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Future Selves Baseline Survey 2021/22

Insight Report

COSMOS

Contents...

Background

Hello Future recently implemented their new progression framework model **'Future Selves'** and commissioned Cosmos to implement a comprehensive research programme in order to effectively identify skill and knowledge cold spots within the Cumbria region.

Hello Future's intervention themes are currently based on five core areas:
1. **Supporting Transitions (to HE)**
2. **Ideation & Self-Belief**
3. **Personal Expectations**
4. **Practical Support & Guidance**
5. **Building Skills & Strategies**

Intention to apply to HE was also captured in the survey as one of Hello Future's key performance indicators.

Methodology

The **Future Selves Baseline Online Survey was distributed to learners across Cumbria** via Hello Futures outreach team.

The survey consisted of **27 'theme statements'** developed through Hello Future and Cosmos' theoretical interpretation of the progression framework themes. Statistical analysis to test and adjust this allocation, to ensure robustness of the themes, was later carried out, details of which are shown in the supporting information.

Additionally, **learners' intention to apply to HE and demographic information was captured.**

Sample & Demographics

In total, **1841 learners** in Cumbria completed the Future Selves Baseline Survey between **November 2021 and June 2022**, with **828 being from West Cumbria, 652 from Furness and 361 from Carlisle & Eden.**

Learners from **year 9 to 13** participated in the survey as a result of their involvement with the Hello Future Outreach Team. A representative sample across all demographics was sought. Full details of which can be found on page 11.

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Key Insights

Learners typically score the **lowest on Practical Support & Guidance**. Learners in **West Cumbria and Furness score significantly lower than Carlisle & Eden.** The themes that learners score the **highest on are 'Building Skills & Strategies' and 'Ideation & Self-Belief'**. Students in **Carlisle & Eden score significantly* higher on these themes when compared with learners in West Cumbria.**

While learners score higher on some themes than others, there remains a **need for support across all themes**, with **average responses sitting in the 3-5 range** (1 being strong disagreement, 4 neutral and 7 strong agreement).

Supporting Transitions (to HE) *p.18*

- Supporting Transitions (to HE) is one of the lower scoring themes for learners across Cumbria
- There are significant differences between regions, with Carlisle & Eden scoring the highest overall
- FE learners score significantly higher than school learners overall

Ideation & Self-Belief *p.22*

- Ideation & Self-Belief is one of the higher scoring themes for learners across Cumbria
- Carlisle & Eden scores significantly higher than West Cumbria and Furness
- Male learners score significantly higher than female learners overall

Personal Expectations *p.26*

- Personal Expectations is one of the higher scoring themes for learners across Cumbria
- There are significant differences between regions, with Carlisle & Eden scoring the highest overall
- Male learners score significantly higher than female learners overall
- FE learners score significantly higher than school learners overall

Practical Support & Guidance *p.30*

- Practical Support & Guidance is the lowest scoring theme for learners across Cumbria
- Carlisle & Eden score significantly higher than West Cumbria and Furness on this theme
- Male learners score significantly higher than female learners overall
- FE learners score significantly higher than school learners overall

*Significance testing was run on all variables at 95% confidence level to ensure any differences and relationships are statistically sound.

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Building Skills & Strategies *p.33*

- Building Skills & Strategies is one of the higher scoring themes for learners in Cumbria
- Male learners score significantly higher than female learners overall
- FE learners score significantly higher than school learners overall

Intention to Apply to HE *p.37*

- Intention to apply to HE was captured in the survey through the statement 'I expect to go to university or study at HE'. The **relationship between intention, the intervention themes and demographics previously mentioned has been explored to understand what variables drive intention to HE amongst learners in Cumbria**

- **Intention to apply to HE was significantly different between the three regions**, with Carlisle & Eden scoring higher than West Cumbria and Furness

- **Intention varies significantly across all of the captured demographic variables, apart from ethnicity. Female learners are significantly more likely to go to HE** compared to male learners on intention. Learners from **Uni Connect target areas are significantly less likely to go to HE in the future. FE learners are more likely to go to HE** in comparison to school learners. **Y12 learners score the highest** *(mean score = 5.1)* on intention to apply to HE, with **Y10 scoring the lowest** *(mean score = 4.4)*

Driving Intention to HE

- Regression analysis is a statistical method to **reliably demonstrate which variables have an impact on the outcome variable**, or the topic of interest. In the current example, **'Intention to Apply to HE' was selected as the outcome variable based on it being a key progress indicator for Hello Future**

- The demographic variables gender, school vs FE and Uni Connect status and all five intervention themes were inputted into the regression as predictor variables due to their significant correlation with 'Intention to Apply to HE'.

- **Gender, school vs FE, 'Supporting Transitions to HE', 'Ideation & Self-Belief' and 'Practical Support & Guidance' were all significant predictors of intention to HE and accounted for 25% of the variance in 'Intention to Apply to HE'**

- Of the variables entered, **Supporting Transitions is the strongest predictor of 'Intention to HE'**

- To fully understand intention, **other variables may need to be considered**. One possible variable to consider for future would be **academic attainment** as it is likely to have a large impact on learners' intention to apply to HE in the future

Supporting Learner Needs

The approach to the Future Selves Programme, using the Future Selves Baseline Survey, has allowed for a **detailed but focused breakdown of the key areas that Hello Future need to work with learners on across Cumbria**. It is evident that all learners across Cumbria have areas for improvement, however this approach allows for Hello Future to hone in on the cold-spots to focus their efforts and improve the outcomes for learners in Cumbria. **Learner Needs Profiles** are presented throughout the report to spotlight these problem areas for Hello Future.

Key Priorities

Hello Future should continue to approach outreach activities through the intervention theme framework. While learners score higher on some themes than others, there remains a need for support on all themes

School learners would like to receive similar support to FE learners across all themes. Learners point to a preference to receiving information earlier on in their academic careers to support a smoother transition between education levels

Female learners generally score lower than male learners across all themes except 'Supporting Transitions to HE'. Female learners consistently score lower than male learners across the majority of themes and statements. It is unclear whether this is due to them genuinely having less knowledge across the themes, or that male learners have greater self-confidence hence self-report higher

West Cumbria and Furness consistently score lower than Carlisle & Eden. Targeted outreach activities to these regions could be beneficial for learners in West Cumbria and Furness to improve on the themes overall

Key Priorities

'Practical Support & Guidance' should be considered as independent from driving Intention to HE, as strength in this theme is negatively correlated with Intention to HE. Learners that score higher on this theme are less likely to want to go to university, potentially because the theme covers more practical or work-based skills such as 'I know how to write a CV/job application' and 'I know how to write a personal statement'.

All learners require further support on the theme 'Practical Support & Guidance'. Learners score the lowest on this theme and consistently asked for further information and support on topics relating to this theme, i.e., information on HE and apprenticeships, how to write a CV/job application and the HE application process

WHAT SUPPORT DO STUDENTS WANT?

The most **common responses related to learners' desire to have more information around specific aspects of their future plans**, i.e., specific jobs, course options, HE and apprenticeships.

It appears that students generally want **more exposure to certain options**, for example university and college campus visits, job opportunities as a result of their GCSE and A-Level choices and guest speakers from certain careers.

The **development of 'Life Skills'** such as how to apply to jobs, pay bills and write personal statements was also a popular request from learners as discussed previously.

"I would like more information on how to apply for HE and what steps to take."

Y12 female learner, Carlisle & Eden

"I'd like more experience in the workplace."

Y13 male learner, West Cumbria

Background & Methodology

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Hello Future recently implemented their new progression framework model **'Future Selves'** and commissioned Cosmos to implement a comprehensive research programme in order to effectively identify skill and knowledge cold spots within the Cumbria region.

Hello Future's intervention themes are currently based on five core areas. Intervention themes were measured in the survey using **27 'theme statements'.**

INTERVENTION THEMES

Theme statements are presented throughout the report in the relevant theme section. **Intention to apply to HE** was also captured in the survey as one of Hello Future's key performance indicators.

The relationships between **the intervention themes, intention to apply to HE and demographics** are discussed at length throughout the report.

*HE, or higher education, refers to an optional level of study that usually takes place after sixth-form/college (which is known as Further Education, or FE). It often takes place at university but can happen elsewhere and can include degrees or higher/degree apprenticeships, diplomas or certificates.

METHODOLOGY

The approach (as outlined below) details the various phases of the full research programme that have been used to identify and address any regional gaps.

The intervention themes were used as a basis to assess skill, knowledge and attitudinal gaps.

PHASE 1

### Future Selves Baseline Online Survey

- Survey consisted of 27 'theme statements' developed through Hello Future and Cosmos' theoretical interpretation of the progression framework themes. Statistical analysis to test and adjust this allocation, to ensure robustness of the themes was later carried out, details of which are shown in the supporting information
- Additionally, learners intention to apply to HE and demographic information was captured

PHASE 1A

Live Dashboard Feature

- Live dashboard displaying the data captured by the Phase 1 survey was made available to outreach officers to understand students need in real time, allowing for session materials to be tailored to meet the school needs
- Dashboards were available for all the schools where students had completed a survey
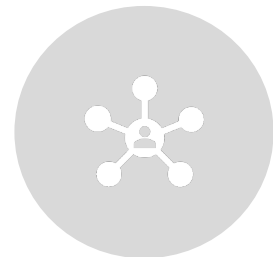
PHASE 2

Golden Questions

- A longitudinal design was implemented to track and measure key attitudinal metrics based on exploratory factor analysis (EFA) of the themes to identify 'golden questions'
- EFA also informed the new allocation and groupings of the theme statements, discussed in more detail in the supporting information
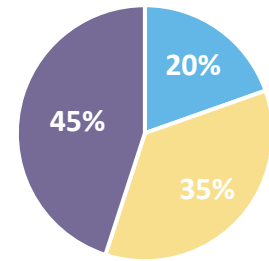
Sample & Demographics

In total, **1841 learners** in Cumbria completed the Future Selves Baseline Survey between **November 2021 and June 2022**, with **828 being from West Cumbria, 652 from Furness and 361 from Carlisle & Eden.**

Learners from **year 9 to 13** participated in the survey as a result of their involvement with the Hello Future Outreach Team.

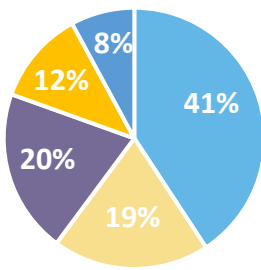A full list of participating schools can be found in the supporting information section.

Region

20% | 35% | 45%

■ Carlise & Eden ■ Furness ■ West Cumbria

DEMOGRAPHIC DISTRIBUTIONS*

■ Y9 ■ Y10 ■ Y11 ■ Y12 ■ Y13*

41% | 19% | 20% | 12% | 8%

Year Group

Total Network
Sample Size = 1841

In terms of the students sampled, the **distribution of year groups is mostly similar across regions**. However, **Carlisle & Eden show significant over indexing on the number of Y9s sampled, but significant under indexing on the number of Y10s** sampled, in comparison to Furness and West Cumbria. Full distributions for individual regions can be found on page 14.

The **distribution of Uni Connect status across the regions are significantly different** for both target and non-target learners. The most notable difference includes the **significantly higher amount of non-target students sampled in Carlisle & Eden.**

Uni Connect status was calculated using postcodes provided by participants. 'Unknown' UC status' may have resulted from participants not providing a postcode or those that did, not entering it correctly.

■ Unknown ■ Target ■ Non-Target

47% | 23% | 30%
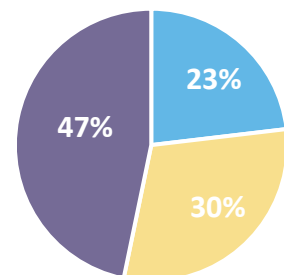
Uni Connect Status

Total Network

*Not every school in Hello Future's target regions participated in the Future Selves Baseline Survey. Therefore, the demographics shown may not be representative of learners in the respective regions.
*Y12 (or 1st year of sixth form/college)
Y13 (or 2nd year of sixth form/college)

*N.B

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DEMOGRAPHIC DISTRIBUTIONS
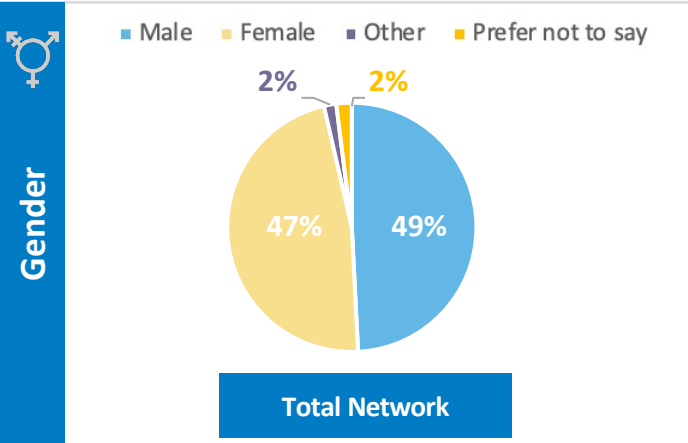
Gender

Legend: ■ Male ■ Female ■ Other ■ Prefer not to say

2% · 2%
47% · 49%

Total Network

The demographic distributions of gender across the regions are relatively similar. However, **Carlisle & Eden significantly over index on female learners and significantly under index on male learners**, in comparison to West Cumbria and Furness.

Distributions of ethnicity and the additional demographics captured from the survey, **were not significantly different** across the regions.

