

LINCOLN COLLEGE HIGHER EDUCATION

STUDENT ACCESS AND PARTICIPATION PLAN

2019/20



Assessment of Current Performance

Higher Education (HE) at Lincoln College is delivered predominantly from the Lincoln campus with 448 learners in 2016/17 split across full (56%) and part time (44%). The HE curriculum offer comprises of honours degrees, foundation degrees and Higher National Certificates and Diplomas with validations from four partner institutions – the University of Hull, Bishop Grosseteste University, the University of Lincoln and Pearson. The range of subject areas is broad with courses available in Engineering, Sport, Business and Management, Teacher Training, Computer Science, Lens-Based Media, Herbal Medicine and Acupuncture.

Contextual data shows that the typical Lincoln College HE student is male, of white-British ethnicity, aged 21 or older. The majority of students (61%) are local to the College and 99% have either low or non-tariff entry qualifications. 26% of new students that enrolled in 2017/18 have a declared household income below £25,000 per year and 13% reported having a disability or support need. Our HE student profile shows that a large proportion of students come from disadvantaged areas with low participation in HE. As a result of these factors a substantial number of students (approximately 60%) remain in employment whilst studying. With the majority of students aged 21 or above there is a high number of students with children or dependants – which often makes it difficult to balance academic study with attendance at College and the demands of family life. Tutor support, alongside the broader support offered by Student Services, is therefore vital in ensuring that students are given the best possible chance of success. Our progression data for mature students shows a marked improvement from 38% in 2015/16 to 69% in 2016/17 for those going into further study or employment.

We recognise that our progression data for those with a household income less than £25000 is currently not reliable. This can be attributed to the data not being captured sufficiently during the enrolment process. We have addressed this to enable us to have more accurate data moving forward. For the academic year 2017/18 our enrolment of students will be online with the household income field named as a mandatory field.

97% of part time HE students and 69% of full time students at Lincoln College study on sub-degree programmes. The vast majority of these students (86%) are enrolled on Higher National (HN) programmes in Mechanical, Electrical, Construction or Civil Engineering and approximately 96% of these cohorts consist of students that have been sent to College by their employers in order to complete technical level 4 (HNC) qualifications. Our strategic aim to be employer led ensures we have well established and positive relationships with a number of large employers from across the region including Siemens, RTS, Lincolnshire County Council, City of Lincoln Council, Lindum Construction and Gelders Group. As a result of these relationships and, in response to the employer demand and requirements, the number of students that continue on to HND (level 5) qualifications following completion of the HNC is small (typically 5% or less) and students are most likely to continue working with their existing employer. Consequently the proportion of part time students that progress on to highly-skilled employment or further study is lower than the full time student equivalent with 68.7% over a 3 year average (DLHE). This figure has improved incrementally since 2012/13 with a 4.5% overall increase by 2014/15 as a result of more targeted support and advice for students that have joined us to study independently in order to encourage and facilitate their progression onto HND and top-up level 6 programmes elsewhere.

Our data shows us that in 2016/17 only 13% of students across all programmes had declared a disability, 90% of those who completed in 2016/17 achieved their qualification which shows an increase on previous years from 84% in 2014/15 and 86% in 2015/16. In 2014/15 approximately 65% of students actively engaged with support services. Previous evaluation of the success and progression data for students with declared disabilities showed that whilst the majority of students actively utilised the support available to them, there was a number of students who chose not to do so. Progression data shows that of those completing their course in 2015/16 38% continued to either further study or employment, our data for 2016/17 shows an improvement to 69%.

Of the 24 wards surrounding Lincoln 14 (58%) have young participation in HE rates in Polar4 Quintiles 1 or 2 with participation ranging from 14.5% to 31.6% in these areas. Lincoln is a popular city for HE students with both the University of Lincoln and Bishop Grosseteste University also located within a 2 mile radius of the College. Due to this our widening participation targets have focused

predominantly on recruiting students from neighbourhoods with low entry to HE rates, students with low household income and students with low and non-tariff entry qualifications. Since 2012/13 we have successfully increased the number of outreach locations that we work with from 14 to 29 in 2015/16 and 45 in 2016/17 and we have increased the volume of activity with our internal Further Education students to promote progression routes into HE. Since 2012/13 the number of students recruited from areas with low entry to HE has shown an increase of 71% when compared to the baseline data. Our data around those falling into this category tells us that our progression into either further study or full time employment was 93% in 2016/17 and remained constant compared to 2015/16 data.

Analysis of our data around the success of students from low participation neighbourhoods tells us that of 205 students enrolled on a course due to complete in 2016/17 53% completed their course and went into employment, 42% continued to further study and only 5% withdrew from their qualification. This can be attributed to the high level of support they receive from the college both at course level and through the HE student support system with all support being made more accessible over previous years.

Whilst the number of Ethnic minority students studying at Lincoln College is consistently low this is reflected in the low percentage of ethnic minority groups in Lincolnshire. Contextual data shows 5% in 2017/18 of our students are from ethnic minority backgrounds alongside the ethnic minority of Lincolnshire at 4.15%. 2016/17 data shows that 75% of learners of ethnic minority completed their qualification, a small increase from 69% completion in 2015/16. 78% of ethnic minority learners completing their programme in 2016/17 also fell into POLAR4 Quintiles 1 and 2 areas. These figures remain comparable with little change throughout previous years. Progression for this group of learners into paid employment or further study currently stands at 43% for 2016/17 which was an improvement against the previous year.

