10003928 - Lincoln College
Access and participation plan 2025-26 to 2028-29

Introduction and strategic aim

Lincoln College Group encompasses Lincoln and Newark colleges, which deliver technical training courses, apprenticeships, T Levels, A Levels, Higher Education degrees and commercial training to around 12,000 students and apprentices every year**.**

Lincoln campus is the larger of the two with Higher Education courses being delivered across both sites. The Higher Education student population equates to a yearly average of 390 when aggregated over the previous 4 years, 73% of those students are mature whilst males contribute to 54% of the student body.

The college has a long and proud history of developing and delivering high quality Higher Education provision to meet local, regional and national need, being particularly responsive to the requirements of industry and employers. Lincoln College currently delivers a range of vocationally relevant courses and works collaboratively with the University of Derby, the University of Hull, Bishop Grosseteste University (BGU) and The Open University.

We have a clear and compelling mission to be an extraordinary employer-led organisation; producing a highly skilled and productive local workforce. We are committed to adding value to society and the economy, by ensuring that our curriculum is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life. We will seek to replicate industry standards and practices to support students to their chosen destinations, recognising that our students should be equipped with the confidence, skills and knowledge they need to succeed.

Our diverse offer includes Higher Nationals, Foundation Degrees, Honours Degrees, one-year Top-Ups, Higher Apprenticeships, and Higher Technical Qualifications which offer alternative pathways to Higher Education that cater to a broad range of students. These programmes not only provide academic rigor but also emphasise practical application, preparing students for the demands of their chosen careers.

We are committed to the active promotion and advancement of equality of opportunity for all, enabling our students to maximise their individual potential through the promotion, implementation and advancement of equality of opportunity measures.

We aspire to make Lincoln College an inclusive environment for learning, where all are welcomed and valued. We provide opportunities for all, including the most disadvantaged, creating pathways for progression to chosen careers and future plans.

The college seeks to maintain a student body that reflects the diverse community it serves, we value the individual contributions of all people. The college will treat all students with respect and dignity and provide an educational environment free from unlawful discrimination, harassment or victimisation.

We are committed to ensuring that every individual capable of studying to degree level is able to do so regardless of their circumstances or background ensuring that all students have equality of opportunity to access, succeed in and progress beyond Higher Education to reach their full potential. We endeavour to eliminate barriers faced by underrepresented groups which may hinder

their ability to succeed by providing the necessary resources and support across the student life cycle to meet the individual needs of the students. We are dedicated to providing exceptional academic, pastoral and financial support to ensure that any gaps in equality are bridged.

We aim to empower individuals from all backgrounds to overcome societal and economic challenges to benefit the local community and enable social mobility. We are ambitious for all of our students with a desire for all to access and succeed in their chosen qualification.

Risks to equality of opportunity

We have undertaken an assessment of performance utilising the access and participation dashboard provided by the Office for Students (OfS), our internal data analysis, and the equality of opportunity risk register (EORR). We explored these gaps further using data and insight to understand the underlying risks affecting our students. Whilst this assessment of performance has identified key areas of strength, we have identified the following risks to equality of opportunity for students at Lincoln College. This section addresses what we believe to be the biggest risks to equality of opportunity.

For each stage of the student life cycle the risks to equality of opportunity have been identified through our analysis and mapped against the OfS EORR to help inform the development of the intervention strategies set out in Section 4.

Access

Indication of Risk 1

Our analysis of the aggregate data from the last four years highlights gaps between the number of students from Asian, Black, Mixed, or other heritages (ABMO) at Lincoln College across all undergraduate provision compared to the sector.

When comparing aggregate data for the last four years, access rates for students from IMD Quintile 1 across all undergraduate provision are below sector average.

Success

Indication of Risk 2

Attainment

Analysis of aggregate data across the last four years shows that Lincoln College undergraduate students on full time first degree programmes who have a declared disability and male students are less likely to attain a 1st or 2:1 classification.

Indication of Risk 3

Continuation

ABMO students and students with a declared disability on full time undergraduate programmes are less likely to continue with their studies when comparing four-year aggregate data.

Indication of Risk 4

Completion

Students previously eligible for Free School Meals on full time programmes of study and male students on full time programmes are less likely to complete their higher education study when comparing four year aggregate data.

Progression

Indication of Risk 5

Progression of students into highly skilled employment or further study is lower for part time students from IMD Quintiles 1 and 2, mature students on part time programmes of study and full time first degree students with a declared disability.

Our assessment of performance suggests that these indications of risk are likely to be caused by the following underlying risks.

Underlying Risk 1 - Knowledge and Skills

Some students may not have equal opportunities to develop the knowledge and skills required for successful higher education study.

Underlying Risk 2 - Information, Advice and Guidance (IAG)

Some students may not have equal opportunity to receive appropriate IAG to develop their ambition to study higher education.

Underlying Risk 3 - Perception of Higher Education

Some students may not have equal opportunity to develop their ability and confidence to study higher education, their perception may be that higher education is not for them.

Underlying Risk 4 – Insufficient Personalised Academic and Non-Academic Support

Some students may not have equal opportunity to access personalised support during their studies to enable them to succeed. Students may experience mental ill health that makes it hard to cope with studying. They may also require academic support which is personalised to their needs.

Underlying Risk 5 – Belonging

Some students may find that the campus culture is not sufficiently inclusive to foster an environment conducive to positive mental health and a positive student experience. This may have a negative impact on their wellbeing and academic success.

Underlying Risk 6 – Cost Pressures

Increases in cost pressures such as travel may affect some students ability to access, continue and complete their studies, negatively impacting their academic success.

Underlying Risk 7 – Insufficient Opportunity to Progress to Highly Skilled Employment or Further Study

Some students may not have equal opportunity to access IAG to enable them to progress to an outcome as a positive reflection of their higher education studies.

To ensure this plan is clear and achievable, we will be explicit about the target student groups we are referring to and the objectives we have for each of these groups at each life cycle stage to address the risks each group may face. The groups explicitly targeted within this plan are shown in Figure 1:

Target Demographic	Indication of Risk	Student Life cycle Stage					Underlying Risks
		Access	**Attainment**	**Continuation**	**Completion**	**Progression**	
ABMO	1,3	x		x			1,2,3,6
IMD Q1 and 2	1,5	x				x	1,2,3,6,7
Male	2,4,5		x		x		4,5,6,
Declared Disability	2,3,4		x	x		x	4,5,6,7
FSM Eligible	4				x		4,5,6
Mature	5					x	7

(Figure1)

Objectives

We have set objectives and targets based on our assessment of performance, which can be found in full in Annex A. Where possible, the objectives and targets are measurable by the OfS APP data. Our objectives are clearly linked to and aim to address the Indicators of Risk and the associated student groups. These objectives are designed to be ambitious but achievable in our context.

Access – Objective 1

To increase the number of students entering Higher Education at Lincoln College from the following at risk groups (Indication of Risk 1):

- Full time and part time ABMO.
- IMD Q1 across all full time and part time provision.

Target –

- To increase the proportion of ABMO students across all full time and part time undergraduate provision to 14% by 2029.
- To increase the proportion of ABMO students across all part time undergraduate provision to 9% by 2029
- To increase the proportion of students from IMD Quintile 1 across all full time undergraduate provision to 23% by 2029.
- To increase the proportion of students from IMD Quintile 1 across all part time undergraduate provision to 22% by 2029.

Attainment – Objective 2

To support, enable and provide opportunity to the following at risk groups to improve attainment (Indication of Risk 2):

- Male students on full time programmes across all undergraduate provision.
- Students with a declared disability on full time first degree programmes.

Target –

- To decrease the attainment gap between those with a declared disability and those without, specifically for those on a full time first degree programmes attaining a 1st or 2:1 classification to 9 percentage points by 2029.
- To decrease the attainment gap between males compared to females, specifically for those studying on a full time first degree programme attaining a 1st or 2:1 classification to 2 percentage points by 2029.

Continuation – Objective 3

To support, enable and improve continuation rates for the following student groups (Indication of Risk 3):

- Full time ABMO students across all undergraduate provision.
- Full time students with a declared a disability on first degree programmes.

Target –

- To decrease the continuation rate gap for students with a declared disability compared to those without on full time first degree programmes to 7 percentage points by 2029.
- To decrease the continuation rate gap for ABMO students compared to White students on full time undergraduate programmes to 1 percentage point by 2029.

Completion – Objective 4

To improve completion rates for students from the following at risk groups (Indication of Risk 4):

- Students previously eligible for Free School Meals across all full time programmes.
- Male students on full time undergraduate programmes.

Target –

- To decrease the completion rate gap for students previously eligible for Free School Meals to those not eligible, specifically those on full time undergraduate programmes to 7 percentage points by 2029.
- To decrease the completion rate gap for male students compared to female students on full time undergraduate programmes to 1 percentage point by 2029.

Progression – Objective 5

To support and enable the following groups of at risk students to progress to highly skilled employment or further study (Indication of Risk 5):

- Those from IMD Q1 and 2 on part time programmes.
- Part time mature students on undergraduate programmes.
- Students with a declared disability on full time first degree programmes.

Target –

- To decrease the progression rate gap for part time undergraduate students from IMD Quintiles 1 and 2 compared to IMD Quintiles 3, 4 and 5 to 12 percentage points by 2029.
- To decrease the progression rate gap for mature students progressing to further study or highly skilled employment compared to young students on completion of part time undergraduate provision to 6 percentage points by 2029.
- To decrease the progression rate gap for students with a declared disability compared to those without a declared disability on completion of full time degree programmes to 1 percentage point by 2029.

Intervention strategies and expected outcomes

Lincoln College has developed intervention strategies to address the identified risks to equality of opportunity and achieve its objectives and targets. The following section outlines the planned interventions for mitigating the identified risks to equality of opportunity. These Intervention Strategies were created through consultation and engagement across the College. We have highlighted how we will evaluate each of the intervention strategies and the rationale and evidence for each one can be found in Annex B.

We have designed intervention strategies across the student life cycle (Access, Success and Progression) to address and mitigate the identified risks. These strategies focus on the student groups most affected by the identified risks and contain activities which are evidence based and have evaluation embedded into their design. The expected outcomes are detailed along with where we will see these outcomes. We will evaluate and monitor progress towards these outcomes internally to ensure progress. The intervention strategies:

- Contain the activities that will be completed to mitigate the risks to equality of opportunity and achieve the objectives and targets set within this plan.

