Impact Report 2017

IntoUniversity

IntoUniversity Impact Summary

In 2015-16 we worked with

25,000	1,700	200	34
Students	Volunteers	Partner schools	University partners

University progression

% of students progressing to Higher Education

- 75% — **Into**University students
- 22% Free School Meals Students / 39% All Students — Students nationally

% of students progressing to Russell Group universities

- 16% — **Into**University students
- 5% Free School Meals Students / 11% All Students — Students nationally

Free School Meals Students   All Students
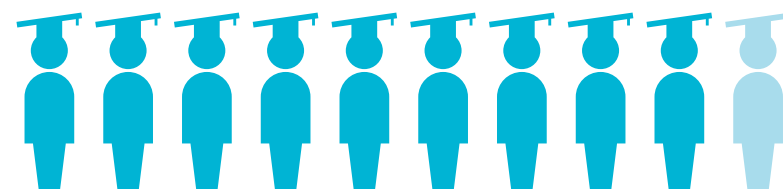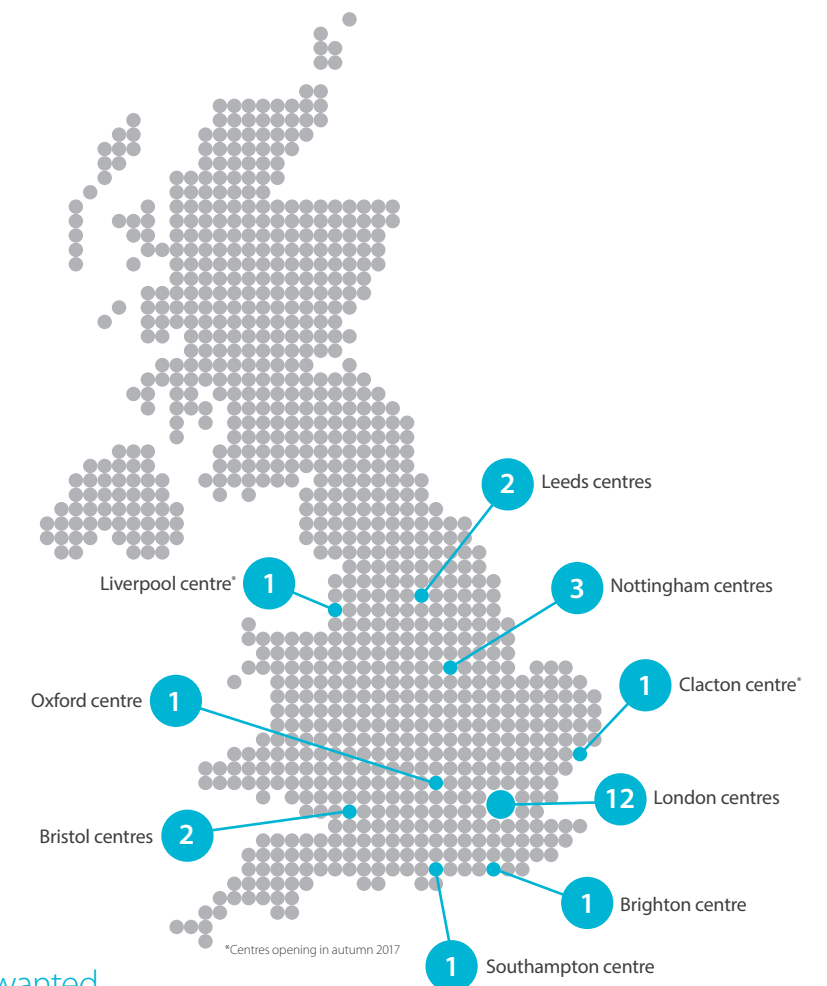
Student population

90%

of **Into**University students fall within the two most deprived quintiles of the Income Deprivation Affecting Children Index (IDACI)

Reach

24 centres

in

9 cities across England

- 2 Leeds centres
- Liverpool centre* 1
- 3 Nottingham centres
- 1 Clacton centre*
- Oxford centre 1
- 12 London centres
- Bristol centres 2
- 1 Brighton centre
- 1 Southampton centre

*Centres opening in autumn 2017

Feedback

"Before today I didn't think I wanted to go to university, but I've changed my mind. I now want to go!"

Jake, student at **Into**University Southampton

"My son loves coming to **Into**University. He can't wait to tell his teacher the next morning. His confidence has grown and his behaviour within class is fantastic. I am so pleased, so are the teachers and my son."
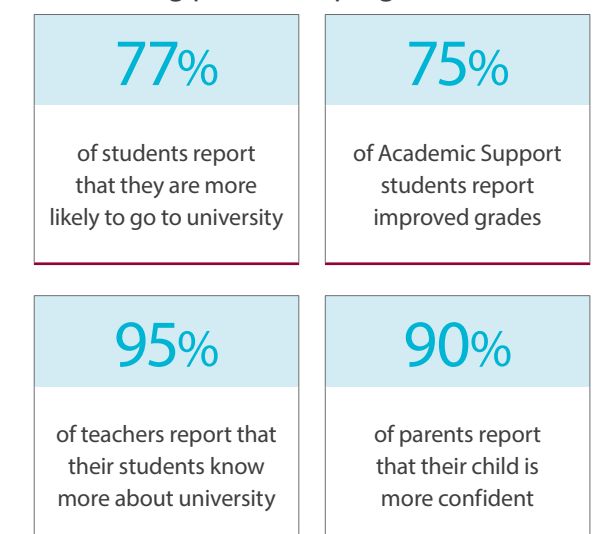
Chris, parent at **Into**University Leeds South

"The programme helps our students to aspire to gain entry to university and therefore work harder in school."

Steve, teacher at an **Into**University Nottingham West partner school

Evaluation questionnaires

After taking part in our programmes…

77%	75%
of students report that they are more likely to go to university	of Academic Support students report improved grades
95%	90%
of teachers report that their students know more about university	of parents report that their child is more confident

IntoUniversity

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

Our journey

2002	**2007**	**2008**	**2009**
The **Into**University programme is piloted at a community centre in North Kensington.	**Into**University is launched as an independent charity and a second centre is opened in Lambeth.	**Into**University works with over 1,000 students annually for the first time.	**Into**University launches its secondary FOCUS programme, working with students in secondary schools.
IntoUniversity centres: **1**	**Into**University centres: **2**	**Into**University centres: **4**	**Into**University centres: **6**

2010	**2011**	**2012**	**2013**
IntoUniversity wins *Charity Times* Charity of the Year.	**Into**University's first out of London centre opens in Nottingham.	Further expansion includes a first centre in Bristol.	**Into**University works with over 15,000 students annually for the first time.
IntoUniversity centres: **6**	**Into**University centres: **8**	**Into**University centres: **12**	**Into**University centres: **15**

2014	**2015**	**2016**	**2017**
IntoUniversity continues to expand to more cities, with centres opening in Brighton, Leeds and Oxford, and later (2015) in Southampton.	**Into**University wins *Charity Times* Charity of the Year.	A new **Into**University centre opens in Islington.	By the end of 2017 there will be **Into**University centres in nine UK cities, supporting over 26,000 students.
IntoUniversity centres: **18**	**Into**University centres: **21**	**Into**University centres: **22**	**Into**University centres: **24**

Contents

Foreword

If you're ever feeling down-in-the-dumps there is no better cure than a visit to an **Into**University centre. When I went to their centre in Hammersmith last year I was put through my paces by a group of charming and enthusiastic eight-year-olds who had come after school to learn about the workings of the human body and took great pleasure in jumping up and down and taking their pulses.

It's not hard to feel cheerful spending time with a bouncy set of children who are so excited to be learning. But I had another reason to be happy. As CEO of Impetus-The Private Equity Foundation, and a hard-headed impact-obsessive, I knew that **Into**University was working tirelessly to make sure that their programmes not only feel good, they get the job done. We've worked with **Into**University since their, and our, early days and it's been a privilege to learn with them along the way. There are four things they do that make them stand out.

First and foremost, they never stop thinking about impact – helping the young people they work with achieve. They've been tenacious in getting university access data so they know how well they're doing. And brave in innovating and adding to their model if the numbers say more is needed.

A great sign of how serious they are about impact is that they keep raising the bar for themselves. Working out the 'counterfactual', how the young people you serve would have done without your help, is one of the toughest challenges for any charity. But, as this report shows, **Into**University are taking it head on, building more accurate models even though that makes success more complicated to demonstrate.

A second thing that stands out about **Into**University is that they intervene early and often. It may seem strange for a university programme to be working with eight-year-olds but it comes from a profound insight: applying to university at 17 is the culmination of a whole series of choices, many of which young people from disadvantaged backgrounds don't even realise are available to them. If your parents didn't go to university you may not realise the importance of earlier choices – of school subjects for example – on your later options. So **Into**University work with their young people at lots of points along the way to give them the best set of choices.

Third, their programme is based in the community, both physically and in terms of a deep set of local relationships. That matters because, however you voted in the referendum, Brexit has revealed the deep geographical divide in the UK. There are parts of the country that feel left behind and who would rather have assets for their community than outside help which comes and goes. **Into**University puts in the groundwork so that communities feel that sense of ownership of their **Into**University centre.

Finally, **Into**University is one of the leaders in the sector. Too little is known about what works in widening university participation for disadvantaged young people and the depth of analysis in this impact report is a valuable contribution to that wider goal.

We've worked with **Into**University for ten years now. In another ten years many of those eight-year-olds I met in Hammersmith will be at university. **Into**University will have helped get them there. If you read this report and like what you see then join with **Into**University and make sure there are thousands more young people like them across the country.

Andy Ratcliffe
CEO
Impetus-PEF

Introduction

Alan Milburn, Chair of The Social Mobility Commission, recently made this comment: 'Social mobility is arguably the most important and challenging issue facing British society today.' This is a startling claim, particularly when we consider the range of social and economic pressures facing the UK.

Social mobility is a different kind of issue, because it goes to the core of what we mean by a free society. Our ideal is a country in which all young people have the opportunity to succeed, where your future is determined by your talent and ability, not by your background.

The Commission's *State of the Nation* report[1] (2016) provides a forensic analysis of what it calls Britain's 'deep social mobility problem… today only one in eight children from low-income backgrounds is likely to become a high-income earner as an adult… Whole tracts of Britain feel left behind. Whole sections of society feel they do not get a chance to succeed.'

IntoUniversity's distinctive model of working at the heart of the community means that we are uniquely placed to address the social mobility crisis in geographies where young people's life-chances are blighted by a lack of opportunity and by underachievement. Over the coming years we will be launching centres in several of these locations including Clacton-on-Sea, Anfield in Liverpool and Harpurhey in Manchester. At each centre we will be working with a university partner and corporate supporters to bring young people exceptional opportunities to make personal and educational progress.

Higher Education is the most powerful tool we have to tackle the UK's social mobility crisis. For a young person from the poorest background a university degree opens up a world of professional careers and a host of life-long benefits which are explained in pages 7-8 of this report. Above all a university education gives the opportunity for well-paid employment, providing young people with a route out of inter-generational poverty and social exclusion.

This report shows that **Into**University is a significant force for social change, now serving 25,000 young people from the UK's most challenging communities each year, supporting educational success for young people who otherwise would never have had the opportunity for university study.

But the evidence assembled here not only shows that the charity is effective, but that it is cost-effective. Working with Social Finance, we have calculated that while it costs £9,670 nationally to send a young person from the poorest home to university, it costs **Into**University just £5,600 to achieve the same outcome.

I hope this report on the charity's impact will make interesting reading for our many partners – schools, universities, businesses and funders – who are working with us to make the UK a fairer place for all young people. For those who are not current partners, I hope this report will provide encouragement to join us in tackling 'arguably the most important and challenging issue facing British society today.'

Dr Hugh Rayment-Pickard
Chief Strategy Officer and Co-Founder
IntoUniversity

1. Social Mobility Commission (2016) *State of the Nation 2016: Social Mobility in Great Britain*

What makes **Into**University distinctive

Early intervention

Our programmes engage young people from the age of seven, allowing us to have a decisive impact on their future aspirations, intervening before negative attitudes towards education can become hardened. **Into**University pioneered this approach, which is now accepted as best practice within the sector.

