

CFE Secondary Data Analysis: WO-W2 & HEAT

Introduction:

This second phase of research, following Cosmos' initial analysis of CFE data, triangulated and explored the relationship between **CFE (Wave 0 and Wave 2 data) and HEAT student data.**

Key research objectives:

- Explore distance travelled by students between the waves
- Identify key factors that drive 'intention to study at HE level'
- Identify key areas for Hello Future to focus on which will have the maximum impact on students
- Understand the direct impact of interventions on young people's **knowledge, attitude, aspiration and intentions** to apply to HE across Cumbria

This complements the initial wave of work that identified insights and trends amongst the young people in Cumbria, exploring 'needs gaps' by key areas and variables.

The insights are based on secondary analysis of **Wave 0 (W0) and Wave 2 (W2) CFE survey data from Cumbria, and HEAT** student data that included students who had taken part in activities. All data was provided by the Hello Future team.

Our final total sample consisted of:

**1,363 students in Wave 0 and
866 responses in Wave 2.**

Regionally

➤ **Cumbria shows improvements across three out of four key themes from Wave 0-2**

including; statistically significant increases across most Knowledge and Attitude statements and Intentions.



Carlisle & Eden show the highest scores across almost all key questions in W2.

Carlisle & Eden show increases in almost all areas, significantly so for 8/10 Knowledge statements.



Furness shows improvements in Knowledge and Intentions,

but declines in Attitudes and Aspirations.



West Cumbria scores show significant improvement in the majority of Knowledge, Attitude and Intentions questions.

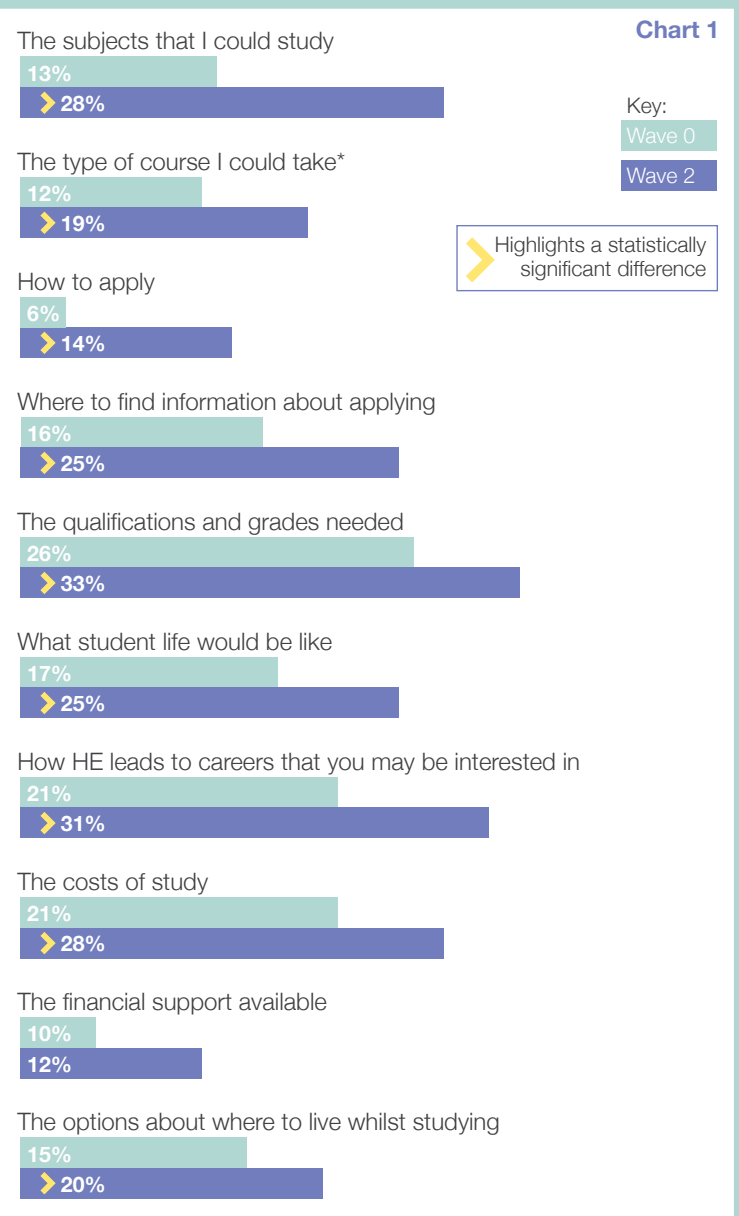
Knowledge

➤ **Knowledge sees the biggest and most consistent improvements in Wave 2** (See chart 1 on the right).