In Lincolnshire the numbers of children who are looked after per 10,000 of the population have remained significantly below the national average over the last 2 years, rising from 44 to 48 in Lincolnshire compared with 60 to 62 nationally. This currently represents around 680 children. UCAS state that currently many applicants do not tick the 'Have You Been In Care' box when applying and that statistics are perhaps not accurate in identifying students who have experience of being in public care. Analysis of applications received for 2015/16 and 2016/17 shows us that only one student declared that they were a care leaver.

Ambition and Strategy

Our strategic vision for HE is to establish a reputation as a centre for innovative and highly rated provision of higher education and skills.

By 2020 the Lincoln College centre for higher education and skills will:

- Provide a broad and diverse curriculum that offers multiple pathways of progression for all learners from level 4 to level 7 via a range of flexible and distributed learning models.
- Enhance graduate employability by developing a wide range of 'Career Degrees' across multiple sector skills areas.
- Embrace and continually develop innovative teaching, learning and assessment methods to provide a high quality academic student experience that is recognised by the Teaching Excellence Framework.
- Continue to develop strong working relationships with local, national and international employers to ensure high quality employer-responsive provision.
- Continue to work collaboratively with our HEI partners to offer models of co-delivery and direct progression.
- Be actively involved in research activity to continually enhance the quality of our provision, maintain staff expertise, and engage students with the wider community.

Our graduate destinations data has been strong for a number of years with the most recent survey showing 97% of full time and 97.2% of part time students in employment or further study when contacted 6 months following graduation (DLHE 2015/16).

Our student profile shows us that a large proportion of our student population are local to the College. This can to some extent be attributed to the cohort of students who are studying part time whilst working but may also be due to us promoting our degree provision only in the local area. We will aim to widen our promotional area to incorporate surrounding counties.

Lincoln College will strive to develop a more targeted and proactive approach to the progression of our widening participation students studying with us at FE level. This will include further development of our knowledge of those currently studying at College to ensure that we work closely with them during their time with us. We will endeavour to better understand their barriers and work with them to overcome these by ensuring they have the information they need through access during tutorial, parents evenings and taster days.

The HE School Liaison Officer will organise and arrange exhibitions and will network with schools outside of the Colleges normal catchment areas to enhance accessibility to those outside of Lincolnshire. We will have a presence at an increased number of UCAS Fairs to develop these links further afield, linking directly to supporting learners from low participation areas.

Assesment shows that we have made significant impact with our previous Access and Participation strategy and we strive to continue our high rates of achievement.

We will be committed to supporting students from Widening Participation backgrounds throughout their education from Key Stage 2 onwards. This reflects our understanding of the need to work closely with students over a long period of time, with one off interventions not being of significant value. Widening Participation should be an institution wide responsibility however the HE Widening Participation and Recruitment Officer will be predominant in planning and co-ordinating activity and engagement.

Whilst Lincoln College has worked closely in the past with sponsor schools the nature of these sponsorship arrangements have historically centred around the provision of support services as opposed to targeted widening participation or attainment activities. However, The Gainsborough Academy, Newark Academy and the UTC have all been included in our schools liaison programme and we have conducted events and activities with them in line with our institutional widening participation agenda.

We plan to develop our activities with schools further over the next two years by introducing a peer mentoring programme for widening participation students. The students identified will be paired with an existing Higher Education student from the College in order to provide a platform for further support, guidance and advice from a positive role model. The success of our schools liaison activity is predominantly measured by the analysis of application and enrolment data with success criteria specifically identified as:

- increasing the number of students joining our Higher Education courses from widening participation groups
- increasing the number of students recruited from schools within our schools liaison programme
- recruiting students as a result of following the widening participation mentoring programme

We now has a full programme of outreach activity running throughout the academic year. The HE Recruitment and Widening Participation Officer has arranged and participated in activities on campus and at feeder schools incorporating general information and guidance and also subject specific activities involving academic staff. The College now has a presence at progression events, parents evenings, options evenings and careers fairs. We will develop this further to include KS 4 pupils in the future. We will also aim to improve attendance to our HE Specific open evenings by offering transportation to those from neighbourhoods with low progression into HE. The calendar of events

also includes a focus on internal progression giving students the opportunity to discover HE study at College with time spent exploring HE options, student finance and supporting them through this process. The aim is to continue with all of this but also to introduce a more targeted process to directly support WP students. This will be developed during the course of the year.

Lincolnshire is an area with a high proportion of military families with pockets of high migration in the centre of the county which are attributable to the number of RAF bases sited in the area, namely Waddington, Cranwell, Scampton, Coningsby and Digby. The high levels seen here reflect the high levels of movement of armed forces employees, it is estimated that on average a child in a military family will move six to nine times during their school career which is significantly higher than a child from a non-military family who on average will move three times. This level of movement clearly has an effect on military children undertaking higher education study. The College is clearly in a prominent geographic position to be able to work with this group, which is underrepresented in Higher Education. We will target young people of military families to learn and understand their specific barriers and needs to enable them to progress to further study. This will be through relationships with RAF bases to attend family and resettlement days.

We will develop our work with care leavers with involvement in the PALAC (Promoting the Achievement of Looked After Children) project. The HE Widening Participation Officer will work closely with the college lead to enable engagement within the Lincolnshire area with care leavers who are being supported by the project. This will allow targeted support for access into Higher Education to take place and support throughout their studies through FE and into HE.

Raising aspirations through younger age groups (predominantly Key Stage 2) will commence with plans to develop relationships with primary schools offering interactive and fun activities both on and off campus. This will include campus tours and workshops and will run throughout the academic year.