- Explain who will be involved in the design, delivery and evaluation of those activities, plus an approximate cost of delivering all of the activities.

- Are informed by evidence drawing on both sector best practice and local insights from students.

- Include an evaluation plan to ensure that learning and dissemination are a continual process.

Lincoln College is committed to disseminating the findings of the evaluation of interventions as widely as practicable. The publication plans (see Annex B) are intended to be indicative and will be expanded as outputs become available and opportunities for dissemination arise.

The evaluation outcomes will be used to inform the content of programmes delivered by Lincoln College to enable change and to remove barriers to access, success and progression.

Intervention Strategy 1 - Access

Objectives and targets	The objective of this intervention strategy is to: • Increase the proportion of ABMO students at Lincoln College. (OBJ1) • Increase the number of students entering Higher Education at Lincoln College from IMD Quintile 1. (OBJ1)			
Indication of Risk	1 (Underlying risks – 1,2,3,6)			

Activity	Description	Inputs	Outcomes	Cross Intervention
1.1 Future Focus Outreach Programme	An established and progressive programme to support the development of knowledge and skills required to access and progress through HE. The programme focuses on challenging perceptions of HE whilst building confidence as well as ability. This is a collaborative activity in partnership with LiNCHigher (Uni Connect partnership). This is an existing and well-established collaborative partnership.	Staff time to contribute to the delivery of the programme.	Students from our target groups: • are informed and feel confident about their future education journey. • have good awareness of their own skills, values, interests, and abilities. • are able to make well informed decisions and confident choices regarding their HE options.	
1.2 Schools Liaison Outreach Activities	Deliver a range of outreach activities and events to promote HE to target groups, this will include a targeted approach to current FE learners on level 3 programmes. This will include In school activity, on campus activity and a sustained programme of engagement. This is an existing activity which will be enhanced by targeting groups at risk to equality of opportunity.	Staff time to administer and deliver outreach activities.	Students from our target groups: • are informed and feel confident about their future education journey • have good awareness of their own skills, values, interests, and abilities • are able to make well informed decisions and confident choices regarding their HE options.	
1.3 Parental Engagement	Deliver opportunities for parents to develop their awareness, knowledge and understanding of HE and the support available to students. This is an existing activity.	Staff time to administer and deliver engagement activities.	This engagement will aim to: • challenge parental perceptions of HE. • improve parent's ability to support their young people through the decision making and application processes.	
1.4 Pre-Entry IAG	Provide accessible 1:1 support for potential students throughout the decision making and application stages. This is an existing activity.	Staff time to administer and deliver support.	Students are able to understand and navigate the HE process and can successfully transition to HE with confidence.	
1.5 Pre-Entry Financial Support	Financial support packages that will provide opportunity for potential students to overcome financial barriers to attending open days and offer holder days. This will enable the removal or minimisation of barriers such as transport costs. This is an existing activity introduced in academic year 23/24	Staff to administer bursaries. Cost of financial support packages.	Students are able to attend events which are key to successful transition to higher education.	
Insight and Evaluation	Research and evaluation of impact of interventions designed to address the risks to equality of opportunity faced by target groups.	Staff time for student feedback analysis and participation in working groups.	Whole provider understanding of the student experience. Evidence informed interventions with the agility for change if required.	

Detail of Intervention Strategy 1

This intervention strategy has been designed to mitigate indication of risk 1. Our assessment of performance (see Annex A) found that the following student groups are underrepresented in higher education at Lincoln College:

- ABMO students.
- Students from IMD Quintile 1

The activity outlined in this intervention strategy will contribute to the achievement of objective 1:

To increase the number of students entering Higher Education at Lincoln College from the following at risk groups (Indication of Risk 1):

- Full time and part time ABMO.
- IMD Q1 across all full time and part time provision

1.1 LiNCHigher Collaboration

Working in collaboration with LiNCHigher will enable a targeted approach to delivering equal opportunity for the at risk groups to address perception of higher education study and develop the knowledge and skills required to be successful. This collaboration will incorporate a multi intervention outreach programme to maximise impact.

1.2 Schools Liaison Outreach Activity

Our schools liaison and outreach activity will focus on a multi intervention approach with secondary schools who have identified high numbers of learners in attendance who are ABMO or from IMD Quintiles 1 and 2. This approach will enable these groups at risk to equality of opportunity to address their perceptions of higher education and gain the knowledge and skills required to be successful at higher education study. Our engagement activity will include on and off campus support and information, advice and guidance and where appropriate will be enhanced by the support of vocational academic staff.

1.3 Parental Engagement

We will actively engage with parents of young people from minority ethnic backgrounds and those from IMD Quintiles 1 and 2 through on campus and off campus activity. We will increase accessibility of advice to parents through targeted communications and information sessions to address perceptions of higher education and increase knowledge and skills to enable parents and carers to support young people in their decision-making process.

1.4 Pre-Entry IAG

We recognise that navigating the decision making and application process to enter higher education may be difficult for some, in particular mature students. Some students may not have equal opportunity to receive sufficient Information, Advice and Guidance (IAG) about higher education. Offering accessible pre-entry IAG will ensure that students are able to make informed choices and are equipped with the knowledge and skills required to enter into and succeed in their higher education study.

1.5 Pre-Entry Financial Support

Increases in cost pressures may affect a student's ability to access engagement opportunities designed to enhance their ability to making informed choices about higher education study such as open days and offer holder days. We recognise that the cost incurred to attend such events may be inhibitive for some students at risk to equality of opportunity and pre-entry financial support with travel costs will help to alleviate this underlying risk.

Evaluation of Intervention Strategy 1

We will evaluate the impact of this intervention strategy utilising engagement and enrolment data, First Impressions Student Survey and Student Council meetings. Further details of our evaluation plan can be found in Annex B.

Total cost of activities and evaluation for intervention strategy (4 years): £220,000

Intervention Strategy 2 – Attainment

<table>
<tr>
<td rowspan="2">Objectives and targets</td>
<td colspan="4">The objective of this intervention strategy is to:
Support and enable the following at risk groups to improve attainment (OBJ2):
•   Male students on full time programmes across all undergraduate provision.
•   Students with a declared disability on full time first degree programmes.</td>
</tr>
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Indication of risk	**2** (Underlying risks - 4,5,6)			
Activity	**Description**	**Inputs**	**Outcomes**	**Cross Intervention**
2.1 Comprehensive Induction Process	Review and refine the induction process and quality standard to ensure all students receive key information and an introduction to key staff members in a timely manner and provide a positive start to their programme of study. Ensuring a positive transition to HE enables an inclusive and positive student experience to enable a successful journey into and through their HE studies. This is an existing activity to be enhanced by a centralised approach.	Staff time from cross college support and curriculum staff.	• Students experience a positive induction which is consistent across the student body. • Students experience a positive introduction to academic and support staff and peers. • Students are able to access the support available to them. • Students have a sense of belonging and value enabling them to succeed in their studies.	3,4
2.2 Provision of Personalised Academic Support	Students will have access to 1:1 and group support with study skills, referencing, digital literacy and academic writing development from dedicated staff members. This is the continuation of existing activity which will be strengthened by the identification and targeting of students from groups considered to be at risk to equality of opportunity.	Staff time to design, coordinate and deliver.	• Students develop their academic skills. • Students confidence and academic ability improves. • Student outcomes, attainment and completion rates improve.	3,4
2.3 Provision of Personalised Wellbeing Support	Students can access pastoral support including Coaching and Counselling from a dedicated staff member. This will include 1:1 and group support sessions and workshops incorporating topics aligned to success. This is a continuation of an existing activity which will be strengthened by the identification and targeting of students from groups considered to be at risk to equality of opportunity.	Staff time to design, coordinate and deliver.	• Students are able to address concerns. • Student wellbeing improves and confidence improves. • Student outcomes, continuation and completion improves.	3,4

2.4 Centralised Higher Education Centre and Student Advisory Services	Transition to a centralised HE centre to deliver a HE experience differentiated from the college's Further Education provision. This will enable a sense of belonging and community amongst HE students to develop an environment conducive to positive mental health. This work will enable the development of a student-centred approach allowing ease of access to support and information and aims to remove barriers to students receiving advice in a timely manner. This work will maximise visibility and awareness of the services available. Design and implement a student centred chatbot. This is a new activity to be implemented during academic year 24/25.	Relocation of facilities.	• Students develop a sense of belonging and value. • Students are able to access information and support easily and effectively. • Student's mental wellbeing is maintained and improved. • Student outcomes, continuation and completion rates improve.	3,4
2.5 Financial Support Offer	Review our financial support offer to maximise impact. This may include the introduction of a travel bursary, the renaming of the Hardship Fund to the Success Fund to prevent stigma. Bursaries and scholarships for students at risk to equality of opportunity. Our current bursary and financial support packages will be enhanced to align to the groups of students identified in this plan as at risk to equality of opportunity.	Staff time to implement financial support. Financial support package investment.	• Increased financial security. • Decreased financial concerns for students. • Improved student outcomes, continuation and completion rates.	3,4
2.6 Disability Disclosure Initiative	This work will involve the active encouragement of students declaring disability to ensure that they are aware of the benefits this may have on their HE studies. Enhanced communications, messaging and signposting to remove any perceived stigma to declaring disability will encourage engagement with support, this will be aligned to the improvements with the student advisory services. This is a new activity.	Staff time to design and deliver information and to support students.	• Students are aware of the importance of declaring disability and the positive effect this may have on their student experience. • Students are comfortable declaring disability and are proactively encouraged to access support. • Student outcomes, continuation and completion rates increase.	3,4
Insight and Evaluation	Research and evaluation of impact of interventions designed to address the risks to equality of opportunity faced by target groups.	Staff time for student feedback analysis and participation in working groups.	Whole provider understanding of the student experience. Evidence informed interventions with the agility for change if required.	

Detail of Intervention Strategy 2

This intervention strategy is designed to mitigate indication of risk 2. Our assessment of performance (see Annex A) found that inequitable outcomes are most likely for students with the following characteristics:

- Male students.
- Students with a declared disability.

Mitigation of this risk will contribute to Objective 2:

To support and provide opportunity to the following at risk groups to improve attainment (Indication of Risk 2):

- Students with a declared disability on full time first degree programmes.
- Male students on full time undergraduate programmes.