➤ **Most notably in Knowledge 'The subjects I could study' and 'How HE leads to careers you may be interested in',** had significant increases in 9 out of 10 statements at an overall level.

Learners were asked: **'How much do you know about the following aspects of applying to higher education?'**

This chart shows the % of learners who answered: **'A lot'**



*Type of course such as: Degree, Foundation Degree, Higher/Degree Apprenticeships



Boys

show improvements in all except one key question statement (Motivation) between Wave 0 and 2.

Boys show consistent significant improvement across all 'Application Knowledge' statements with scores on 5/6 of these also being higher for boys than girls.



Girls

show improvements on almost all key questions between Wave 0 and 2, including significant improvements in Intentions as well as five Attitudes and 9/10 Knowledge statements.



Year 12-13s

Show the most consistent positive changes among the sample between Wave 0 and 2, with significant improvements in Intentions, four Attitudes and all Knowledge statements.

Knowledge



➤ Significantly fewer students in Wave 2 (22% vs. 29%) suggest that they would be the first in their family to go to HE.

However, significantly more in Wave 2 (90% vs. 82%), suggest that they know someone who has gone to HE.

➤ Students in Furness are significantly less likely to have had a family member go to HE or to know someone else who has gone to HE, with Carlisle & Eden knowing more people in HE.



➤ Attitudes are the most important theme in driving Intentions toward HE and show significant improvements across 8/10 statements at an overall level.

➤ Over three quarters of students in Wave 2 believe they could go to university if they want to.

➤ Most students recognise that universities differ and may be valued differently by employers.

➤ Boys are significantly more likely than girls to favour jobs or apprenticeships over university.

➤ Older students score significantly higher across most of the additional attitude measures.

Aspirations

➤ Girls appear more 'motivated' than boys, but less confident in their ability to 'get the grades'.

➤ Older students show more positive aspirations than younger students on 2/3 statements, significantly so for 'I could gain a place on a good course.'

➤ Carlisle & Eden show the highest scores on 2/3 Aspiration statements.

