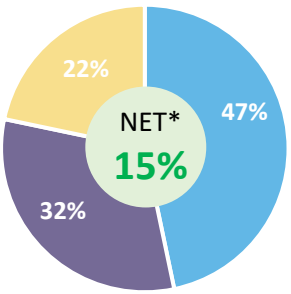
# Golden Questions Wave 2 - Summary

**152 students** completed the **Golden Questions (GQ) survey in June 2022**, after completing the Future Selves baseline (BL) survey between November 2021-June 2022. **Positive NET** movements were seen on **4/5 themes**, with **2 showing statistically significant changes** in mean scores. **Intention to HE** showed slight positive net movements, despite a negative mean score movement (average scores decreased slightly, despite more positive than negative movements in individual students' scores). Only Supporting Transitions to HE saw a slight negative net movement, despite a very slight positive mean score movement (average scores increased slightly, despite more negative than positive movements in individual students' scores). **Trends are very similar to those observed in Golden Questions Wave 1, though less pronounced.**

## Personal Expectations

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



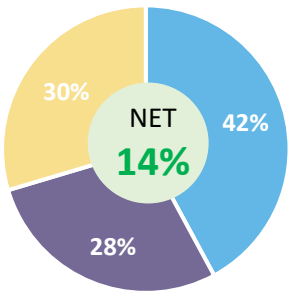

Positive Negative No Change

| Mean BL | Mean GQ |
|---|---|
| 4.4** | 4.8 |

*Statistically significant difference*

## Practical Support & Guidance

*I know about different routes/ways to get into HE*



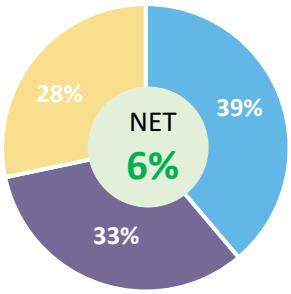

Positive Negative No Change

| Mean BL | Mean GQ |
|---|---|
| 4.2 | 4.5 |

*Statistically significant difference*

## Building Skills & Strategies

*I know how I learn best*

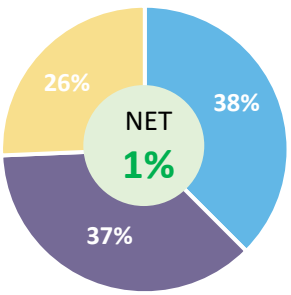



Positive Negative No Change

| Mean BL | Mean GQ |
|---|---|
| 4.8 | 5.0 |

## Ideation & Self-Belief

*I know what future options are suited to me*

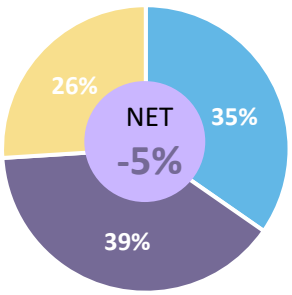



Positive Negative No Change

| Mean BL | Mean GQ |
|---|---|
| 4.8 | 4.8 |

## Supporting Transitions to HE

*I feel I would fit in well at university*

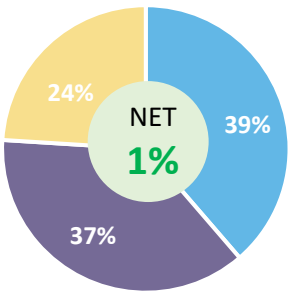



Positive Negative No Change

| Mean BL | Mean GQ |
|---|---|
| 4.2 | 4.2 |

## Intention to Apply to HE

*I expect to go to university or study at higher education*




Positive Negative No Change

| Mean BL | Mean GQ |
|---|---|
| 4.9 | 4.7 |

*The rationale for the choice of golden questions used in the survey and report is described from page 6.*

Based on 152 individual students' responses.
*NET = Positive Movement – (minus) Negative Movement



**Baseline (BL) scores shown on this page relate to the 152 individual students who completed the Golden Questions (GQ) survey, not the total baseline sample.