Ethnicity

Legend: ■ White ■ Asian ■ Black ■ Mixed Heritage ■ Other

1% · 2% · 1%
96%

Total Network

Additional Demographics*

7% · 2% · 1%
7%
83%

Legend:
- I am a young carer
- I am from an armed forces family
- I live in care or have lived in care before
- I have a disability or learning difficulty
- None of the above

Total Network

Due to multiple selections being possible in the survey, distributions may total >100%

Due to the small number of 'non-white' ethnicities, **ethnicities were grouped to create the dichotomous variable of White vs non-white for analysis purposes**. The small number of 'other' genders and additional demographics, meant that they were omitted from analysis due to insufficient sample size.

Full demographics distributions for each individual region can be found on page 14.

Sample & Demographics
Regional Distributions

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Year Group

Legend: Y9, Y10, Y11, Y12, Y13

West Cumbria — Sample Size = 828
- Y9: 37%
- Y10: 14%
- Y11: 29%
- Y12: 10%
- Y13: 9%

Furness — Sample Size = 652
- Y9: 37%
- Y10: 36%
- Y11: 10%
- Y12: 12%
- Y13: 6%
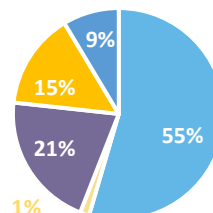
Carlisle & Eden — Sample Size = 361
- Y9: 55%
- Y10: 1%
- Y11: 21%
- Y12: 15%
- Y13: 9%

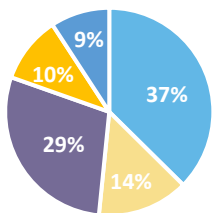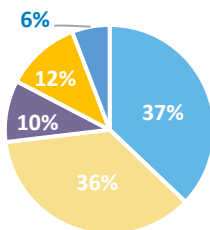### Uni Connect Status

Legend: Unknown, Target, Non-Target

West Cumbria
- Unknown: 24%
- Target: 39%
- Non-Target: 37%

Furness
- Unknown: 22%
- Target: 26%
- Non-Target: 51%

Carlisle & Eden
- Unknown: 22%
- Target: 18%
- Non-Target: 60%

Gender
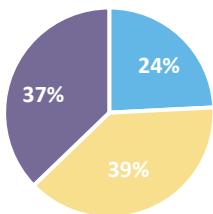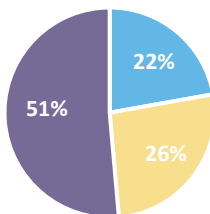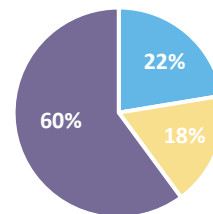
Legend: Male, Female, Other, Prefer not to say

West Cumbria
- Male: 51%
- Female: 46%
- Other: 2%
- Prefer not to say: 2%

Furness
- Male: 52%
- Female: 45%
- Other: 1%
- Prefer not to say: 2%
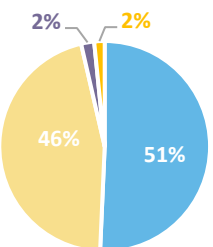
Carlisle & Eden
- Male: 40%
- Female: 56%
- Other: 2%
- Prefer not to say: 2%
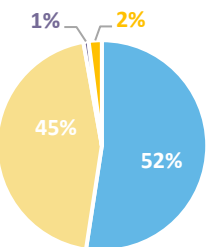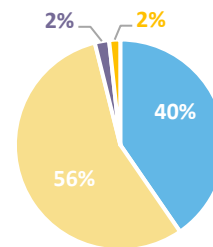
Ethnicity

Legend: White, Asian, Black, Mixed Heritage, Other

West Cumbria
- White: 98%
- Asian: 1%
- Other: 2%
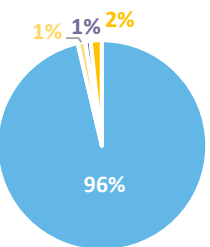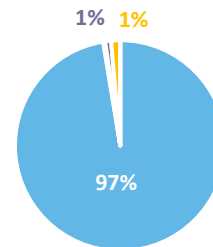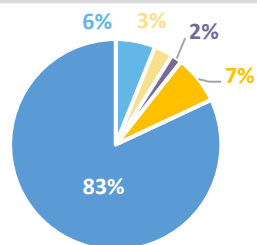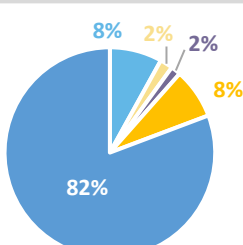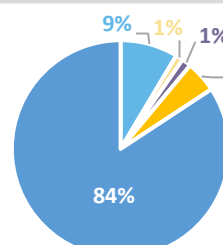
Furness
- White: 96%
- Asian: 1%
- Black: 1%
- Other: 2%

Carlisle & Eden
- White: 97%
- Black: 1%
- Mixed Heritage: 1%

Additional Demographics

Legend:
- I am a young carer
- I am from an armed forces family
- I live in care or have lived in care before
- I have a disability or learning difficulty
- None of the above

West Cumbria
- None of the above: 83%
- Young carer: 6%
- Armed forces family: 3%
- Live in care: 2%
- Disability: 7%

Furness
- None of the above: 82%
- Young carer: 8%
- Armed forces family: 2%
- Live in care: 2%
- Disability: 8%

Carlisle & Eden
- None of the above: 84%
- Young carer: 9%
- Armed forces family: 1%
- Live in care: 1%
- Disability: 5%

Overview of Themes and Intention to Apply to HE

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The mean scores presented below, represent the self-assessments **of 1841 learners across West Cumbria, Furness, and Carlisle & Eden** on each of the intervention themes outlined in Hello Future's progression framework.

Learners typically score the **lowest on Practical Support & Guidance**. Learners in **West Cumbria and Furness score significantly lower than Carlisle & Eden on this theme.**

The themes that learners score the **highest on are 'Building Skills & Strategies' and 'Ideation & Self-Belief'**. Students in **Carlisle & Eden score significantly higher on these themes when compared with learners in West Cumbria.**

While learners score higher on some themes than others, there remains a **need for support across all themes**, with **average responses sitting in the 3-5 range** (1 being strong disagreement, 4 neutral and 7 strong agreement).

Intention to Apply to HE
I expect to go to university or study at higher education

4.7

4.6 | 4.5 | 5.1

Statistically significant difference between regions

Supporting Transitions to HE
I feel I would fit in well at university

4.1

4.0 | 4.1 | 4.5

Statistically significant difference between regions

Ideation & Self-Belief
I know what future options are suited to me

4.7

4.6 | 4.7 | 4.8

Statistically significant difference between regions

Personal Expectations
I know what my next step is after my current school/college

4.6

4.5 | 4.5 | 4.7

Statistically significant difference between regions

Practical Support & Guidance
I know about different routes/ways to get into HE

3.6

3.6 | 3.6 | 3.8

Statistically significant difference between regions

Building Skills & Strategies
I know how I learn best

4.8

4.8 | 4.8 | 4.9

Scores show average (mean) responses to 7-point agreement scale questions, with 7 being positive. See supporting information for theme groupings and full statement wording.

16

Total Network = 1841
West Cumbria = 828
Furness = 652
Carlisle & Eden = 361

The overall theme descriptions and golden questions (a statement that has been shown to have the greatest statistical impact on the overall theme score) are presented below.

Supporting Transitions (to HE)

Reflection of learner's own progression routes, any challenges they foresee for FE/HE. Statements include assessment of practical skills to apply and progress on to HE - i.e., 'I feel I would fit in well at university'.

Ideation & Self-Belief

Attitudinal statements were used to assess learner's self-efficacy, identification of own strengths, strength of own values system and belief in their future career plans – i.e., 'I know what future options are suited to me'.

Personal Expectations

Statements were used to reflect any deeply held aspirations for their future, how firm their plan is and how confident they feel in being able to achieve it. Also, their expectations for themselves and how they plan to carry out their goals - i.e., 'I know what my next step is after my current school/college'.

Practical Support & Guidance

Reflection of what support learner's have accessed so far, identification of own strengths, strength of own values system and belief in their future career plans were assessed through attitudinal statements – i.e., 'I know about different routes/ways to get into HE'.

Building Skills & Strategies

Attitudinal statements were used to assess learner's ability to develop their own strategies, effectively self-manage and if they feel they have skills to manage challenges – i.e., 'I know how I learn best'.

Intention to Apply to HE

This key performance indicator was measured as part of the survey through the statement 'I expect to go to university or study at higher education'.

Supporting Transitions (to HE)

Supporting Transitions
(to HE)

'Supporting Transitions (to HE)' is one of the lower scoring themes for learners across Cumbria, most notably on the statement *'I know what uni life is like'*. **There are significant regional differences, with learners in Carlisle & Eden scoring higher** than learners in West Cumbria and Furness. **Learners currently in FE score significantly higher than learners in schools**, potentially due to FE learners currently at the stage in their academic careers where they are beginning to think about and apply to HE. **There are no significant differences in scores between genders, Uni Connect target and non-target areas and ethnicities.**

The need for support with this theme was reflected in the qualitative responses, with learners requesting *'Trips and Visits'* to universities and colleges, to experience HE through taster days. Specific requests for *'Further Information'* relating to HE was also one of the more common qualitative responses. A full summary of the themes identified from the open-ended questions in the survey can be found on page 42.
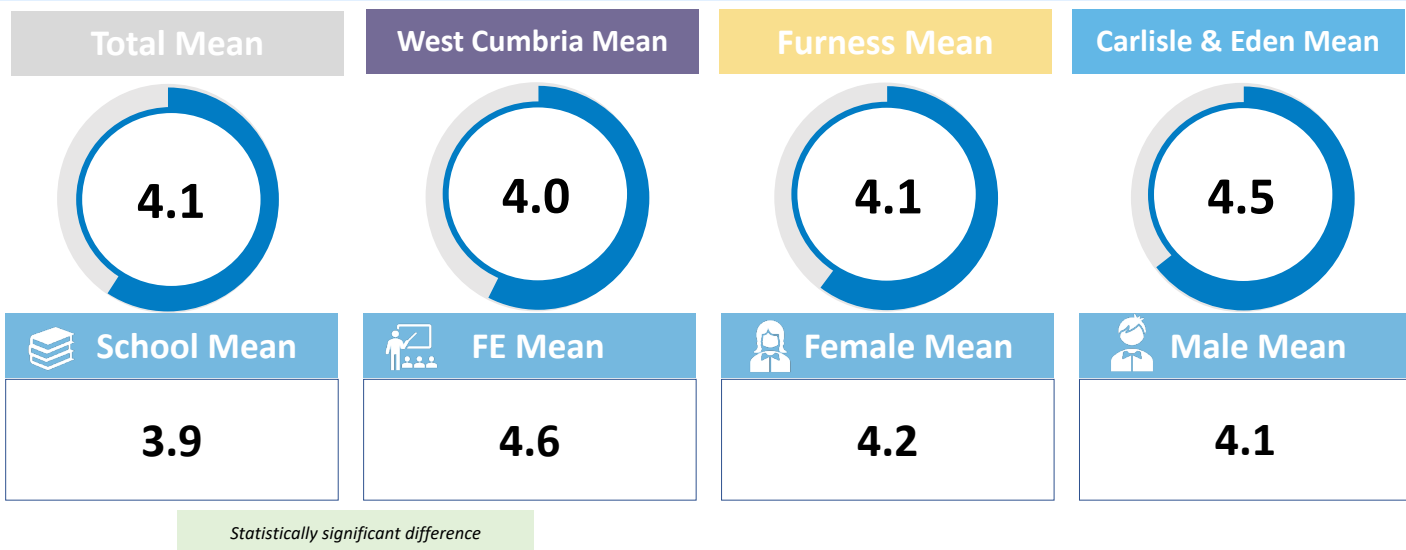
Total Mean	West Cumbria Mean	Furness Mean	Carlisle & Eden Mean
4.1	4.0	4.1	4.5

📚 School Mean	🧑‍🏫 FE Mean	👩 Female Mean	👨 Male Mean
3.9	4.6	4.2	4.1

Statistically significant difference

THEME STATEMENTS

Statements presented in order of the strength of relationship with overall theme

Statement	Disagree	Neutral	Agree	Mean
I would fit in well at uni	39%	21%	41%	4.0
I know how HE can help	20%	16%	64%	4.9
I know what uni life is like	52%	22%	26%	3.4
I know what to expect next	35%	24%	41%	4.1

■ Disagree ■ Neutral ■ Agree

Scores show average (mean) responses to 7-point agreement scale questions, with 7 being positive.
For the purpose of reporting, charts are represented as groupings with 'Disagree' showing scale points 1-3 and 'Agree' showing scale points 5-7

'Golden Question' for theme

Question to be removed in wave 2

Supporting Transitions
(to HE)
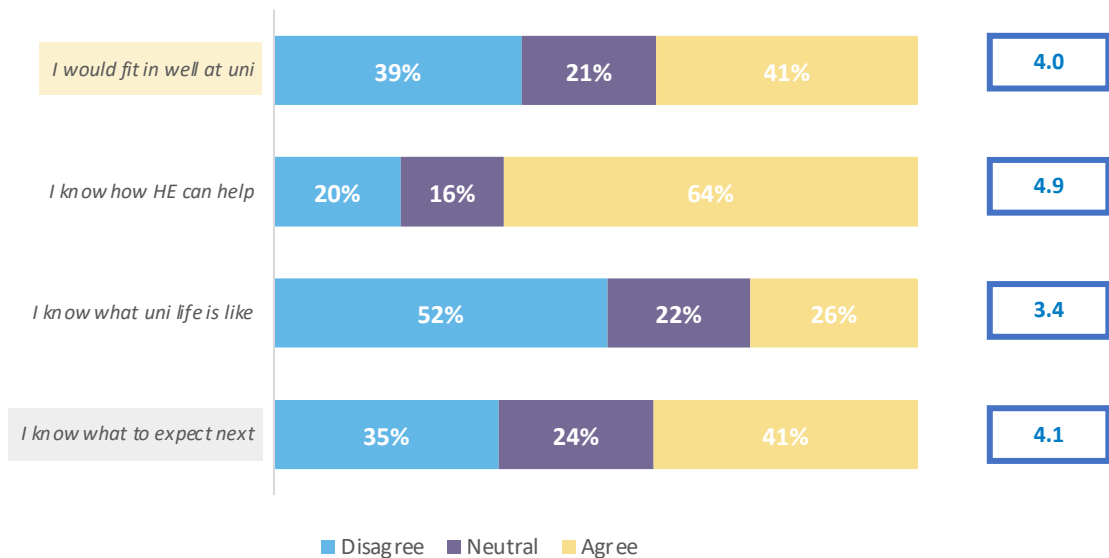
There are significant differences between the three regions on the 'Supporting Transitions (to HE)' theme overall, including all statements that the theme is composed of.

