Lincoln College

Access and participation plan

2020-21 to 2024-25

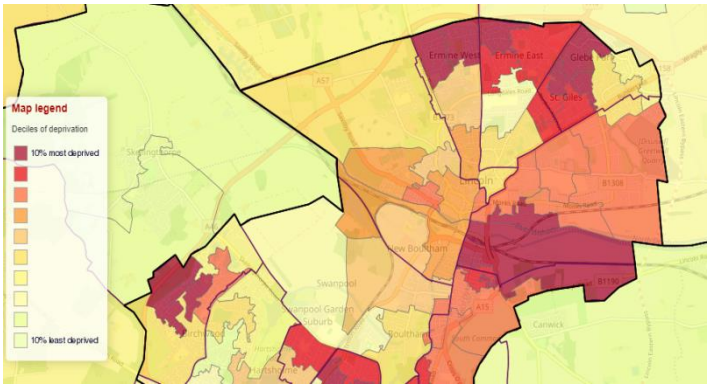
1. Assessment of performance

1.1 Higher education participation, household income, or socioeconomic status

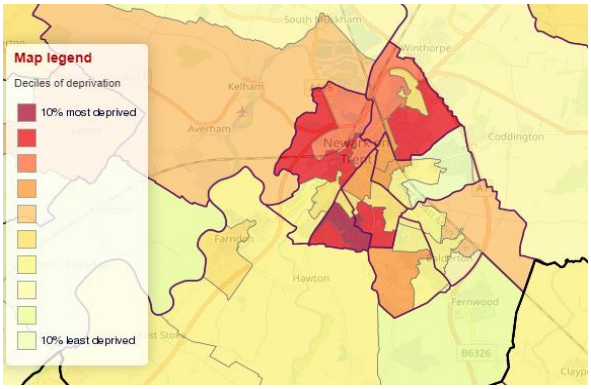
Access

HE programmes at Lincoln College have recruited predominantly from deprivation quintiles 2 and 3 over the past 5 years, which strongly reflects the demographic make-up of the region. Both Lincoln and Newark are made up of and surrounded by large areas within the top 30% of deprivation, as shown below.

Lincoln:



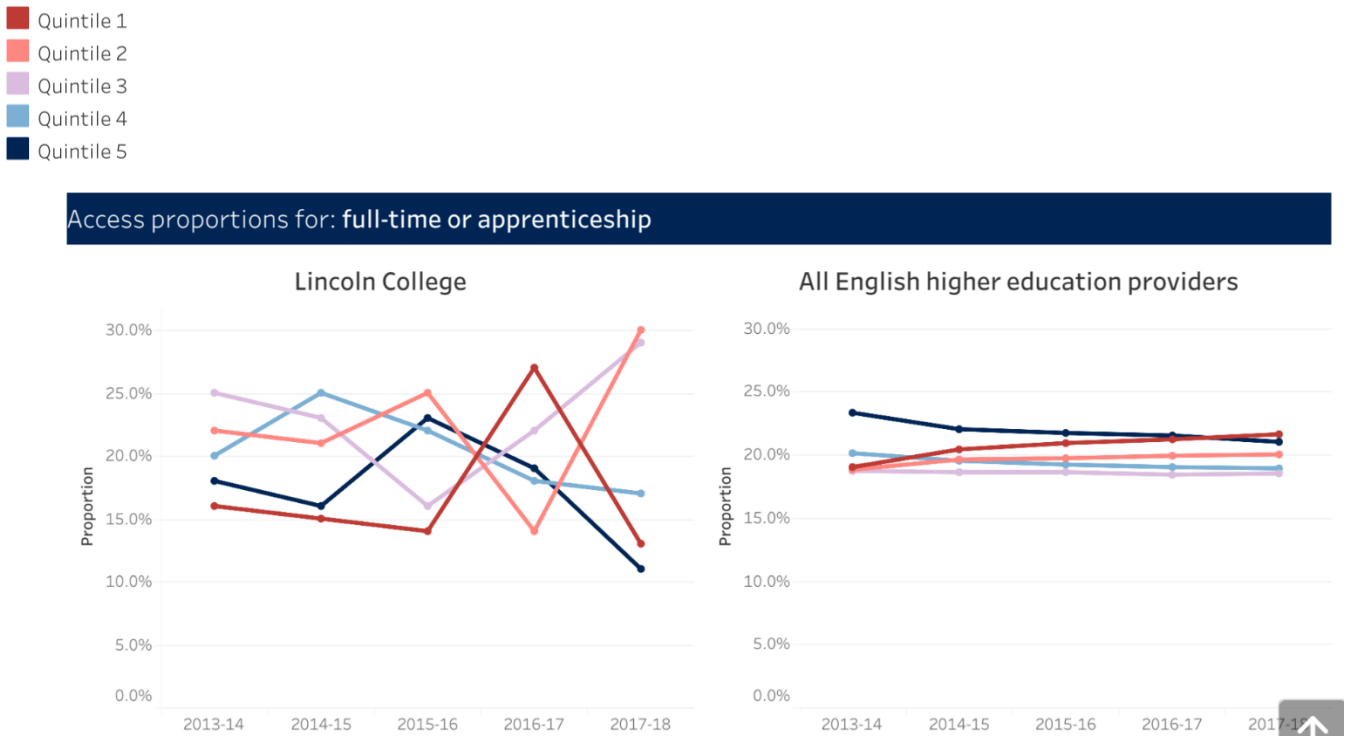
Newark:



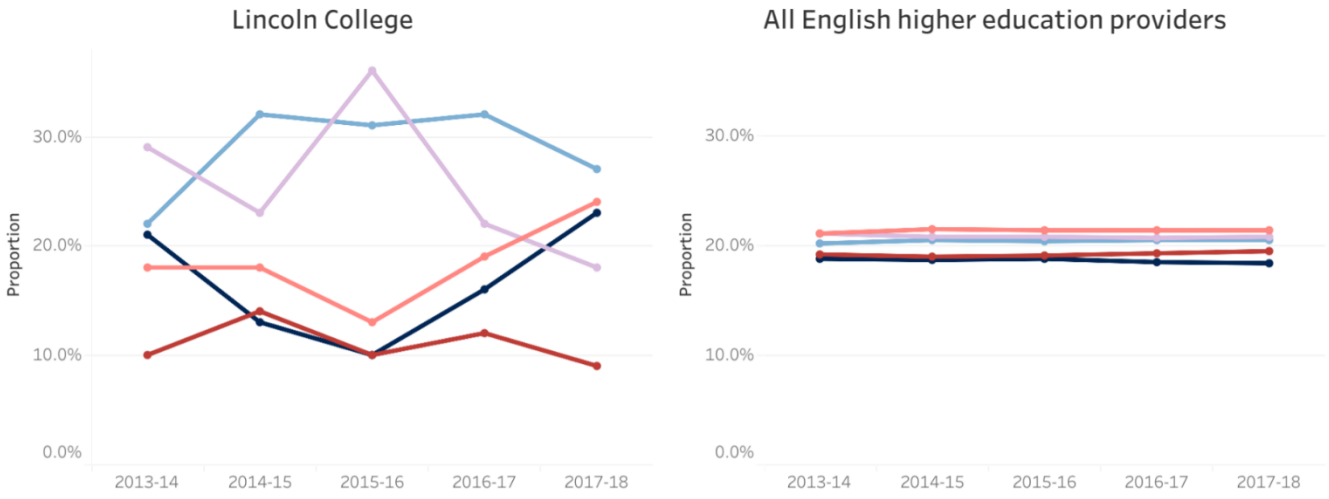
In 2017/18 59% of those studying on a full time HE programme at the College came from deprivation quintiles 2 and 3 compared to 38.5% (Student Enrolment Data) of the HE sector overall. Those studying part time, however, were predominantly from deprivation quintiles 2 and 4, which is broadly in keeping with the sector overall.

Recruitment of students from deprivation (IMD) quintile 1 has always represented the smallest population group for both full and part time students, averaging 10% lower than the HE sector despite some significant areas of deprivation with the top 10% nationally. This is subsequently reflected in the targeted activity outlined later in this document.

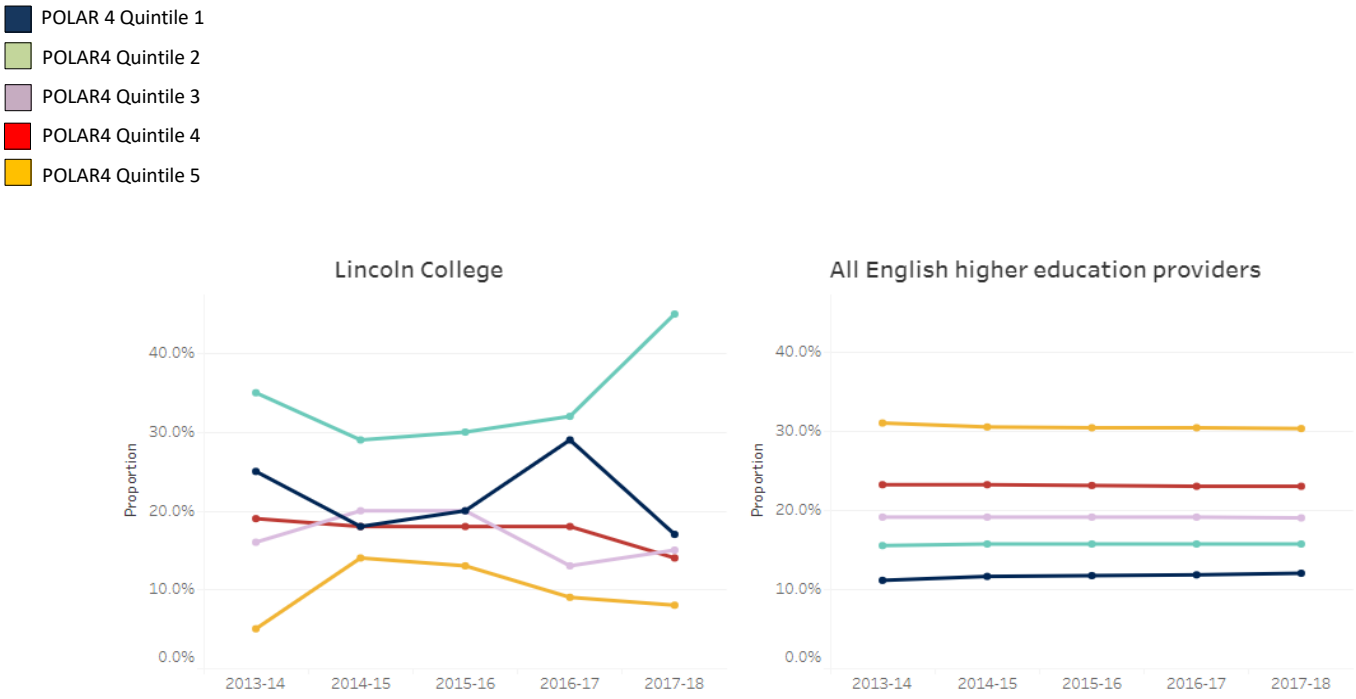
The graphs below show the access trends for students by IMD quintile for both full and part time students (OfS dataset). For full time students the lowest proportion enrolled in 2017/18 were from quintiles 1 and 5. For providers nationally, however, the proportion of these students was the highest. With the exception of 2016/17 recruitment from IMD quintile 1 has declined year on year since 2012/13 in direct opposition to the national trend for students from these areas. We have therefore set ourselves a target within this area to reduce the gap between those recruited from quintile 1 and quintile 5, with a particular focus on part time students initially as a priority. Whilst we recognise the declining trend for the recruitment of IMD quintile 1 students onto full time courses, we will continue to address these gaps as part of the broader collaborative activities planned for students within IMD quintile 1 and 2 areas. We will also continue to monitor this data as outlined in section 1.8. This will also align with the activities that we have planned for the recruitment of students from POLAR4 quintile 1 areas.