Centre-based model

Our centres are located in the heart of the communities we serve, normalising university aspiration and providing young people with a group of local peers who are all working together to improve their futures. The staff at each centre work to engage the community through open days, information sessions and volunteering opportunities. Our centre-based approach allows us to respond to the particular needs of specific communities.

We work with all students in need regardless of prior or predicted attainment

Unlike many schemes that work selectively with those students who already have a strong academic record, or who have been classified as potential high achievers, we work with all young people meeting our criteria for disadvantage. We seek to build and develop our students' distinctive talents and abilities, providing sustained academic and pastoral support throughout their educational journey.

Strong partnerships

We work closely with local schools on our FOCUS programme and they, in turn, refer students to our Academic Support programme. Local businesses and branches of national organisations provide volunteers. We also have excellent partnerships with universities as funders and as delivery partners.

"Being certain about Higher Education by age ten or earlier means a child is 2.6 times more likely to end up at a more competitive university than someone who decided in their late teens. The most advantaged young people are more likely to be focused on university at a young age than their more disadvantaged peers."
UCAS, 2016[2]

"Working with you and the team on establishing the centre in Leeds has been a great experience for us and has more than fulfilled our expectations. The energy, commitment and professionalism of everyone concerned has been fantastic. The fruits are abundantly evident."
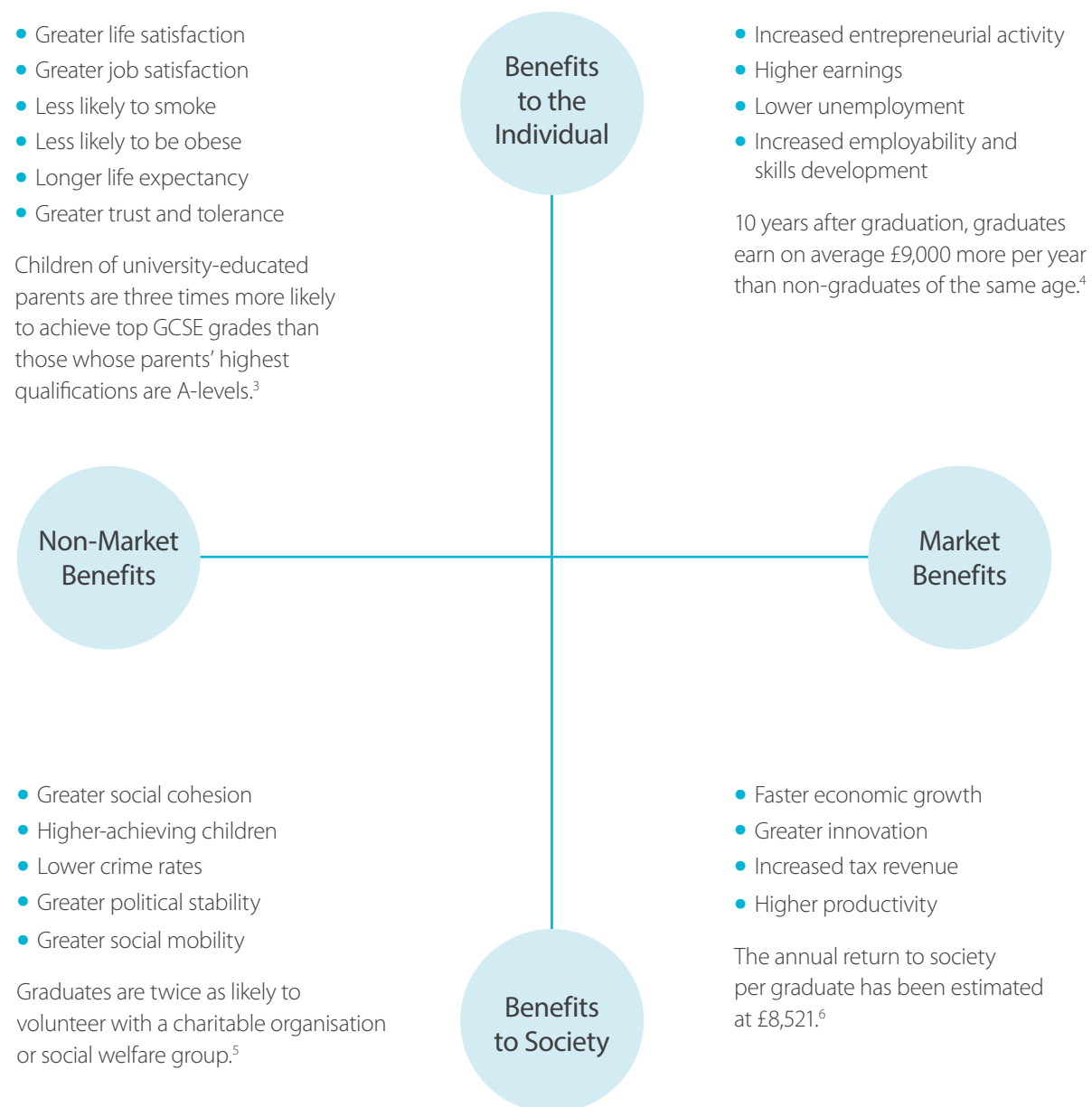**Professor Vivien Jones, Pro-Vice-Chancellor, University of Leeds**

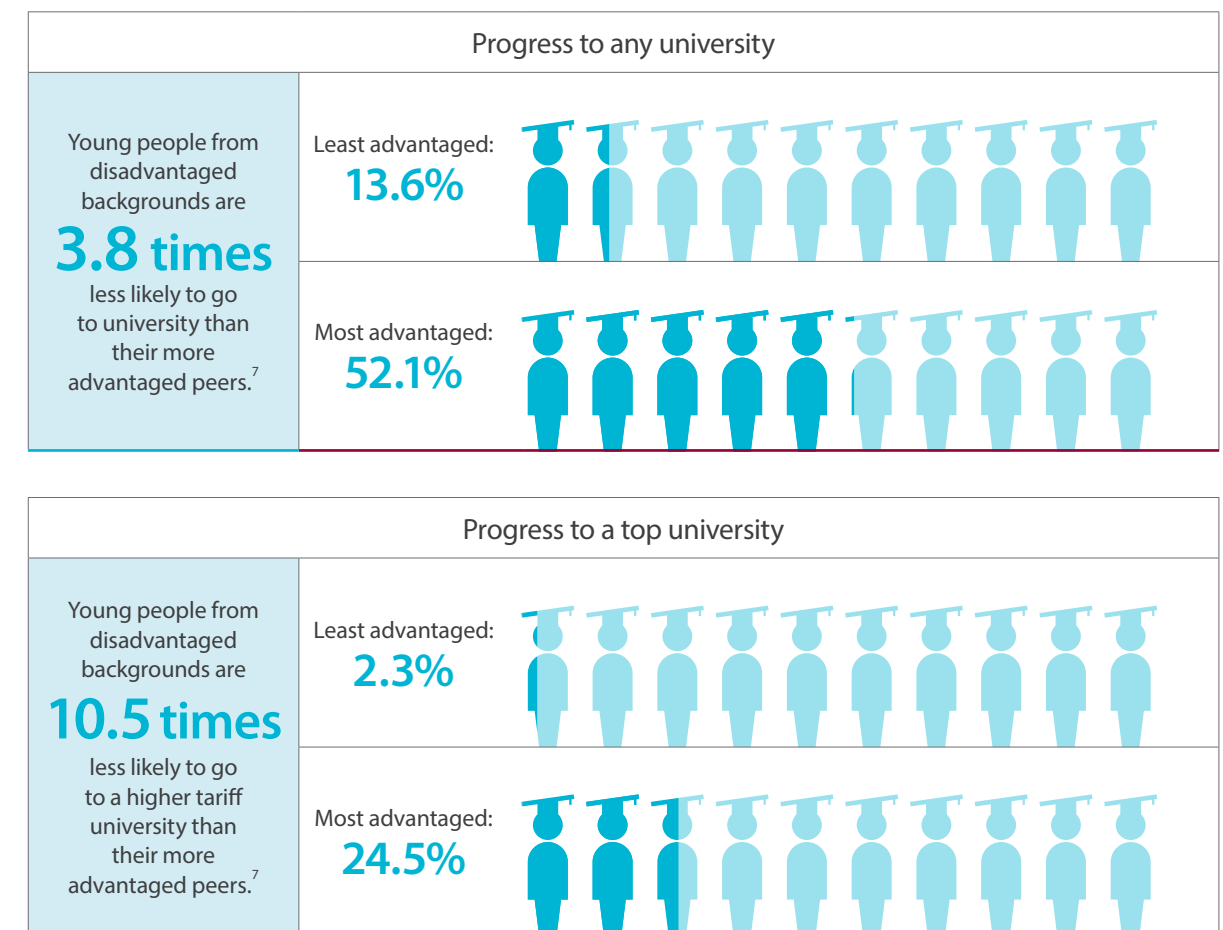2. UCAS (2016) *Through the lens of students: how perceptions of Higher Education influence applicants' choices.*

The benefits of Higher Education

The benefits of Higher Education are well documented and numerous. A range of market and non-market benefits accrue both to the individual gaining the degree and to society as a whole.

- Greater life satisfaction
- Greater job satisfaction
- Less likely to smoke
- Less likely to be obese
- Longer life expectancy
- Greater trust and tolerance

Children of university-educated parents are three times more likely to achieve top GCSE grades than those whose parents' highest qualifications are A-levels.[3]

Benefits to the Individual

- Increased entrepreneurial activity
- Higher earnings
- Lower unemployment
- Increased employability and skills development

10 years after graduation, graduates earn on average £9,000 more per year than non-graduates of the same age.[4]

Non-Market Benefits

Market Benefits

- Greater social cohesion
- Higher-achieving children
- Lower crime rates
- Greater political stability
- Greater social mobility

Graduates are twice as likely to volunteer with a charitable organisation or social welfare group.[5]

Benefits to Society

- Faster economic growth
- Greater innovation
- Increased tax revenue
- Higher productivity

The annual return to society per graduate has been estimated at £8,521.[6]

The problem

In the UK young people's chances of accessing Higher Education are still too often determined by the social and cultural context into which they are born and within which they are raised. There are also strong correlations between low university participation rates and factors such as household income, geography, ethnicity and gender.

Progress to any university

Young people from disadvantaged backgrounds are **3.8 times** less likely to go to university than their more advantaged peers.[7]

Least advantaged: **13.6%**

Most advantaged: **52.1%**

Progress to a top university

Young people from disadvantaged backgrounds are **10.5 times** less likely to go to a higher tariff university than their more advantaged peers.[7]

Least advantaged: **2.3%**

Most advantaged: **24.5%**

"Talented people from disadvantaged backgrounds are missing out on the life-changing benefits Higher Education can bring. This is a shocking, and avoidable, waste of talent which quashes individual opportunity and also has a detrimental impact on our economy and society."

Professor Les Ebdon, Director of Fair Access to Higher Education, Office for Fair Access (OFFA)

3. Ermisch & Del Bono (2012) *Inequality in Achievements During Adolescence. From Parents to Children: The Intergenerational Transmission of Advantage*
4. Britton et al. (2016) *How English domiciled graduate earnings vary with gender, institution attended, subject and socio-economic background*
5. Brand (2010) *Civic Returns to Higher Education: A note on heterogeneous effects*
6. McMahon (2009) *Higher Learning, Greater Good: The Private and Social Benefits of Higher Education*

The full set of references for the benefits shown in the diagram above can be found at the back of the report.

7. UCAS (2016) *End of Cycle report 2016*

How we are tackling the problem

We support students over the long term. Our multi-stranded programme addresses the many barriers preventing young people from poorer backgrounds advancing to Higher Education. Students are able to participate in different areas of the programme depending on their needs.

Aspiration building
Our FOCUS programme of study weeks, workshops and activities supports young people's journey to university or another ambition.

Attainment
We provide weekly support with trained tutors to develop curious, independent and successful learners.

Role models
University and corporate volunteers provide inspiring role models and promote essential skills such as teamwork and confident communication.

Career readiness
Our programmes introduce students to possible careers and develop workplace skills. Placements and insight days with our partners give students experience of the world of work and strengthen their UCAS applications and CVs.

