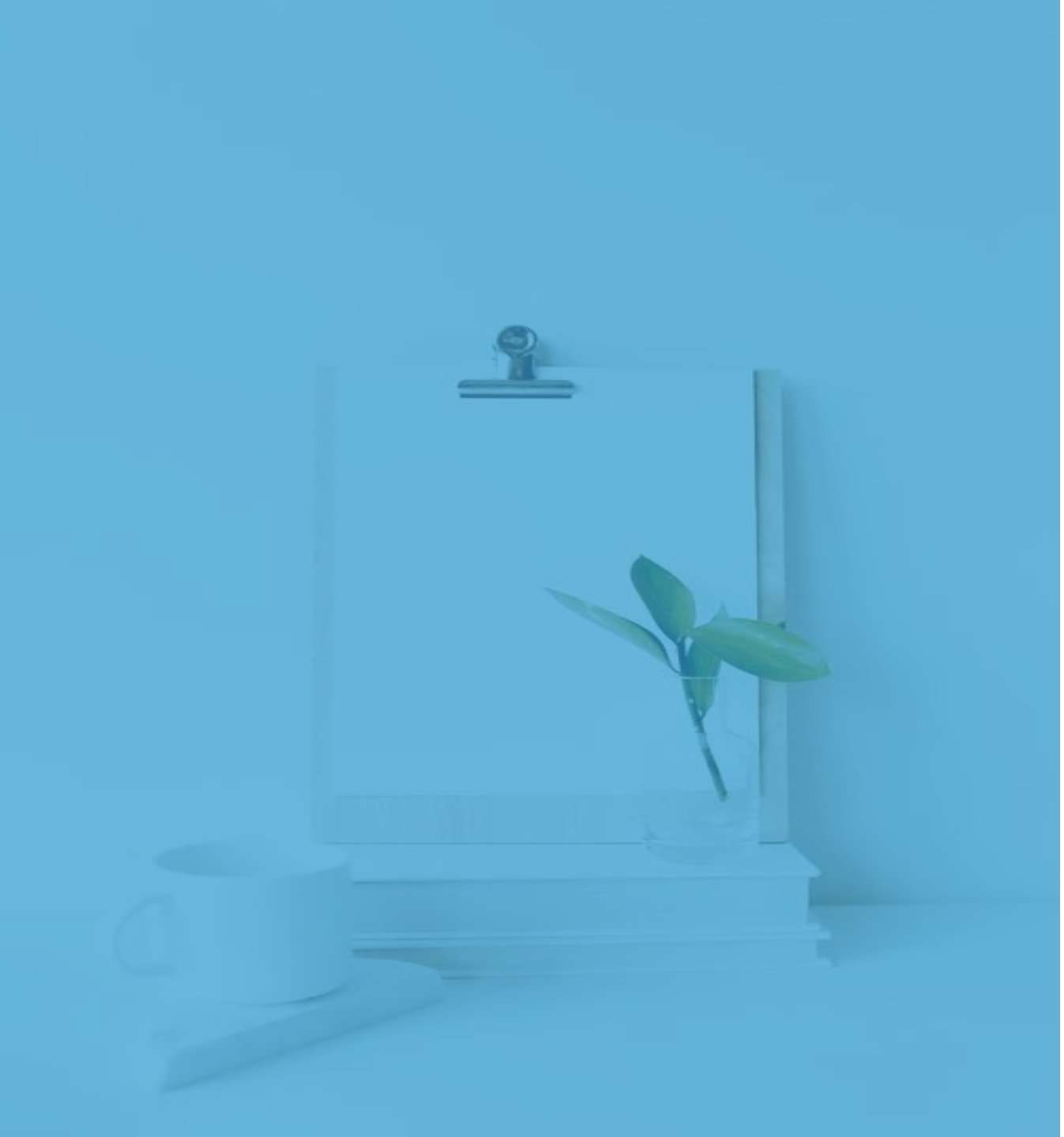
Hello Future
CFE
Analysis & Evaluation
W3 & W4 update

ABS INSIGHT LIMITED

June 2022



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Research objectives

Objectives

Wave 3 and 4 of CFE survey data freshly prepared and analysed by a number of key variables where possible.

Compared to existing W0 and W2 findings – if viable, produce local and school level reports that can be viewed and applied independently.