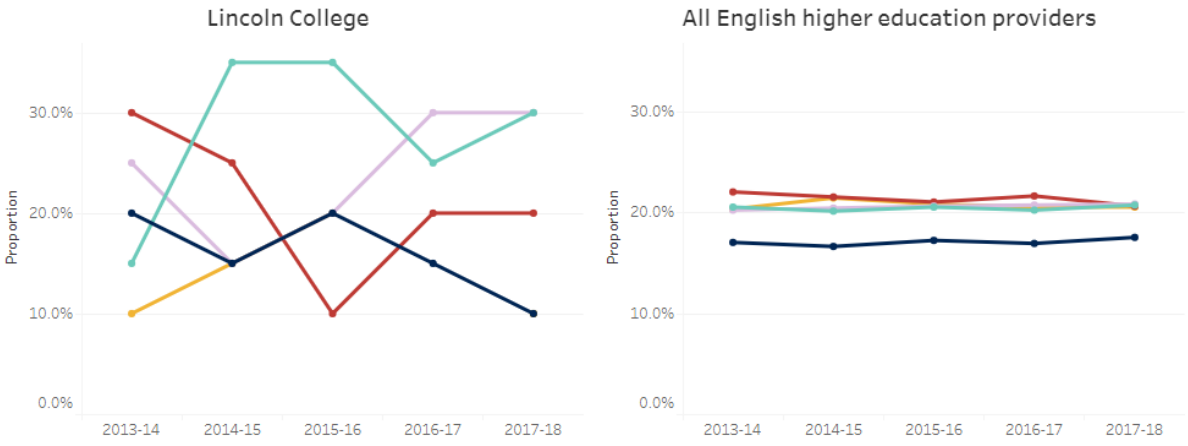
The access trends for part time students by IMD quintiles are as follows:



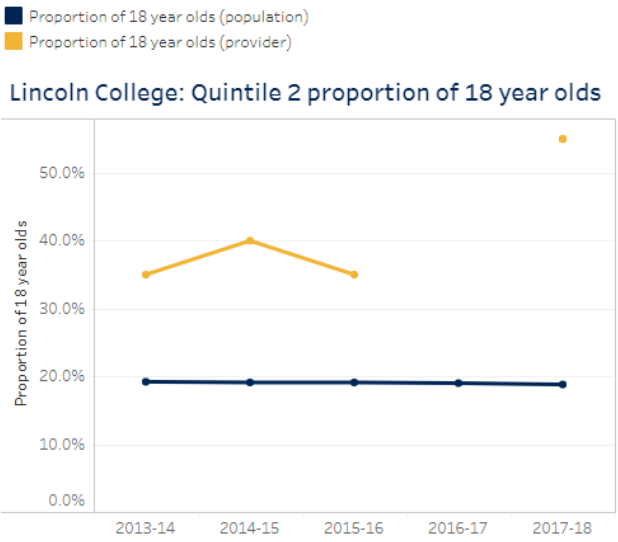
In consideration of access by POLAR 4 quintile, the 5 year data analysis shows that the largest proportion of full time students has consistently been from quintile 2 (averaging at 34.2%). The proportion of students from quintiles 1, 3 and 4 are then closely grouped between 14% and 17% with the lowest representation consistently coming from quintile 5 (averaging at 9.8%). The proportionate contributions from each quintile are almost entirely reversed for the HE sector as a whole, as shown below. (OfS Dataset)

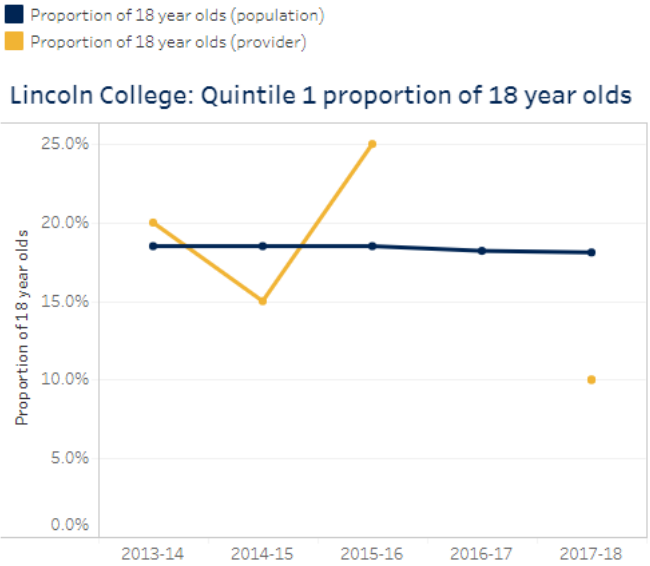


For part time students the profile is much more changeable. Representation of students from quintile 2 has been most dominant since 2014/15 and the proportion of students from quintile 5 is lower than any other group over the 5 year period. The proportion of students from quintile 1 areas is low for both the College and the sector overall (see below). (OfS Dataset)



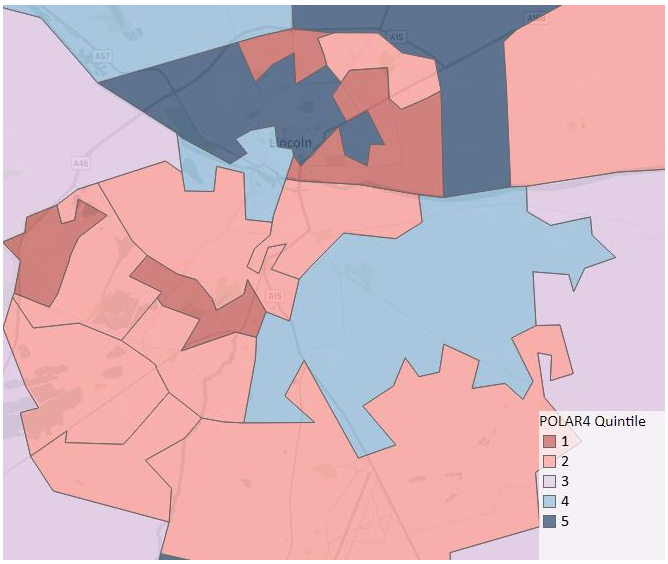
Further analysis of the access data within the context of the population proportion shows that the representation of 18 year olds is consistently low for quintiles 3, 4 and 5. For quintile 1 the representation of 18 year olds has been largely inconsistent over the 5 year period (see below) and there is a significant decrease in the proportion of young students from this area between 2015/16 and 2017/18 (OfS Dataset). We have identified this as a priority target area within our access measures so that work can be undertaken to better understand the reasons for this decline and a series of area-focussed interventions will be developed, delivered and evaluated in order for this figure to improve. For quintile 2, however, the relative representation of 18 year olds at the College has been consistently above the proportion across the population with a significant increase in students from these areas in 2017/18 (see below).



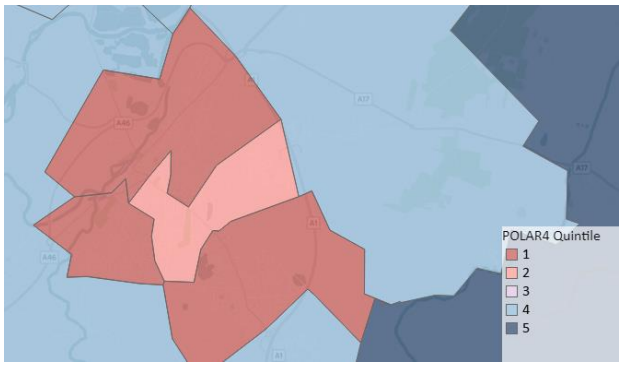


The representation of students from the POLAR4 quintile areas is strongly representative of the geographic regions that make up the majority of the HE student population at Lincoln College. The map of young participation areas below identifies the large expanse of quintile 2 areas in and around Lincoln. Despite being surrounded by quintile 4 and 5 areas, Newark itself is made up solely of quintiles 1 and 2 (OfS Dataset).

Lincoln:



Newark:



Continuation

Full time students from deprivation quintiles 1 or 2 have lower continuation rates than the sector by 9.1% over a 5 year period of analysis. Full time students from quintiles 3, 4 and 5 also have lower continuation rates than the sector by 13.5% over the same period. In comparison to the FE College continuation rates (78.4%), however, both of these sub-groups demonstrate continuation rates in line with the national average (within +/-0.6%). Part time students at the College from deprivation quintiles 1 and 2 have continuation rates higher than the HE sector by 18.8%. This is also the case for those from deprivation quintiles 3, 4 and 5 where continuation rates are 17.5% higher than the sector (Student Enrolment Data).

Whilst the sector continuation rates have shifted by no more than 1.8%, the variation seen within the data for Lincoln College shows changes of up to 10% between one academic year and another. This variation is, however, of no statistical significance due to the size of the institution and the relatively small number of students. There is no statistically significant gap between continuation rates of students from quintiles 1 and 2

quintiles 3, 4 and 5 at Lincoln College (at 0% since 2015/16) (OfS Dataset). As there are no identifiable gaps in continuation rates for students across the POLAR 4 quintiles, there are no defined targets within this area.

Attainment

Data analysis of student achievement by POLAR4 and deprivation quintiles shows no significant gaps between students from each area. Students from quintile 5 achieved the greatest proportion of 1st and 2:1 grade classifications, but represent the smallest group of students. There is a percentage gap of 1% between the attainment of those from quintiles 1 and 2 compared with those from quintiles 3, 4 and 5. Data from the HE sector overall suggests a comparative gap of 5.4% for full time and 1.7% for part time students (OfS Dataset).

The institutional context is important when considering the attainment of 1st and 2:1 classification degrees, as (over the past 5 years) 52% of the HE student population is made up of students from POLAR4 quintiles 1 and 2, and 59% of students enrol with low or non- tariff entry qualifications (66% for full time and 49% for part time) (Student Enrolment Data).

Progression to employment or further study

Analysis of data over a 3 year period shows that 80% of full time students from deprivation quintiles 1 and 2 and 78.5% of those from quintiles 3, 4 and 5 progressed into highly skilled employment or further study. For those from quintiles 1 and 2 this is 10.1% higher than the HE sector overall, and 3.6% higher for those from quintiles 3, 4 and 5. There is a similar trend for part time students, with those from quintiles 1 and 2 progressing at a rate 6.4% above the HE sector average, although the rates of progression for those from quintiles 3,4,and 5 are 3.8% lower than the sector (OfS Dataset).

94% of part time HE students at Lincoln College study on sub-degree programmes with 69% of students age 21 or older. The vast majority of these students are enrolled on Higher National (HN) programmes in mechanical, electrical, construction or civil engineering and over 90% of these cohorts consist of students that are being supported by their employers to complete technical level 4 (HNC) qualifications in response to their business needs and skills requirements (Student Enrolment Data). We have continued to maintain strong 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 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. Whilst these students may be technically qualified to progress within their organisation it is likely that they will continue within their existing job role for an extended period in order to gain the broader industry skills and experience required specifically by the organisation. This has been highlighted by HN students within focus groups and Student Rep meetings on several occasions. Consequently the proportion of part time students that progress on to highly-skilled employment or further study within a 6 month period is lower than the full time student equivalent with 73.5% over a 3 year average. The TEF analysis of highly skilled employment outcomes shows that HEI's with low tariff entry scores are more likely to have a negative flag in this area than any other provider, also recognising the statistical significance of the type of degree obtained. This figure has, however, continued to improve incrementally since 2012/13 with an 11.1% overall increase by 2016/17 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.

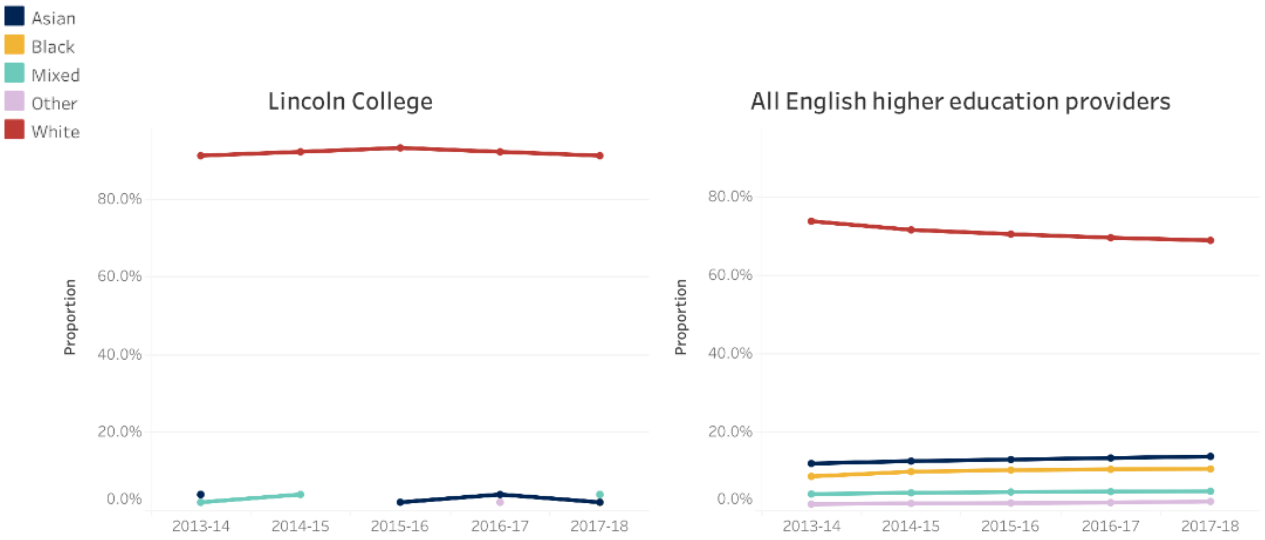
Following a comparison of the progression data between those from deprivation quintiles 1 and 2 with those from quintiles 3 / 4 and 5 there is no statistically significant gap between these groups at Lincoln College. This is in contrast to the HE sector, where there is currently a 3.2% gap for full time students and 1.7% gap for part time students (OfS Dataset).

1.2 Black, Asian and minority ethnic students

Access

There are clearly identifiable gaps in access for all Black, Asian and Ethnic Minority groups when compared to other English HE providers. 2017-18 student enrolment data shows that the gaps are most significant for part time students, although these represent the lowest overall numbers. For full time students the gap between White students and Other, Asian and Black students are the largest with none of the gaps having closed by more than 1.7% over the past 5 years.

Representation of students by ethnicity (full time):



The institutional representation of Black, Asian and minority ethnic students is low (7%) (Student Enrolment Data), although it is broadly representative of the demographic profile of the East Midlands. In comparison to the HE sector this represents a difference of 24.1%. ONS data from 2016/17 Annual Population Survey shows that 10.04% of the population is made up of Black, Asian and ethnic minority groups. Within Lincoln itself, the proportion of Black, Asian and ethnic minority groups is only 4.4%.

Evaluation of the access gaps by disaggregated group shows that there are no significant changes over the 5 year period in the representation of students from ethnic minority groups when compared to white students. As identified previously, the representation of students from Asian, Black and minority ethnic groups is strongly reflective of the general population across the local area. Office of National Statistics data[1] (2011 Census) identifies the ethnic group representation for Lincolnshire as follows:

[1] Office of National Statistics 2011 Census. Available at: https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/ethnicity/articles/ethnicityandnationalidentityinenglandandwales/2012-12-11#differences-in-ethnicity-across-local-authorities

Ethnic group

	Persons	
	Lincolnshire County	
	count	%
All usual residents	713,653	100.0
White	696,484	97.6
English/Welsh/Scottish/Northern Irish/British	663,741	93.0
Irish	3,278	0.5
Gypsy or Irish Traveller	617	0.1
Other White	28,848	4.0
Mixed/multiple ethnic groups	6,190	0.9
White and Black Caribbean	2,073	0.3
White and Black African	815	0.1
White and Asian	1,798	0.3
Other Mixed	1,504	0.2
Asian/Asian British	7,316	1.0
Indian	2,474	0.3
Pakistani	584	0.1
Bangladeshi	496	0.1
Chinese	1,737	0.2
Other Asian	2,025	0.3
Black/African/Caribbean/Black British	2,561	0.4
African	1,540	0.2
Caribbean	661	0.1
Other Black	360	0.1
Other ethnic group	1,102	0.2
Arab	420	0.1
Any other ethnic group	682	0.1

The access gap between white and Black, Asian and minority ethnic groups is identified within our targets and planned activities for both full and part time students. It is important to note, however, that our targets and yearly milestones have been set in light of the local demographic context (as outlined above) rather than the national data for student representation across minority ethnic groups. This decision has been taken following analysis of our 3 year enrolment data (TEF metrics) which shows that the majority of students are recruited from the local area (63%).

