



Social Mobility
Commission

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Interim Chair of the Social Mobility Commission

Background



Background

- Good information on the labour market value of different qualifications is essential.
- Many students enrol at least partly in order to acquire skills and qualifications for a career.
- Studying can incur a significant financial burden.
- Crucial that students are equipped to make informed decisions.
- Benefits all, but particularly the most disadvantaged.

Our actions

1. Summary report
 - a. Review of current evidence on labour market outcomes of qualifications in HE and FE
 - b. Identification of key gaps in the literature
 - c. Exploratory analysis comparing value-add of HE institutions and their performance against selected access metrics
2. Review of currently available information about labour market outcomes
3. Surveys
 - a. Whether students accessed information on labour market outcomes
 - b. Who influenced their choice of qualification

Summary report

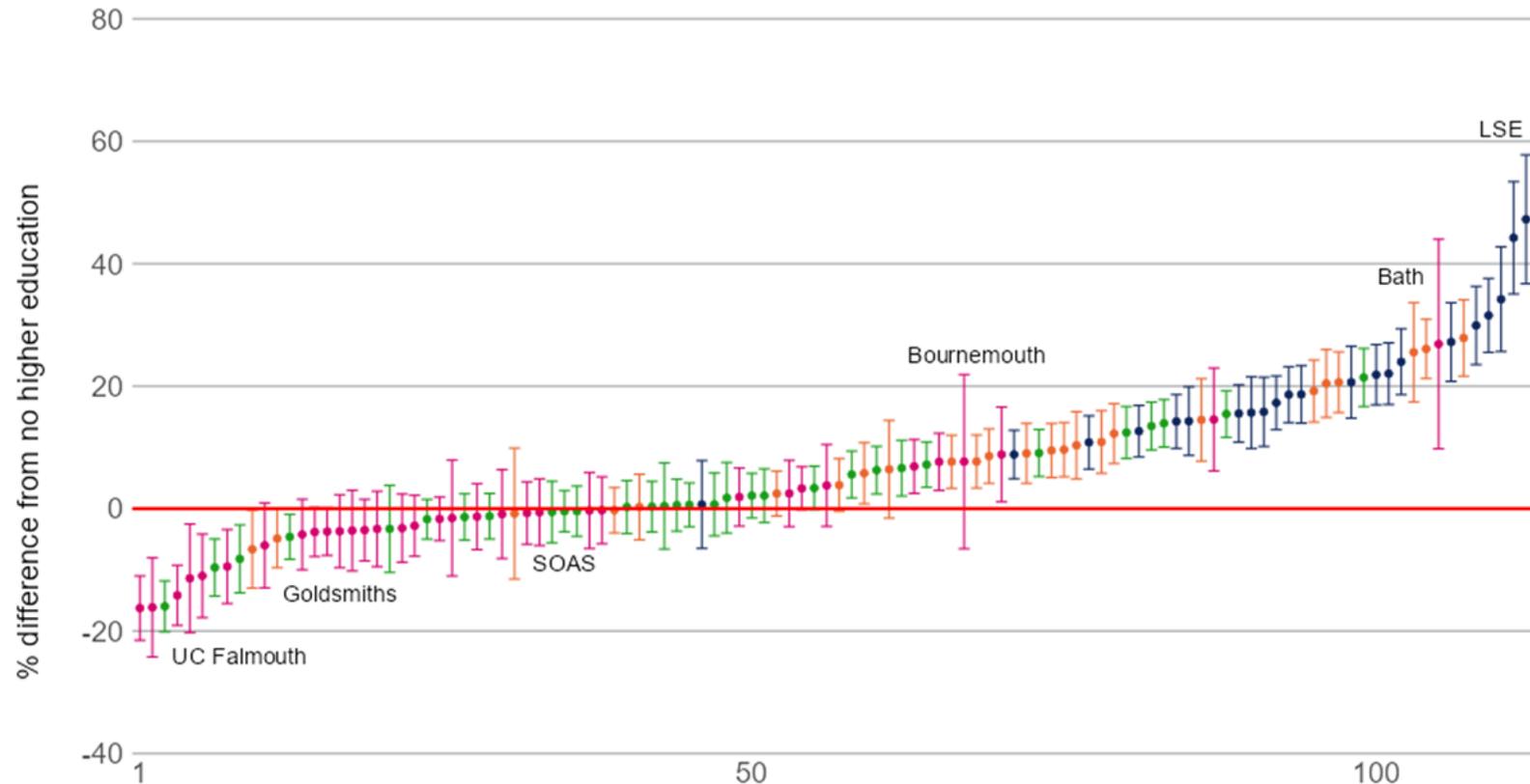
- Focused on value-add, not just raw earnings.
- Value-add accounts for individual characteristics.
- Not a full review of all available literature on this subject - a first step.
- Used studies based on LEO data - administrative data is less prone to selection bias than survey-based studies.
- Lots of factors can't be easily measured - e.g. interests, job and life satisfaction.



