

CFE SECONDARY DATA WO ANALYSIS: CUMBRIA

JANUARY 2019 REPORT



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Accompanying document -

SCHOOL OVERVIEW AND KEY COMPARISONS

Carlisle & Eden Schools
West Cumbria Schools
Furness Schools
School summary

This report uses data collected through an online and paper survey completed for the period October to December 2017.

This survey has been re-run between October and December 2019. The new data will be analysed alongside these findings to identify how the intervention of the Hello Future programme and the increased work of schools/college in Cumbria has impacted the intentions of young Cumbrian learners.

RESEARCH OBJECTIVES



Key objective

To explore and understand young people's knowledge, attitude, aspiration and intentions to apply to H.E. across Cumbria, through analysis of the CfE survey datasets.

W0 data analysis

A full interrogation of the datasets was carried out, with an exploration of the following areas;

- Measured and identified current level of knowledge, attitude, aspiration and intention to apply to Higher Education – the survey questions were themed and aggregated into key insight areas. Cosmos worked in close collaboration with Hello future when grouping any questions.
- This report explores and summarises Wave 0 of the CfE survey data, providing insights by key areas and variables.
- Explored 'need gaps' by key areas / variables, in order to identify high and low levels of knowledge, attitude, aspiration and intent. Interventions can then be strategically mapped to areas of greater need.

Key areas for analysis

The following areas have been explored during this analysis phase, with a focus on identifying and understanding any similarities between the identified groups / sub-groups:

- Geographical locations: 3 Cumbrian areas – identified / explained any similarities and/or differences between young people's knowledge, attitude, aspiration and intention to apply to H.E. across three areas in Cumbria (West Cumbria, Furness & Carlisle & Eden Valley). Using the school/college the young person attends as a basis for the groupings
- School / College - analysis and findings have been split by each key school and college, in order that schools/colleges can view their own results. Using the school/college the young person attends as a basis for the groupings
 - Metric of 'Agree' and 'Strongly Agree' to be used
- CCOP Status: CCOP & Non-CCOP - identified / explained any similarities and/or differences by CCOP status. 'Cumbria COP' classification to be used when grouping CCOP and Non-CCOP learners.
- Key questions - analysis of key questions were identified by Hello Future and have been included within the analysis and reporting, including thematic analysis of 'other' and open-ended responses

Additional analysis

Other areas / sample characteristics that have been included in the analysis are:

- Topline comparison against national results
- Gender

KEY INSIGHTS



Aspirations

Variance between the three regions is minimal in terms of future aspirations. At least three quarters of respondents were positive about their future aspirations.

Most learners in Year 11 or below expect to continue to study after they finish their GCSEs or equivalent qualifications, with a more positive response from Carlisle and Eden. Learners in Furness and West Cumbria are more likely to respond, 'begin an apprenticeship,' instead.

Following this pattern, Year 13s also expect to remain in education after they finish their current studies, especially those in Carlisle and Eden. More learners in Furness hope to 'get a full-time job', West Cumbria leads in terms of learners who wish to 'begin a higher/degree apprenticeship.'

When asked what type of job or career they would like, the responses were very varied across professional and manual occupations (according to the NRS social grade classifications).

Knowledge

Relatively few learners felt they have 'a lot' of knowledge about applying to higher education or various aspects of HE. There was minimal difference across the regions. The least understood aspect is 'How to apply through UCAS' and 'the support available' and 'the financial support available.'

On average, just under a third of learners in Cumbria would be the first in their family to go to higher education. This rate is much lower in Carlisle and Eden, as only a quarter of those learners would be first in the family to go to higher education.

Intentions

Carlisle and Eden learners are significantly more likely (statistically) to have already applied to HE compared to the other regions. Carlisle learners are the most likely to apply to HE and learners from West Cumbria are the least likely to apply.

The primary reasons against going to study further were wanting to work and earn money and being 'undecided.'

Attitudes

Overall, learners from Cumbria have a stronger sense of confidence in the benefits of HE than they have confidence in their own abilities to cope with HE. Learners in West Cumbria are the least positive in terms of attitude, and Furness and Carlisle and Eden have similarly slightly more positive responses.

Learners felt they would benefit from open days and visits to campuses, subject-specific workshops, and work experience and careers talks.

CCOP vs. Non-CCOP

With little exception, CCOP learners are equal or below non-CCOP learners in terms of aspirations, knowledge, intentions, and, most notably, attitudes.

Aspirations | CCOP and non-CCOP students respond similarly

However, non-CCOP learners are more confident than CCOP learners that they 'could get the grades I need for future study.'

Knowledge | Non-CCOP learners have slightly more knowledge about the higher education application process.

However, CCOP learners have a significantly higher knowledge (statistically) of the support available, compared to non-CCOP learners.

Intentions | Non-CCOP learners are more likely to apply to HE.

However, CCOP learners believe they are more likely to apply in the future, compared to non-CCOP learners, suggesting that CCOP learners require more time to apply.

Attitudes | CCOP learners have lower self-belief across the board, and they have less confidence in the benefits of higher education when compared to Non-CCOP learners.

Male v. Female

Female learners responded more positively regarding their future aspirations, their intentions to apply to higher education, their attitudes towards HE. However, males and females responded similarly regarding knowledge of HE.

Aspirations | Female learners are more likely, and more confident, to continue to study.

Though continuing study is still the most common response for males, they are also leaning towards apprenticeships.

Knowledge | Female and male learners responded similarly regarding knowledge.

However, female learners report to know more about 'the qualifications and grades needed to get into the course', whereas male learners appear to know more about the costs of study.

Intentions | Female learners are more likely to apply to higher education, now and in the future.

However, more female learners than male learners believe that their intention to apply to higher education 'depends on the grades I get.'

Attitudes | Female learners reported more positive attitudes towards the benefits of, and their abilities to cope with, HE.

However, male learners have a significantly higher (statistically) positive response rate to the statement, 'I have the academic ability to succeed' compared to female learners.

Year 11s (Year 9-11) vs. Year 13s (Post Year 12s)

Aspirations

After their current studies, most commonly, Year 11s hope to study at school or a sixth-form college and Year 13s expect to study away from home at university or another Higher Education Institution.

Knowledge

Year 13s have a statistically significantly higher (statistically) awareness of the application process than Year 11s for all measures.

However, Year 11s have a slightly higher self-perceived awareness of the support available at HE.

Intentions

Year 13s lean towards a higher likelihood of applying to HE currently, whereas Year 11s give a more tepid response.

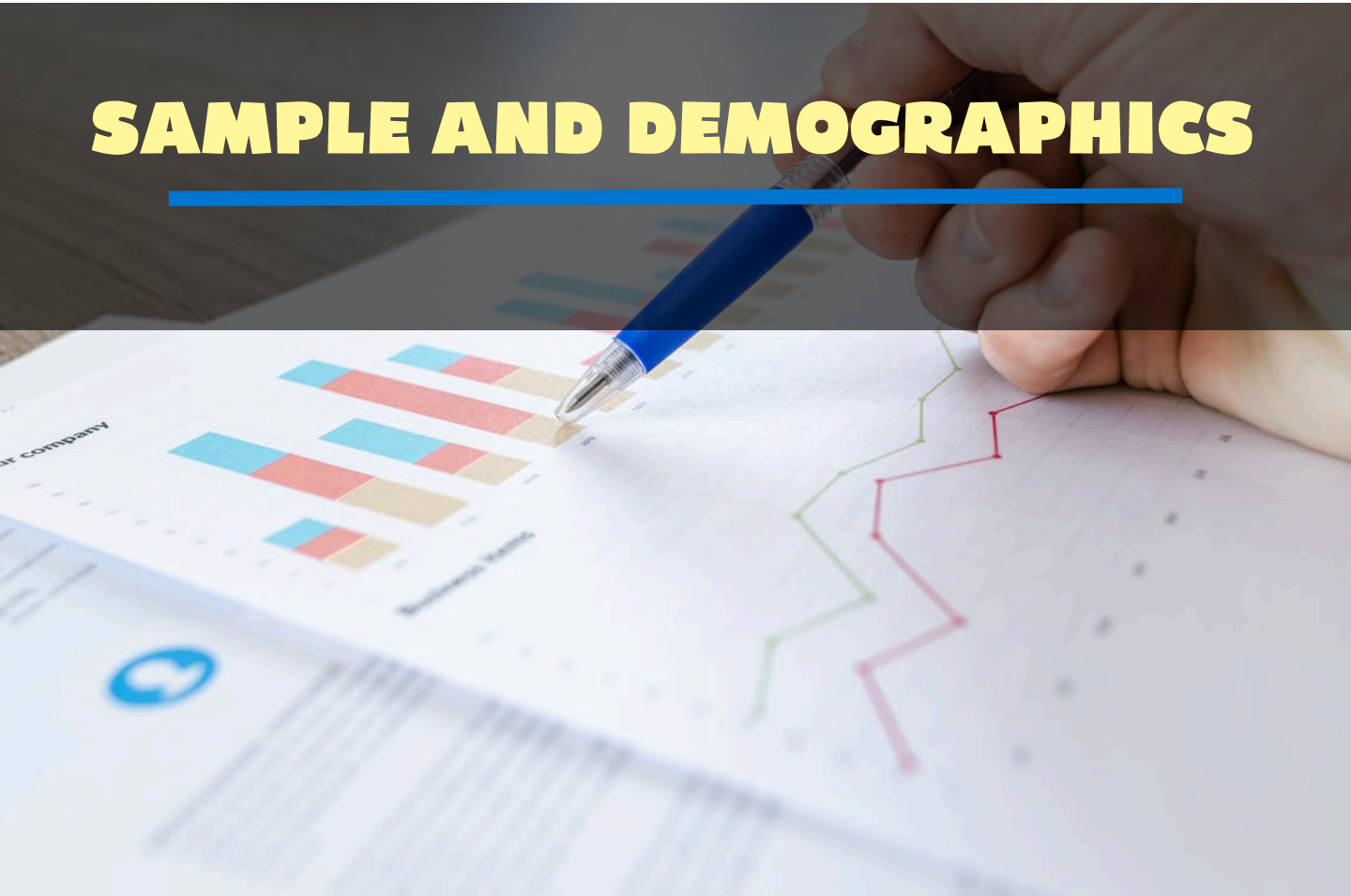
Interestingly, Year 13s are more negative than Year 11s about the possibility of applying to HE. Year 13s are more likely to believe that they do not have the necessary study skills, that the cost is too high, and that the HE prospect does not appeal to them.

Attitudes

Year 13s are more confident than Year 11s across the board in terms of social factors, academic ability, and life skills.

However, Y13s are more sceptical about higher potential earnings and better future jobs as a result of HE.

SAMPLE AND DEMOGRAPHICS



This report documents our analysis of WO CFE survey data from Cumbria, provided by the Hello Future team. The data includes 1,359 responses across three locations within Cumbria: [Carlisle and Eden](#) (561), [Furness](#) (489) and [West Cumbria](#) (313).

Data cleansing and quality checks

- Removing data that included responses that had not been correctly screened out from locations outside of Cumbria
- Refined typos and spelling mistakes of college and school names
- Grouping schools into the correct region with the guidance of Hello Future
- Decision made not to analyse Carlisle College or St Benedict's Catholic High School (West Cumbria) due to sample sizes of one. However, both are included in overall/topline findings
- Grouping CCOP and non-CCOP students according to 'Cumbria CCOP'
- For the purposes of the analysis, we have grouped 'Year 11s' as Years 9, to11 and Year 13s being made up of Post Year 12s.

Statistical Differences

Where comparative results are statistically significant you will see either a [green](#) or [red](#) arrow next to that result.

We have carried out a T-test on every question where groups are compared, e.g. a certain location, or school against a regional average. Statistical significance is determined by the size of the difference between the group averages, the sample size, and the standard deviations of the groups. For practical purposes statistical significance suggests that the two larger populations from which we sample are *actually* different.

Key



Clear statistical significance & statistically *higher* than typical



Clear statistical significance & statistically *lower* than typical

Identifying questions for analysis

In order to meet the objectives to evaluate levels of 'Aspiration', 'Knowledge', 'Intentions' and 'Attitudes' towards Higher Education, we identified the following key questions relating to each of these themes. These were agreed between Cosmos Engagement and Hello Future prior to completing the full analysis.

Aspirations

- Q2a When you finish your current studies, what would you most like to do next? [asked to above 'Year 13']
 Q2b When you finish your current studies, what would you most like to do next? [asked to above 'Year 12']
 Q4 How much do you agree with the following statements about your aspirations for the future?
 Q33 What job or career would you like to do?

Knowledge

- Q5 How much do you know about the following aspects of Higher Education?
 Q6 How much do you know about the following aspects of Higher Education study?
 Q13 If you go onto Higher Education, would you be the first person in your immediate family to go?
 Q14 Do you know somebody else who has gone on to Higher Education?

Intentions

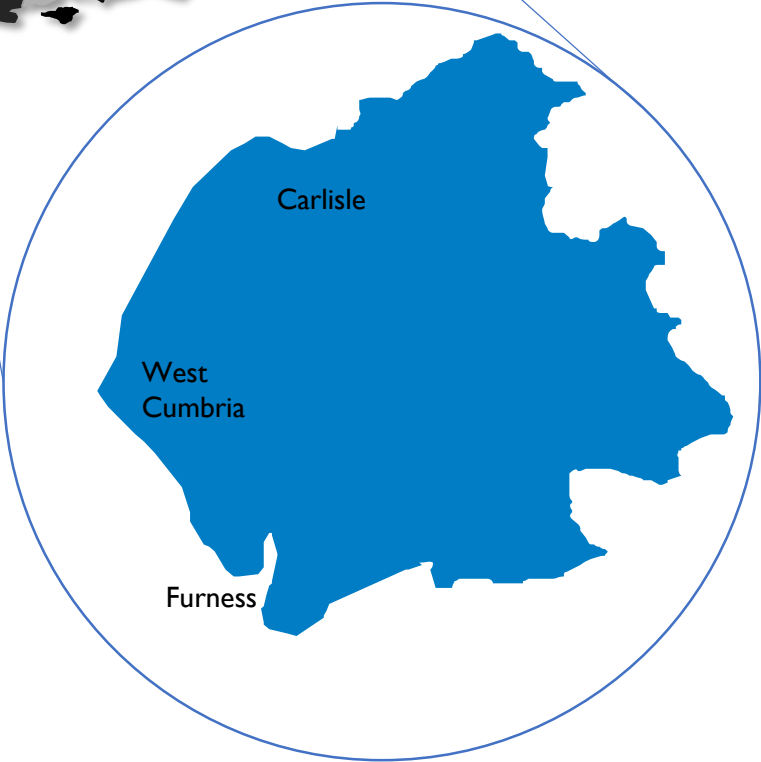
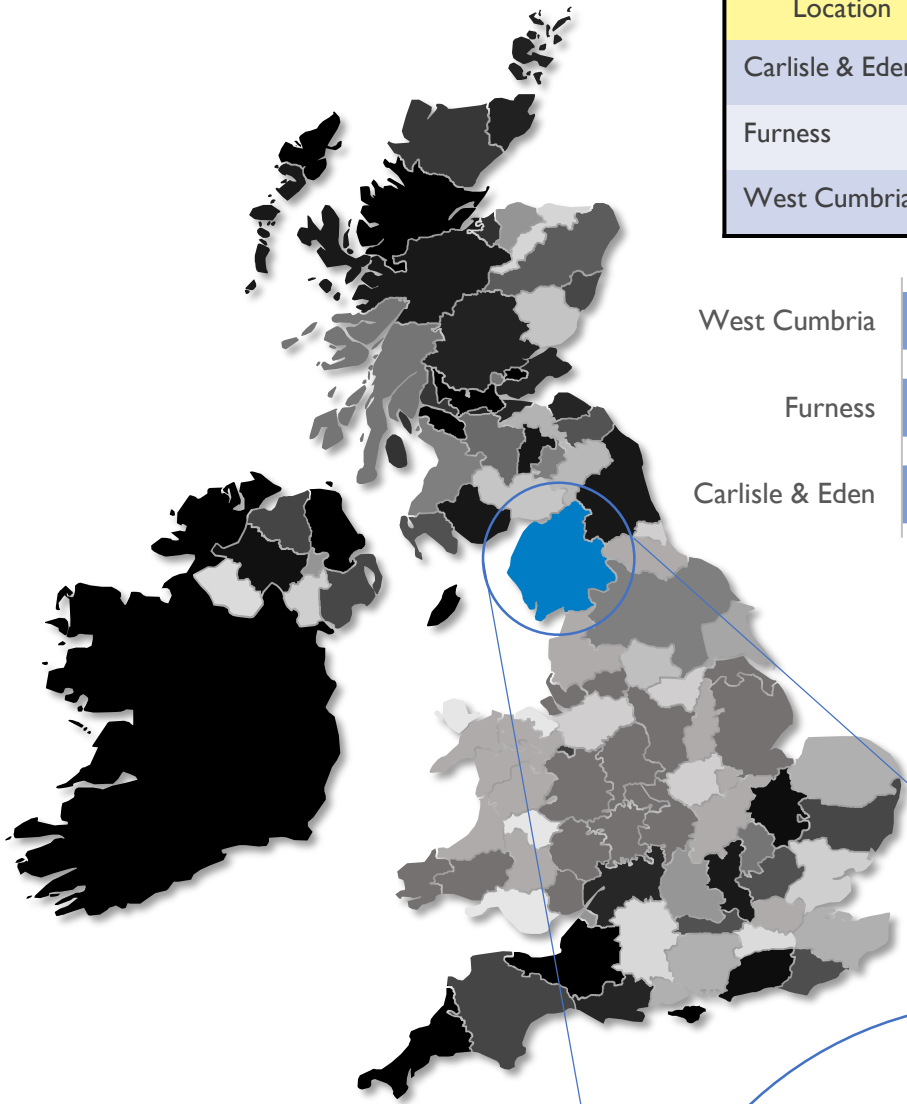
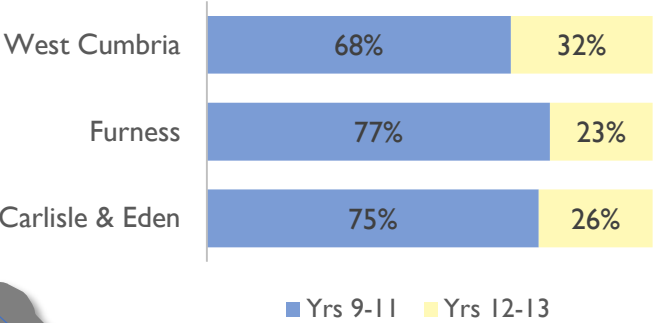
- Q7 Have you applied to study Higher Education?
 Q8 How likely are you to apply to go to Higher Education at age 18 or 19?
 Q9 What is the main reason you might not go on to study further?
 Q10 How likely are you to apply to do a higher education qualification in the future?