Continuation

Data analysis for those from Black, Asian and minority ethnic groups shows that continuation rates for full time students (83.3%) fall below the HE sector average by 5.8% whilst for part time students (100%) continuation rates are 40.7% above it (OfS Dataset). We have therefore committed to reducing gaps in continuation for Black, Asian and minority ethnic group students to 92% over the next 5 years (across full and part time enrolments). In numerical terms, however, the representative group of students is very small with only 40 students from Black, Asian and minority ethnic groups studying on a HE programme in 2017/18 and only 5 of these being part time. Continuation rates for Black, Asian and minority ethnic groups have maintained stability over time, unlike the sector which has seen a declining trend over the past 5 years.

Analysis of continuation data (obtained from student registration and enrolment data) by disaggregated group shows no significant patterns or trends. The following table shows the number of students continuing by group over a 5 year period between 2012/13 and 2016/17. Student numbers and percentages have been supressed and rounded in line with the HESA guidelines on anonymising statistics.

Ethnic group	Year 1	Year 2	Year 3	Year 4	Year 5	% change year 1 - 5	% change year 4 - 5
White	270	350	360	300	360	16.1	11.9
All ethnic groups	20	20	25	25	25	6.6	3.5
Asian	5	10	10	10	10	..	..
Black	5	5	5	5	5	..	..
Mixed	5	5	10	10	10	..	..
Other	0	0	0	5	5	..	..

Continuation rates have generally improved across all areas. Whilst the rates of improvement are greatest for white students, the year 1 baseline figure is amongst the lowest. The greatest rate of change between year 4 and 5 is seen amongst Asian students. Continuation rates for students from 'other' ethnic groups is the most changeable, but this cohort size is consistently the smallest with 5 or less students falling into this group each year.

Attainment

Data analysis for those from Black, Asian and minority ethnic groups shows that attainment rates for full time students fall substantially below the HE sector average whilst for part time students attainment rates are slightly above it. This represents a very small number, however, with only 10 students from Black, Asian and minority ethnic groups completing a HE qualification in 2017/18. Qualitative analysis of cohort data for Black, Asian and minority ethnic groups suggests that academic student performance is in line with the rest of the group. We have not identified any specific targets within this area due to the small number of students represented. We will continue to monitor attainment levels for Black, Asian and minority ethnic group students over the course of the Access and Participation Plan cycle and any identifiable gaps that emerge will be added to the plan at an appropriate time.

Disaggregated attainment data is only available for 2016/17 and 2017/18 cohorts. 'High grades (degree)' identifies the number of students achieving a 1st or 2:1 classification, whilst 'High grades (sub-degree)' identifies the number of students achieving a distinction classification. Blank cells denote sub-groups with no student representation.

Ethnic group	Year 1		Year 2	
	High grades (degree)	High grades (sub-degree)	High grades (degree)	High grades (sub-degree)
White	25	35	25	40
All ethnic groups	5	0	0	0
Asian	0	0	0	0
Black	0	0	0	0
Mixed	5	0	0	0
Other	0	0	0	0

It is very difficult to ascertain any meaningful trends or patterns within the dataset due to the very small number of students within each disaggregated group. As mentioned previously, however, we will continue to monitor this closely in order to establish and/or identify any gaps that arise over the operational period of the Access and Participation Plan.

Progression to employment or further study

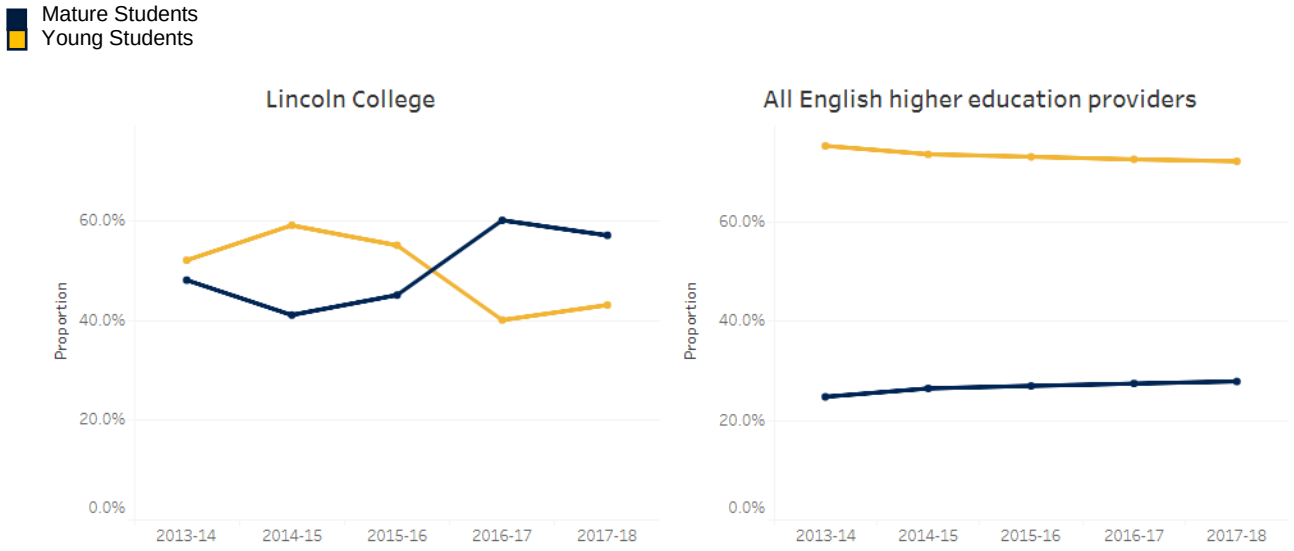
Rates of progression into highly skilled employment or further study are marginally higher for full time students from Black, Asian and minority ethnic groups than white student and both groups have progression rates above the HE sector average. For part time students progression rates are marginally below the HE sector average, although it is likely that this trend is directly impacted by the institutional context as outlined on page 4. Analysis of the rates of progression for students from Black, Asian and minority ethnic groups was not attainable by disaggregated group.

1.3 Mature students

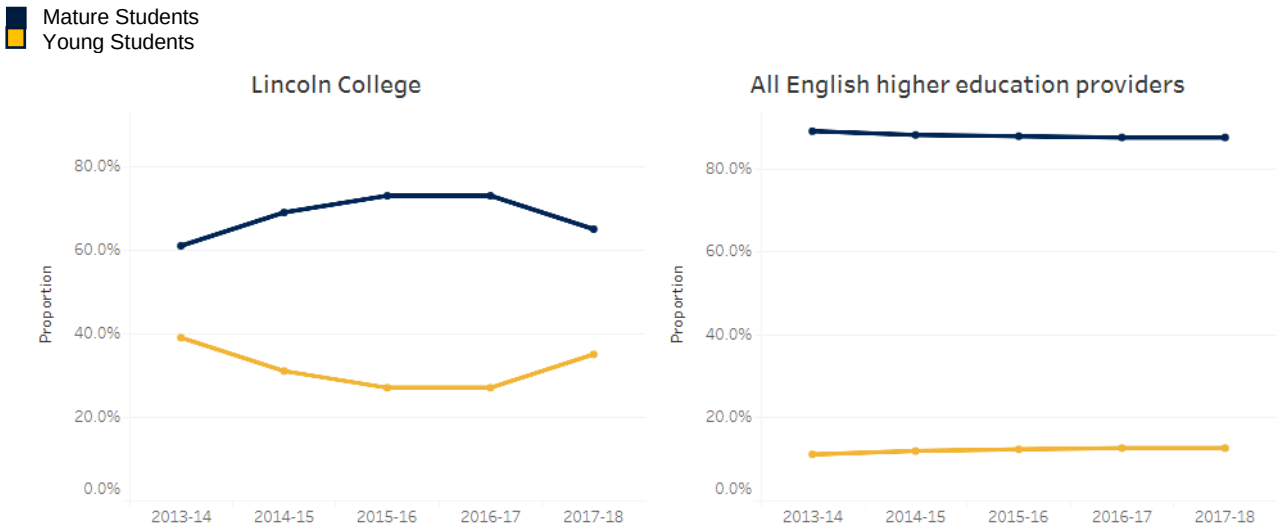
Access

Our geographical position within close proximity to 2 large Higher Education Institutions has been identified as a contributing factor that explains the high proportion of mature students in comparison to those aged 18-21. Feedback received through focus group and surveys tells us that mature students particularly value the high levels of flexibility within the curriculum (condensed hours of study) and small group sizes (leading to greater levels of academic support) offered at Lincoln College. The majority of both full and part time students who study at Lincoln College are mature (aged 21 or over). Whilst this has always been the case for part time students, the number of mature students increased in 2016/17 whilst the intake from those aged 18-20 declined, subsequently changing the proportionate balance of the student population, as shown below (OfS Dataset).

Full time student entry:



Part time student entry:



In comparison to the HE sector, the proportion of mature full time students at Lincoln College is 24.7% higher and the proportion of part time mature students is 87.4% higher in 2017/18 (OfS Dataset).

Continuation

Analysis of data over a 3 year period shows that full time continuation rates for mature students are only 0.7% below the institutional TEF benchmark of 84.9% despite being 4.8% below the HE sector average. Whilst this is an identifiable gap that we will continue to monitor, it is proportionately small and therefore is not a focussed target area for us at the present time. Compared to full time students age 18-21, however, continuation rates for mature students are 2% higher. Mature students who study part time have continuation rates 17.2% above the HE sector average at 79.4% (OfS Dataset).

Attainment

Data analysis shows that the attainment of high grades is 11.6% below the HE sector for full time mature students at Lincoln College, whilst for part time students the attainment of high grades is 6.4% above it. However, when analysed in more detail it is evident that there is a significant gap between the attainment of high grades for mature students when compared to those aged 18-21, with young students achieving 35% less high grades than mature students. Similarly, for those studying on sub-degree programmes, mature students attain more distinction classifications by 17% (Student Enrolment Data). Mode of study does not appear to impact on either group in this instance. As young students are not a recognised underrepresented group we have not set any targets within this area as part of the Access and Participation Plan.

Progression to employment or further study

Progression into highly skilled employment or further study is lower for mature students than both the HE sector and the TEF institutional benchmarks. For full time students the gap is small, with only a 1.5% margin between students at Lincoln College and the HE sector and a 0.5% gap between College students and the TEF benchmark (TEF Metrics). For part time students these gaps are larger with 4.5% between the College and the HE sector and 7.9% between the College and the TEF institutional benchmark (TEF Metrics). Whilst these trends have remained relatively stable over the past 5 years with a change in range of 0 for part time students between 2012/14 and 2016/17. Institutionally there is a 5% gap between full time and a 15% gap between part

time young and mature student progression, although neither are statistically significant (OfS Dataset). Mature part time student progression has therefore been identified as a key area for focussed attention within the College Access and Participation strategy, with a particular focus on part time students at this time.

1.4 Disabled students

Access

The proportionate representation of students with a declared disability is broadly in line with HE sector overall. Data analysis shows a slightly higher proportion of full time students with a declared disability (17%) than the other English HE providers (14.6%) with the reverse position for part time students (10% and 14.8% respectively) (OfS Dataset).

Continuation

Although continuation rates for full time students with a declared disability are 9.4% lower than the sector, there is no gap between the continuation rates of those with or without a disability at Lincoln College (where a 1% gap exists currently across all HE institutions) (Student Enrolment Data). For part time students, continuation rates are considerably higher than the sector average for those with a declared disability at 90% in 2017/18 (Student Enrolment Data). The following table shows the breakdown of continuation rates for both full and part time students by type of declared disability for 2017/18.

Disability type	Number of HE students (and % proportion of the HE population)	Continuation rate	
		Lincoln College	All HE providers
Cognitive or Learning	30 (5.8%)	82%	91%
Mental	25 (5.1%)	92%	87%
Social or Emotional	5	..	..
Physical	25 (4.9%)	79%	89%

Further analysis of the reasons for withdrawal across these student groups shows that 18% left as a result of being offered employment, 18% gave no reason for leaving and the remaining 64% withdrew due to personal reasons (Student Enrolment Data). Whilst continuation rates fall behind the HE sector for 3 of the 4 groups identified, the proportionate number of students is low. Continuation data will continue to be tracked, monitored and reviewed as part of our widening participation activities and future targets will be included in our Access and Participation plan to address any identifiable gaps or trends over time.

Attainment

Attainment for students with a declared disability follows a similar pattern to that of the continuation data outlined above. Data analysis shows that full time students at Lincoln College with a declared disability have attainment rates 37.8% below the sector in 2017/18, however, for part time students the reverse is true with attainment rates for these students 34.7% above the sector. In keeping with the data analysis for a number of underrepresented groups, the representative number of students is small with only 85 students declaring a disability in this academic year from an enrolment of 480. Whilst attainment of a distinction classification on a sub-degree programme shows no difference between those with or without a declared disability, this is not the case for those on degree programmes. Students with a declared disability are also less likely to achieve a 1st or 2:1 classification than students with no declared disability or support need. The proportion of disabled students achieving a 1st or 2:1 degree classification is therefore an area of focus within our targeted strategy. In consideration of student attainment by disability type the representative numbers are very low when disaggregated down (with no more than 5 students in any sub-group). Attainment of 1st and 2:1 degree

classifications is in keeping with the College student population summarised above with the exception of those with a declared physical disability, for whom the attainment of 1st and 2:1 classifications is very low.

