



## 2019-20 access and participation plan monitoring

### Provider impact report

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

#### 1. Ambition and strategy

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

Context
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The University of Lincoln is committed to providing access to higher education for all students who have the desire and potential to succeed and in reducing or removing the barriers to student success, through the provision of both financial and individual support, enabling each student to achieve their goals and fulfil their potential. We serve a diverse and geographically isolated county, where progression rates from school to higher education are very low and where recruitment to graduate level employment is a challenge. In this context our approach is to explore local solutions in research and teaching to issues that have national and international reach. This includes working closely with regional and multinational partners, such as Siemens Energy, and developing degree pathways that build wide skill sets for all of our students.

The University has been very successful in the past in recruiting and retaining students from underrepresented groups, as evidenced in the Higher Education Statistics Agency (HESA) published performance indicators. Quantitative and qualitative sources of data are used to inform the University's decision making and development of its Access and Participation Plan and associated activities include TEF metrics, NSS data, Graduate Outcomes, HESA performance indicators, internal performance indicators, sector and internal benchmarking, OfS toolkit for analysing bursaries, research into specific student groups.

The University has developed a range of distance learning programmes, in partnership with employers and professional bodies, which facilitate access to higher education on a part time basis for mature students. The University has developed a Certificate of Higher Education (Cert HE) entry route for students who do not meet the conditions of their original offer but who are considered, nonetheless, to have the potential to be successful on their chosen programme of study. Many of these students come to the University from a non-traditional background. Students are given additional study skills support to enable them to address any deficit in skills or subject understanding. The University also offers Science and Arts programmes with a foundation year. These programmes are similar in their aim to Cert HE programmes in that they support students, often from non-traditional backgrounds, to access specialist HE subject areas, including STEM subjects.

The University is strongly committed to all aspects of Equality, Diversity and Inclusion including within teaching and learning. The Inclusion Committee, which is made up of staff and student representatives, oversees much of this activity and multiple groups and fora feed into these discussions. The Eleanor Glanville Centre, an academic centre dedicated to all aspects of EDI, works closely with the University Human Resources department and representatives from across the University to promote activity and share resources. The Lincoln Higher Education Research Institute provides the evaluation expertise required to analyse our APP activities and ensures a robust, evidence based approach.

The University remains committed to providing a level of direct financial support to students who come from lower income backgrounds while they are studying; at the time when financial pressures can be the most burdensome for students and their families.

The University works closely with the University of Lincoln Students' Union in all aspects of its activities, particularly in relation to student engagement and success. The University consults extensively with the Students' Union both formally through University Committees and through informal discussion and dialogue.

## Ambitions and Strategy

### Access

- To increase the entry rates of students from underrepresented groups to higher education, in particular reducing the participation gaps for those from socioeconomically disadvantaged backgrounds and at higher tariff providers, where they are widest.
- To reverse the decline in higher education participation by mature students from underrepresented groups.
- To remain committed to the principles of widening participation and fair access, and will ensure that those who have the ambition and talent have access to higher education.

### Success

- To improve the non-continuation rates of students from underrepresented groups, particularly those from minority ethnic groups and those with disabilities, and to reduce the gaps between these groups and other students.
- To reduce the attainment gaps between students from underrepresented groups, particularly those from minority ethnic groups and those with disabilities, and those from other groups.
- To create a personalised learning experience that addresses the changing patterns of work and social life in the 21st Century. We will support our students to be confident, articulate, and innovative in their approach, ready to face their futures positively and successfully.
- To use data to create success and to ensure that we are able to respond to initiatives in a swift and well informed fashion.

### Progression

- To improve the rates of progression of students from underrepresented groups, particularly those from minority ethnic groups and those with disabilities, into graduate-level employment or further study, and to reduce the gaps between these groups and other students.

### Evaluation

- To be pro-active in experimentation in our approaches to learning and learning practices, which will include ensuring that we are rigorous in our evaluation and focused on continuous improvement sharing best practice across the institution.