"Going on a trip to The University of Exeter gave me a chance to experience life at university, and it was at a medicine workshop with **Into**University that I decided finally what I wanted to do with my life."
Lateefat, Year 12, **Into**University Oxford South East

"At school I used to be afraid to speak because there were so many people, but everyone at **Into**University is kind so I got used to talking and now I'm more confident."
Humayra, Year 7, **Into**University Bow

"I have better grades in Maths in particular and I think I am more organised and plan my work better. I think I will do well in SATs because of all the hard work I do at **Into**University."
Celine, Year 6, **Into**University Nottingham East

"I've been taken aback with how well-connected **Into**University is in the world of work. I don't think I'd have as impressive a CV if not for **Into**University. I really think this gives me an edge."
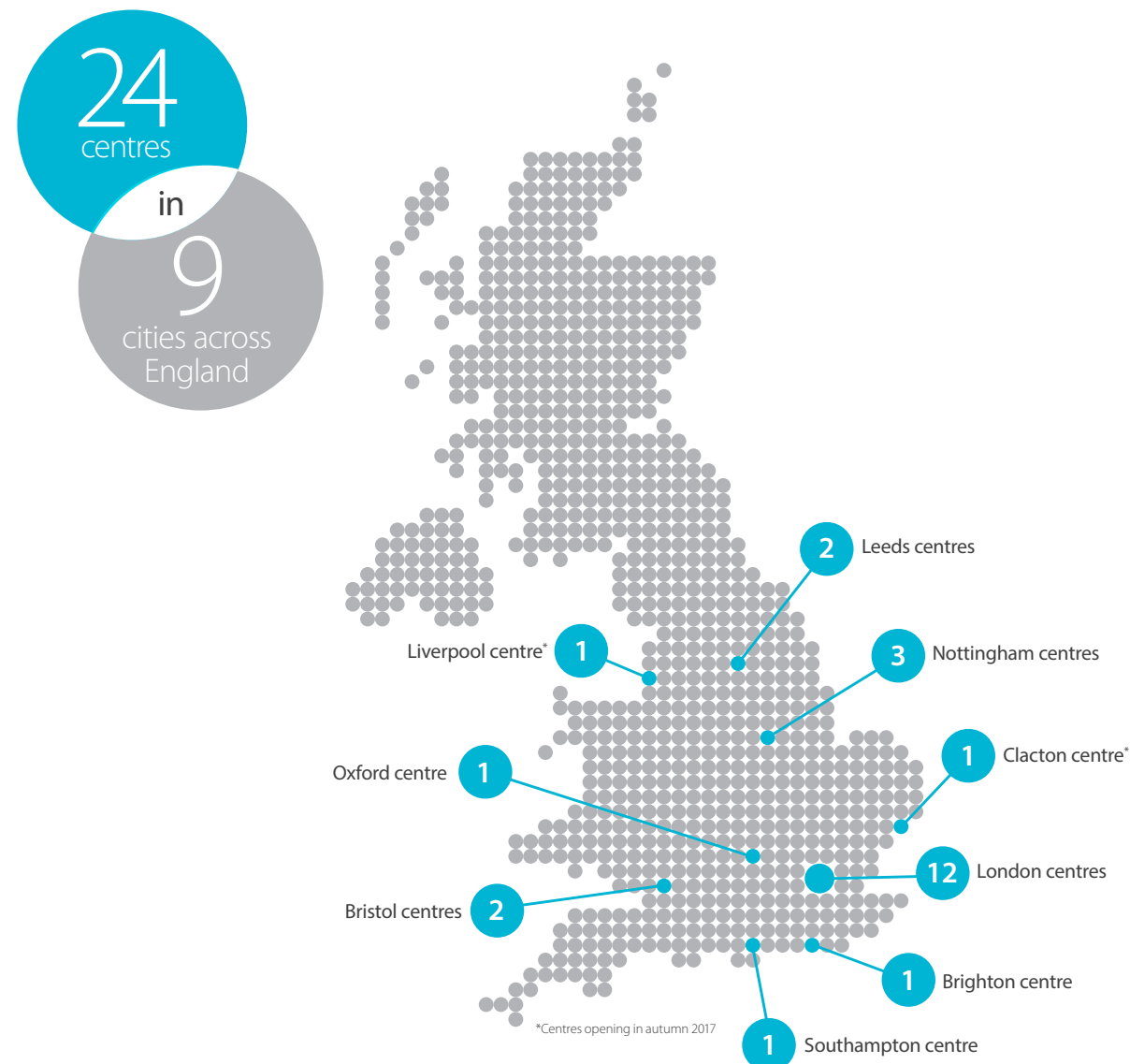**Adetayo**, Student alumnus, **Into**University Hackney South

Scale and reach

In 2015-16 we worked with

25,000	1,700	200	34
Students	Volunteers	Partner schools	University partners

Next year we will have

24 centres

in

9 cities across England

2 Leeds centres

1 Liverpool centre*

3 Nottingham centres

1 Oxford centre

1 Clacton centre*

12 London centres

2 Bristol centres

1 Brighton centre

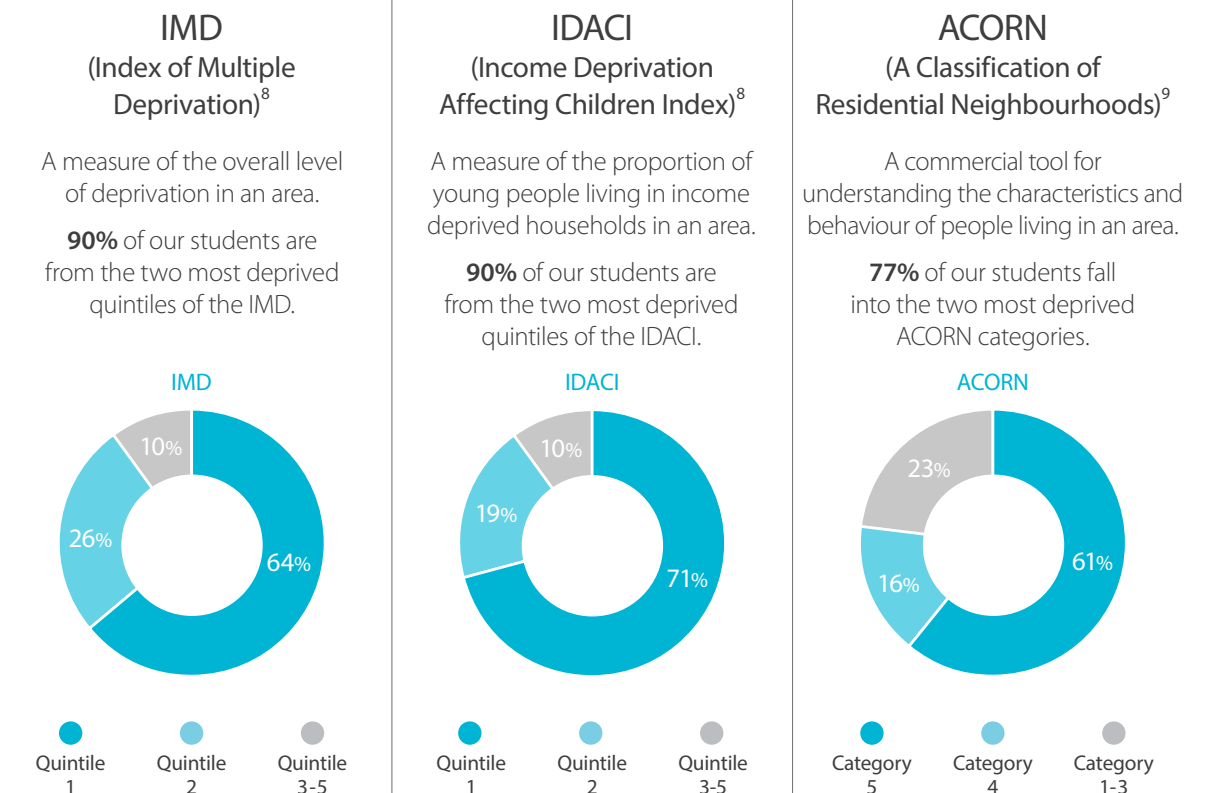1 Southampton centre

*Centres opening in autumn 2017

A service targeted at those most in need

We aim to work with those who are least likely to go to university. When deciding where to open a centre we conduct a comprehensive feasibility study of the local area to determine whether we will be able to reach our target population. Once a centre is open, we have strict eligibility criteria to determine which students are able to participate in our programmes.

53%	78%	93%
of students at our partner primary schools are on Free School Meals (FSM), more than twice the national average	of our secondary students are on FSM or Pupil Premium	of our Academic Support students are on FSM, have a household income below £25,000, live in social housing, or are/have been in care

In addition, we track a range of deprivation measures to ensure that we are reaching the students who most need our help:

IMD
(Index of Multiple Deprivation)[8]

A measure of the overall level of deprivation in an area.

90% of our students are from the two most deprived quintiles of the IMD.

IMD

64% 26% 10%

Quintile 1 | Quintile 2 | Quintile 3-5

IDACI
(Income Deprivation Affecting Children Index)[8]

A measure of the proportion of young people living in income deprived households in an area.

90% of our students are from the two most deprived quintiles of the IDACI.

IDACI

71% 19% 10%

Quintile 1 | Quintile 2 | Quintile 3-5

ACORN
(A Classification of Residential Neighbourhoods)[9]

A commercial tool for understanding the characteristics and behaviour of people living in an area.

77% of our students fall into the two most deprived ACORN categories.

ACORN

61% 16% 23%

Category 5 | Category 4 | Category 1-3

8. Department for Communities and Local Government (2015) *English indices of deprivation 2015*
9. See http://acorn.caci.co.uk for more information

University progression

What are the outcomes for **Into**University school leavers?

2016 **Into**University school leavers				
75%	**5%**	**5%**	**11%**	**5%**
achieved a university place	are applying to university or are enrolled in an Access/ Foundation course	are studying at a Further Education college	are in work or have an apprenticeship	are unemployed or undecided

The figures in this table are rounded so add up to 101%.

How is the progression rate for **Into**University students calculated?

We contact all our students when they finish Year 13 (or would have finished Year 13 had they stayed in school) to find out their next steps. This year we received data for 3,033 students out of a cohort of 5,265 students. Of these, 75% had a university place. The figure for all **Into**University school leavers may be lower, because those for whom we do not have data are arguably less likely to have applied for and gained a university place. If we assume that these students progressed at half the rate of those we were able to collect data for, our progression rate would still be 59%, significantly higher than comparable benchmarks (see page opposite).

Why is the progression rate lower this year than in previous years?

It is well documented that the progression rate in London is higher than elsewhere in the country.[10] For instance in the area around our North Kensington centre, the background progression rate is 43%, while the background progression rate around our recently opened Bristol South centre is just 9%.[11] The majority of new centres we open are situated outside of London. As the proportion of our centres that are outside London increases, we expect the combined progression rate we report for all our centres to decrease.

How do **Into**University students compare with other students?

We have historically compared the progression rate of our students with national progression rates published annually by the government.[12] This provides a broad high-level comparison, but takes no account of local variations or the charity's distribution of students across various locations. We know progression rates vary considerably across the country, and between the many geographical locations of our centres. A challenge for us has therefore been to find benchmarks that allow us to compare the progress of our students against the progress of other students in their local area. We recently received funding from the Cabinet Office to work with Social Finance (www.socialfinance.org.uk) to develop two such benchmarks:
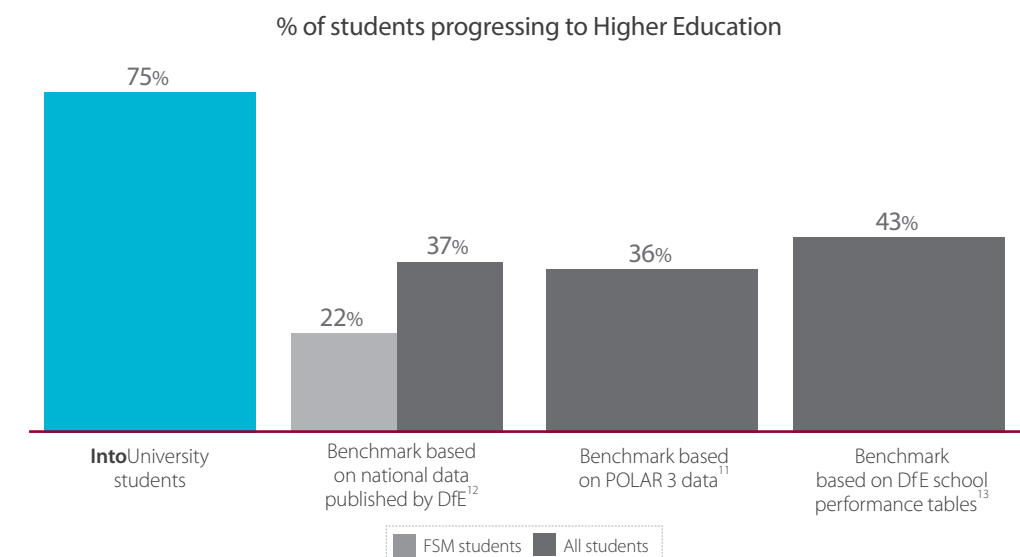
Benchmark based on POLAR 3 data

POLAR 3 is a dataset developed by the Higher Education Funding Council for England (HEFCE), which provides the average progression rate for young people living in each ward in the country.[11] A ward is a relatively small area, containing around 6,500 people. We know from our students' postcodes which ward they live in. For each of our alumni we took the progression rate of the ward they lived in as their expected chance of progression without our support. The average POLAR 3 rate for all our alumni gives a network-wide background rate tailored for the particular neighbourhoods in which our students reside.