Progression to employment or further study

Data analysis for the past 3 years shows that a greater proportion of full time students with a declared disability progress into highly skilled employment or further study than both the HE sector average and the TEF institutional benchmark (by 11.4% and 3.9% respectively). For part time students progression is greater than the HE sector by 6.3% but falls short of the TEF institutional benchmark by 4.5% (TEF Metrix). Analysis of the institutional differences between those with and without a declared disability shows that there are no gaps within this area as, for both full and part time students, those with a declared disability have higher progression rates than those without.

1.5 Care leavers

Access

The 2017 report by the National Network for the Education of Care Leavers[2] (NNECL) states that, by the age of 23, 12% of care leavers enter into HE in comparison to 50% of the general population. At present the institutional data regarding an individual's status as a care leaver is captured at enrolment, although it is not mandatory to respond to this question. Across the College (HE and FE) there are 15 students identified as care leavers and 30 currently in care (Student Enrolment Data). Qualitative findings from Student Services suggests that the transition period for those moving from 'in care' to 'care leaver' is the most likely period for withdrawal from College, something that we are currently working in partnership with the County Council's Corporate Parenting Manager for Care Leavers in Lincolnshire to improve the support services available during this time.

Continuation

The NNECL report states that care leavers are 33.3% more likely to withdraw or interrupt from a HE programme, meaning that care leavers generally take longer to complete a course. At this point we have no institutional data to compare this to, but we will be capturing and monitoring this from September 2019 onwards.

Attainment

The NNECL report states that care leavers are as likely as their peers to achieve a 1st or 2:1 classification at the end of their degree, once entry qualifications had been taken into account. At this point we have no institutional data to compare this to, but we will be capturing and monitoring this from September 2019 onwards.

Progression to employment or further study

In line with the position stated previously, the absence of any meaningful institutional data regarding the postgraduate progression and destinations of care leavers means that it is not possible to evaluate our performance within this area. We are working closely with Student Services and the County Council's Corporate Parenting Manager to engage more meaningfully with care leavers across the region in order to improve access, continuation, progression and postgraduate opportunities for this group of people. It is our intention to submit a revision to this Access and Participation Plan once we have analysed our institutional performance in order to establish a measurable target for our planned work within this area.

[2] National Network for the Education of Care Leavers 'Moving On Up' report (2017), available at: https://www.nnecl.org/resources/moving-on-up-report?topic=guides-and-toolkits

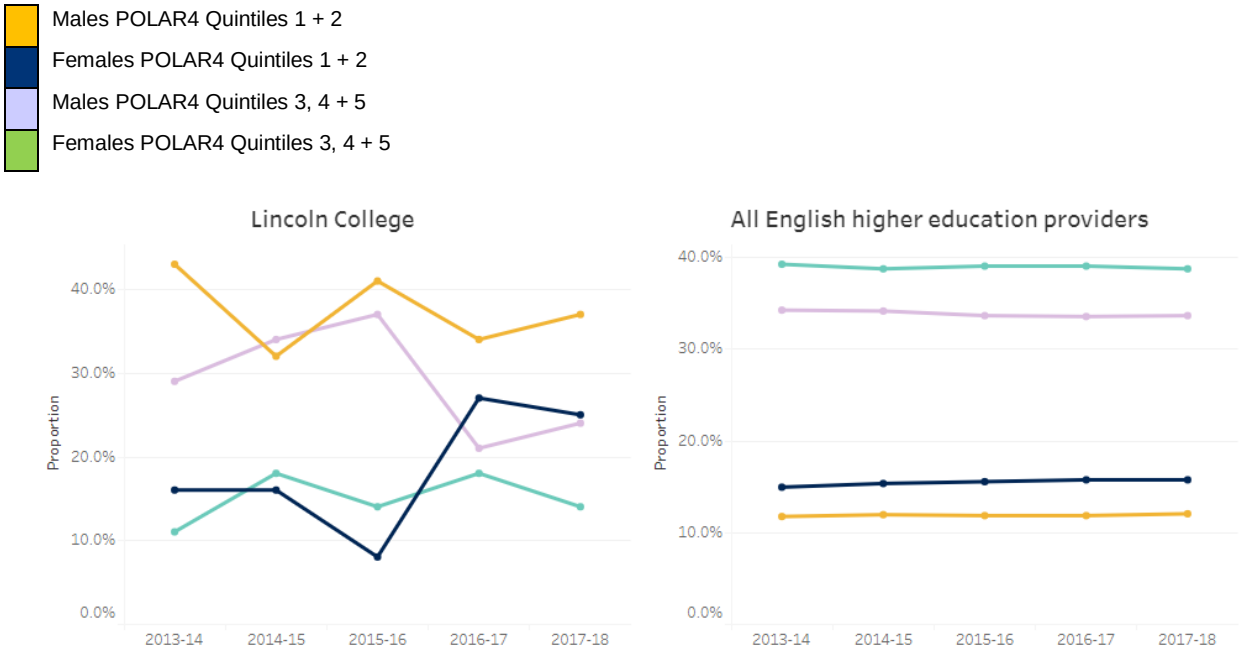
1.6 Intersections of disadvantage

Access

In consideration of the intersection of deprivation quintile and ethnicity, the data for both full and part time students shows the highest proportion of students from quintiles 3,4 and 5 are white, which mirrors that seen across the sector. There is low representation of Black, Asian and minority ethnic groups across all POLAR4 and deprivation quintiles with no notable differences between quintiles 1/2 and 3/4/5. We have identified the access proportions of Black, Asian and minority ethnic group students previously as a target area within this plan. With no notable difference between POLAR 4 quintiles we will develop and deliver a range of recruitment activities for students from all areas.

Analysis of the intersection of deprivation and sex shows that the access proportions are highest for male students from quintiles 3,4 and 5. This can be seen for both full and part time students. For full time students the proportion of females from quintiles 1 and 2 is lowest (at 20% in 2017/18) but is tightly clustered with males from quintiles 1 and 2 (23%) and females from quintiles 3,4 and 5 (23%). This does deviate from the trends seen across the sector, where the highest proportion of students is females from quintiles 3,4 and 5. For part time students the gap is more significant between male students from quintiles 3,4 and 5 (59%) and the remaining groups. The lowest proportionate group is females from quintiles 1 at 2 (at 9% in 2017/18) (OfS Dataset). The vast majority of part time students at Lincoln College study on day release HN Engineering programmes.

Access proportions by intersection of POLAR4 quintile and sex shows that the highest proportion of full time students is made up of males from quintiles 1 and 2 (37% in 2017/18), which is a reversal of the position across all English HE providers (OfS Dataset) . As shown below, the proportion of females from quintiles 1 and 2 has risen significantly since 2015/16 whilst the proportion of males from quintiles 3, 4 and 5 has dropped. The proportionate representation of females from quintiles 3, 4 and 5 has failed to improve beyond 18% across the 5 year period (OfS Dataset).



For part time students the POLAR4 quintile profile mirrors that of the deprivation quintiles and is dominated by male students with the highest proportionate group being males from quintiles 3,4 and 5 (50% in 2017/18). Whilst the rank order has not changed over the 5 year period, the proportion of males from quintiles 1 and 2 has risen from 25% in 2012/13 to 40% in 2017/18 (OfS Dataset).

Continuation

Continuation by intersection of POLAR4 and sex reveals no significant difference between males and females from quintiles 1 and 2 or 3, 4 and 5. Continuation rates for quintile 3,4 and 5 females and quintile 1 and 2 males average at 88%, whilst quintile 1 and 2 female continuation rates average at 87% with quintile 3,4 and 5 males at 86% (Student Enrolment Data).

Continuation by intersection of POLAR4 and ethnicity shows consistency across all quintiles for white students (averaging at 88% across for both quintiles 1 and 2 and 3,4 and 5). For Black, Asian and minority ethnic groups there does appear to be a difference between the quintile areas. Continuation rates for Black, Asian and minority ethnic groups in quintiles 1 and 2 are higher than continuation rates for students from quintiles 3, 4 and 5. This intersection will be monitored closely in order to identify any causal factors that may be attributed to this difference and targeted intervention will be incorporated into our activities as appropriate with amendments to the plan being submitted as necessary. (Student Enrolment Data).

Attainment

Attainment of a 1st or 2:1 classification shows some significant differences by intersection of POLAR4 and sex as female attainment is higher than males across all quintiles. There is a difference of 16% between males and females from quintiles 1 and 2 and a difference of 34% between males and females from quintiles 3,4 and 5. In contrast, the attainment of a distinction classification from a sub degree programme shows the same trends, but in reverse with a gap of 10% between female and males from quintiles 1 and 2 and a gap of 20% between females and males from quintiles 3, 4 and 5. Male attainment rates are higher than females across all quintiles and there are differences of 10% and 20% respectively between the males and females from quintiles 1 and 2, and quintiles 3, 4 and 5 (Student Enrolment Data). These differences correlate with the previous findings with regards to attainment rates across young and mature students.

Whilst the intersections of POLAR4 and ethnicity also show differences in attainment between white and Black, Asian and minority ethnic groups the proportionate number of students is very small (5 Black, Asian and minority ethnic group students in 2017/18 completing with a degree classification). Alongside continuation and progression, this is an area that will be closely monitored throughout the lifecycle of this plan and targeted intervention will be introduced as appropriate as numbers increase in accordance to our access target being implemented.

Progression

In consideration of the intersections of deprivation and sex there is evidence to suggest that progression rates for full time males from quintiles 3, 4 and 5 have risen above the sector average since 2015/16 with 85% of students progressing to high level employment or further study (TEF Metrics). For part time students, however, there is a declining trend with 50% of students (in 2017/18) from this group progressing in comparison to the sector average of 76.1% (OfS Dataset). This data is further supported by the analysis of student progression by gender, which shows that mature part time males have the lowest rates of progression across the institution. It is subsequently an identified target area for us to develop.

1.7 Other groups who experience barriers in higher education

Military families

According to the 2017 Local Government Association report[3] there are approximately 150,000 serving personnel living in England and across the UK there are 101,393 dependent adults and 57,590 dependent children, with around 8% of children aged 0-15 in the UK being from current and ex-serving armed forces families. Lincolnshire is well known as a county with a high proportion of RAF bases and military service families.

At present there is no definitive data available regarding the progress that those from military service families make in any post-16 education, as highlighted by the 2016 research paper 'Further and Higher Progression for Service Children'[4] by the University of Winchester and the Ministry of Defence. There is evidence to suggest that proportionately fewer young people from military service families, though little is known about the specific barriers that they face or the factors that affect their decision making. In 2018/19 there were less than 5 HE students who identified as being from a military family through the data captured at main enrolment. It is our intent over the lifecycle of this strategic plan to identify, track and monitor the progress of students from military families more closely in order to ascertain whether there are gaps in continuation, attainment and progression. We also plan to undertake a range of engagement activities with the RAF in order to better understand why fewer young people from military service families enter into HE, and what actions and interventions could be implemented in order to improve these figures.

Traveller communities

Whilst we have not identified those from traveller communities as an explicit target group within our Access and Participation plan, we have been working with the Lincolnshire Travellers Initiative through LincHigher to engage with young people aged 10 – 16. We have hosted campus visits with an emphasis on not only subject specific activity but also the development of employability skills, with the response to these activities being overwhelmingly positive. We will continue to offer activities and events for those from traveller communities in collaboration with LincHigher in order to improve access and participation in HE for young people from these groups.

'….fourteen young Travellers from five different Traveller sites in Lincolnshire visited your college to gain an insight into what courses are available and what the college campus and college life is like.…..When our young people left they were all buzzing with enthusiasm and talking about their experiences…. This visit gave our young people a great confidence boost and a real insight into possibilities for their own futures. It is something we would love to repeat.'
(Director of the Travellers Initiative; 2019)

1.8 Monitoring of gaps

Throughout the assessment of performance we have identified a number of gaps that have not been prioritised or developed into targets for specific intervention. In some cases this is due to the fact that the identified gaps are very small, this representing a very small proportionate number of students. In some instances there is variation in the size

[3] Local Government Association, Ministry of Defence and Public Health England 'Meeting the public health needs of the armed forces: A resource for local authorities and health professionals' (2017), available at: https://www.local.gov.uk/sites/default/files/documents/1.17%20LAs%20Mythbuster%20resource_v06.pdf

[4] University of Winchester, 'Further and Higher Progression for Service Children' (2016) available at: https://www.scipalliance.org/assets/files/UoW-research-paper_Further-and-Higher-Progression-for-Service-Children.pdf

of the gaps identified between different disaggregated groups (eg. full or part time) and, where this is the case, we have prioritised the largest gaps as targets within the Access and Participation Plan. We have outlined an ongoing commitment to continually monitor the gaps that have been identified, but not prioritised. This will be done in the following ways:

- Reporting of these gaps and the associated data as part of the HE annual monitoring report
- Reporting and monitoring of the gaps and associated data as part of the APP operational workbook. This will enable progress or widening gaps to be identified and any necessary actions to be taken as necessary via the reporting and intervention structures outlined in section 3.4.
- Reporting and monitoring of these gaps at course level as part of the Annual Programme Monitoring processes and Course Committee Meetings

If there are gaps that widen, or trends that emerge within the 5 year delivery cycle of the Access and Participation Plan we will look to submit an amendment to the OfS in order to include new targets and activities to address the issues that we identify.

