating and supporting a community which celebrates its diversity. Access and participation is embedded in all our work. We regularly monitor and review our progress across a range of indicators, and this has enabled us to develop specific projects engendering a virtuous circle of learning and performance improvement.

The access and participation programmes relevant to the three stages of the student lifecycle are described in the following sections. The values from these programmes have informed our core principles. As a University:

We will take a reflective community of practice approach.

We recognise that we may not always be right first time - evaluation will always inform our approach and will be applied uniformly across the institution to drive change.

Evaluation will be based on quantitative and qualitative data. Numerical data will be our guide, but the lived experience is crucial to enhancing understanding and informing future practice.

We will review "What works?" as well as why it works and what we can do differently if an activity does not work.

Students are involved and engaged in all aspects of this work as key partners in the process in line with our strong philosophy of student engagement at Lincoln.

We recognise that it is our systems and behaviours which need to change not our students.

We empathise, not sympathise; we act positively and inclusively.

We aim to always be responsive and flexible; we work with a sense of urgency but recognise that effective change must be based on evidence informed practice, supported by the community, and this takes time to achieve and to be effectively embedded.

**Our approach builds on a successful platform of work which is embedded deeply in the fundamental values of the institution outlined in our strategic plan and specifically our Teaching and Learning strategy.**

We are proud of our track record in this area but we recognise that we have much to learn and improve on. The University's planned strategic measures are based on a range of evidence.

There are several strands to the development of our evidence base. These are:

1. A Literature review of widening participation literature on what works; particularly learning from the work of Thomas<sup>2</sup>, Stuart<sup>3</sup>, Boliver and Gorard<sup>4</sup>, drawing on resources from Advance HE including work in other nations in the UK, and Centres for widening participation and education equity in other Universities, such as, for example and not exclusively, Durham, Kings and Edge Hill. The learning from the literature review was undertaken by colleagues in the Lincoln Higher Education Research Institute

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<sup>2</sup> Thomas, L, Hill, M, O'Mahony, J, Yorke, M (2017) Supporting Student Success: strategies for institutional change. Higher Education Academy

<sup>3</sup> Stuart, M., Lido, C., Morgan, J., Solomon, L., & May, S. (2011). The impact of engagement with extracurricular activities on the student experience and graduate outcomes for widening participation populations. *Active Learning in Higher Education*, 12(3), 203- 215.

<sup>4</sup> Boliver, V, Gorard, S et al (2017) Where next for widening participation and fair access? HEPI

(LHERI), our dedicated HE practice research unit, and the lessons apply to all areas of the life cycle and all areas of disadvantage.

2. Commissioned research on specific regional issues particularly the work of Ball from Prospects. This research was commissioned specifically for Lincoln as there was limited understanding of the issues of regional employment and disadvantage relating specifically to the outcomes measures.
3. Evaluation of specific programmes of activity through LHERI particularly on the NCOP and from our School of Education on our academy schools specifically enhancing our understanding of our access measures.
4. Engaging with other institutions that have had some success with similar Access and Participation challenges through the inclusive curriculum project and the BTEC projects specifically supporting our participation and success measures.

Working with LHERI (Lincoln Higher Education Research Institute) and the School of Education the University will continue to evaluate and review best practice through the lifetime of the APP.

Existing activities continue to be delivered alongside a systematic approach to initiating new projects, informed by our 'Theory of Change' model the Lincoln Impact Evaluation Framework (LIEF). This ensures we take robust approaches grounded in methodological rigour. LIEF provides a step by step approach to ensuring we measure outcomes and impact. Training and support in using the model is led by the 'Lincoln Higher Education Research Institute', further facilitating the sharing of best practice both internally through our Community of Practice, and externally through access and participation events and networks such as NEON. This underpins an academically robust and consistent approach which will ensure appropriate learning and implementation of our programmes of activity.

The University of Lincoln is committed to understanding and promoting inclusion, diversity and equality of opportunity within higher education and wider society. The aim is to inspire the sustainable development of an inclusive culture and ensure that no one is left behind. At Lincoln this has led to the creation of the Eleanor Glanville Centre, whose vision, goals and strategy embody the University's approach to access, participation and inclusion.

The Centre is home to an interdisciplinary research community. It aims to establish a level playing field for all members of society, encouraging students to become thought-leaders in diversity and inclusivity. It is part of our evidence informed practice approach and its research takes an intersectional and interdisciplinary approach, exploring issues/connections between gender, ethnicity, sexuality, socioeconomic class, and disability.

### 3.1.2 Alignment with Other Strategies

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The University's Strategic Plan for 2016 – 2021 has 'teaching excellence' as one of its five core principles. This aspect of the Strategic Plan forms the basis of the University's Teaching and Learning Strategy, which has informed the Lincoln Equality of Attainment Project (LEAP) described in section 3.1.3.2. It also informs many of the activities which underpin the programmes set out in section 3.1.3.3.