Attitudes

- Q11 How much do you agree with the following statements about Higher Education?
 Q12 How much do you agree with the following statements about Higher Education?*
- Q31 If there are any other activities you think would help decide whether you would like to go on to Higher Education study, please tell us what you think would be helpful.

**Q12 originally grouped under 'Knowledge' in the CFE survey. For the purpose of this report, we advise that this question be included in 'Attitudes' analysis as it includes attitudinal statements, rather than student knowledge of HE.*

Location	Sample size	Proportion
Carlisle & Eden	561	41.2%
Furness	489	35.9%
West Cumbria	313	23%



Summary

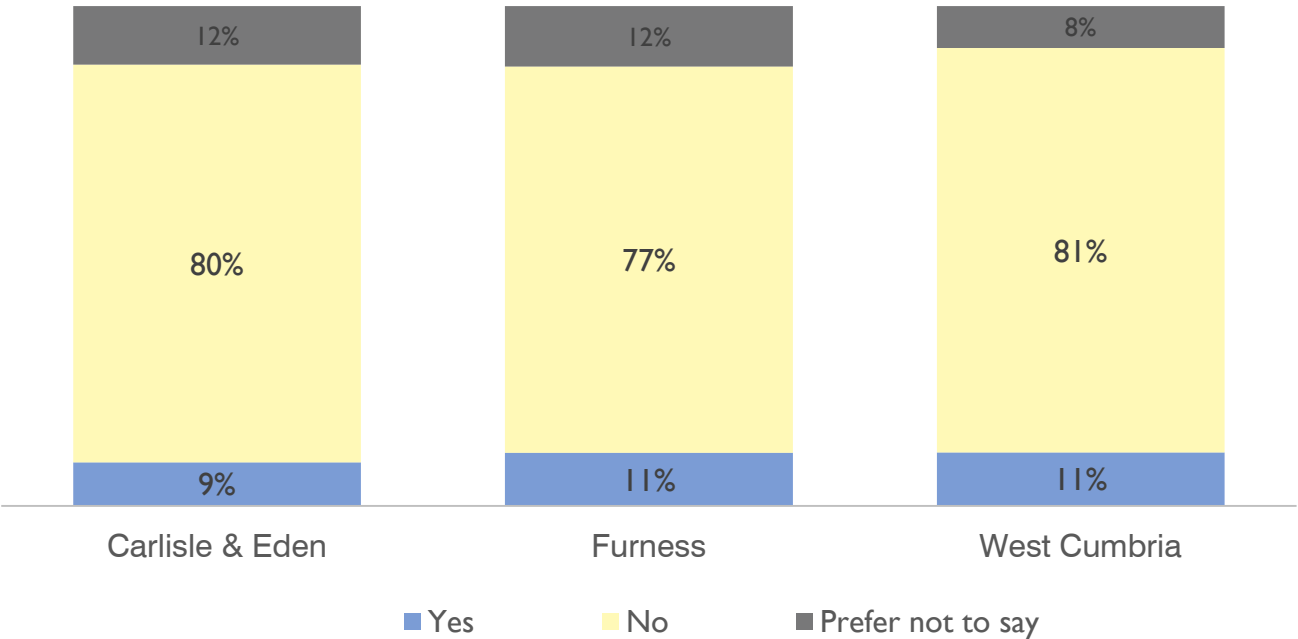
More than 41% of the total sample is from Carlisle & Eden. Carlisle & Eden is Cumbria's largest area with a reported total combined population of 161,268*.

West Cumbria has the highest proportion of Yrs 12-13 within its sample, whereas 77% of the Furness sample is made up of Yrs 9-11, more than any other location.

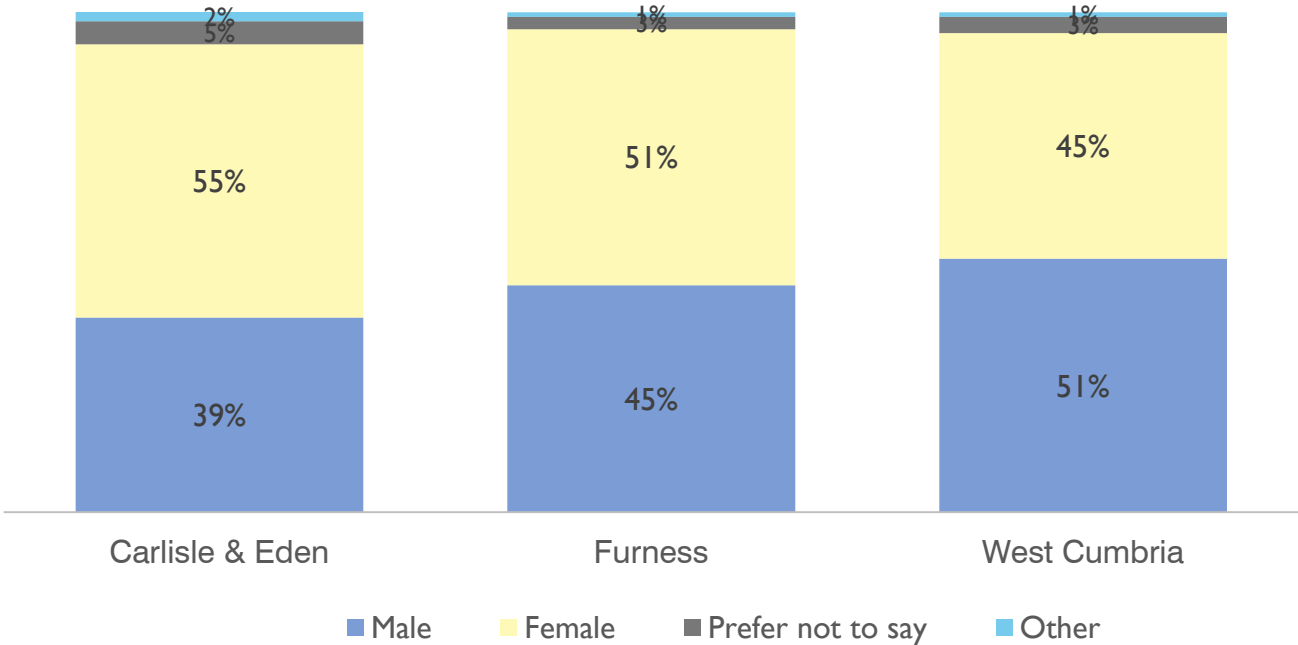
Q1 Which year of study are you in?
ONS 2015 for population references; *161,268 is Carlisle (108,387) & Eden (52,881) combined.

Hello Future locations
*Approximate boundaries

Disability



Gender





Sample sizes: 1,158 for Q17. Carlisle: 520 Furness: 423 West Cumbria: 215

Sample sizes for Q18: 1,172. Carlisle: 525, Furness: 432, West Cumbria: 215



Key

 Clear statistical significance & statistically higher than typical

 Clear statistical significance & statistically lower than typical

90% of the total sample for Cumbria describe themselves as White British, with the remaining total also largely from White, or other White backgrounds.

Ethnicity	Carlisle	Furness	West Cumbria	Cumbria total
Asian or Asian British - Indian	0%	0%	0%	0%
Irish Traveller	0%	0%	0%	0%
Mixed White and Black African	0%	0%	0%	0%
Black or Black British - Caribbean	0%	0%	0%	0%
Mixed White and Asian	0%	1%	0%	0%
Mixed White and Black Caribbean	0%	0%	0%	0%
Other ethnic background	0%	0%	0%	0%
Arab	0%	0%	0%	0%
Asian or Asian British - Bangladeshi	0%	0%	0%	0%
Black or Black British - African	0%	0%	0%	0%
Other Asian background	0%	0%	0%	0%
White - Irish	1%	0%	0%	0%
Any other mixed background	1%	0%	0%	1%
Asian or Asian British - Pakistani	1%	0%	0%	0%
Gypsy or Traveller	2% ↑	0%	0%	1%
Prefer not to say	3% ↑	1%	0%	2%
White - Scottish	3% ↑	1%	0% ↓	2%
Other White background	4% ↑	2%	0% ↓	2%
White - British	84% ↓	93% ↑	97% ↑	90%

Key



Clear statistical significance & statistically *higher* than typical



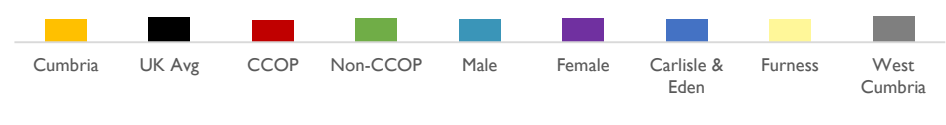
Clear statistical significance & statistically *lower* than typical

Cumbrian CCOP learners' knowledge (13%) of HE sits slightly under the national average (16%), while the region as a whole sits at the same level.

Female learners in **Cumbria** (70%) are slightly more likely than the national average (68%) to state they are 'likely' to or 'definitely' will attend Higher Education.

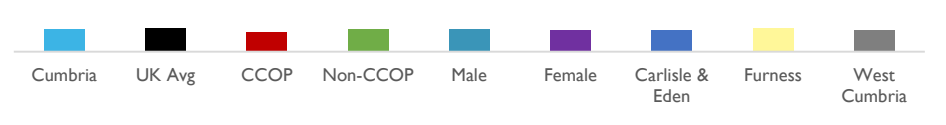
Learners in **West Cumbria** consistently fall slightly under either the UK average or national average (where applicable) across key metrics.

Application Knowledge (Q5 "A lot")



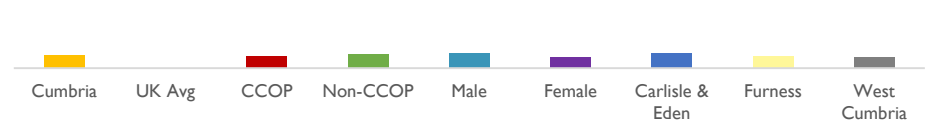
CCOP learners show less favourable scores than Non-CCOP learner across most metrics, particularly on how to apply.

Participation Knowledge (Q6 "A lot")



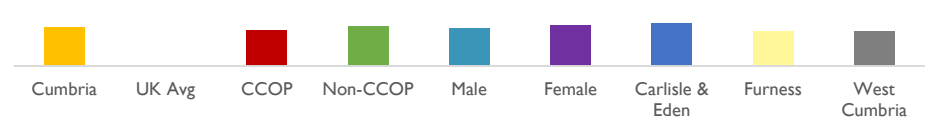
Those in **West Cumbria** fall slightly under the UK average for knowledge. There is a lack of understanding on financial support available and how to apply.

Attitude & Confidence (Q11 "Strongly Agree")



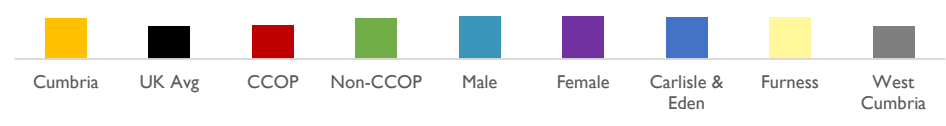
Learners in **Carlisle & Eden** are more likely to believe in their abilities to succeed in HE and believe they will fit in well.

Attitude & Personal Gain (Q12 "Strongly Agree")



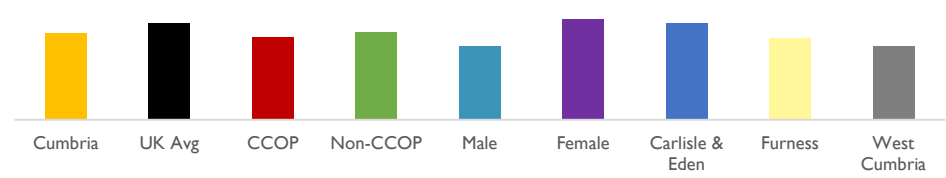
Those in **Carlisle & Eden** believe they are able to go onto earn more and get a better job as a result of going to HE.

Aspirations (Q4 "Strongly Agree")



CCOP learners are less likely to believe in their ability to achieve grades required for HE, and less likely to continue into sixth form/college.

Intentions to Apply to HE (Q8 % Top 3 Likelihood)



Female learners in **Cumbria** are more likely than the national average to state they intend to apply to HE. They are also more likely than males to want to study further, both at school/college in sixth form and moving away to continue HE.

Charts shown on this page are indicative of average performance across the listed metrics, however the exact figures are unavailable for 'UK Average' as necessary raw data were not included in the national report.

KEY THEMES BY LOCATION



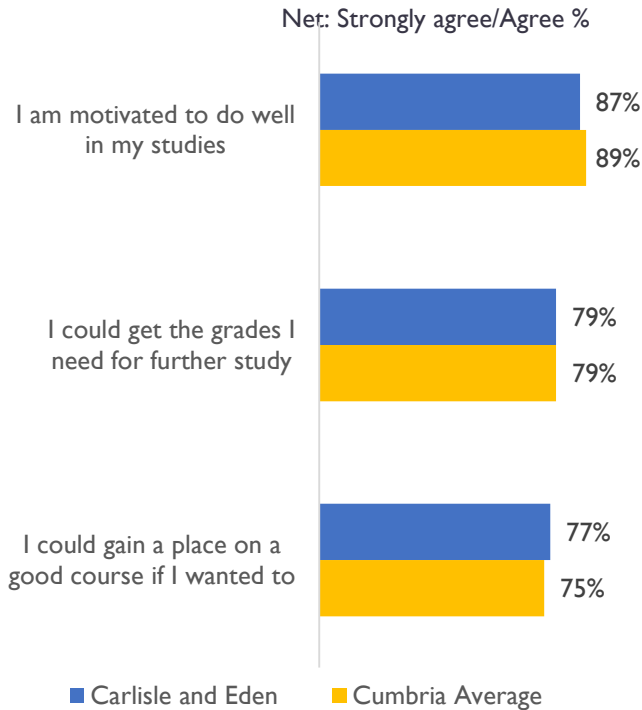
ASPIRATIONS



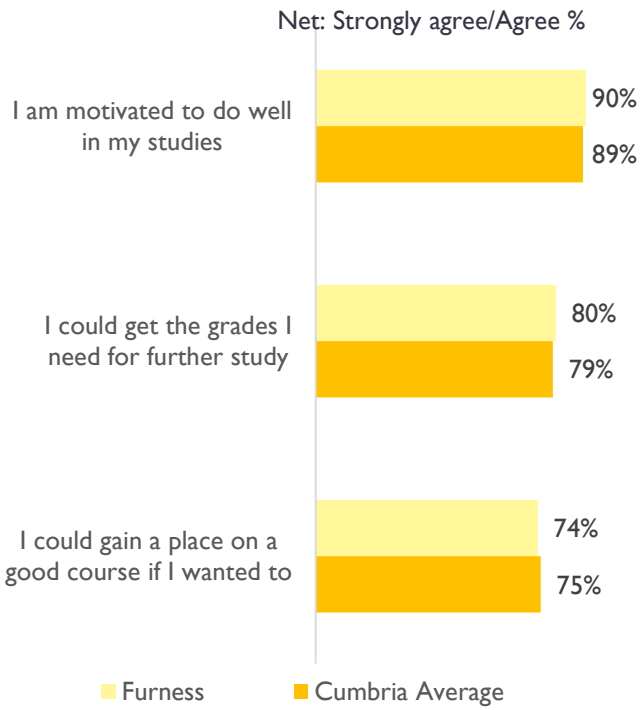
Key takeaways

- Variance between the three region is minimal in terms of future aspirations. At least three quarters of respondents were positive about their future aspirations.
- Learners from **Furness** responded most positively compared to the average across **Cumbria**.
- Learners from **West Cumbria** responded most negatively, overall.

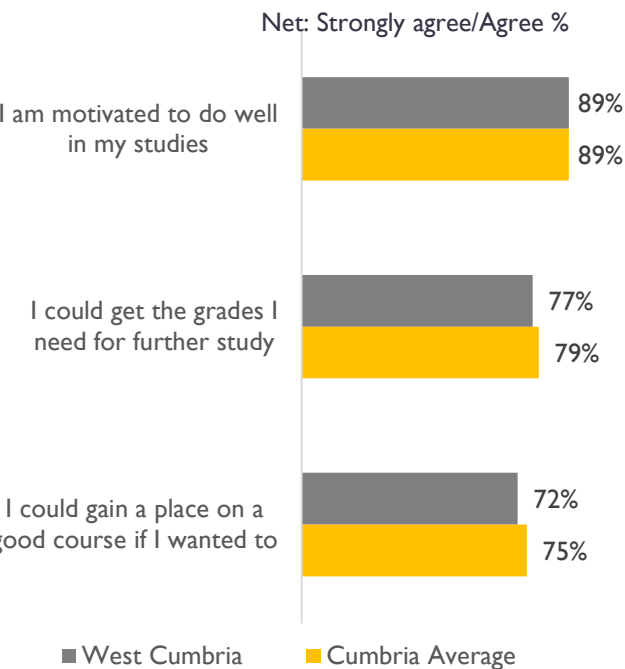
Carlisle and Eden (Fig. 1)



Furness (Fig. 2)



West Cumbria (Fig. 3)



Summary

Learners from **Furness** are most motivated to do well in their studies, whereas learners from **Carlisle and Eden** are the least positive in this area.

Students from **Furness** are the most confident that they could get the grades they need, while those in **West Cumbria** are the least confident.

Learners from **Carlisle and Eden** are most confident that they could gain a place on a good course if they wanted to, whereas learners from **West Cumbria** are the least confident.

Key takeaways

- Learners in Year 11 or below expect to continue to study after they finish their GCSEs or equivalent qualifications.

