

Lincoln College: Summary of 2020-21 to 2024-25 access and participation plan

What is an access and participation plan?

Access and participation plans set out how higher education providers will improve equality of opportunity for underrepresented groups to access, succeed in and progress from higher education.

You can see the full access and participation plan for Lincoln College:

<https://www.lincolncollege.ac.uk/important-policies-documents>

Key points

The focus of our access and participation plan is on improving access and outcomes for specific groups of students. Data shows that there are fewer students accessing Higher Education qualifications at Lincoln College who are:

- 18 years old and from low participation neighbourhoods.
- From ethnic minority groups on full time and part time programmes.
- From low income backgrounds studying on part time programmes.

Data also shows that, compared to their peers at Lincoln College, outcomes are lower for certain groups of students.

- Students are less likely to complete their studies if they come from an ethnic minority group or if they are mature students studying on a part time programme.
- Students with a declared disability are less likely to achieve a degree award of 2:1 or above compared to those students who have not declared a disability.
- Mature part time students are less likely to progress to highly skilled employment or further study.

See pages 1 – 14
of the full plan

Fees we charge

The maximum fees charged by type of provision is:

- £9,250 for full time
- £5,500 part time

Course fees are differentiated by subject area, however. A full list of fees for courses on the College website: <https://www.lincolncollege.ac.uk/important-policies-documents>

Financial help available

We offer financial support to students from underrepresented groups. This helps students access higher education and continue studying until their course is completed. The support includes 'Access Scholarship' payments, 'Enhanced Bursaries' and 'Hardship payments.'

- **Access Scholarships** are paid to students from low-income households studying on an undergraduate programme that is not funded by an employer or sponsor. Eligible full-time students receive £200 per year, and part time students £100 per year.
- **Enhanced bursaries** are paid annually to students from underrepresented groups in order to provide support towards the cost of studying:
 - Mature students (aged 21 or over at the start of your course): £100

See pages 20-22
of the full plan

- Student parents in receipt of both a parental learning allowance and a childcare grant*: £500
- Student parents in receipt of a parental learning allowance only*: £200
- Students aged 18-20 years old from a Low Participation Neighbourhood: £150
- Care leavers*: £500
- Registered carers*: £500
- **Hardship funding** is available to all HE students that experience financial difficulties whilst studying at college.

*upon receipt of appropriate supporting evidence

Information for students

Prospective students receive information on fees and financial support at in-person events, such as our open days, and by email communications.

Current students receive information about fees and the financial support available through our student portal (Canvas), internal communications campaigns and emails.

For the most up-to-date information, see the Lincoln College website: www.lincolncollege.ac.uk

See pages 35-36
of the full plan

What we are aiming to achieve

Our overall aim is to support students to access higher education. We also want to create an environment where students at Lincoln College can achieve their full potential. Based on assessment of our performance, we have identified the following areas on which to focus our work:

See pages 17-20
of the full plan

- **Attainment at school and access to higher education** - We are working with schools to raise pupil attainment and expectations to study for a higher education qualification. During 2022-23, we will identify other local schools from where fewer pupils access higher education. We will develop a programme of work to start in 2023-24
- **Diversify our provision** - We will implement a new strategy from 2022-23 to encompass the development of our provision and implement Accelerated Degrees, HTQ's and Degree Apprenticeships with increased flexibility on the mode of delivery.
- **Students from low participation neighbourhoods and low-income backgrounds** -by 2024/5 we will:
 - Reduce the gap between the number of 18-year olds attending college compared to the distribution of 18-year olds in the population from an 8.1% gap to a 0%.
 - Reduce the gap between the number of enrolled students from IMD quintile 1 compared to those from IMD quintiles 2 – 5.
- **Mature students** – by 2024/5 we will:
 - reduce the gap in continuation between part time mature and young students to 4%.
 - increase the progression of mature part time students into highly skilled employment or further study to 80%.
- **Ethnic minority students** - Our aims within this area are to:
 - Increase the proportion of full-time students from Black, Asian and minority (BAME) groups to 1:8.
 - Increase the proportion of part time students from BAME groups to 1:15.

- Increase the continuation rate (the proportion of students continuing to the next year of their course) of BAME group students studying on a full-time programme to 92%.
- **Disabled students** - increase the proportion of disabled students achieving a 1st or 2:1 degree classification.

What we are doing to achieve our aims

The following programmes of activity have been identified in order to support the outlined aims and targets:

See pages 18-20
of the full plan

- **Financial support packages and access scholarships** - to enable underrepresented students to remove or greatly minimise barriers such as transport, living costs, childcare and access to course-related equipment and resources.
- **Engagement and liaison activities** – with schools, community groups and employers to promote Higher Education, focus on myth-busting and raising aspirations and attainment.
- **Parental engagement activities** - to increase their awareness, knowledge and understanding of HE and the support available for students from underrepresented groups.
- **The Mind Skills initiative** - that incorporates both individual and group activities to support students with mental, social and emotional disabilities to better cope with the demands of academic study and individual circumstances (family life, financial worries, physical symptoms caused by emotional stress).
- **Pastoral support model** - to provide further training and support that extends beyond an academic focus. This will ensure that there is intensive support available for students from the point of first contact (pre-enrolment and induction) and throughout the duration of their studies. By maintaining an active focus on goal setting, students will be encouraged, supported and motivated to continue with their studies in pursuit of their chosen destination.
- **Flexible curriculum offer** - across both HE and Access to HE programmes that enable study days to be condensed, reducing the total cost of childcare and transport.

How students can get involved

We worked with students to gather student input into the design of our access and participation plan. Student ambassadors and student reps are consulted regularly on the implementation of the plan.

See pages 25-27
of the full plan

To provide feedback or to become involved with this work students can contact the Widening Participation Lead: wp@lincolncollege.ac.uk

Evaluation – how we will measure what we have achieved

Our programmes of activity are informed by the best available evidence about what works for students. We will collect data and feedback to evaluate:

See pages 27-33
of the full plan

- our programme design
- the impact of the programme of activity we are doing to achieve our aims
- the impact on achieving our overall aim of improved access and an inclusive environment

Contact details for further information

You can contact Holly Clayton at wp@lincolncollege.ac.uk for further information.