# Golden Questions - Drivers

## Q: Have you had any support from Hello Future, or anyone else, since your last survey?

**Almost half of respondents reported that they had received support since their baseline survey**, which may have impacted students' scores positively. While only five learners specifically mentioned Hello Future, Hello Future's initial visits to schools may have led to some positive developments after the point at which the baseline surveys were collected (as discussed below). It is also possible that more students received support than they recalled/reported in the Golden Questions survey.

Where support was described, this tended to involve information and discussions around future plans, most frequently with teachers, family and career advisors. Some students also mentioned work experience opportunities, which has helped them to choose their future career plans.

> Hello Future helped me with what I want to do after college by educating me on my options.

> I've had support from my family and teachers at school.

## Q: Has anything changed since your last survey with us?

**The majority of respondents mentioned that they had made plans or began to make decisions about their future since Hello Future's first visit/collection of the baseline survey.** The majority of these were around plans relating to future career choice and college or university courses, with a small number of students describing having applied, or considering applying, to apprenticeships.

> I have applied to an A-Level course to gain the needed subjects for a teaching degree at university.

> I am now thinking of possibly getting an apprenticeship after school instead of going to sixth form.

## Analysis & Interpretation of Findings - Important

**The Golden Questions findings are based on a short survey with a small sample of 152 students. However, the demographic characteristics are broadly similar to the larger baseline survey sample** (see following pages). Due to the small sample, and few direct references to Hello Future within students' open ended responses, **the reasons for movements cannot be confidently asserted.** However, by **focusing on the direct movements of 152 individual students**, we can be confident that there have been **genuine positive movements** in those students' scores during this period.

**Trends are very similar to those observed in Golden Questions Wave 1, though less pronounced.** There are a number of factors that may contribute to this: **Wave 2 has a sample of 152 learners versus 71 in Wave 1, with only 29 learners completing both surveys** (see p5 for their trends). **Baseline mean measurements were higher for those in Golden Questions Wave 2**, in 3/5 themes as well as intentions, with many of these **having completed the baseline survey later in the year**. **Mean scores for the 152 Wave 2 learners are lower than the 71 in Wave 1**, perhaps influenced by Wave 2 taking place towards the end of the academic year, when learners may experience more serious academic pressures and considerations around future plans. These factors appear to have combined to create less pronounced movements in Golden Questions Wave 2 – however, **net movements are positive on 4/5 themes**. It is recommended that **Golden Questions Wave 2 findings should be considered independently**, as the most accurate and recent assessment of changes for these 152 learners, rather than in direct comparison with Golden Questions Wave 1.

# Sample & Demographics (1/2)

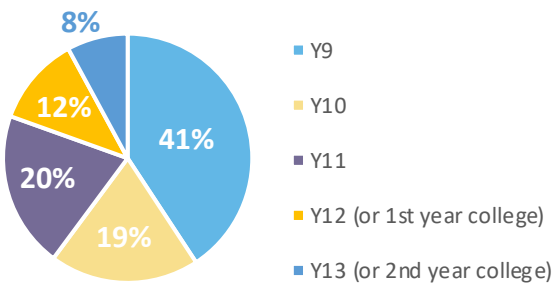
1841 students completed the Future Selves Baseline survey between November 2021-June 2022, with the majority of these via online surveys, and a minority via paper surveys in schools/colleges.

The Golden Questions survey was sent to approximately 1670* of the students above, via SMS (1040) and email (630), gaining 152 responses (9% considered to be a strong response rate for this method).

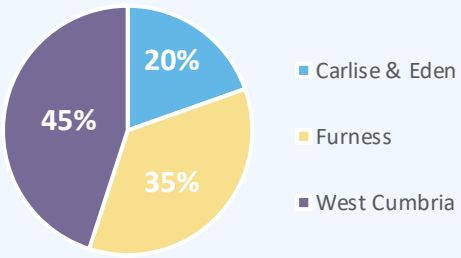
While the demographic characteristics of both sets of respondents are similar, our analysis focuses on the movements of 152 students who completed both surveys, providing a like-for-like comparison.