Learners in Carlisle & Eden score significantly higher than West Cumbria on the statements *'I would fit in well at uni', 'I know how HE can help'* and *'I know what to expect',* with **Carlisle & Eden scoring higher**.

Learners in Carlisle & Eden score significantly higher than Furness on the statements *'I would fit in well at uni'* and *'I know what uni life is like'*.

Non-target learners in Carlisle & Eden score significantly more positively on this theme compared to target learners in the region. There were **no significant differences between ethnicities in any of the 3 regions.**

Key

West Cumbria	
Furness	
Carlisle & Eden	

I would fit in well at uni
- West Cumbria: 3.8
- Furness: 3.9
- Carlisle & Eden: 4.5

I know how HE can help
- West Cumbria: 4.9
- Furness: 4.9
- Carlisle & Eden: 5.2

I know what uni life is like
- West Cumbria: 3.4
- Furness: 3.4
- Carlisle & Eden: 3.7

I know what to expect
- West Cumbria: 4.0
- Furness: 4.1
- Carlisle & Eden: 4.3

REGIONAL SCHOOL VS FE

West Cumbria
School Mean	FE Mean
4.0	4.1

Furness
School Mean	FE Mean
3.9	4.6

Statistically significant difference

Carlisle & Eden
School Mean	FE Mean
4.4	4.7

FE learners (Y12-13) score higher than learners currently in school (Y9-11) overall, and **significantly so in Furness.**

As previously mentioned, **learners in FE are likely to be at the stage in their academic careers where they will be making decisions relating to HE** and their next steps. Therefore, they **may have received greater support relating to transitions to HE in comparison to learners in Y9-11.**

'Golden Question' for theme

Question to be removed in wave 2

REGIONAL MALE VS FEMALE

Within regions, there are **no significant differences** between genders on the theme 'Supporting Transitions (to HE)'.

West Cumbria		
Female Mean		
4.1		
Male Mean		
3.9		

Furness		
Female Mean		
4.1		
Male Mean		
4.0		

Carlisle & Eden		
Female Mean		
4.5		
Male Mean		
4.5		
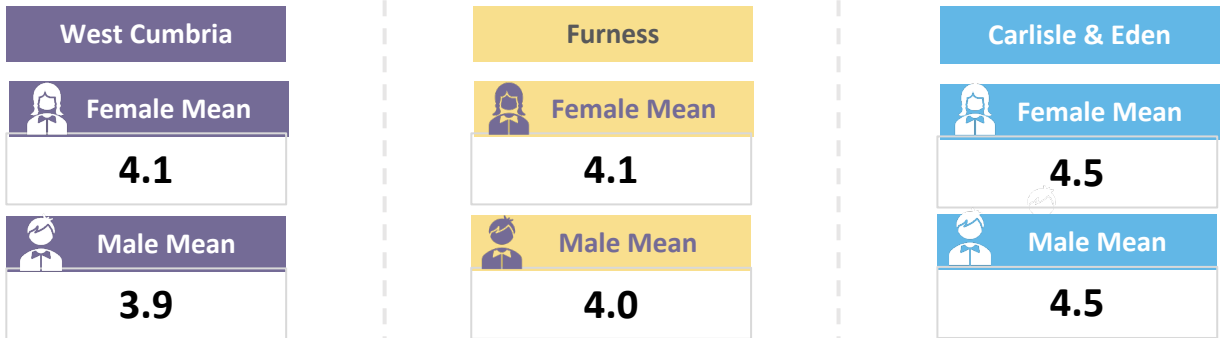
> *"I would like university trips or open days at college to see how it would be."*
>
> *Y10 UC target learner, Furness*

LEARNER NEEDS PROFILE

It appears that **all learners across Cumbria**, require **some degree of support** on the theme 'Supporting Transitions (to HE), but more **specifically school learners (y9-11).**

As previously mentioned, this segment are likely not at the stage in their educational journey that require decisions about HE. However, **several school students mentioned requiring *'Further Information'* regarding options they need to take in order to gain a place on future courses and careers.**

Students **appear to favour support and guidance earlier in the school year in order to make informed decisions going forward.**

Aside from facilitating trips and taster days for students, Hello Future could **support learners with this theme through** *the 'Preparing for Opportunities Fairs' Assembly* **and** *1-2-1 Mentoring***;** something that was also mentioned in the qualitative responses.

Ideation & Self-Belief

Ideation & Self-Belief

'Ideation & Self-Belief' is one of the higher scoring themes for learners across Cumbria. **Carlisle & Eden score significantly higher than learners in West Cumbria overall**. There are no significant differences between school learners and FE learners or male learners and female learners. Similarly, there are no significant differences between Uni Connect target and non-target learners and White vs non-White learners across this theme.

Students score **less positively on 'I know my future options'.** This **sentiment is reflected in the qualitative responses**, capturing students requesting further support with *'Next Steps (non-specific format)'* and *'Work Experience Opportunities/Internships'.*
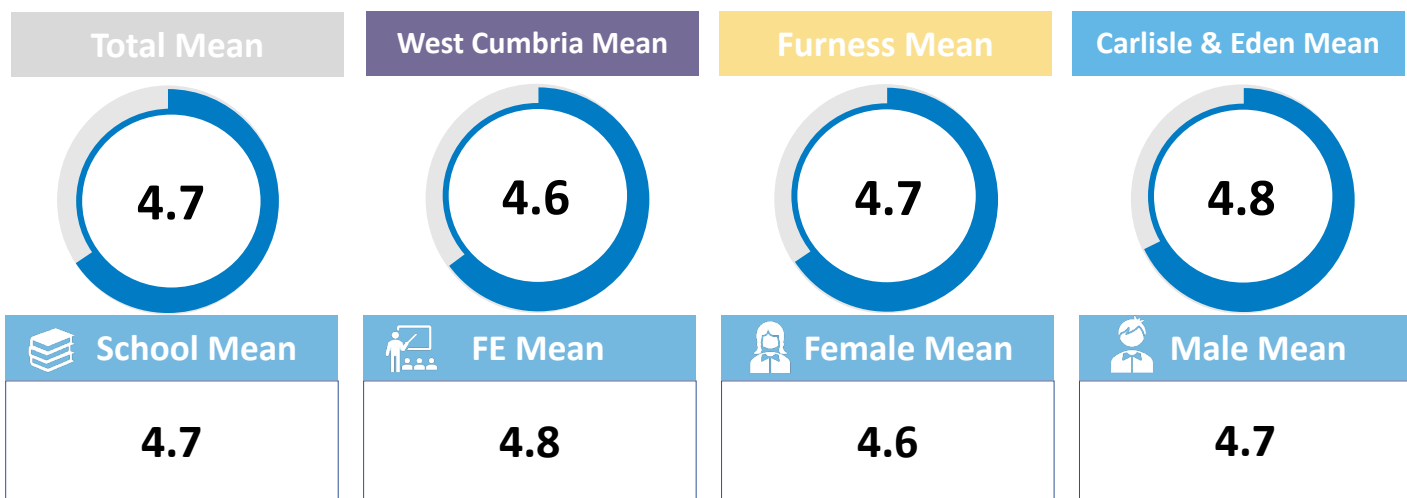
Total Mean	West Cumbria Mean	Furness Mean	Carlisle & Eden Mean
4.7	4.6	4.7	4.8

📚 School Mean	👨‍🏫 FE Mean	👩 Female Mean	👨 Male Mean
4.7	4.8	4.6	4.7

THEME STATEMENTS

Statements presented in order of the strength of relationship with overall theme

Statement	Disagree	Neutral	Agree	Mean
I know my future options	25%	21%	54%	4.6
I know what I want in life	27%	17%	56%	4.7
I know which subject(s)	23%	20%	58%	4.8
I can achieve my goals	24%	21%	55%	4.6

■ Disagree ■ Neutral ■ Agree

Scores show average (mean) responses to 7-point agreement scale questions, with 7 being positive.
For the purpose of reporting, charts are represented as groupings with 'Disagree' showing scale points 1-3 and 'Agree' showing scale points 5-7

23

'Golden Question' for theme

Question to be removed in wave 2

REGIONAL COMPARISONS
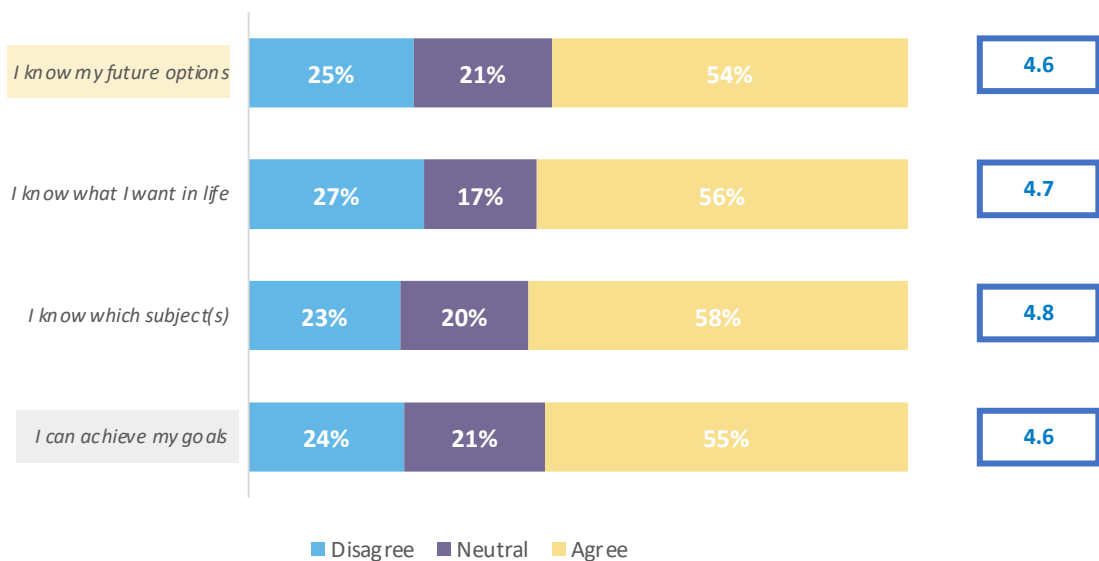
There are **significant differences between the three regions** on the theme 'Ideation & Self-Belief', with **Carlisle & Eden scoring highest overall.**

West Cumbria scores significantly lower (more negative responses) on the statement *'I know which subject(s)'* in comparison to Furness and Carlisle & Eden, while **Furness scores significantly lower than Carlisle & Eden on 'I can achieve my goals'.**

Uni Connect target students in West Cumbria scored significantly higher on 'Ideation & Self-Belief' than non-target students. There are no significant differences between other demographics within regions.

Key

West Cumbria	
Furness	
Carlisle & Eden	

I know my future options
West Cumbria: 4.5
Furness: 4.6
Carlisle & Eden: 4.7

I know what I want in life
West Cumbria: 4.6
Furness: 4.7
Carlisle & Eden: 4.9

I know which subject(s)
West Cumbria: 4.6
Furness: 4.8
Carlisle & Eden: 5.0

I can achieve my goals
West Cumbria: 4.6
Furness: 4.6
Carlisle & Eden: 4.7
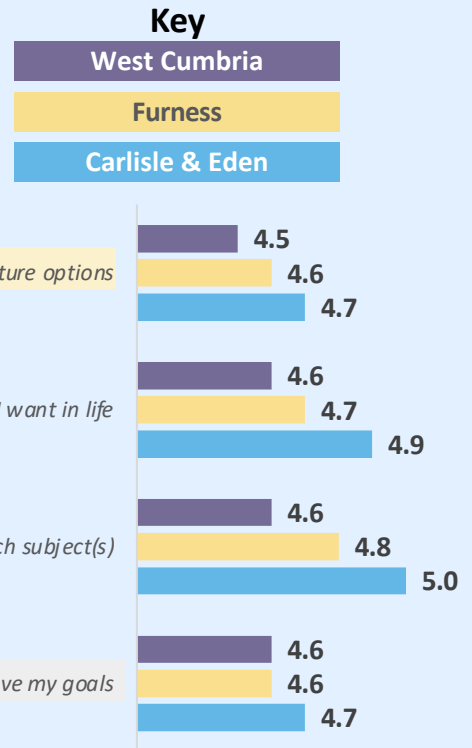
REGIONAL SCHOOL VS FE

West Cumbria

School Mean	FE Mean
4.5	4.9

Statistically significant difference

Furness

School Mean	FE Mean
4.7	4.6

Carlisle & Eden

School Mean	FE Mean
4.9	4.8

FE learners (Y12-13) in West Cumbria score significantly higher than school learners (Y9-11).

