

Basis of Reporting – **Into**University Impact Measurement

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1. About IntoUniversity

Our vision

The vision of **IntoUniversity** is to provide a national network of high-quality, local learning centres where young people are inspired to achieve. At each local centre **IntoUniversity** offers an innovative programme that supports children and young people from disadvantaged backgrounds to attain either a university place or another chosen aspiration.

The problem we address

Young people from Britain's poorest backgrounds face a considerable educational disadvantage:

- they do far less well at school
- they are unlikely to go to university
- they have little chance of entering the professions

These young people lack the educational support and aspiration that is often taken for granted in more advantaged homes.

What we do

IntoUniversity centres provide sustained academic support, motivation and encouragement to give deprived young people a fair chance of realising their full potential. At each centre we provide 7-18 year olds with a combination of:

- after-school academic support
- university mentors
- specially-designed study weeks (FOCUS Weeks) and workshops
- direct experience of university life

What is distinctive about our work

We believe that we must start working with children in the primary years if we are to have a decisive impact upon their futures. We continue to give academic and pastoral support right through to university application and beyond. We are the only organisation starting with children age 7 and offering a long-term, multi-stranded programme to young people from disadvantaged backgrounds.

2. Key impact metric

Young people from the most disadvantaged backgrounds are 4.6 times less likely to go to university than those from the most advantaged backgrounds ([UCAS, 2018](#)). Our programmes aim to increase the likelihood that young people from these backgrounds will apply for and gain a place at university. The key metric we use to assess our success is the percentage of students who have worked with IntoUniversity who go on to get a place at university when they finish Year 13, or would have finished Year 13 had they stayed at school. By comparing this with relevant benchmarks (see section 11 'Benchmarks used' below), we can assess how effective we are in achieving this goal.

3. What data is collected? (Progression categories)

For all students we are able to get in touch with, we categorise their progression as one of:

1. Starting university this year
2. University foundation course
3. Gap year
4. Apprenticeship
5. Access course
6. FE College
7. Applying for other (non-university) education
8. Going through clearing
9. Employment
10. Undecided
11. Looking for work
12. Retaking one year of school
13. Retaking two years of school
14. Other outcome

If the student is starting university, has a deferred entry place or is studying a foundation degree at a university, we record which university and which course they are studying. If a student is going to Oxbridge, we record which Oxbridge college. If a student is on a gap year, we record whether they already have a deferred entry place or are planning to apply to university during their gap year. If a student is employed we record whether this is full time or part time. If a student is applying for other (non-university) education we record what they are applying for. If a student fits none of the other categories, they are recorded as 'other outcome' and a written description of what they are doing is recorded.

If students fit more than one category, we use a hierarchy to determine which of the outcomes we include in our reporting. Given that we're a charity with a focus on education and widening participation, the outcomes we're most interested in relate to education. For example, we get students who both have a deferred entry place to university and are looking for work in the meantime. For the purposes of our impact reporting, we count these students as deferred entry. If a student has multiple outcomes, we report on the one that appears highest up in the list above.

Further details can also be recorded in a free text box to give more details on the specifics of what a student is doing in addition to the categories provided above.

4. Who is included in this metric? (Scope)

Included in the metric are all students who have worked with **Into**University and, according to our records, finish Year 13, or would have finished Year 13 had they stayed at school, in the year we're collecting data. Exclusions are:

- Students that we are unable to collect data for.
This may be due to:
 - out of date contact details
 - not answering their phone/replying to emails
 - marked as 'do not call' (this is usually related to safeguarding for students in care, or students who have exercised their rights under GDPR, and applies to a small number of students – 13 in the 2017 reporting year and 28 in the 2018 reporting year)
 - not willing to tell us what they're doing
 - school not able/willing to provide us with data on their progression; and
- Students who have had 2 hours or less contact over the whole course of their school career with **Into**University, unless that contact came in Year 12 or Year 13; and
- Students whose outcome is retaking 1 or 2 years at school – these students are put back 1 or 2 years on our database and will be counted in the figures for the year they leave school; and
- Students who are deceased.

5. How is this metric calculated?

Once data collection is complete, the data is exported from the Salesforce database into Excel and further analysis conducted in Excel.

