

CFE Wave 0 Secondary Analysis: (Oct - Nov 2017)

CUMBRIA

Key Objectives:

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.

Exploring the differences between 3 Cumbrian geographic locations (**West Cumbria, Furness & Carlise**), **schools/colleges, target / non target students and gender.**

The insights are based on secondary analysis of Wave 0 (Oct - Nov 2017) CFE survey data from Cumbria, provided by the Hello Future team.

The data includes **1,359 responses across:**

- Carlise and Eden (561) **41%**
- Furness (489) **36%**
- West Cumbria (313) **23%**



Aspirations

At least **3/4** of respondents were **POSITIVE** about their future aspirations.

Girls are more likely, and more confident, to continue to study.

Boys are more likely than girls to favour apprenticeships.

Target learners are less confident in their ability in comparison to non-target learners.

82% of Year 10/11 learners expect to continue studying after school, with a more positive response from **Carlisle and Eden.**

Learners in **Furness and West Cumbria** are more likely to respond, **'begin an apprenticeship,'** instead.

More learners in Furness hope to 'get a full-time job.'

West Cumbria has the most learners who are interested in **higher/degree apprenticeships.**

Key:

Target: Students who reside in Uni Connect targeted postcodes
Pre-year 11: Year 9, 10 and 11

Knowledge



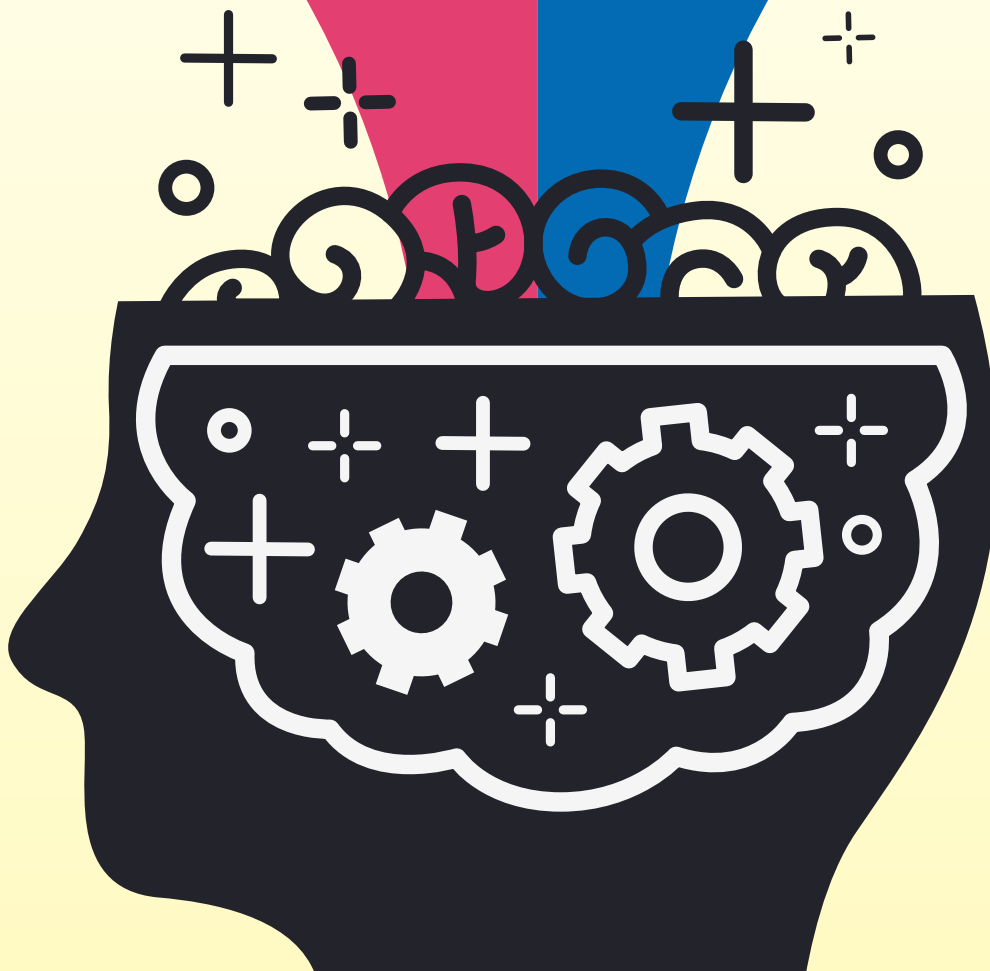
Relatively **few learners felt they have 'a lot' of knowledge about applying to higher education** or various aspects of HE.



Particularly, few students understand 'How to apply through UCAS', 'the support available' or 'the financial support available.'



Target learners have a higher knowledge of the support available, compared to non-Target learners.





Learners from Cumbria are more confident in the benefits of HE

than they are in their own abilities to cope with HE.



Girls reported more positive attitudes than boys

towards the benefits of, and their abilities to cope with, HE.