2.1 Comprehensive Induction Process

Students at risk to equality of opportunity may not have access to a suitable induction process designed to provide an inspiring and organised environment to develop a sense of belonging and ability to engage with learning. The Lincoln College Quality Standard for Induction (HE) will promote and provide opportunities for social bonding and aspiration raising to develop students knowledge, skills and behaviours as they transition to higher education. A positive induction process will create a sense of belonging, improve mental wellbeing and ability to study and promote equitable outcomes in particular for those identified as at risk to equality of opportunity.

2.2 Provision of Personalised Academic Support

We recognise that some students may not have equal opportunity to succeed academically due to insufficient personalised academic support. We will ensure that students at risk to equality of opportunity are able to access one to one and group support making it fully accessible by offering both online and face to face opportunities. Our 'Your Skills' programme will aim to empower students though the development of information literacy and digital skills and will be a cohesive programme delivered throughout the academic year. Provision will be targeted to at risk groups to aim to ensure student outcomes are positive for all.

2.3 Provision of Personalised Wellbeing Support

Some students may not have equal access to personal support during their studies which may negatively impact on their wellbeing and success. Students will be provided with the opportunity to access pastoral support including coaching and counselling from a dedicated staff member. This will include one to one and group support incorporating topics aligned to success and positive student outcomes and will be targeted to students identified as at risk to equality of opportunity.

2.4 Centralised Higher Education Centre and Student Advisory Services

The campus culture may not be sufficiently inclusive to foster a positive student experience which may have a negative impact on wellbeing and academic success. The introduction of a centralised higher education centre will provide an efficient opportunity for students to access the various support mechanisms available to them, thus ensuring that students have equal opportunity to

engage with and improve their higher education experience. This will also improve opportunities for social experiences and extra-curricular activities. The centre will be the hub for student advice and support, providing more easily accessed information to ensure student success in particular for those identified as at risk to equality of opportunity. Accessing relevant resources and information will be enhanced by the development and implementation of a student centred chatbot which will provide further opportunity for students to access information both on and off campus. In creating an environment of inclusion and wellbeing, student's ability to succeed academically will be supported to improve, resulting in the reduction of inequitable outcomes for those identified as at risk.

2.5 Financial Support Offer

Increases in cost pressures may affect a student's ability to study. Pressures such as travel costs, accommodation costs and living costs may contribute to a student's attendance, time for independent study, mental wellbeing and ability to succeed. Our financial support will be targeted to those identified as at risk to equality of opportunity to contribute to positive student outcomes.

2.6 Disability Disclosure Initiative

To ensure equitable outcomes for students at risk to equality of opportunity our marketing and messaging will highlight the importance of declaring disability as a positive step towards academic success. Ensuring students declare disabilities will enable a targeted approach to signposting support services to improve their experience and their ability to study and achieve academic success. Student groups identified as at risk to equality of opportunity will be recognised more readily to reduce inequitable outcomes.

Evaluation of Intervention Strategy 2

We will evaluate the impact of this intervention strategy though the tracking of engagement and student outcomes data. Qualitative evidence will be gathered via student engagement opportunities. Further details can be found in Annex B.

Total cost of activities and evaluation for intervention strategy (4 years): £120,000

Intervention Strategy 3 – Continuation

Objectives and targets	The objective of this intervention strategy is to: Improve the continuation rates for the following student groups (OBJ3): • Full time ABMO students across all undergraduate provision. • Full time students with a declared disability on first degree programmes.
Indication of risk	**3** (Underlying risks 4,5,6)

Activity	Description	Inputs	Outcomes	Cross Intervention
3.1 Comprehensive Induction Process	Review and refine the induction process and quality standard to ensure all students receive key information and an introduction to key staff members in a timely manner and provide a positive start to their programme of study. Ensuring a positive transition to HE enables an inclusive and positive student experience to enable a successful journey into and through their HE studies. This is an existing activity to be enhanced by a centralised approach.	Staff time from cross college support and curriculum staff.	• Students experience a positive induction which is consistent across the student body. • Students experience a positive introduction to academic and support staff and peers. • Students are able to access the support available to them. • Students have a sense of belonging and value enabling them to succeed in their studies.	2,4
3.2 Provision of Personalised Academic Support	Students will have access to 1:1 and group support with study skills, referencing, digital literacy and academic writing development from dedicated staff members. This is the continuation of existing activity which will be strengthened by the identification and targeting of students from groups considered to be at risk of equality to opportunity.	Staff time to design, coordinate and deliver.	• Students develop their academic skills. • Students confidence and academic ability improves. • Student outcomes, attainment and completion rates improve.	2,4
3.3 Provision of Personalised Wellbeing Support	Students can access pastoral support including Coaching and Counselling from dedicated staff members. This will include 1:1 and group support sessions and workshops incorporating topics aligned to success. This is a continuation of an existing activity which will be strengthened by the identification and targeting of students from groups considered to be at risk to equality of opportunity.	Staff time to design, coordinate and deliver.	• Students are able to address concerns. • Student wellbeing improves and confidence improves. • Student outcomes, continuation and completion improves.	2,4

3.4 Centralised Higher Education Centre and Student Advisory Services	Transition to a centralised HE centre to deliver a HE experience differentiated from the college's Further Education provision. This will enable a sense of belonging and community amongst HE students to develop an environment conducive to positive mental health. This work will enable the development of a student-centred approach allowing ease of access to support and information and aims to remove barriers to students receiving advice in a timely manner. This work will maximise visibility and awareness of the services available. Design and implement a student centred chatbot. This is a new activity to be implemented during academic year 24/25.	Relocation of facilities.	• Students develop a sense of belonging and value. • Students are able to access information and support easily and effectively. • Students mental wellbeing is maintained and improved. • Student outcomes, continuation and completion rates improve.	2,4
3.5 Financial Support Offer	Review our financial support offer to maximise impact. This may include the introduction of a travel bursary, the renaming of the Hardship Fund to the Success Fund to prevent stigma. Bursaries and scholarships for students at risk to equality of opportunity. Our current bursary and financial support packages will be enhanced to align to the groups of students identified in this plan as at risk to equality of opportunity.	Staff time to implement financial support. Financial support package investment.	• Increased financial security. • Decreased financial concerns for students. • Improved student outcomes, continuation and completion rates.	2,4
3.6 Disability Disclosure Initiative	This work will involve the active encouragement of students declaring disability to ensure that they are aware of the benefits this may have on their HE studies. Enhanced communications, messaging and signposting to remove any perceived stigma to declaring disability will encourage engagement with support, this will be aligned to the improvements with the student advisory services. This is a new activity.	Staff time to design and deliver information and to support students.	• Students are aware of the importance of declaring disability and the positive effect this may have on their student experience. • Students are comfortable declaring disability and are proactively encouraged to access support. • Student outcomes, continuation and completion rates increase.	2,4
Insight and Evaluation	Research and evaluation of impact of interventions designed to address the risks to equality of opportunity faced by target groups.	Staff time for student feedback analysis and participation in working groups.	• Whole provider understanding of the student experience. • Evidence informed interventions with the agility for change if required.	

Detail of Intervention Strategy 3

This intervention strategy is designed to mitigate indication of risk 3. Our assessment of performance (see Annex A) found that continuation rates for the following student groups is lower than sector average:

- Full time ABMO students.
- Full time students with a declared disability.

Mitigation of this risk will contribute to Objective 3:

To support, enable and improve the continuation rates for the following student groups (Indication of Risk 3):

- Full time ABMO students across all undergraduate provision.
- Full time students with a declared disability on first degree programmes.

3.1 Comprehensive Induction Process

Students at risk to equality of opportunity may not have access to a suitable induction process designed to provide an inspiring and organised environment to develop a sense of belonging and ability to engage with learning. The Lincoln College Quality Standard for Induction (HE) will promote and provide opportunities for social bonding and aspiration raising to develop students knowledge, skills and behaviours as they transition to higher education. A positive induction process will create a sense of belonging, improve mental wellbeing and ability to study and increase continuation rates for those identified as at risk to equality of opportunity.

3.2 Provision of Personalised Academic Support

We recognise that some students may not have equal opportunity to succeed academically due to insufficient personalised academic support. We will ensure that students at risk to equality of opportunity are able to access one to one and group support making it fully accessible by offering both online and face to face opportunities. Our 'Your Skills' programme will aim to empower students though the development of information literacy and digital skills and will be a cohesive programme delivered throughout the academic year. Provision will be targeted to at risk groups to aim to ensure student continuation rates improve.

3.3 Provision of Personalised Wellbeing Support

Some students may not have equal access to personal support during their studies which may negatively impact on their wellbeing and success. Students will be provided with the opportunity to access pastoral support including coaching and counselling from a dedicated staff member. This will include one to one and group support incorporating topics aligned to success and student wellbeing and will be targeted to students identified as at risk to equality of opportunity.

3.4 Centralised Higher Education Centre and Student Advisory Services

The campus culture may not be sufficiently inclusive to foster a positive student experience which may have a negative impact on wellbeing and academic success. The introduction of a centralised higher education centre will provide an efficient opportunity for students to access the various support mechanisms available to them, thus ensuring that students have equal opportunity to

engage with and improve their higher education experience. The centre will be the hub for student advice and support, providing more easily accessed information to ensure student success in particular for those identified as at risk to equality of opportunity. Accessing relevant resources and information will be enhanced by the development and implementation of a student centred chatbot which will provide further opportunity for students to access information both on and off campus. This will also improve opportunities for improving social experiences and extra-curricular activities. By creating an environment of inclusion and wellbeing, student confidence and sense of belonging will increase thus contributing to improved continuation rates for those identified as at risk.

3.5 Financial Support Offer

Increases in cost pressures may affect a student's ability to study. Pressures such as travel costs, accommodation costs and living costs may contribute to a student's attendance, time for independent study, mental wellbeing and ability to succeed. Our financial support will be targeted to those identified as at risk to equality of opportunity to contribute to improved continuation rates.

3.6 Disability Disclosure Initiative

To ensure equitable outcomes for students at risk to equability of opportunity our marketing and messaging will highlight the importance of declaring disability as a positive step towards academic success. Ensuring students declare disabilities will enable a targeted approach to signposting support services to improve their experience and their ability to study and achieve academic success. Student groups identified as at risk to equality of opportunity will be recognised more readily to improve continuation rates.

Evaluation of Intervention Strategy 3

We will evaluate the impact of this intervention strategy though the tracking of internal engagement and continuation data. Qualitative evidence will be gathered via student engagement opportunities. Further details can be found in Annex B.