The calculation methodology for the university progression rate is as follows:

$$\frac{\text{Students included in the scope who we know are going to university (including those who have a deferred entry place, and those who are studying a Foundation course at a university)}}{\text{All students included in the scope}} \times 100 = \text{\% of students who progressed to university}$$

6. Where does the data come from and how it is recorded?

The data is collected from a variety of sources, which are presented in the table below. In all cases, except the online form completed by students, the data is collected by **Into**University staff.

A Salesforce report is run at the start of A-level results day to identify the list of students who meet the criteria to be included. This includes all students who meet the criteria specified in the scope (section 4) above. For all students in the list, the 'include in progression data' box is ticked on their record to provide an easy way of identifying the students in scope.

Staff members' interaction with the data is controlled via a custom-built app within our Salesforce database. First, staff select how many students to assign themselves to contact, and can choose which centre's students they want to be assigned. The online system then randomly assigns them the selected number of students from the pool of students that have the 'include in progression data' box ticked, are from the selected centre and have phone numbers on their record. Staff members are free to assign themselves as many or as few students as they wish. Students can be reallocated among staff by a system administrator.

Once staff have assigned themselves students they see a list of the students assigned to them, and have the option to call them. Selecting this option shows staff the phone numbers stored for that student. If the numbers don't work or no one answers staff can record this. If they get through to someone, the system guides them through the questions they should ask and ensures the data is recorded in a structured fashion (i.e. selecting from lists of options).

In addition, staff can input data for specific students by going to the student's record on the database and clicking a link to record the data. Clicking the link takes them to the custom-built app and they input data as they would if going via the list of students assigned to them.

Centre Leaders have responsibility for ensuring that students from their centre are contacted. Cluster Managers are responsible for ensuring that centres in their cluster have contacted their students. Most data is collected by phone call, the next biggest group is provided by schools. There are other sources providing smaller amounts of data. The table below shows how much data was obtained from each source in 2018, with a brief explanation of what is involved for data collected from each source.

Source	Input into database by	% of 2018 data collected coming from this source	Contact details used	What is asked
Online ClickTools form emailed to all students	Data input by students is sent to the database using the Salesforce connector provided by ClickTools, which updates the students' record on the database with the information they provide	5%	Most recent email address provided by student	Available upon request
School	Staff use custom-built app to input information provided by the school onto students' records on the database	17%	Staff email or phone contacts at partner schools to request data for students we've worked with	Staff request progression data for students we've worked with. No specific script
Phone	Staff use custom-built app to input responses onto students' records on the database	71%	Most recent phone number provided by student (home and mobile numbers tried if available)	Available upon request
Email	Staff use custom-built app to input responses onto students' records on the database	0.47%	Most recent email address provided by student	Staff ask student what they're doing now they've finished school, and if they need any support (no specific script)
Social Media	Staff use custom-built app to input responses onto students' records on the database	3%	Searching the name of the student on Facebook and sending them a message using the centre Facebook account	Staff ask student what they're doing now they've finished school, and if they need any support (no specific script)
Face-to-face meeting with student	Staff use custom-built app to input responses onto students' records on the database	3%	Some students visit the centre to see staff or friends, staff take this opportunity to collect progression data from them	Staff ask students what they're doing now they've finished school, and if they need any support (no specific script)

Source recorded database	not on	Unknown	0.70%	Unclear	Unclear
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Once all phone numbers for a student have been called on three separate days without a response, with a minimum two-week gap between two of the calls, we accept that we will not be able to get data for that student and they are removed from call lists.

7. When is the data collected and reported?

This data is published in our impact report, which is released every two years. We start collecting the data in August of each year as soon as A-level results are released. The deadline for completion of data collection is the end of October.

8. Central check of data

Data is monitored in head office as it is collected, to keep track of how much data we have and what the provisional university progression rate looks like. If the proportion of data collected or progression rate for a centre is lower than expected then this is flagged and investigated by the relevant cluster manager.

Where the destination is recorded as 'other outcome' or 'undecided' this is checked on an individual basis by Head Office. If the written description of the outcome fits into another category the outcome is moved to that category. If the written description says that the student was waiting to hear/making a decision, these students are flagged to call again in October to find out what happened.

All students who are recorded as retaking a year or two years of school are put back one or two years on the database. This ensures that they are not counted in the current year's figures.