The progression of our existing Higher Education students is equally important and we will continue to work collaboratively with our University partners to ensure that there are relevant and accessible postgraduate opportunities for those who wish to continue their academic study. We have addressed feedback from students on our existing Foundation Degree programmes and subsequently validated our own level six top-up provision to enable students to progress on to a full honours degree internally. We are also considering potential opportunities for the development of further postgraduate programmes of our own for future years.

It is essential that every learner has a positive and enjoyable journey with us to facilitate the best possible outcomes and ensuring they are skilled and ready to progress to either employment or further study. Whilst creating an environment for innovation our learners will be supported to succeed by our leadership and management team, exceptional teaching and ongoing high levels of support from our support staff. To ensure high levels of progression to employment we will work closely with the LEP to understand the priorities for business growth in our region thus ensuring our students leave meeting the requirements of employers. Our curriculum will be shaped and focused on the requirements of employers through direct engagement.

Consultation with Students

Student feedback and opinions play a significant part in all aspects of Lincoln College's strategic planning, including fee income and its usage. In consideration of the funding that is specific to student support and progression, student feedback has been gathered from multiple sources including NSS, the HE 1st Impressions Survey, end of unit feedback and course level self assessment reports. Student focus groups have also made a considerable contribution to establishing the strategic priorities of the College Group with regard to Higher Education.

The Student Union Vice President for HE remains as a central point of contact for all HE students studying at the College, and the growing presence of the Student Union continues to invite and encourage engagement with and feedback from the HE student body. The student voice continues to have a significant impact on the quality assurance of our HE provision and plays a vital role in shaping the future of our provision. The 'Vocational Credit' offer has been developed as a result of consistent and reliable student feedback and will serve to ensure equality of opportunity in accessing the vocational enhancements available.

A formal group of HE Student Reps have been established and this group has met half-termly to discuss a range of topics and issues including teaching and learning, resources and facilities. The HE Student Vice President has also played an active role in supporting student representatives at course-level by attending Course Committee Meetings as frequently as possible. The HE Student Vice President is also a member of the Lincoln College Board of Corporation and therefore has a representative and supportive role at every level of the deliberative structure.

Consultation with the HE Student Vice President and our HE Student Reps around the proposed Access and Participation Plan was conducted via the Academic Affairs Committee meeting inviting feedback and comment from those in attendance allowing free discussion to key members of staff enabling the sharing of ideas. This, including how the Reps would like to be involved specifically with the implementation of the plan. They were particularly keen to be part of the implementation of the discussion groups to be held to enable evaluation of the barriers and changes experienced during year one of study. It was felt that students would be more open in their discussion with other students. This involvement will allow further discussion around how our support should be shaped to further suit our learners in the future. The HE Student Reps are wide spread in their backgrounds and offer reflection from a number of widening participation groups.

We have and will continue to undertake project work with our FE students to continue to understand their perceived barriers to HE to enable us to develop strategies to enable students to progress to a higher level of study. We have previously held discussion with students who live in areas of low participation (POLAR4 1&2) but will undertake further research with a broader section of students to include those from other under represented groups involving those who have declared disability, those of ethnic minority, military families and mature students.

Monitoring and Evaluation Arrangements

The impact of the Access and Participation Plan, along with a detailed analysis of the recruitment, retention and success data, is reviewed annually and the Lincoln College Fees Policy is established as a result of this analysis. The review is undertaken by the Managing Director (Education and Training Delivery) in conjunction with the Governing Body, the senior management team and the Head of Higher Education.

Part of this process includes the formulation and reporting of the HE Annual Monitoring Report. This is derived from analysis of each individual course annual monitoring report and draws together data to quantify overall rates and trends of recruitment, retention and success. These reports also provide significant levels of detail regarding the impact of all aspects of the HE provision and draw from a range of evidence bases, including:

- NSS data
- Student feedback from modular surveys (End of Unit Questionnaires)
- Student focus groups and Course Committee Meetings
- HE specific library focus groups and surveys
- HE student focus groups facilitated by the Student Union
- 'HE 1st Impressions' survey data
- External Examiner / Standards Verifier reports
- Link tutor reports and commentary

Recruitment analysis, including catchment areas and associated areas of deprivation, is also undertaken by the Head of Marketing and Business Development at Lincoln College. This process utilises the centralised College registration and admissions data along with previous trend data and normative data from HEFCE. Whilst this analysis will feature in the HE Annual Monitoring Report it also forms part of the Lincoln College Marketing and Sales Strategy. Further analysis is undertaken by the Head of Higher Education to consider UCAS End of Cycle data, HESA data and the LEP priorities in order to assess progress in line with the College Higher Education and Skills Strategy. This is reported directly to the Board of Governors as the innovation of Higher Education and Skills are a strategic priority of the Lincoln College Group.

Evaluation of activity is ongoing with annual monitoring of performance against targets outlined in the Access and Participation plan with the understanding that widening participation activity is not a 'quick win'. We must develop a more nuanced account of the way our strategies and activities impact on students in changing their behaviours to produce positive outcomes. Essentially evaluation will identify what is working and what is not and will facilitate targeted resource allocation and continued improvement of our Widening Participation agenda.

At present the HE Widening Participation and Recruitment Officer will undertake continuous in year assessment and evaluation of activities undertaken through various means. Evaluation methods will include questionnaires completed by prospective students and teachers, which will guide us in the development of our activity.