Benchmark based on Department for Education school performance tables

The Department for Education (DfE) publishes the Higher Education progression rate each year for school-leavers at most schools in the country.[13] For each of our alumni we took the progression rate for their school as their expected chance of progression without our support. For students who left the **Into**University programme before reaching school-leaver age, we used local averages to model whether they would be expected to stay in school post-16, and if so which school they were likely to have ended up at. The average for all our alumni gives a network-wide background rate tailored to the particular schools our students are attending.

Comparison with benchmarks

% of students progressing to Higher Education

75%			
	22%	37%	36%	43%

IntoUniversity students | Benchmark based on national data published by DfE[12] | Benchmark based on POLAR 3 data[11] | Benchmark based on DfE school performance tables[13]

FSM students   All students

Discussion

These new benchmarks provide a fairer point of comparison than the national figures published by the government, as they take into account the areas our students are living in and the schools they are attending. However, they remain approximations. The major limitations are:

• POLAR 3 data takes no account of variation within a ward – a particular problem within London, where wealth and disadvantage are frequently found side by side and even on the same street. As we work with the most disadvantaged students within an area, their background chance of progression may be lower than for students in the ward as a whole.

• The DfE-reported progression rates at the schools we work with are not independent of our own progression rate – if students are more likely to go to university after taking part in the **Into**University programme, this will increase the progression rate for the schools we work with as well as our own rate.

Taking these limitations into account, we believe that these new benchmarks are conservative approximations, by which we mean that they may overestimate our students' background chances of progressing to university, and therefore understate our impact.
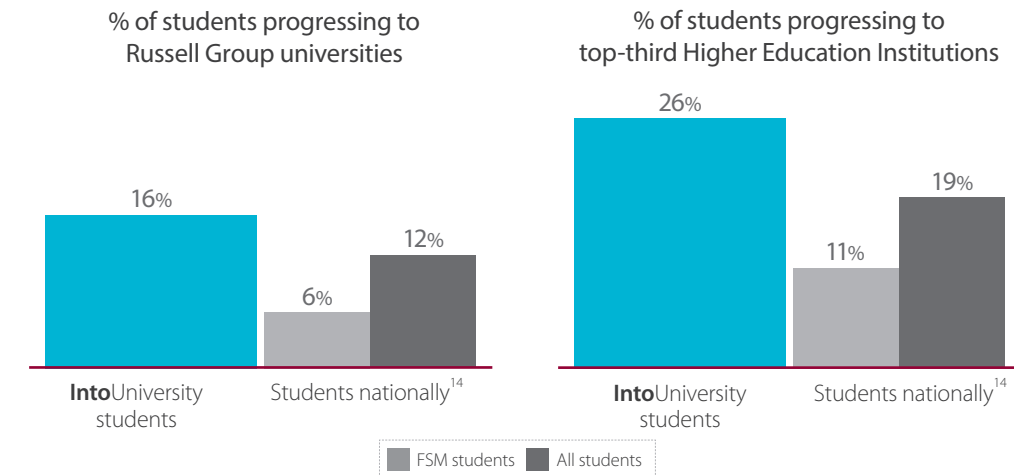
10. UCAS (2016) *End of Cycle report 2016*
11. Higher Education Funding Council for England (2012) *POLAR3 Young participation rates in Higher Education*
12. Department for Education (2016) *Widening Participation in Higher Education, England, 2013/14 age cohort*
13. Department for Education (2016) *Destinations of key stage 4 and key stage 5 pupils: 2014, Key Stage 5 – institution level tables*

## How many **Into**University students obtain places at selective universities?

% of students progressing to
Russell Group universities

% of students progressing to
top-third Higher Education Institutions

16%

26%

19%

12%

11%

6%

IntoUniversity
students

Students nationally[14]

IntoUniversity
students

Students nationally[14]

FSM students ■ All students

This data is based on a sample of our school leavers (see 'How is the progression rate for **Into**University students calculated?' on page 13). Even if none of the students outside our sample gained a place at Russell Group or top-third Higher Education Institutions (which we think is unlikely), the percentage of our students at Russell Group and top-third Higher Education Institutions would still be 9% and 15% respectively – significantly higher than the rates for Free School Meals (FSM) students nationally.

What proportion of **Into**University students achieve positive post-school outcomes?

IntoUniversity tracks the destinations of all students, not only those who progress to university. Our students progress to a range of destinations, including Further Education colleges, apprenticeships and directly into employment.

Looking at post-school destinations for our cohort of school leavers as a whole, we are able to see how many are Not in Employment Education or Training (NEET) and, conversely, how many have achieved a positive outcome. We can compare our results to the annual NEET figures published by the Department for Education, which show the proportion of 18-year olds nationally achieving positive outcomes.[15]

% achieving positive (non-NEET) outcomes

95%
IntoUniversity students

89%
18 year-olds nationally
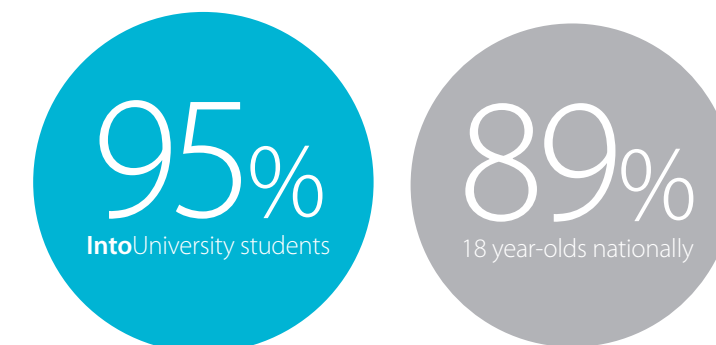
14. Department for Education (2017) *Revised destinations of key stage 4 and key stage 5 students, England, 2014/15*
15. Department for Education (2016) *Participation in Education, Training and Employment by 16–18 year olds in England: End 2016*
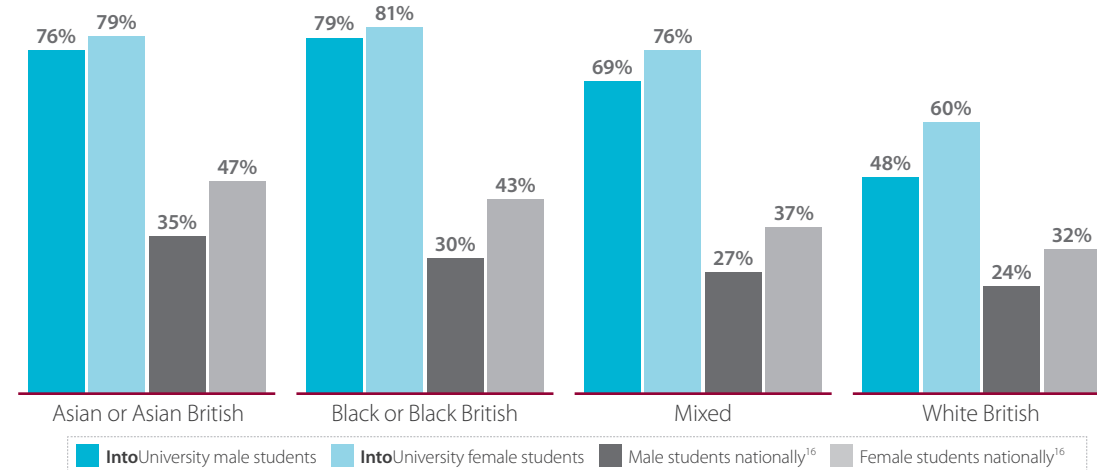
Higher Education participation: further analysis

The progression data we collect from our students gives us a rich dataset, allowing us to identify trends and see how our students compare with other students nationally.

Ethnicity and gender

Data published by UCAS shows that entry rates to Higher Education vary significantly by ethnicity and gender.[16] White males have been identified as the group least likely to progress to Higher Education. This pattern holds true for our own students as well. **Into**University is committed to supporting students in this group, and a number of our newer centres are situated in predominantly white, working-class areas.
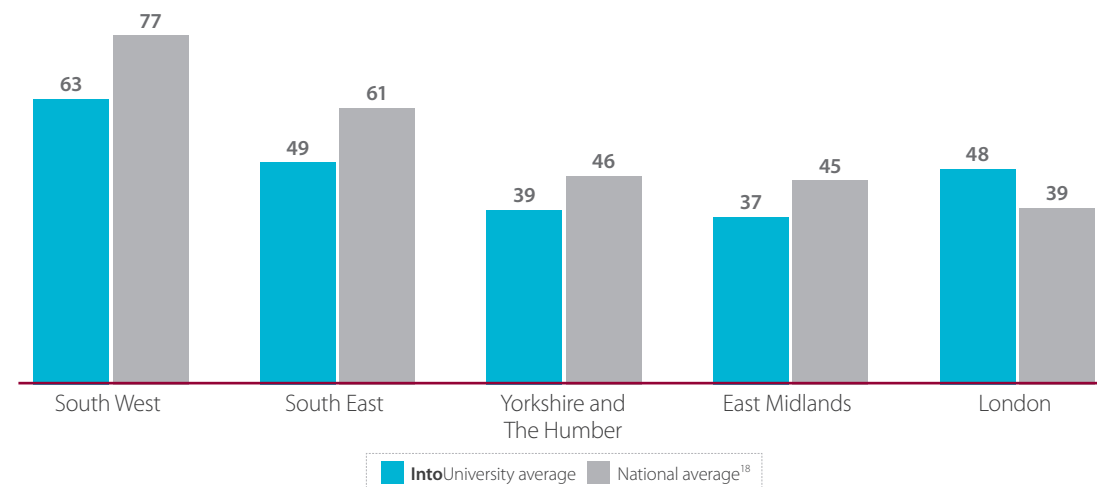
Progression rate to university

Bar chart showing progression rate to university by ethnicity:

	IntoUniversity male students	IntoUniversity female students	Male students nationally[16]	Female students nationally[16]
Asian or Asian British	76%	79%	35%	47%
Black or Black British	79%	81%	30%	43%
Mixed	69%	76%	27%	37%
White British	48%	60%	24%	32%

Distance between home and university

Research shows that students from poorer backgrounds tend to go to university closer to home.[17] This is also the case for **Into**University students, with the exception of those from our London centres:

Average distance travelled to university (miles)

Bar chart showing average distance travelled to university (miles):

	IntoUniversity average	National average[18]
South West	63	77
South East	49	61
Yorkshire and The Humber	39	46
East Midlands	37	45
London	48	39

Subjects studied

The charts below show the subjects that our students choose to study at university and how this compares to the national average. Subjects studied vary considerably by gender, so we have presented the data for males and females separately. For the most part **Into**University students fit the national pattern, but a few differences stand out. Our male students are more likely to study Social Studies, but less likely to study Biological Sciences or Languages. Our female students are more likely to study Law or Social Studies, and less likely to study Creative Arts and Design.