- ✓ CFE desk research and prep of four separate datasets
- ✓ Outline of key findings
- ✓ Survey questions themed and aggregated into key groups based on the questions (e.g. year group, gender, UniConnect status)
- ✓ Measure and identify current level of knowledge, attitude, aspiration and intentions
- ✓ Identify areas of need
- ✓ Individual local reports for key Cumbria areas where viable
- ✓ Thematic analysis of 'other' and open ended responses
- ✓ Final written report with charts/tables displayed in an accessible, engaging and user-friendly format
- ✓ Debrief with desired stakeholders

Methodology

Timeframes

This report documents an analysis of CFE survey data from the Cumbria region, provided by the Hello Future team, across Wave 0 (Oct - Nov 2017), Wave 2 (Nov 19 - Jan 20), W3 (Jan 21) and W4 (Nov 21) surveys

Data Cleansing and Quality Checks

- Removing data that included responses that had not been correctly screened out from locations outside of Cumbria.
- Removing students that had been screened out early
- Removing students that had selected the same answer for every question
- Regrouping areas of Cumbria to tie-in with W4 survey structure
- Grouping Target and non-Target students
- Grouping years 9-11 and Years 12-13

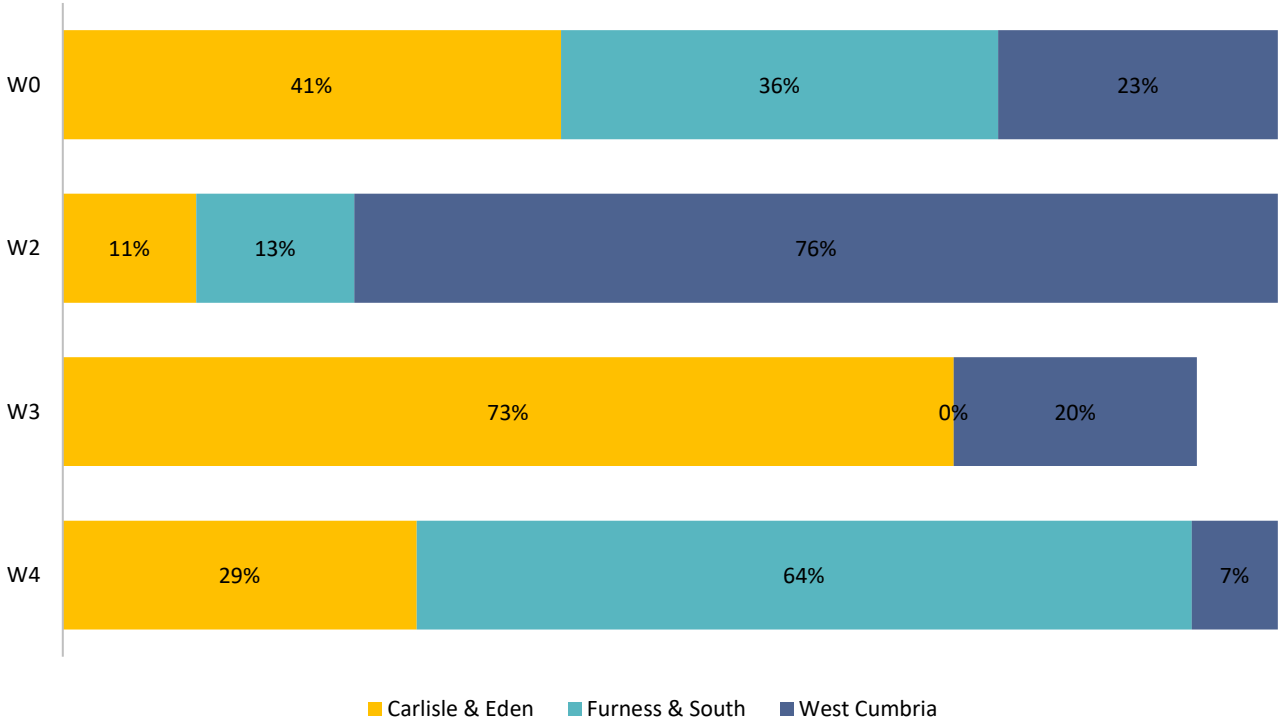
Correlation coefficients

The correlation coefficient (a value between -1 and +1) tells you how strongly two variables are related to each other. A correlation coefficient of +1 indicates a perfect positive correlation. Correlation coefficients are used to measure the strength of the linear relationship between two variables.