Higher Education

Key findings

Variation in value-add between HE institutions

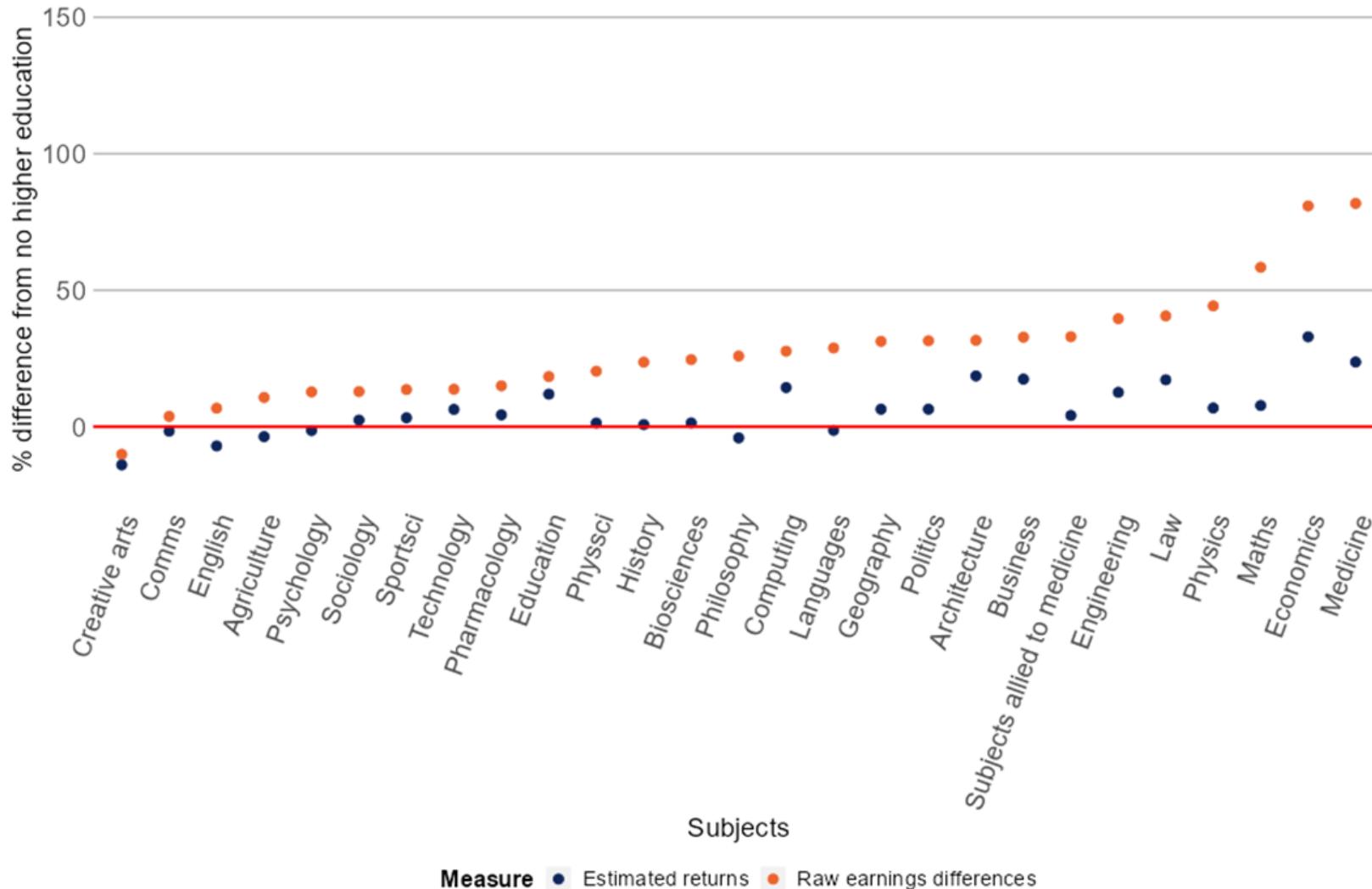


Higher education institutions sorted on raw earnings differences

University type ■ Russell Group ■ Pre-1992 