There were no **significant differences between FE learners and school learners in Furness and Carlisle & Eden.**

'Golden Question' for theme

Question to be removed in wave 2

REGIONAL MALE VS FEMALE

There are no significant differences between male and female learners on 'Ideation & Self-Belief' across Cumbria.

West Cumbria	
Female Mean	Male Mean
4.5	**4.7**

Furness	
Female Mean	Male Mean
4.6	**4.8**

Carlisle & Eden	
Female Mean	Male Mean
4.8	**5.0**

> *"I think we should have more personal advice about what might be the best path for us."*
>
> *Y9 female learner, Furness*

💡 LEARNER NEEDS PROFILE

For the theme 'Ideation & Self-Belief', **Female learners in general** should be the main focus. **Female learners in general score the lowest on 'Ideation & Self-Belief'.**

Supporting this segment would **contribute towards improved self-efficacy; facilitating students to identify their own strengths and values to support their belief in their future plans.** Several students **requested 1:1 support with their future plans as well as personal matters**, demonstrating the need for tailored support.

Hello Future could provide support to this segment through the *'Your Future Workshop'* and *1-2-1 Mentoring*, or *Small Group Mentoring* if this is not feasible.

Self-confidence for female learners is something that both Hello Future and Cosmos have seen consistently through previous projects. It is a possibility that female learners score themselves lower than male learners for this reason.
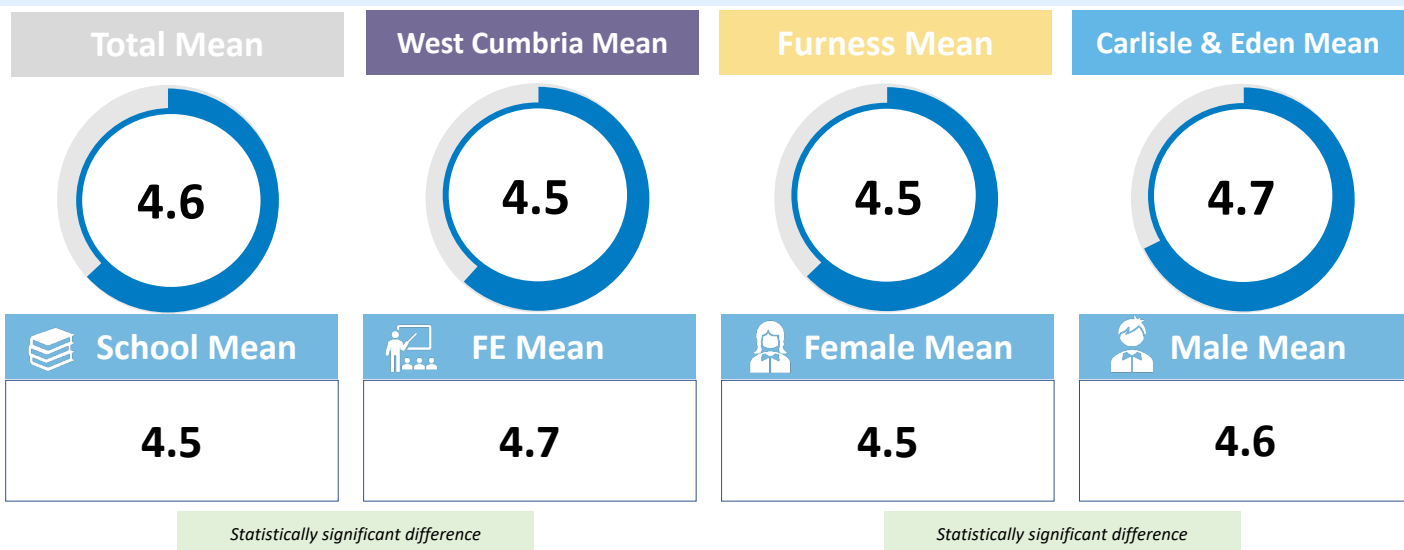
Personal Expectations

hello future.

Personal Expectations is one of the **higher scoring themes across Cumbria.** There are **significant differences between the three regions, with Carlisle & Eden scoring more positively.**

There are also **significant differences between school learners and FE learners, with FE learners scoring significantly more positively**. Similarly, **male learners across Cumbria score significantly higher than female learners**.

Students score the **most positively on the statement *'I am aware of my options'*** and **less positively on the statement *'I have a clear future plan'*.** This is **reflected in the qualitative** responses where learners requested further support with *'Next Steps'* in their academic careers, where several students mentioned they *'don't have a plan'.*

Total Mean	West Cumbria Mean	Furness Mean	Carlisle & Eden Mean
4.6	4.5	4.5	4.7

School Mean	FE Mean	Female Mean	Male Mean
4.5	4.7	4.5	4.6

Statistically significant difference   *Statistically significant difference*

THEME STATEMENTS

Statements presented in order of the strength of relationship with overall theme

Statement	Disagree	Neutral	Agree	Mean
I know my next step	30%	19%	51%	4.5
How to find information	28%	23%	49%	4.4
I am ready for my next step	33%	23%	44%	4.2
I am aware of my options	14%	17%	70%	5.2
I have a clear future plan	38%	19%	43%	4.1

■ Disagree ■ Neutral ■ Agree

Scores show average (mean) responses to 7-point agreement scale questions, with 7 being positive.
For the purpose of reporting, charts are represented as groupings with 'Disagree' showing scale points 1-3 and 'Agree' showing scale points 5-7

27

'Golden Question' for theme

Question to be removed in wave 2
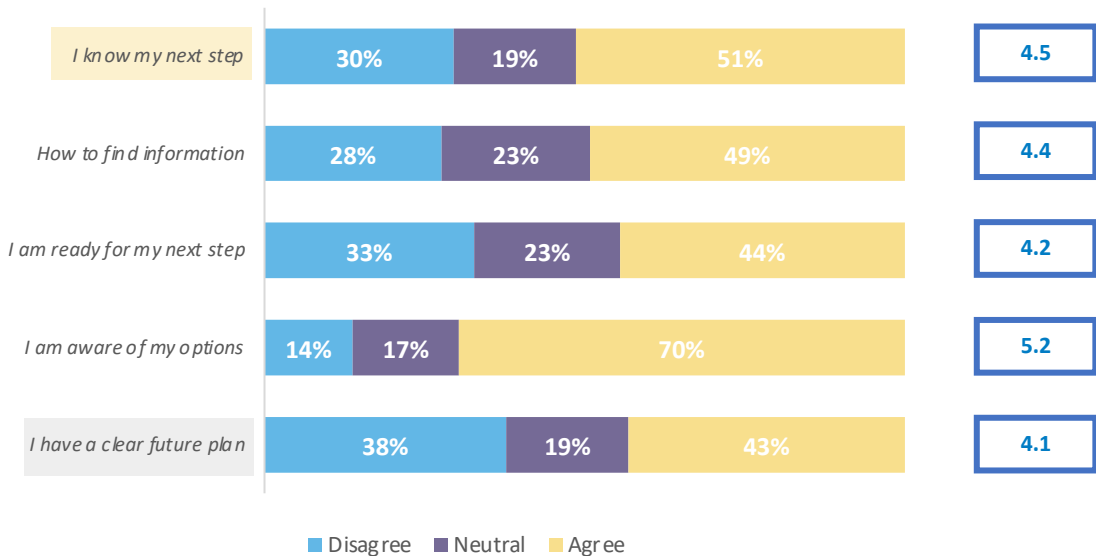
REGIONAL COMPARISONS

For 'Personal Expectations', there are **significant differences between the three regions** with **Carlisle & Eden scoring more positively** than West Cumbria and Furness.
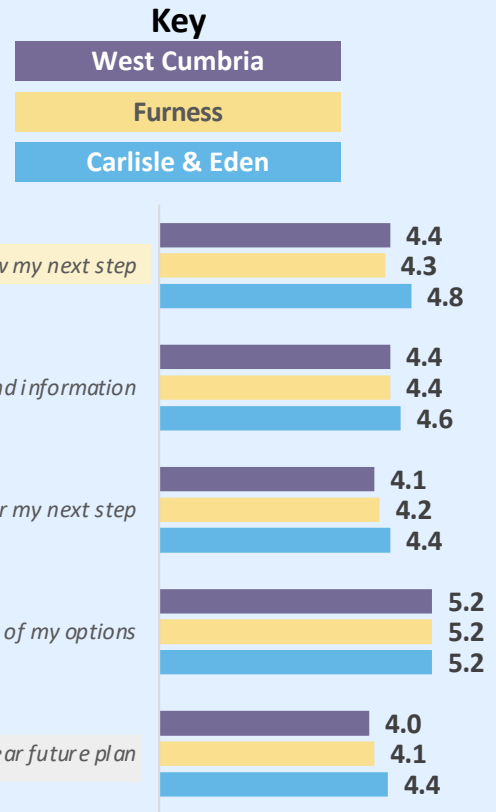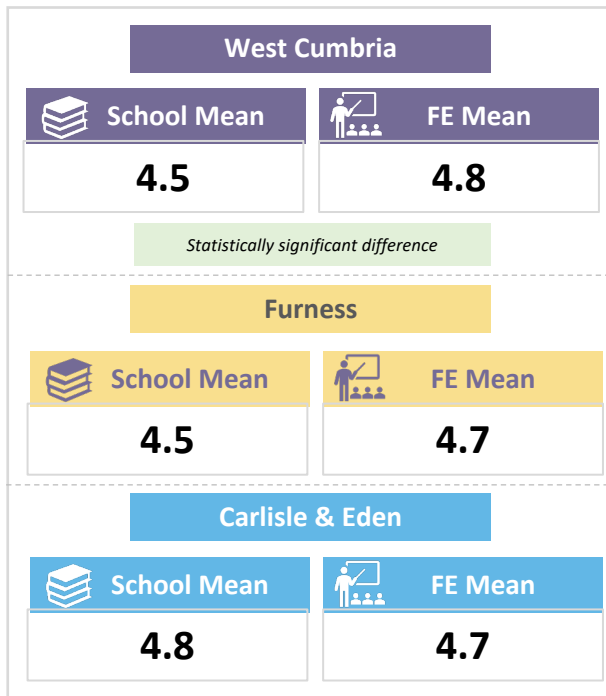
Carlisle & Eden learners score significantly higher than both West Cumbria and Furness on the statements *'I am ready for my next step'* and *'I have a clear future plan'*, and significantly higher than Furness on *'I know my next step'* and *'I am aware of my options'*.

White learners score significantly higher than non-White learners within West Cumbria, while non-target learners score significantly higher than target learners within Carlisle & Eden.

Key

West Cumbria	
Furness	
Carlisle & Eden	

	West Cumbria	Furness	Carlisle & Eden
I know my next step	4.4	4.3	4.8
How to find information	4.4	4.4	4.6
I am ready for my next step	4.1	4.2	4.4
I am aware of my options	5.2	5.2	5.2
I have a clear future plan	4.0	4.1	4.4

REGIONAL SCHOOL VS FE

West Cumbria	
School Mean	**FE Mean**
4.5	**4.8**

Statistically significant difference

Furness	
School Mean	**FE Mean**
4.5	**4.7**

Carlisle & Eden	
School Mean	**FE Mean**
4.8	**4.7**

School learners (Y9-11) in West Cumbria score less positively on the theme than school learners in Furness and Carlisle & Eden, and significantly so when compared with FE learners (Y12-13) in West Cumbria.
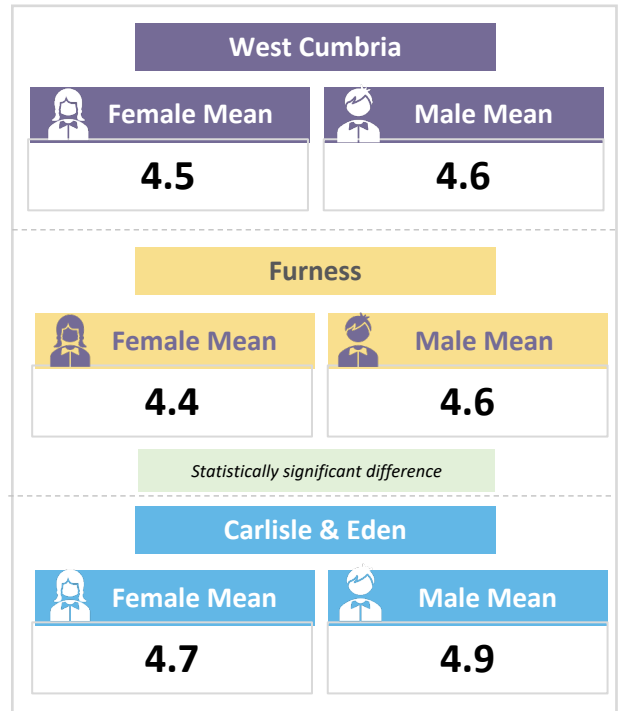
School learners in Furness and Carlisle & Eden show no significant differences when compared with FE learners in their area.