Degree subject studied by male students

Bar chart showing degree subject studied by male students (IntoUniversity students / Students nationally[19]):

Subject	IntoUniversity students	Students nationally
Business & Administrative Studies	20%	17.5%
Engineering & Technology	13.9%	13.2%
Social Studies	11.9%	8.4%
Computer Science	10.5%	9.4%
Creative Arts & Design	8%	8.1%
Biological Sciences	7.1%	10%
Subjects allied to Medicine	4.9%	4.6%
Physical Sciences	4.8%	5.6%
Law	4.4%	3.4%
Historical & Philosophical Studies	3.2%	3.8%
Mathematical Sciences	2.9%	2.8%
Architecture, Building & Planning	2.4%	2.5%
Mass Communications & Documentation	2.1%	2.7%
Medicine & Dentistry	1.9%	1.7%
Languages	0.7%	3.1%
Education Studies	0.3%	1.4%
Agriculture & Related Subjects	0.2%	0.6%
Combined	0.2%	0.3%
Veterinary Science	0%	0.1%

Degree subject studied by female students

Bar chart showing degree subject studied by female students (IntoUniversity students / Students nationally[19]):

Subject	IntoUniversity students	Students nationally
Social Studies	16.2%	11.5%
Subjects allied to Medicine	14.9%	15.1%
Biological Sciences	12.6%	11.6%
Business & Administrative Studies	11.2%	13.1%
Law	9.7%	4.7%
Creative Arts & Design	7%	11.8%
Education Studies	7%	6.1%
Languages	4.5%	6.2%
Historical & Philosophical Studies	3.2%	3.5%
Mathematical Sciences	2.6%	1.3%
Mass Communications & Documentation	2.5%	2.8%
Physical Sciences	2%	3.2%
Architecture, Building & Planning	1.2%	1.3%
Computer Science	1.2%	1.2%
Engineering & Technology	1.2%	2%
Medicine & Dentistry	1%	1.9%
Agriculture & Related Subjects	0.4%	1.1%
Combined	0.4%	
Veterinary Science	0.1%	0.3%

Science, Technology, Engineering and Maths (STEM) subjects

We can see that the proportion of our students that study a STEM degree subject is very similar to the average nationally. Our new Clacton centre will have a focus on STEM subjects. It will be interesting to see if this has an influence on degree choices for students studying at the centre.

% of students studying STEM subjects

Bar chart showing % of students studying STEM subjects (IntoUniversity students / Students nationally[19]):

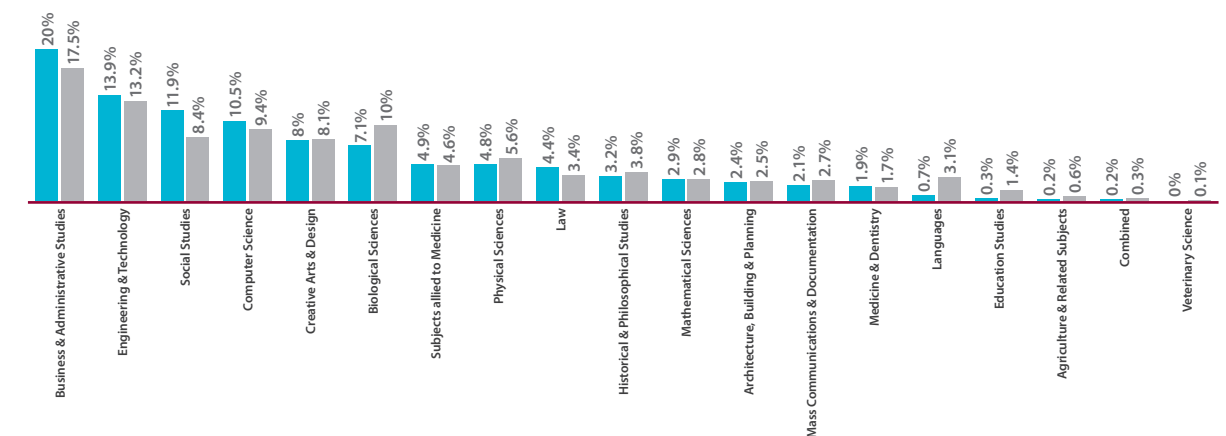|	IntoUniversity students	Students nationally
Male	39%	41%
Female	20%	20%

16. UCAS (2016) *End of Cycle report 2016*
17. Social Mobility Commission (2016) *State of the Nation 2016: Social Mobility in Great Britain*
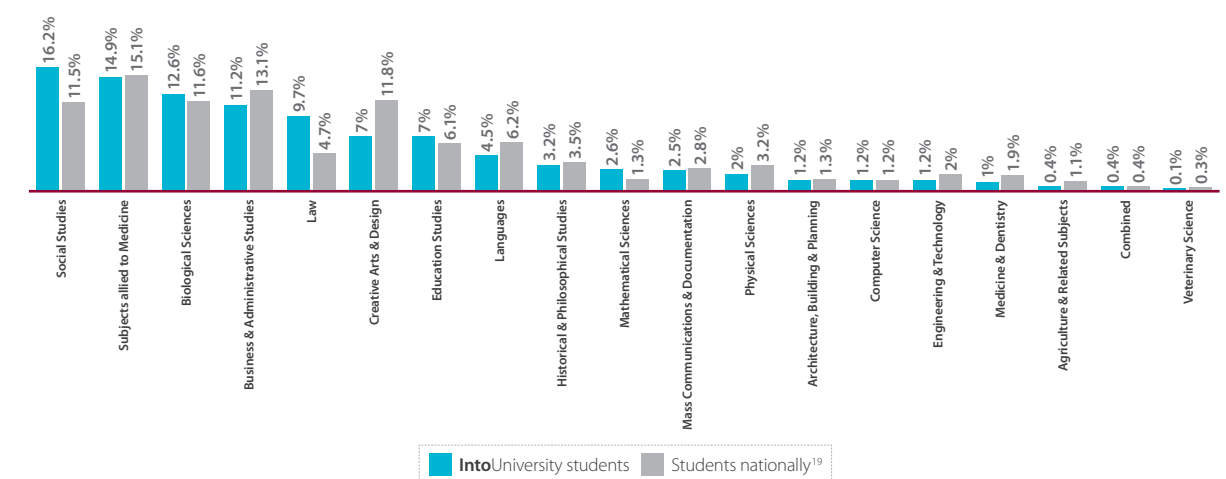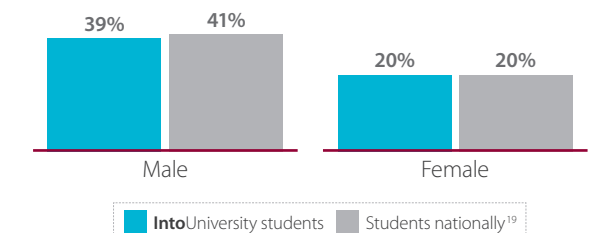18. HEFCE (2015) *Student mobility briefing: Average distance travelled*

19. HESA (2017) *Statistical First Release 242, First year HE student enrolments by level of study, subject area, mode of study and sex 2011/12 to 2015/16*

Value for money

We received funding from the Cabinet Office to work with Social Finance (www.socialfinance.org.uk) to calculate the cost of getting a young person from a disadvantaged background into university. For the purpose of this analysis, we used Free School Meals (FSM) as a proxy for disadvantage.

The analysis showed that the national cost of getting an FSM student into university who wouldn't otherwise have gone is £9,670, while the cost to **Into**University is £5,600. This suggests that **Into**University provides good value for money and is a cost-effective way of supporting FSM students into Higher Education. More detail on how these figures were calculated can be seen below.

How we calculated the national cost

We used an 'incremental approach', assuming that the increase in the number of FSM students progressing to Higher Education between 2011/12 and 2014/15 was due to increased expenditure on access.

Expenditure calculation

We collated the spend from four sources to arrive at the total amount spent on access and outreach nationally:

- University Access Agreements (these detail how much universities are spending on access and outreach).

- Student Opportunity Funding (HEFCE funding for universities to cover some of the costs of outreach).

- National Networks for Collaborative Outreach (HEFCE funding for universities to work together to provide outreach activities).

- Charitable expenditure (all spend from charities working in the university access sector).

FSM students progressing to university as a result of expenditure

The number of FSM students progressing to university was obtained from UCAS *End of Cycle* reports and National Statistics *Schools, Pupils and Their Characteristics* reports.

Expenditure on Access and Outreach
£87.5m 2011-12 academic year
£35.2m increase in expenditure on access
£122.7m 2014-15 academic year

FSM students entering university
8,495 students 2011-12 academic year
3,640 increase in FSM students progressing to Higher Education
12,135 students 2014-15 academic year

Cost per student nationally

£	÷	🎓	=	👤
£35.2m additional spend nationally		**3,640** additional FSM students progressing to university nationally as a result of expenditure		**£9,670** per student nationally
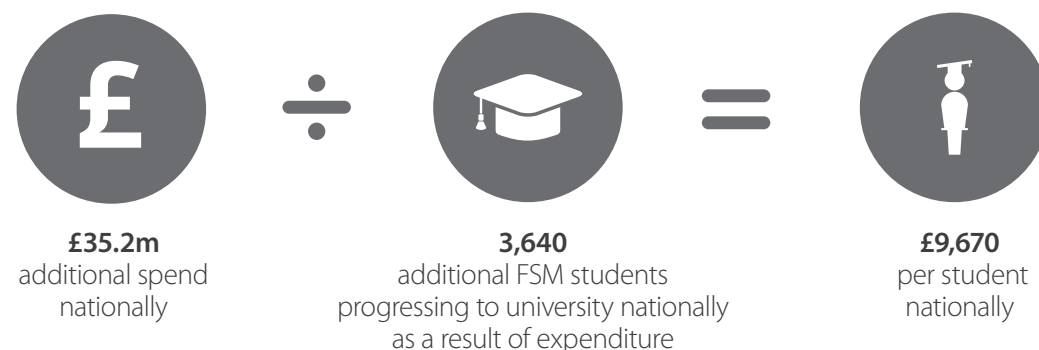
How we calculated the **Into**University cost

For this analysis we looked at all **Into**University students who reached school-leaver age in 2013, 2014 or 2015: a total of 9,000 students. We calculated the total spent on this cohort, and then how many FSM students in the cohort progressed to university as a result of working with **Into**University.
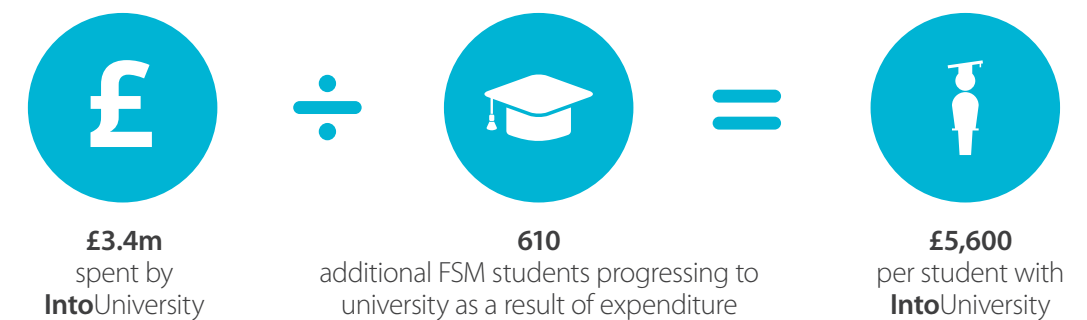
Expenditure calculation

We calculated the average cost per student per year by taking **Into**University's total expenditure in 2015 (£4m) and dividing it by the number of students seen (21,000). Multiplying this by the average years of engagement for the cohort gives a lifetime cost of £370 per student. Multiplying this by the 9,000 students in the cohort gives a total expenditure on this cohort of £3.4m.

FSM students progressing to university as a result of expenditure

We applied a series of filters to the cohort of 9,000 students to determine how many were FSM students whose progression to Higher Education could reasonably be attributed to **Into**University.