Pre-year 11s (defined as college Level 2, school Y9, 10 and 11)

Aspirations (Fig.4)

Study at school or a sixth-form college

Study at a further education college

Get a full-time job

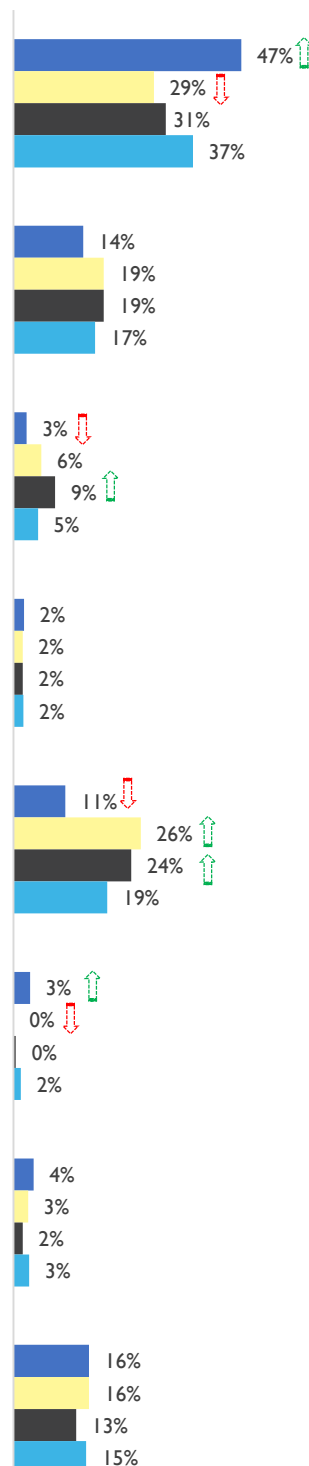
Get a part-time job

Begin an apprenticeship

Some other type of training

Other

Don't know



■ Carlisle and Eden ■ Furness ■ West Cumbria ■ Cumbria Average

Summary

Learners in **Carlisle and Eden** are significantly more likely (statistically) to expect to study at school or a sixth-form college, with almost 1 in 2 expecting to do so – more so than any other location in **Cumbria**, and above the regional average. It should be noted that a small proportion (3%) of those in **Carlisle & Eden** also expect to undertake some form of training – more so than nearby areas.

The expectation to study at school or sixth-form has a direct impact on the same population in **Carlisle & Eden**.

The findings for both **Furness** and **West Cumbria** are more closely aligned, with students in both locations significantly more likely (statistically) to expect to begin an apprenticeship compared to **Carlisle & Eden** and the regional average. Apprenticeships and/or full-time employment appear to be a more likely outcome for both of these areas.

This trend is particularly prevalent in **Furness**, where learners are significantly less likely (statistically) to expect to study at sixth-form or undertake any form of training.

'Other'

32 responded 'other'. Most of the 'other' answers related to college or other training. However, a minimal number responded with entries such:

'Go to America', 'Youth team scholarship', 'Benefits'.

Key

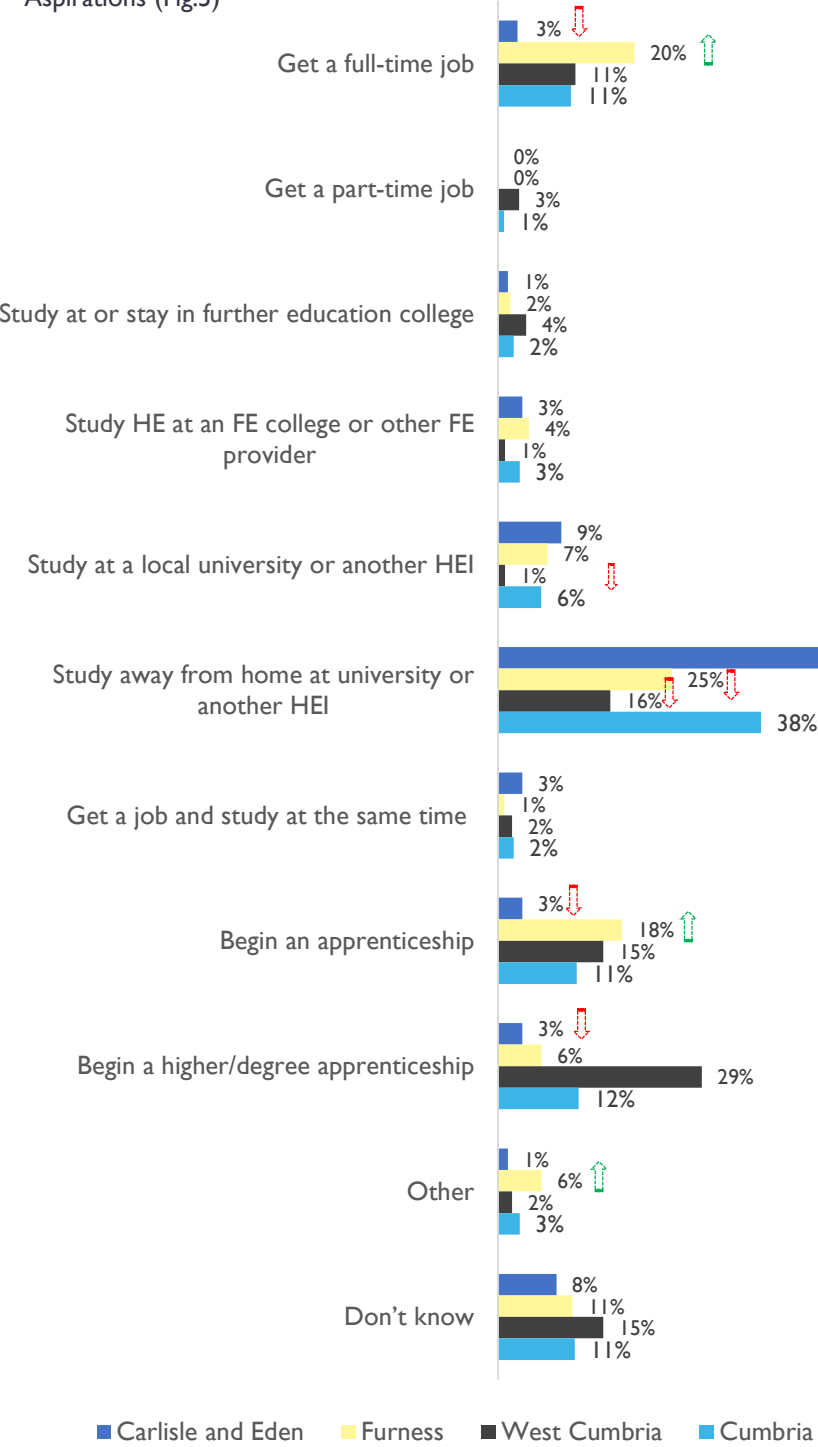
↑ Clear statistical significance & statistically **higher** than typical

↓ Clear statistical significance & statistically **lower** than typical

- Overall, the large majority of learners wish to remain in education after they finish their current studies.

Year 12 and 13s (defined as Sixth form years 12 and 13;
college Level 3 Years 1 and 2

Aspirations (Fig.5)



Summary

The majority of learners in Carlisle & Eden want to study away from home at university. Learners from West Cumbria are more likely to go on to a higher/degree apprenticeship. Learners from Furness are split primarily across getting a full-time job, studying away from home at a HEI, and beginning an apprenticeship.

‘Other’

Only 11 responses were ‘other’. Aside from entries that were viable multiple-choice responses, there were:

‘Gap year to travel’ ‘In full time job currently’, ‘Currently in an apprenticeship’.

Key

- Clear statistical significance & statistically higher than typical
- Clear statistical significance & statistically lower than typical

The number of responses from **West Cumbria** were minimal, suggesting a lack of clarity on future goals.

91 Verbatim answers from **Carlisle and Eden** were extremely varied, with representation primarily across the following jobs/sectors:



The responses showed a variety of clarity, from learners who had very specific job roles in mind, to learners who were reluctant to begin to think about their careers:

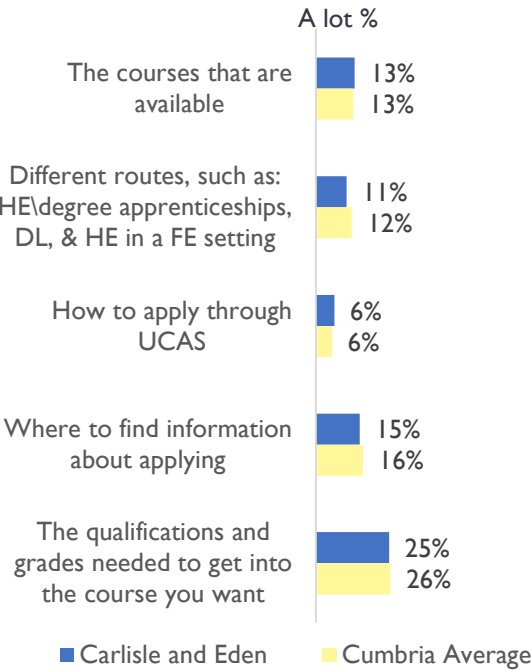


KNOWLEDGE

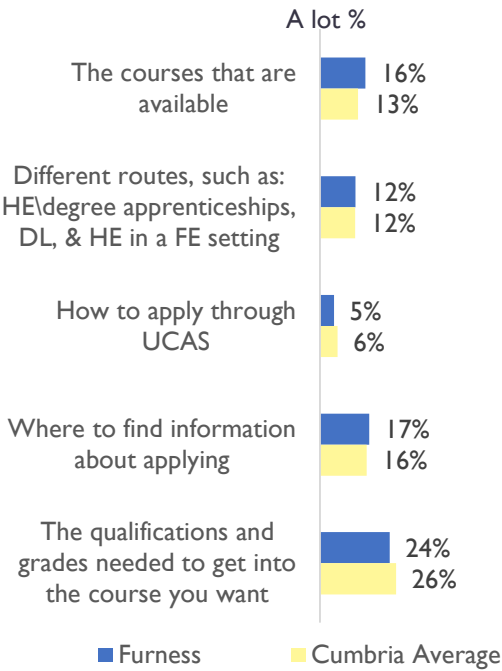


Relatively few of the learners feel that they have ‘a lot’ of knowledge about applying to higher education, with minimal variance across the regions.

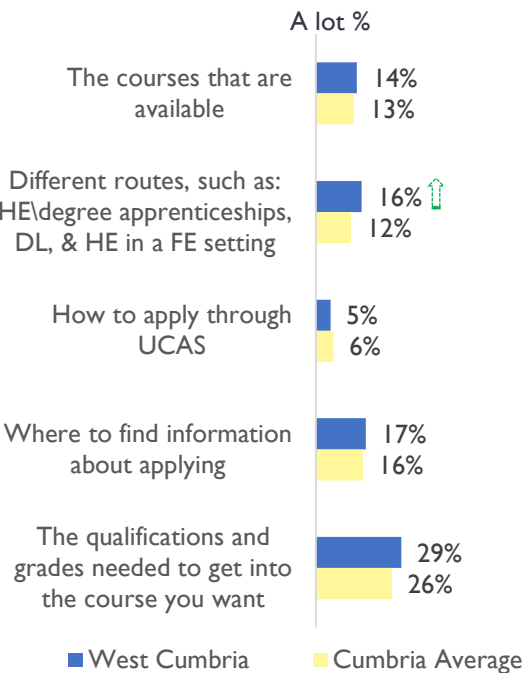
Carlisle and Eden (Fig 6)



Furness (Fig 7)



West Cumbria (Fig 8)



Summary

Relatively few learners felt they have ‘a lot’ of knowledge about applying to Higher Education or various aspects of HE.

There is minimal difference across the regions. The least understood aspect is ‘How to apply through UCAS’ and ‘the support available’ and ‘the financial support available’

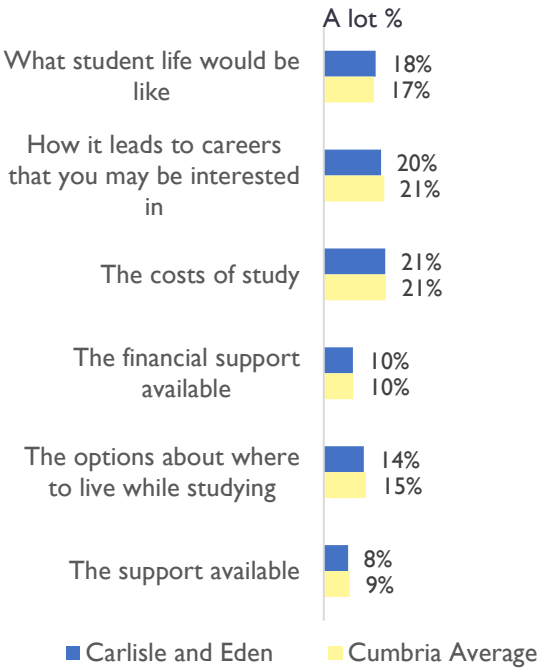
The most understood is ‘The qualifications and grades needed to get into the course you want,’ with around a quarter of learners responding that they understood ‘a lot’ about this.

Key

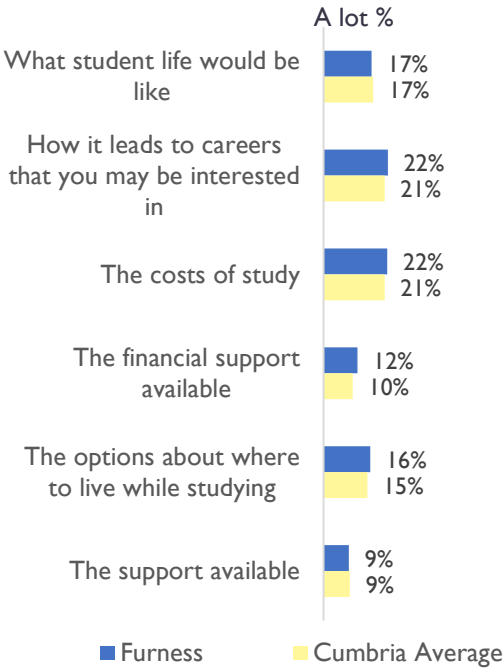
- ↑ Clear statistical significance & statistically higher than typical
- ↓ Clear statistical significance & statistically lower than typical

On average, just under a third of learners in **Cumbria** would be the first in their family to go to higher education. Just over a third do not know if they would be the first in their family to go.

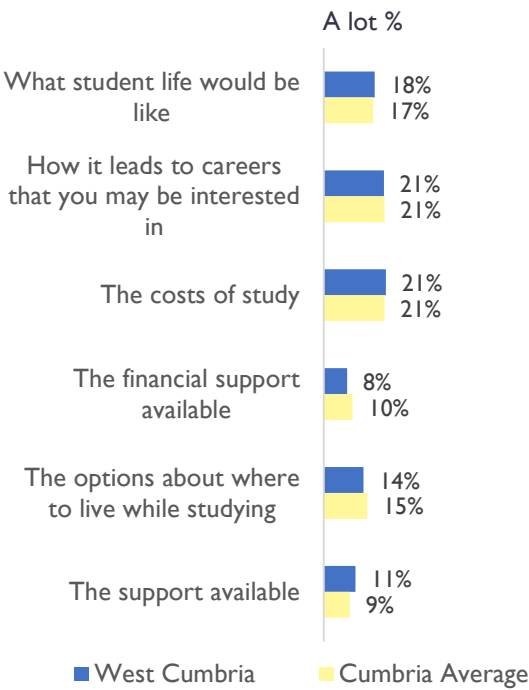
Carlisle and Eden Valley (Fig 9)



Furness (Fig 10)



West Cumbria (Fig 11)



Summary

The lack of awareness of everything university may entail, beginning with the application and transition process continues here, across all locations.

There is low understanding of both general and financial support available to students.

The most understood aspects (but only by about one-fifth of respondents) is the the costs of study and potential career routes.

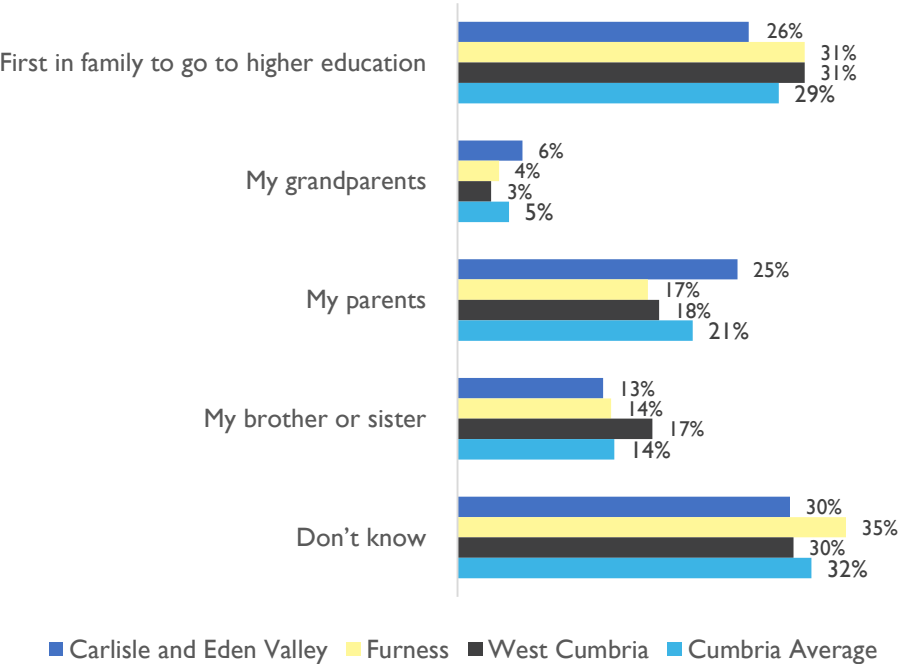
There is a general lack of knowledge about HE, from applying, transitioning, and day-to-day life in HE.

Key

- Clear statistical significance & statistically **higher** than typical
- Clear statistical significance & statistically **lower** than typical

On average, just under a third of learners in **Cumbria** would be the first in their family to go to higher education. Just over a third do not know if they would be the first in their family to go.

If you go on to higher education, would you be the first person in your immediate family to go?
Knowledge (Fig.12)



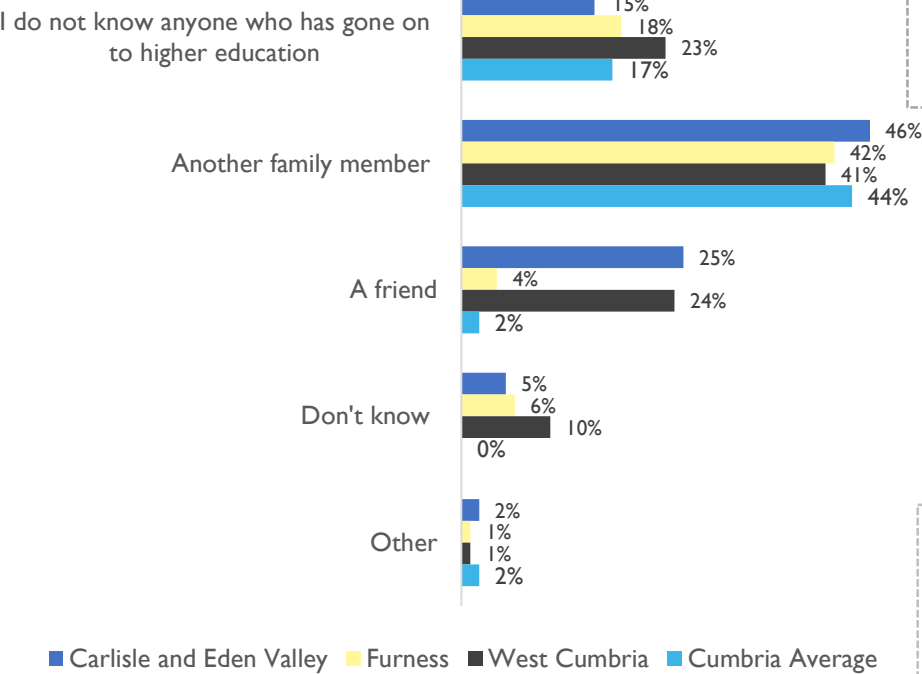
Summary

A quarter of learners in **Carlisle & Eden** would be following their parents into higher education, significantly more (statistically) than in **Furness** and **West Cumbria**.

