REC ACTION PLAN (2021–25): SECTION 4

4	**Support an inclusive student pipeline: from undergraduate admissions to postgraduate success** Rationale:

Ref	Objective & Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility	PROGRESS	EVIDENCE?
4.1	**Make a public and auditable institutional commitment to increase representation of UK BAME students at both undergraduate and postgraduate levels.** *Rationale - Our proportion of UK BAME students is significantly below national benchmarks. In line with Lincoln's Access & Participation Plan (APP) we aim to increase the representation of BAME students to align*	Targets for UK BAME representation at under-graduate level are agreed and published in the new **Lincoln Equality Scheme** (2021–2025). *We will initially aim to increase UK BAME undergraduate representation by the mean year-on-year increase we have observed over the last three years (0.5% per annum).* *Our APP target is to achieve 14.3% UK BAME representation in undergraduate population in the 2027/28 intake.*	KPIs established annually Lincoln Equality Scheme established **July 2023**	• KPIs in place • By the end of the current action plan (2025), we aim to increase our UK BAME undergraduate representation to 12.8%: 2020/21: **10.2%** (current) 2021/22: **10.5%** 2022/23: **11.0%** 2023/24: **11.5%** 2024/25: **12.1%** 2025/26: **12.8%** 2026/27: **13.5%** 2027/28: **14.3%**	DVC Student Development & Engagement	**In progress** **In progress**	

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4.2	*with regional benchmarks by 2027.*	Targets for BAME representation at postgraduate level are agreed and published in the new Lincoln Equality Scheme (2021–2025). *We will initially aim to increase BAME postgraduates by 1% per annum.*	KPIs established annually Lincoln Equality Scheme established **July 2023**	• KPIs in place • By the end of the current action plan (2025), we aim to increase our UK BAME postgraduate representation as follows: **PGT:** 2020/21: **6.4%** (current) 2021/22: **7.4%** 2022/23: **8.4%** 2023/24: **9.4%** 2024/25: **10.4%** **PGR:** 2020/21: **16.0%** (current) 2021/22: **16.2%** 2022/23: **16.5%** 2023/24: **16.8%** 2024/25: **17.2%** (UKHEI)	DVC Student Development & Engagement / DVC Research & Enterprise	**Completed** **In progress**	
4.3	**To increase the offer rate to undergraduate students from ethnic minority groups** **Rationale:** *the offer rate to students from ethnic minority groups is lower than the average rate expected. The group impacted*	Targets for reducing racial differences in offer rates for undergraduate courses are agreed and published in the new Lincoln Equality Scheme (2021–2025). *We will initially aim to decrease the ethnicity gap between the offers we make and the UCAS average at the same rate we intend to*	KPIs established annually Lincoln Equality Scheme established **July 2023**	• KPIs in place • By the end of the current action plan (2025), we aim to decrease our ethnicity gap in offer rates by ethnic group: **Black** 2021/22: **−4.5%** 2022/23: **−4.0%** 2023/24: **−3.5%** **Asian** 2021/22: **−3.5%** 2022/23: **−3.0%**	Admissions Caroline Connell	**In progress** **In progress**	

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	the most are students identifying as Black	*increase BAME representation (−0.5% per annum).*		2024/25: **−3.0%** **Other** 2021/22: **−2.5%** 2022/23: **−2.0%** 2023/24: **−1.5%** 2024/25: **−1.0**	2023/24: **−2.5%** 2024/25: **−2.0%** **Mixed** 2021/22 **0%** 2022/23: **0%** 2023/24: **0%** 2024/25: **0%**			
4.4		Conscious inclusion training for all staff with decision-making responsibility	Developed by **June 2023** Launch in **Sept 2023**	• New training (f2f) is developed to proactively encourage inclusive behaviours in practice.		Director of EGI / OD Manager / Admissions Clearing training?	In progress	
				• Training is in place and completed by 100% of decision-makers within the first year.			Not started	
				• Training feedback shows at least 75% of attendees feel more able to actively identify and mitigate inequalities in admission (and other) processes.			Not started	
4.5		Conscious inclusion in admission guidance produced for all staff who have occasional involvement in admissions decision-making, both centralised and within Schools	Developed by **June 2023** Available from **Sept 2023**	• A guidance document and additional on-line training is developed.		Director of EGI / OD Manager / Admissions Caroline Connell	In progress	
				• Guidance document included in induction pack for 100% new staff.			Not started	
				• The f2f training made available to those who wish to develop awareness. Aim for 25% of these staff.			Not started	
4.6		Conscious inclusion information leaflet produced and made available to all staff	Developed by **Sept 2023**	• An information leaflet to be included in existing clearing / open day training.		Director of EGI / OD Manager / Admissions	Not started	