Interpretations of this finding should be approached with caution due to large differences in sample size – 774 White learners and 31 non-White learners.

28

'Golden Question' for theme

Question to be removed in wave 2

REGIONAL MALE VS FEMALE

Male learners in Carlisle & Eden score significantly more positive on the theme 'Personal Expectations' than the female learners in their region.

There are no significant differences between genders in West Cumbria and Furness.

West Cumbria

Female Mean	Male Mean
4.5	4.6

Furness

Female Mean	Male Mean
4.4	4.6

Statistically significant difference

Carlisle & Eden

Female Mean	Male Mean
4.7	4.9

> *"Help me figure out the best future for me."*
>
> *Y12 male learner, West Cumbria*

LEARNER NEEDS PROFILE

Learners in West Cumbria and Furness require the most support with the intervention theme 'Personal Expectations'. **The areas of most concern appear to be *'I am ready for my next step'* and *'I have a clear future plan'.***

To support learners in this theme, Hello Future needs to **facilitate the development of clear aspirations** that learners hold about their future. Also, **learners confidence to develop and strive towards these goals should be supported**. In line with this, **learners have suggested 'Further Information' be available about their future options, as well as 'Trips and Visits' (including taster days) to enable them to experience and understand their future options**.

Hello Future could also facilitate improvements in this area through the *'Your Future' Workshop* and *'Preparing for Student Life'* Workshop. **These workshops will enable students to plan their futures in a supportive and informative environment.**
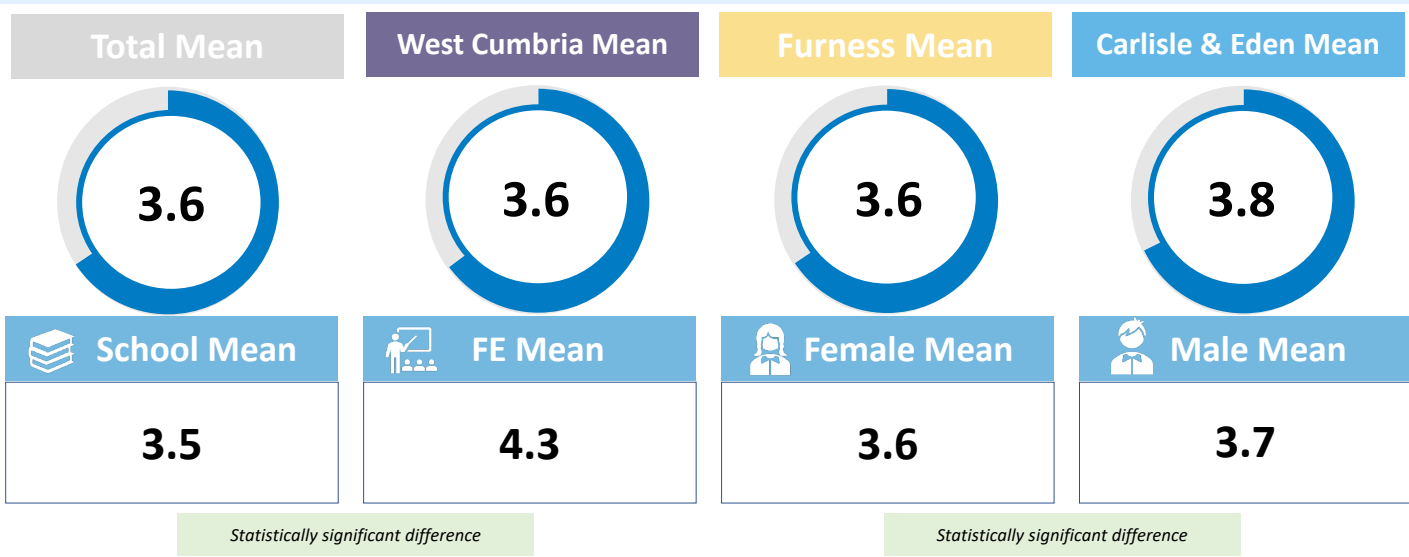
Practical Support
& Guidance

Practical Support & Guidance
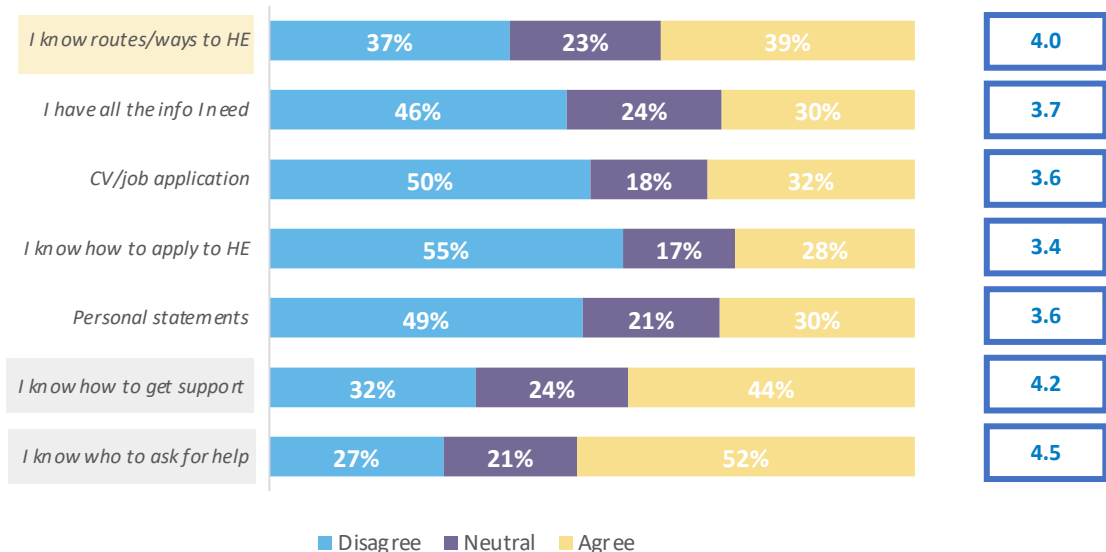
TOTAL NETWORK

Learners in Cumbria score the lowest overall on the theme 'Practical Support & Guidance'. Between the three regions, **Carlisle & Eden scores significantly more positively** than learners in West Cumbria and Furness. **Male learners score significantly higher than female learners** overall. **FE learners score significantly more positively than school learners**. However, this difference is likely due to the theme statements covering practical skills that school learners might not have had the opportunity to learn.

In regard to specific statements, **learners score the lowest on practical skills** such as *'I know how to apply to HE'*, *'I know how to write a CV/job application'* and *'I know how to write a personal statement'*. This was **reflected in the qualitative responses** through the recurring themes *'Life Skills'* and *'Help with application to HE/FE'*.

Total Mean	West Cumbria Mean	Furness Mean	Carlisle & Eden Mean
3.6	3.6	3.6	3.8

School Mean	FE Mean	Female Mean	Male Mean
3.5	4.3	3.6	3.7

Statistically significant difference (School/FE)

Statistically significant difference (Female/Male)

THEME STATEMENTS

Statements presented in order of the strength of relationship with overall theme

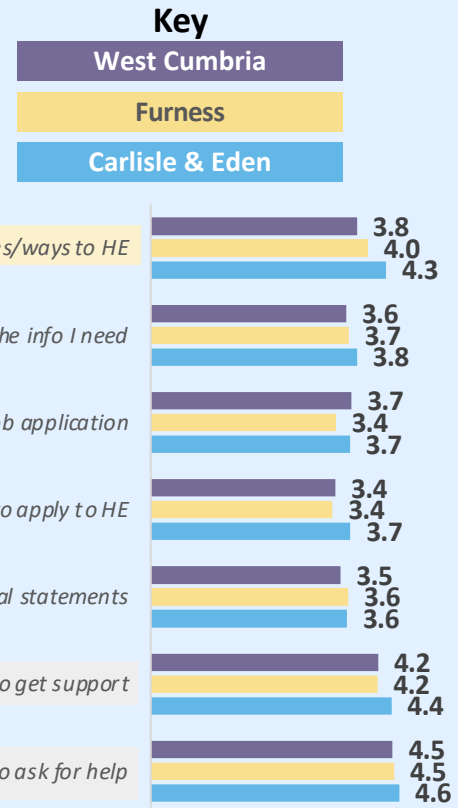| Statement	Disagree	Neutral	Agree	Mean
I know routes/ways to HE	37%	23%	39%	4.0
I have all the info I need	46%	24%	30%	3.7
CV/job application	50%	18%	32%	3.6
I know how to apply to HE	55%	17%	28%	3.4
Personal statements	49%	21%	30%	3.6
I know how to get support	32%	24%	44%	4.2
I know who to ask for help	27%	21%	52%	4.5

■ Disagree ■ Neutral ■ Agree

Scores show average (mean) responses to 7-point agreement scale questions, with 7 being positive.
For the purpose of reporting, charts are represented as groupings with 'Disagree' showing scale points 1-3 and 'Agree' showing scale points 5-7

'Golden Question' for theme

Question to be removed in wave 2

REGIONAL COMPARISONS

There are significant regional differences in scoring between regions for the theme 'Practical Support & Guidance', with learners in Carlisle & Eden scoring more positively than West Cumbria and Furness. On the statements *'I know routes/ways to HE'* and *'I know how to apply to HE'*, West Cumbria and Furness score significantly less positive than learners in Carlisle & Eden.

'I know routes/ways to HE' appears to be a significant problem area for learners in West Cumbria when compared with Furness and Carlisle & Eden scores and should be considered during Hello Future's support sessions.

Within regions, there are no significant differences between White and non-White students. Similarly, there are no significant differences between Uni Connect target and non-target learners.

Key

West Cumbria	
Furness	
Carlisle & Eden	

Statement	West Cumbria	Furness	Carlisle & Eden
I know routes/ways to HE	3.8	4.0	4.3
I have all the info I need	3.6	3.7	3.8
CV/job application	3.7	3.4	3.7
I know how to apply to HE	3.4	3.4	3.7
Personal statements	3.5	3.6	3.6
I know how to get support	4.2	4.2	4.4
I know who to ask for help	4.5	4.5	4.6

REGIONAL SCHOOL VS FE

West Cumbria

School Mean	FE Mean
3.4	4.4

Statistically significant difference

Furness

School Mean	FE Mean
3.5	4.4

Statistically significant difference

Carlisle & Eden

School Mean	FE Mean
3.7	4.1

Statistically significant difference

FE learners score significantly more positively across all of the regions. This difference could be influenced by the **difference in study level between the two groups; with FE learners being further along in their academic career.** It is likely that FE learners have had discussions within colleges and sixth forms around these skills and support needs in preparation for their next steps.

Several learners mentioned wanting *'Further Information'* in relation to HE and careers and to learn more *'Life Skills'* relating to CV's and job applications, despite being in the lower years. One Y13 student reflected on their time in school and FE, noting that *"Schools should introduce the future possibilities earlier so that learners have the opportunity to explore these…it can feel like the university process is sudden and there's a lot that I am yet to know.".*

'Golden Question' for theme	
Question to be removed in wave 2	

REGIONAL MALE VS FEMALE

West Cumbria

👤 Female Mean	👤 Male Mean
3.5	**3.7**

Furness

👤 Female Mean	👤 Male Mean
3.5	**3.7**

Carlisle & Eden

👤 Female Mean	👤 Male Mean
3.7	**4.0**

There are no significant differences between male and female learners across Cumbria on the theme 'Practical Support & Guidance'.