universities ■ Post-1992 universities ■ Other universities

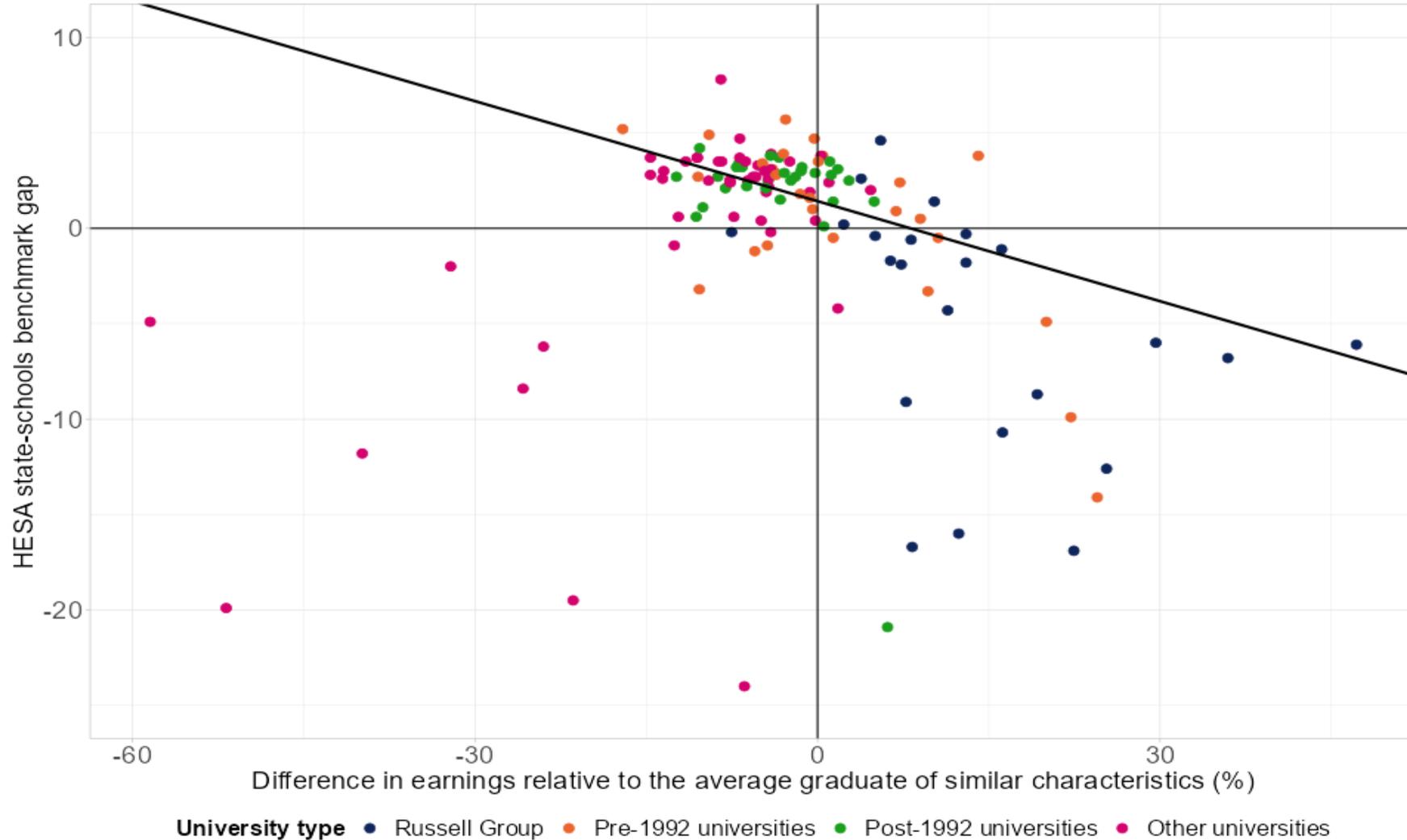
- Russell Group unis tend to have the highest value-add
- Then Pre-1992 unis
- Post-1992 and 'Other' unis tend to have lower value-add