Total cohort Proportion on FSM	Not all **Into**University students are on FSM, so we filtered the cohort down to only FSM students.
FSM cohort Minimum contact threshold	Due to the nature of our programme, different students will engage with our services for different lengths of time. To ensure that only outcomes for students who have had a meaningful level of engagement are included, we have only counted those with a minimum number of contact hours.
Eligible FSM cohort Proportion progressing to university	For the majority of our students, we know from the progression data we collect whether they progressed to university. For some students we were unable to collect this data. To be conservative, we assumed that the students we didn't have data for were half as likely to progress to Higher Education as those we did collect data for.
Predicted FSM entrants Proportion attributable to **Into**University	Of the total number of predicted entrants to Higher Education, it is likely that a significant proportion would have progressed even without engaging with **Into**University. We calculated a POLAR3 benchmark for this cohort using the methodology described on pages 13-14, showing that 37% of the cohort would have progressed to university even without **Into**University's support.
Predicted FSM entrants attributable to **Into**University	**610 students**

Cost per student for Into University

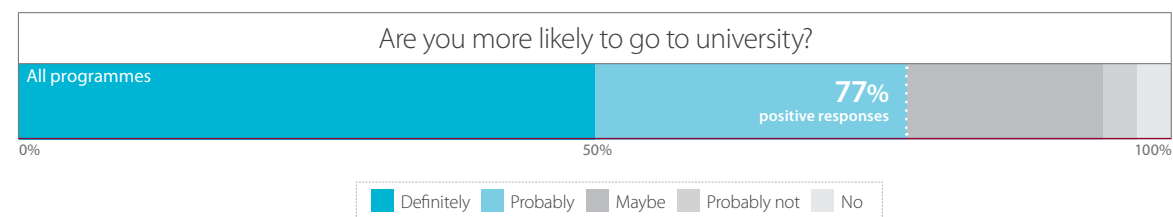| £	÷	🎓	=	👤
£3.4m spent by **Into**University		**610** additional FSM students progressing to university as a result of expenditure		**£5,600** per student with **Into**University

Evaluation questionnaires

Students

Once students reach the age of 18 we are able to collect information on their next steps. We know from this data that we are having an impact on our students' chances of progressing to university. But it's also important to us to monitor the impact we are having on students as they progress through school.

At the end of each of our programmes students complete evaluation forms. These ask whether they have noticed any changes as a result of participating in the programme. For the 2015-16 academic year we received and analysed over 26,000 evaluation forms from students.

Raising students' aspirations

A key aim of all our programmes is raising students' aspirations so that they perceive university as an achievable goal. Responses show that the great majority of students think they are more likely to go to university after taking part in our programmes.

Are you more likely to go to university?

| All programmes | 77% positive responses |

0%   50%   100%

■ Definitely ■ Probably ■ Maybe ■ Probably not ■ No

Building soft skills

A national employer survey found that employers recruiting for entry-level roles prioritise soft skills over technical skills: of 30 competencies, communication skills were the most desired, teamwork skills ranked third and confidence ranked fifth.[20] Although these skills are highly prized they are in short supply among applicants. A second survey showed that 50% of employers were not satisfied with the communication skills of recent school leavers, and 26% were not satisfied with their teamwork skills.[21]

All our programmes include activities designed to support the development of some or all of these skills. Responses show that most students think they improve these skills through taking part in our programmes.

Are you more confident communicating with others, including adults?

| All programmes | 72% positive responses |

0%   50%   100%

Can you work better in a team?

| All programmes | 77% positive responses |

0%   50%   100%

Have you improved your confidence?

| All programmes | 67% positive responses |

0%   50%   100%

20. Kaplan (2014) *Graduate Recruitment Report: Employer Perspectives*
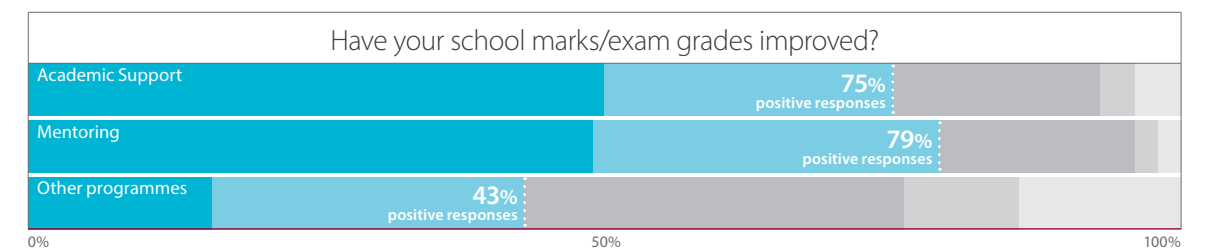21. CBI/Pearson (2016) *The right combination: CBI/Pearson education and skills survey 2016*

Programme-specific outcomes

We ask students about all potential outcomes on all programmes, even though not all outcomes are expected for all programmes. This allows us to compare student responses for programme-specific outcomes against programmes where that outcome is not expected, giving us more confidence that each programme is achieving its aims.
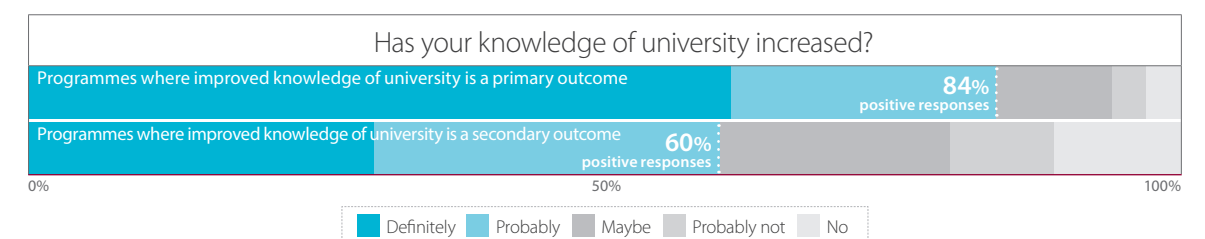
Improving grades

Our Academic Support programme provides support with school work and revision, and students on our Mentoring programme receive support in this area from a dedicated mentor. On our other programmes, such support is not directly provided – students who need support with their school work are referred to the Academic Support programme. In line with this, we see that students on these two programmes are much more likely to report that their school marks or exam grades have improved as a result of taking part in the programme.

Have your school marks/exam grades improved?

Academic Support	75% positive responses
Mentoring	79% positive responses
Other programmes	43% positive responses

0%   50%   100%

Increasing knowledge of university

Improving students' knowledge of university is to some extent built into all of our programmes. But it's much more of a focus in some than others. Students on programmes where increasing university knowledge is one of the main outcomes expected are more likely to report that they know more about university after taking part in the programme.

Has your knowledge of university increased?

| Programmes where improved knowledge of university is a primary outcome | 84% positive responses |
| Programmes where improved knowledge of university is a secondary outcome | 60% positive responses |

0%   50%   100%

■ Definitely ■ Probably ■ Maybe ■ Probably not ■ No

What do students say are the best things about the programme?

Primary-age students

"Working together because life is all about working together."

"The staff helping us learn about university because it motivates us."

"Learning to focus properly and communicate."

"I passed all my SATs thanks to my mentor Sythey and Academic Support!"
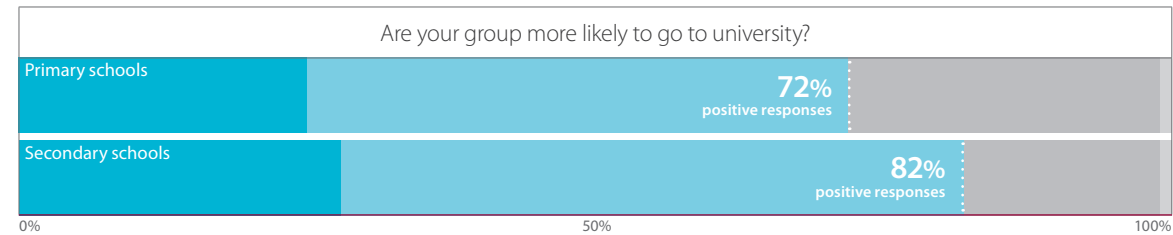
Secondary-age students

"Meeting new people because I learnt a lot about teamwork and learning new skills because it helps me in other situations outside this programme."

"Before today I didn't think I wanted to go to university, but I've changed my mind. I now want to go!"

"Communicating with others because it brought out my confidence."

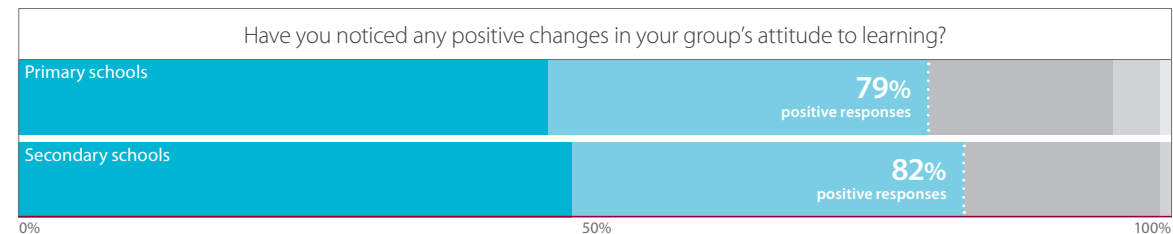## Teacher and parent evaluations

We also attempt to triangulate students' responses by collecting data on the same outcomes from their teachers (this page) and parents (pages 25-26). If teachers and parents are also noticing the changes that students are reporting, this adds weight to the students' responses.
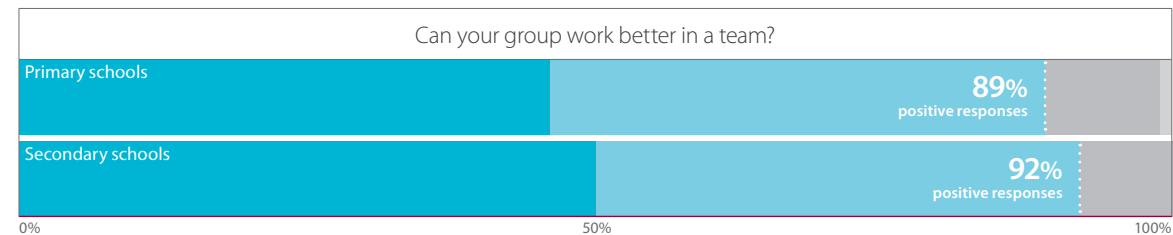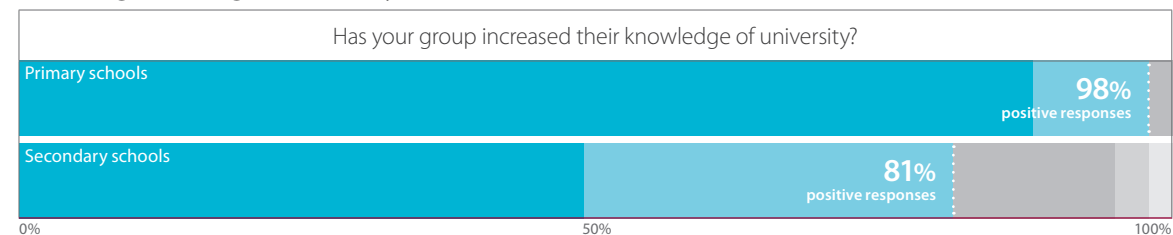
Teachers

Raising student aspirations

Are your group more likely to go to university?
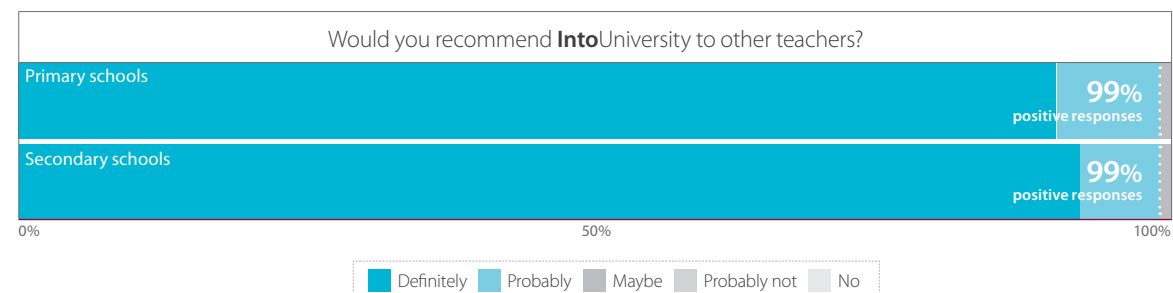
| Primary schools | **72%** positive responses |
| Secondary schools | **82%** positive responses |

0%   50%   100%

Improving attitude to learning

Have you noticed any positive changes in your group's attitude to learning?

| Primary schools | **79%** positive responses |
| Secondary schools | **82%** positive responses |

0%   50%   100%

Building soft skills

Can your group work better in a team?

| Primary schools | **89%** positive responses |
| Secondary schools | **92%** positive responses |

0%   50%   100%

Increasing knowledge of university

Has your group increased their knowledge of university?

| Primary schools | **98%** positive responses |
| Secondary schools | **81%** positive responses |

0%   50%   100%

Additionally, teachers seem to have a positive perception of the programme as a whole, with almost all teachers saying that they would recommend the programme to other teachers:

Would you recommend Into University to other teachers?

| Primary schools | **99%** positive responses |
| Secondary schools | **99%** positive responses |

0%   50%   100%

| ■ Definitely | ■ Probably | ■ Maybe | ■ Probably not | ■ No |

What do teachers feel are the most effective things about the **Into**University programme?