Ref	Objective & Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility	PROGRESS	EVIDENCE?
		who are involved in the wider admissions processes (e.g. clearing, open days, offer-holder days)	Available from **Sept 2023**	• 100% of staff involved in clearing, open days, offer-holder days), including student ambassadors have received this guidance.		**Not started**	
4.7		Undertake further analysis of admissions data – UCAS tariff points vs Offer at College level by ethnicity (and gender)	**Sept 2023**	• Inequalities / potential bias identified within the admissions process and College-specific actions developed.	Admissions / College EDI leads Chris Spendlove UCAS analysis	**Not started**	
				• Report for each College produced and considered at CLT for specific action identification.		**Not started**	
				• Four actions developed and embedded in each College (one in each College).		**Not started**	
4.8	**Increase the representation of students from ethnic minority groups in our undergraduate and postgraduate communities** ***Rationale:*** *our ethnic minority students are less represented than the sector benchmark and our competitor group universities. We are committed to supporting students from ethnic minority groups progress through the student pipeline, into postgraduate study and into academia*	College & School level data to be analysed annually to inform targeted actions	Annually 2021–2025	• Trends in the student pipeline (admissions, progression, awarding differentials etc) are picked up at College/Directorate level and discussed on a regular basis, and evidence that appropriate actions taken to address any issues (e.g. under-representation of BAME candidates)	Director of EGI	**In progress**	
4.9		Increase number of BAME student ambassadors to better reflect student profile	Recruit **Sept–Dec 2022**	• 10 BAME student ambassadors in 2021/22 academic year	HoS / Residential Wardens teams (Res Life Team) One Community Ambassadors (Rebecca Courteux) Student Ambassadors (Emma Jubbs) International student ambassadors (Peng)	**Not started**	

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4.10		Establish PGR admission support for ethnic minority groups. Deliver an annual conference/workshop designed to support and encourage BAME students to progress to postgraduate study/research. Targeted at BAME undergraduates.	In place for **Jan 2023** and then annually	• Increased postgraduate taught and research applications from BAME students Targets: Increase in PGT UK BAME from **7.3%** to **12%** by 2025 Increase PGR UK BAME from **16.7%** to **20%** by 2025.	Director of EGI / Director of Doctoral School Harpaul (Pale) Dhindsa (Careers) Conference undergrad-PGR	**Not started**	
				• Applications monitored annually		**In progress**	
4.11		Continue and extend the inclusive recruitment pilots currently underway for PGR (PhD)	Pilots completed **Oct 2021** Protocols in place **Oct 2022**	• CDT pilot completed, data analysed and report to Inclusion Committee.	EGI	**Completed**	
				• Inclusive recruitment protocols established and rolled out to research centres.		**In progress**	
4.12		Review and update the mandatory research supervisors training / training material to include content on conscious inclusion.	Completed by **Sept 2023**	• Delivery of new supervisor training materials with amendments made to reflect topics around conscious inclusion	Director of EGI / Director of Doctoral School	**Not started**	
				• Completion rates of training monitored and reported to CLT annually		**Not started**	
4.13		Monitor and analyse PGR submission, completion and award outcome data by ethnicity and gender.	Annually 2021–25	• Annual report to be considered by College Research Degree Boards	Director of Doctoral School	**In progress**	
4.14	**Increase progression rates of undergraduate students from all groups, but**	Targets for increasing progression rates for undergraduate courses, and decreasing observed differences between	KPIs established annually	• KPIs in place	DVC Student Development & Engagement	**In progress**	
				• By the end of the current action plan (2025), we aim to increase		**In progress**	