Variation in value-add between HE subjects



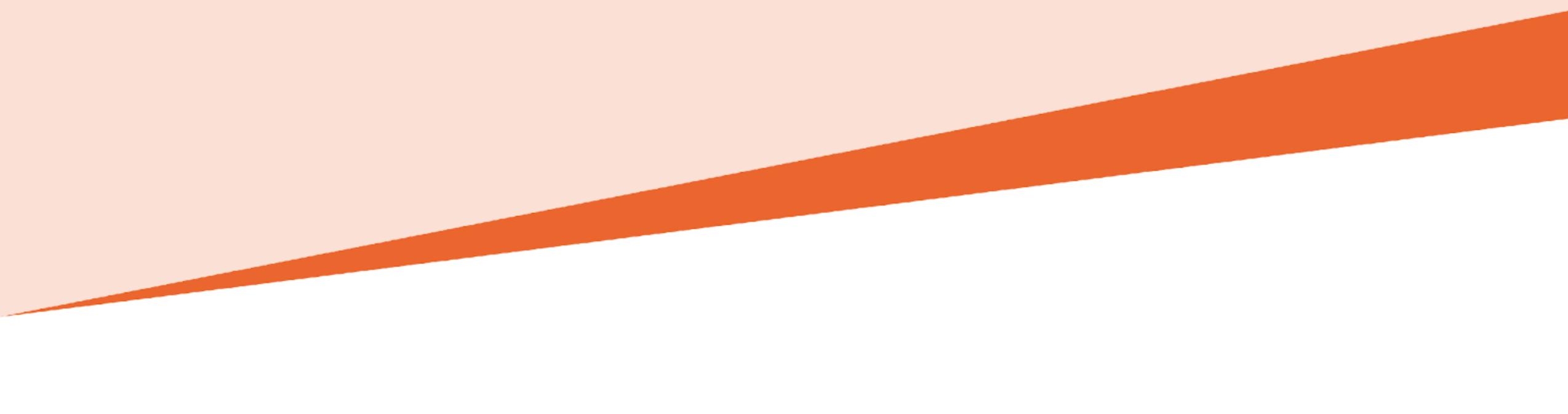
- STEM (science, technology, engineering and mathematics) and LEM (law, economics and management) subjects generally have higher value-add