Only a quarter of **Carlisle & Eden** learners, then, would be the first in their family to go to HE, compared to almost a third of learners in **Furness** and **West Cumbria**.

Sample sizes: 1161 for Q13. Carlisle: 518 Furness: 430 West Cumbria: 213



Do you know someone else who has gone on to higher education?
[Multiple answers possible, thus sample does not add to 100%]
Knowledge (Fig.13)



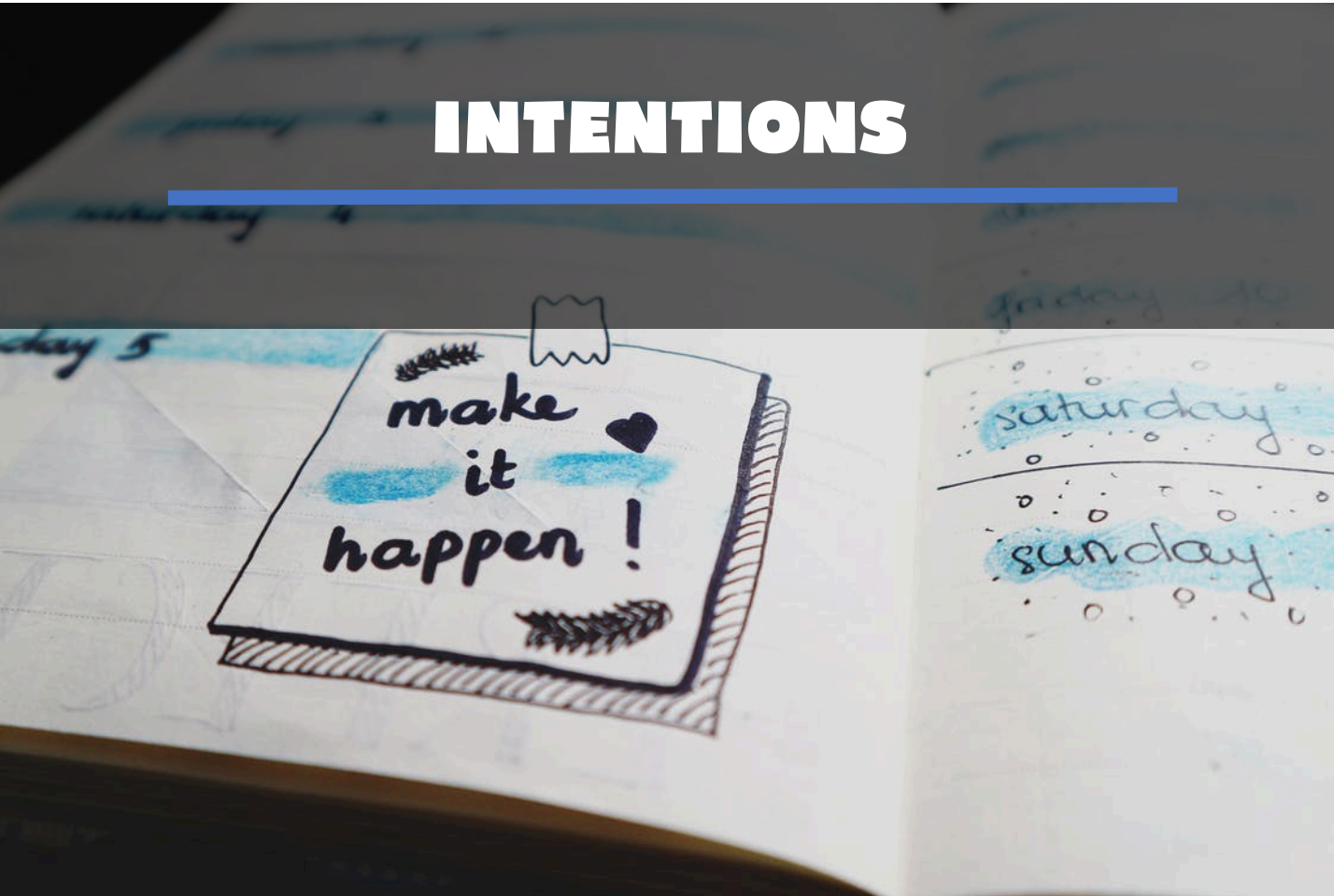
Summary

Only 4% of respondents from **Furness** know a friend who has gone to HE and almost a quarter of learners in **West Cumbria** do not know anybody who has gone to higher education.

Key

-  Clear statistical significance & statistically **higher** than typical
-  Clear statistical significance & statistically **lower** than typical

INTENTIONS



Q7_Have you applied to study higher education? [Yrs 12-13]

- The variety between regions here is stark, though this is a low sample size. (See sample sizes)

Year 12 and 13s (defined as sixth form Years 12 and 13;
college Level 3 Years 1 and 2
Intentions Fig.14

Summary

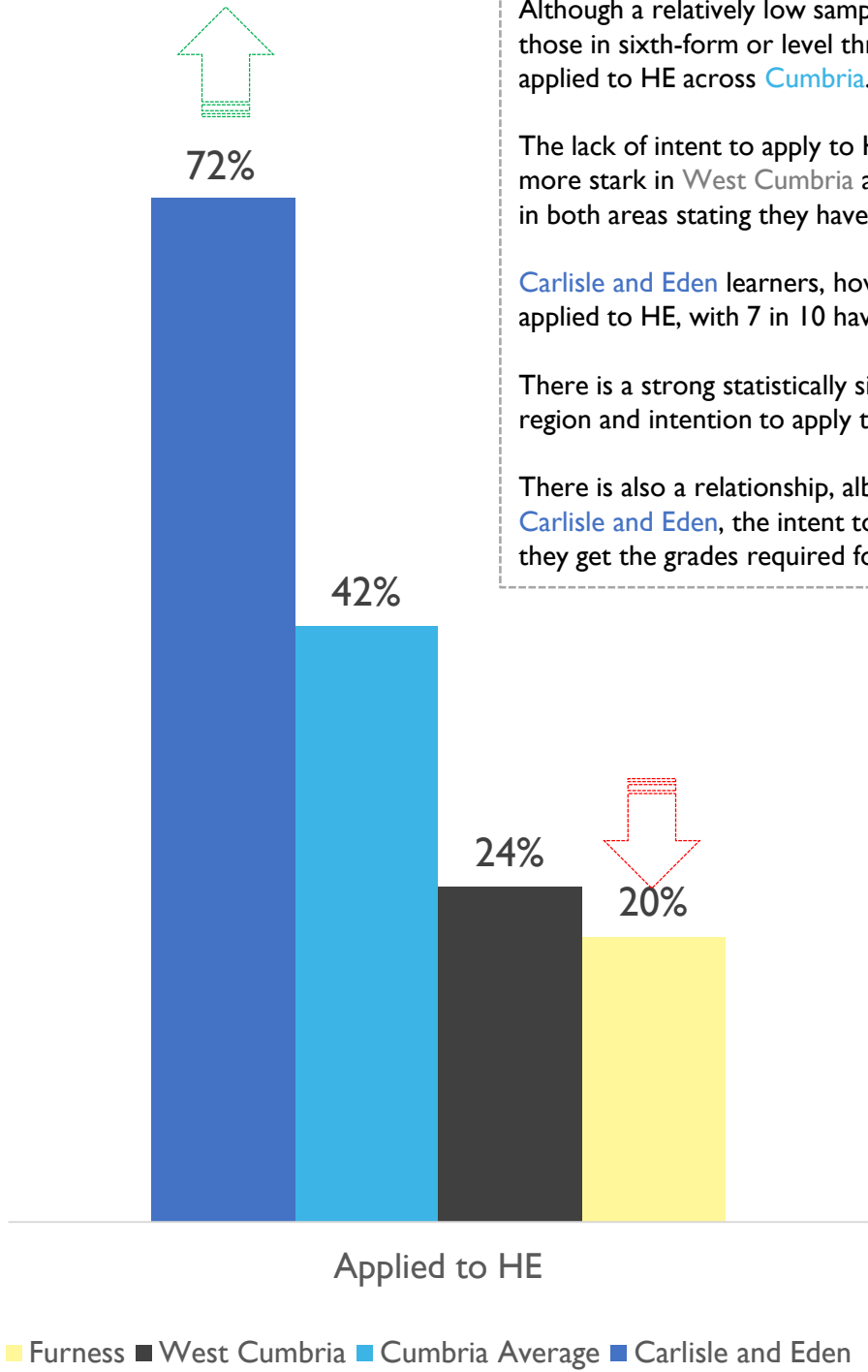
Although a relatively low sample size for Q7, under half (42%) of those in sixth-form or level three, year two of college, have applied to HE across Cumbria.

The lack of intent to apply to HE for this year group is even more stark in West Cumbria and Furness, with under a quarter in both areas stating they have not applied to HE.

Carlisle and Eden learners, however responded that they have applied to HE, with 7 in 10 having applied to HE.

There is a strong statistically significant relationship between region and intention to apply to HE.

There is also a relationship, albeit weaker, between those from Carlisle and Eden, the intent to apply to HE and the confidence they get the grades required for further study.



Key



Clear statistical significance & statistically *higher* than typical

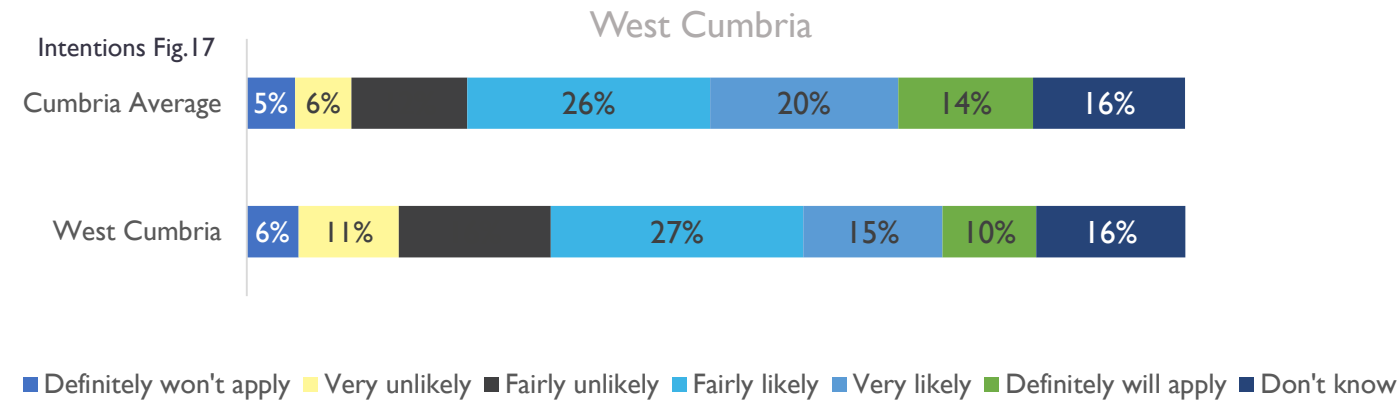
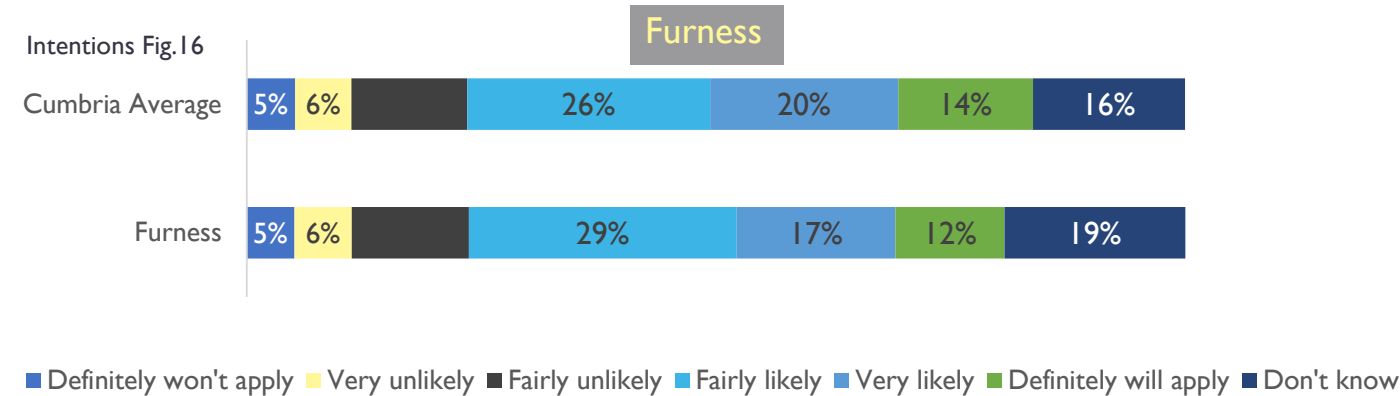
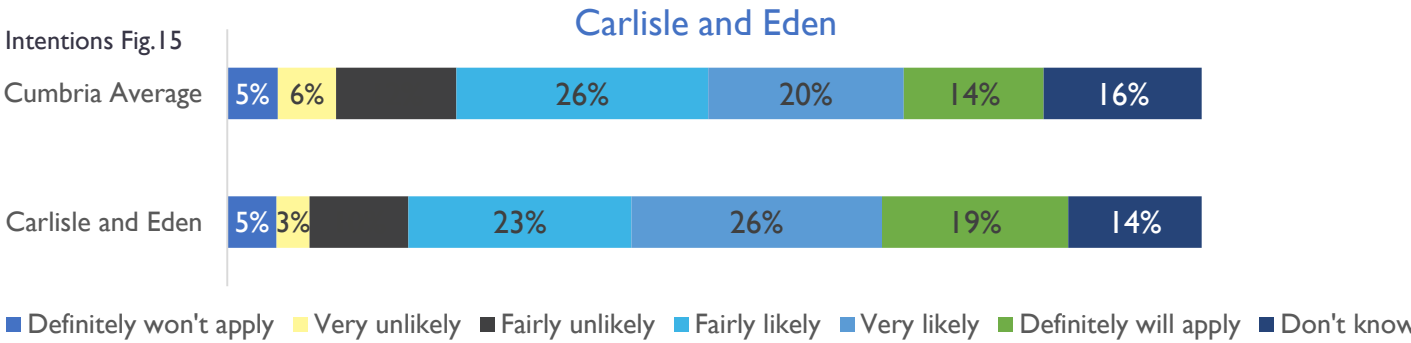


Clear statistical significance & statistically *lower* than typical

Summary

When asked of their intentions of applying to Higher Education, more than 6 in 10 learners across Cumbria either ‘won’t’ apply, are ‘unlikely’ to, or ‘don’t know’.

Students from **Carlisle & Eden** remain the most likely to state they ‘definitely will’ apply to Higher Education, with just under 1 in 5 stating they intend to do so.



Key



Clear statistical significance & statistically **higher** than typical

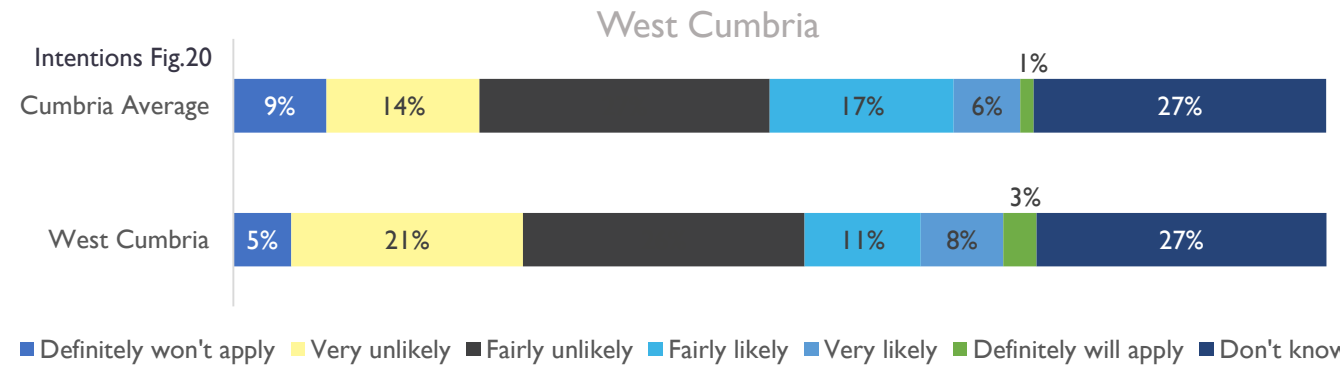
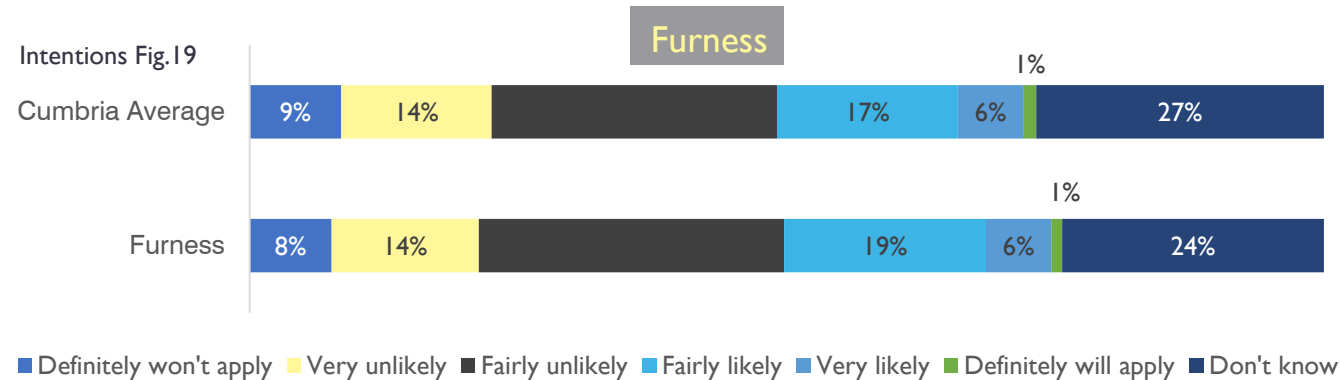
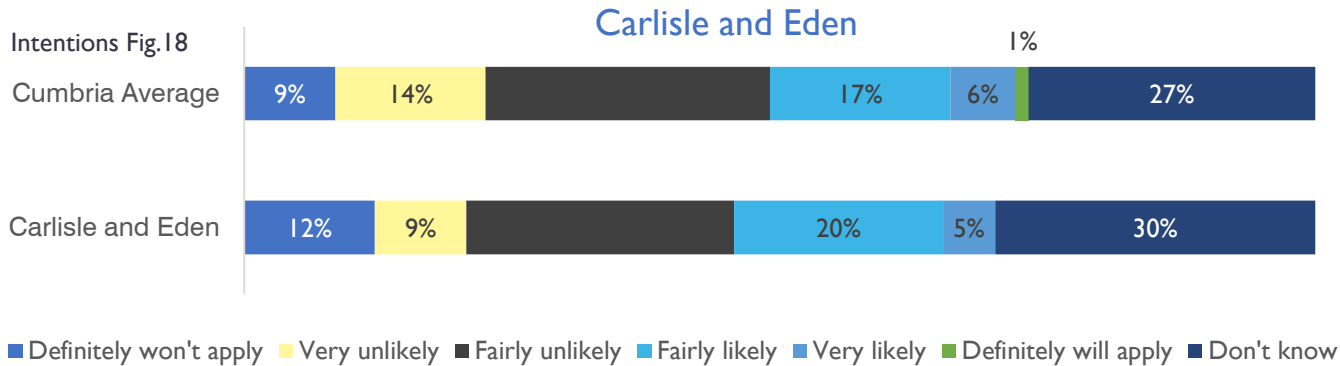


Clear statistical significance & statistically **lower** than typical

- The majority of respondents either ‘don’t know’ or feel ‘fairly unlikely’ that they will **apply to HE in the future**.