2. Strategic aims and objectives

2.2 Target groups

Following the analysis of performance, the following groups will be targeted through our access and participation work:

- Black, Asian and minority ethnic students:
    - at access and recruitment stage
    - at attainment stage
- Mature students:
    - at continuation stage
    - in preparation for progression to further study or employment
- Household income and socioeconomic status (POLAR4 and IMD Quintile 1)
    - at access and recruitment stage (particularly those from POLAR4 quintile 1 areas and IMD quintile 1 areas)
- Disabled students:
    - at attainment stage

2.2 Aims and objectives

Black, Asian and minority ethnic groups

Black, Asian and minority ethnic groups represent a proportionately low number of people within the county of Lincolnshire and the East Midlands region. Whilst the proportion of students attending Lincoln College from

Black, Asian and Minority ethnic groups is broadly in keeping with the local demographic, analysis of this data does identify these students as being underrepresented. Our aims within this area are to:

- Increase the proportion of full time students from Black, Asian and minority ethnic groups studying on HE courses from 1:10.5 in 2017/18 to 1:8 over the Access and Participation Plan five year period

- Increase the proportion of part time students from Black, Asian and minority ethnic groups studying on HE courses from 1:24.8 in 2017/18 to 1:15 over the five year period

Mature students

Mature students will continue to be a strategic priority group within our HE recruitment strategy and we aim to provide greater levels of support for mature students that will directly address some of the specific barriers that they face when considering an application and once attending College. As identified within the assessment of our performance, there is a gap between the continuation rates of mature and young part time students that we plan to address as part of our Access and Participation work. Our objectives for mature students are to:

- increase the number of mature students accessing HE qualifications by 2024/25

- broaden the range of Access to HE qualifications offered at Lincoln College to provide more opportunities for mature students to transition into HE programmes across the region

- remove the gap in continuation between part time mature and young students by 2024/25

- increase the progression of mature part time students into highly skilled employment or further study to 80% by 2024/25

Household income and socioeconomic status (POLAR4 and IMD Quintile 1)

Whilst young students make up a smaller representative proportion of our HE student population, many of them are students that have progressed from internal level 3 programmes at Lincoln, Newark or Gainsborough Colleges. Whilst the POLAR4 participation maps for Lincoln and Newark show large proportions of quintile 2 areas, there are also sizable pockets of quintile 1 that represent the lowest rates of entry to HE. Similarly, there are large demographic regions of IMD quintile 2 which correlate positively with the recruitment of students from these areas. Despite sizable areas of IMD quintile 1, there is a proportionately low number of students recruited onto HE programmes at the College from these areas. Our aim is to increase the participation of young people from POLAR4 quintile 1 and IMD quintile 1 by raising aspirations and breaking down the financial and logistical barriers faced by young people when considering study beyond level 3.

- promote and increase access to HE programmes for young people from POLAR4 quintile 1 areas, reducing the gap between the number of 18 year olds attending college compared to the distribution of 18 year olds in the population from an 8.1% gap to a 0% gap over the 5 year Access and Participation Plan

- promote and increase access to HE programmes specifically targeting IMD quintile 1 areas to reduce the gap between the number of enrolled part time students from IMD quintile 1 compared to those from IMD quintile 5

Disabled students

Whilst the proportion of students with a declared disability is in line with the HE sector, the number continues to increase year on year. The challenges associated with encouraging disclosure remain, however, and the majority of students at Lincoln College do not declare or seek help for a disability until they have enrolled and started studying. For some students this disclosure comes in year 2 or 3 of their programme. For disabled students our aim is to provide ongoing personalised support throughout their study period that enables them to achieve at the same level as their peers. Our objective for this group is to:

- decrease the attainment gap by 22% between those with a declared disability and those without (on first degree programmes) by 2024/25

3. Strategic measures

Black, Asian and minority ethnic groups

Our strategic measures for Black, Asian and minority ethnic groups are to:

- undertake targeted liaison activities with local schools in order to support Black, Asian and minority ethnic group students to learn about Higher Education
- facilitate meaningful engagement with parents of young people from Black, Asian and minority ethnic groups to ensure that barriers to their knowledge and understanding are minimised (eg. By providing information and materials in multiple languages) and to establish accurate cultural comparisons between the UK HE system and those within other countries
- undertake research to identify the student destinations of former Black, Asian and minority ethnic group students that progress from Further Education programmes at the College and to examine the effectiveness of our institutional Information, Advice and Guidance for these students
- undertake additional training and CPD with Progress Coaches and members of the Information, Advice and Guidance teams in order to ensure that HE progression opportunities are mapped to all qualifications and programmes (including ESOL and Community Education courses)

Mature students

Our strategic measures for mature students are to:

- invest in greater financial support packages that will enable mature students to remove or greatly minimise barriers such as childcare and transport and, in turn, widen access to HE programmes for mature students from the region
- provide accessible 1:1 support for mature students throughout the application stage
- provide a flexible curriculum offer across both HE and Access to HE programmes that enable study days to be condensed, reducing the total cost of childcare and transport
- broaden the provision of Access to HE programmes so that the College curriculum offer is structured to support mature students through a variety of pathways and curriculum areas from levels 3 to 6

- establish and monitor planned destinations and career goals throughout the student lifecycle – developing effective systems and processes for capturing this information and enabling it to be used effectively to support students to progress to their intended destinations

- provide a wide range of activities to promote opportunities with partner HE institutions for postgraduate study and engage with local and regional employers to promote graduate employment opportunities and high level skills development

Household income or socioeconomic status (POLAR 4 and IMD Quintile 1)

Our strategic measures for students from POLAR 4 and IMD quintiles 1 are to:

- invest in greater financial support packages and access scholarships that will enable young students from POLAR4 quintiles 1 and 2 and IMD quintile 1 to remove or greatly minimise barriers such as transport, living costs and access to course-related equipment and resources

- deliver a range of schools liaison activities and events to promote Higher Education in POLAR4 quintile 1 and IMD quintile 1 areas with a focus on myth-busting and raising aspirations for students who may be the first in their family to study beyond level 3

- engage with parents from POLAR4 and IMD quintile 1 areas to increase their awareness, knowledge and understanding of HE and the support available for students from underrepresented groups

- provide accessible 1:1 support for young students throughout the application stage

- invest in a pastoral model to provide further training and support that extends beyond an academic focus (Mind Skills Training – to include resilience, stress management, workload management, goal setting and values orientation as a rolling programme throughout the academic year). This will ensure that there is intensive support available for students from the point of first contact (pre-enrolment and induction) and throughout the duration of their studies. By maintaining an active focus on goal setting, students will be encouraged, supported and motivated to continue with their studies in pursuit of their chosen destination

- invest in an extra-curricular study-skills programme to enable students to further develop their academic skills to levels 4, 5 and 6

Disabled students

Our strategic measures for disabled students are to:

- encourage early disclosure of additional support needs at the point of application by:

    - promoting the benefits of having support in place at the start of the academic year

    - assuring students that disclosure will not negatively impact on their application

    - introducing applicants to members of the Student Services team at the earliest opportunity, via Open days and HE Applicant days, to establish face-to-face contact and encourage further communication

- invest in a rolling programme of Mind Skills Training that incorporates both individual and group activities to support students with mental, social and emotional disabilities to better cope with the demands of academic study and individual circumstances (family life, financial worries, physical symptoms caused by emotional stress). This targeted support will supplement the academic and pastoral guidance available to students throughout their studies.

- regularly review the support arrangements provided for disabled students through a formal monitoring process that considers:

    - the support in place – is it fit for purpose?

    - any additional support that may be required

    - information from tutors and/or outside agencies

    - the impact of the support on the student

- invest in the development of an extra-curricular study-skills programme to enable students to further develop their academic skills to levels 4, 5 and 6. This programme will be made available to students prior to their enrolment and throughout the duration of their studies.

Financial support

The financial support packages that have been devised as part of the Access and Participation Plan for 2020-21 onwards demonstrate a tiered approach that enables students with multiple financial 'stressors' to access the highest levels of financial support.

Students who qualify for additional financial support will be able to access the following in each year of their studies.

'**Access Scholarship'**

Students must satisfy the following criteria in order to qualify for the 'Access Scholarship':

- Studying an undergraduate course which began on or after 1st September 2014 that is not funded by an employer or sponsor

- Have a household income (as assessed by an awarding authority such as Student Finance England) of £25,000 or less

Students satisfying these conditions will be awarded an 'Access Scholarship' at the following rates according to their enrolled mode of study:

Part time	£100
Full time	£200

Payments will be made in three instalments, usually in November (25%), February (25%) and April (25%).

Enhanced bursaries

Additional funding support will be available for:

- Mature students (aged 21 or over at the start of your course): £100
- Student parents in receipt of both a parental learning allowance and a childcare grant: £500
- Student parents in receipt of a parental learning allowance only: £200
- Students aged 18-20 years old from a Low Participation Neighbourhood: £150
- Care leavers*: £500
- Registered carers*: £500

*upon receipt of appropriate supporting evidence

There are a number of research papers that evidence the benefits of financial support and bursaries for students, particularly those from disadvantaged groups. It is of primary importance to ensure that the financial support packages offered are designed and administered in a way that encompasses the whole student experience, as identified by Harrison and Hatt (2011)[5]. They recognised that bursaries have the potential to relieve financial anxiety and promote both academic success and student retention. Macaskill's (2012)[6] research on the mental health of University students in the UK reinforces the importance of reducing the financial pressures that students face, recognising that these pressures put students at greater risk of developing psychological problems. Research conducted previously by Adams and Moore (2007)[7] identified student debt as a significant stressor that impacts negatively on health. By offering targeted financial payments we aim to:

- support students to sustain or improve in-year attendance
- support students to complete their academic year of study and to progress on to the next level (as applicable)
- support students to complete their academic programme to the highest standard possible
- support students to maintain a positive state of mental wellbeing by reducing or removing additional stress or anxiety that may be caused by financial uncertainty

[5] Harrison.N & Hatt. S., (2011) 'Expensive and failing? The role of student bursaries in widening participation and fair access in England.' Available at: https://srhe.tandfonline.com/doi/full/10.1080/03075079.2010.539679?scroll=top&needAccess=true#.XXErVvIKjIU
[6] Macaskill., A (2012) 'The mental health of university students in the United Kingdom' British Journal of Guidance and Counselling, Volume 41, p.246-241.
[7] Adams. T & Moore. M.,(2007) 'High-Risk Health and Credit Behaviour Among 18- to 25-Year-Old College Students.' Journal of American College Health. Volume 56, p 101-108.

Financial support payments have been offered in a variety of formats as part of our Access and Participation Activities for a number of years with targeted 'Access Scholarships' first being introduced in 2016/17. Data analysis of the previous 3 years (from financial accounts and student enrolment / progression data) shows that the number of students accessing this type of support has increased each year from 70 in 2016/17 to 140 in 2018/19. Over the 3 year period 94% those that received an 'Access Scholarship' payment continued to the next academic year or completed their programme of study successfully (against an aggregated continuation rate of 83.5%). Whilst it is not possible to assume a direct cause and effect relationship, there is evidence to suggest that the 'Access Scholarship' has had a positive impact on those that have received it. The increase in students claiming these funds also suggests that students are becoming increasingly aware of the 'Access Scholarship' as a result of changes and improvements that we have made to our communication strategies within the area of student support.

3.1 Whole provider strategic approach

Overview

The Lincoln College Higher Education Strategy has 5 primary ambitions:

1. To develop the 'Career Degree' portfolio and enhance graduate employability across multiple sector skills areas

2. To establish management and operational structures that are specific to the delivery of the HE curriculum

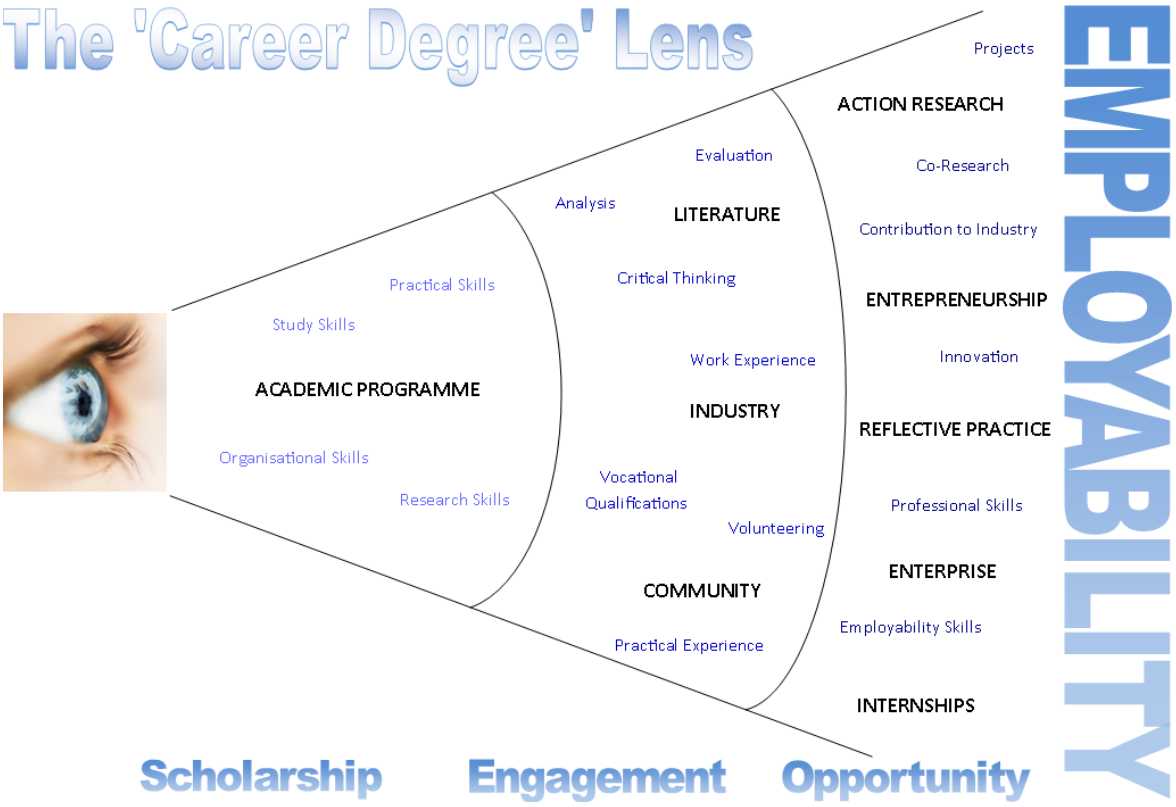
3. To create and sustain a culture of research and scholarly activity that enables both staff and students to contribute to the body of knowledge within their subject specialisms

4. To demonstrate teaching excellence across the HE curriculum

5. To support a greater number of students to enter into HE from underrepresented groups

'Career Degrees' are designed to enable graduates to gain a positional advantage in an increasingly competitive labour market where employers are placing less emphasis purely on academic credentials (Tomlinson; 2008)[8]. Feedback from academic staff tells us that most undergraduates enrol on a HE course with a narrow viewpoint of their career ambitions – focussing in the first instance on their main programme and the academic requirements of their studies. It is our role to support students to broaden their perspective whilst on their journey with us to ensure that they develop the knowledge, skills and experience required to be successful in gaining employment at the end of their course. This is achieved by embedding opportunities for students to engage with literature, industry and the wider community in order to develop a broader set of skills and experiences that students can reflect on as part of their studies. The 'Career Degree Bursary' is a further extension of this as it allows students to individually tailor their programme to maximise their graduate prospects.