> *"How do I get into college? Can you help me with the next steps of life?"*
>
> *Y9 male learner, Furness*

LEARNER NEEDS PROFILE

School learners across Cumbria in general score the lowest on 'Practical Support & Guidance' and therefore require additional support in this area. As previously mentioned, this significantly less positive score for 'Practical Support & Guidance' could be due to school learners being at an earlier stage in their academic careers. Despite this, **when comparing against the 4 other intervention themes, 'Practical Support & Guidance' is the lowest scoring theme and therefore should be a key priority for Hello Future when supporting learners across Cumbria.**

In order to facilitate improvements in students' identification of their own strengths and belief in their future careers plans, **Hello Future should provide support on 'Life Skills'** (as identified by learner's responses to support needed), **as well as knowing the options available to them earlier to fully understand the routes they can take for their next steps.** This could be carried out through Hello Future's 'Progression Routes' Assembly and the 'Life Skills' Workshops.
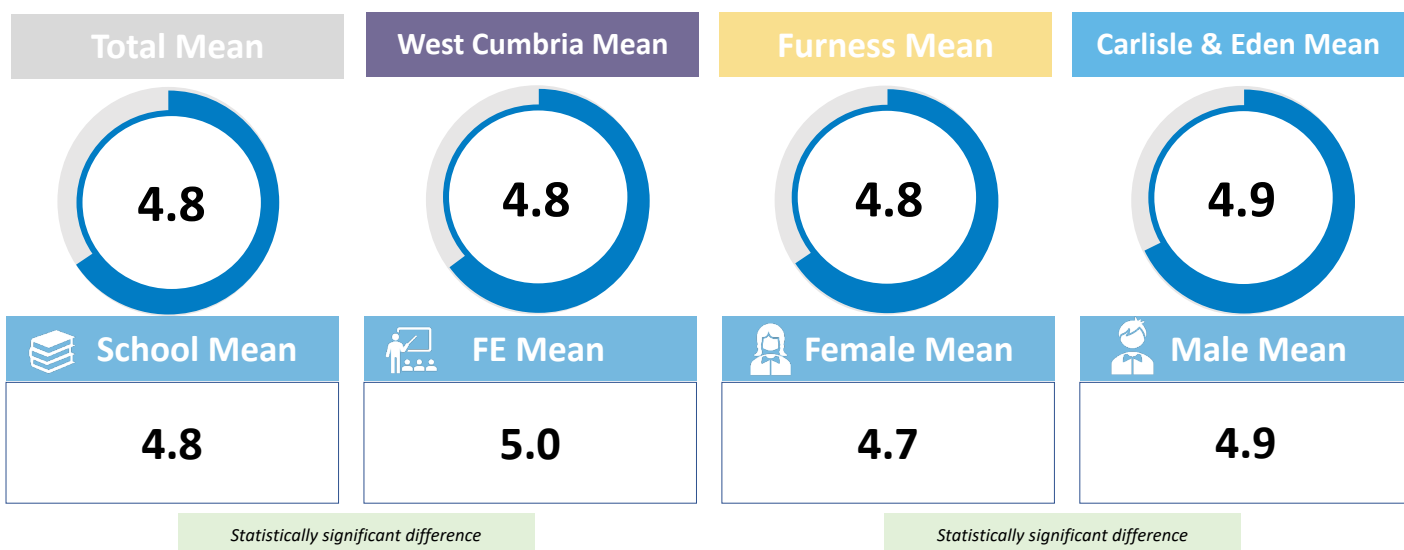
Building Skills & Strategies
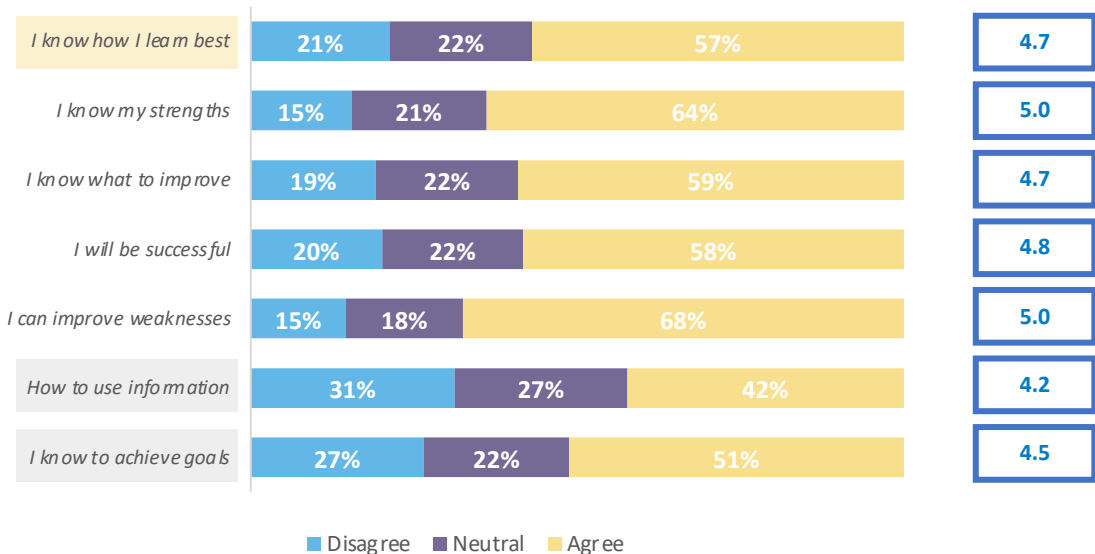
hello future.

Building Skills & Strategies is one of the higher scoring themes for learners in Cumbria.
Male learners score significantly higher on this theme than Female learners. Learners in **Further Education (FE; Y12 and Y13) score significantly higher than students in schools (Y9-Y11)**. It is worth noting that this significant difference could be due to FE students being older and therefore more developed in these areas. There were no significant differences between learners in Uni Connect target areas versus learners in non-target areas. Similarly, there were no significant differences between White and non-White learners across the statements.

Learners score the lowest on the specific statement 'How to use information', which was reflected in the qualitative responses from the survey. Learners mentioned wanting more support via receiving "Further information (delivered in person/lessons)" and "Help with next steps (not through a specific format)".

Total Mean	West Cumbria Mean	Furness Mean	Carlisle & Eden Mean
4.8	4.8	4.8	4.9

📚 School Mean	🧑‍🏫 FE Mean	👩 Female Mean	👦 Male Mean
4.8	5.0	4.7	4.9
	Statistically significant difference		*Statistically significant difference*

THEME STATEMENTS

Statements presented in order of the strength of relationship with overall theme

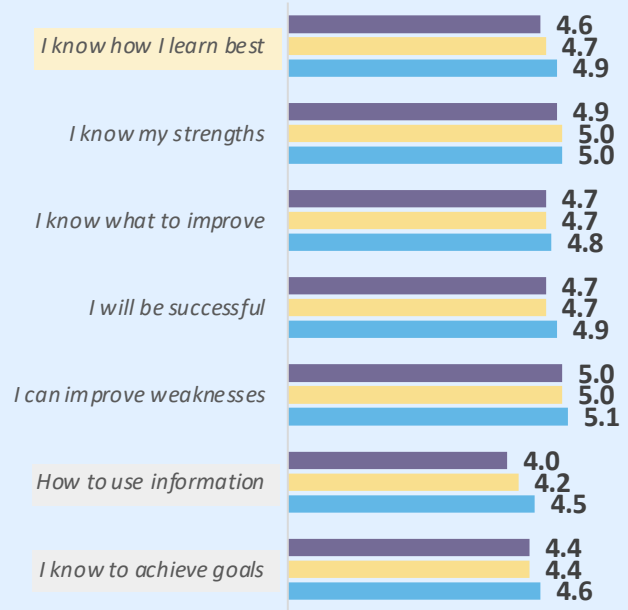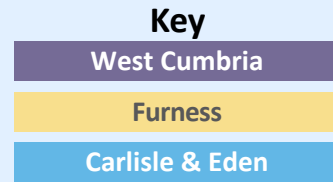| Statement	Disagree	Neutral	Agree	Mean
I know how I learn best	21%	22%	57%	4.7
I know my strengths	15%	21%	64%	5.0
I know what to improve	19%	22%	59%	4.7
I will be successful	20%	22%	58%	4.8
I can improve weaknesses	15%	18%	68%	5.0
How to use information	31%	27%	42%	4.2
I know to achieve goals	27%	22%	51%	4.5

■ Disagree ■ Neutral ■ Agree

Scores show average (mean) responses to 7-point agreement scale questions, with 7 being positive.
For the purpose of reporting, charts are represented as groupings with 'Disagree' showing scale points 1-3 and 'Agree' showing scale points 5-7

'Golden Question' for theme

Question to be removed in wave 2

Building Skills & Strategies
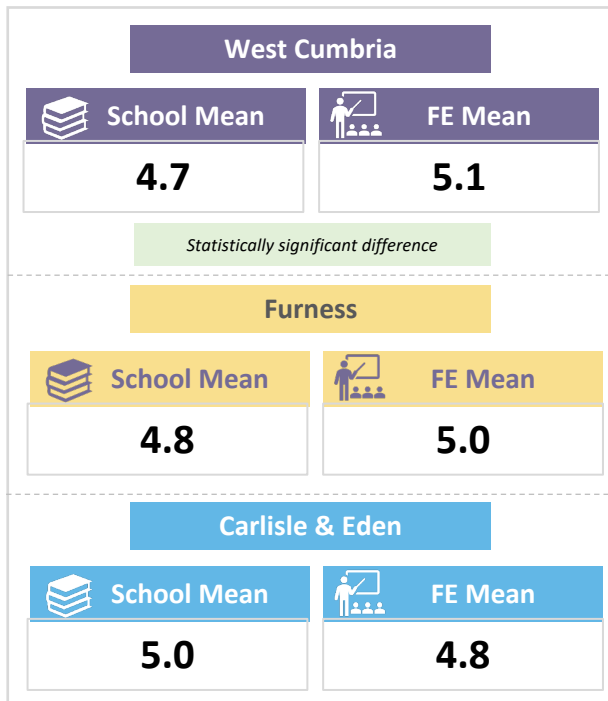
REGIONAL COMPARISONS

For the theme 'Building Skills & Strategies', there are **no significant differences between the three regions.**

However, learners in **Carlisle & Eden score significantly higher than learners in West Cumbria on 'I know how I learn best', as well as 'How to use information' when compared to both West Cumbria and Furness**. This sentiment is reflected in the qualitative responses, with learners requesting 'further information' and further 'learning support (format not specified)'; potentially to understand what learning style suits them best.

Within the regions, there were no significant differences between Uni Connect target and non-target learners. Similarly, there were no significant differences between White and non-White learners.

Key

West Cumbria	
Furness	
Carlisle & Eden	

I know how I learn best — 4.6 / 4.7 / 4.9

I know my strengths — 4.9 / 5.0 / 5.0

I know what to improve — 4.7 / 4.7 / 4.8

I will be successful — 4.7 / 4.7 / 4.9

I can improve weaknesses — 5.0 / 5.0 / 5.1

How to use information — 4.0 / 4.2 / 4.5

I know to achieve goals — 4.4 / 4.4 / 4.6

REGIONAL SCHOOL VS FE

West Cumbria

School Mean	FE Mean
4.7	5.1

Statistically significant difference

Furness

School Mean	FE Mean
4.8	5.0

Carlisle & Eden

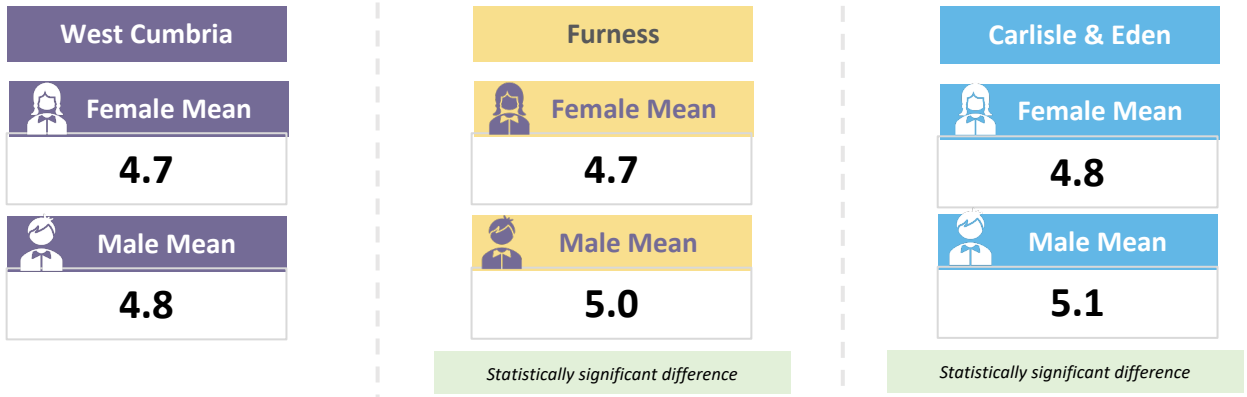| School Mean	FE Mean
5.0	4.8

When comparing school learners (Y9-11) and FE learners (Y12-13) on the theme 'Building Skills & Strategies', **FE learners score significantly higher in West Cumbria.**

In comparison, in Carlisle & Eden school learners score slightly higher on this theme compared to FE learners. However, this difference was statistically insignificant and should be treated as such.

'Golden Question' for theme

Question to be removed in wave 2

hello future.

Male learners in Furness and Carlisle & Eden score significantly higher than female learners on the theme 'Building Skills & Strategies'.

There is **no significant difference** between the overall score of **male and female learners in West Cumbria** on this theme.

West Cumbria	
Female Mean	
4.7	
Male Mean	
4.8	

Furness	
Female Mean	
4.7	
Male Mean	
5.0	

Statistically significant difference

Carlisle & Eden	
Female Mean	
4.8	
Male Mean	
5.1	

Statistically significant difference

"Help me to find ways to study better and concentrate more in lessons."

Y9 female learner, West Cumbria

LEARNER NEEDS PROFILE

On the theme 'Building Skills & Strategies', **school learners (Y9-11) in West Cumbria** score the lowest overall when compared with FE learners (Y12-13) in their region and both school and FE learners in Furness and Carlisle & Eden. In particular, **Y9 and Y10 students score the lowest on this specific theme**.

Supporting the segment with this theme should involve **assisting learners to develop their own strategies and skills to effectively self-manage challenges they may face in education and their next steps.** This could be facilitated through *Hello Future's 'MADE Study Skills Workshop'* and *small group mentoring* to develop young learners in West Cumbria.