The problem for social mobility

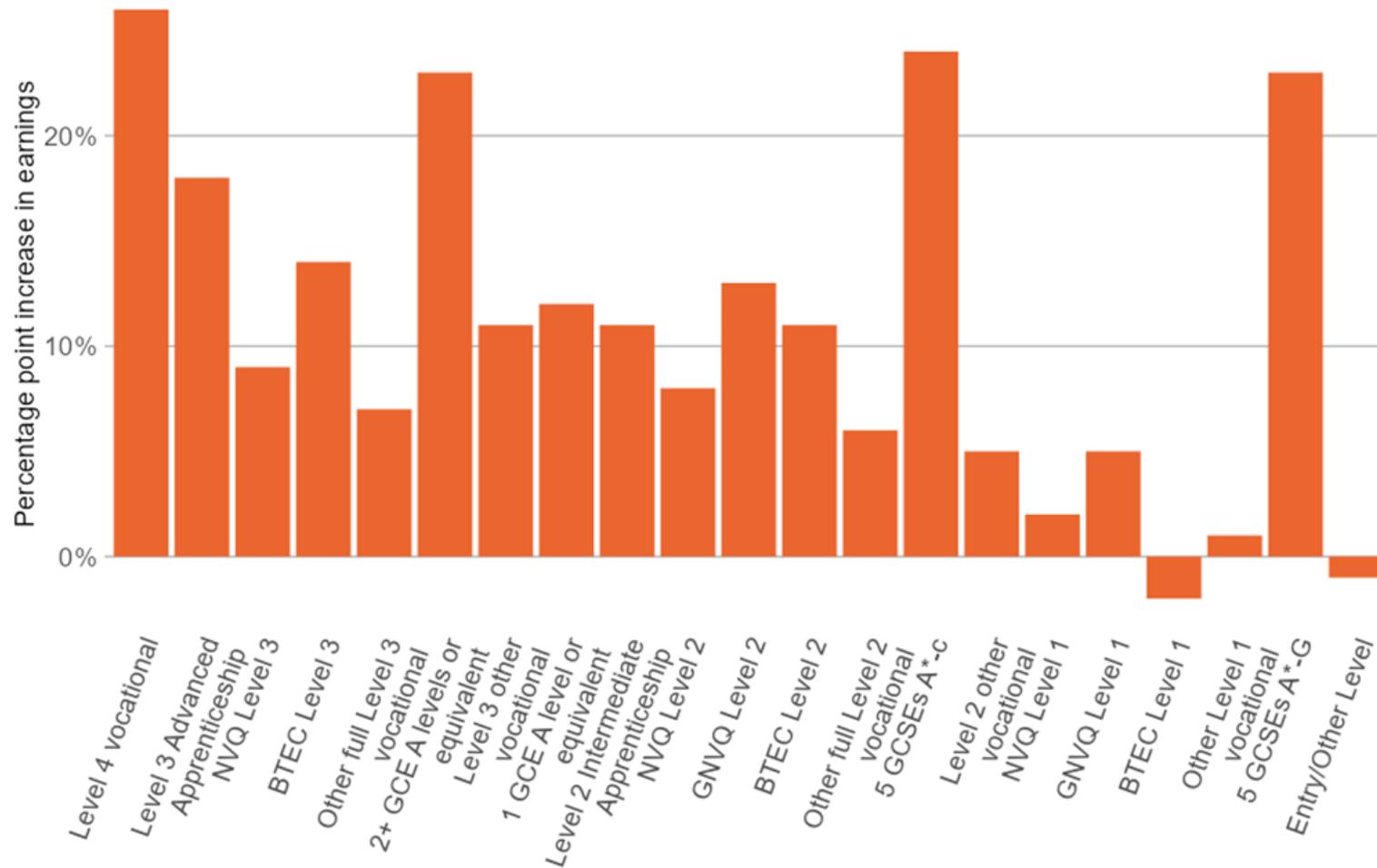


Further Education

Key findings

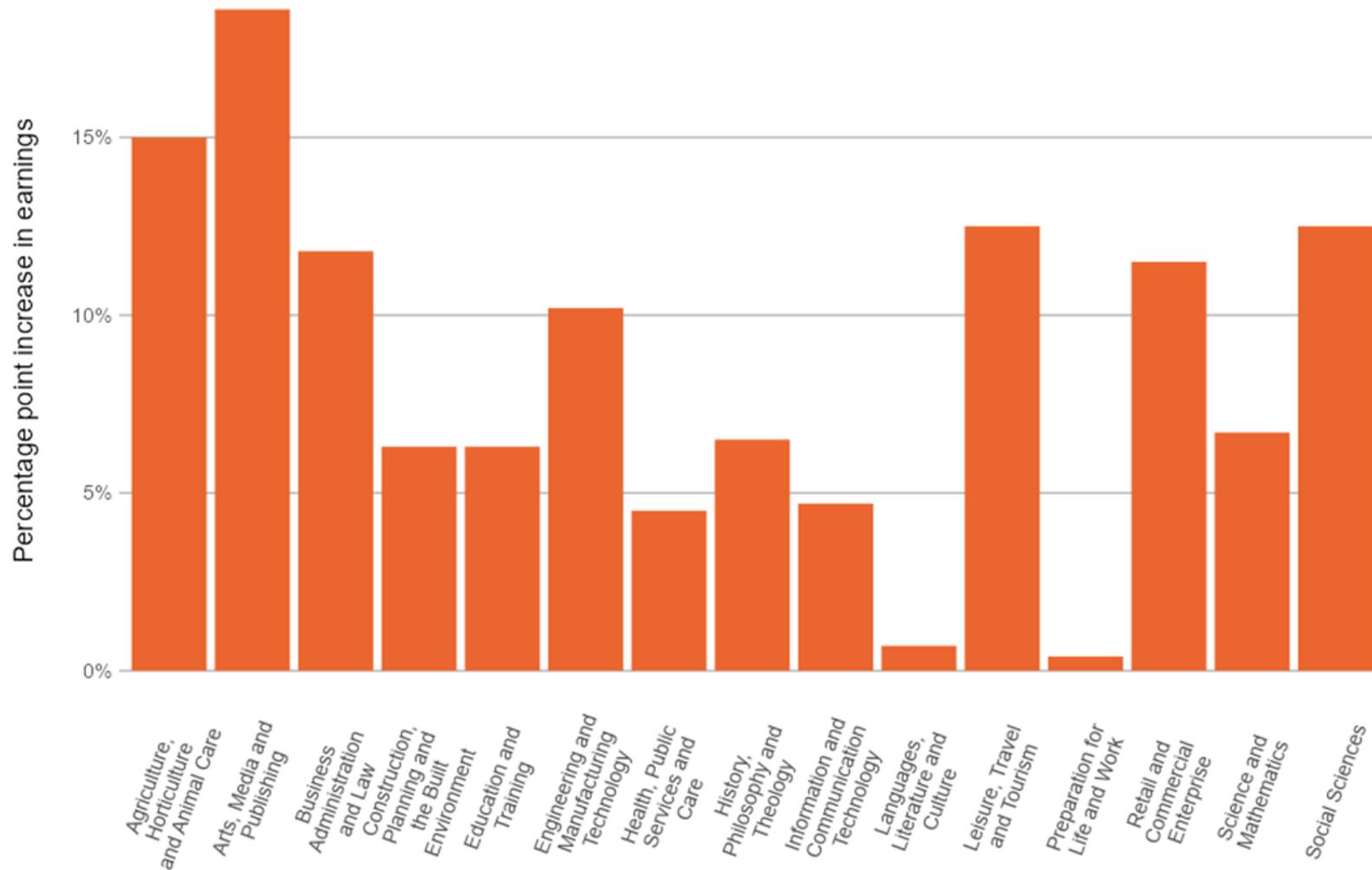
A decorative graphic element consisting of a thick, solid orange bar that starts at the bottom left corner and extends diagonally upwards to the right, ending at the top right edge of the slide. The bar has a consistent width and color, creating a modern, minimalist design.