Primary

"Familiarisation with university and making it seem a realistic and achievable goal."

"Children realise that the skills they use at school – research, collaboration, using ICT etc. – are lifelong skills and still apply when they become an adult."

"Visiting the university has really opened their eyes to a world beyond Beeston."

"The manner of all the staff was really lovely and good for the children to see. They benefit from seeing great adult role models."
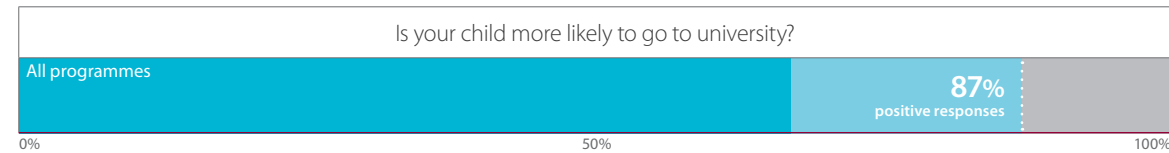
Secondary

"This workshop in particular provides vital motivation and enthusiasm at a crucial time in Year 13."

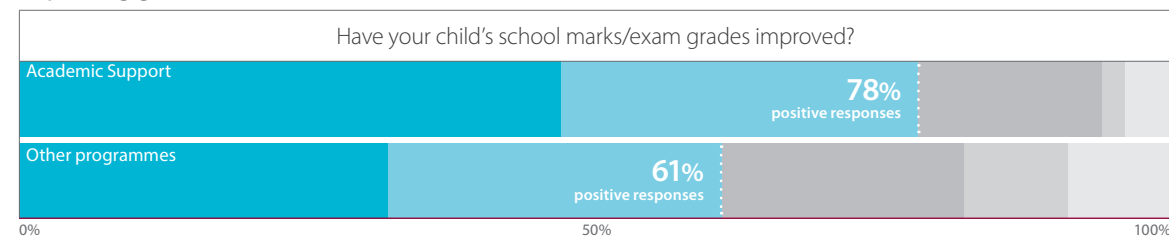"The programme helps our students to aspire to gain entry to university and therefore work harder in school."

Parents

Raising student aspirations

**Is your child more likely to go to university?**

All programmes

87%
positive responses

0%   50%   100%

Improving grades

Have your child's school marks/exam grades improved?

Academic Support

78%
positive responses

Other programmes

61%
positive responses

0%   50%   100%

Building soft skills

Has your child's confidence improved?

All programmes

90%
positive responses

0%   50%   100%

Increasing knowledge of university

Many of our students come from families with no history of Higher Education. We work to improve parents' own knowledge of university to enable them to better support their children.

Has your own knowledge of university increased?

All programmes

74%
positive responses

0%   50%   100%
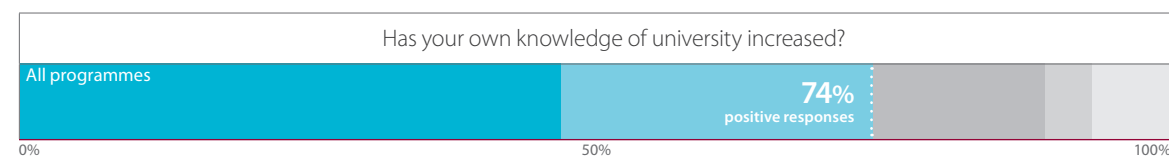
Parents' perception of **Into**University as a whole seems to be very positive, with almost all parents saying they would recommend the programme to other parents:

Would you recommend Into University to other parents?****

All programmes

98%
positive responses

0%   50%   100%

■ Definitely ■ Probably ■ Maybe ■ Probably not ☐ No
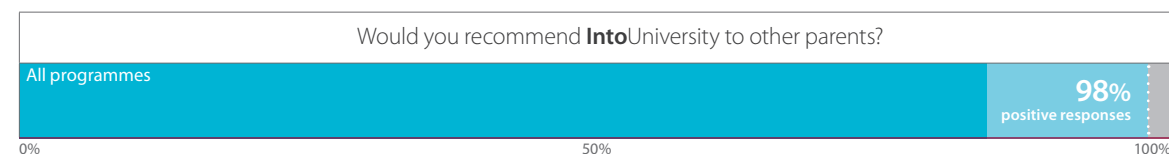
Comments from parents

"My son loves coming. He can't wait to tell his teacher the next morning. His confidence has grown and his behaviour within class is fantastic. I am so pleased, so are the teachers and my son."

"You are making such a difference. They are really lucky to have your support."

"He loves coming to **Into**University. The staff are excellent and I can see a big improvement in my son's confidence. All of this is due to the staff's excellent listening and teaching skills."

"It has been a very positive experience for my child and he has enjoyed the work. He seems more ambitious now, wanting to achieve his future goals with the addition of a university education."

"My son now knows he has to work harder to reach his goals in life, so **Into**University has had an amazing effect on him for the good."

Stakeholder consultation

The data we collect shows that our beneficiaries feel that we are having an impact. But it is also important to understand why they feel that way, so we can continue to develop and improve our services. We conducted interviews across 11 **Into**University centres in London, Nottingham and Bristol – the first three cities where we launched centres. Over 150 interviews were conducted with students, parents, teachers, volunteers, and members of the local community. The full set of responses provides a wealth of information and will be used to inform a range of strategic decisions. Below is a summary of some of the feedback we received through the consultation.

Strengths

There was general agreement across all centres and stakeholder groups about the key strengths of the **Into**University programme. These are the same elements that were identified by an NFER evaluation[22] in 2007, prior to the expansion of the charity. The interviews suggest that these core elements of the **Into**University programme have been replicated effectively across the network as the charity has grown, and remain integral to its success.

Being local encourages and enables the target users to come and receive support

Parents and students emphasised the importance of the centre being within walking distance and therefore easy to access. Community members felt centres were well situated to serve **Into**University's target population.

Support not available elsewhere

Parents stressed that **Into**University provided support that wasn't available anywhere else. This was particularly the case where their own English language skills made it difficult to support their children with school work. Teachers made similar comments, mentioning that the small group and 1:1 support available through Academic Support and Mentoring was something schools didn't have the resources to provide.

Long-term intervention

Community members see a number of organisations working in the community, and commented that the great majority come in for a short time and then leave. They stressed that **Into**University differs from many other programmes in being long term and people feel they can rely on it. Teachers emphasised the same point, explaining that it can take time to establish trusting and effective relationships with students.

High-calibre staff

All groups were effusive in their praise of **Into**University staff. Flexibility, good behaviour management, positivity and the ability to build strong relationships were highlighted as particular strengths.

*"***Into**University is one of the greatest things to happen to the local children… one of the best places in the community."*
Parent, London

*"*Me or my husband can't help, and **Into**University helps our children get higher marks."*
Parent, Nottingham

*"*In the city, there are lots of little initiatives that come and go … longevity is really important …"*
Community member, Bristol

*"*I think one of the main strengths is the people. I've been really impressed with the people we've worked with."*
Primary Teacher, London

Areas for improvement

Some areas for improvement were also consistently raised.

Staff and volunteer turnover

A number of respondents mentioned that the departure of a member of staff or a volunteer can affect students' engagement in the programme, especially when a student has built up a strong bond with the individual in question.

IntoUniversity has a number of measures in place to support staff retention, but some staff and volunteer turnover is inevitable. We now have a renewed emphasis on ensuring that centre teams have strategies in place to cope with the departure of a long-standing member of staff or volunteer.

Collaborative approach to impact with schools

Several teachers suggested that there could be mutual benefit from improved collaboration investigating the effect of Academic Support on GCSE and A-level attainment. We are following up on these comments and looking at the possibility of working together with schools to better understand how our programmes may impact exam grades.

Limited resources

The most frequent improvement requested was 'more' – more sessions, more resources, more centres. A number of students requested that Academic Support be more frequent and/or last longer. Some also commented that additional resources, such as more laptops, would allow them to progress faster with their work. Teachers referred to the fact that not all students who would benefit were able to take part in the programmes, due to the limited resources available to the charity.

We are working with our partners to address these needs where possible. Since the consultation, The Queen's Trust has generously funded additional student laptops for all our centres across the network.

*"*Someone leaves, another person comes in, and that connection then gets lost."*
Social Worker, Nottingham

*"*When we speak to other colleagues from other schools about what we are doing they are completely blown away by how much the kids get from it and they would love to access it as well."*
**Secondary Teacher, London**

22. White, Eames and Sharp (2007) *A qualitative evaluation of the* **Into**University *programme*. Slough: NFER.

Performance management

IntoUniversity's mission is to improve the lives of the people we work with. The data we collect not only demonstrates our impact, but also helps us to improve our services. The diagram below summarises how staff at all levels of the organisation use data to support this goal:
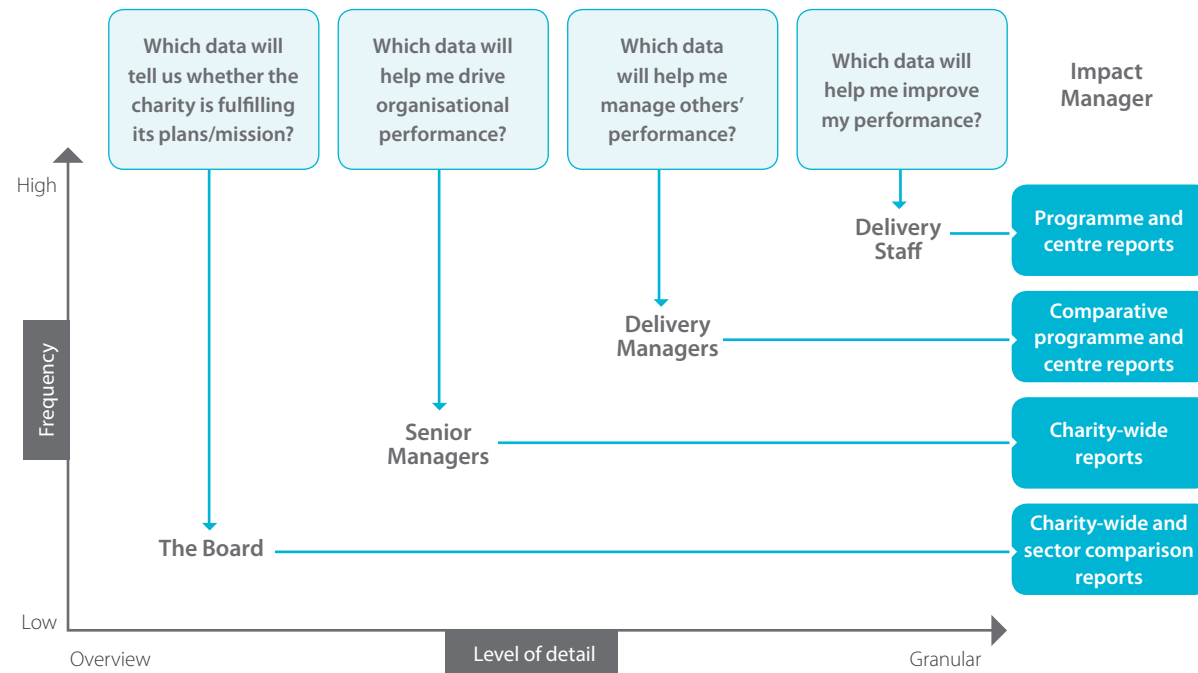
To streamline this process and ensure that all staff have easy access to the data they need to drive improvements in performance, we recently developed 'data dashboards'. The dashboards show relevant data in an easily digestible format for staff at each level of the organisation.