As previously mentioned, this could be due to this specific segment being at the beginning of their academic career. Nonetheless, **early intervention for this group would be beneficial to their progression through their education and next steps.**
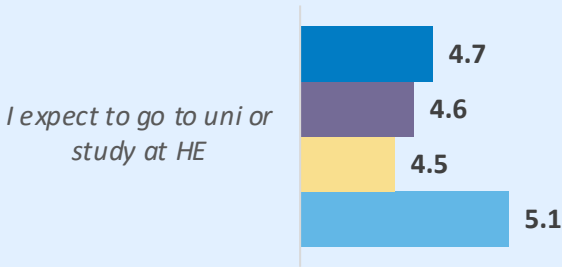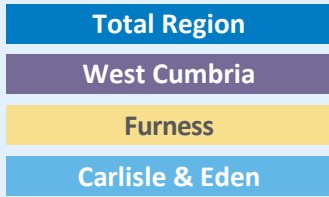
Driving Intentions to HE

Driving Intentions to HE

INTENTION TO APPLY TO HE

Key

| Total Region |
| West Cumbria |
| Furness |
| Carlisle & Eden |

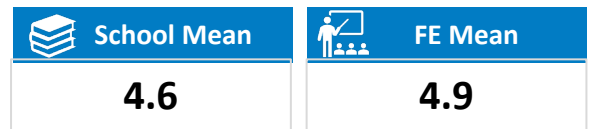*I expect to go to uni or study at HE*

- 4.7
- 4.6
- 4.5
- 5.1

Intention to apply to HE was captured in the survey through the statement 'I expect to go to university or study at HE'. The **relationship between intention, the intervention themes and demographics previously mentioned has been explored to understand what variables drive intention to HE amongst learners in Cumbria**.

Intention to apply to HE was significantly different between the three regions, with Carlisle & Eden scoring higher than West Cumbria and Furness.
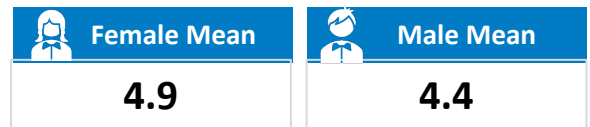
Intention varies significantly across all of the captured demographic variables, apart from ethnicity.

Female learners are significantly more likely to go to HE compared to male learners on intention; **a trend that has been consistently captured by UCAS*.**
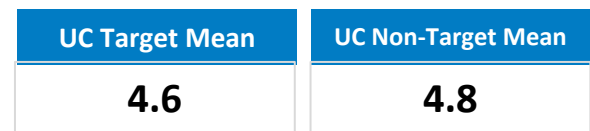
Learners from **Uni Connect target areas are significantly less likely to go to HE in the future. FE learners are more likely to go to HE** in comparison to school learners. **Y12 learners score the highest** *(mean score = 5.1)* on intention to apply to HE, with **Y10 scoring the lowest** *(mean score = 4.4).* It is possible that Y12 have higher intentions to apply to HE than Y13 *(mean score = 4.8)* due to them not having to make the decision about next steps currently. Thus, they might not be fully informed around the application process and requirements, whereas the likelihood of HE may have decreased for some in Y13.

School Mean	FE Mean
4.6	**4.9**

Statistically significant difference

Female Mean	Male Mean
4.9	**4.4**

Statistically significant difference

UC Target Mean	UC Non-Target Mean
4.6	**4.8**

Statistically significant difference

UNDERSTANDING THE DRIVERS OF INTENTION

When exploring the relationship between the demographics captured and intention to apply to HE**, gender, UC status and the year group variable 'School vs FE' significantly correlate with intention to apply to HE**. Ethnicity does not correlate with intention to apply to HE and therefore was not included in the regression analysis, discussed in detail on page 39.

All intervention themes captured in the baseline survey significantly correlated with intention to apply to HE and were therefore included in the regression analysis. When investigating effect sizes, 'Supporting Transitions to HE' has the biggest effect size** (*r = .4; medium effect size*), whilst 'Practical Support & Guidance' has the smallest effect size (*r = .2; small effect size*).

*https://www.ucas.com/data-and-analysis/undergraduate-statistics-and-reports/ucas-undergraduate-releases/applicant-releases-2021/2021-cycle-applicant-figures-30-june-deadline

**Effect size demonstrates how meaningful a relationship between variables is. For example, the larger the effect size, the more meaningful the relationship between those variables is
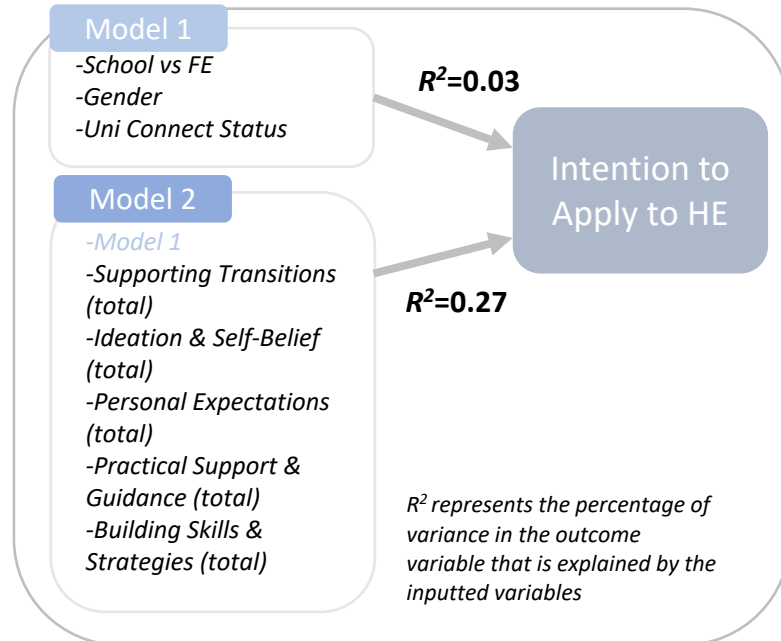
REGRESSION METHODOLOGY

Regression analysis is a statistical method to **reliably demonstrate which variables have an impact on the outcome variable**, or the topic of interest. In the current example, **'Intention to Apply to HE' was selected as the outcome variable based on it being a key progress indicator for Hello Future.**

Hierarchical regression was chosen to understand the **independent contribution of demographics** in predicting intention to HE.

HIERARCHICAL REGRESSION MODEL

In **Model 1**, the **demographic variables** that were significantly correlated with 'Intention to Apply to HE' (School vs FE, Gender and Uni Connect Status) were entered to understand their independent contribution. **The model was significant, showing that the entered demographics variables explained 3% of the variance in intention to HE overall. All the variables were significant predictors** of intention at this stage, with **Gender being the strongest predictor.**

For **Model 2**, the **demographic variables** from Model 1 were re-entered **along with all the intervention themes,** as they were shown to be significantly correlated with intention.

Model 1
-School vs FE
-Gender
-Uni Connect Status

R^2=0.03

Intention to Apply to HE

Model 2
-*Model 1*
-*Supporting Transitions (total)*
-*Ideation & Self-Belief (total)*
-*Personal Expectations (total)*
-*Practical Support & Guidance (total)*
-*Building Skills & Strategies (total)*

R^2=0.27

R^2 represents the percentage of variance in the outcome variable that is explained by the inputted variables

Model 2 was also significant and explained an additional 24% of the variance (27% total). In this Model, **UC Status was no longer a significant predictor** of 'Intention to Apply to HE' when the themes were considered. **Gender (female learners), Schools vs FE (FE learners), 'Supporting Transitions to HE', 'Ideation & Self-Belief' and 'Practical Support & Guidance' were all significant predictors of intention to HE.** Of the variables entered in Model 2, **Supporting Transitions is the strongest predictor of 'Intention to HE'.**

Model 2 has the greatest predictive power overall, but Model 1 is also required for methodological purposes and to account for the independent contribution of demographic factors in Intentions.

TAKEAWAY FROM THE ANALYSIS

In order **to improve 'Intention to Apply to HE', the intervention theme 'Supporting Transitions (to HE)' should be the main focus.**

It is worth noting that the variable **'Practical Support & Guidance' has a negative impact** on 'Intention to Apply to HE', meaning that as 'Practical Support & Guidance' score increases, 'Intention to Apply to HE' decreases. It is likely that this is a result of students learning skills that take them towards employment or options outside of HE.

To fully understand intention, **other variables may need to be considered**. One possible variable to consider for future would be **academic attainment** as it is likely to have a big impact on learners intention to apply to HE in the future.

Supporting Learner Needs

Supporting Learner Needs

WHAT SUPPORT DO STUDENTS NEED?

The approach to the Future Selves Programme, using the Future Selves Baseline Survey, has allowed for a **detailed but focused breakdown of the key areas that Hello Future need to work with learners on across Cumbria**. It is evident that all learners across Cumbria have areas for improvement, however this approach allows for Hello Future to hone in on the cold-spots to focus their efforts and improve the outcomes for learners in Cumbria.

The following key priorities are based on Cosmos' analysis of **1841 responses to Future Selves Baseline Survey between November 2021 and June 2022.** Some may refer to actions that the Hello Future are already undertaking.

KEY PRIORITIES

Hello Future should continue to approach outreach activities through the intervention theme framework. While learners score higher on some themes than others, there remains a need for support across all themes

School learners would like to receive similarly support to FE learners across all themes. Learners point to a preference to receiving information earlier on in their academic careers so the transition between education levels doesn't seem so sudden

Female learners generally score lower than male learners across all themes except 'Supporting Transitions to HE'. Female learners consistently score lower than male learners across the majority of themes and statements. It is unclear whether this is due to them genuinely having less knowledge across the themes, or that male learners have greater self-confidence to self-report higher

West Cumbria and Furness consistently score lower than Carlisle & Eden. Targeted outreach activities to these regions could be beneficial for learners in West Cumbria and Furness to improve on the themes overall

'Practical Support & Guidance' should be considered as independent from driving Intention to HE, as strength in this theme is negatively correlated with Intention to HE. Learners that score higher on this theme are less likely to want to go to university, potentially because the theme covers more practical, work-based skills such as 'I know how to write a CV/job application' and 'I know how to write a personal statement'. A more suitable progress indicator should be sought

All learners require further support on the theme 'Practical Support & Guidance'. Learners score the lowest on this theme and consistently asked for further information and support on topics relating to this theme, i.e., information on HE and apprenticeships, how to write a CV/job application and the HE application process

WHAT SUPPORT DO STUDENTS WANT?

Below details the qualitative responses captured by the open question:
"What could your school, college or Hello Future do to help you in your education or future career, whether that be at college, university or a job?".

Not all students provided a response. Responses such as 'Don't Know' and 'N/A' were not included below.

Category	Value
Further Info	256
Trips and Visits	117
Help with Next Steps (non-specific)	101
Life Skills	97
Help with Applications to HE/FE	65
Learning Support (non-specific)	46
Work Experience Opportunities	39
1:1 Support and Teaching	26
Guest Speakers	25
More Practical Learning	15
Careers Fairs	11
General School/Teaching Feedback	10
Additional...	7
Online Advice/Materials	7
Continue with Current Support	6
After School Clubs	3
Help with English	3
Expand GCSE Options	3
Opportunity Days'	2

> *"I would like more information on how to apply for HE and what steps to take."*
> Y12 female learner, Carlisle & Eden

> *"Talk to us about how to do CVs and maybe even have 1:1's to discuss what we want to do in future."*
> Y10 female learner, Furness

> *"University trips to see what it would be like."*
> Y10 learner, Furness

> *"I'd like more experience in the workplace."*
> Y13 male learner, West Cumbria

The most **common responses related to learners' desire to have more information around specific aspects of their future plans**, i.e., specific jobs, course options, HE and apprenticeships.

It appears that students generally want **more exposure to certain options**, for example university and college campus visits, job opportunities as a result of their GCSE and A-Level choices and guest speakers from certain careers.

The **development of 'Life Skills'** such as how to apply to jobs, pay bills and write personal statements was also a popular request from learners as discussed previously.

Supporting Information

Baseline Survey – Theme Statements

In **November 2021**, Hello Future and Cosmos launched the Future Selves Baseline Survey, including 27 statements, to measure students according to Hello Future's five progression framework themes. The allocation of statements to themes was initially based on Hello Future and Cosmos' theoretical interpretation of the progression framework themes – with the plan to conduct statistical analysis to test and adjust this allocation at a later date once sufficient survey data had been collected.

Factor Analysis - Identifying 'Golden Questions'

In **March 2022**, Cosmos used exploratory factor analysis to test how many factors/themes the survey statements were actually grouped around, i.e. how they are statistically related (rather than our initial theoretical predictions).

Cosmos initially included all 27 survey statements in the factor analysis, before testing a number of variations - removing statements that weakened the overall analysis. Cosmos found that the factor analysis was strongest when using 20 of the 27 original statements. **7 statements were removed** as these weakened the overall analysis and were closely correlated with other statements that more accurately captured the identified factors. This also made sense conceptually as the statements that were removed all had related statements that were included (e.g. 'I know how to get the support I need' was removed, but 'I know how to find the information I need' was included). The list of statements that were ultimately removed from the factor analysis can be found on page 46.

After removing these seven statements, and ensuring the most robust factor analysis, results showed that there are **four factors among the survey statements**, based on their statistical relationships. The statement groupings are quite different to our initial expectations – they don't exactly match our initial themes – but there generally tends to be a majority/bunching of one or two of our initially-predicted themes within each statistical factor.

Cosmos then sought to 'name' the factors based on the 'theme' that each factor/group of statements seemed to best fit, statistically and conceptually – based on the original theme of the statement(s) that correlated most closely with the factor overall, the common themes within each factor, and our conceptual understanding of the themes. For three out of four factors, this was relatively straightforward (A – Supporting Transitions, C – Practical Support & Guidance, D – Building Skills & Strategies); however, factor B contained a number of different themes.