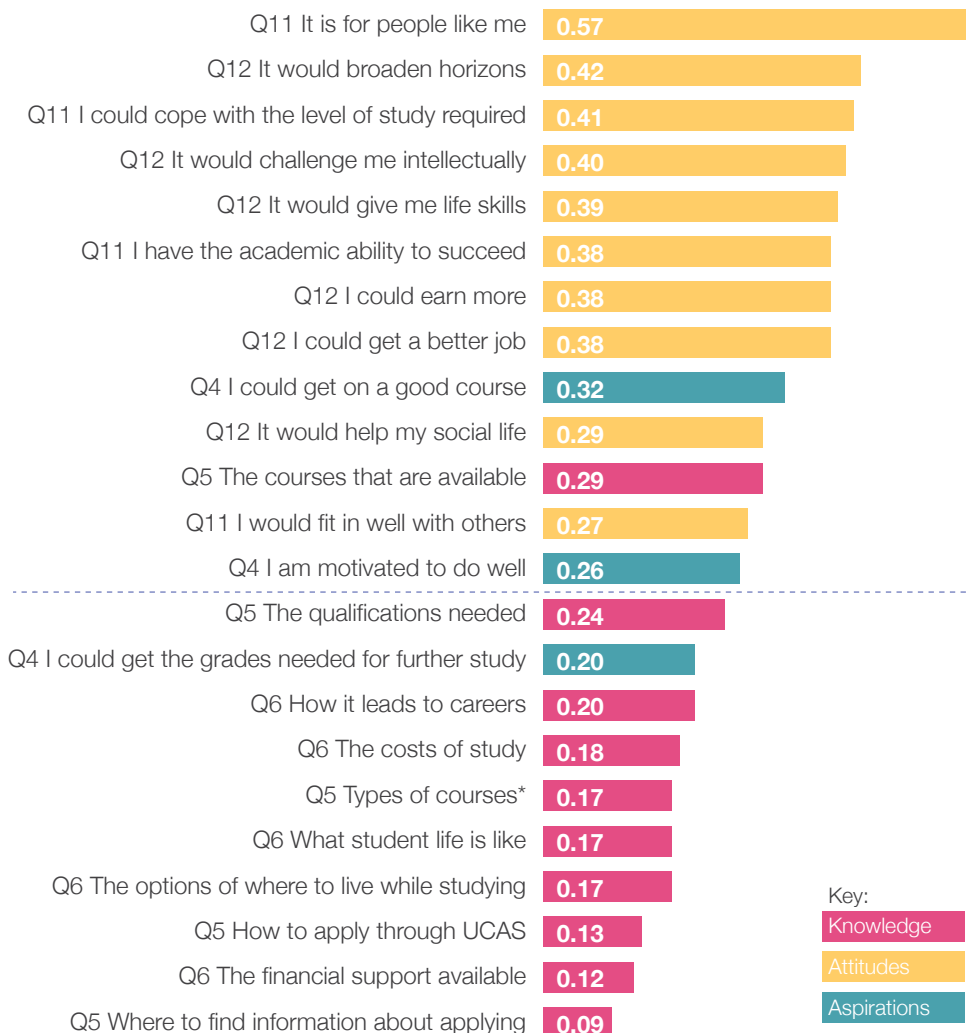


What drives intention to study at HE level?

Our statistical modelling shows that **'Attitudes' are far more important than 'Knowledge' in driving Intentions towards HE.**

Perceptions of HE being **'for people like me' is the most important driver of Intentions**; followed by 'it would broaden my horizons' and 'I could cope with the level of study required'.

Relationship with Q8 'Intention to apply to Higher Education' at age 18 or 19 (Effect size, Cohen's F)



*Type of course such as: Degree, Foundation Degree, Higher/Degree Apprenticeships

Chart 2

**Key drivers analysis completed on W0 & W2 combined. All relationships are statistically significant.

Key drivers by group:

- **Drivers of Intentions are broadly similar between Target & Non-Target students.** However, perceptions of their own 'academic ability to succeed' are more important for Target students.
- **Boys are more driven by their perceptions of 'jobs' and 'earning' potentials.**
- **Girls are driven by 'intellectual challenge' and 'academic ability'.**
- **Year 12-13s are the only group where any Knowledge statements appear among the leading drivers of Intention towards HE, with knowledge of 'qualifications needed' being important.**

An effect size of approximately **0.25 or higher can be considered to indicate a 'strong relationship'**, while an effect size of less than 0.25 can be considered to indicate a 'subtle relationship'.