Total cost of activities and evaluation for intervention strategy (4 years): £120,000

Intervention Strategy 4 – Completion

Objectives and targets	The objective of this intervention strategy is to: Improve completion rates for students from the following at risk groups (OBJ4): • Students previously eligible for Free School Meals across all full time programmes. • Male students on full time programmes.
Indication of risk	**4** (Underlying risks 4,5,6)

Activity	Description	Inputs	Outcomes	Cross Intervention
4.1 Comprehensive Induction Process	Review and refine the induction process and quality standard to ensure all students receive key information and an introduction to key staff members in a timely manner and provide a positive start to their programme of study. Ensuring a positive transition to HE enables an inclusive and positive student experience to enable a successful journey into and through their HE studies. This is an existing activity to be enhanced by a centralised approach.	Staff time from cross college support and curriculum staff.	• Students experience a positive induction which is consistent across the student body. • Students experience a positive introduction to academic and support staff and peers. • Students are able to access the support available to them. • Students have a sense of belonging and value enabling them to succeed in their studies.	2,3
4.2 Provision of Personalised Academic Support	Students will have access to 1:1 and group support with study skills, referencing, digital literacy and academic writing development from dedicated staff members. This is the continuation of existing activity which will be strengthened by the identification and targeting of students from groups considered to be at risk to equality of opportunity.	Staff time to design, coordinate and deliver.	• Students develop their academic skills. • Students confidence and academic ability improves. • Student outcomes, attainment and completion rates improve.	2,3
4.3 Provision of Personalised Wellbeing Support	Students can access pastoral support including Coaching and Counselling from a dedicated staff member. This will include 1:1 and group support sessions and workshops incorporating topics aligned to success. This is a continuation of an existing activity which will be strengthened by the identification and targeting of students from groups considered to be at risk to equality of opportunity.	Staff time to design, coordinate and deliver.	• Students are able to address concerns. • Student wellbeing improves and confidence improves. • Student outcomes, continuation and completion improves.	2,3

4.4 Centralised Higher Education Centre and Student Advisory Services	Transition to a centralised HE centre to deliver a HE experience differentiated from the college's Further Education provision. This will enable a sense of belonging and community amongst HE students to develop an environment conducive to positive mental health. This work will enable the development of a student-centred approach allowing ease of access to support and information and aims to remove barriers to students receiving advice in a timely manner. This work will maximise visibility and awareness of the services available. Design and implement a student centred chatbot. This is a new activity to be implemented during academic year 24/25.	Relocation of facilities.	• Students develop a sense of belonging and value. • Students are able to access information and support easily and effectively. • Students mental wellbeing is maintained and improved. • Student outcomes, continuation and completion rates improve.	2,3
4.5 Financial Support Offer	Review our financial support offer to maximise impact. This may include the introduction of a travel bursary, the renaming of the Hardship Fund to the Success Fund to prevent stigma. Bursaries and scholarships for students at risk to equality of opportunity. Our current bursary and financial support packages will be enhanced to align to the groups of students identified in this plan as at risk to equality of opportunity.	Staff time to implement financial support. Financial support package investment.	• Increased financial security. • Decreased financial concerns for students. • Improved student outcomes, continuation and completion rates.	2,3
4.6 Disability Disclosure Initiative	This work will involve the active encouragement of students declaring disability to ensure that they are aware of the benefits this may have on their HE studies. Enhanced communications, messaging and signposting to remove any perceived stigma to declaring disability will encourage engagement with support, this will be aligned to the improvements with the student advisory services. This is a new activity.	Staff time to design and deliver information and to support students.	• Students are aware of the importance of declaring disability and the positive effect this may have on their student experience. • Students are comfortable declaring disability and are proactively encouraged to access support. • Student outcomes, continuation and completion rates increase.	2,3
Insight and Evaluation	Research and evaluation of impact of interventions designed to address the risks to equality of opportunity faced by target groups.	Staff time for student feedback analysis and participation in working groups.	• Whole provider understanding of the student experience. • Evidence informed interventions with the agility for change if required.	

Detail of Intervention Strategy 4

This intervention strategy is designed to mitigate indication of risk 4. Our assessment of performance (see Annex A) found that completion rates for the following student groups is lower than sector average:

- Students previously eligible for Free School Meals.
- Male students.

Mitigation of this risk will contribute to Objective 4:

To improve completion rates for students from the following at risk groups (Indication of Risk 4):

- Students previously eligible for Free School Meals across all full time programmes.
- Male students on full time undergraduate programmes.

4.1 Comprehensive Induction Process

Students at risk to equality of opportunity may not have access to a suitable induction process designed to provide an inspiring and organised environment to develop a sense of belonging and ability to engage with learning. The Lincoln College Quality Standard for Induction (HE) will promote and provide opportunities for social bonding and aspiration raising to develop students knowledge, skills and behaviours as they transition through higher education. A positive induction process will create a sense of belonging, improve mental wellbeing and ability to study and contribute to an increase in completion rates for those identified as at risk to equality of opportunity.

4.2 Provision of Personalised Academic Support

We recognise that some students may not have equal opportunity to succeed academically due to insufficient personalised academic support. We will ensure that students at risk to equality of opportunity are able to access one to one and group support making it fully accessible by offering both online and face to face opportunities. Our 'Your Skills' programme will aim to empower students though the development of information literacy and digital skills and will be a cohesive programme delivered throughout the academic year. Provision will be targeted to at risk groups to aim to ensure completion rates improve.

4.3 Provision of Personalised Wellbeing Support

Some students may not have equal access to personal support during their studies which may negatively impact on their wellbeing and success. Students will be provided with the opportunity to access pastoral support including coaching and counselling from a dedicated staff member. This will include one to one and group support incorporating topics aligned to success and student wellbeing and will be targeted to students identified as at risk to equality of opportunity.

4.4 Centralised Higher Education Centre and Student Advisory Services

The campus culture may not be sufficiently inclusive to foster a positive student experience which may have a negative impact on the wellbeing and academic success. The introduction of a centralised higher education centre will provide an efficient opportunity for students to access the various support mechanisms available to them, thus ensuring that students have equal opportunity to engage with and improve their higher education experience. The centre will be the hub for

student advice and support, providing more easily accessed information to ensure student success in particular for those identified as at risk to equality of opportunity. Accessing relevant resources and information will be enhanced by the development and implementation of a student centred chatbot which will provide further opportunity for students to access information both on and off campus. This will also improve opportunities for improving social experiences and extra-curricular activities. In creating an environment of inclusion and wellbeing, student confidence and sense of belonging will improve and contribute to improved completion rates for those identified as at risk.

4.5 Financial Support Offer

Increases in cost pressures may affect a student's ability to study. Pressures such as travel costs, accommodation costs and living costs may contribute to a student's attendance, time for independent study, mental wellbeing and ability to succeed. Our financial will be targeted to those identified as at risk to equality of opportunity to contribute to improved completion rates.

4.6 Disability Disclosure Initiative

To ensure equitable outcomes for students at risk to equality of opportunity our marketing and messaging will highlight the importance of declaring disability as a positive step towards academic success. Ensuring students declare disabilities will enable a targeted approach to signposting support services to improve their experience and their ability to study and achieve academic success. Student groups identified as at risk to equality of opportunity will be recognised more readily to improve completion rates.

Evaluation of Intervention Strategy 4

We will evaluate the impact of this intervention strategy though the tracking of internal engagement and completion data. Qualitative evidence will be gathered via student engagement opportunities. Further details can be found in Annex B.

Total cost of activities and evaluation for intervention strategy (4 years): £120,000

Intervention Strategy 5 – Progression

Objectives and targets	The objective of this intervention strategy is to: Support and enable the following groups of at risk students to progress to highly skilled employment or further study (OBJ5): • Those from IMD Q1 and 2 on part time programmes. • Part time mature students on undergraduate programmes. • Students with a declared disability on full time first degree programmes.
Indication of Risk	**5** (Underlying risk 7)

Activity	Description	Inputs	Outcomes	Cross Intervention
5.1 Post HE IAG	Provide a comprehensive programme of IAG to enhance employability and employment opportunities.	Staff time to design and deliver effective post HE IAG.	• Students are able to access support. • Students are able to research opportunities. • Students aspirations are raised. • Student progression to highly skilled employment or further study is increased.	
5.2 Career Coach	Provide and utilise Career Coach online resources to develop post HE employability. This platform offers significant resources to prepare students for their next steps on completion of their studies.	Staff time to ensure familiarity with the platform amongst staff and students. License fee.	• Students are able to access resources relative to their employability and employment. • Students progression rates to highly skilled employment or further study is increased.	
Insight and Evaluation	Research and evaluation of impact of interventions designed to address the risks to equality of opportunity faced by target groups.	Staff time for student feedback analysis and participation in working groups.	• Whole provider understanding of the student experience. • Evidence informed interventions with the agility for change if required.	

Detail of Intervention Strategy 5

This intervention is designed to mitigate risk 5. Our assessment of performance (see Annex A) identifies that progression to highly skilled employment or further study is lower than sector average for:

- Those from IMD Q1 and 2.
- Part time mature students.
- Students with a declared disability.

The activity outlined in this intervention strategy will contribute to the achievement of objective 5:

To support and enable the following groups of at risk students to progress to highly skilled employment or further study (Indication of Risk 5):

- Those from IMD Q1 and 2 on part time programmes.
- Part time mature students on undergraduate programmes.
- Students with a declared disability on full time first degree programmes.

5.1 Post HE IAG

We recognise that some students may not have equal opportunity to access sufficient post HE IAG to enable them to progress to a career relevant to their higher education qualification or to further study. The implementation of a comprehensive programme of support to enhance employability and employment will provide students with the opportunity to prepare for their progression on completion of their higher education studies. This provision will be targeted at those students identified as at risk to equality of opportunity to support the increase of progression to highly skilled employment or further study.

5.2 Career Coach

The provision of online resources via careers platform 'Career Coach' will enable students to access significant careers tools to support them with their progression on completion of their higher education studies. Provision of this resource may be offered by academic and support staff to aid aspiration raising alongside employability skills. The utilisation of this resource will be targeted at those identified as at risk to equality of opportunity to support the desired increase of progression to highly skilled employment or further study upon completion of higher education programmes studied at Lincoln College.

Evaluation of Intervention Strategy 5

The impact of this intervention strategy will be evaluated through internal engagement data and the Graduate Outcomes survey. Further details can be found in Annex B.