## 2. Self-assessment of targets

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

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

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

### Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)		2013-14	97.5%	97.5%	97.5%	Percentage	2019-20	97	Limited progress
T16a_02 (Access)		2013-14	16.8%	17%	17.1%	Percentage	2019-20	19.4	Expected progress
T16a_03 (Access)		2013-14	18.8%	19%	19.1%	Percentage	2019-20	22.9	Expected progress
T16a_04 (Student success)		2011-12	7.1%	7.1%	7.1%	Percentage	2019-20	7.4	Limited progress
T16a_05 (Student success)		2012-13	7.6%	7.6%	7.6%	Percentage	2019-20	15.3	No progress
T16a_06 (Access)	The University is providing funding and support to students with disabilities including students with mental health difficulties. This includes continuing students in receipt of DSA. This replaces the target above due to changes to DSA.	2013-14	9%	11.2%	11.3%	Percentage	2019-20	30.6	Expected progress
T16a_07 (Access)	The University currently undertakes outreach activity with 620 schools. The aim is to expand this activity going forward.	2015-16	9%	650	665	Other	2019-20	583	No progress
T16a_08 (Access)	Number of pupils achieving Grade C or better in English & maths GCSEs at University Academy Holbeach	2015-16	56%	57%	57.5%	Percentage	2019-20		No progress

T16a_09 (Progression)	HESA PI Table E1a - Employment indicator: UK domiciled leavers obtaining first degrees from full-time courses 2015/16	2015-16	94.8%	94.9%	94.9%	Percentage	2017-18	90.9	No progress
T16a_10 (Success)	The University has identified that it has a more significant attainment gap than the sector for its BME students. The target relates to reducing the gap between the percentage of BME students achieving good honours compared to non BME students. The University aspires to be in line with the top 25% of institutions in relation to this target.	2016-17	-15.2%	-14.1%	-12.1%	Percentage	2019-20	-10.6	Expected progress
T16a_11 (Progression)	The University has identified that it has a gap between students who have declared a disability and those who have not in relation to students going on to graduate employability or further study. This target relates to reducing the percentage difference between these two groups. Whilst the University is ahead of the sector in this area it still aims to reduce the gap.	2015-16	-1.9%	-1.7%	-1.5%	Percentage	2017-18	-3.3	No progress
T16a_12 (Progression)	The University has identified that it has a gap between students from Polar 1-2 areas and those from Polar 3-5 areas in relation to students going on to graduate employability or further study. This target relates to reducing the percentage difference between these two groups. The University aspires to exceed the sector for this target but has initially set a target to bring it in line with the sector. This is a stretching target in the light of economic and graduate employment opportunities in the region.	2015-16	-4.3%	-4.1%	-3.8%	Percentage	2017-18	-5	No progress

### Other milestones and targets

No data was returned for this section in University of Lincoln's 2019-20 [access and participation plan](#).

### 3. Investment commitments

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

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

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£438,600.00	£1,037,000.00	136%
Financial Support	£2,944,764.00	£3,000,000.00	2%

### 4. Action plan

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

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_01	The University is focussed on the targets set in its 20/21 - 25/25 APP one of which relates to access for students from lower IMD backgrounds. It is anticipated that the activities which underpin this outcome will also contribute towards maintaining this target.
T16a_04	The University has a number of initiatives aimed at reducing withdrawal rates and these are monitored on a regular basis. Initiatives include the OfS funded transitions project, dashboards updated on a daily basis allowing academic staff to quickly identify students who have withdrawn and campaigns to raise students' awareness of hardship funding and how to access it.
T16a_05	The University continues to recognise mature students as an underrepresented group that has specific needs. Teams provide services which are specifically aimed at supporting mature students including those who are carers.
T16a_07	This target reflects the previous OFFA focus on activity. In focussing its attention to the targets in the 20/21 APP the University is looking at outcomes not activity as an indication of an increase in access to higher education from underrepresented groups.

T16a_08	The University is focussed on the targets set in its 20/21 APP one of which relates to access for students from lower IMD backgrounds. It is anticipated that the activities which underpin this outcome will also contribute towards maintaining this target.
T16a_09	The University's Careers and Employability service has a clear plan including targets and evaluation of the effectiveness of activities which are aimed at achieving this outcome.
T16a_11	The University is focussed on the targets set in its 20/21 APP one of which relates to the reduction of the percentage difference in graduate employment or further study rates between non disabled and disabled students. It is anticipated that the activities which underpin this outcome will also contribute towards maintaining this target.
T16a_12	The University's Careers and Employability Service has a member of the team dedicated to supporting students from underrepresented groups with many activities aimed at achieving the outcomes set out in this target. Details about the activities supporting these students are included in the monitoring return.