Summary

1 in 5 learners from **Carlisle and Eden** are ‘fairly’ or ‘very likely’ (0% ‘definitely’) to apply to HE in future. However, this is accounted for by the fact that they are more likely to apply to HE at the time of response (see previous page). Only 21% of **West Cumbria** learners are ‘fairly’, ‘very’ or ‘definitely’ likely to apply. Therefore, overall, **West Cumbria** learners are less likely to apply to HE both at the time of response (see previous page) and in the future. More than 1 in 4 (26%) of **Furness** learners feel ‘fairly’, ‘very’ or ‘definitely’ likely to apply to HE in the future.



Key



Clear statistical significance & statistically **higher** than typical

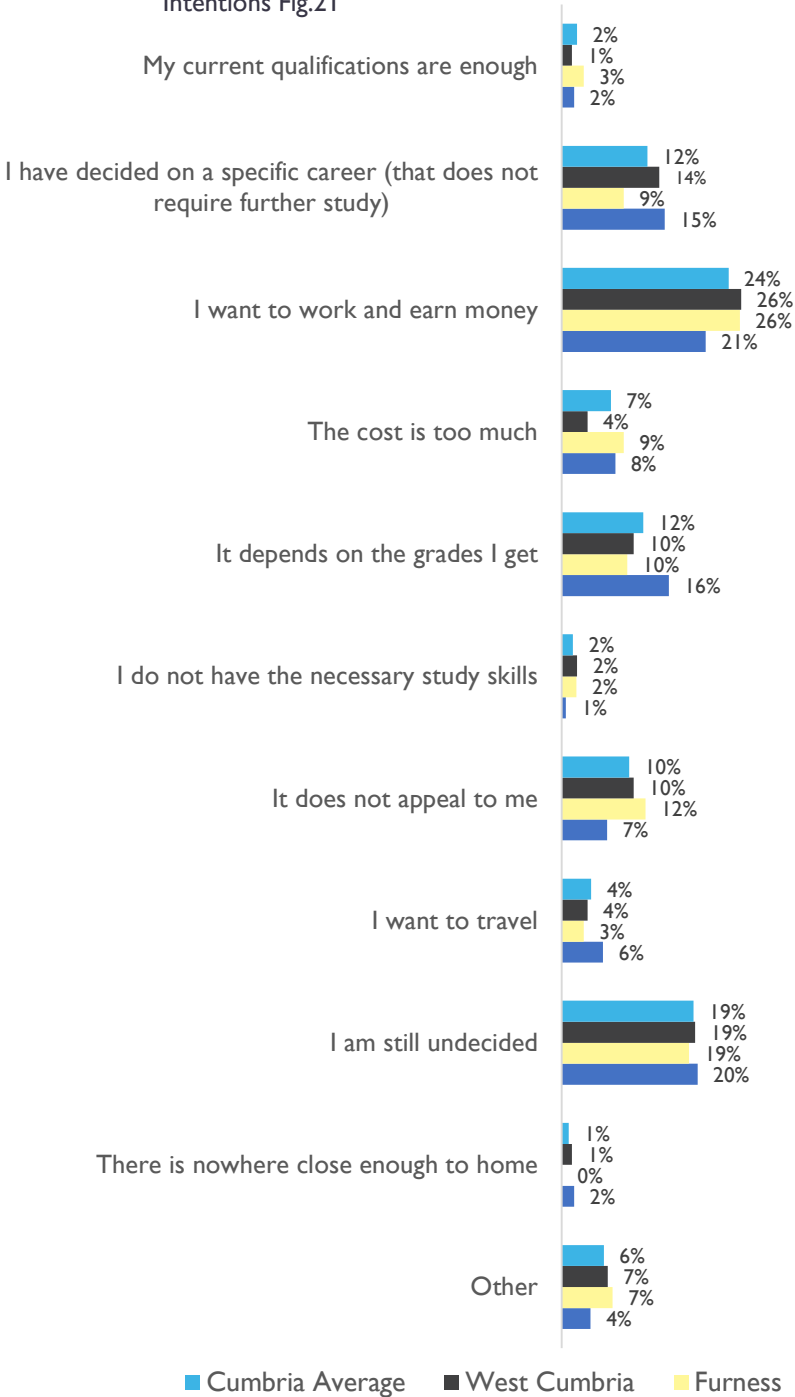


Clear statistical significance & statistically **lower** than typical

Q9_Why not go to HE

- The primary reasons against going to study further were wanting to work and earn money and being ‘undecided’.

Intentions Fig.21



Summary

Learners from **Carlisle and Eden** are the most likely to have already applied to HE and a further 1 in 5 are likely to apply to HE in future. **Carlisle and Eden** learners are also the least likely to state they wish to go immediately into paid work and earn money. This group appears more generally aware of HE and is more likely to be conscious of the relationship between grades (16%) and access and entry to HE.

Primary reasons across all locations for not wishing to go into HE, include a desire for paid work, indecision and a specific career in mind instead of HE.

Other

30 learners who selected ‘other’ gave a reason for their choice. Aside from responses already offered as part of the multiple choice options, these answers were:

- ‘Doesn’t guarantee a job in that field’
- ‘I have little self-confidence and want to stay near my home-town’
- ‘Don’t know’.

(Other answers were a combination of the multiple choice options, e.g. ‘I want to earn and travel, it’s expensive and I’m not sure what I want to do.’)

Key



Clear statistical significance & statistically **higher** than typical



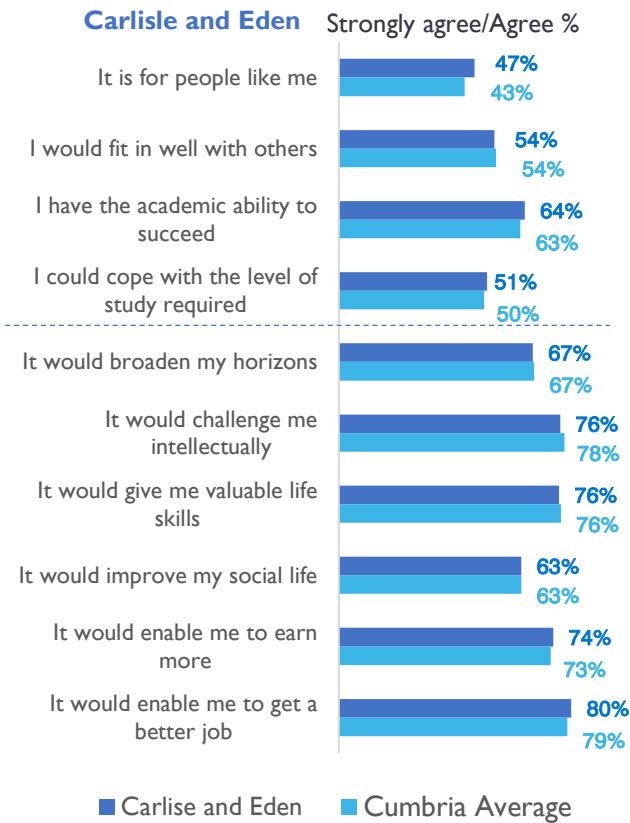
Clear statistical significance & statistically **lower** than typical

ATTITUDES

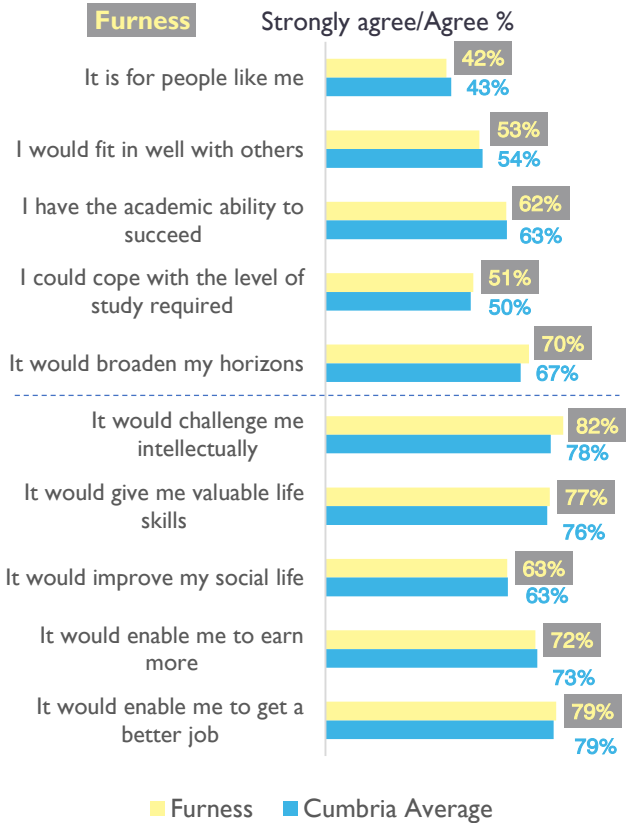


Overall, learners from Cumbria have a stronger sense of confidence in the benefits of HE than they have confidence in their own abilities to cope with HE.

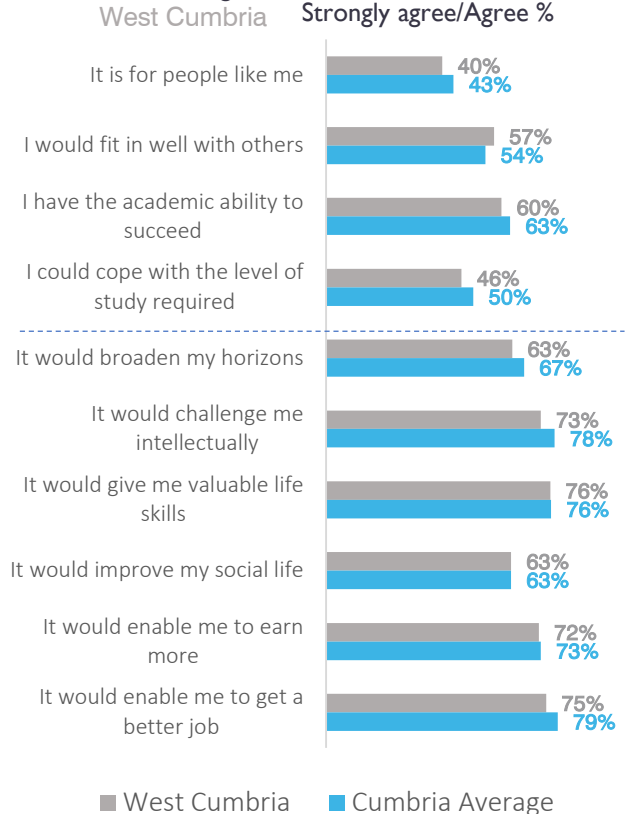
Attitudes Fig. 22



Attitudes Fig. 23



Attitudes Fig. 24



Summary

Furness and **Carlisle & Eden** have very similar responses to the attitudinal statements, with the weighting for **Carlisle & Eden** learners falling slightly more towards to Q11 statements relating to self-belief.

West Cumbria learners have a lower positive response overall. Only 40% of learners from **West Cumbria** believe that higher education 'is for people like me,' whereas 75% of those same learners believe that HE 'would enable me to get a better job,' therefore highlighting a discrepancy between the belief in themselves and the belief in the higher education system.

Key



Clear statistical significance & statistically **higher** than typical



Clear statistical significance & statistically **lower** than typical



Q31_Activities that would aid HE decision-making

The number of responses from West Cumbria and Furness were minimal.

87 verbatim answers from Carlisle and Eden primarily included:

- ‘I don’t know’ or ‘nothing’. These answers accounted for a third of the responses.

Open Days & visits to universities:

“A day out to a university to see what it’s like and what courses are available”

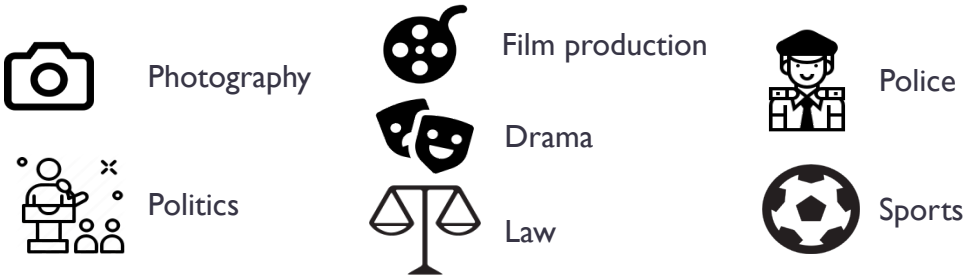
“Open Days at universities for younger people aged 13-15, so it helps with our choices and we can know a bit more about unis”

“Going to do a day in the life I want to do”

Subject-specific workshops provided at school to demonstrate how a subject would be experienced at university; a ‘taster’ of what it would be like

“A lesson or two sharing the basics of a chosen subject at further education, to gauge if it is right for me”

Specific subjects mentioned include:



‘Work experience’ and careers talks were also mentioned as an activity that would help learners decide what to study at HE level

“Talking to people who have the job already that I want to achieve and see how they got there.”

CCOP vs. Non-CCOP



Summary

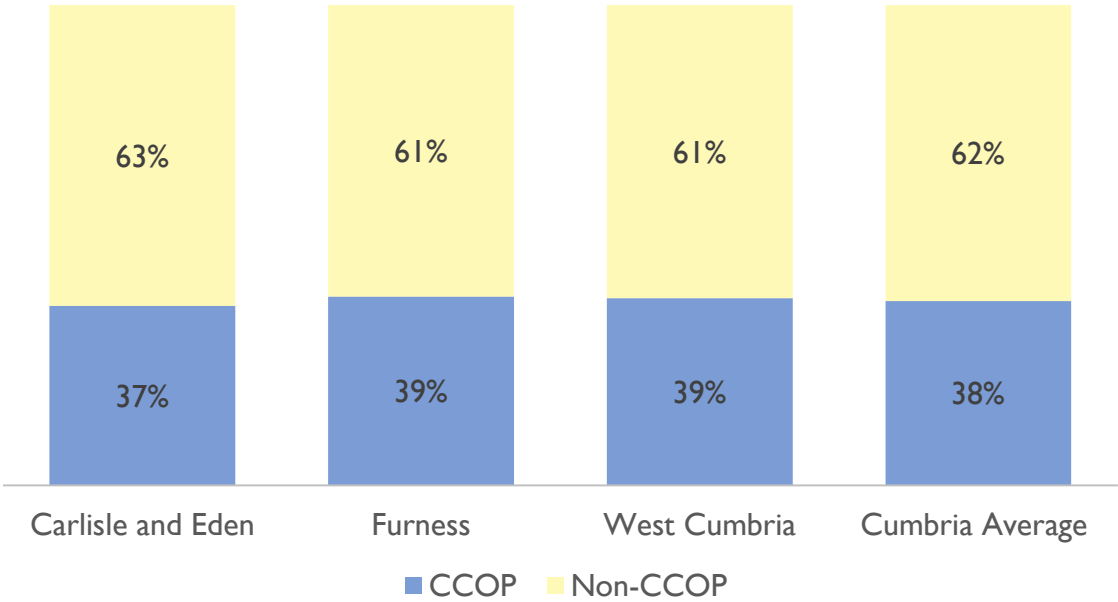
On average, 38% of the Cumbria sample from the CFE data is defined as CCOP. Each of the locations sits around the same mark.

Noticeable differences between CCOP and non-CCOP are a lack of belief and confidence in CCOP learners that they will achieve the grades required to go onto Higher Education. CCOP students are generally more conscious of grades as a potential barrier to Higher Education.



CCOP learners are also less likely to want to continue studying at sixth-form or college and struggle to see themselves as a good fit in Higher Education or that it is aimed at or designed for people like them.