Increased earnings compared to a similar learner with a qualification at the previous level



- Working your way up the qualification ladder may lead to higher future earnings

Variation in value-add between subject areas

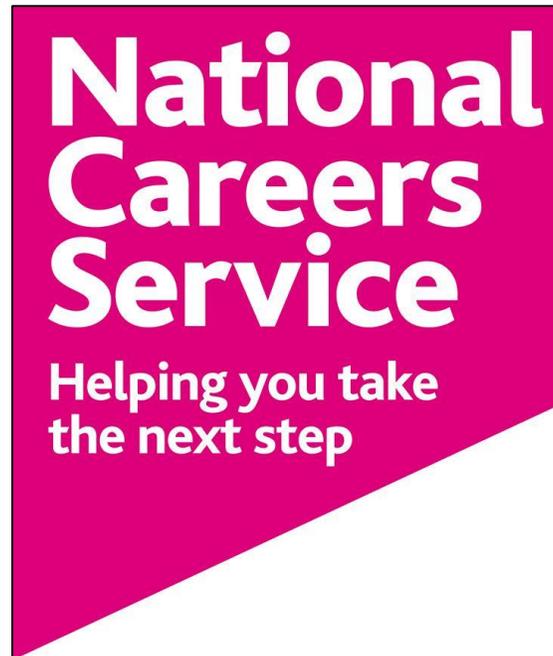


- Engineering top for men
- Business administration and law top for women
- We do not know whether people who studied in these sectors went on to work in them

