

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	<p>Make a public and auditable institutional commitment to increase representation of UK BAME students at both undergraduate and postgraduate levels.</p> <p><i>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</i></p>	<p>Targets for UK BAME representation at undergraduate level are agreed and published in the new Lincoln Equality Scheme (2021–2025).</p> <p><i>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).</i></p> <p><i>Our APP target is to achieve 14.3% UK BAME representation in undergraduate population in the 2027/28 intake.</i></p>	<p>KPIs established annually</p> <p>Lincoln Equality Scheme established July 2022</p>	<ul style="list-style-type: none"> KPIs in place 	DVC Student Development & Engagement	In progress	
				<ul style="list-style-type: none"> 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% 		In progress	

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4.2	<i>with regional benchmarks by 2027.</i>	Targets for BAME representation at postgraduate level are agreed and published in the new Lincoln Equality Scheme (2021–2025). <i>We will initially aim to increase BAME postgraduates by 1% per annum.</i>	KPIs established annually Lincoln Equality Scheme established July 2022	<ul style="list-style-type: none"> KPIs in place 	DVC Student Development & Engagement / DVC Research & Enterprise	In progress	
				<ul style="list-style-type: none"> 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) 		In progress	
4.3	To increase the offer rate to undergraduate students from ethnic minority groups <i>Rationale: the offer rate to students from ethnic minority groups is lower than the average rate expected. The group impacted</i>	Targets for reducing racial differences in offer rates for undergraduate courses are agreed and published in the new Lincoln Equality Scheme (2021–2025). <i>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</i>	KPIs established annually Lincoln Equality Scheme established July 2022	<ul style="list-style-type: none"> KPIs in place 	Admissions	In progress	
				<ul style="list-style-type: none"> 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% 		In progress	

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	<i>the most are students identifying as Black</i>	<i>increase BAME representation (–0.5% per annum).</i>		2024/25: –3.0% Other 2021/22: –2.5% 2022/23: –2.0% 2023/24: –1.5% 2024/25: –1.0			
4.4		Conscious inclusion training for all staff with decision-making responsibility	Develop by Dec 2022 Launch in Jan 2023	<ul style="list-style-type: none"> New training (f2f) is developed to proactively encourage inclusive behaviours in practice. 	Director of EGI / OD Manager / Admissions	In progress	
				<ul style="list-style-type: none"> Training is in place and completed by 100% of decision-makers within the first year. 		Not started	
				<ul style="list-style-type: none"> 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	Develop in Dec 2022 Available from Jan 2023	<ul style="list-style-type: none"> A guidance document and additional on-line training is developed. 	Director of EGI / OD Manager / Admissions	In progress	
				<ul style="list-style-type: none"> Guidance document included in induction pack for 100% new staff. 		Not started	
				<ul style="list-style-type: none"> 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	Develop in Dec 2022	<ul style="list-style-type: none"> An information leaflet to be included in existing clearing / open day training. 	Director of EGI / OD Manager / Admissions	Not started	

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4.7		who are involved in the wider admissions processes (e.g. clearing, open days, offer-holder days)	Available from Jan 2023	<ul style="list-style-type: none"> 100% of staff involved in clearing, open days, offer-holder days), including student ambassadors have received this guidance. 		Not started	
		Undertake further analysis of admissions data – UCAS tariff points vs Offer at College level by ethnicity (and gender)	Sept 2022	<ul style="list-style-type: none"> Inequalities / potential bias identified within the admissions process and College-specific actions developed. 	Admissions / College EDI leads	Not started	
				<ul style="list-style-type: none"> Report for each College produced and considered at CLT for specific action identification. 		Not started	
				<ul style="list-style-type: none"> Four actions developed and embedded in each College (one in each College). 		Not started	
4.8	<p>Increase the representation of students from ethnic minority groups in our undergraduate and postgraduate communities</p> <p><i>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</i></p>	College & School level data to be analysed annually to inform targeted actions	Annually 2021–2025	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 10 BAME student ambassadors in 2021/22 academic year 	HoS	Not started	
4.10		<p>Establish PGR admission support for ethnic minority groups.</p> <p>Deliver an annual conference/workshop designed to support and encourage BAME students to</p>	In place for Jan 2023 and then annually	<ul style="list-style-type: none"> Increased postgraduate taught and research applications from BAME students <p>Targets: Increase in PGT UK BAME from 7.3% to 12% by 2025 Increase PGR UK BAME from 16.7% to 20% by 2025.</p>	Director of EGI / Director of Doctoral School	Not started	