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	particularly those from ethnic minority groups *Rationale:* *There are a number of disparities in our progression rate data which we need to address: (i) Lower progression rates from students from ethnic minority groups than white students; (ii) Lower progression rates of international students to UK students; (iii) Lower progression rates of all students than the sector average*	groups, are agreed and published in the new Lincoln Equality Scheme (2021–2025). *We will initially aim to increase the progression rates in line with observed increases over the last three years (+1–3% per annum).*	Lincoln Equality Scheme established **July 2023**	our overall progression rates to **88%** (BAME) and **91%** (white): **Black** 2021/22: **77%** 2022/23: **80%** 2023/24: **83%** 2024/25: **86%** 2025/26: **89%** **Chinese** 2021/22: **85%** 2022/23: **86%** 2023/24: **87%** 2024/25: **88%** 2025/26: **89%** **Other** 2021/22: **73%** 2022/23: **75%** 2023/24: **77%** 2024/25: **79%** 2025/26: **81%**	**Asian** 2021/22: **82%** 2022/23: **84%** 2023/24: **86%** 2024/25: **88%** 2025/26: **90%** **Mixed** 2021/22: **85%** 2022/23: **86%** 2023/24: **87%** 2024/25: **88%** 2025/26: **89%** **White** 2021/22: **87%** 2022/23: **89%** 2023/24: **89%** 2024/25: **90%** 2025/26: **91%**		🟨	
4.15		Collate more detailed qualitative data, including reasons for non-progression, and analyse by ethnicity. Update process for f2f exit interviews to include choice of interviewer. Ensure exit interview questionnaires are designed to include inclusivity and culture at Lincoln.	Annually 2021–25	• A deeper understanding of reasons for students leaving the University to inform further action		Academic Registrar / Head of Planning Success & Engagement Team	**Not started**	
				• Exit interviews analysed by key groups (including ethnicity, gender) and reasons for leaving.		Personal Tutors	**Not started**	
				• Uptake of f2f exit interviews monitored and analysed by ethnicity		Programme Leader?	**Not started**	
				• The percentage of students leaving who engage with the exit interview process assessed, comparing ethnic minorities with white populations		Progression = retention and success	**Not started**	

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				• Aim to reach comparable percentage of BAME and white student participation		Not started	
				• Develop a targeted approach for groups less likely to engage		Not started	
4.16		Ensure all personal tutors receive guidance each new semester. Reminder to all students to meet with personal tutors	Annually	• Consistent support from personal tutors for all students to support attainment.	Senior Tutors / LALT	In progress	
				• 100% of personal tutors and students receive a guidance reminder		Not started	
				• An increase in BAME student satisfaction with support from personal tutors is evidenced in student survey and further qualitative focus groups by December 2022		Not started	
4.17		Provide inclusivity training and cultural awareness for societies and clubs to increase engagement of BAME students	**Sept 2022–Jan 2023**	• 100% of student society Chairs/leads (or named representative) have received the training	Director of EGI / SU	Not started	
4.18		Continue promotion and improvement of BAME student engagement with extra-curricular activities, including social, and sport	Ongoing 2021–25	• Annual report to the Inclusion Committee	Director of EGI / SU	Not started	
				• Action plan informed by report		Not started	
				• Proportion of BAME students engaging with extra-curricula activities is increased. Aim to align with white student engagement by 2025		Not started	
				• Student survey shows improvement in BAME student satisfaction with SU events.		Not started	

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4.19		Increase the provision of BAME counsellors / advisers within Student Services	**Sept 2023**	• Better engagement of BAME students with the student services	Head of Student Services	In progress	
				• A more diverse counselling service		In progress	
4.20		Conscious inclusion / EDI / cultural awareness training for all undergraduate and PGT students in Welcome Week. EDI training is already mandatory for PGR students as part of their induction programme.	Develop 2022-23 Delivered to students in the 2023/24 academic year Ongoing	• A training programme developed	EGI / SU / Student Services (Schools / Programmes)	In progress	
				• 75% of students receive training in first year		In progress	
				• Reduction in BAME student experiences of racial harassment from 33% to 0%		Not started	
4.21		Explore the potential of Intercultural Ambassadors to promote and facilitate diversity and inclusion. Trial a pilot scheme.	2023/24 academic year	• Pilot scheme evaluated to determine positive impact on student experience and engagement.	Director of EGI / EGI Director of Student Inclusion Rita and Zuzannah (SU)	Not started	
4.22	**Reduce / eliminate the attainment gap between BAME and white students** *Rationale:* *Addressing the international BAME/white attainment gap will also address the International/UK attainment gap*	Targets for reducing / eliminating the attainment gap between BAME and white students (UK and international) are agreed and published in the new Lincoln Equality Scheme (2021–2025).	KPIs established annually Lincoln Equality Scheme established **July 2023**	• KPIs in place	Director, EGI	Completed	Y
				• By the end of the current action plan (2025), we aim to decrease our attainment gap for UK domiciled students to **3%**, and for international students to **27%**: **UK domiciled** 2021/22: **14%** 2022/23: **10%** 2023/24: **7%** 2024/25: **3%** 2025/26: **0%** **International** 2021/22: **34%** 2022/23: **32%** 2023/24: **30%** 2024/25: **27%** 2025/26: **24%**		In progress	