We will also monitor institutional performance in terms of the rate of application and intake for key widening participation groups and compare each year with previous ones. Collecting data at enrolment is now a key enabler in reporting accurately on widening participation student numbers giving us a much clearer picture of the effectiveness of activity throughout the year.

The HE Annual Monitoring Report is presented to the Higher Education Academic Affairs Committee (AAC) and the Quality Standards Committee. Once approved it is then presented to the Board of Governors. The Student Union Vice President for HE, along with the Student Union President, coordinate the student feedback collated by the Student Union and they make direct representation to the AAC, Quality Standards Committee and Board of Governors.

The HE Academic Affairs Committee is responsible for maintaining an oversight of the academic practice and quality processes that govern HE at the College. The AAC considers External Examiners reports and monitoring reports from our validating partner Link Tutors in order to evaluate the overall effectiveness of the processes and practices employed. The AAC also consider academic appeals, irregularities and mitigating circumstances for the HE students across the College

Schools liaison activity is currently evaluated using a mixed methods approach, which typically includes one or more of the following:

- Post-activity questionnaires (completed by staff and/or students)
- Follow up telephone interviews
- Follow up visits or events

The feedback collected as part of the evaluation phase is collated by the HE Recruitment and WP Officer and shared with the College HE Forum and HE Academic Affairs Committee in order to discuss potential developments, follow up activities or improvements that have been suggested.

The College will undertake to identify and engage with a select group of individuals from a range of WP backgrounds for the duration of their undergraduate experience. This will be lead by the HE Widening Participation Officer and will include engagement via discussion groups and questionnaires to enable us to understand all of their perceived barriers, transitions and changes throughout their experience. Key touch points will be pre-arrival, arrival, mid year and end of year review enabling us to track their entire year one experience to give us valuable insight into their journey which will enable us to consider and evaluate the support currently offered. This information will help to drive recommendations for institutional policy to ensure our support processes are relevant and useful.

By using this method we will develop a more sophisticated understanding of our learners enabling us to have a more focused approach to supporting each widening participation group through their particular needs, offering specific support will enable us to breakdown barriers to transition and continuation to increase participation and success for all widening participation groups.

Evaluation of our current financial support will be ongoing throughout the academic year through student focus groups and HE student rep meetings. These will be used as discussion forums to gain student's perception of the value and importance of the support available. We believe it is important to listen to our students' views and we are committed to collecting this feedback. We recognise that for evaluation to be meaningful, we must measure impact as well as attitudes. To achieve this we will

examine attainment and progression of students receiving financial support. Alongside this we will continue to monitor reasons for withdrawal from our programmes and whether some groups of students are more vulnerable in terms of non-completion, analysis of this information will enable us to provide additional support measures where needed.

Access, Success and Progression Measures

We must establish ways of supporting students over their educational life thus allowing those from less advantaged backgrounds the same opportunities to enter Higher Education as those from more traditional intakes. Initiatives will be divided between internal and external groups and will involve building closer networks of relationships. Engagement will be focused on:

Internal

Students whose locality falls into POLAR 3 quintile 1 and 2 areas.

Students who are eligible for FCM

Students who are first generation HE

Students where one or more parent is in the Forces

Students who are care leavers.

BME students

The above information will be collected during the enrolment process for our FE provision. Data will be reported on at a detailed level enabling specific groups to be targeted appropriately to overcome their perceived barriers to a higher level of study.

External

Targeting specific groups externally may be more difficult than for our internal market, due to data protection and lack of access to the required information. Focus will be on schools located in areas highlighted by HEFCE as 'cold spots' where progression to higher education is still lower than expected. These will be predominantly but not exclusively coastal and agricultural areas. Where strong partnerships have been formed with local feeder schools we will also plan to work closely with other groups such as those eligible for Free School Meals, Care Leavers and Pupil Premium. Those feeder schools who are not yet working closely with college will be targeted to develop a robust relationship enabling further widening participation activity.

Mature learners are perhaps one of the most difficult challenges for outreach work. We must identify ways to engage with this important group of potential learners. This will include development of work within the community and with employers. Many in the community are unaware of the Higher Education provision at Lincoln College and this must be addressed to increase awareness and establish engagement. We will develop and tailor selected areas of our provision with mature learners in mind to ensure maximum accessibility to those who would potentially study but do not at present find this achievable. This provision will potentially include a blended learning profile across alternative campuses, predominantly Newark, relating directly to our strategic ambition to develop a responsive curriculum with a variety of exit points and delivery models.

Channels and Touchpoints

Our targeted activity will not always be uniform over all of the above named groups. Activity and engagement will be designed and delivered to support progression and success, barriers to which may vary according to background.

To enable us to understand the factors that may impact on success and progression for each defined group we will undertake a research project with widening participation students who are currently attending Lincoln College or those who have finished within the last six months. Research will commence with a survey and followed up with focus and discussion groups. This will allow the Head of Higher Education and the HE Widening Participation and Recruitment Officer to understand some of the factors that affect the decision making process for these students and each group's barriers to achievement. The HE Widening Participation and Recruitment Officer will use this information to design and deliver engaging and relevant sessions for long term targeted work to maximise effectiveness.

We will not under estimate the importance of parents and carers in the learner's decision making process and we will work to engage with these key influencers through activities designed specifically for them.

Programme of Activity

Research shows that the impact of Widening Participation activity will be compounded by increasing the number of interventions with the same students. Based on this the HE Widening Participation and Recruitment Officer will create a programme of year on year engagement activity with the same targeted groups of students from year 9 and above. Once again the importance of understanding the detail of our research is paramount in offering the correct intervention to the correct group of students.

