

## 2019-20 access and participation plan monitoring

### Provider impact report

This impact report summarises the progress made by Lincoln College against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

#### 1. Ambition and strategy

Lincoln College's ambition and strategy as detailed in the 2019-20 access and participation plan:

The Lincoln College Access Agreement 2019/20 set out a number of strategic ambitions in order to support the widening access agenda. This included a range of incentives and activities to promote entry into HE and to support those actively studying with us.

##### 1. Financial support

We outlined the 'Vocational Credit' and 'Access Scholarship' bursaries in the 2019/20 plan, alongside a commitment to increase the 'Access to Learning' (hardship) funding allocation for HE students. 'Vocational Credit' represents money that must be spent on additional courses, resources and activities offered to the students each year. This package was available to both full and part time students, at the same amount, during each year of study. This was a deliberate and strategic approach to ensure that all students have equal access to the vast range of additional opportunities offered to enhance their employability and graduate prospects. Students were able to choose from a wide range of qualifications, short courses and course-related activities as part of this offer. It could not be substituted for cash, fee waiver or in-kind support funds. The 'Access Scholarship' funds had specific eligibility criteria and were allocated to support students from households with low income. This additional payment was established to encourage learners into Higher Education that may previously have not considered further study.

##### 2. Staff development

Staff development funds were allocated to support members of the HE teaching team to complete postgraduate qualifications and staff were more broadly supported by a team of Advanced Practitioners to undertake scholarly activity and practitioner-based research as part of their ongoing professional development. This included active research across a number of areas such 'Destinations of identified widening participation learners from an FE College and the factors that influence these decisions' and 'Digital transformation and increasing widening participation through access to online learning materials.'

##### 3. Outreach activity

This included a range of activities both on and off campus to promote widening access whilst incorporating general information and guidance to potential applicants. Events included parents evenings, careers fairs, taster sessions, internal progression events, postgraduate recruitment sessions, self employment workshops and primary school liaison activities. We planned to work collaboratively with the NCOP network (LINCHigher) by taking part in joint events and activities and promoting centrally organised LINCHigher events with our internal FE students.

#### 4. Raising attainment in schools

The widening participation activity programme conducted in partnership with schools covered a broad range of events – predominantly focussed around taster days and campus tours in order to raise the aspirations of young people and to introduce them to a raft of vocational training opportunities that they may not have been aware of previously. The wider College ‘offer’ was promoted to students as part of these events with students being introduced to the concept of staying at College to study from level 2 up to level 6 following a clearly defined pathway of progression. We recruited a number of HE Student Ambassadors who have previous experience of this journey and attended a number of events alongside the HE WP and Recruitment Officer to talk about their experience. For students from widening participation backgrounds the level of support available was highlighted more explicitly to encourage them to look further into the prospect of higher level study. The curriculum offer at the College was also mapped across to the various offers within each school so that students could clearly see how they might progress onto a College course from their existing study.

#### 5. Student Union

We made a commitment to ensure that there was HE student representation across the deliberative structures of the organisation in order to ensure that the student voice was represented consistently. We established a centralised group of student representatives and planned to strengthen this community by encouraging wider participation and providing more opportunities for students to offer feedback.

## 2. Self-assessment of targets

The tables that follow provide a self-assessment by Lincoln College of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of Lincoln College’s 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

### Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Student success)	Average percentage of students not completing the course of study - baseline year 2010/11	Other (please give details in Description column)	6%	4%	4%	Percentage	2019-20	2	Expected progress
T16a_02 (Access)	Increase in applications to all courses, transferred provision and to recruit increasing student numbers year on year - baseline year 2010/11	Other (please give details in Description column)	108	800	850	Headcount	2019-20	445	Limited progress
T16a_03 (Access)	Recruit to HNC provision which guarantees entry to University of Lincoln degrees in a range of subjects.	2013-14	12	50	55	Headcount	2019-20	0	Expected progress
T16a_04 (Access)	Increase in recruitment from students with a residual household income below £25,000	2014-15	67	110	120	Headcount	2019-20	255	Expected progress
T16a_05 (Access)	Increase the number of students to HE provision who have completed L3 study with us at Lincoln College.	2016-17	65	85	95	Headcount	2019-20	96	Expected progress
T16a_06 (Access)	Increase recruitment from Polar 3 Quintile 1 and 2 neighbourhoods.	2016-17	109	175	200	Headcount	2019-20	236	Expected progress