Total cost of activities and evaluation for intervention strategy (4 years): £56,000

Some activities support mitigation of multiple risks to equality of opportunity and feature in more than one intervention strategy. Inputs and costs have been calculated proportionately.

Financial Support

Our financial support offer as detailed in our intervention strategies will include the following:

Scholarships - Two course fee scholarships are available for ABMO students for the full course fee up to the total of £9250 per annum for the expected duration of their programme.

Two course fee scholarships are available for students from an identified postcode area for the full course fee up to the total of £9250 per annum for the expected duration of their programme.

These are allocated on a first-come, first-served basis.

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

• Studying an undergraduate course that is not funded by an employer or sponsor and have a household income (as assessed by an awarding authority such as Student Finance England) of £25,000 or less.

Access Scholarship will be awarded at the following rates according to their enrolled mode of study: Part time £150, Full time £300. Payments will be made in two instalments, typically November (50%) and February (50%).

Success Fund - Students that find themselves in financial hardship during the academic year can apply to the Success Fund, which exists to support students on programme and allows intervention where a student may be considering giving up their course because of financial difficulties.

Specific access and participation criteria may be used to prioritise awards.

**Level of award is at the discretion of the College and subject to funds available.*

Travel Bursary – Aimed at supporting students from specific target groups and those that face financial pressures traveling to study their course/course related activity.

Specific access and participation criteria will be used to prioritise awards.

**Level of award is at the discretion of the College and subject to funds available.*

The Career Degree Bursary - There will be a number of bursaries available each academic year to support targeted groups to gain additional qualifications, accreditations and industry specific development in order to enhance their employability.

up to a maximum of £200 per student.

**Specific access and participation criteria will be used to prioritise awards.*

Disabled Student Allowance (DSA) - The Disabled Student Allowance (DSA) can provide additional support to help you in your studies for students with diagnosed conditions.

The college provides support towards costs of assessment and some equipment.

Level of award is at the discretion of the College and subject to funds available

Evidence

To design our intervention strategies, evidence has been gathered which underpins each of the interventions, this can be seen in Annex B. Our intervention strategies have been developed following consultation with the student body, through focus groups and one to one interviews. The activity has been designed using TASO-informed Theory of Change, evaluation tools and methodologies. Evaluation is embedded into the programme design, and all interventions will be evaluated to Type 1 or Type 2, using pre and post comparison surveys, focus groups and tracking.

Collaboration

Lincoln College values collaboration, and we believe that by working collectively we can alleviate risks to equality of opportunity for those most likely to face them. We believe supporting the national conversation about access and participation is important and we are members of the Access and Participation Plan Special Interest Group within the Forum for Access and Continuing Education (FACE) network. The Group provides a space for institutional leads for widening participation to share findings, best practice and approaches to supporting students from under-represented groups.

LiNCHigher Uni Connect Partnership

Lincoln College is a hugely important and active participant in the LiNCHigher Uni Connect partnership.

With oversight and support from representatives of Lincoln College, LiNCHigher delivers pre-16 and post-16 outreach activity where economies of scale and added value are leveraged through a collaborative approach. Strategic outreach collaboration is a key priority of LiNCHigher's work, ensuring that students from under-represented backgrounds have access to the information, advice and guidance they need to make informed choices about their futures.

LiNCHigher's wide range of activities encompasses classroom-based sessions; university and college hosted events; accredited teacher CPD programmes designed to support HE progression of under-represented groups, and the well-established information and advice programmes aimed at those young learners themselves. These are consistently supported by Lincoln College programmes and activities, many funded by LiNCHigher, which meet our joint targets of widening participation and raising attainment.

Since its inception in 2017 LiNCHigher and Lincoln College have worked together to deliver a range of attainment-raising and access interventions focusing on cross-partnership work with local authorities, third-party providers and the Careers Enterprise Company to improve outcomes for under-represented learners in HE.

Lincoln College has representatives on both the LiNCHigher Operations and Governance Boards. We hold regular meetings to ensure we complement each other's work and add value. The partnership is strong and effective.

Raising Prior Attainment

Our approach to raising attainment as a higher education provider within a further education (FE) college will be focused on our FE student population. A comprehensive strategy has been

developed to improve the educational outcomes of our learners studying English and Maths. Our approach will incorporate the following activities:

- Initial assessment of students during the induction period to determine their strengths and weaknesses.
- Feedback to students to ensure they understand their strengths and weaknesses and areas for improvement.
- Provision of an English and Maths Hub as a one stop shop for extracurricular activities delivering activities such as stretch and challenge sessions, homework club and revision sessions.
- Delivery of contextualised English and Maths sessions in line with vocational qualifications by vocational academic staff.
- Multi intervention study skills programme delivered in collaboration with LiNCHigher (Uniconnect partnership).

Flexible and Diverse Provision

Our strategy for our Higher Education provision is aligned with the main college strategy in both purpose and mission; ensuring that our provision is employer led and relevant to the needs of the local and regional labour market. We ensure that our programmes are innovative, career-centred, accessible and flexible. We will continue to develop our Higher Technical qualification provision and our Higher and Degree Apprenticeship provision.

Our strategy outlines a commitment to developing provision that is flexible by offering a variety of delivery options for prospective students. Blended and online learning, evening, weekend and block teaching models will all feature within our curriculum offer. Following the successful introduction of a block teaching approach with our BSc Clinical Herbalism programme we are confident that this model can be further expanded to include more programmes of study in the future.

Whole provider approach

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 overarching Lincoln College group strategy, 'Be Extraordinary'. 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.

To ensure a credible whole provider approach every opportunity will be taken to provide information, updates and evaluation of progress to all levels of the college structure and to students including HE Forum, HE Academic Board and HE Governance Committee. Students representing the breadth of the student population will be actively engaged with via the Student Council.

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.

To aid the co-creation of quality assurance activity the Stakeholder Voice Strategy ensures that all key stakeholder groups have a voice and are represented to inform strategic decision making and operational change at the college. The strategy outlines the principles and practice of listening to the stakeholder 'voice' at Lincoln College by ensuring that there are multiple opportunities for stakeholders to contribute to all aspects of the college experience, to present their views, to inform developments and to ensure they receive timely feedback on issues they raise.

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. 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, providing an educational environment free from unlawful discrimination, harassment or victimisation. Equality and Diversity training forms an integral part of the staff induction process and is refreshed on a two-yearly basis. 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.

Lincoln College adopt a full student life cycle approach and are proud of the support available to students. The college outreach programme supports learners from primary age upwards providing support for both school leavers and mature students through the application process, transition, on course success and progression upon graduating.

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 2025-26 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.
- Consultation with the HE Student Governor to gain feedback and insight on the student experience.

- 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 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 accessibility of support services.

Collation of an action log following these meetings allows for a comprehensive feedback system implemented throughout the academic year. This provides an opportunity for students to understand the impact of their comments and requests, enabling the college to continuously develop and improve their experience in line with their needs.

HE student representation is part of every deliberative board including monthly HE Forum meetings, HE Academic Affairs Committee (HE AAC) 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 Stakeholder Voice Strategy recognises the importance of the student voice and outlines the principles and practice of listening to the stakeholder 'voice' at Lincoln College by ensuring that there are multiple opportunities for stakeholders to contribute to all aspects of the college experience, to present their views, to inform developments and to ensure they receive timely feedback on issues they raise.

The Access and Participation Plan for 2025-29 was discussed with a representative group of HE students via focus group sessions and one to one interviews, students opinions were utilised to develop the plan and were engaged with the process. 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, Higher Education Committee and Board of Governors.

Evaluation of the plan

We will be engaged in an ongoing monitoring and evaluation of our intervention strategies, and will continuously reflect on and respond to evaluation findings to improve and develop our practices.

The HE Academic Affairs Committee (HE AAC) is responsible for the strategic management and oversight of all aspects of the access and participation plan, 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).

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. In order for us to capture evidence-based evaluation data to the standard expected by the OfS we have worked with a data analysis company to develop an evaluation solutions strategy that is centred around a number of robust evaluation mechanisms. This will allow for the assessment of how far the activities proposed meet the intended outcomes whilst also offering the opportunity for the evaluation and monitoring of the impact of interventions and in year progress against the Access and Participation Plan targets.

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. Monitoring and review of the Access and Participation Plan are identified within the terms of reference for the HE AAC 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 Higher Education Committee in advance of their termly 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 Higher Education Committee. An annual review of all HE widening participation activities will also be included as part 34 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 Group 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 APP targets will be maintained throughout the academic year within a data dashboard which also acts as a risk register. Targets are risk assessed at the start of and throughout the academic year, enabling concerns to be escalated to the HE AAC for support or intervention at an appropriate level. An overview of the dashboard will be provided as part of the termly reports to the Higher Education 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.

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.

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

• 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 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.

• 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 Canvas.

• 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 First Impressions Survey). All such material will be regularly monitored and reviewed.

The College ensures 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 utilise any contact opportunity to ensure that applicants and students are made aware of the support services available to them throughout the student life cycle.

Any changes that are introduced during a student's 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 Canvas pages.

This Access and Participation Plan 2025/26 - 2028/29 will be published online on our dedicated Higher Education pages. We will also post the following on our webpages alongside the plan:

- An accessible summary of the plan for current and prospective students, parents, carers or guardians, teachers, or other school staff.
- Fee information documents from the Office for Students for the period of this plan. An archive of our historical Access and Participation Plans can also be found on the website.

Annex A: Further information and analysis relating to the identification and prioritisation of key risks to equality of opportunity

A thorough assessment of performance was undertaken to identify the most significant risks to equality of opportunity at Lincoln College. The assessment was primarily based on the OfS access and participation data - both the aggregated sector-wide public dataset and the individualised provider-specific dataset.

Analysis of this data enabled us to identify the most significant gaps in rates for access, success and progression between groups of students in higher education. This analysis highlighted the indications of risk most prevalent at Lincoln College across the student life cycle.

Although some groups have small numbers of students, we have ensured that any data presented, and any targets created do not identify any individual student. Much of the data with small groups is considered as statistically insignificant however analysis of four-year aggregate data was undertaken to reduce this whilst also allowing us to focus on gaps sustained over time.

To gain further insight we also carried out a series of consultation workshops and one to one interviews with the student body to gather qualitative data on the risks to equality of opportunity faced by our students. Our qualitive insight from the consultations and interviews enabled us to gather insight to better understand the key risks to equality of opportunity our students face and provides further verification of the indications of risk present in our student body.