Outreach activity will support recruitment of students from widening participation cohorts and will be delivered to prospective students, parents/carers and key influencers. We will engage in outreach and aspiration-raising activity through the following programmes:

Visits to local schools and colleges

Work with target communities

Curriculum-based projects

Student mentoring

Campus visits

Open days

Workshops and Taster Sessions

At Key Stage 2 work will be undertaken to raise aspiration, raise achievement and raise awareness of the opportunities available within Higher Education. Research has shown that early intervention can support success and we will target primary schools who feed into our key feeder schools for our FE provision, primarily those who fall into POLAR 4 quintile 1 and 2 areas but also those outside of these areas to ensure inclusion of those falling into other widening participation categories.

Internal engagement at course level with tutors and staff cannot be underestimated and teaching staff must work together to create meaningful relationships with students to increase confidence and self-belief. They must work to develop a feeling of belonging to the Higher Education community with preparation for performance at a higher level. The Widening Participation Officer will work closely with the level 3 course teams and progression coaches to meet students and discuss progression opportunities, break down barriers and ensure students are fully informed. This activity will also include support with UCAS and Student Finance applications.

Transition Work

Research shows that the use of current Higher Education students as ambassadors and mentors is particularly useful in engaging with school leavers. This may also be important in engaging with mature learners with the use of our alumni.

We will develop and implement a range of transition activities for students on receipt of their application to ensure that they are ready for the transition into higher education. This will include the development of a student mentoring scheme, the mentors will be assigned an applicant and will be available to offer support during the period between application through to the end of year 1. This may involve an informal meet and greet session, a visit to campus, and on-going support via social media/text with the aim that the student will be more likely to attend and commit if they are comfortable with the transition.

Collaborative Engagement

We will be committed to working with our National Collaborative Outreach Programme local consortia LINC Higher. We will be active partners being fully involved with engagement activities whilst also utilising funding allocated to widening participation students currently attending College. Funding will be used to provide our students with opportunities to develop their understanding of Higher Education and aid them in developing a suitable progression pathway.

Raising Attainment in Schools

The widening participation activity programme conducted in partnership with schools covers a broad range of events – predominantly focussed around taster days and campus tours in order to raise the aspirations of young people and to introduce them to a raft of vocational training opportunities that they may not have been aware of previously. The wider College 'offer' is promoted to students as part of these events with students being introduced to the concept of staying at College to study from level 2 up to level 6 following a clearly defined pathway of progression. For students from widening participation backgrounds the level of support available is highlighted more explicitly to encourage them to look further into the prospect of higher level study. The curriculum offer at the College is also mapped across to the various offers within each school so that students can clearly see how they might progress onto a College course from their existing study.

The higher education community at Lincoln College provides an environment which enables high levels of retention of students through its small group sizes thus ensuring that timely support for all students is available. Our mentoring scheme will provide a more targeted approach to our widening participation students through dialogue and community to access further help and support where needed. This could include guidance through the enrolment and induction process, how to manage workload and where to access financial support.

We will actively encourage and target our widening participation students to engage with volunteering opportunities both externally and internally. This will include opportunities to be ambassadors for Higher Education at college with the aim to giving direct advice and reflection of experience to school and college leavers. This approach will provide them with the opportunity to gain valuable experience and skills enabling them to enhance their future employability.

Our widening participation students will also be given the opportunity to engage with postgraduate recruitment teams at alternative universities to break down perceived barriers to further study. This will include talks and university visits for which we will offer financial assistance should it be required, this could for example be used to cover travel costs. This financial support will also be available to widening participation learners who require support for attendance to interviews or potential work placements.

Equality and Diversity

Lincoln College is committed to the active promotion of equality of opportunity for all and opposes unlawful or unfair discrimination of any kind. The Lincoln College Equality and Diversity policy specifically covers unreasonable discrimination in respect of race, sex, disability, age, religion, sexual orientation, marital status, former convictions and trade union membership. The preceding examples should not be regarded as exhaustive or exclusive.

1. The College aims to enable its students and staff to maximise their individual potential through the promotion and implementation of equality of opportunity measures.
2. The College seeks to employ a workforce and maintain a student body which reflects the diverse community it serves, because it values the individual contributions of all people. The College will treat all employees and students with respect and dignity and provide a working and educational environment free from unlawful discrimination (direct or indirect), harassment or victimisation. To this end, within the framework of the law and best practice, it is committed to achieving and maintaining a workforce and student body that broadly reflects the local community.
3. The College seeks to promote equality of opportunity within employers and other organisations that provide work experience and work placement for students and trainees.

The college adheres to its statutory duty to produce an annual report under the specific duties of the Public Sector Equality Duty; this is a key measure of the Equality Act 2010. Lincoln College seeks to meet the overall aim of the general duty by integrating the advancement of equality in the day-to-day business of the College. In particular, this would be achieved with due regard to the following:

(a) eliminate unlawful discrimination, harassment, victimisation and any other conduct that is prohibited by, or under, the Equality Act 2010;

(b) advancement of equality of opportunity between persons who share a relevant protected characteristic and those who do not;

(c) foster good relations between persons who share a relevant protected characteristic and those who do not.

The College recognises that certain physical, personal, institutional and cultural barriers exist, which should be reduced or eliminated wherever reasonable to prevent them impeding existing and potential students and staff from receiving equality of opportunity in education and employment.