## Baseline Survey
## November 2021-June 2022
## 1841 Learners

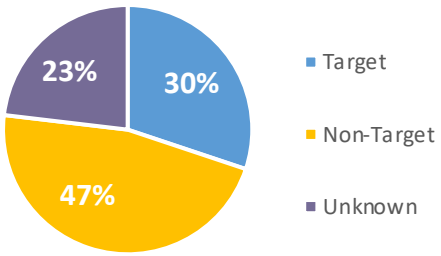
### Year Group




### Region

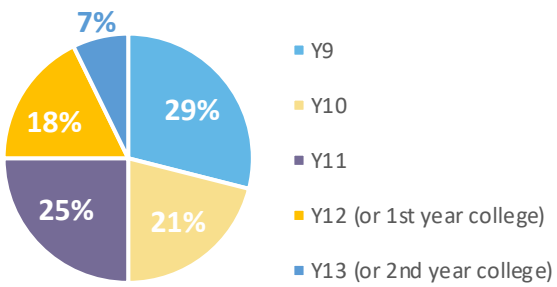



### Uni Connect

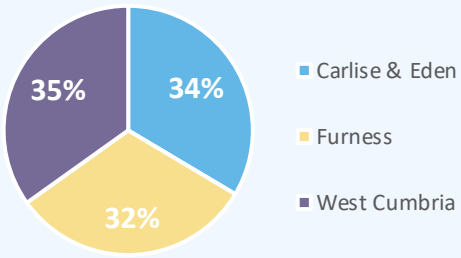



## Golden Questions Wave 2
## June 2022
## 152 Learners

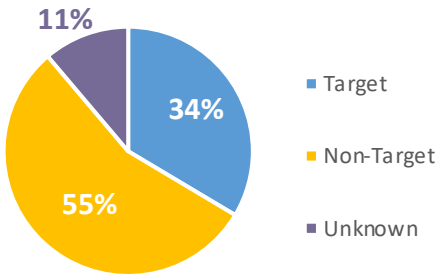
### Year Group




### Region




### Uni Connect




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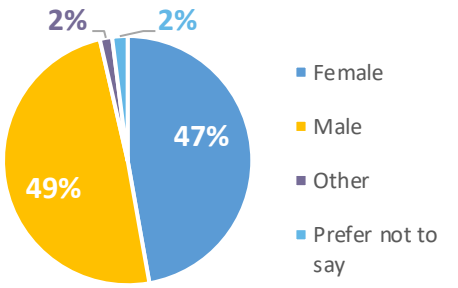


*Approximate figures due to a number of invites that may not have been received, due to invalid contact details provided by students completing the baseline survey

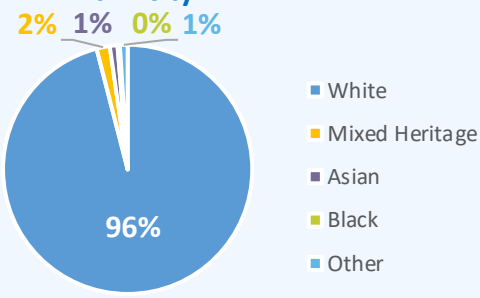
# Sample & Demographics (2/2)