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4.11		progress to postgraduate study/research. Targeted at BAME undergraduates.		<ul style="list-style-type: none"> Applications monitored annually 		In progress													
		Continue and extend the inclusive recruitment pilots currently underway for PGR (PhD)	Pilots completed Oct 2021	<ul style="list-style-type: none"> CDT pilot completed, data analysed and report to Inclusion Committee. 	EGI	In progress													
			Protocols in place Oct 2022	<ul style="list-style-type: none"> Inclusive recruitment protocols established and rolled out to research centres. 		In progress													
		Review and update the mandatory research supervisors training / training material to include content on conscious inclusion.	Completed by Sept 2022	<ul style="list-style-type: none"> Delivery of new supervisor training materials with amendments made to reflect topics around conscious inclusion 	Director of EGI / Director of Doctoral School	Not started													
<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 particularly those from ethnic minority groups <i>Rationale:</i> <i>There are a number of disparities in our progression rate data which we need to address: (i) Lower</i>	Targets for increasing progression rates for undergraduate courses, and decreasing observed differences between groups, are agreed and published in the new Lincoln Equality Scheme (2021–2025). <i>We will initially aim to increase the progression rates in line with observed</i>	KPIs established annually	<ul style="list-style-type: none"> KPIs in place By the end of the current action plan (2025), we aim to increase our overall progression rates to 88% (BAME) and 91% (white): <table border="0"> <tr> <td>Black</td> <td>Asian</td> </tr> <tr> <td>2021/22: 77%</td> <td>2021/22: 82%</td> </tr> <tr> <td>2022/23: 80%</td> <td>2022/23: 84%</td> </tr> <tr> <td>2023/24: 83%</td> <td>2023/24: 86%</td> </tr> <tr> <td>2024/25: 86%</td> <td>2024/25: 88%</td> </tr> <tr> <td>2025/26: 89%</td> <td>2025/26: 90%</td> </tr> </table> 	Black	Asian	2021/22: 77%	2021/22: 82%	2022/23: 80%	2022/23: 84%	2023/24: 83%	2023/24: 86%	2024/25: 86%	2024/25: 88%	2025/26: 89%	2025/26: 90%	DVC Student Development & Engagement	In progress	
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Lincoln Equality Scheme established July 2022		In progress																	

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4.15	<p><i>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</i></p>	<p><i>increases over the last three years (+1–3% per annum).</i></p>		<p>Chinese 2021/22: 85% 2022/23: 86% 2023/24: 87% 2024/25: 88% 2025/26: 89%</p> <p>Other 2021/22: 73% 2022/23: 75% 2023/24: 77% 2024/25: 79% 2025/26: 81%</p> <p>Mixed 2021/22: 85% 2022/23: 86% 2023/24: 87% 2024/25: 88% 2025/26: 89%</p> <p>White 2021/22: 87% 2022/23: 89% 2023/24: 89% 2024/25: 90% 2025/26: 91%</p>			
		<p>Collate more detailed qualitative data, including reasons for non-progression, and analyse by ethnicity.</p> <p>Update process for f2f exit interviews to include choice of interviewer.</p> <p>Ensure exit interview questionnaires are designed to include inclusivity and culture at Lincoln.</p>	Annually 2021–25	<ul style="list-style-type: none"> • A deeper understanding of reasons for students leaving the University to inform further action • Exit interviews analysed by key groups (including ethnicity, gender) and reasons for leaving. • Uptake of f2f exit interviews monitored and analysed by ethnicity • The percentage of students leaving who engage with the exit interview process assessed, comparing ethnic minorities with white populations • Aim to reach comparable percentage of BAME and white student participation • Develop a targeted approach for groups less likely to engage 	Academic Registrar / Head of Planning	<p>Not started</p> <p>Not started</p> <p>Not started</p> <p>Not started</p> <p>Not started</p> <p>Not started</p>	

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4.16		Ensure all personal tutors receive guidance each new semester.	Annually	<ul style="list-style-type: none"> Consistent support from personal tutors for all students to support attainment. 	Senior Tutors	In progress	
		Reminder to all students to meet with personal tutors		<ul style="list-style-type: none"> 100% of personal tutors and students receive a guidance reminder 		Not started	
				<ul style="list-style-type: none"> 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 2021–Jan 2022	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Annual report to the Inclusion Committee 	Director of EGI / SU	Not started	
				<ul style="list-style-type: none"> Action plan informed by report 		Not started	
				<ul style="list-style-type: none"> Proportion of BAME students engaging with extra-curricula activities is increased. Aim to align with white student engagement by 2025 		Not started	
				<ul style="list-style-type: none"> Student survey shows improvement in BAME student satisfaction with SU events. 		Not started	
4.19		Increase the provision of BAME counsellors within Student Services	Sept 2022	<ul style="list-style-type: none"> Better engagement of BAME students with the counselling service 	Head of Student Services	Not started	
				<ul style="list-style-type: none"> A more diverse counselling service 		Not started	