T16a_07 (Access)	Increase recruitment of looked after learners and those from disadvantaged backgrounds.	2016-17	87	125	150	Headcount	2019-20	103	Limited progress
T16a_08 (Access)	Increase the number of students recruited with non-standard entry criteria. This can be measured by tracking the number of entrants with a highest level of qualification on entry at level 2 or below.	2014-15	8%	12%	12%	Percentage	2019-20	9	No progress
T16a_09 (Progression)	Increase progression to University or Further Study	2012-13	76%	85%	86%	Percentage	2018-19	85	Expected progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Progression)	Maintain strong levels of progression to University or further study from sub-degree programmes such as Foundation Degrees and HNC/D qualifications	2015-16	75%	85%	85%	Percentage	2018-19	85	Expected progress
T16b_02 (Access)	Increase the number of outreach locations in the region and adjoining counties.	2012-13	10	26	28	Other	2019-20	29	Expected progress
T16b_03 (Access)	Develop long term outreach goals to include working with Years 5 and 6.	2016-17	0	60	90	Headcount	2019-20	120	Expected progress
T16b_04 (Access)	Be actively involved with collaborative partnership LINC Higher with the aim of encouraging more young people into HE.	2016-17	0	3	4	Other	2019-20	4	Expected progress
T16b_05 (Access)	Increase the number of schools we will offer our mentoring scheme to within LPN to raise attainment and close the gap in attainment of disadvantaged pupils.	2017-18	0	5	6	Other	2019-20	0	No progress
T16b_06 (Multiple)	Enhance English and Maths grades within widening participation groups at key feeder schools where progression rates to University are lower than expected.	2018-19	0	10	12	Headcount	2019-20	0	No progress

### 3. Investment commitments

#### 3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£46,400.00	£51,253.00	10%
Financial Support	£279,500.00	£243,500.00	-13%

### 4. Action plan

Where progress was less than expected Lincoln College has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_02	Virtual events have proved well attended and we will continue to offer these alongside events on campus when appropriate as lockdown restrictions ease.
T16a_07	The implementation of student ambassadors who are care leavers and from low participation areas will enable an uplift in student numbers from these groups through the utilisation of their lived experience.
T16a_08	Employers are to be targeted to promote training opportunities to employees to enable the commitments made through the access and participation plan to be met. Whilst further engagement and access opportunities are to be held within the community to attract students who do not hold the formal qualifications desired for entry.
T16b_05	The implementation of student ambassadors who are in specific WP categories will aid this mentoring process in the future.
T16b_06	The implementation of student ambassadors who are in specific WP categories will aid this commitment in the future.

## 5. Confirmation

Lincoln College confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
Lincoln College has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Gary Headland
Position	CEO Lincoln College Group

## Annex A: Commentary on progress against targets

Lincoln College's commentary where progress against targets was less than expected.

<b>Target reference number: T16a_02</b>
How have you met the commitments in your plan related to this target?
The commitments have not been met, however the targets have been reviewed for the 2020-2025 Access and Participation Plan.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Recruitment activity was focused and involved many areas of activity including an increased presence at multiple UCAS Fairs, school activities and on campus activities throughout the recruitment cycle. Targeted activity and one to one support was strengthened with clear signposting made available to ensure potential students knew how to gain help if needed. Applicant events were adapted in the latter part of the year to virtual events due to COVID 19 lockdown restrictions.

<b>Target reference number: T16a_07</b>
How have you met the commitments in your plan related to this target?
Whilst the commitment has not been met, progress has been made against the base line data. The college has undertaken the signing of the Care Leavers Covenant to ensure a whole provider approach.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The college have recognised that further work is required to address the access barriers faced by care leavers, this has promoted the development of relationships with external agencies such as Barnados to ensure those supporting care leavers in the community are better informed regarding the transition to HE.

<b>Target reference number: T16a_08</b>
How have you met the commitments in your plan related to this target?
There has been progress against this commitment, however progress is not as expected.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
This commitment has been addressed through various channels including open evenings and other marketing activity. One to one support has been offered to those potential students who enquire but who do not meet the formal entry requirements.



<b>Target reference number: T16b_05</b>
How have you met the commitments in your plan related to this target?
No progress has been made against this commitment due to the COVID 19 pandemic. The mentoring scheme was to be developed in the latter part of the academic year to endeavour to bridge the summer break and aid transition.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Recruitment of mentors and engagement with schools was difficult even remotely during this period of significant upheaval.

<b>Target reference number: T16b_06</b>
How have you met the commitments in your plan related to this target?
No progress has been made against this commitment due to the COVID 19 pandemic. This outputs based target was to be addressed in the latter part of the academic year to aid revision and alleviate exam stress.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Engagement with schools to facilitate this commitment was difficult during the pandemic period. Exams did not take place.

## Annex B: Optional commentary on targets

Lincoln College's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	
T16a_02	
T16a_03	
T16a_04	
T16a_05	
T16a_06	
T16a_07	
T16a_08	
T16a_09	
T16b_01	
T16b_02	
T16b_03	
T16b_04	
T16b_05	
T16b_06	