CCOP Fig. 25

CCOP v. Non-CCOP Regional Split



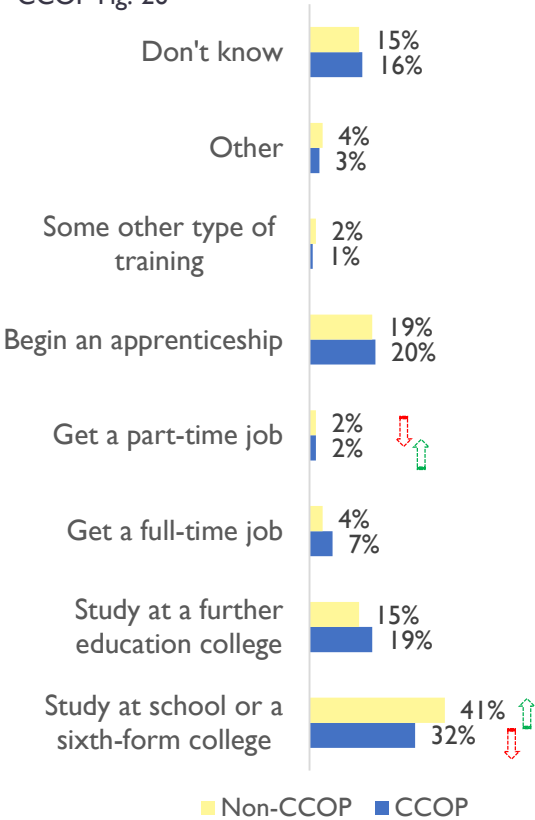
Key

-  Clear statistical significance & statistically *higher* than typical
-  Clear statistical significance & statistically *lower* than typical

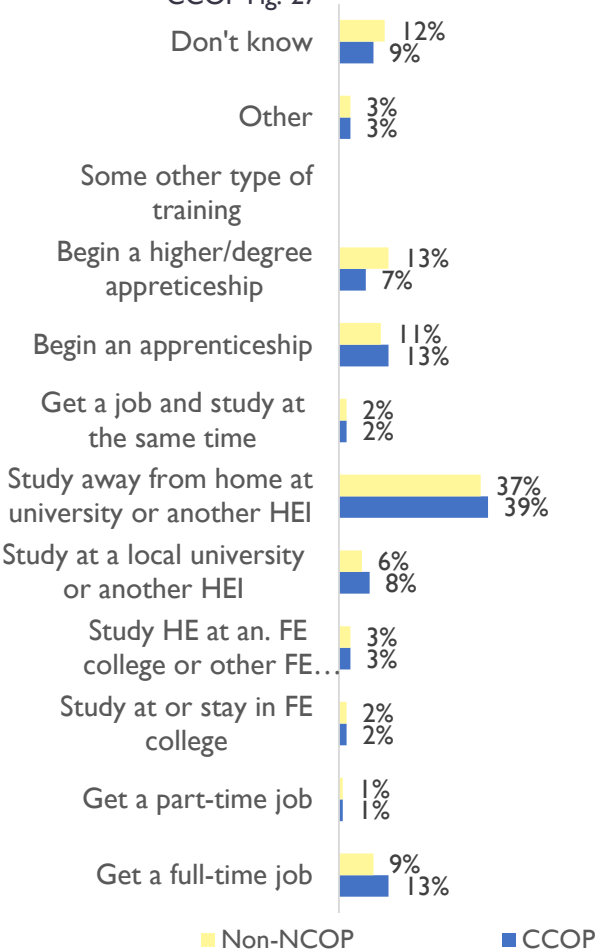
Summary

For responses related to 'Aspirations', CCOP and non-CCOP students responded similarly. The notable variation is that non-CCOP Y11 learners are more likely to plan to study at school or a sixth-form college after their current studies, compared to CCOP year 11 learners (fig. 26) Non-CCOP learners are more confident than CCOP learners that they 'could get the grades I need for future study' (fig. 28).

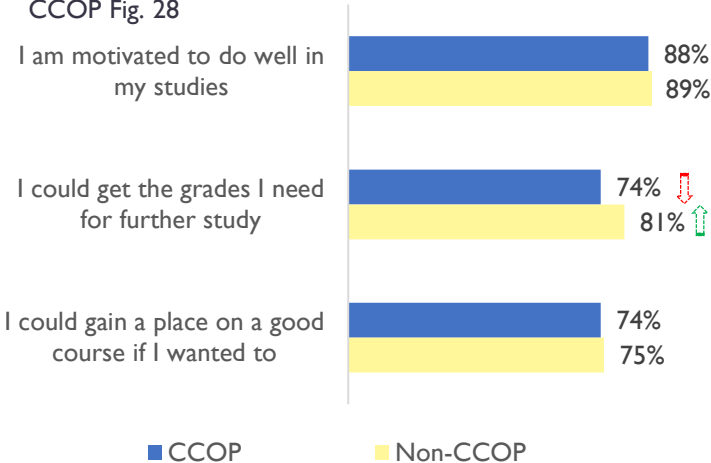
When you finish your current studies, what would you like to do next? Y11
CCOP Fig. 26



When you finish your current studies, what would you like to do next? Y13
CCOP Fig. 27



Aspirations for the future
CCOP Fig. 28



Key

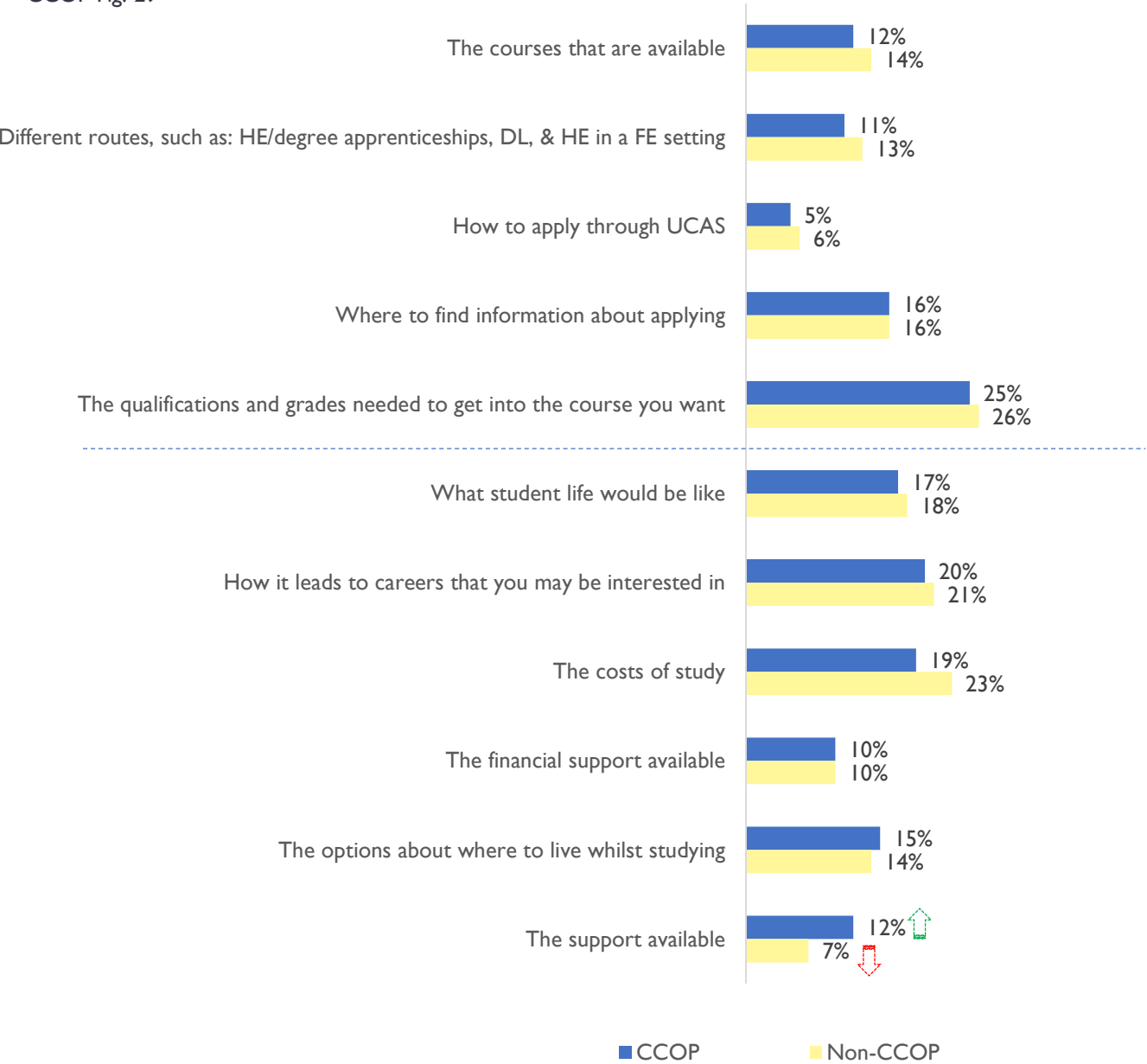
- Clear statistical significance & statistically higher than typical
- Clear statistical significance & statistically lower than typical

Summary

For responses related to ‘Knowledge,’ non-CCOP learners have slightly more knowledge about the higher education application process.

Non-CCOP learners have a significantly lower (statistically) knowledge of the support available, compared to CCOP learners, however the base level of knowledge of support (and financial support) is low.

CCOP Fig. 29

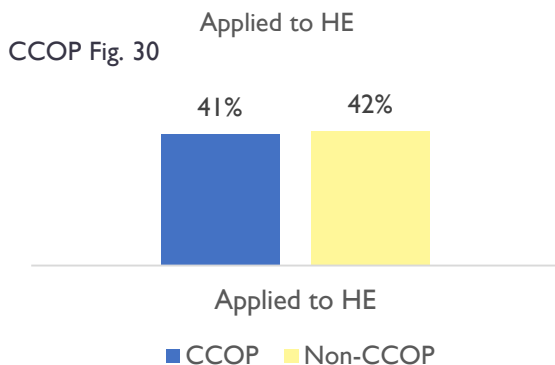


Key

- Clear statistical significance & statistically higher than typical
- Clear statistical significance & statistically lower than typical

Summary

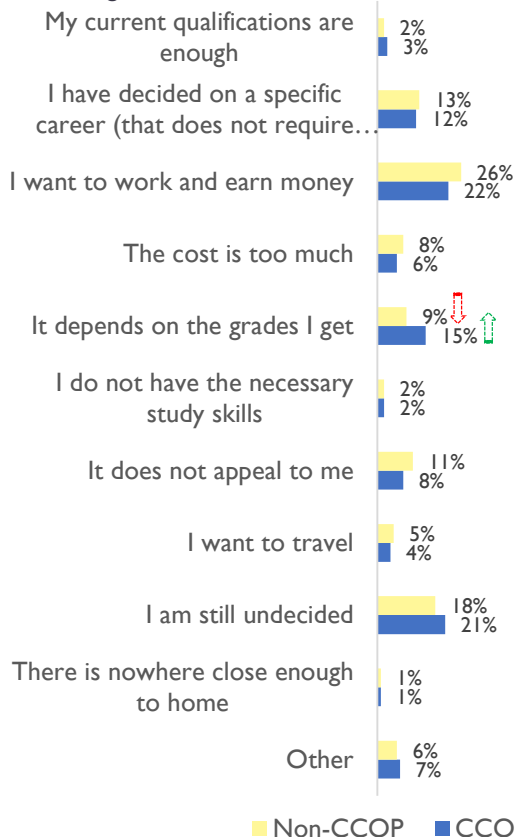
For responses related to 'Intentions,' 58% of CCOP learners are 'fairly', 'very' or 'definitely' likely to apply to HE, compared to 62% of non-CCOP (fig. 31). However, 28% of CCOP learners believe they are likely to apply in the future, compared to 22% of non-CCOP learners, suggesting that CCOP learners need more time to apply (fig. 33). In terms of reasons against going on to study further, for 15% of CCOP learners (compared to only 9% of non-CCOP learners), 'it depends on the grades.'



*Low sample sizes: 79 for Q7 : CCOP: 22, Non-CCOP: 57

What is the main reason you might not go on to study further?

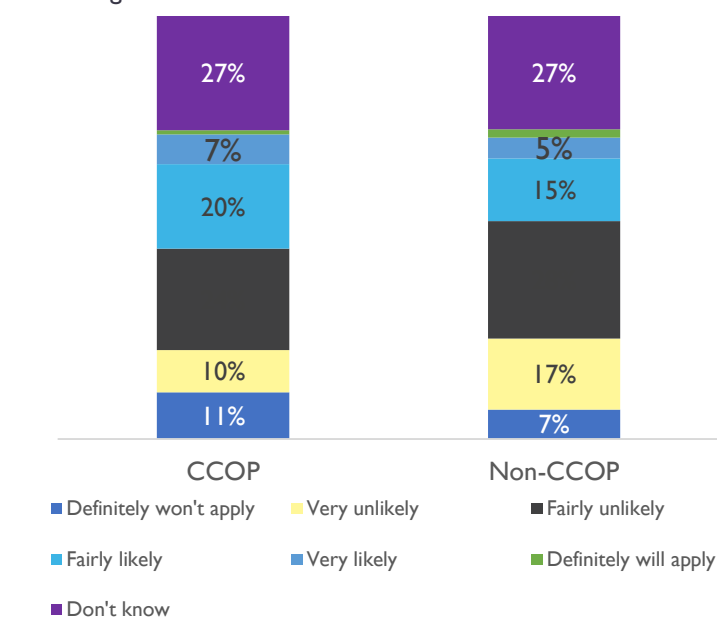
CCOP Fig. 32



CCOP Fig. 31



CCOP Fig. 33



Key



Clear statistical significance & statistically *higher* than typical



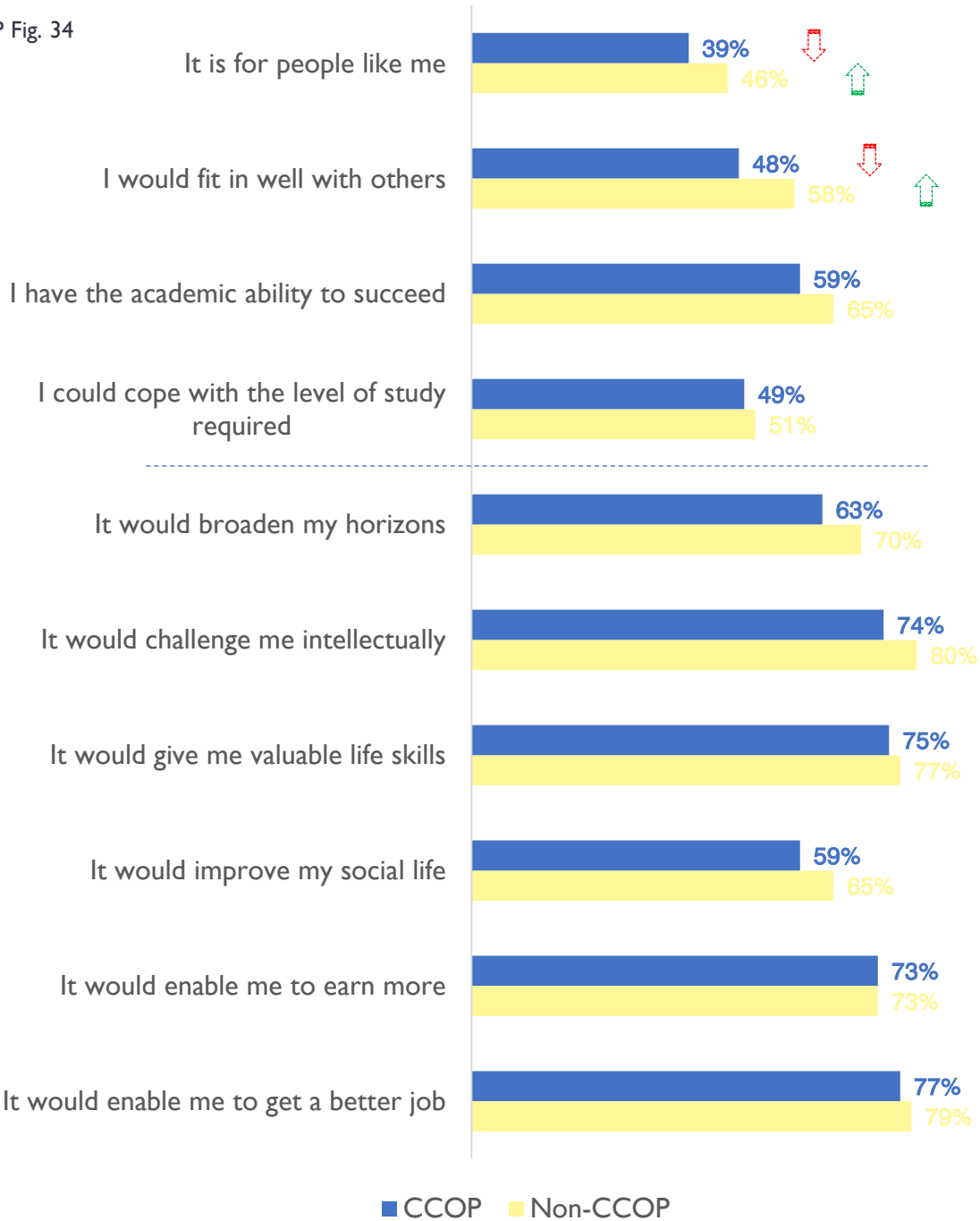
Clear statistical significance & statistically *lower* than typical

Summary

For responses related to ‘Attitudes,’ CCOP learners have lower self-belief across the board, and they have less confidence in the benefits of higher education, when compared to non-CCOP learners. CCOP learners also lack the confidence and belief that Higher Education is for people like them and that they’d fit and adapt.

There is a consistent lack of confidence in academic ability and belief they can achieve the required grades among CCOP learners.

CCOP Fig. 34



Key



Clear statistical significance & statistically *higher* than typical



Clear statistical significance & statistically *lower* than typical

GENDER

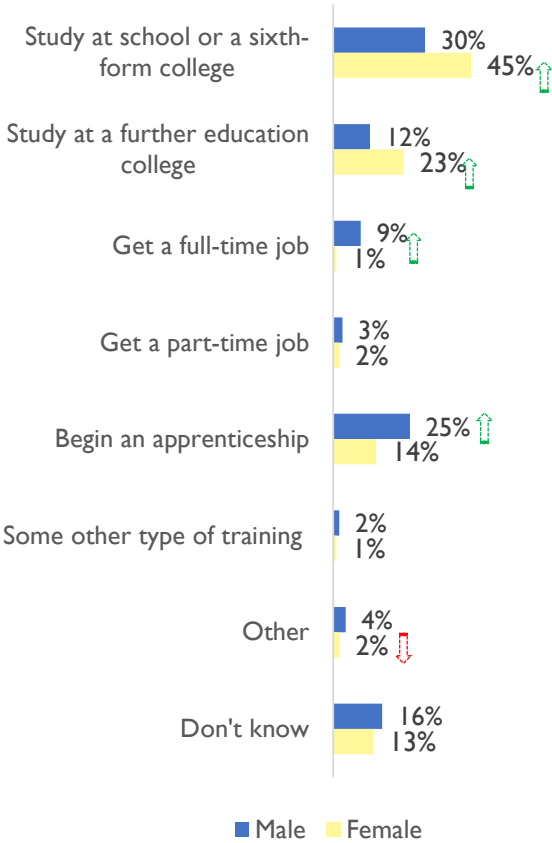


Summary

For responses related to 'Aspirations', Years 9-11 female learners are more likely to want to continue to study, at an FE college or at a sixth-form college (Q2a). In Years 12-13, female learners are far more likely to want to 'study away from home at university or another HEI (Q2b). Though continuing study is still the most common response for male learners, they are also leaning towards apprenticeships (Q2a & Q2b). Female learners are slightly more confident compared to male learners regarding their future study.