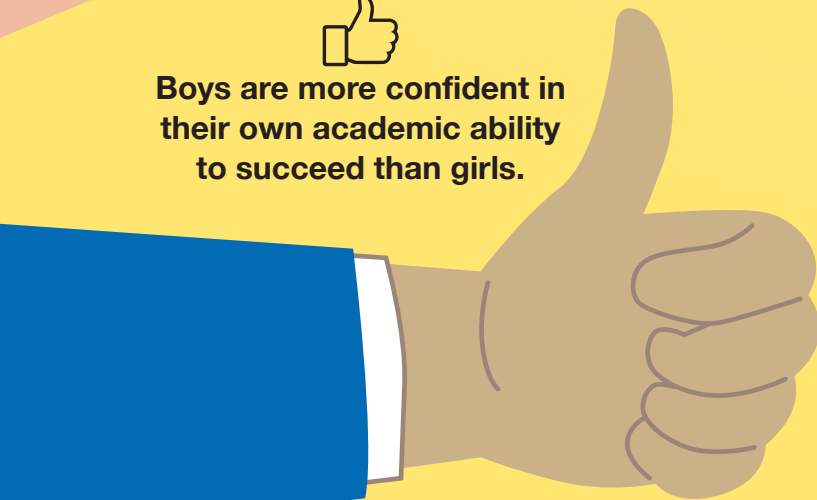


Target learners have lower self-belief across the board, and they have **less confidence in the benefits of higher education**

when compared to Non-Target learners.

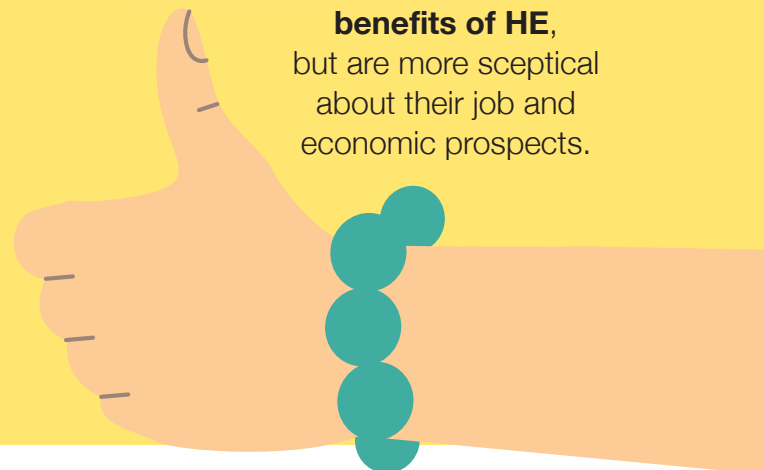


Boys are more confident in their own academic ability to succeed than girls.



Year 12/13 have more favourable views than Year 10/11 around the social, academic and personal benefits of HE,

but are more sceptical about their job and economic prospects.



Intentions

Just under a third of learners in Cumbria would be the first in their family to go to HE.

Compared to one quarter of learners in Carlisle and Eden.

Carlisle and Eden learners are significantly more likely to have already applied to HE.

Carlisle learners are most likely to apply to HE, and learners from West Cumbria are least likely.

Girls 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.

Target learners are more likely to apply in the future, compared to non-Target learners, suggesting that Target learners require more time to apply.

Year 12/13 are less confident than Year 10/11 about applying to HE.

Year 12/13 are more likely to believe that they do not have the necessary study skills, that the cost is too high, and that HE does not appeal to them.

Profile Snapshots

Boys / Girls

- **Girls are more likely, and more confident, to continue to study.**
- **Boys are more likely than girls to favour apprenticeships.**
- **Girls 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.
- **Girls reported more positive attitudes than boys** towards the benefits of, and their abilities to cope with, HE.
- **Boys are more confident in their own academic ability to succeed than girls.**



Target / Non-Target

- **Target learners have a higher knowledge of the support available,** compared to non-Target learners.
- **Target learners are more likely to apply in the future,** compared to non-Target learners, suggesting that Target learners require more time to apply.
- **Target learners have lower self-belief across the board,** and they have less confidence in the benefits of higher education when compared to Non-Target learners.
- **Target learners are less confident in their ability** to achieve the grades required for HE and less likely to continue into sixth form/college.



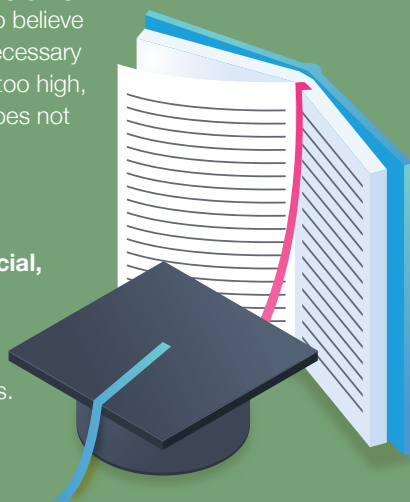
West Cumbria / Carlisle & Eden / Furness



- **Carlisle and Eden have the most learners that want to continue to study** after they finish their GCSEs or equivalent qualifications.
- Learners in **Furness and West Cumbria are more likely** to respond, **'begin an apprenticeship,'** instead.
- **Furness has the most learners that hope to 'get a full-time job'** after they finish their GCSEs or equivalent qualifications.
- **West Cumbria leads in** terms of learners who wish to **'begin a higher/degree apprenticeship.'**
- **Just under a third of learners in Cumbria would be the first in their family to go to HE.** Compared to **one quarter of learners in Carlisle and Eden.**
- **Carlisle and Eden learners are significantly more likely to have already applied to HE.**
- **Carlisle learners are the most likely to apply to HE** and learners from **West Cumbria are the least likely.**

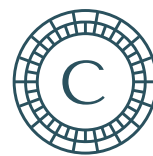
Year 11 / Year 13

- **Most learners in Year 11 or below expect to continue to study** after they finish their GCSEs or equivalent qualifications.
- **Year 12/13 are less confident than Year 10/11 about the possibility of applying to HE.** Year 12/13 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.
- **Year 12/13 have more favourable views than Year 10/11 around the social, academic and personal benefits of HE,** but are more sceptical job and economic prospects.





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