Some students will have their outcome recorded on the database multiple times, for example if their school gave us the information as well as the student giving us the information in person. To prevent these outcomes being double counted we remove duplicates using the students' CaseSafeld (an identifier that is unique to each student), reporting on whichever record was collected more recently.

9. Prior year adjustments

Once next year's data collection is complete we will recalculate this year's progression rate to check that the rate we have reported is still correct. If IntoUniversity is made aware of anything to suggest that the progression rate reported for this year is significantly incorrect (e.g. a school shared incorrect data, or there was a miscalculation) then we will restate the corrected figure in our next impact report.

10. Limitations

Limitation 1: Our progression rate is based only on students we are able to contact. We cannot contact students if we do not have up-to-date contact details for them. Students we've worked with recently are overrepresented in the students we are able to contact, and students we last worked with a number of years ago are under-represented. This may mean that the progression rate for students we are able to contact differs from that for students we are not able to contact.

Steps taken to counter limitation 1: To be conservative, we qualify our headline progression rate by saying 'It is reasonable to suggest that the university progression rate for the students we do not have data for might be lower. If we conservatively assume that we had no impact on these students, then our overall progression rate would be XX%.

Limitation 2: As centres age they have a larger student population, which means the number of students we need to contact increases each year.

Steps taken to counter limitation 2: We are looking into whether it is possible to contact a pre-defined sample of students to derive a progression rate, without undermining the credibility of the results. We have previously tried to collect the data by matching to UCAS data, however the matching didn't work. The matching process has apparently been refined so we are investigating whether this means we could use this method in future.

Limitation 3: There is a strong reliance on self-reporting by students, as the data cannot be collected from an external source.

Steps taken to counter limitation 3: Notwithstanding our quality controls over the data provided to us, a reliance and trust in the integrity of submissions made to IntoUniversity is placed on our students.

11. Assumptions

IntoUniversity does not have information on how likely students that we can't contact are to go to university. We know that they differ from students that we can contact in that we're less likely to have worked with them recently (out of date contact details). For the reasons given above we assume that "uncontactable" students may be less likely to go to university than the students we are able to contact.

12. Benchmarks used

We compare our progression rate to a range of benchmarks to get an idea of the impact we are having on our students' chances of getting to university. A huge variety of factors affect students' chances of getting to university, and no individual benchmark captures all factors. For this reason, we present a range of benchmarks to compare ourselves to. The benchmarks we use are:

- % of students in maintained schools progressing to higher education nationally. This is published annually by the Department for Education ([DfE, annual publication](#)).
- % of Free School Meals (FSM) students in maintained schools progressing to higher education nationally ([DfE, annual publication](#)).
- A tailored benchmark derived from a blend of POLAR and DfE data:
 - The Office for Students (OfS) publish the POLAR4 (Participation of Local Areas) dataset ([OfS, 2017](#)), which gives the progression rate for 18 and 19 year olds in each MSOA (middle layer super output area) in the country. Using the postcodes of our students, we can find the proportion of young people living in their MSOA who progress to university. We use this as the expected background chance of progression for students that first worked with us in or before Year 11. We typically have postcode data for around 85% of our students, the rest are excluded from the calculation of the benchmark.
 - The Department for Education publishes the Higher Education progression rate each year for school-leavers at most schools in the country ([DfE, annual publication](#)). We know which schools our students attend, so we can find for each the chance of someone at their school progressing to university. We use this as the expected background chance of progression for students that first worked with us after Year 11.
 - We average each students' expected background chance of progression to derive an overall benchmark to compare ourselves to.

Glossary

Delivery staff – staff working in **Into**University centres whose main role is delivering activities to students.

Progression information – information on what the student is doing after finishing school.

Safeguarding – action that is taken to promote the welfare of children and protect them from harm.

Salesforce – online database used by **Into**University to store all information relating to the students we work with.

Centre Leader – staff member responsible for running an **Into**University centre. Responsible for managing the other members of staff at the centre.

Middle layer super output areas – Middle Layer Super Output Areas are geographic areas built from groups of contiguous Lower Layer Super Output Areas. The minimum population is 5,000 and the mean is 7,200. They are one of the building blocks of census geography.