[8] Tomlinson.M (2008)., 'The degree is not enough': students' perceptions of the role of higher education credentials for graduate work and employability.' British Journal of Sociology of Education. Volume 29. P. 49-61.



Whilst access and participation is an explicit focus area in its own right, inclusivity and equality of opportunity are equally represented throughout the other 4 areas. The 'Career Degree' model affords every student the opportunity to access up to £500 per year (for full time students or £250 for part time students) to spend on employability-related enhancements such as vocational qualifications, professional body membership, CPD courses or workshops, industry events, extended work placements or industry-specification resources and software. Prior to the introduction of this bursary these additional opportunities were offered to every student, but the uptake was restricted to those that could afford to pay for them. The 'Career Degree' model ensures that all students have an equal opportunity to access these enhancements which are intended to broaden their vocational skills and experience alongside their academic programme.

Changes to the management and operational structures have ensured that every HE student has equal opportunities to access information and resources that are specific to our HE programmes. We have been working to increase opportunities for staff and students to work collaboratively across the College to share their research and submit papers for wider dissemination via our University partners and the Scholarship Framework. Our recent TEF 'Silver' award (2019)[9] recognises evidence of:

- course design and assessment practices which provide scope for high levels of stretch that ensures all students are significantly challenged, and acquire the knowledge, skills and understanding that are highly valued by employers

- appropriate levels of contact time, including personalised provision within small class sizes, that secures high levels of student engagement with learning

- ongoing investment in an Information and Learning Technology infrastructure and a range of study environments in order to enhance student learning opportunities

- the implementation of an institutional culture that facilitates, recognises and rewards excellent teaching both for individuals and teams

[9] TEF Ourcomes available at: https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes/#/tefoutcomes/

- extensive engagement with a consortium of local and regional employers in order to establish and deliver a relevant curriculum.

Alignment with other strategies

Whist maintaining a distinct identity in terms of curriculum offer and student characteristics, the Higher Education provision of the college also benefits from being an embedded element of the wider Lincoln College Group and, as such, the Access and Participation Plan runs concurrently with and is supported by other college strategies.

Overall, the college's desire to develop Higher Education is supported and driven by the group strategy, 'Be Extraordinary', which notes Higher Education as one of five key ambitions for the Lincoln College Group. This key strategic document ensures that all senior leaders, managers, teachers and support staff are committed to the growth and enhancement of our Higher Education provision.

Lincoln College annually reviews and updates its Quality Improvement strategy which articulates the methods and approaches we employ to monitor, review and continually improve the quality of the learning environment, including Higher Education. The Quality Improvement Strategy ensures that the ongoing enhancements to provisions are monitored and challenged via central oversight and that purposeful self-assessment is maintained at all levels of the college and that subsequent improvement planning is effective in ensuring enhancements to the student learning experience. The Quality Improvement Strategy also ensures that external quality assurance measures are listened to, reflected upon and support the drive for continual improvement.

Lincoln College has an established Learning Assessment and Teaching (LAT) Strategy which puts student learning at the heart of our delivery and how staff maintain and develop their pedagogic practices. The LAT strategy has four key principles: Learning is inspiring, Learning is planned effectively, Effective pedagogical strategies are used, and Challenging assessment methods are used; all of which have been cross referenced to the UK Professional Standards Framework[10]. A key facilitating element of the college's LAT strategy is the commitment to staff ownership of their students' learning and staffs' own professional development of subject and pedagogic knowledge.

The college also maintains and actively promotes its Equality and Diversity policy which values the individual contributions of all staff and students, and will therefore treat all employees and students with respect and dignity and provide a working and educational environment free from unlawful discrimination, harassment or victimisation. As previously illustrated, Lincoln College works hard to reduce or eliminate barriers to learning, such as learning difficulties, personal circumstance and cultural contexts which impede existing and potential students from receiving equality of opportunity in their education.

Collaboration

As a partner organisation of LincHigher we have planned and delivered a range of collaborative activities since the establishment of the NCOP group. Recent examples include:

- HE information and advice sessions at both Lincoln and Newark FE parents evenings
- A Year 12 UCAS event for parents
- Taster / experience days for students from traveller communities

[10] UK Professional Standards Framework available at: https://www.heacademy.ac.uk/system/files/downloads/uk_professional_standards_framework.pdf

- FE student engagement with local NCOP LINCHigher
- Representation at careers fairs and school events throughout the year
- Summer School host initiation

In addition to the continuation of the above, we have planned the following activities in partnership with LincHigher for 2019/20:

- Group tutorial sessions with all Lincoln College level 3 students
- UCAS and Student Finance training for College staff
- A graduate recruitment fair

We have also identified opportunities to work collaboratively with LincHigher in the implementation of the strategic measures outlined for increasing the proportion of students from POLAR4 quintiles 1 and 2 and IMD quintile 1.

We will continue to work collaboratively with the University of Hull as part of the 'Mental Health Awareness' group in developing and sharing good practice for supporting staff and students. The group has representation from a number of partner FE Colleges and has a particular interest in adult learners and those with multiple widening participation characteristics.

We intend to utilise our strategic relationship with the Royal Air Force in order to develop and undertake a range of research activities with military families as part of our ongoing commitment to supporting young people from across the region to enter into HE. In addition to this, we intend to work collaboratively with Lincolnshire Police to widen access and participation for those who have aspirations of a career in Policing from the local community. Both of these partnerships are strongly aligned to our 'Career Degree' model and to the College mission – to be employer-led; producing a highly skilled and productive local workforce.

As identified by the TEF assessment panel, we engage extensively with a number of local and regional employers as part of our curriculum development and delivery activities. We plan to broaden our engagement with these employers further through the implementation of our strategic measures in order to facilitate greater alignment between the demands of industry and graduate progression into employment.

3.2 Student consultation

Students have been involved in the planning, delivery and evaluation of our current access and participation work throughout the academic year. Through the following activities we have been able to engage with students in order to develop the content of this Access and Participation Plan for 20-21 onwards:

- Focus groups have been held to discuss ideas for activities and events – from which the students have provided feedback and offered suggestions for inclusion. We have also discussed the implementation strategy for some of the activities suggested, with a particular focus on what the potential barriers to participation might be and how these could be addressed

- Student surveys have been conducted to enable us to find out more about the barriers that students may face when deciding whether to progress on to a HE course and what influences student decision making

- The HE Student Rep group has worked with us in detail to shape the proposed ‘Mind Skills Training’ project. They identified the topics for inclusion, the delivery schedule and location for these sessions and they have also been actively promoting our ‘taster’ sessions across the HE student network

- The HE Student Rep group has also worked with us to provide feedback on and evaluate the effectiveness of a number of HE systems and processes – such as the HE Induction Programme, the HE Student handbook and HE Course information, Pro-Portal (Individual Learning Plans) and Moodle (our VLE).

- Our HE student ambassadors have worked with us to evaluate our internal and external liaison activities, offering suggestions for how events could be improved.

We plan to continue to utilise these mechanisms for engaging and consulting with students as part of the future development, implementation and evaluation of our access and participation activities. In addition we will develop a range of online tools to enable us to engage with a broader range of students that are representative of multiple underrepresented groups; including those studying on part time day-release or blended learning programmes that are not on campus as regularly as other students. These online forums will be used in a similar way to the face-to-face meetings with the primary purpose being to capture students ideas and opinions, affording them the opportunity to make suggestions and to drive continual improvement. Students will also be engaged more frequently in post-event or activity evaluation as part of our evaluation strategy, as outlined below in section 3.3.

Students who are nominated to undertake Student Rep positions attend a half-day training session in order to ensure that they fully understand the requirements of the role. HE student representation is part of every deliberative board including monthly HE Forum meetings, Academic Affairs Committee meetings, Quality Standards Committee and the College Board of Governors. Representation through these committees ensures that students are able to influence decisions and contribute to the development of policies, processes and systems in order to ensure that the student experience is prioritised at all levels. This includes curriculum development and approval, marketing activities and events, facility development and survey analysis. The HE student rep group have been instrumental in shaping the new HE Strategy for 2020 by determining our Lincoln College ‘Graduate attributes’ and contributing to the strategic objectives and performance indicators. This group also independently produced a student review document as part of the 2015 QAA self-evaluation submission.

The Access and Participation Plan for 2020-21 was discussed with a representative group of HE student representatives via focus group sessions and the plan was revised in the following ways as a result of their feedback and comments:

- The financial support packages were amended to adopt a more tiered approach enabling students with the greatest level of financial vulnerability to access the highest amount of support

- Students provided feedback regarding the specific areas of Access to HE provision that they would like us to develop over the next 5 years

- The introduction of an online induction course was included as a strategic measure for engaging with part time students following feedback received by students

Students have also been engaged in the development and internal approval of the Access and Participation Plan as representatives on the following committees:

- HE Academic Affairs Committee
- Quality Standards Committee
- Performance and Quality Committee
- Board of Governors

3.3 Evaluation strategy

Strategic context

The HE Academic Affairs Committee is responsible for the strategic management and oversight of all aspects of the access and participation programmes, including the monitoring and evaluation measures associated with each. Widening participation is a standard agenda item for this meeting, as well as the monthly HE Forum meetings (for all staff involved in the management and delivery of HE across the College). As the number of staff directly involved with access and participation has increased since the start of 2018/19 the team have been meeting regularly to discuss the planning, delivery and evaluation activities that are both live and in development.

Access and participation is managed as a separate budget within our HE accounts and there is an identified budget line for the evaluation of our activities. At the start of the year the access and participation budget is developed in consultation with the delivery team and the associated funds are reviewed and approved by the College Finance Committee and the Board of Governors.

Access and participation delivery staff demonstrate that they both understand and value the importance of robust evaluation and we have been working hard to develop a series of mechanisms that can be used consistently as part of our evaluation planning across the academic year. We have piloted a number of activities as part of our ongoing cycle of planning and development and we have worked closely with students to ensure that their feedback is considered as a central aspect of our evaluation and appraisal.

In order for us to capture evidence based evaluation data to the standard expected by the OfS we have worked with an external company (Cosmos) to develop an evaluation solutions strategy that is centred around a number of robust and high quality empirical and secondary evaluation mechanisms. The solutions proposed will enable us to effectively assess and measure the impact of key access activities on student outcomes, attitudes, behaviour and motivations. These activities will also allow for the assessment of how far the activities proposed meet the intended outcomes. Having worked with Cosmos as the evaluation solutions provider for LincHigher our access and participation staff members have developed their evaluation skills and understanding through our engagement with them and the evaluation activities that we have previously undertaken collaboratively.

Programme design

The primary focus projects have been designed and developed in response to both published research and assessment of our institutional activities. Clear aims and objectives have been identified for the 4 core activity projects that underpin our access and participation delivery plan. These are:

1. Financial support packages
2. Engagement and liaison activities
3. Parental engagement activities
4. The Mind Skills initiative

Each project area has a sub-set of deliverable targets and millstones to inform the number, nature and outcomes of the activities selected.

The findings from the 2018 Department for Education report on the 'Influence of finance on higher education decision making'[11] show that financial factors are not the biggest influence on an applicants decision, although 52% of those surveyed within the study admitted to being 'put-off' by the associated costs to some extent. The report also notes the higher degree of importance placed in grants and bursaries by applicants from lower socio-economic groups. With 52% of HE students at Lincoln College coming from POLAR4 quintiles 1 and 2, our financial support packages play an important part in our overall strategy for increasing access and participation in HE. Whilst financial support packages have been offered for many years as part of our widening participation activity, the model for 2020/21 is broken down into different levels of financial support for students from a wider range of underrepresented groups to access.

Whilst there is a broad range of activities and initiatives that we have planned in order to achieve our access targets, parental engagement is an area of particular focus. Our strategic measures for parental engagement are to:

- research and understand parental perceptions of Higher Education particularly of those from POLAR 4 Quintile 1 focusing on regional differences such as coastal areas
- actively engage with parents of young people from POLAR 4 Quintile 1 through collaborative outreach activity
- increase accessibility of advice to parents through targeted parents evenings, workshops and information sessions
- ensure information is communicated effectively to parents signposting events and information sessions to encourage greater participation
- use labour market information to educate parents on the changing working environment to enable them to be confident in offering advice and support to their young people

There is an increasingly large body of published research that evidences the value and importance of mind skills and resilience for positive wellbeing and the ongoing management of stress (Mind; 2019)[12]. The Association for Young People's Health (AYPH)[13] recognises that there are multiple elements that impact on young people which can cause stress and inequality. Whilst there is no one-size-fits-all model for supporting young people with these issues, they recognise that building resilience helps young people to establish networks of support and enables them to develop the skills necessary to cope. The 2018 OfS post 'The hidden benefits of higher education: mental health and resilience'[14] makes direct reference to the potential benefits to students of learning about resilience as a coping mechanism and a large number of providers have identified this as an area of focus within their existing access and participation plans. We have worked closely with a qualified expert in Psycho-educational intervention and training to develop our Mind Skills programme to ensure that it is both evidence informed and outcomes orientated.