Our Widening Participation and Equality & Diversity strategies are obviously both concerned with the opportunities made available to people and both recognise that individuals have a range of needs and circumstances which we must understand and respond to in order to lower barriers to participation and success. We are raising institutional awareness of our Widening Participation strategy through inclusion of the strategy in the HE Annual Monitoring Report. This will ensure that it is embedded into college society alongside our Equality and Diversity strategy. There are clearly links between both strategies and we are developing a culture of inclusive practise to ensure both are addressed to increase our advancement of equality of opportunity.

Investment

Comparison of our 2018-19 access agreement resource plan to our 2019-20 access and participation plan resource plan shows a significant change in student numbers and higher fee income. Our original growth trajectory is flatter than previously expected, whilst still showing growth in our overall numbers we have chosen in some cases to delay the delivery of some previously planned provision.

The College is committed to maintaining a simple pricing structure for our courses reflecting the current commitments to continued funding to maintaining funding for widening participation and teaching enhancement.

Financial Support

Our current support package provides scholarship funding for students from households with income below £25000 and care leavers with payment of £300 for full time students and £100 for part time students being made to all new starters using information gathered from enrolment paperwork. We have seen an increase in spend over the past two years as this payment is now also available to students in years 2 and 3 of study if they accessed it during year 1. The 'Access Scholarship' is designed to encourage learners into Higher Education that may previously have not considered further study and enable those on programme to complete their course. We will evaluate the effect of this increase in spend and use this data to evaluate its impact to allow a decision to be made around making this available to other our target groups.

We also continue to offer the Hardship Fund which has also seen a marked increase in investment. Students are required to make an application to this fund however we have provided extra communication to students to ensure they are aware of its availability and the application process which has been simplified.

Staffing

As a result of evaluation we have previously undertaken we successfully bid to the College Recruitment Panel for a post in Student Services to coordinate and monitor additional support arrangements for HE students. The position was advertised and appointed to in April of 2016. With the HE Assessment and Support Coordinator (HEASC) now in place there is a new system in operation for managing all access and support arrangements. The HEASC is responsible for liaising with external organisations (such as DSA, Randstad etc.) to ensure that the right support is accessed and in place at the start of the academic year, as well as monitoring these arrangements on an ongoing basis to ensure that they are meeting the needs of the student and that the student is making the required progress academically. The HEASC also works closely with the College Facilities team to ensure that any physical work is carried out in a timely manner (such as wheelchair ramp installation) and that learning environments are suitable.

In addition to the HEASC the College also appointed an HE Schools Liaison Officer in April 2015 to more explicitly concentrate on widening participation activities and co-ordinate the College involvement with the LINC Higher. Lincoln College now has a full programme of outreach activity running throughout the academic year. The HE Recruitment and Widening Participation Officer has arranged and participated in activities on campus and at feeder schools incorporating general information and guidance and also subject specific activities involving academic staff. The College now has a presence at progression events, parents evenings, options evenings and careers fairs. We will develop this further to include KS 4 pupils in the future. We will also aim to improve attendance to our HE Specific open evenings by offering transportation to those from neighbourhoods with low progression into HE. The calendar of events also includes a focus on internal progression giving students the opportunity to discover HE study at College with time spent exploring HE options, student finance and supporting them through this process. The aim is to continue with all of this but also to introduce a more targeted process to directly support WP students. This will be developed during the course of the year.

At the start of 2016/17 the College secured funding for 6 members of the HE teaching teams to embark on Masters degree qualifications. These staff span across a range of subject areas including sport, teacher training, business, social science and computer science. There are plans to continue to offer this level of support for an additional cohort of staff to enrol on higher level qualifications in September 2017.

The volume of collaborative action research activity has increased significantly throughout 2016/17 as the result of two key drivers. Firstly, the academic staff studying for Masters degree qualifications have been conducting action research which has included staff, students and employers from across

the organisation. Secondly, the Teaching and Learning Manager has led and supported the team of Advanced Practitioners (AP's) to conduct a suite of action research projects across the College in collaboration with academic teaching teams. There has been further activity in partnership with the Education and Training Foundation – through which the Advanced Practitioners have conducted some funded research.

Collectively, these staff members have conducted action research projects across the following areas:

- Preparation for employability of graduates from Computer Science programmes across the East Midlands
- Destinations of identified widening participation learners from an FE College and the factors that influence these decisions
- Digital transformation and increasing widening participation through access to online learning materials
- Digital capabilities and supporting staff to generate and maintain materials (part of a wider ETF project)
- Practitioner-based action research that focusses on professional development and standards development
- Developing supportive materials for four of the skills routes identified by the Sainsbury's report (part of a collaborative AoC project involving eight Colleges)
- Learner motivation (ETF funded project)

Whilst there is, in some cases, a more specific focus on Further Education within a number of the projects outlined – collectively this research has enabled us to establish a much better understanding of the student demographic and the barriers and challenges that they face within an educational setting. The nature of our outreach work has been better shaped by the knowledge and understanding gained from these action research projects – and we have reconsidered or re-shaped a number of activities in light of what has been identified. Examples of this include a revised format to our College-based taster days to include more time within vocational areas and stronger links with local employers to identify progression routes and career options.