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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 2021	<ul style="list-style-type: none"> A training programme developed 75% of students receive training in first year Reduction in BAME student experiences of racial harassment from 33% to 0% 	EGI / SU / Student Services	In progress													
			Delivered to students in the 2022/23 academic year			In progress													
			Ongoing			Not started													
4.21		Explore the potential of Intercultural Ambassadors to promote and facilitate diversity and inclusion. Trial a pilot scheme.	2022/23 academic year	<ul style="list-style-type: none"> Pilot scheme evaluated to determine positive impact on student experience and engagement. 	Director of EGI / EGI Director of Student Inclusion	Not started													
4.22	Reduce / eliminate the attainment gap between BAME and white students <i>Rationale:</i> <i>Addressing the international BAME/white attainment gap will also address the International/UK attainment gap</i>	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	<ul style="list-style-type: none"> KPIs in place 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%: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>UK domiciled</th> <th>International</th> </tr> </thead> <tbody> <tr> <td>2021/22: 14%</td> <td>2021/22: 34%</td> </tr> <tr> <td>2022/23: 10%</td> <td>2022/23: 32%</td> </tr> <tr> <td>2023/24: 7%</td> <td>2023/24: 30%</td> </tr> <tr> <td>2024/25: 3%</td> <td>2024/25: 27%</td> </tr> <tr> <td>2025/26: 0%</td> <td>2025/26: 24%</td> </tr> </tbody> </table> 	UK domiciled	International	2021/22: 14%	2021/22: 34%	2022/23: 10%	2022/23: 32%	2023/24: 7%	2023/24: 30%	2024/25: 3%	2024/25: 27%	2025/26: 0%	2025/26: 24%		Completed	Y
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Lincoln Equality Scheme established July 2022	In progress																		
4.23		Research project to examine students' sense of belonging and everyday course experiences in connection with gender and race	Started May 2021 Completed by April 2022	<ul style="list-style-type: none"> Gain a deeper understanding of students' personal experiences vis-à-vis student identity, belongingness, course content and career prospects 	EGI Director of Student Inclusion	In progress													

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		Data evaluated alongside institutional Access Participation Plan (APP) data (i.e. attainment and retention) to better understand the challenges and experiences our students have.		<ul style="list-style-type: none"> Inform and shape teaching and learning strategies and practices 		In progress	
				<ul style="list-style-type: none"> Increased student satisfaction (survey) where personal identities are valued and celebrated 		In progress	
4.24		Embed the Student Success Champion Network into our EDI Governance structure	Started Mar 2021 Completed by Feb 2022	<ul style="list-style-type: none"> All Student Success Champions sit on their School EDI Committees 	College Directors of Education and Students / LEAP Project Manager	Not started	
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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Differential success is addressed and eliminated in UK students by 2025 	All HoS	In progress	
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	Group set up by Sept 2022	<ul style="list-style-type: none"> 25% of BAME students have accessed the support group 	PoC Network / SU BAME Officer	Not started	

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		<p>etc. to volunteer to provide an open BAME support group across the student population.</p> <p>To support and increase confidence of BAME students in academic and wider cultural issues to increase attainment (and progression)</p>		<ul style="list-style-type: none"> Student survey shows an increase in satisfaction of 50% in identified areas by 2023 		Not started	
4.28		<p>Interventions which raise the profile of successful students, alumni and staff (e.g. video case studies / podcasts) from non-traditional backgrounds.</p> <p>This will provide social role models for students from diverse backgrounds, raise community awareness of diversity, and create a community which is celebrated.</p>	Carried out during academic year 2023/24	<ul style="list-style-type: none"> Social role models for students from non-traditional backgrounds are visible 	Director of EGI / EGI Director of Student Inclusion	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	<ul style="list-style-type: none"> Interventions are incorporated into the REC Action Plan School/College reports provided annually 	College Directors of Education and Students	Not started	
			Actions implemented Jan 2022	<ul style="list-style-type: none"> Attainment reviewed annually 		Not started	Y
				<ul style="list-style-type: none"> Analysis of good degree outcome data by different indicators e.g. (ethnicity, gender, domicile country) 		Completed	
4.30		Revise validation policy and practice for new programmes,	Policy and guidance	<ul style="list-style-type: none"> Revised Policy and guidance documents 	Director of Quality, Enhancement and	In progress	

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4.31		including the requirement for student consultation and embedding EDI (with particular attention to race equality) in all aspects	documents Jan 2022	<ul style="list-style-type: none"> • Student consultation document 	Standards / Director of EGI/ EGI Director for Student Inclusion	In progress	
			Ongoing	<ul style="list-style-type: none"> • All new programmes show embedded EDI, including race equality 		In progress	
		Decolonise our curricula and pedagogy	Plans in place Dec 2021	<ul style="list-style-type: none"> • Action and implementation plan to develop inclusive classroom culture, including pedagogy 	PVC Head of College of Arts / HoS / Programme Leaders	In progress	
			Reviews complete 2022–2023	<ul style="list-style-type: none"> • 100% of schools have carried out a curriculum review of all programmes 		In progress	
			New curricula incorporated 2022–2025	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Students on placement feel better supported, evidenced by survey responses 	HoS / Programme Leaders	Not started
<ul style="list-style-type: none"> • Students’ attainment is not negatively impacted by placement experiences 	Not started						