[11] Department for Education (2018) 'Influence of finance on higher education decision-making: Research report' available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/693188/Influence_of_finance_on_higher_education_decision-making.pdf
[12] Mind (2019) 'How to manage stress.' Available at: https://www.mind.org.uk/information-support/types-of-mental-health-problems/stress/developing-resilience/#.XXIlOPlKjIU
[13] Association for Young People's Health (2016) 'A public health approach to promoting young people's resilience.' Available at: http://www.youngpeopleshealth.org.uk/wp-content/uploads/2016/03/resilience-resource-15-march-version.pdf
[14] Office for Students (2018) 'The hidden benefits of higher education: mental health and resilience.' Available at: https://www.officeforstudents.org.uk/news-blog-and-events/our-news-and-blog/the-hidden-benefits-of-higher-education-mental-health-and-resilience/

Whilst the measurable outcomes for each project area have yet to be finalised, this process will be undertaken in collaboration with Cosmos to ensure that the outcomes link directly to the evaluation solutions identified for each area.

Evaluation design

Our proposed evaluation solutions for each priority area are summarised below.

1. **Evaluation of financial support packages:** Offering additional and targeted student finance and bursary packages are at the core of the Access and Participation Plan, in order to target key focus areas and improve overall performance across the student lifecycle. Hence, a full evaluation and review of the college's finance / bursary packages will be undertaken as part of the evaluation solution. We will determine the extent to which the bursaries have impacted specific academic outcomes. We will also assess whether it is the most appropriate support package to offer and suggest possible improvements for future financial provision.

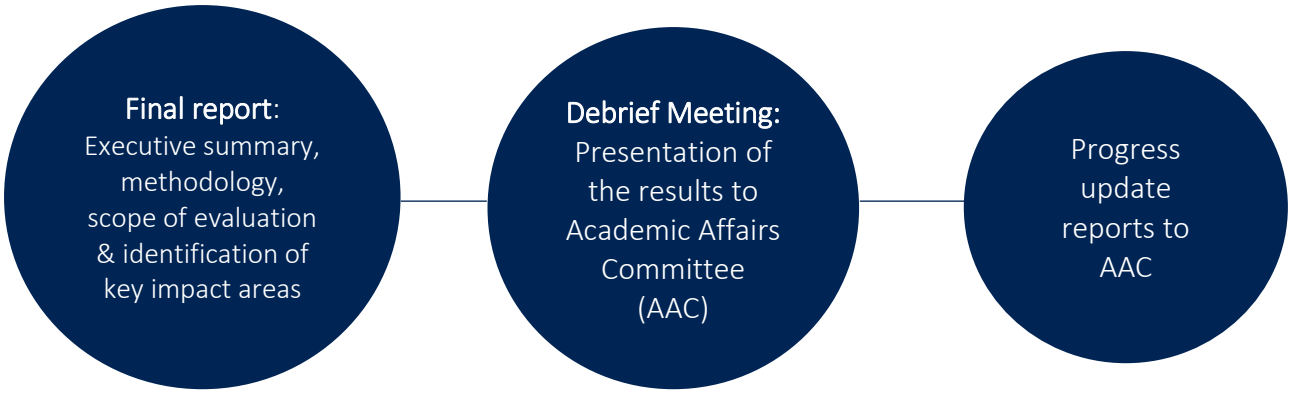
   The approach will be multi-method and includes both secondary and primary research, inclusive of both qualitative and quantitative methodology.

   Secondary quantitative data analysis will be carried out to ascertain what impact, if any, receiving the financial support packages has on student academic outcomes. However, we will not rely solely on the secondary analytics as there are a number of external variables that will also have an impact on student outcomes. In line with the guidance produced by The OfS, in-depth interviews with recipients of the award will be conducted to allow for further exploration of the more nuanced impact that the financial package may have had. This approach will also allow for a more rounded and thorough evaluation of the support package.

   The datasets will be analysed to identify whether those who have received the support package have better outcomes than those who did not. The identified comparison groups will be included with the overall student population in the analysis, as comparator groups.

   Once the datasets have been reviewed it is expected that the following statistical methods will be used to varying extents; binary regression, binary and non-binary methods (where applicable), multivariate regression and statistical significance testing.

On completion of analysis of the data the findings will be reported as follows:

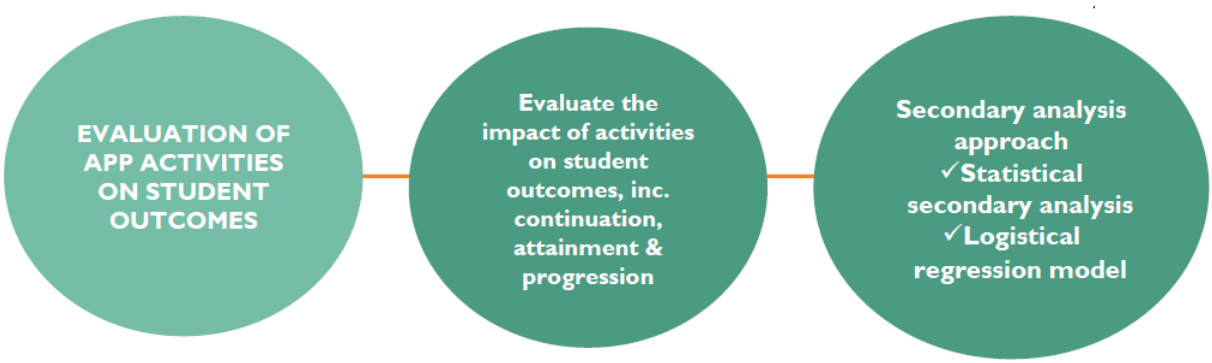


2. **Evaluation of APP activities on student outcomes:** complementing solution 1, solution 2 will seek to assess the direct impact of APP activities on student outcomes; including continuation, attainment and progression. This will be achieved through thorough statistical analysis of secondary data and identification (and comparison of) key groups within the datasets – those that have participated in activities, a comparator group – those that have not participated in activities, but share the same characteristics (propensity score calculated), the remaining student population as a benchmark. A statistical model will also be developed to calculate the likely impact measure of the activities. This will also allow testing for causality on the impact of activities.

   We will conduct Logistical Regression Modelling to investigate the relationships between various factors and student outcomes. Guidance from The OfS Evaluation Toolkit will be consulted in line with the development of these models, with the inclusion of binary and non-binary variables.
   This logistic regression concerns itself with the likelihood that the student has a particular dichotomous outcome e.g. is retained (or not) into a second year or acquires a graduate job (or not). This likelihood is held to be predicted in part by the control variables and the main variable of interest (access award received or participation in an APP activity). The analysis being undertaken here is a form of quasi - experiment, with a contrast between an experimental group (i.e. bursary holders) and a comparison group (other students falling just outside the qualifying criteria). This is in addition to demographic variables.

   The models can also be used to help guide decision making regarding potential changes to access awards and APP provision / activities. We would have the ability to test the likely outcomes that could be expected in the event of a range of different alternative access award / APP activity structures being implemented. Hence, we can assess and compare the likely impacts of these alternatives by calculating and comparing student outcomes.

   All significant differences highlighted will be calculated using a 95% confidence level.



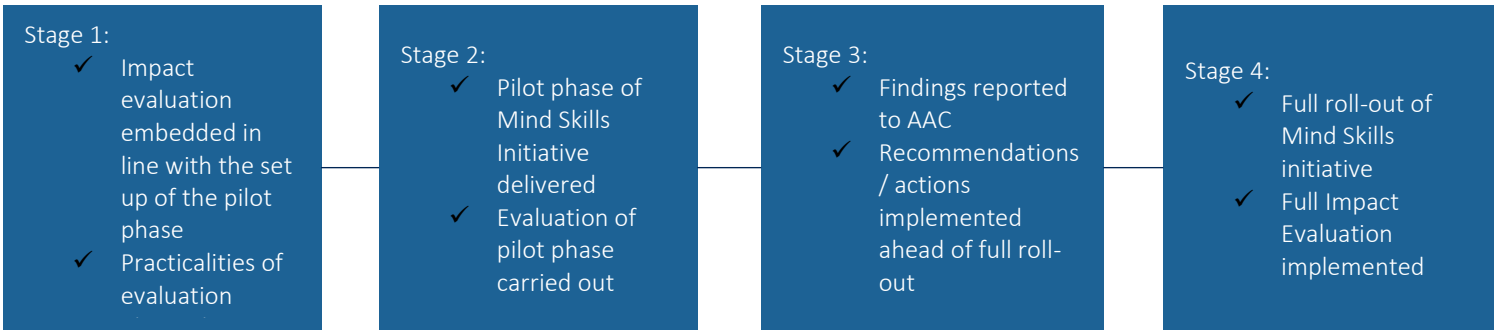
3. **Impact Evaluation of parental engagement activities:** Increasing the proportion of young students from POLAR 4 quintile 1and IMD quintile 1 has been identified as a key focus in our Access and Participation Plan. Understanding the role that parents play as key influencers in young people's decision making process is crucial in making progress within this area. Hence a robust and thorough impact evaluation of a key parental engagement activity is proposed. A multi-method approach is proposed including qualitative and quantitative methods – these include case studies, post evaluation surveys, the methodology will be confirmed once more details have been confirmed. The impact measures infographic shown below shows the measures that will be used to effectively and robustly assess the impact of the intervention on parental engagement.

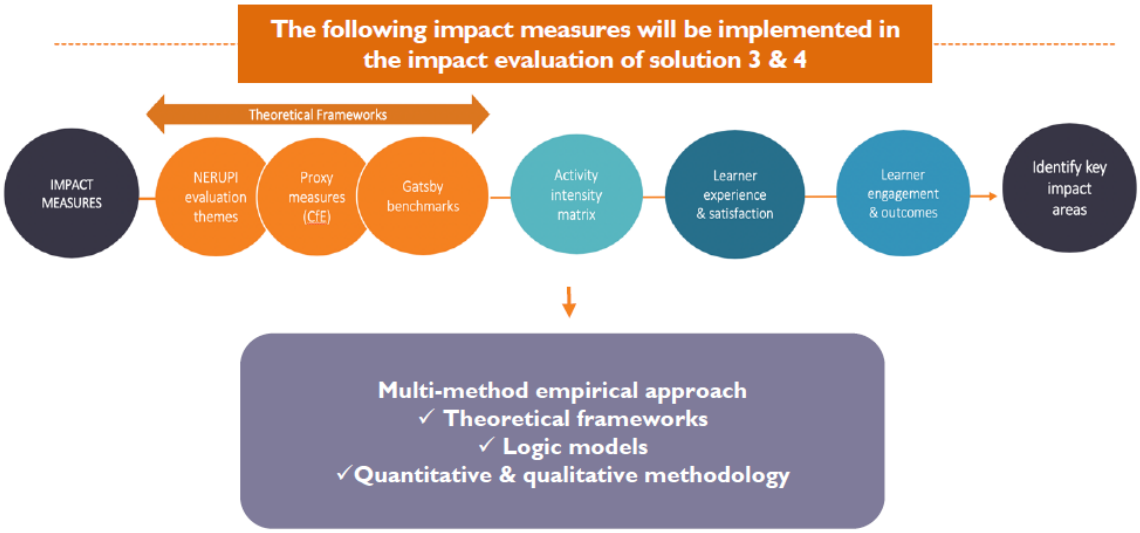
   Interventions will be evaluated through a bespoke interrogative primary research approach using qualitative and quantitative methodologies. The most appropriate method will be chosen dependent on the programmes designed, number of parents engaged and regional spread. The approach will be confirmed in the initial stages of evaluation but could include; pre and/or post-event surveys, in depth 1:1 qualitative interviews, case studies and learner Vox Pops, short qualitative interviews (intercepts) and discussion groups.

4. **Impact Evaluation of Mind Skills initiative:** Evaluation of the Mind Skills initiative is proposed, in order to ensure effective and targeted roll-out after the initial pilot phase has been implemented. A feedback loop of insight will be built in to the roll-out process of the initiative to ensure that it is fit for purpose and appropriately targeted. An initial evaluation will take place after the pilot phase has been carried out, with the findings feeding directly in to the decision-making ahead of a full roll-out. Assessment of meeting the key objectives and engagement of student groups will be assessed.

   The Impact Evaluation will robustly evaluate and measure the effectiveness and impact of the Mind Skills initiative through the gathering and assessment of qualitative and quantitative evidence. The objectives being to provide evidence to ascertain and measure the sustained impact of the programme on learners. This will include softer nuanced measures, such as changes in overall aspiration, attitude, outlook, perceptions and behaviour.

   This evaluation will inform continuous improvement of the initiative:





Evaluation implementation

Institutional data will continue to be gathered from our central information systems (Pro-suite), TEF provider metrics and UCAS applications data. The Pro-suite enables us to analyse data at individual participant level as well as by cohort and level. Where we plan to introduce new research methods, of both qualitative and quantitative nature, we will endeavour to enable technical alignment with the Pro-suite so that a centralised data record can be maintained.

As part of our institutional compliance with current data protection legislation there are data sharing agreements in place with existing partners and this process will be extended to include any new organisations that we work with as part of our activity schedule.