Staff development and CPD activity support academic staff to engage with the wider HE community both internally and externally. Monthly HE Forum meetings provide opportunities to discuss current issues and share good practice – they also facilitate peer observations and mentoring across the different curriculum areas in order to extend our ongoing enquiries into teaching and learning within our HE lessons. Engagement with our partner Universities has also enabled more frequent opportunities to attend CPD sessions and offers the additional benefit of providing networking opportunities with colleagues from the University faculties. In 2015/16 a number of students from the Teacher Training Diploma were invited to present at a collaborative conference at Bishop Grosseteste University following a series of co-researched projects that were conducted during the academic year. This opportunity allowed the teaching staff to get more heavily involved in action research themselves and enabled the research profile of the College to be enhanced. In addition to event-based CPD opportunities the College has allocated increasing levels of funding to support academic staff to complete higher qualifications, with a strategic commitment to extend this further.

Career Degree Initiative

The 'Career Degree' initiative was developed in 2014 as a progression of the existing student bursary system. The bursary system awarded a cash payment of £250 to all full time students that were still enrolled after 6 months and was designed to enable students to use these funds to purchase equipment and resources for their course. Following a detailed evaluation of this system, which included considerable engagement and consultation with students, it was apparent that a large proportion of students were unable to recall what they had spent the money on and 98% of those surveyed reported that the bursary had no impact on their decision to study at Lincoln College.

The core purpose of a 'Career Degree' is to enable students to develop a set of holistic qualifications and skills that make them more attractive to employers. The model was developed following extensive

engagement with a consortium of local and regional employers in order to establish a set of commonly agreed graduate attributes. Alongside their main academic qualification (such as an honours degree, a HNC or a Foundation Degree) students can access up to £500 per year to spend on additional 'bolt on' qualifications, activities or resources of their choice. These may take the form of vocational or industry recognised qualifications (e.g. L2 Gym Instructor, First Aid, and Safeguarding), events / activities (e.g. workshops, conferences, visits) or specialist equipment and resources (e.g. computer software, membership of a professional body, camera equipment). Students are also required through their academic programmes to complete compulsory work placements and work-based assessments in order to gain valuable industry experience. Collectively this approach ensures that graduates are suitably qualified, skilled and prepared for employment by the end of their 'Career Degree' at Lincoln College.

Capital Investment

More significantly a larger and newly-resourced HE Study Room was opened to students at the start of 2016/17 as a direct result of student feedback regarding the previous facility. A large capital investment was made over the summer of 2016 to design a new study room with a range of study areas including a kitchen, 2 private group study rooms with interactive SMART boards, soft seating areas and a suite of new PC computers with MFD printer. Student feedback regarding this enhancement has, to date, been extremely positive and non-continuation is currently tracking 2% lower when compared to the same point in 2016/17.

We are continuing to invest in enhancing the current HE Study Room by providing a learning environment and software materials that encourage students to use this dedicated space and consequently help to develop a more effective wider HE community of learning.

Consultation with students has shown us that a Higher Education Student Community is an important element of student life; investment in the HE Study Room has proven very popular and will be used to drive forward further plans and development for further HE specific amenities within College to further enable more cohesion within the student body.

In terms of spend in 2019/20 we anticipate spends of around £46,400 on access opportunities, £279,500 on financial support and £89,850 on student success and progression initiatives, totalling £415,750. This is equal to 76.2% of our higher fee income

Provision of Information to Students

Lincoln College is committed to a transparent approach to its communications strategy relating to fees. In an area where young people are particularly debt adverse and where participation is low, it is essential that all potential target groups receive a clear and unambiguous message about fees, which also includes parents.

The key elements of the College's communication strategy are as follows:

- i. Clear internal communication with staff ensures that an accurate and consistent message on the fee and support arrangements are widely understood.
- ii. Clear communication with all staff and stakeholders who work in an advisory capacity with students in schools, other Colleges, College student services staff and local careers advisors.
- iii. Provision of clear information for students and parents at open days.
- iv. Clear statements contained within the College's HE Prospectus as well as on any other promotional material including the College's Intranet and Internet sites.
- v. Clear signposting of the fee and support arrangements (and this access agreement) in the standardised HE Handbook.
- vi. A clear link on the HE pages of the College's website detailing this access and participation plan..

- vii. Detailed Terms and Conditions regarding offers, acceptances and course arrangements for our HE programmes on the College website (these are also sent directly to all students when an offer is made).

All such material will be regularly monitored and reviewed and student feedback will be gathered via surveys and focus groups. The College has ensured full compliance with the CMA regulations that govern published material and course information across the sector and additional audit, access restrictions and sign-off processes have been implemented to manage this provision more closely.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

Tuition fees will remain fixed for the duration of a students continuous period of enrolment. Entrants in 2019/20 will therefore pay a fixed tuition fee for their subsequent years of study.