Key questions

Knowledge
Q5 'Application Knowledge' How much do you know about the following aspects of applying to higher education?
Q6 'Participation Knowledge' How much do you know about the following aspects of higher education study?
Q13 If you go onto Higher Education, would you be the first person in your immediate family to go?
Q14 Do you know somebody else who has gone on to Higher Education?
Attitudes
Q11 'Attitude & Confidence' How much do you agree with the following statements about higher education?
Q12 'Attitude & Personal Gain' How much do you agree with the following statements about higher education?
Q31 If there are any other activities you think would help decide whether you would like to go on to Higher Education study, please tell us what you think would be helpful.
Aspirations
Q4 How much do you agree with the following statements about your aspirations for the future?
Q2a When you finish your current studies, what would you most like to do next? (Year 9-11s)
Q2b When you finish your current studies, what would you most like to do next? (Year 12-13s)
Q33 What job or career would you like to do? Omitted due to small sample size
Intentions
Q7 Have you applied to study Higher Education?
Q8 How likely are you to apply to go to Higher Education at age 18 or 19?
Q9 What is the main reason you might not go on to study further

Sample & demographics



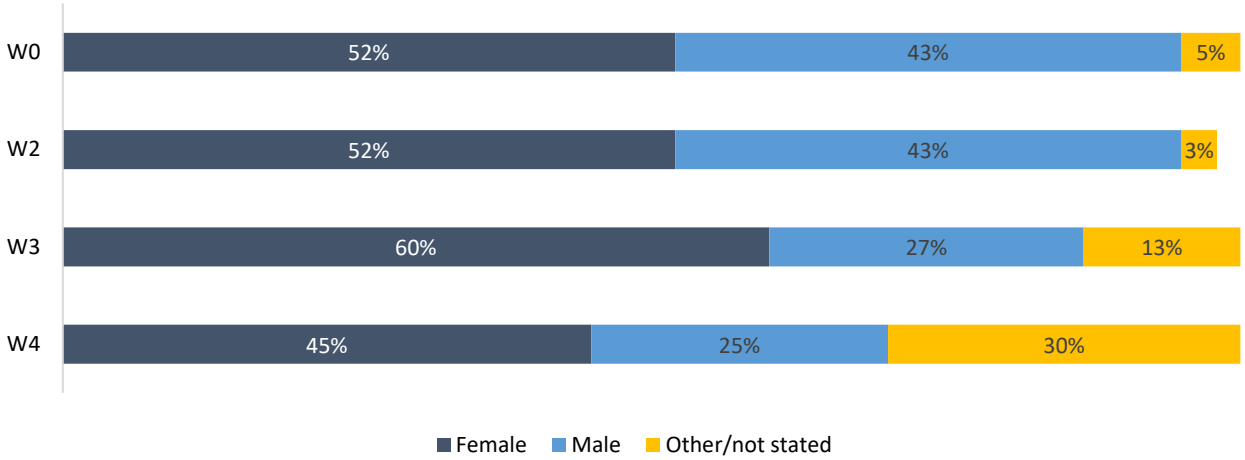
The viable sample for W4 included a total of 155 students in Wave 4.