## 5. Confirmation

University of Lincoln confirms that:

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

## Annex A: Commentary on progress against targets

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

<b>Target reference number: T16a_01</b>
How have you met the commitments in your plan related to this target?
Yes, the University has fulfilled the commitments it set out in the plan relating to this target.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

<b>Target reference number: T16a_04</b>
How have you met the commitments in your plan related to this target?
Yes, the University has fulfilled the commitments it set out in the plan relating to this target.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

<b>Target reference number: T16a_05</b>
How have you met the commitments in your plan related to this target?
Yes, the University has fulfilled the commitments it set out in the plan relating to this target.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

<b>Target reference number: T16a_07</b>
How have you met the commitments in your plan related to this target?
Yes, the University has fulfilled the commitments it set out in the plan relating to this target.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

<b>Target reference number: T16a_08</b>
How have you met the commitments in your plan related to this target?
Yes, the University has fulfilled the commitments it set out in the plan relating to this target.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

<b>Target reference number: T16a_09</b>
How have you met the commitments in your plan related to this target?
Yes, the University has fulfilled the commitments it set out in the plan relating to this target.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

<b>Target reference number: T16a_11</b>
How have you met the commitments in your plan related to this target?
Yes, the University has fulfilled the commitments it set out in the plan relating to this target. Due to the introduction of Graduate Outcomes Survey (for 17/18 graduates, in reporting year 19/20), it is not possible to compare gaps in a like for like manner against the existing DLHE survey data used in previous years. HESA do not recommend comparing DLHE to Graduate Outcomes. We monitor this gap as part of our new APP 20/21 Plan; the gap currently stands at -3.3% using the Graduate Outcomes Data; lower than our 20/21 target of 6.8%.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

<b>Target reference number: T16a_12</b>
How have you met the commitments in your plan related to this target?
Yes, the University has fulfilled the commitments it set out in the plan relating to this target. Due to the introduction of Graduate Outcomes Survey (for 17/18 graduates, in reporting year 19/20), it is not possible to compare gaps in a like for like manner against the existing DLHE survey data used in previous years. HESA do not recommend comparing DLHE to Graduate Outcomes. We monitor this gap as part of our new APP 20/21 Plan; the gap currently stands at -3.3% using the Graduate Outcomes Data; lower than our 20/21 target of 6.8%.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

No

## Annex B: Optional commentary on targets

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

Reference Number	Optional commentary
T16a_01	Whilst 97% is slightly below the APP target of 97.5% this must be set in context. This target was extremely challenging given that a high proportion of our students have always come from state schools and colleges. The University performed significantly above its T1a benchmark of 93.3% and the sector average of 90.1%.
T16a_02	We have consistently performed above the sector and adjusted sector benchmarks, which this year are 11.8% and 13.3% respectively.
T16a_03	UoL has seen the percentage of mature student with no previous HE Experience from Polar 4 Low Participation areas increase year on year with our performance well above the sector and adjusted sector benchmarks of 12.3% and 14.8% respectively for 2019-20
T16a_04	Despite the slight rise in the percentage of non-continuation students we still perform better than the sector (8.9%)
T16a_05	Up until this year we have performed significantly better than the sector benchmark. The shift from 8.4% to 15.3%, whilst disappointing must be contextualised and this relates to only 20 students the majority of which are Nursing students and was caused by the adverse affect of the removal of the bursary for Nursing students.
T16a_06	
T16a_07	Up to the March 2020 lockdown the University's recorded activity included contact with 583 schools. It is difficult to give a figure for the whole academic year as after March 2020 broader support was made available online to all schools in the form of live lounges and videos. It has not been possible to identify the number of schools who have accessed these online materials.
T16a_08	This target was created before the changes to the GCSE grades. It is no longer possible to get comparable information as what was previously grade C now falls between the current grades 4 and 5. The DfE are not releasing data for 2019/20 due to the impact that Covid-19 has had on schools and the way pupils were assessed. It is therefore difficult to determine the progress made in 2019/20.
T16a_09	These targets were set using DLHE survey data. This survey has now been replaced by the new Graduate Outcomes survey conducted by HESA and is therefore not comparable with original targets.
T16a_10	

T16a_11	This APP target is based upon the graduate employment and further study rate from the DLHE survey. The 17/18 data onwards is not directly comparable as it is sourced from the Graduate Outcomes survey, which utilises a highly skilled and higher study rate. It is recommended that data beyond 16/17 DLHE is not utilised to monitor DLHE derived benchmarks. It should also be noted that the response rate to Graduate Outcomes is much lower than to DLHE.
T16a_12	This APP target is based upon the graduate employment and further study rate from the DLHE survey. The 17/18 data onwards is not directly comparable as it is sourced from the Graduate Outcomes survey, which utilises a highly skilled and higher study rate. It is recommended that data beyond 16/17 DLHE is not utilised to monitor DLHE derived benchmarks. It should also be noted that the response rate to Graduate Outcomes is much lower than to DLHE.