Staff delivering the programme use their dashboards to see how they are performing against targets, before drilling down into the detail to identify concrete action points to help drive performance. For instance, staff can identify any students whose attendance has dropped and get in touch to re-engage them or find out if there are any issues preventing them attending. They can review workshops with poor feedback in a certain area, and where appropriate follow up with those giving the feedback to identify how delivery could be improved in the future.

Senior staff use their dashboards to monitor and compare performance across our network. Concerns can be flagged at an early stage, allowing action to be taken before they become a problem. Examples of best practice can be highlighted and, where appropriate, rolled out more widely across the network.

Examples of the metrics tracked are:

- number of programmes delivered.
- number of students participating in programmes.
- quality of data entered into database.
- staff utilisation.
- student retention.
- intensity of engagement with students.
- student overlap between programme strands.
- student feedback from evaluation forms.

"One of the most rewarding parts of my role is empowering front-line staff to make effective use of data. Presented in an accessible format, data becomes a useful, practical tool that supports staff to help drive continuous improvement within the organisation."

Alex Quinn, Data and Impact Manager at IntoUniversity

Volunteers

Volunteers are essential to the work of the charity. Last academic year more than 1,800 volunteers supported **Into**University, contributing over 27,000 hours of volunteering to the charity. Assuming it costs £25/hour to employ an academic tutor, the overall value of volunteers to our organisation is in excess of £675,000 annually.

We collect and monitor feedback from our volunteers. Last year's results showed the following

2015-16 volunteers			
100%	**99%**	**97%**	**78%**
would recommend volunteering with **Into**University to others	felt their time was valued by **Into**University	are more likely to volunteer again as a result of volunteering with **Into**University	improved their ability to work with young people through volunteering with **Into**University

How volunteers contribute to **Into**University

- They improve the quality of the support we offer our young people.
- They provide our young people with a range of opportunities to meet adults with direct university or career experience.
- They increase awareness of our organisation's mission and the issues we address.
- They develop the internal capacity and reach of the organisation.

Source of volunteers 2015/16

19% Local Community
51% Universities
30% Corporates
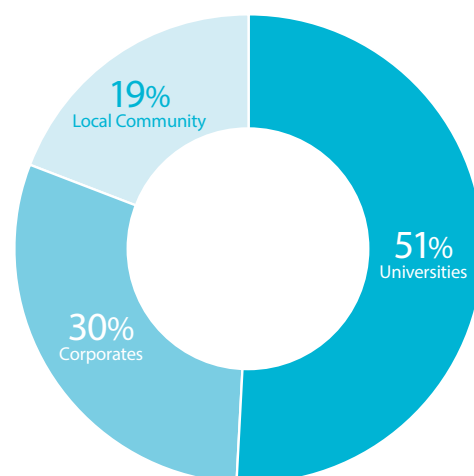
The best thing about volunteering is…

"…that I get to make a difference in another person's life."

"…when you see a student that was previously struggling really engage with their work, and they see that they can actually do the thing that seemed impossible before."

Volunteer case study

Andy
Business in FOCUS Volunteer
First Direct

"My attention was grabbed by the opportunity to help young people to realise their potential. It's great to be able to help them identify skills and qualities they perhaps never knew they had."

"Volunteering has given me the chance to understand some of the challenges faced by both young people in our local communities, and those supporting them in their education. Working with groups of people I don't usually work with on a daily basis has helped my relationship-building skills, and compiling and delivering constructive, positive feedback is another skill it was useful to practise, and which can be applied in the workplace.

I would wholeheartedly recommend volunteering with **Into**University. The people are really friendly and helpful, making it a pleasure to be involved. You'll get the opportunity to work on communicating with and relating to young people, which may well not be part of your usual day-to-day work. It's great for the children themselves to get out of the classroom and meet some new adults, and you might be surprised by the attitudes and enthusiasm on show!"

Quality assurance

We have an internal quality framework in place to ensure consistency and excellence of delivery across our programmes and across our network. All new staff take part in an externally accredited eight-week training programme. Once they begin delivering the programme staff receive regular support and review meetings, and can refer to detailed reference guides detailing every part of the programme. Each term staff from across the network meet to discuss the programme, manage challenges and share best practice with colleagues. Senior team members periodically observe delivery to evaluate whether the aims of the programme are being met. Annual programme reviews take place every summer to ensure the **Into**University programme is reviewed and evaluated and to check it is always meeting the needs of young people and contributing to the aims of **Into**University.

In addition, our programmes have been externally accredited as meeting certain national standards:

Quality in Study Support: Advanced Status

All of our centres and programmes have been awarded Quality in Study Support (QiSS) Advanced Status. QiSS is a nationally recognised quality assurance scheme developed by Canterbury Christ Church University in partnership with The Department of Education.

IntoUniversity is one of only 33 providers and just two charities nationally to have achieved Advanced Status.

The evaluators stated that "**Into**University is clearly a proactive and innovative organisation… [its impact] is not only academic, but personal and social, its students gaining the confidence to succeed as well as the desire to contribute to their communities and society as a whole."

Mentoring and Befriending Foundation
Approved Provider Standard (APS)

The Approved Provider Standard (APS) is a national benchmark for organisations providing one-to-one, voluntary mentoring or befriending. It is a national award supported by the Cabinet Office and Department for Education, and provides programmes with a badge of competence and safe practice in mentoring or befriending.

OCN London Quality Mark

Our graduate training programme has received the OCN London Quality Mark, certifying that **Into**University is committed to, and effective in delivering, education and training opportunities of a high quality. The evaluators recognised that **Into**University follows the very best in learning and development practice.

Student case study

Hamza
Year 6 student
IntoUniversity Leeds South

"**Into**University can help you with lots of different subjects. You get to work as a team and make new friends all the time."

"I heard about **Into**University through my cousin. She told me that it was a great place where you could take homework and get support with subjects like English and Maths. I enjoy coming to Academic Support because I get to work in teams with lots of different students and make new friends. I learn new things at every session and I find it really interesting.

IntoUniversity has helped me learn lots of new things in literacy and this helps me improve my grades at school. It has also improved my confidence in English, particularly writing to argue or persuade.

My best memory of **Into**University is when I came here with my primary school for my FOCUS week. I really enjoyed going to the University of Leeds to graduate – I felt like a real student and that made me happy."

Programme developments

Student Associate Network
Disadvantaged students are disproportionately more likely to drop out of university.[23] We work to address this through including activities in all our programmes to build the skills and resilience needed to succeed at university, and we support some of our students through their first year of university on our corporate mentoring scheme. As a continuation of our commitment to engage young people over the long-term, we have launched a Student Associate Network, which provides support to our students once they have left our programme and moved onto Higher Education and employment. In the coming months we will be launching IU Connect, an online platform for the network, which will connect our alumni to volunteers and former staff. This platform will help facilitate valuable work experience, internship and mentoring opportunities for our alumni as well as provide a forum for discussion among stakeholders.

Independent School Scheme
In the academic year 2016-17 **Into**University formed a partnership with the charity SpringBoard, who began funding a full-time position within **Into**University. SpringBoard is a charity that offers life-changing opportunities to children from disadvantaged backgrounds through fully-funded bursaries at state and independent boarding schools. Many of the young people we work with struggle to reach their full potential and the opportunity to go to an independent school can be transformative. **Into**University teams and the Boarding Schools Bursary Manager work together to identify students who would best benefit from the opportunities that a boarding school offers.

Year 4 programme pilot
Extending our focus on early intervention, **Into**University is piloting an extension of the Primary FOCUS programme to Year 4 students. Career-themed workshops were piloted in June and July 2017. We will review the feedback from students, teachers and staff, before making a decision on whether to roll the workshops out across our network.

23 Institute for Fiscal Studies (2014) *Socio-economic differences in university outcomes in the UK: drop-out, degree completion and degree class.*

Student case study

Jack
Student alumnus
IntoUniversity Brent

"My journey with **Into**University began when I was in Year 8. I initially joined because I needed help with my homework, but the warm atmosphere offered at my local centre, **Into**University Brent – just a five minute walk from my house – is what kept me coming back week after week. Nobody in my family had been to university, so having people to speak to about Higher Education was particularly important for me. I soon found out that university was well within my reach."

"When I started sixth form the **Into**University team was my first port of call for any advice I needed, making sure I was confident with my UCAS application and helping me choose the course that was right for me.

I am now in my second year studying Computer Science at King's College London – but my journey with **Into**University has not come to an end. I am part of the **Into**University Student Associate Network which offers me career advice, internship opportunities and networking events to teach me the skills I need to become employable.

I have also returned to my old centre to become a mentor – I'm currently mentoring a young person who attends the same secondary school as I did. It is so satisfying to be able to support a young person in the same way I was supported throughout my time at **Into**University."

The benefits of Higher Education: references

Non-market individual benefits

Greater life satisfaction
- ONS (2011) *Measuring National Well-being, Education and Skills.*
- OECD (2011) *Education at a Glance 2011: OECD Indicators.*

More likely to volunteer
- Borgonovi and Miyamoto (2010) *Education and civic and social engagement.*

Less likely to smoke
- Bynner et al. (2003) *Revisiting the benefits of Higher Education.*
- de Walque (2004) *Education, Information, and Smoking Decisions Evidence from Smoking Histories 1940-2000.*

Less likely to be obese
- Devaux et al. (2011) *Exploring the Relationship Between Education and Obesity.*
- Cutler and Lleras-Muney (2010) *Understanding Differences in Health Behaviours by Education.*

Less likely to drink excessively
- Kuntsche, Rehm and Gmel (2004) *Characteristics of binge drinkers in Europe.*

Longer life expectancy
- OECD (2012) *Education at a Glance 2012: OECD Indicators.*
- Miyamoto and Chevalier (2010) *Education and health.*

Greater trust and tolerance
- Borgonovi (2012) *The relationship between education and levels of trust and tolerance in Europe.*

Non-market societal benefits

Greater social cohesion
- Green, Preston and Sabates (2003) *Education, Equity and Social Cohesion: A Distributional Model.*

Higher achieving children
- Ermisch & Del Bono (2012) *Inequality in Achievements During Adolescence.*

Lower crime rates
- Feinstein et al. (2008) *The social and personal benefits of learning: A summary of key research findings.*
- Sabates (2007) *Educational Attainment and Juvenile Crime: Area-Level Evidence Using Three Cohorts of Young People.*

Greater political stability
- Bynner et al. (2003) *Revisiting the benefits of Higher Education.*
- Kelly (2006) *Investment in Primary, Secondary, and Higher Education and the Effects on Economic Growth.*

Greater social mobility
- Blanden, Gregg and MacMillan (2010) *Intergenerational persistence in income and social class: the impact of within-group inequality.*

Market individual benefits

Increased entrepreneurial activity
- Bloom, Hartley and Rosovsky (2006) *Beyond private gain: the public benefits of Higher Education.*

Higher earnings
- Walker & Zhu (2013) *The impact of university degrees on the lifecycle of earnings: some further analyses.*
- Britton et al. (2016) *How English domiciled graduate earnings vary with gender, institution attended, subject and socio-economic background.*

Lower unemployment
- Department for Business, Innovation and Skills (2011) *The returns to Higher Education qualifications.*
- Department for Business, Innovation and Skills (2016) *Graduate labour market statistics: 2015.*

Market societal benefits

Faster economic growth
- Holland et al. (2013) *The relationship between graduates and growth across countries.*
- Hermansson et al. (2010) *Graduates significantly enhance productivity and economic activity in Scotland.*

Greater innovation
- Department for Business, Innovation and Skills (2011) *Supporting analysis for the HE White Paper.*

Increased tax revenue
- Walker & Zhu (2013) *The impact of university degrees on the lifecycle of earnings: some further analyses.*
- PricewaterhouseCoopers and Universities UK (2007) *The economic benefits of a degree.*

Higher productivity
- Machin, Vignoles and Galindo-Rueda (2003) *Sectoral and Area Analysis of the Economic Effects of Qualifications and Basic Skills.*
- Moretti (2004) *Estimating the social return to Higher Education: evidence from longitudinal and repeated cross sectional data.*

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