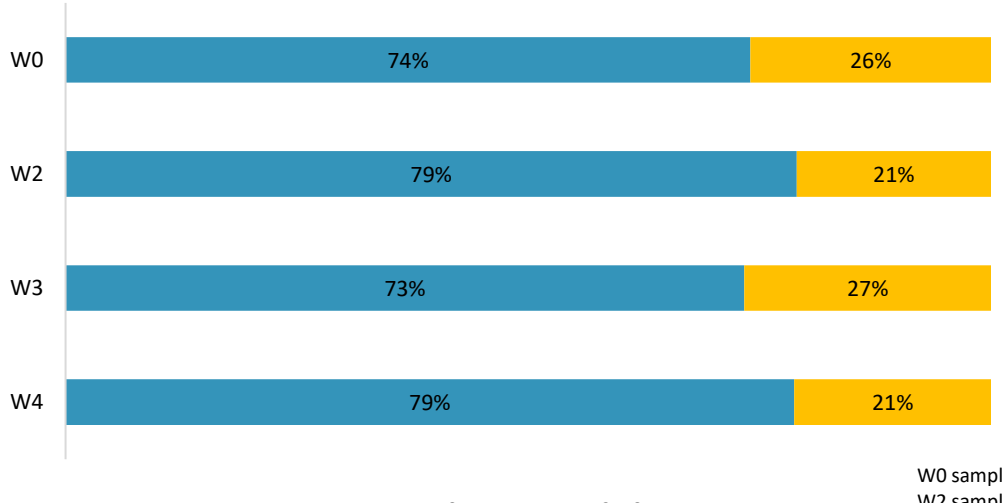
With just 15 completed surveys in W3 and no responses in Furness & South, any figures for W3 will only be used in topline, overall comparisons with no deeper analysis.

W4 has a more balanced sample, although 64% is made up of Furness & South students. W4 does not include school-level data due to the sample size and data protection issues.

As know from previous waves (W0 and W2), this level of variation is to be expected in CFE results. For example, W2 included a larger sample from West Cumbria.

As per W0 and W2, the sample is made-up of a higher proportion of female students, as well as those in year 9-11 at the time of the survey.





W0 sample size: 1,363,
W2 sample size: 866
W3 sample size: 15
W4 viable sample size: 155

Exec summary

- 10 of the top 15 most influential questions when it comes to driving intentions to HE are attitudinal - meaning generally, for students in Cumbria, their desire to apply to HE or not is rooted in their attitudes towards the idea, rather than their existing knowledge. The most important factor in determining intention to apply to HE is the belief that HE is for people like them, that they have the academic ability to succeed and that they could cope and fit in with others (p9).

- There appears to be less confidence in application knowledge across the region. We know from W4 that this is one of the few 'knowledge' areas associated with HE intentions. (P6 and throughout).

- A belief that HE will '..challenge me intellectually' is the highest scoring attitudinal metric in W4 with 85% of students in Cumbria agreeing with this statement. Key 'Attitude' variables towards HE intent include questions linked to mental barriers to HE and a confidence that it's '..for people like me' (33% W4 Cumbria) and that students '..would fit in well with others' (43%). All attitudinal statements should be a focus for Hello Future, but especially those highlighted throughout the report (p9 for summary).

- Motivation to do well is high across Cumbria (80% in W4 overall) and self-belief, especially in Carlisle and Eden (81%) that university is possible are relatively high – both key metrics in relation to HE intent. However, confidence in achieving the grades possible for further study is also a closely associated variable to HE intent and West Cumbria (56%) and Furness & South (61%) are both below the Cumbria W4 average of 64%.

- Target students have a higher understanding of the costs associated with study (29%) compared to the average in W4 and to non-target students. There is also a higher knowledge of the types of course available (24% v 18%). Target students also have a confidence in their academic ability as well as challenging them intellectually. Areas for focus for target students should be to develop an understanding on the financial support available, how to apply to HE and how HE can link to employment (p25).

- Male students appear to have abetter understanding of the costs of study (31%), how careers are linked to HE (32%) and the types of course available (28%) than female students in W4. Female students have an understanding of the qualifications (25%) and grades needed for HE but may need support on the types of courses available and how careers are linked to HE (p31).

- Male students have a stronger belief (91%) that HE will challenge them intellectually as well as being confident it will enable them to get a better job (78%) and earn more (75%). Female students are more likely to believe HE gives them valuable life skills (89%) and that they have the academic ability to succeed (65%).