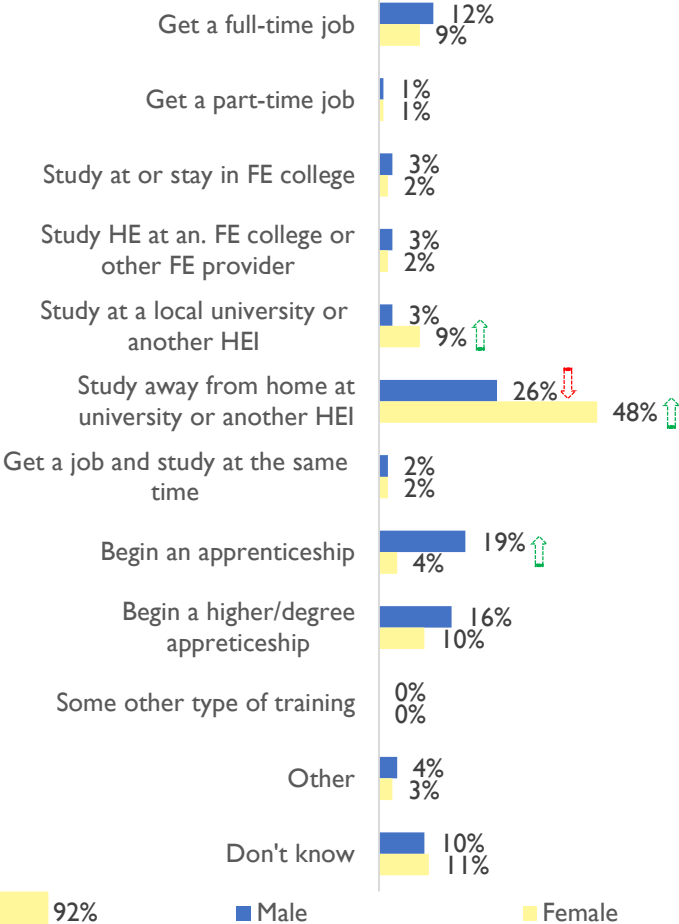
Gender Fig. 35

When you finish your current studies, what would you like to do next? Y11

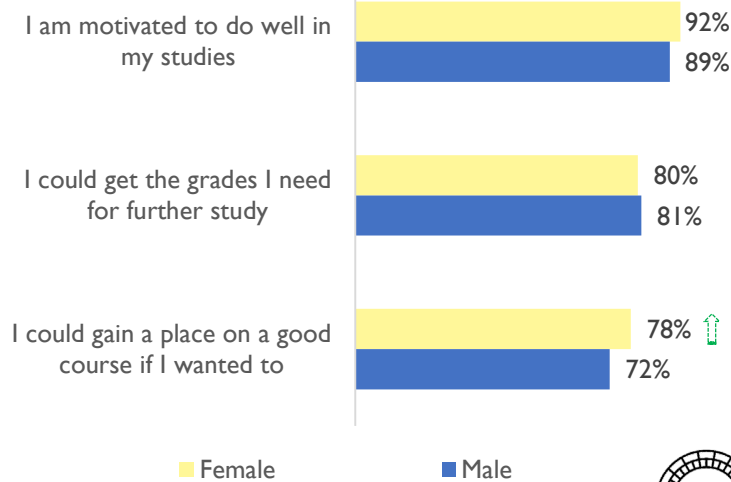


When you finish your current studies, what would you like to do next? Y13

Gender Fig. 36



Gender Fig. 37



Key

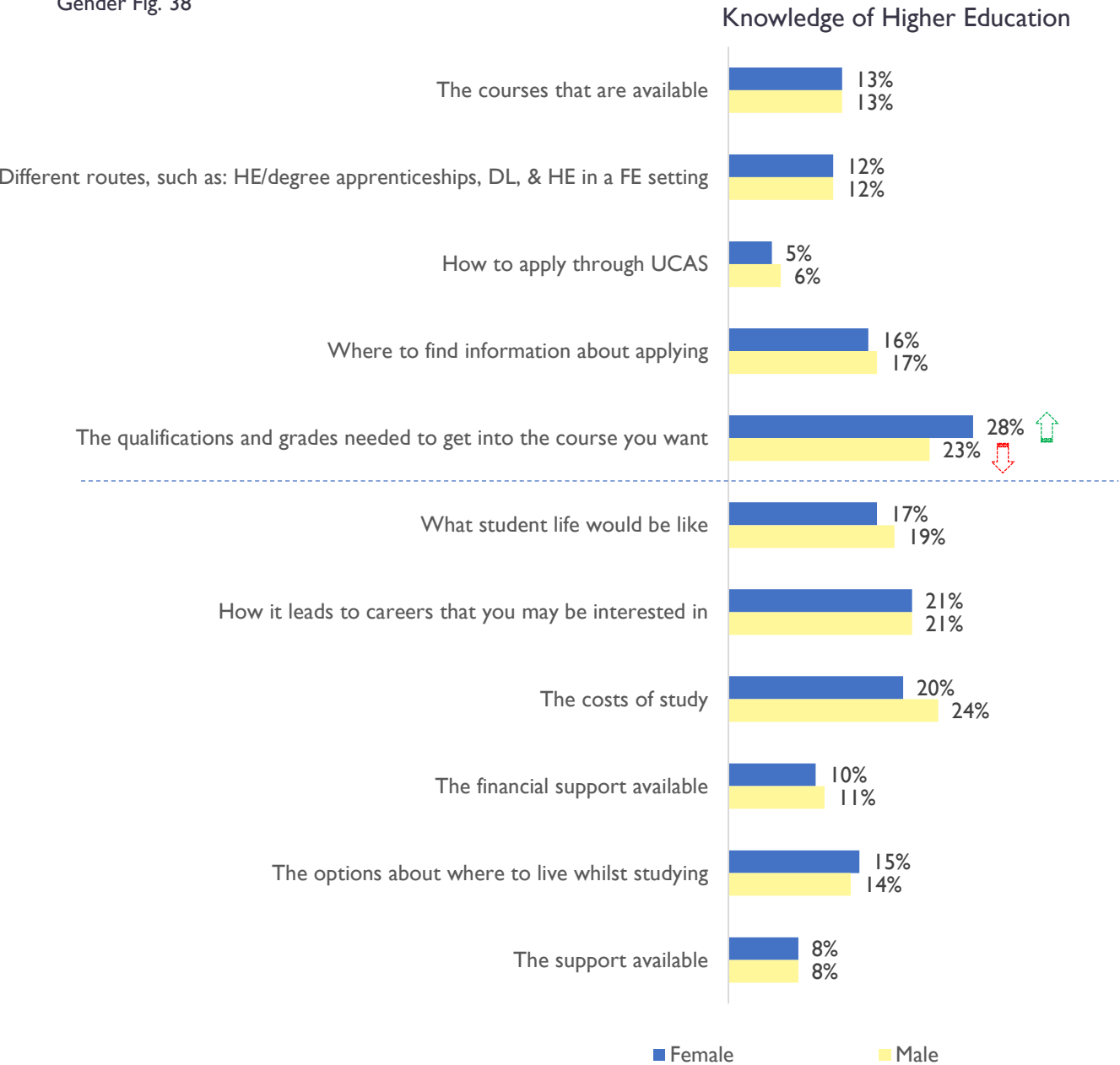
- ↑ Clear statistical significance & statistically higher than typical
- ↓ Clear statistical significance & statistically lower than typical

Sample sizes: 840 for Q2a. Female: 431 Male: 362 Prefer not to say: 33 Other: 14
Sample sizes: 318 for Q2b. Female: 165 Male: 145 Prefer not to say: 8
Sample sizes: 1166 for Q4. Female: 602 Male: 507 Prefer not to say: 57

Summary

For responses related to 'Knowledge' the gender gap is less noticeable on most measures, with just one statistically significant difference. The exceptions are knowledge surrounding 'the qualifications and grades needed to get into the course', as female learners report to know more about this; the costs of study – male learners appear to know more about this.

Gender Fig. 38





Q5: How much do you know about the following aspects of applying to higher education?
How much do you know about the following aspects of applying to higher education study?

Sample sizes: 1,162 for Q5. Female: 600 Male: 505 Other/PNTS: 57

Sample sizes: 1,162 for Q6. Female: 602 Male: 504 Other/PNTS: 56

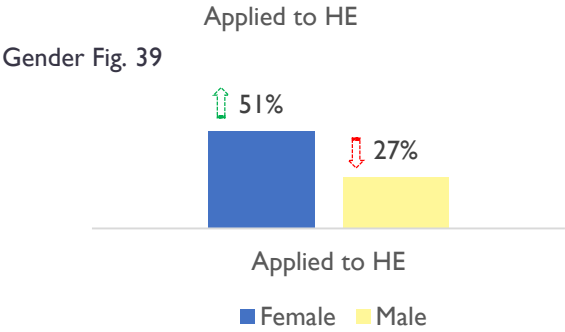
Key

Clear statistical significance & statistically *higher* than typical

Clear statistical significance & statistically *lower* than typical

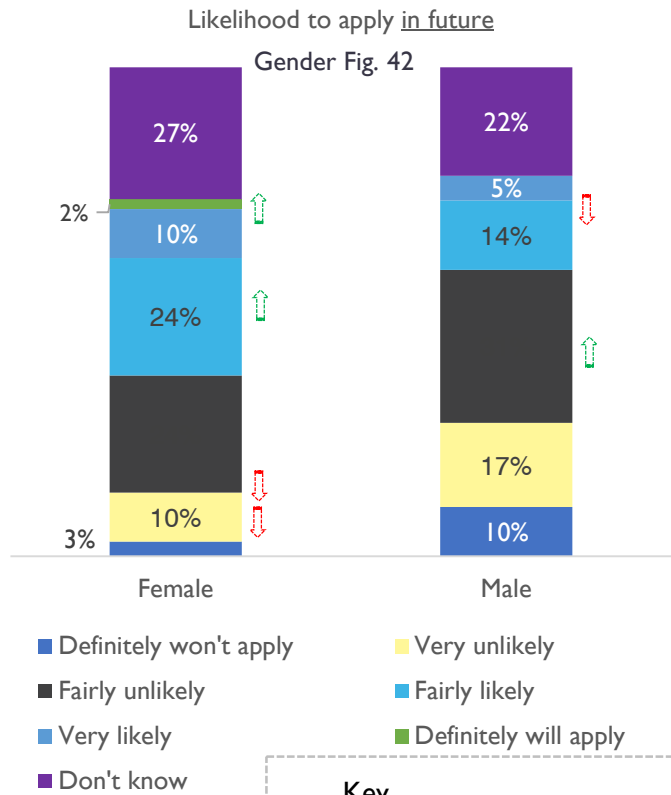
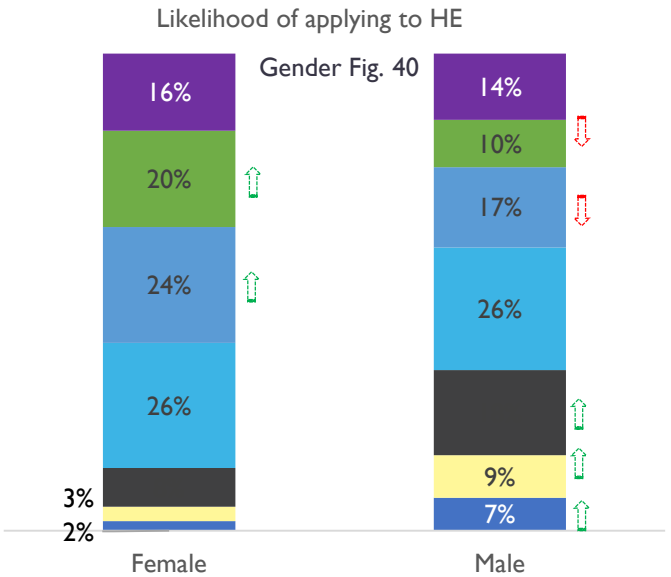
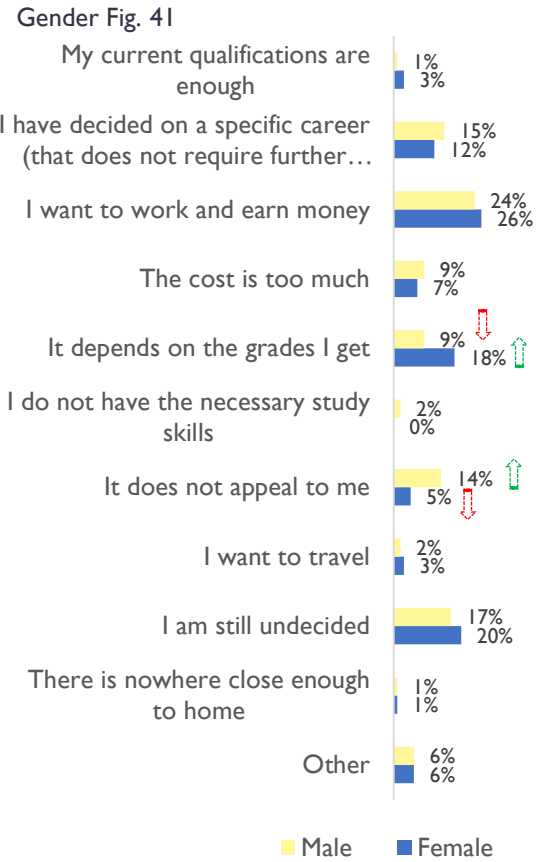
Summary

For responses related to ‘Intentions’, 70% of female learners are ‘fairly’, ‘very’ or ‘definitely’ likely to apply, whereas only 53% of male learners say the same (Q8). Similarly, regarding likelihood to apply to HE in future, 36% of female learners are ‘fairly’, ‘very’ or ‘definitely’ likely to apply, whereas only 19% of male learners say they are ‘fairly’ or ‘very’ likely to apply (with 0% of male learners saying they ‘definitely will apply’ (Q10). The reasons given by male and female learners have very similar response rates. The most significant difference is that for 18% of female learners, ‘it depends on the grades I get,’ whereas only 9% of male learners say this.



*low sample size 72 for Q7 Female: 37, Male: 33

What is the main reason you might not go on to study further?



- Definitely won't apply
- Fairly unlikely
- Very likely
- Don't know
- Very unlikely
- Fairly likely
- Definitely will apply

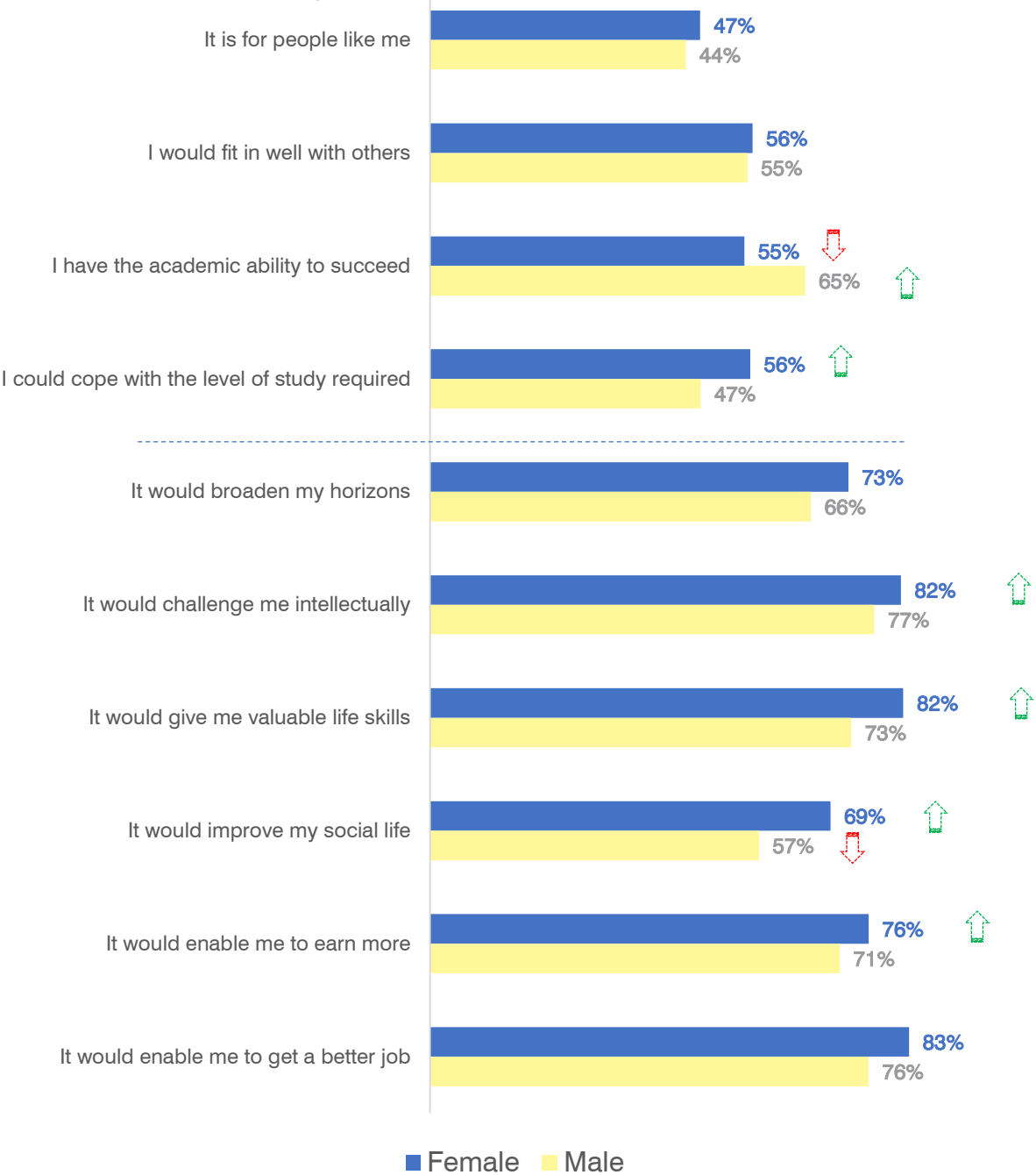
Key

- ↑ Clear statistical significance & statistically higher than typical
- ↓ Clear statistical significance & statistically lower than typical


Summary


For responses related to ‘Attitudes,’ [Agree/Strongly Agree], female learners have a higher awareness of the benefits of HE and, in general, have a higher sense of belief that they would cope with higher education. This trend is bucked only by ‘I have the academic ability to succeed’, whereby male learners have a significantly higher (statistically) positive response rate compared to female learners.