**The key areas of alignment from the University's strategy are:**

Students are at the heart of everything we do. We aim to create a personalised learning experience that addresses their needs as well as the changing patterns of work and social life in the 21st Century. We support our students to be confident, articulate, and innovative in their approach, ready to face their futures positively and successfully.

The University aims to be a thought-leader in higher education - a dynamic transformational institution that is 'looking to the future' and seeking to address the challenges and opportunities presented by our changing world.

We see university life as a full experience where students and staff work together to enhance our community.





to university and provide support during the first year to improve student performance and retention. If

A new Lincoln Medical School, based at the University of Lincoln, has been established in collaboration with the University of Nottingham. The universities are collaborating with Lincolnshire Hospital Trust Talent Academy to work with underrepresented groups within Lincolnshire to facilitate access to medical education.

### **School Sponsorship**

The University of Lincoln sponsors a Multi-Academy Trust in and around Holbeach, an area of South Lincolnshire with significant social and economic disadvantage and very low rates of participation in HE. The Trust has recently expanded to enhance the educational and life chances of children and young people in the area. To ensure optimum outcomes for pupils, the Trust Board oversees all schools. The Trust puts learners at the heart of all it does and













## Evaluation Design

Our evaluation takes a “positive action” approach, addressing the identified strategic measures, seeking to understand and improve the experiences of diverse student groups, and with the core evaluation activity focused on the most resource intensive programmes. Based on the results of the evaluation self-assessment, work carried out by the evaluation team since 2017 meets the expected standard; however, there are a range of programmes to be evaluated in the future.

Where evaluation is carried out, the intended audience and requirements are explicitly articulated in the Evaluation Management Plan which specifies resources, roles and responsibilities.

Programmes in this plan are underpinned by an explicit and shared understanding of what works in each context and incorporate a Theory of Change and logic model through utilisation of the LIEF.

We will continue to use the praxis-based [NERUPI Framework](#) (Network for Evaluating and Researching University Participation Interventions) and use it to inform the design, evaluation, and reporting of all our Pre-16 attainment initiatives.

## Financial Support

The evaluation team undertook evaluation of institutional financial support in 2017/18: ‘*Understanding the impact of financial support (bursaries/scholarships)*’, using the OFFA prescribed toolkit.

Data analysis was complemented by an online survey of all undergraduate students in receipt of bursaries and scholarships in 2016/17 and focus groups with specific groups of students to better understand the role of bursaries and scholarships in relation to access, support and success.

The analysis of available data for the University as part of this project reveals that the scholarship/bursary group has equivalent outcomes to the comparator group –d toolkit.” d t



£476,510 Hardship funding – the amount varies according to need. Funding should be applied for. Eligibility is assessed on a case-by-case basis. The hardship fund provides emergency cash, short term loans, travel grants for commuting students and summer accommodation grants for independent students.

£21,000 Course Related Travel Grant – the amount varies according to need. Funding should be applied for. Eligibility is assessed on a case-by-case basis.

£15,000 Blackburn Bursary - £1,500 per student. Funding should be applied for. Eligible students are those who have received local authority care within the five years prior to the start of their course.

£3,000 Foyer Bursary - £1,000 per student. Funding should be applied for. Eligible students are those who have come directly from living in a Foyer or other supported housing, where they have lived between the ages of 16 to 18.

£240,000 Non-Medical Help – the amount varies according to need. Funding should be applied for. Eligible students are those with a disclosed disability which is supported by evidence.

£2,800,000 (estimated) University of Lincoln Bursary - £500 per student per level of study.

Funding is awarded automatically based information provided to Student Finance England.

Eligible students are those with a household income of less than £45,875.

**The University will publish its current and previous Access and Participation Plans and previous Access Agreements on its website.**

## 5. Appendices

The following appendices form part of the University's Access & Participation plan

Appendix 1:



**Targets and investment plan**      Provider name: University of Lincoln  
**2020-21 to 2024-25**      Provider UKPRN: 10007151

**Investment summary**

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## Targets

Table 2a – Access

Table 2b – Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	Commentary on milestones/targets (500 characters maximum)
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To reduce the attainment  
gap for students from  
BAME backgrounds

## Access and Participation Plan

The University of Lincoln has worked in close partnership with the Students' Union to consult and engage students during the development of the access and participation plan. A number of initiatives have taken place to provide students with sufficient opportunities to feed into the plan. These include:

### Academic Representative Forum

Deputy Vice Chancellor, Liz Mossop and the Vice President Education co-delivered a session in an Academic Representative Forum during the 2018/19 academic year, to introduce the Access and Participation Plan and gather student feedback on how we currently and will help students from underrepresented groups to access university or college; have a good experience when they are there and get a good degree; and progress onto further study or graduate employment

Over 120 academic representatives from across the University provided feedback on these areas.

### Senior Representative Group

Following the Academic Representative Group, further feedback was gathered from the Senior Rep Group around these areas but considering these at a School level.

### Committees