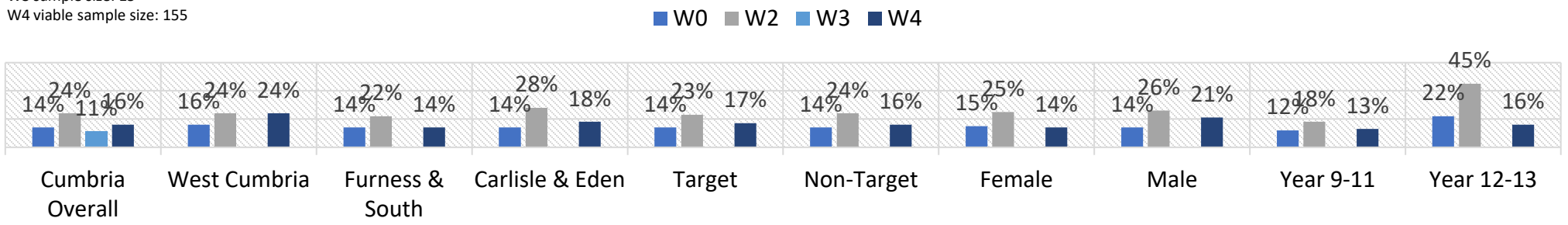
- Year 9-11 students have a stronger understanding of how HE can lead to the careers they're interested in (29%) than yr12-13 (7%) students in W4. For all age groups, we know that an understanding around costs and finance is one of the key areas to driving HE intent – an area for focus here (p37)

- Yr 9-11 are more confident that they could fit in at HE and that it is for '..people like me' compared to yr12-13. Year 12-13 students have a better understanding of costs, qualifications and grades needed and where to find information. An area to focus on for yr12-13 should be how HE links to careers, types of course and all attitudinal statements, especially as this will help drive HE intent.

Overview & key comparisons

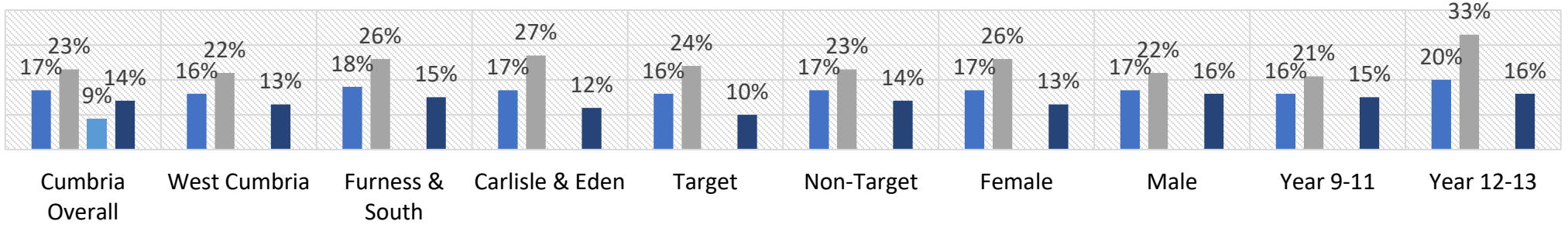
W0 sample size: 1,363,
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Q5 Application Knowledge 'A lot %'



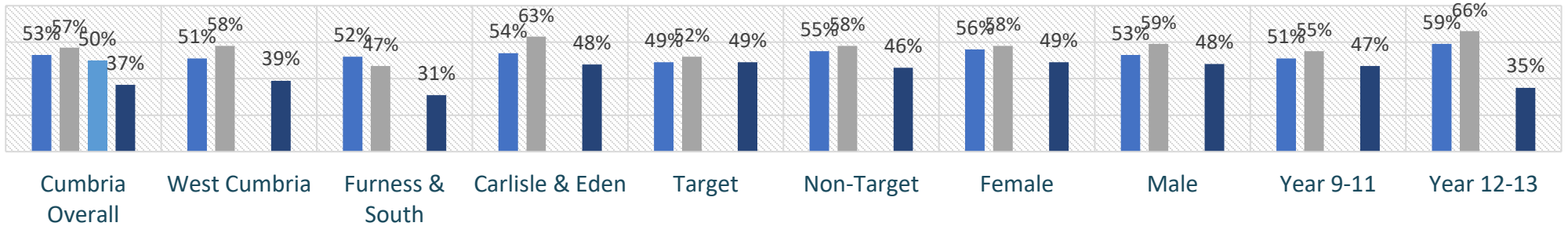
There appears to be less confidence in application knowledge across the region. We know from W4 that this is one of the few 'knowledge' areas associated with HE intentions.

Q6 Participation Knowledge 'A lot %'



As per previous waves, target students continue to give less positive feedback on their 'participation knowledge' – although it should be noted, this area is generally down for W3 and W4.

Q11 Attitude & confidence (Strongly agree/agree %)



This W4 analysis has revealed that attitudinal statements have the closest association with HE intentions.