The Lincoln College Ethics Committee is responsible for maintaining oversight of the research protocols employed and project proposals will be expected to seek approval from this committee prior to the commencement of any research activity.

As part of the budget developed for the Access and Participation Plan there are specific funds allocated for resourcing the proposed evaluation activities that are reflective of the type and volume of the solutions outlined previously.

Learning to shape improvements

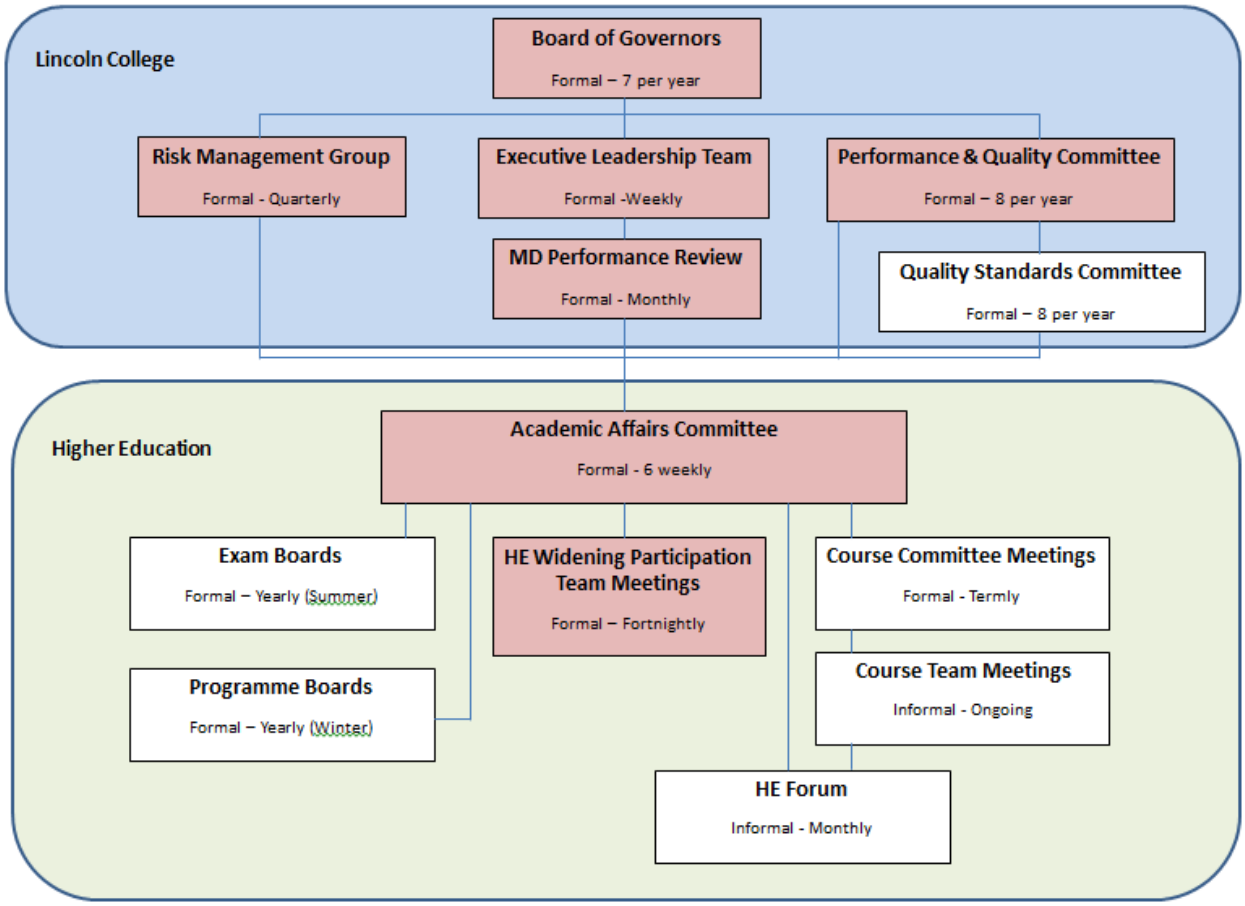
Following the completion of key milestone phases within each of the primary focus areas an impact evaluation report will be generated to summarise the interim findings along with any issues or limitations in the research design. These reports will be submitted to the HE Academic Affairs Committee for the purposes of continual monitoring and formulating recommendations. The mixed-methods approach that we are adopting will enable us to consider the impact of our projects from multiple perspectives, allowing for a multi-dimensional review of progress to be considered at each interim point. If we have concerns regarding a lack of progress or impact at an interim stage the information gathered from the mixed-methods evaluation can be used to inform any changes or developments to the activities proposed for future delivery.

Evaluation outcomes will be communicated to the HE Academic Affairs Committee initially. From there the findings will be shared across the HE Forum network so that course teams can consider any contextual applications within their subject areas.

Through our collaborative relationships with validating partner Universities we plan to share our evaluation results as contributors at networking and partnership events throughout the academic year. These events also afford us the opportunity to share good practice and compare our findings with other FE Colleges at the same time.

3.4 Monitoring progress against delivery of the plan

Whilst the Lincoln College Board of Governors has ultimate responsibility for the strategic oversight of our Access and Participation Plan, the HE Academic Affairs Committee (HE AAC) has devolved responsibility for the operational management of the implementation and evaluation activities set. Day to day management and oversight will be maintained through fortnightly HE Widening Participation Team meetings, led by the HE Recruitment and Widening Participation Officer. The diagram below shows the governance and academic reporting structures for HE. Boxes in red indicate committees with responsibility for the oversight and monitoring of the Access and Participation Plan.



Monitoring and review of the Access and Participation Plan are identified within the terms of reference for the HE Academic Affairs Committee which convenes every 6 weeks. Widening participation is a fixed agenda item for each meeting and the committee will continue to be responsible for monitoring our progress towards the completion of the targets and milestones identified within this plan. The Committee will also continue to act as a steering group by considering the activity evaluation reports, discussing and making recommendations for continual development.

The HE AAC will provide formal reports to the Performance and Quality Committee in advance of their monthly meetings, with more detailed periodic reviews to be conducted twice within the academic year. Details of the periodic reviews and monitoring updates will be provided to the main Board of Governors by the Performance and Quality Committee. An annual review of all HE widening participation activities will also be included as part

of the HE Annual Monitoring Report, which is presented to both the Quality Standards Committee and the Board of Governors. Following ratification by Governors, this will be shared with students and our University partners.

Additionally, the APP has been added to the College risk register, providing an extra means by which progress is tracked (through Risk Management Group) and any necessary intervention is supported directly by the Executive Leadership Team.

The HE Forum will also play a developmental role in the review of evaluation reports and consideration of post-activity feedback.

Online tracking of the Access and Participation targets and activities will be maintained throughout the academic year within an 'operational workbook.' This document will also act as a risk register with all activities and targets being risk assessed at the start of the academic year. The operational workbook will be reviewed fortnightly by the HE Widening Participation team in order to update progress against targets. This process will identify whether activities and targets are on, ahead or behind schedule – thus enabling concerns or issues to be escalated to the HE AAC for support or intervention at an appropriate level. An overview of the operational workbook will be provided as part of the monthly reports to the Performance and Quality Committee, which will in turn be shared with the board of Governors. Additional monitoring, support or intervention may be implemented by any committee as a result of the reported risks at any time.

As previously identified, there is HE student representation on all of the deliberative committees including the Board of Governors, Performance and Quality Committee and the HE Academic Affairs Committee. The student representative is responsible for ensuring that there is an open and continuous dialogue between these committees and the HE student body, thus enabling students to maintain an active role in the monitoring and evaluation of the Access and Participation Plan.

In summary, should progress worsen, AAC would report the issue at MD Review, with a subsequent action plan presented and agreed at P&Q. The risk register would be updated and depending on the severity of any concern, ELT would approve any additional resource required to bring the plan back on track. The action plan would then be monitored weekly by a specially formed 'APP Gold Group'; a system already used very effectively by the College.

4. Provision of information to students

Lincoln College is committed to a transparent approach to its communications strategy relating to fees and financial support packages. 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:

- Adherence to the HE information sign-off process for all marketing and promotional material to ensure that all HE information is accurate and compliant with CMA regulations[15]

- Clear internal communication with staff to ensure that an accurate and consistent message about financial and support arrangements is widely understood

[15] Competition & Markets Authority (2015) 'UK higher education providers – advice on consumer protection law Helping you comply with your obligations'. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/428549/HE_providers_-_advice_on_consumer_protection_law.pdf

- 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 that ensures understanding of and compliance with CMA regulations

- Provision of clear information for students and parents at open days, disseminating only material that has been through the HE sign-off process

- Clear and accurate statements contained within the College's HE Prospectus as well as on any other promotional material including the College's website[16]

- Clear signposting of the financial and support arrangements and this Access and Participation Plan in the standardised HE Handbook and within the 'HE Information Centre' on Moodle

- Clear information within the HE pages of the College's website regarding this Access and Participation Plan and the financial and support arrangements available to students

- 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, in PDF format, when an offer is made)

- Consideration of student and applicant feedback with regards to the quality and usefulness of course information (gathered via the annual HE 1st Impressions Survey)

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.

We will endeavour to ulilise any contact opportunity to ensure that applicants and students are made aware of the support services available to them throughout the student lifecycle.

Any changes that are introduced during a students enrolment period will be communicated to them directly via their student email account. Students will also be notified of any changes via their Course Leaders, Student Reps and the course Moodle pages.

5. Appendix

[16] Lincoln College website (2019). Available at: https://www.lincolncollege.ac.uk/higher-education

Access and participation plan
Fee information 2020-21

Provider name: Lincoln College

Provider UKPRN: 10003928

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

We do not intend to raise fees annually

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

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	*	*

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		£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 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	*	*

Targets and investment plan 2020-21 to 2024-25

Provider name: Lincoln College

Provider UKPRN: 10003928

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 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.

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
Total access activity investment (£)	£70,000.00	£73,000.00	£76,000.00	£80,000.00	£84,000.00
Access (pre-16)	£10,000.00	£10,500.00	£11,000.00	£12,000.00	£13,000.00
Access (post-16)	£25,000.00	£26,000.00	£27,000.00	£28,000.00	£29,000.00
Access (adults and the community)	£25,000.00	£26,000.00	£27,000.00	£28,000.00	£29,000.00
Access (other)	£10,000.00	£10,500.00	£11,000.00	£12,000.00	£13,000.00
Financial support (£)	£115,000.00	£122,000.00	£131,000.00	£137,000.00	£143,000.00
Research and evaluation (£)	£44,000.00	£46,000.00	£49,000.00	£51,000.00	£53,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£421,900.00	£436,915.00	£461,100.00	£485,285.00	£500,300.00
Access investment	15.4%	15.3%	15.2%	15.2%	15.6%
Financial support	26.8%	27.2%	27.3%	27.2%	27.3%
Research and evaluation	10.0%	10.1%	10.0%	9.9%	10.0%
Total investment (as %HFI)	52.1%	52.6%	52.5%	52.3%	52.9%

Office for Students

Targets and investment plan 2020-21 to 2024-25

Provider name: Lincoln College

Provider UKPRN: 10003928

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
Reduce the gap between the distribution of 18 year olds at the provider compared to the population from POLAR4 Quintile 1	PTA_1	Low Participation Neighbourhood (LPN)	Reduce the gap between the distribution of 18 year olds from POLAR4 quintile 1 in the population and at Lincoln College	Yes	The access and participation dataset	2017-18	8.1%	7%	5%	3%	1%	0%	Woking collaboratively with LINCHigher to target specific wards.
Reduce the ratio of BAME to white full time students	PTA_2	Ethnicity	Reduce the ratio of BAME to White full time students across the HE programmes at Lincoln College	No	The access and participation dataset	2017-18	1.11	1:10	1:9	1:9	1:8	1:7	
Reduce the ratio of BAME to white part time students	PTA_3	Ethnicity	Reduce the ratio of BAME to White part time students across the HE programmes at Lincoln College	No	The access and participation dataset	2017-18	1:25	1:22	1:20	1:18	1:16	1:15	
Reduce the gap between the number of students from IMD Q1 compared to IMD Q5 enrolled on part time HE programmes.	PTA_4	Socio-economic	Reduce the gap between part time students from IMD quintile 1 and IMD quintile 5	Yes	The access and participation dataset	2017-18	14.3%	12%	10%	8%	4%	0%	Working collaboratively with LINCHigher to target specific IMD Quintile 1 areas.
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
Remove continuation rate gaps between mature and young part time students	PTS_1	Mature	Remove the continuation rate gap between mature and young part time students through the provision of financial, emotional and practical support that enables individuals to continue with their studies.	No	The access and participation dataset	2016-17	18.9%	18%	16%	14%	8%	4%	
Increase continuation rates for full time BAME students	PTS_2	Ethnicity	Increase the continuation rate of BAME students by identifying, understanding and addressing factors influencing their studies.	No	The access and participation dataset	2016-17	83.3%	85%	87%	89%	90%	92%	
Decrease the attainment gap between those with a declared disability and those without	PTS_3	Disabled	Decrease the attainment gap between those with a declared disability and those without. This relates specifically to those studying on first degree programmes, attaining a 1st or 2:1 classification	No	Other data source	2017-18	32%	28%	25%	20%	15%	10%	Data Source - Student Enrolment and Achievement Data
	PTS_4												
	PTS_5												
	PTS_6												
	PTS_7												
	PTS_8												

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
Increase progression of mature learners into further study or highly skilled employment	PTP_1	Mature	Increase the proportion of mature part time students progressing to further study or highly skilled employment through the implementation of systems and process to understand career goals and planned destination data collection.	No	Other data source	2016-17	70.4%	72%	74%	76%	78%	80%	Data Source - Student Enrolment Data
	PTP_2												
	PTP_3												
	PTP_4												
	PTP_5												
	PTP_6												
	PTP_7												
	PTP_8												