Gender Fig. 43



Key

 Clear statistical significance & statistically *higher* than typical

 Clear statistical significance & statistically *lower* than typical

YEARS 9-11 v. YEARS 12-13

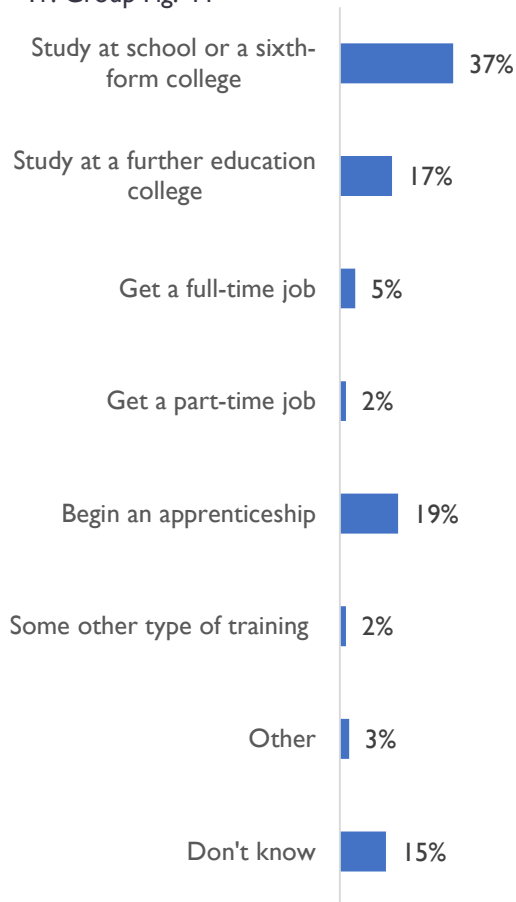


Summary

Perhaps unsurprisingly, the most common answer for those in or approaching Year 11 or equivalent is to 'study at school or a sixth-form college' after their current studies. Those in or approaching Year 13 or equivalent expect to study away from home at university or another Higher Education Institution. Apprenticeships are popular with almost a fifth of Year 11s and almost a quarter of Year 13s (12% chose higher/degree apprenticeship and 11% chose an apprenticeship).

When you finish your current studies, what would you like to do next? Y11

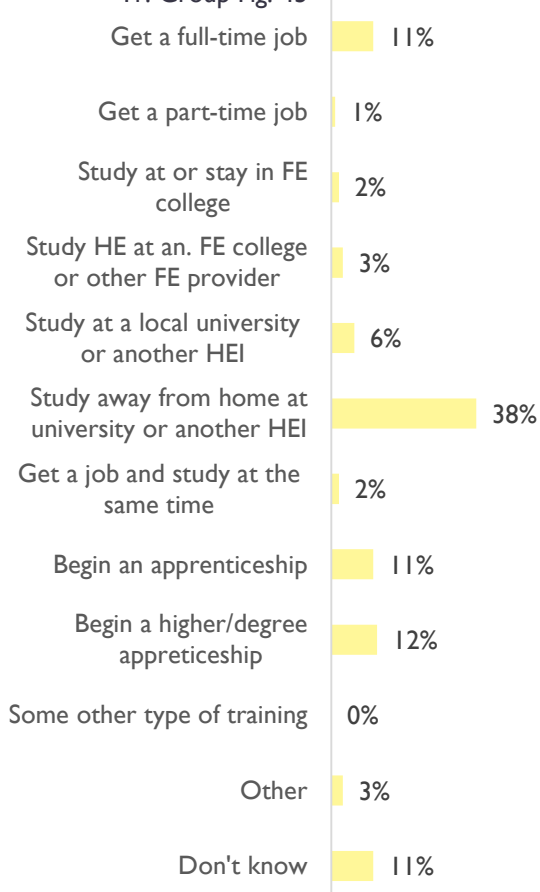
Yr. Group Fig. 44



■ Year 11

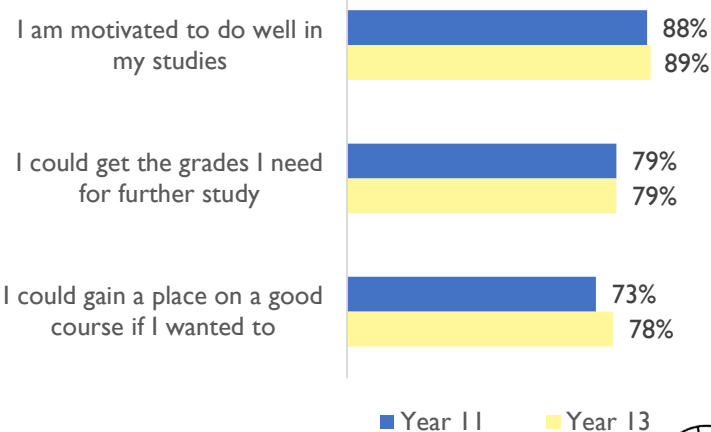
When you finish your current studies, what would you like to do next? Y13

Yr. Group Fig. 45



■ Year 13

Yr. Group Fig. 46



■ Year 11

■ Year 13

Key



Clear statistical significance & statistically **higher** than typical



Clear statistical significance & statistically **lower** than typical

Sample sizes: 987 for Q2a

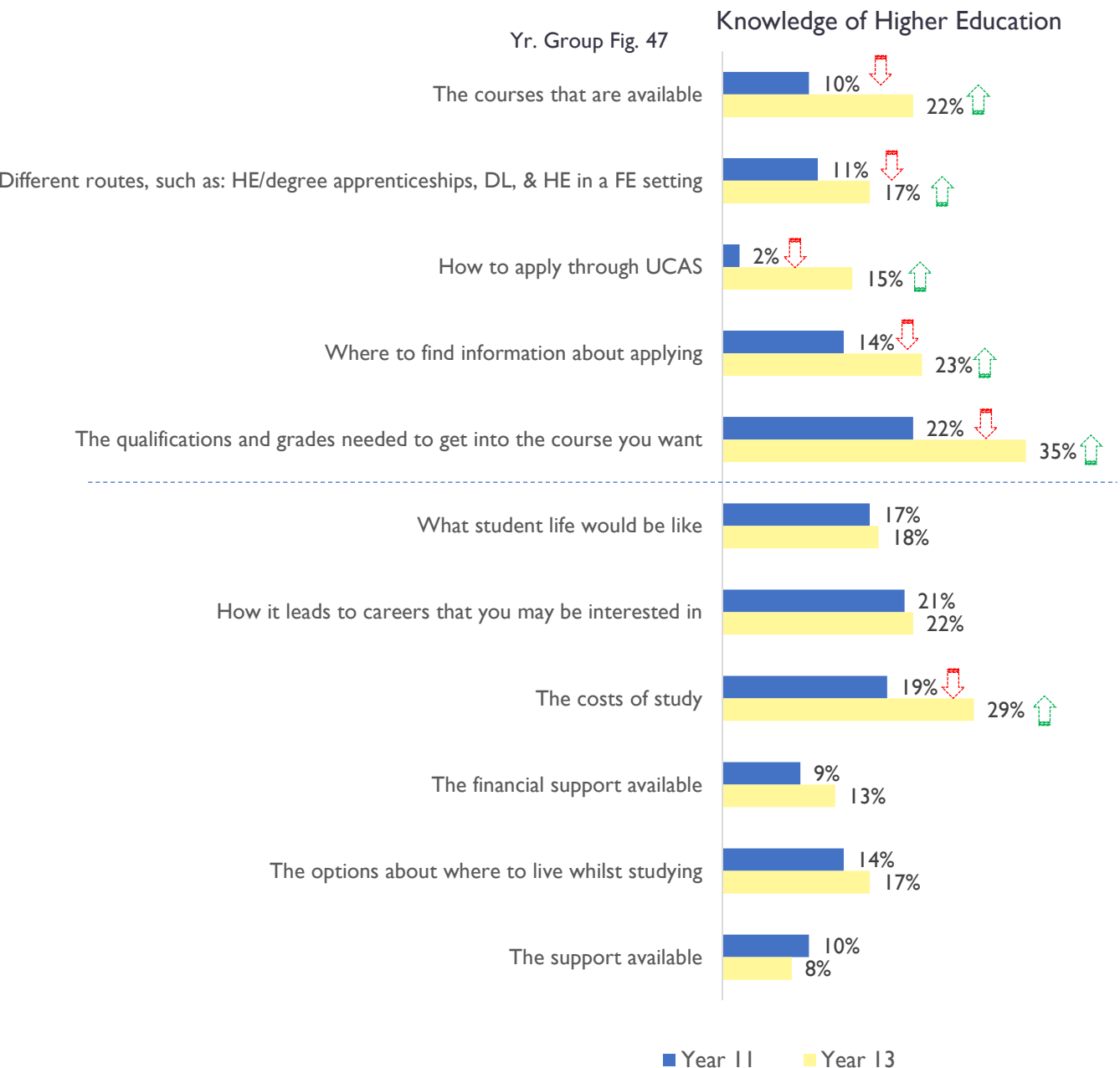
Sample sizes: 354 for Q2b.

Sample sizes: 1344 for Q4. Year 11: 991, Year 13: 353



Summary

For responses related to ‘Knowledge’, Year 13s have a statistically significantly higher (statistically) awareness of the application process than Year 11s for all measures. However, with responses relating to Knowledge of aspects of HE, Year 11 awareness is only significantly lower (statistically) regarding ‘costs of study’. It may be noteworthy that Year 11s have a slightly higher self-perceived awareness of the support available at HE.



Key



Clear statistical significance & statistically *higher* than typical



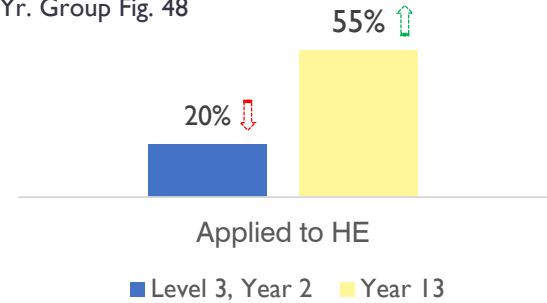
Clear statistical significance & statistically *lower* than typical

Summary

For responses related to ‘Intentions’, 42% of year 13s overall had applied to HE, however when split into college and sixth form, only 20% of college attendees had applied to HE. Year 13s lean towards a higher likelihood of applying to HE currently, and are more likely to give ‘very’ or ‘definitely’ responses. Year 11s are significantly more likely (statistically) to respond ‘don’t know,’ ‘fairly,’ or negatively, and since they are earlier in the process, this is expected. When thinking about the future, this is reversed as Y13s are more negative and Y11s are more positive about the possibility of applying. ‘Definitely won’t’ remains constant at 5%. Y13s are more likely to believe that they do not have the necessary study skills, the cost is too high, and the HE prospect does not appeal to them.

Applied to HE*

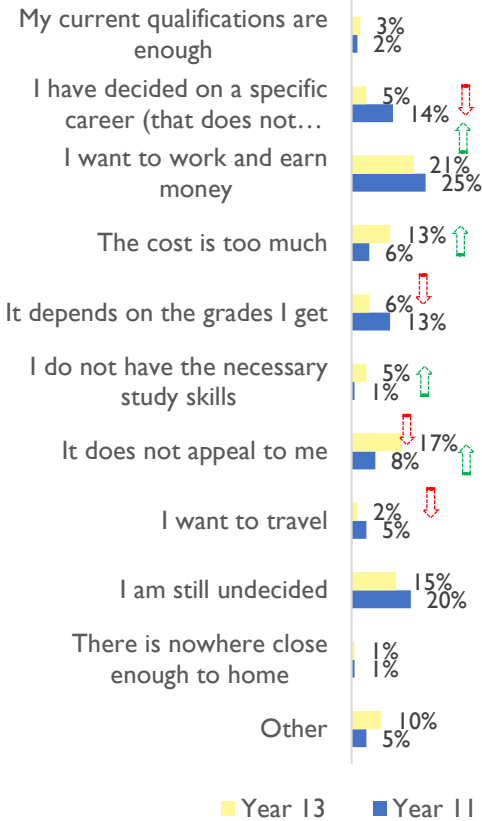
Yr. Group Fig. 48



Q7 answered by College L3 Y2, and Sixth form Y13 only.
Sample size: College: 30, Sixth Form: 49

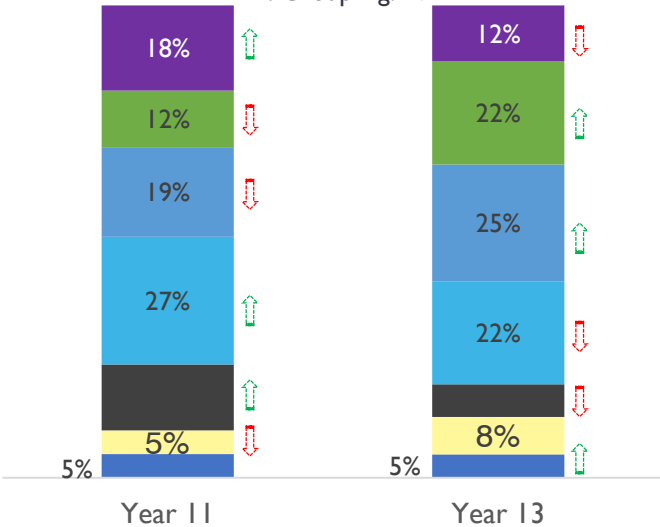
What is the main reason you might not go on to study further?

Yr. Group Fig. 50



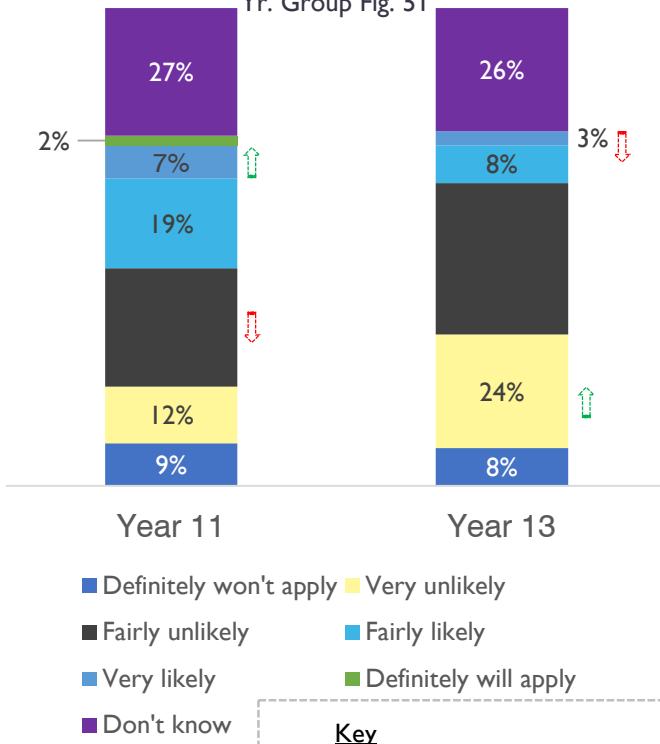
Likelihood of applying to HE

Yr. Group Fig. 49



Likelihood to apply in future

Yr. Group Fig. 51

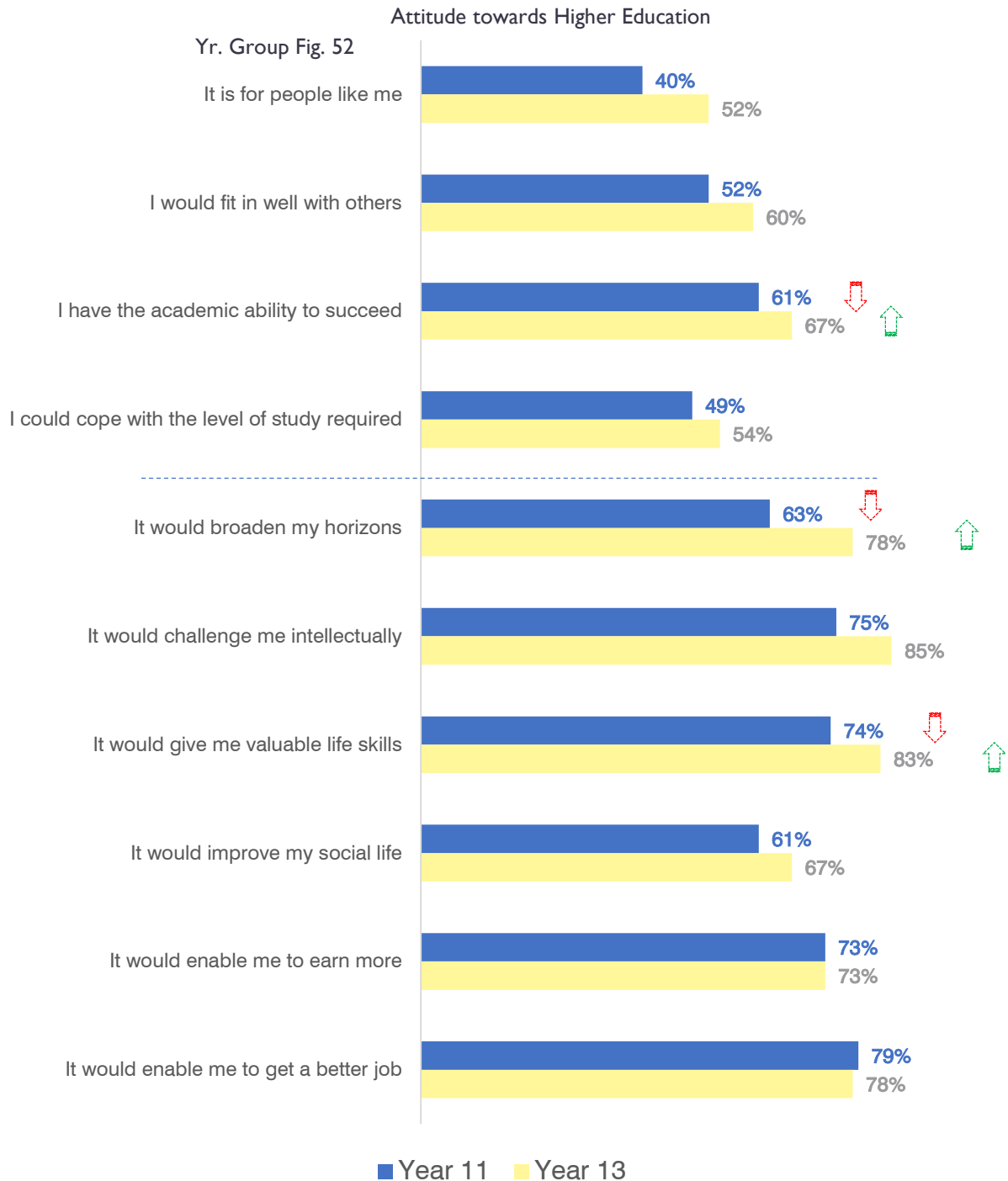


Key

- ↑ Clear statistical significance & statistically *higher* than typical
- ↓ Clear statistical significance & statistically *lower* than typical

Summary

For statements related to ‘Attitudes, Year 13s are more confident across the board in terms of social factors, academic ability, and life skills. However, Y13s are more sceptical about the final statements regarding higher potential earnings and better future jobs as a result of HE.



Key



Clear statistical significance & statistically *higher* than typical



Clear statistical significance & statistically *lower* than typical