The insight we gained from this quantitative and qualitative analysis was utilised in conjunction with the OfS Equality of Opportunity Risk Register to identify the underlying risks relating to our students and to identify the key risks to address in our APP.

Indications of Risk

A risk-based scoring model was applied to identify significant indications of risk. The model accounted for:

• The size of the performance gap between the target group and comparator group.

• The population size of the target group.

• The statistical uncertainty associated with the performance gap.

Programmes of study were separated to identify any gaps specific to particular modes of study including; first degree, part time and full time.

A number of gaps across the student life cycle were identified. To prioritise the key risks to address in our APP we identified the widest gaps.

Summary of Gap Analysis Across the Student Life cycle

Our gap analysis revealed a number of statistically significant gaps evident across the student life cycle:

- Gaps are evident for ABMO students at the access and continuation stages of the student life cycle.

- It is clear from our analysis that there are significant gaps for students with a declared disability when comparing to students who have not declared a disability, these gaps are evident at the attainment, continuation and progression stages of the student life cycle.
- There are gaps at the access and progression stages of the student life cycle for students from IMD Quintiles 1 and 2 when comparing data to students from Quintiles 3,4 and 5. This is particularly significant for part time students at the progression stage.
- There is a significant gap at the completion stage of the student life cycle when comparing full time students previously eligible for Free School Meals (FSM) compared to those who were not.
- There are gaps relating to mature students when comparing them to young students at the completion and progression stages of the student life cycle, in particular for students on part time programmes of study.
- There is a significant awarding gap relating to males studying on full time programmes when compared to females at the college.

Ethnicity

It is clear from our analysis that the representation of students from Asian, Black, Mixed or Other (ABMO) ethnicity groups is low compared to the sector. When comparing four-year aggregate data to the sector aggregate data the gap is most significant for full time students across all undergraduate provision, with a percentage point gap of 24.9 whilst comparison of the proportion of ABMO part time students to the sector identifies a percentage point gap of 10.2.

The four-year aggregate data identifies the proportion of ABMO students entering full time higher education study at Lincoln College is 8.6% and this has remained similar over the last five years, however there has been an increase in the proportion of ABMO entrants of 6.8% between academic years 2020/21 and 2021/22.

Analysis of the four-year aggregate data for part time students entering higher education at Lincoln College identifies that 3.7% are ABMO, whilst the sector data is 13.9%

The representation of ABMO students at Lincoln College is strongly reflective of the general population across the local area. Office of National Statistics (ONS) data (2021 Census) identifies the ABMO representation for the Lincoln area to be 9.6% of the population, whilst nationally the ABMO population rate is 18.3%.

Disaggregation of ABMO data has not been undertaken due to low numbers.

The access gap between white and ABMO students is identified within our objectives and targets for both full time and part time students. The local demographic context has been considered when setting our targets for this under-represented group as the majority of students are recruited from the local area as shown on the map:
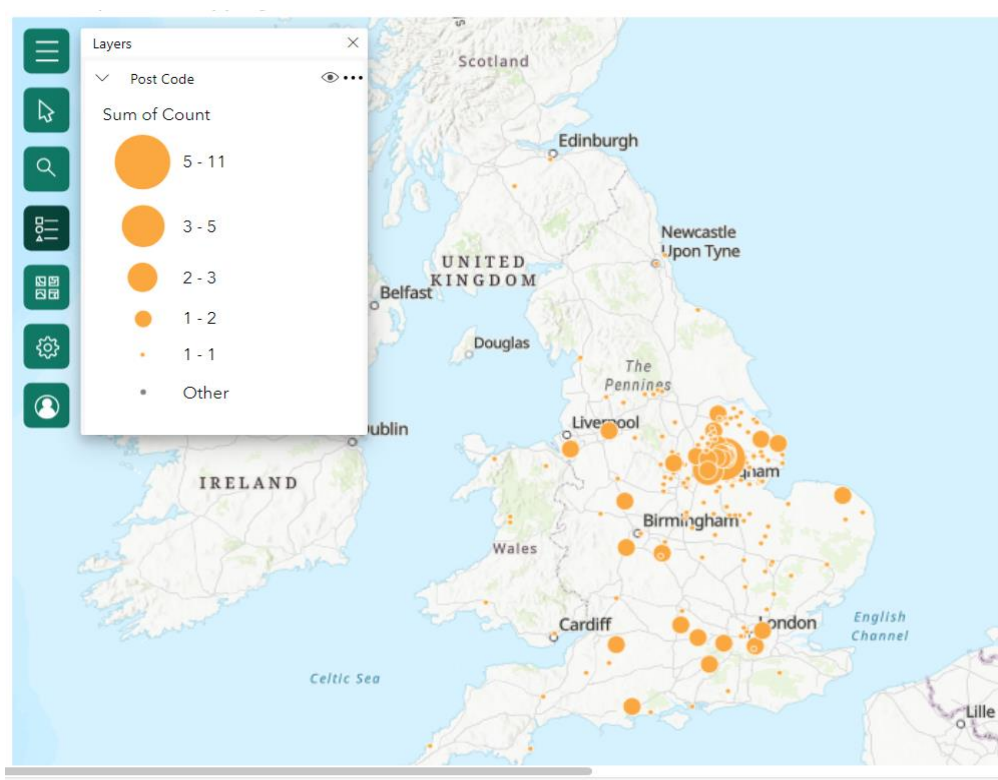
There are no attainment or completion gaps relating to ethnicity evident at Lincoln College. Analysis of continuation rate data identified that ABMO students are less likely to continue with their studies when compared to White students at the college. This is particularly prevalent when considering students on full time undergraduate programmes of study. Comparison of four-year aggregate data highlights a gap of 7.1 percentage points. We have therefore identified continuation of ABMO students on full time study programmes within our targets and objectives.

Disability

Awarding gaps relating to disability are evident at Lincoln College. The four-year aggregate data identifies the difference in the proportion of students awarded a 1st or 2:1 classification between students with a declared disability and those without as 10.7 percentage points. This gap is relevant to students on full time first degree programmes and is therefore identified within our objectives and targets.

The four-year aggregate data analysis also identifies gaps for students with a declared disability at the continuation and progression stages of the student life cycle. There is a continuation rate gap of 8.2 percentage points when comparing students with a declared disability on full time first degree programmes to those without a declared disability whilst a gap of 6.5 percentage points is evident at the progression stage of the student life cycle. Analysis of year on year data comparing continuation rates of students with a declared disability to those without identifies that in academic year 2021-22 there was a gap of 22 percentage points, this reduced slightly in academic year 2022-23 to 18 percentage points and further still in academic year 2023-24 to 12 percentage points. We have made significant progress in closing this gap however it remains a priority in this APP and we have addressed it in our objectives and targets.

There are no completion rate gaps evident for students with a declared disability, the four-year aggregate data identifies a difference of only 1.6 percentage points for full time students on first degree programmes.

Socio-Economic Background

Analysis of the four-year aggregate data relating to socio-economic background identifies students from Indices of Multiple Deprivation (IMD) Quintile 1 are under-represented at Lincoln College compared to the sector. The local demographic context has multiple IMD Quintile 1 areas, therefore this gap cannot be attributed to local context as shown in Figure 2. Gaps are prevalent for both part time and full time students. A gap of 6.3 percentage points has been identified for full time undergraduate students and 6.4 percentage points for part time undergraduate students. The gap for full time students has widened over a six year period, the baseline data for academic year 2016-2017 was 0.7 percentage points, however we have noted that this has increased significantly to 8.4 percentage points in academic year 2021-2022. We note that this is a significant change and have identified this within our objectives and targets. The gap for part time students has remained relatively stable with no significant change over the same six year period, however we have identified part time students from IMD Q1 in our objectives and targets.
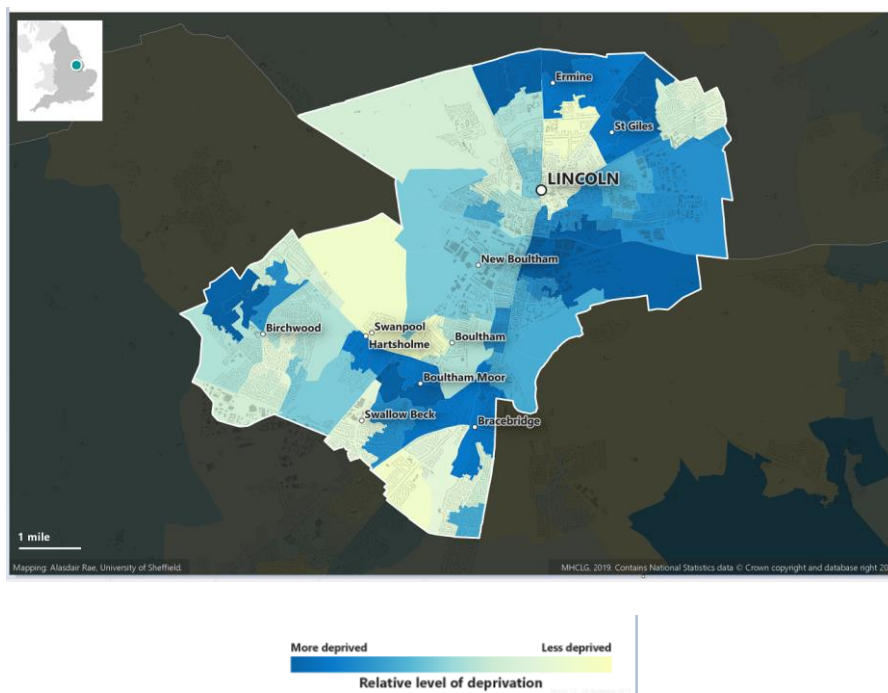
Figure 2. English Indices of Deprivation 2019, Ministry of Housing, Communities and Local Government.

We note that there is a gap of 5.7 percentage points at the continuation stage of the student life cycle for students from IMD Quintiles 1 and 2 when comparing them to those from Quintiles 3,4 and 5. We are mindful of this but will not address this gap in our objectives and targets in this APP to enable us to focus on the more significant gaps that have been identified.

One of the most significant gaps evident at the college is the progression of students from IMD Quintiles 1 and 2 to highly skilled employment or further study. The gap is particularly apparent for undergraduate part time students when comparing them to students from IMD Quintiles 3,4 and 5.

The four-year aggregate data identifies a gap of 23.3 percentage points. This gap is therefore a focus of our APP and is addressed within our objectives and targets.