Availability of information



UCAS



Surveys

Survey 1: upReach students

- Current HE students
- Sample size of 476
- Students from lower-income households who attended UK state schools
- Higher than average A-Level grades
- Highly engaged with their education and future career options

Survey 2: Wider target

- Current sixth form students
- Current HE and FE students
- HE and FE alumni

- Sample size of 1,487

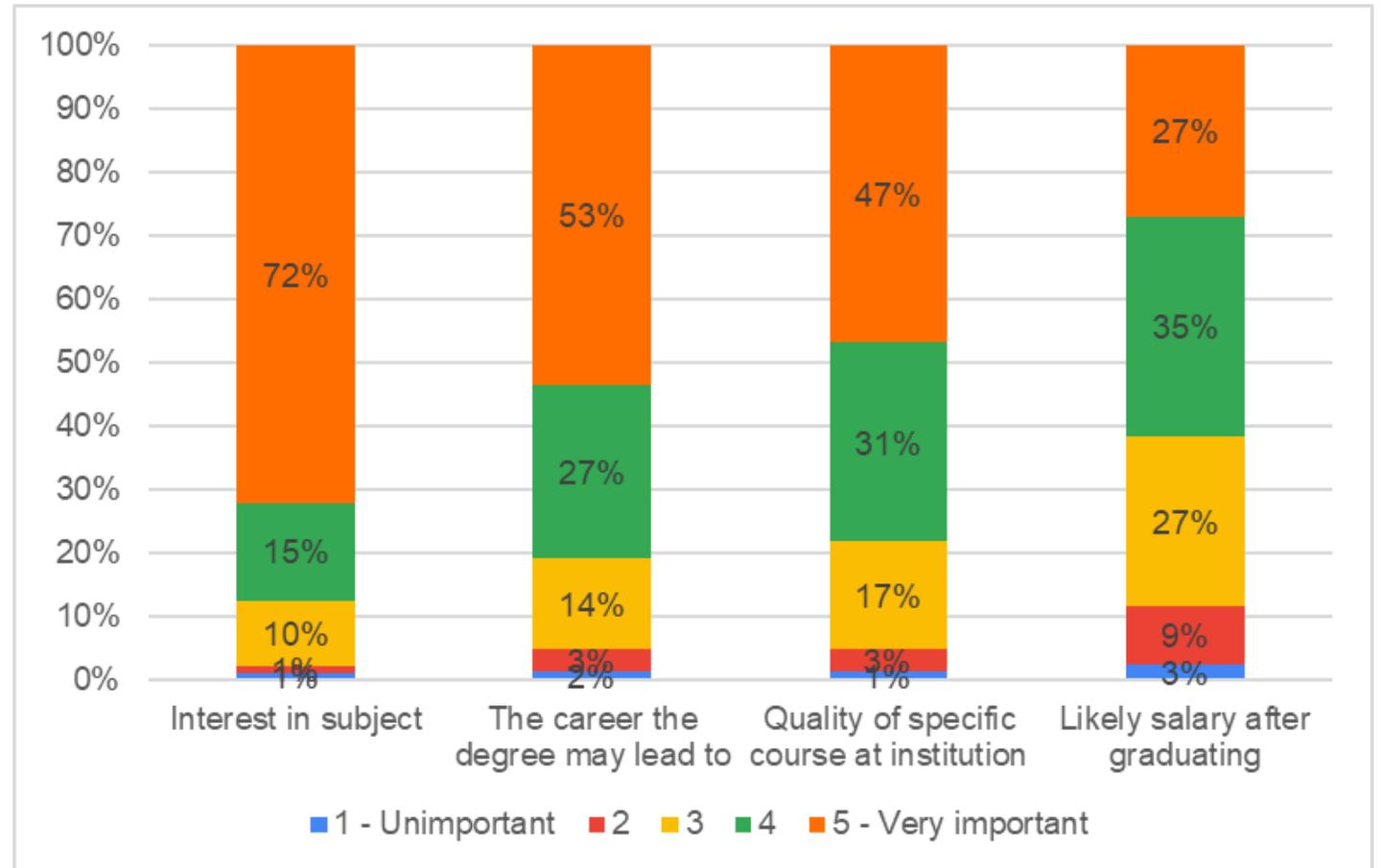
- 86% of respondents were current sixth form students