In order **to accommodate Hello Future's original five themes**, Cosmos proposed to **split factor B into two themes** – Ideation & Self Belief and Personal Expectations – for the purposes of the golden questions and future reporting. The two statements which correlated most strongly with this factor were originally allocated to these two themes at the start of the project, and the remaining statements could also be inferred to relate conceptually with these themes (though not according to our original expectations). Cosmos tested a number of different 'splits' among these statements, and found that the groupings proposed on page 47, made good sense conceptually as well as being statistically reliable.

The **golden questions** for each factor/theme were then identified as the statements which were **most closely correlated to the factors overall** (the one question that is most likely to give us a representative view of the theme overall), or in the case of factor B – the two statements with the highest correlations being selected to represent each of two themes. Cosmos recommended that **Intention to Higher Education** ("I expect to go to university or study at higher education") is also included in the golden questions surveys as an additional KPI.

Hello Future are currently in the process of reviewing these themes, as part of their updated progression framework and 2022/23 programme.

Table 1 lists all 27 statements in the order listed in the (paper) baseline survey, the themes to which they were originally allocated, and their revised theme based on factor analysis.

	Original Theme (*original 'key theme' statement)	Revised Theme
1. I know which subject(s) I want to study in the future	Practical Support & Guidance	Ideation & Self-Belief
2. I know how I learn best	Building Skills & Strategies	Building Skills & Strategies
3. I know my own strengths and weaknesses	Ideation & Self-Belief	Building Skills & Strategies
4. I know what skills I need to improve to reach my goals	Building Skills & Strategies	Building Skills & Strategies
5. I can improve on my weaknesses if I work on them	Building Skills & Strategies	Building Skills & Strategies
6. I know what I want in life (education, career etc)	Personal Expectations*	Ideation & Self-Belief
7. I believe I will be successful in life (education, career etc)	Personal Expectations AND Ideation & Self-Belief	Building Skills & Strategies
8. I am aware of different options I can take in my education (e.g. college/university/apprenticeships)	Building Skills & Strategies	Personal Expectations
9. I know what future options are suited to me (education, career etc)	Ideation & Self-Belief	Ideation & Self-Belief
10. I know how university/higher education could help me in life	Practical Support & Guidance	Supporting Transitions
11. I know what being a university student would be like	Supporting Transitions	Supporting Transitions
12. I feel like I would fit in well at university	Supporting Transitions	Supporting Transitions
13. I know how to apply to university/higher education	Supporting Transitions	Practical Support & Guidance
14. I know how to write a personal statement	Supporting Transitions	Practical Support & Guidance
14. I know how to write a CV/job application	Supporting Transitions	Practical Support & Guidance
16. I know about different routes/ways to get into higher education	Practical Support & Guidance	Practical Support & Guidance
17. I know how to find information about my future options (education, career etc)	Building Skills & Strategies	Personal Expectations
18. I know how to get the support I need for my future plans (education, career etc)	Practical Support & Guidance*	Removed from factor analysis
19. I know who to ask for help with my future plans (education, career etc)	Practical Support & Guidance	Removed from factor analysis
20. I have all the information I need about my future plans (education, career etc)	Practical Support & Guidance	Practical Support & Guidance
21. I know how to use the information I have learned about my future options (education, career etc)	Building Skills & Strategies	Removed from factor analysis
22. I know how to achieve my goals in life (education, career etc)	Building Skills & Strategies*	Removed from factor analysis
23. I know what my next step is after my current school/college (e.g. college/university/job/apprenticeship)	Personal Expectations	Personal Expectations
24. I feel ready for the next step in my education or career (e.g. going to college/university/job/apprenticeship)	Supporting Transitions*	Personal Expectations
25. I know what to expect from my next steps (e.g. college/university/job/apprenticeship)	Supporting Transitions	Removed from factor analysis
26. I have a clear plan for my future (education, career etc)	Personal Expectations	Removed from factor analysis
27. I am confident I can achieve my goals in life (education, career etc	Ideation & Self-Belief*	Removed from factor analysis

Table 2 represents the statements in the order of their revised themes, based on the factor analysis. Golden Questions were selected based on their correlation (Pearson's r) with the overall factor (right hand column), where '1' represents a perfect positive correlation, r > 0.5 is considered a large effect.

	Original Theme (*original 'key theme' statement)	Revised Theme	Statement Correlates with Factor (GQ – Golden Question)
Factor A - STRONGEST PREDICTOR OF INTENTION TO HE			
12. I feel like I would fit in well at university	Supporting Transitions	Supporting Transitions to HE	0.818 (GQ)
10. I know how university/higher education could help me in life	Practical Support & Guidance	Supporting Transitions to HE	0.79
11. I know what being a university student would be like	Supporting Transitions	Supporting Transitions to HE	0.79
Cosmos proposed to rename this theme as 'Supporting Transitions to HE', as the statements are all closely related to HE/university, rather than supporting other/general transitions (e.g. between school/college)			
Factor B - Significant predictor of Intention to HE (2nd)	This factor can be split into two to accommodate the five Hello Future themes. Cosmos tested the reliability of various statement groupings and found the following to be the best solution.		
9. I know what future options are suited to me (education, career etc)	Ideation & Self-Belief	Ideation & Self-Belief	0.790 (GQ)
6. I know what I want in life (education, career etc)	Personal Expectations*	Ideation & Self-Belief	0.75
1. I know which subject(s) I want to study in the future	Practical Support & Guidance	Ideation & Self-Belief	0.73
23. I know what my next step is after my current school/college (e.g. college/university/job/apprenticeship)	Personal Expectations	Personal Expectations	0.771 (GQ)
17. I know how to find information about my future options (education, career etc)	Building Skills & Strategies	Personal Expectations	0.71
24. I feel ready for the next step in my education or career (e.g. going to college/university/job/apprenticeship)	Supporting Transitions*	Personal Expectations	0.70
8. I am aware of different options I can take in my education (e.g. college/university/apprenticeships)	Building Skills & Strategies	Personal Expectations	0.63
Factor C - Significant predictor of Intention to HE (3rd)			
16. I know about different routes/ways to get into higher education	Practical Support & Guidance	Practical Support & Guidance	0.761 (GQ)
20. I have all the information I need about my future plans (education, career etc)	Practical Support & Guidance	Practical Support & Guidance	0.76
15. I know how to write a CV/job application	Supporting Transitions	Practical Support & Guidance	0.71
13. I know how to apply to university/higher education	Supporting Transitions	Practical Support & Guidance	0.71
14. I know how to write a personal statement	Supporting Transitions	Practical Support & Guidance	0.71
Factor D - Non-significant predictor of Intention to HE (4th)			
2. I know how I learn best	Building Skills & Strategies	Building Skills & Strategies	0.757 (GQ)
3. I know my own strengths and weaknesses	Ideation & Self-Belief	Building Skills & Strategies	0.74
4. I know what skills I need to improve to reach my goals	Building Skills & Strategies	Building Skills & Strategies	0.73
7. I believe I will be successful in life (education, career etc)	Personal Expectations AND Ideation & Self-Belief	Building Skills & Strategies	0.73
5. I can improve on my weaknesses if I work on them	Building Skills & Strategies	Building Skills & Strategies	0.72

Table 3. shows the schools/colleges and number of learners that completed the Future Selves Baseline Survey between November 2021 and June 2022.

School Name	Frequency	%
Workington Academy	276	15%
St. Joseph's Catholic High School, Business and Enterprise College	228	12%
Walney School	184	10%
Millom School	171	9%
Lakes College – West Cumbria	154	8%
William Howard School	137	7%
Trinity School	122	7%
St. Bernard's Catholic High School	110	6%
St. Benedict's Catholic High School	97	5%
Furness Academy	72	4%
Richard Rose Morton Academy	64	4%
Energy Coast UTC	56	3%
Furness College (Channelside Campus)	54	3%
Barrow Sixth Form College	47	3%
Caldew School	24	1%
St. John Henry Newman Catholic School	14	1%
Chetwynde School	14	1%
The Nelson Thomlinson School	11	1%
Keswick School	5	0.3%
Cockermouth School	1	0.1%

About Cosmos

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hello future.

Cosmos – Our Experience

Cosmos has extensive experience working in the education and impact evaluation sector, having worked with a large number of HE clients. Cosmos specialises in delivering HE research programmes across a wide range of disciplines and methods - this includes quantitative, qualitative, empirical & secondary research. Cosmos has delivered innovative research programmes that have been recognised by the Office for Students as 'exemplary'. Cosmos has also supported delivery of a 'sector leading' impact research programme with a partner institution. Further to this, a recent Cosmos report has been recognised by and presented to the House of Lords, in order to inform and aid development of new policies.

"Really delighted with the data analysis work Cosmos have undertaken for us. Many thanks for your attention to detail, clear communication, and quality reporting within agreed timescales – great service."

Anna Woodhouse, (former) UniConnect Research & Evaluation Manager: University of Leeds

The Director of Research & Strategy, Sarah Dirrane, has vast experience evaluating access and outreach programmes within a HEI setting – inc. tracking attitudinal shifts, changes in behaviour pre and post initiative. Sarah also led the Research & Intelligence Team at a large HEI for 5 years and was responsible for delivering a large portfolio of strategic research projects, which comprised primary and secondary approaches; from qualitative projects capturing the student voice to synthesising, reconciling and analysing large students datasets –inc. UCAS & HESA datasets.

CASE STUDY

Cosmos was commissioned to undertake a research project to help the university understand the impact and experiences of those who have received one of their bursary awards

The project was part of a wider multi-method research programme involving:
✓ Running an online survey - managing the responses and sending / managing email invitations & reminders. Response of nearly 2,000 students. Response rate was 50% higher than the target of 1,000 responses
✓ Qualitative F2F interviews – recruited from the online survey
✓ Secondary analysis of multiple datasets with 100,000+ data points, in order to create a logic model.

The survey was developed with guidance and approval from the university and scripted using an online survey design platform, in an engaging and easy to use format. It was also optimised via. omni-channel options to ensure a smooth user experience.

The university has used the results as a basis for their strategic review of the full awards package. The findings have ensured that students who have benefitted the most from the awards package were included in the revised award offer.

> *"Cosmos Engagement Ltd. have proven themselves to be a highly skilled professional company who work with dedication and enthusiasm towards meeting their client's brief. They were able to provide advanced analytical skills that produced valuable insights into the attitudes and needs of our students. The report that was produced was on brief, detailed, well evidenced and engaging in style …. provided excellent customer care, keeping us updated on progress and meeting the changing needs of the project with good grace. Thank you to everyone involved for all of their hard work"*
>
> *Emily Rozier, Head of Funding, Graduation & Awards : University of Birmingham*

Working Experience | Both the Managing Director, Sean Dirrane, and Director of Research & Strategy , Sarah Dirrane, have worked in the Higher Education and public sectors for 17+ years. Sean is also an experienced Widening Participation practitioner and manager. Whilst Sarah has experience on the strategic evaluation of access and outreach initiatives.

Development of 19-20 Access and Participation Plan | Sarah has led on the strategic development and delivery of the 19-20 Access and Participation Plan for a HEI. The plan was developed in conjunction with a number of departments at the university and Sarah was responsible for ensuring that the plan met and addressed the new regulatory guidance released by the Office for Students (OfS). Sarah attended the OfS conference and extensively reviewed the new guidance documents, mapping them back to previous Access Agreement submissions. Hence, Sarah has a sound understanding of the wider context, national aims and objectives of access work going forward and which groups are most under-represented nationally and at what point in the student journey – access, success or progression.

A selection of our HE clients:

BISHOP GROSSETESTE UNIVERSITY | UNIVERSITY OF PORTSMOUTH | University of Cumbria | UNIVERSITY OF LEEDS | UNIVERSITY OF HULL | UNIVERSITY OF BIRMINGHAM | UNIVERSITY OF Southampton

Project Team
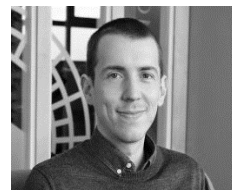
**Sarah Dirrane	Director, Research & Strategy**	**Sean Dirrane	Managing Director**	**Bethany Griffin	Research Executive**	**Dean Biddulph	Senior Research Manager**
✓ **Trained researcher** – Masters in Research Methodology at University of Leeds	✓ **Significant knowledge** of the HEI sector	✓ **Advanced research skills -** Masters in Psychological Research Methods from the University of Sheffield	✓ **Experienced research manager**, having successfully managed a large **number of HE research programmes – inc. qualitative and quantitative**
✓ Experienced in delivering **multi-method research programmes**	✓ 10-year career at Leeds Beckett University, **Widening Participation Practitioner & WP Manager: Research & Evaluation**	✓ In-depth **understanding** of both **quantitative and qualitative** research methods	✓ Adept in carrying out both **qualitative and quantitative methods,** including statistical data analysis and immersive longitudinal qualitative case studies
✓ **Developed Access & Participation Plans – deep understanding of the wider access and outreach context**	✓ **Works closely with a number of Uni Connect networks** delivering work which is highly focussed on supporting and developing disadvantaged and marginalised groups	✓ Experience **conducting social research** as an academic research assistant	✓ Experience **across a range of sectors** and high profile clients
✓ Delivered research & evaluation services in the **education, HEI and public sectors**			✓ MRS (Market Research Society) Advanced Certificate
✓ **Knowledge & understanding of the HE sector** – led the Research & Intelligence Team at a large HEI			