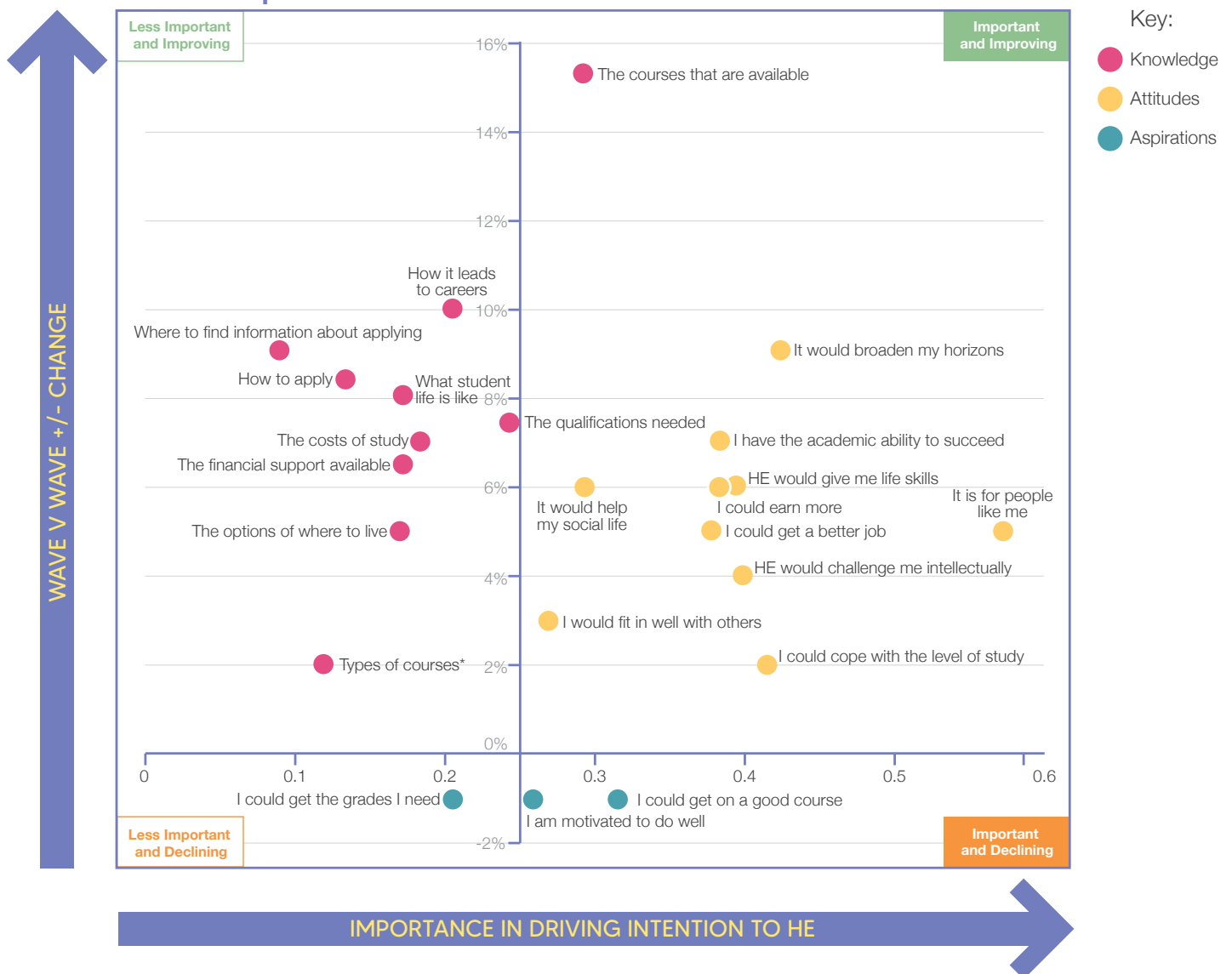
Areas Hello Future can focus on, to drive change

The following chart (Chart 3) crosses the importance of various statements in driving Intention to HE (as shown earlier), with the scale of movement on those statements between survey waves.

Students' perceived ability to 'get on a good course' and 'motivation' are important in driving Intentions and shown to be in decline, so recommended they be key points of focus.

Despite showing small improvements between survey waves, **it is recommended that, encouragement that HE is 'for people like me' and that students 'could cope with study' remain in focus.**