Full-time course type:	Additional information:	Course fee:
First degree		£7,999
Foundation degree		£6,999
Foundation year / Year 0		*
HNC / HND		£6,500
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		£4,350
Foundation degree		£4,660
Foundation year / Year 0		*
HNC / HND		£3,300
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Student success	Other (please give details in Description column)	Other statistic - Completion/Non continuation (please give details in the next column)	Average percentage of students not completing the course of study - baseline year 2010/11	No	Other (please give details in Description column)	6%	4%	4%	4%	4%	3%	The high rates of completion at Lincoln College are key to the success of the provision and to the aspirations of the local and regional student communities they serve. Therefore, it is important that this remains a priority, particularly in the context of increased fees and value for money.
T16a_02	Access	Other (please give details in Description column)	Other statistic - Applications (please give details in the next column)	Increase in applications to all courses, transferred provision and to recruit increasing student numbers year on year - baseline year 2010/11	No	Other (please give details in Description column)	108	800	850	870	890	900	To promote social mobility, the proposed expansion of HE will allow greater opportunity locally and regionally to access HE courses. The programmes will also encourage applications and enrolments from those who would not normally consider HE and those who may be the first in their family to study a HE course. The expansive offer of additional vocational qualifications should also make courses more attractive to employers as graduates will bring a greater range of industry related and skills based competencies. These figures have been revised to reflect recent recruitment trends and course developments.
T16a_03	Access	Other (please give details in Description column)	Other statistic - Applications (please give details in the next column)	Recruit to HNC provision which guarantees entry to University of Lincoln degrees in a range of subjects.	Yes	2013-14	12	50	55	60	0	0	This target has been discontinued due to the fact that the articulation agreement between the College and the University of Lincoln is no longer in existence.
T16a_04	Access	Socio-economic	Other statistic - Socio-economic (please give details in the next column)	Increase in recruitment from students with a residual household income below £25,000	No	2014-15	67	110	120	130	150	175	The baseline figure for recruitment from this target group represents 26% of the overall intake for 2014/15. Current WP activity and broader network collaborations will ensure that a greater number of students receive HE course information. The access arrangements for 2016/17 onwards will ensure that students from this group receive additional scholarship funding to support their studies. This should make Lincoln College a more attractive option to students considering a broader choice of institutions.
T16a_05	Access	Other (please give details in Description column)	Other statistic - Location (please give details in the next column)	Increase the number of students to HE provision who have completed L3 study with us at Lincoln College.	No	2016-17	65	85	95	105	115	155	Continued development of a range of progression activities for Level 3 learners - Tutorial sessions and subject specific taster days to give FE students a chance to consider study at HE level.
T16a_06	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Increase recruitment from Polar 3 Quintile 1 and 2 neighbourhoods.	No	2016-17	109	175	200	225	250	275	We will actively target students directly through schools but also parents within these areas through attendance at parents evenings. This target will be tracked through analysis of students enrolment data.
T16a_07	Access	Multiple	Other statistic - Care-leavers (please give details in the next column)	Increase recruitment of looked after learners and those from disadvantaged backgrounds.	No	2016-17	87	125	150	175	200	220	We will actively target students directly through schools but also parents within these areas through attendance at parents evenings. This target will be tracked through analysis of students enrolment data which will be collected during the enrolment process.
T16a_08	Access	Multiple	Other statistic - Other (please give details in the next column)	Increase the number of students recruited with non-standard entry criteria. This can be measured by tracking the number of entrants with a highest level of qualification on entry at level 2 or below.	No	2014-15	8%	12%	12%	14%	15%	25%	Existing enrolment data suggests that Lincoln College currently recruits the majority of learners (on average 70%) with their highest current qualification at level 3. Increased WP activity targeting mature students and those requiring CPD may increase the number of students entering onto courses with low levels of formal qualification but significant vocational skill and experience.
T16a_09	Progression	Multiple	Other statistic - Progression to employment or further study (please give details in the next column)	Increase progression to University or Further Study	Yes	2012-13	76%	85%	86%	87%	88%	90%	We actively encourage our sub degree students to continue their academic progression to achieve a full degree where appropriate. This strategy applies to all students however a greater push on part-time students will be employed in the future.

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Progression	Other (please give details in Description column)	Other (please give details in the next column)	Maintain strong levels of progression to University or further study from sub-degree programmes such as Foundation Degrees and HNC/D qualifications	Yes	2015-16	75%	85%	85%	85%	85%	90%	We actively encourage our sub degree students to continue their academic progression and study at University to achieve a full degree where appropriate. This encouragement applies to all students, however a greater push on part time students will be employed in future.
T16b_02	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Increase the number of outreach locations in the region and adjoining counties.	No	2012-13	10	26	28	30	32	35	Post code analysis of recruitment to Lincoln College reveals that the majority of entrants are local or regional. HEFCE data suggests that within these local authorities, an average of only 31% of young people are engaged in HE and adults with HE level qualifications are in the lower quintiles of the country (average 2.2). Therefore, activity to promote and encourage HE study will be increased via outreach talks. The recent recruitment of a designated HE Recruitment and WP Officer will also enable more targeted activity to take place against this target.
T16b_03	Access	Attainment raising	Other (please give details in Description column)	Develop long term outreach goals to include working with Years 5 and 6.	No	2016-17	0	60	90	120	150	175	Development of activities to incorporate younger age groups to build relationships and raise aspirations will include campus tours and visits to local primary schools during 'World of Work Week' especially.
T16b_04	Access	Multiple	Other (please give details in Description column)	Be actively involved with collaborative partnership LINC Higher with the aim of encouraging more young people into HE.	Yes	2016-17	0	3	4	4	4	0	Innovative events and ideas for engagement targeting WP cohorts.
T16b_05	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (other - please give details in the next column)	Increase the number of schools we will offer our mentoring scheme to within LPN to raise attainment and close the gap in attainment of disadvantaged pupils.	No	2017-18	0	5	6	6	6	6	We will implement our Higher Education mentor scheme to work with schools falling into LPNs to work closely with targeted students to provide information and support to raise attainment to close the attainment gap for disadvantaged pupils. Pupils may also be selected other wp categorisation.
T16b_06	Multiple	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Enhance English and Maths grades within widening participation groups at key feeder schools where progression rates to University are lower than expected.	No	2018-19	0	10	12	14	16	18	We will work closely with schools with the aim to enhance individual's grades by offering ambassador support during literacy and numeracy revision and resit sessions alongside masterclass sessions lead by our academic team to highlight the importance of english and maths within specific subject areas.