Respondents prioritise their interest when considering study

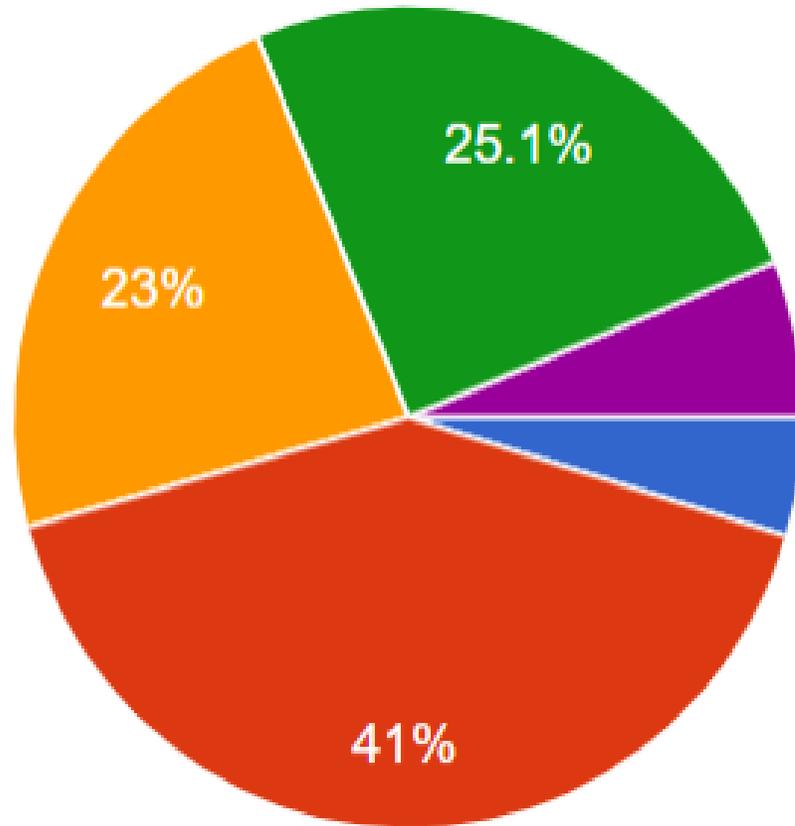
- Top concerns are:

- Interest in the subject
- The career the qualification may lead to
- The quality of specific course and institution are the most important factors when deciding where and what to study.

- Likely salary after graduating - 4th most important



Many sixth form students don't know that salary information is available



- Not applicable
- I know this information is available. This IS an important factor in my decision.
- I know this information is available. This ISN'T an important factor in my decision.
- I don't know if this information is available. If it is, it WOULD be an important factor in my decision.
- I don't know if this information is available. If it is, it WOULD NOT be an...

4. The most popular source of information about salaries is from institutions' websites

	Considering a degree	Considering a VTQ
University/college own website	44%	32%
Careers advice websites e.g. UCAS, Prospects	32%	17%
National Careers Service or other government sources	17%	15%
Universities guides such e.g. The Times, The Guardian	14%	N/A
Industry regulators or websites	10%	7%
School/college careers service	10%	15%

What can we do?

- A central, impartial hub of information.
- Better data on the value of FE qualifications.
- Additional surveys, focusing on students from lower socio-economic backgrounds.
- Improved access benchmarks for universities.

Thank you for joining us

We welcome questions and feedback

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