Chart 3: Impact Matrix

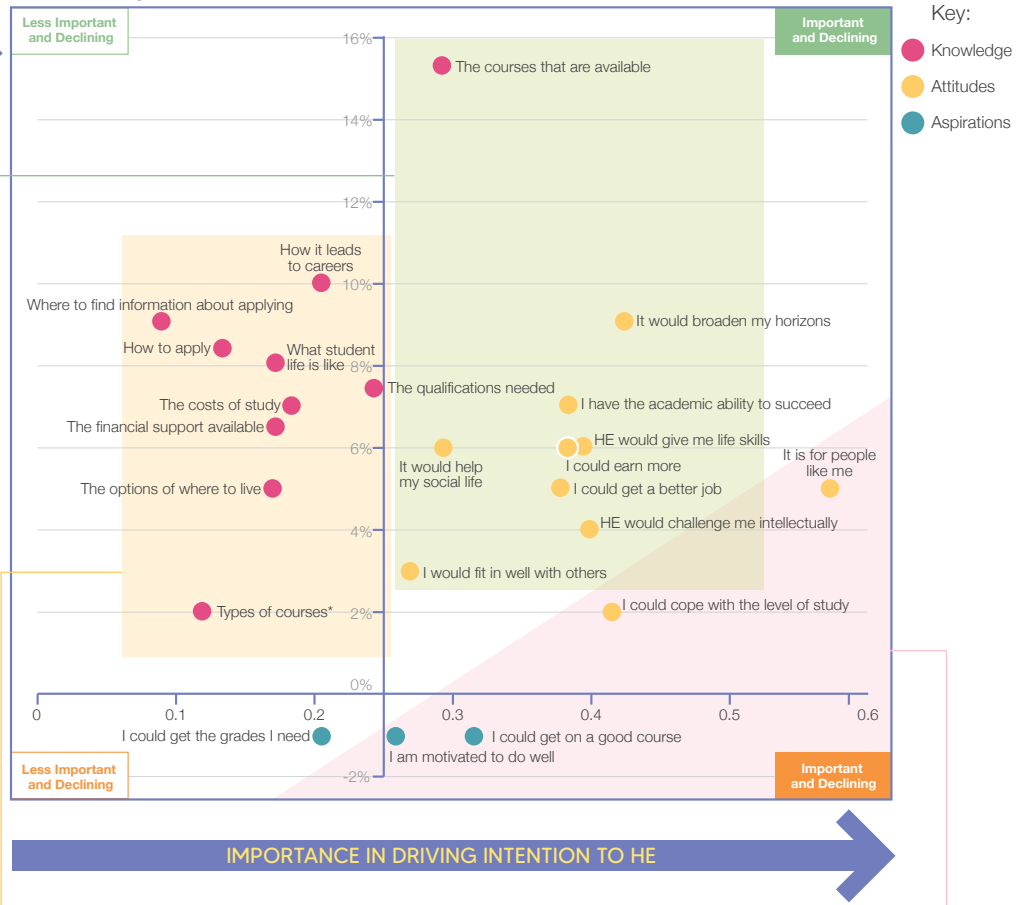


The shaded areas on the Chart show different areas of focus:



WAVE 1 WAVE +/- CHANGE

Chart 3: Impact Matrix



Areas of success - Which activities are having an impact?

There has generally been positive movement across the majority of important attitude measures, which would be beneficial to maintain.

Continued progress in these areas can be achieved through information and activities that illustrate the benefits of higher education in ways that are relatable and relevant to students.

Points of limited impact - How do we adapt delivery?

We have generally seen positive movements across Knowledge measures in Wave 2 but also that knowledge alone does not drive Intention, without improving attitudes toward HE.

While a certain amount of information should continue to be provided, we should be aware that purely knowledge-focused activities or information are unlikely to be beneficial unless information is coincided with softer attitude and aspiration development.

Information is still important and useful but would ideally be delivered alongside and/or as part of activities that also impact positively on students' attitudes towards/beliefs about HE.

Important areas for focus - What activities would help?

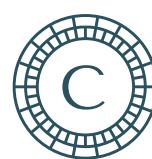
It is recommended that Hello Future focus on activities that encourage students that HE is 'for people like me', that they could 'cope with the level of study', 'get on a good course' and improve their 'motivation to do so'.

This could include information to illustrate that HE is achievable as well as general confidence-building, but would be most powerful if this could involve/showcase success that can be achieved by relatable people of similar backgrounds to students.

The aspiration measure 'I could get the grades' also relates to those measures highlighted.



Cumbria Collaborative
Outreach Programme



COSMOS

Research commissioned by Hello Future

Hello Future
University of Cumbria
Fusehill Street
Carlisle
CA1 2HH
E hellofuture@cumbria.ac.uk
T 01228 634 760
www.hellofuture.ac.uk

Undertaken by Cosmos Ltd.

Cosmos
Castleton Mill
Castleton Close
Leeds
LS12 2DS
E hello@cosmosltd.uk
T 0113 887 0191
www.cosmosltd.uk