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4.23		Research project to examine students' sense of belonging and everyday course experiences in connection with gender and race Data evaluated alongside institutional Access Participation Plan (APP) data (i.e. attainment and retention) to better understand the challenges and experiences our students have.	Started **May 2021** Completed by **April 2023**	• Gain a deeper understanding of students' personal experiences vis-à-vis student identity, belongingness, course content and career prospects • Inform and shape teaching and learning strategies and practices • Increased student satisfaction (survey) where personal identities are valued and celebrated	EGI Director / EGI Director of Student Inclusion	In progress In progress In progress	
4.24		Embed the **Student Success Champion Network** into our EDI Governance structure	Started **Mar 2021** Completed by **Feb 2022**	• All Student Success Champions sit on their School EDI Committees	College Directors of Education and Students / LEAP Project Manager	**Completed**	
4.25		Further co-develop, disseminate, embed and evaluate the **Lincoln Education Toolkit for Student Success** (LETSS) to provide resources on relevant policies, key concepts, literature and examples of good professional practice.	Ongoing 2021–2025	• All Schools and academic departments engage with the toolkit	College Directors of Education / LEAP Project Manager	In progress	
4.26		Differential student success to be a standing agenda item in School Academic Committees	**Sept 2021** ongoing	• Differential success is addressed and eliminated in UK students by 2025	All HoS Programme Leaders Annual Monitoring report	In progress	

Ref	Objective & Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility	PROGRESS	EVIDENCE?
4.27		Develop a BAME support group – BAME staff and students to support BAME students. Identify and recruit academic BAME staff and final year BAME students / SU Officers etc. to volunteer to provide an open BAME support group across the student population. To support and increase confidence of BAME students in academic and wider cultural issues to increase attainment (and progression)	Group set up by **Sept 2022**	• 25% of BAME students have accessed the support group	PoC Network / SU BAME Officer	**Not started**	
				• Student survey shows an increase in satisfaction of 50% in identified areas by 2023		**Not started**	
4.28		Interventions which raise the profile of successful students, alumni and staff (e.g. video case studies / podcasts) from non-traditional backgrounds. This will provide social role models for students from diverse backgrounds, raise community awareness of diversity, and create a community which is celebrated.	Carried out during academic year 2023/24	• Social role models for students from non-traditional backgrounds are visible	Director of EGI / EGI Director of Student Inclusion CDM Employability strategies - alumni	**In progress**	
4.29		College Directors of Education and Students to work with Schools to identify interventions to improve the attainment of international students (BAME and white)	2021–2025 Actions in place by **Dec 2021**	• Interventions are incorporated into the REC Action Plan	College Directors of Education and Students / EGI Claire Randerson	**Not started**	
				• School/College reports provided annually		**Not started**	
				• Attainment reviewed annually		**Completed**	**Y**

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			Actions implemented **Jan 2022**	• Analysis of good degree outcome data by different indicators e.g. (ethnicity, gender, domicile country		In progress	
4.30		Revise validation policy and practice for new programmes, including the requirement for student consultation and embedding EDI (with particular attention to race equality) in all aspects	Policy and guidance documents **Jan 2022** Ongoing	• Revised Policy and guidance documents	Director of Quality, Enhancement and Standards / Director of EGI/ EGI Director for Student Inclusion	Completed	
				• Student consultation document		In progress	
				• All new programmes show embedded EDI, including race equality		In progress	
4.31		Decolonise our curricula and pedagogy	Plans in place **Dec 2021** Reviews complete 2022–2023 New curricula incorporated 2022–2025	• Action and implementation plan to develop inclusive classroom culture, including pedagogy	PVC Head of College of Arts / HoS / Programme Leaders	In progress	
				• 100% of schools have carried out a curriculum review of all programmes		In progress	
				• 100% of programmes have enhanced curricula		In progress	
4.32		Provide support for students from ethnic minority groups who are on placements in diversity-challenged locations	Ongoing 2021–2025	• Students on placement feel better supported, evidenced by survey responses	HoS / Programme Leaders	Not started	
				• Students' attainment is not negatively impacted by placement experiences		Not started	