Analysis of other socio-economic background metrics did not identify any significant gaps, and in particular the data for students from Tracking Under-representation by Area (TUNDRA) Quintiles 1 and 2 is very positive when comparing them to those from Quintiles 3, 4 and 5.

Free School Meal (FSM) Eligibility

A significant gap is evident for students previously eligible for FSM at the completion stage of the student life cycle. This gap relates specifically to full time students across all undergraduate provision. When comparing them to those who have not previously been eligible for FSM there is a completion rate gap of 16.3 percentage points. We note that this is a significant gap and it is addressed in our objectives and targets. The four-year aggregate data identifies a gap of 5.6 percentage points at the continuation stage of the student life cycle for full time students previously eligible for FSM, however we are not addressing this in our targets and objectives at this time as there are more significant gaps to adopt and resource.

Age

Lincoln college has a high proportion of mature students in comparison to those aged 18-21. The proportion of mature students enrolled at college in academic year 2023-24 was 74%, this proportion has remained relatively similar over the previous six-year period, showing only a slight increase of 3% since the academic year 2016-17.

We have identified a gap at the progression stage of the student life cycle for mature students. The four-year aggregate data highlights that progression to highly skilled employment or further study is 13.1 percentage points lower than for young students, this percentage point gap is relevant to undergraduate students on part time programmes of study. This gap is addressed within our objectives and targets.

Sex

Analysis of the four-year aggregate data has identified a gap of 13.1 percentage points at the attainment stage of the student life cycle for male students when comparing them to female students. This gap is relevant to full time students across all undergraduate provision. We have addressed this gap in our objectives and targets.

A gap of 5.8 percentage points has also been identified at the completion stage of the student life cycle for male students on full time undergraduate programmes when comparing them to females. The baseline data for academic year 2017-18 identifies a gap of 6.7 percentage points, there was a minimal gap of 0.6 percentage points in academic year 2016-17 and a gap of 10.4 percentage points in the year previous to that. We will address this gap and is detailed within our objectives and targets.

Intersections of Characteristics

We found that intersectional and disaggregated analysis was limited by small student numbers and high levels of statistical uncertainty. Suppression of data published on the OfS access and participation data dashboard and in the raw data sets limits the level of detailed evaluation possible

in particular for disaggregated data and exploring combinations of characteristics. We have however identified the student groups we need to target to address equality of opportunity across the student life cycle, we have utilised aggregate data where necessary and analysed this against our internal enrolment data where appropriate.

Further Insight

Student Experience Analysis

After identifying our risks to equality of opportunity we undertook further analysis to identify the underlying risks most likely to be affecting our student population. A number of themes arose from our student consultation process, these included:

Students felt that they would benefit from an improved sense of community and belonging and would value increased opportunities to study with and engage with their peers. Many students felt that interaction with other higher education students was minimal. This was particularly apparent for our mature students and those with a declared disability.

Students with a declared disability, mature students and those from the most socio-economically deprived backgrounds felt that the induction process was rushed and inconsistent and because of this many felt anxious at the start of their course. It was felt that this negatively impacted them as they were under prepared for the expectations of study and how to access support if needed.

Those students who had accessed academic and wellbeing support commented that it had had a positive impact on their studies however it was felt that there were significant barriers to students receiving appropriate support. Students commented that it should be more accessible, in particular mature students and those with a declared disability.

Students felt that the rise in the cost of living is impacting their ability to study. Many commented that the rise in the cost of living was negatively impacting their ability to study and affecting their attendance and commitment to their course.

Our analysis of the First Impressions survey, completed by students, highlights that the flexibility of our provision is beneficial to the student body. Our diverse offer includes Higher Nationals, Foundation Degrees, Honours Degrees, one-year Top-Ups, Higher Apprenticeships, and Higher Technical Qualifications which offer alternative pathways to Higher Education that cater to a broad range of students. These programmes not only provide academic rigor but also emphasise practical application, preparing students for the demands of their chosen careers.

The OfS Equality of Opportunity Risk Register (EORR) identifies sector wide risks that may affect equality of opportunity in higher education. We have utilised our findings from our analysis of performance in conjunction with the EORR to identify the underlying risks we believe are most likely to be affecting our students.

EORR Risk	EORR Risk Description	Evidence at Lincoln College
1	**Knowledge and Skills**: Students may not have equal opportunity to develop the knowledge and skills required to be accepted onto higher education courses that match their expectations and ambitions.	Some students may not have equal opportunity to access resources and support to ensure they are able to reach their full potential and pursue their academic and professional goals.
2	**Information, Advice and Guidance**: Students may not have equal opportunity to receive the information and guidance that will enable them to develop ambition and expectations, or to make informed choices about their higher education options.	Some students may not have equal opportunity to access support to ensure they can aspire to and achieve their full potential.
3	**Perception of Higher Education**: Students may not feel able to apply to higher education despite being qualified.	Some students may not have equal opportunity to develop their ability and confidence to study higher education, their perception may be that higher education is not appropriate for them.
6	**Insufficient Academic Support**: Students may not receive sufficient personalised academic support to achieve positive outcomes.	Some students may not have equal opportunity to access personalised support during their studies to enable them to succeed. They may require academic support which is personalised to their needs.
7	**Insufficient Personal Support**: Students may not receive sufficient personalised non-academic support or have sufficient access to extracurricular activities to achieve positive outcomes	Some students may not have equal opportunity to access personalised support during their studies to enable them to succeed. Students may experience mental ill health that makes it hard to cope while studying.
8	**Mental Health**: Students may not experience an environment that is conducive to good mental health and wellbeing.	Some students may find that the campus culture is not sufficiently inclusive to foster an environment conducive to positive mental health and a positive student experience.
10	**Cost Pressures**: Increases in cost pressures may affect a student's ability to complete their course or obtain a good grade.	Increases in cost pressures such as travel may be affecting some student's ability to access, continue and complete their studies.
12	**Progression from Higher Education**: Students may not have equal opportunity to progress to an outcome they consider to be a positive reflection of their higher education experience.	Some students may not have equal opportunity to access information, advice and guidance to enable them to progress to highly skilled employment or further study on completion of their higher education qualification.

Annex B: Further information that sets out the rationale, assumptions and evidence base for each intervention strategy that is included in the access and participation plan.

'Type' of evidence is listed in the Methods of Evaluation column and refers to the OfS Standards of Evidence.

- Type 1 – Narrative evidence
- Type 2 - Empirical evidence
- Type 3 – Causal evidence

Activity	Outcomes	Evidence and Rationale	Method(s) of evaluation	Summary of publication plan
Future Focus Outreach Programme	Students from our target groups: • are informed and feel confident about their future education journey. • have good awareness of their own skills, values, interests, and abilities. • are able to make well informed decisions and confident choices regarding their HE options.	The TASO evidence toolkit suggests that a sustained multi intervention approach is effective and impactful: The TASO evidence toolkit suggests the benefits of Pre Entry Study Skills and Soft Skills activity.	Student pre and post survey at the beginning and end of the year. Participation recorded and tracked on HEAT. Type 2 evidence.	Annual evaluation report undertaken by Uniconnect to be shared across Uniconnect partnerships.
Schools Liaison and Outreach Activity	Students from our target groups: • are informed and feel confident about their future education journey • have good awareness of their own skills, values, interests, and abilities • are able to make well informed decisions and confident choices regarding their HE options.	The TASO evidence toolkit suggests that a sustained multi intervention approach is effective and impactful: The TASO evidence toolkit suggests the benefits of Pre Entry Study Skills and Soft Skills activity.	Tracking of outreach activity in correlation with internal enrolment data. Type 2 evidence.	Internal analysis and findings will be shared at relevant internal and external working groups. Information will be shared with schools.
Parental Engagement	This engagement will aim to: • challenge parental perceptions of HE. • improve parent's ability to support their young people through the decision making and application processes.	Future Quest's Research Report highlights the importance of parental engagement.	Pre and post survey at parental engagement events. Type 1 evidence.	Analysis and findings will be shared at relevant internal and external working groups.
Pre Entry IAG	Students are able to understand and navigate the HE process and can successfully transition to HE with confidence.	Numerous evidence identifies the importance of pre entry IAG to overcome barriers. The TASO evidence toolkit, Learning and Work and research undertaken by the University of Chester and QAA published on HE Professional.	Tracking of one to one engagement and support with internal enrolment data. Student First Impressions Survey and Student Council meetings. Type 2 evidence.	Analysis and findings will be shared at relevant internal and external working groups.

Pre Entry Financial Support	Students are able to attend events which are key to successful transition to higher education.	The TASO evidence toolkit suggests that there is evidence to support pre entry financial support. Learning and Work.org.uk found that cost pressure is a barrier to adult learning.	Tracking of attendance at open days and offer days in correlation with internal enrolment data. Type 2 evidence.	Analysis and findings will be shared at relevant internal and external working groups.
Comprehensive Induction Process	• Students experience a positive induction which is consistent across the student body. • Students experience a positive introduction to academic and support staff and peers. • Students are able to access the support available to them. • Students have a sense of belonging and value enabling them to succeed in their studies.	AdvanceHE discuss the importance of student induction in relation to the student life cycle. Further research has been undertaken which identifies the importance of induction and transition to HE in relation to attainment and continuation.	Comparison of year on year attainment data. Student First Impression Survey. Type 2 evidence.	Analysis and findings will be shared at relevant internal and external working groups.
Provision of Personalised Academic Support	• Students develop their academic skills. • Student confidence and academic ability improves. • Student outcomes, continuation and completion rates improve.	Research undertaken by the University of Hull highlights the importance of personalised academic support.	Comparison of student attainment, continuation and completion rates for those who have accessed one to one academic support and those who haven't. Type 2 evidence.	Analysis and findings will be shared at relevant cross institution internal and external working groups.
Provision of Personalised Wellbeing Support	• Students are able to address concerns. • Student wellbeing improves and confidence improves. • Student outcomes, continuation and completion improves	The TASO evidence toolkit suggests there is evidence to support psychological therapies and mental health interventions. The TASO evidence toolkit also suggests there is evidence to the benefits of coaching and counselling.	Comparison of student attainment, continuation and completion rates for those who have accessed one to one academic support and those who haven't. Type 2 evidence.	Analysis and findings will be shared at relevant internal and external working groups. Evaluation to be ongoing and shared via working groups and networks.
Centralised Higher Education Centre and Student Advisory Services	• Students develop a sense of belonging and value. • Students are able to access information and support easily and effectively. • Student's mental wellbeing is maintained and improved. • Student outcomes, continuation and completion rates improve.	Research undertaken by RAISE, AdvanceHE and WonkHE all identify the importance of creating a sense of belonging and community in relation to the student life cycle.	Student First Impressions Survey. Student consultation at relevant working groups. Type 1 evidence.	Insight and findings to be shared at cross-institution working groups.