## Baseline Survey
## November 2021-June 2022
## 1841 Learners

### Gender




### Ethnicity

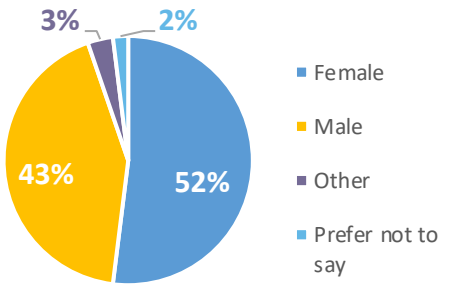



### Schools Sampled

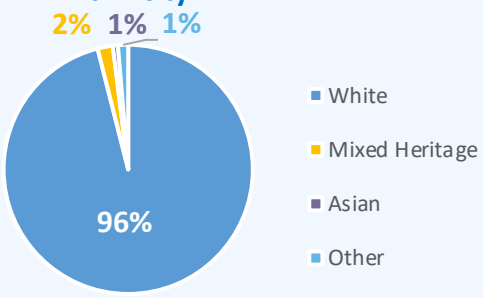
| | | | |
|---|---|---|---|
| Workington Academy | 15% | Richard Rose Morton Academy | 4% |
| St. Joseph's Catholic High School, Business and Enterprise College | 12% | Energy Coast UTC | 3% |
| | 10% | Furness College (Channelside Campus) | 3% |
| Walney School | 9% | Barrow Sixth Form College | 3% |
| Millom School | 8% | Caldew School | 1% |
| Lakes College – West Cumbria | 7% | St. John Henry Newman Catholic School | 1% |
| William Howard School | 7% | | 1% |
| Trinity School | 6% | Chetwynde School | 1% |
| St. Bernard's Catholic High School | 5% | The Nelson Thomlinson School | 0.3% |
| St. Benedict's Catholic High School | 4% | Keswick School | 0.1% |
| Furness Academy | 15% | Cockermouth School | 4% |

## Golden Questions Wave 2
## June 2022
## 152 Learners

### Gender




### Ethnicity




### Schools Sampled

| | | | |
|---|---|---|---|
| William Howard School | 14% | Energy Coast UTC | 4% |
| Walney School | 11% | St. Benedict's Catholic High School | 4% |
| Trinity School | 11% | Barrow Sixth Form College | 3% |
| Millom School | 11% | Caldew School | 2% |
| Lakes College – West Cumbria | 9% | The Nelson Thomlinson School | 1% |
| Workington Academy | 9% | Chetwynde School | 1% |
| St. Joseph's Catholic High School, Business & Enterprise College | 9% | St. Bernard's Catholic High School | 1% |
| Richard Rose Morton Academy | 5% | St. John Henry Newman Catholic School | 1% |
| Furness College | 5% | | |

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# Repeat Respondent Trends

Below details the mean scores of **29 learners who completed the Baseline, Golden Questions Wave 1 and Wave 2 surveys**. **Consistent positive movements between surveys are seen on 4/5 themes** as well as Intentions, with only Supporting Transitions showing a negative trend**.** While this **small sample** should be interpreted with caution, it helps to provide further **support for the broader positive trends** described previously in this report.

| Intervention Theme | BL Mean | GQ1 Mean | GQ2 Mean |
|---|---|---|---|
| **Personal Expectations** *I know what my next step is after my current school/college* | 4.6 → | 5.3 → | 5.4 |
| | | *Statistically significant difference* | |
| **Practical Support & Guidance** *I know about different routes/ways to get into HE* | 3.9 → | 4.9 → | 5.1 |
| | | *Statistically significant difference* | |
| **Building Skills & Strategies** *I know how I learn best* | 4.7 → | 5.1 → | 5.2 |
| | | *Statistically significant difference* | |
| **Ideation & Self-Belief** *I know what future options are suited to me* | 4.7 → | 4.9 → | 5.3 |
| **Supporting Transitions to HE** *I feel I would fit in well at university* | 4.4 → | 4.2 → | 3.8 |
| **Intention to Apply to HE** *I expect to go to university or study at higher education* | 4.5 → | 4.7 → | 4.9 |

## 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 in **table 1**).

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 in **table 2**, 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.

**The golden questions included within this report are derived from the results of this factor analysis** and will be used for the remainder of the 2021/22 Future Selves project, although **Hello Future are currently in the process of reviewing these themes, as part of their updated progression framework and 2022/23 programme**.

# Supporting Information

**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 |

# Supporting Information

**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 |