Financial Support Offer	• Increased financial security. • Decreased financial concerns for students. • Improved student outcomes, continuation and completion rates	The TASO evidence toolkit suggests there is evidence to support financial support post entry to HE to promote retention and completion. Externally commissioned evaluation of support packages identifies a positive impact on student outcomes, continuation and completion.	Analyse student outcomes, continuation and completion rates for students in receipt of financial support. Student feedback on accessing support. Type 2 evidence.	Analysis and findings will be shared at relevant internal and external working groups.
Disability Disclosure Initiative	• Students are aware of the importance of declaring disability and the positive effect this may have on their student experience. • Students are comfortable declaring disability and are proactively encouraged to access support. • Student outcomes, continuation and completion rates increase	The TASO evidence toolkit discusses the importance of students feeling confident and trusting in sharing or disclosing a disability. WonkHE's article describes that 'students need help asking for help'.	Analyse and track disability disclosures. Student feedback at relevant working groups. Analysis of engagement with support services in line with student outcomes, continuation and completion rates. Type 2 evidence.	Ongoing evaluation process to be shared at cross institution working groups.
Post HE IAG	• Students are able to access support. • Students are able to research opportunities. • Students aspirations are raised. • Student progression to highly skilled employment or further study is increased.	The TASO evidence toolkit provides existing evidence that IAG can be beneficial to improving employability and employment outcomes. AdvanceHE discuss the importance of specialist input to understand their strengths and weaknesses.	Analysis of student employment outcomes in correlation with student engagement with IAG support services. Type 1 evidence.	Insight and findings to be shared at cross-institution working groups.
Career Coach	• Students are able to access resources relative to their employability and employment. • Student progression rates to highly skilled employment or further study is increased.	THE discuss the benefits of the provision of online careers guidance utilising AI.	Analyse utilisation of the platform and student progression to highly skilled employment or further study. Type 1 evidence.	Ongoing analysis of platform utilisation and student feedback to be shared internally at relevant working groups.

Fees, investments and targets
2025-26 to 2028-29

Provider name: Lincoln College

Provider UKPRN: 10003928

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

We will not raise fees annually for new entrants

Table 3b - Full-time course fee levels for 2025-26 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	Fee applies to Engineering and Computing programmes, Policing and Complementary Medicine	N/A	9250
First degree	Fee applies to all provision not listed above.	N/A	8500
Foundation degree		N/A	8000
Foundation year/Year 0	*	N/A	*
HNC/HND		N/A	8000
CertHE/DipHE	Fee applies to Engineering and Computing programmes, Policing and Complimentary Medicine	N/A	9250
CertHE/DipHE	Fee applies to all provision not listed above.	N/A	8500
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 3b - Sub-contractual full-time course fee levels for 2025-26

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Table 4b - Part-time course fee levels for 2025-26 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	Fee applies to Engineering and Computing programmes, Policing and Complementary medicine.	N/A	5500
First degree	Fee applies to all provision no listed above.	N/A	5100
Foundation degree		N/A	5300
Foundation year/Year 0	*	N/A	*
HNC/HND		N/A	4000
CertHE/DipHE	Fee applies to Engineering and Computing programmes, Policing and Complimentary Medicine.	N/A	5500
CertHE/DipHE	Fee applies to all provision no listed above.	N/A	5100
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 4b - Sub-contractual part-time course fee levels for 2025-26

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Fees, investments and targets

2025-26 to 2028-29

Provider name: Lincoln College

Provider UKPRN: 10003928

Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

Notes about the data:

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.

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown'):

"Total access investment funded from HFI" refers to income from charging fees above the basic fee limit.

"Total access investment from other funding (as specified)" refers to other funding, including OfS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£28,000	£28,000	£28,000	£28,000
Financial support (£)	NA	£170,000	£170,000	£180,000	£180,000
Research and evaluation (£)	NA	£40,000	£40,000	£40,000	£40,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£8,000	£8,000	£8,000	£8,000
Access activity investment	Post-16 access activities (£)	£20,000	£20,000	£20,000	£20,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
Access activity investment	**Total access investment (£)**	**£28,000**	**£28,000**	**£28,000**	**£28,000**
Access activity investment	*Total access investment (as % of HFI)*	3.0%	3.0%	2.9%	2.8%
Access activity investment	**Total access investment funded from HFI (£)**	**£28,000**	**£28,000**	**£28,000**	**£28,000**
Access activity investment	*Total access investment from other funding (as specified) (£)*	**£0**	**£0**	**£0**	**£0**
Financial support investment	Bursaries and scholarships (£)	£160,000	£160,000	£170,000	£170,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£10,000	£10,000	£10,000	£10,000
Financial support investment	**Total financial support investment (£)**	**£170,000**	**£170,000**	**£180,000**	**£180,000**
Financial support investment	*Total financial support investment (as % of HFI)*	18.0%	18.0%	18.8%	18.2%
Research and evaluation investment	Research and evaluation investment (£)	£40,000	£40,000	£40,000	£40,000
Research and evaluation investment	*Research and evaluation investment (as % of HFI)*	4.2%	4.2%	4.2%	4.0%

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Fees, investments and targets

2025-26 to 2028-29

Provider name: Lincoln College

Provider UKPRN: 10003928

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To increase the number of students from Asian, Black, Mixed or other heritages (ABMO) on full time undergraduate programmes.	PTA_1	Access	Ethnicity	Not specified (please give detail in description)		Increase the proportion of ABMO students at Lincoln College across all full time undergraduate provision. We will target all ethnicities as low numbers do not allow for disaggregation of ethnicity groups.	Yes	The access and participation dashboard	2021-22	Percentage	8.6	9	10	12	14
To increase the number of students from Asian, Black, Mixed or other heritages (ABMO) on part time undergraduate programmes.	PTA_2	Access	Ethnicity	Not specified (please give detail in description)		Increase the proportion of ABMO students at Lincoln College across all part time undergraduate provision. We will target all ethnicities as low numbers do not allow for disaggregation of ethnicity groups.	Yes	The access and participation dashboard	2021-22	Percentage	3.7	4	5	7	9
To increase the number of students from IMD Q1 across all full time undergraduate provision.	PTA_3	Access	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	All other quintiles	Increase the proportion of students from IMD Q1 accessing higher education across all full time undergraduate provision.	Yes	The access and participation dashboard	2021-22	Percentage	14.4	15	17	19	23
To increase the number of students from IMD Q1 across all part time undergraduate provision.	PTA_4	Access	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	All other quintiles	Increase the proportion of students from IMD Q1 accessing higher education across all part time undergraduate provision.	Yes	The access and participation dashboard	2021-22	Percentage	13.5	14	16	18	22
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
Decrease the attainment gap between students with a declared disability and those without.	PTS_1	Attainment	Reported disability	Disability reported	No disability reported	Decrease the attainment gap between those with a declared disability and those without. This relates specifically to those studying on full time first degree programmes attaining a 1st or 2:1 classification.	No	The access and participation dashboard	2021-22	Percentage points	22.1	20	17	13	9
Decrease the attainment gap between male and female students.	PTS_2	Attainment	Sex	Male	Female	Decrease the attainment gap between males compared to females. This relates specifically to those studying on full time first degree programmes attaining a 1st or 2:1 classification.	No	The access and participation dashboard	2021-22	Percentage points	12.3	11	8	5	2
Increase continuation rates for students with a declared disability compared to those without.	PTS_3	Continuation	Reported disability	Disability reported	No disability reported	Decrease the continuation rate gap for students with a declared disability compared to those without. This target relates specifically to full time first degree students. We have utilised internal data to understand this gap.	No	The access and participation dashboard	2022-23	Percentage points	18	17	14	11	7
Increase continuation rates for ABMO students compared to White students.	PTS_4	Continuation	Ethnicity	Not specified (please give detail in description)	White	Decrease the continuation rate gap for ABMO students compared to White students. This target relates specifically to full time students across all undergraduate provision. Based on 4 year internal enrolment aggregate data.	No	The access and participation dashboard	2022-23	Percentage points	7.1	6	5	3	1

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
Increase completion rates for students eligible for FSM compared to those not eligible.	PTS_5	Completion	Eligibility for Free School Meals (FSM)	Eligible	Not eligible	Decrease the completion rate gap for students previously eligible for FSM compared to those not eligible. This relates specifically to students on full time undergraduate programmes. Based on 4 year internal enrolment aggregate data.	No	The access and participation dashboard	2022-23	Percentage points	16.3	15	13	10	7
Increase completion rates for male students compared to female students.	PTS_6	Completion	Sex	Male	Female	Decrease the completion rate gap for male students compared to female students. This relates specifically to students on full time undergraduate programmes.	No	The access and participation dashboard	2022-23	Percentage points	6.7	6	5	3	1
	PTS_7														
	PTS_8														
	PTS_9														
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
Increase progression of students from IMDQ1&2 into further study or highly skilled employment.	PTP_1	Progression	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1 and 2	All other quintiles	Decrease the progression rate gap for undergraduate part time students from IMDQ1&2 compared to IMDQ3,4,5. Based on 4 year aggregate data.	No	The access and participation dashboard	2021-22	Percentage points	23.3	22	20	16	12
Increase progression of mature students to further study or highly skilled employment.	PTP_2	Progression	Age	Mature (over 21)	Young (under 21)	Decrease the progression rate gap for mature students progressing to further study or highly skilled employment compared to young students. This target relates specifically to part time students across all undergraduate provision. Based on 4 year aggregate data.	No	The access and participation dashboard	2021-22	Percentage points	13.1	12	10	8	6
Increase progression of students with a declared disability to further study or highly skilled employment.	PTP_3	Progression	Reported disability	Disability reported	No disability reported	Decrease the progression rate gap for students with a declared disability progressing to further study or highly skilled employment compared to those without a declared disability.. This target specifically relates to students on full time first degree programmes. Baed on 4 year aggregate data.	No	The access and participation dashboard	2021-22	Percentage points	6.5	6	5	3	1
	PTP_4														
	PTP_5														
	PTP_6														
	PTP_7														
	PTP_8														
	PTP_9														
	PTP_10														
	PTP_11														
	PTP_12														