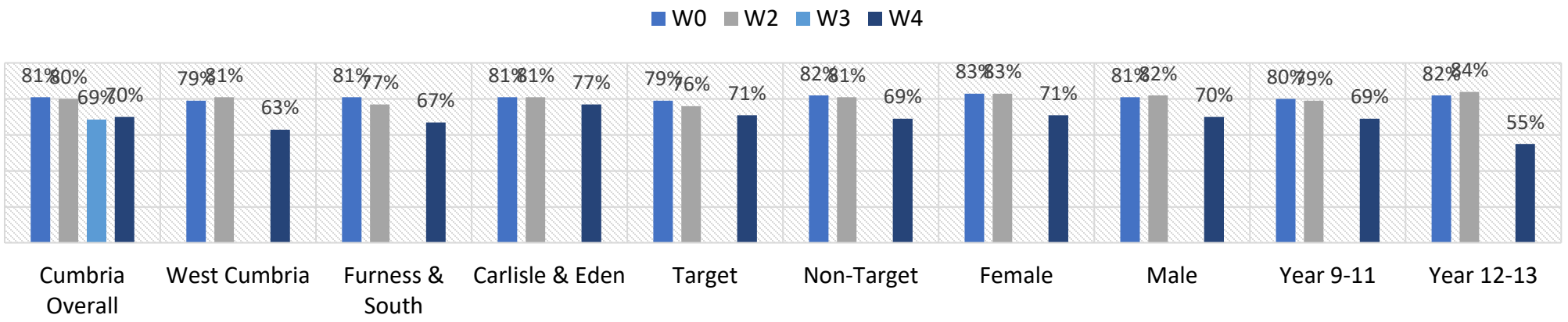
Target students gave slightly higher scores in this area than non-target students, with yrs 9-11 appearing to be more confident than yr s12-13.

A focus on attitudes should a key focus.

Overview & key comparisons

W0 sample size: 1,363,
W2 sample size: 866
W3 sample size: 15
W4 viable sample size: 155

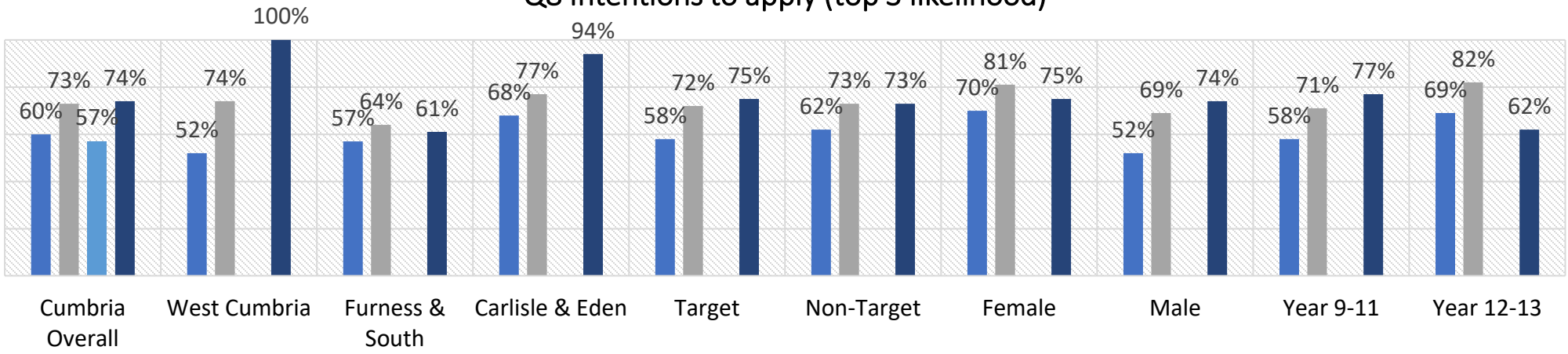
Q4 Aspirations (Strongly agree/agree %)



Aspirational statements have a positive association with HE intentions, as discovered in W4.

Aspirations should not be ignored and can play a key role in driving HE intentions.

Q8 Intentions to apply (top 3 likelihood)



Although a smaller proportion of the W4 sample, students in West Cumbria have a 100% rate in intention to apply to HE.

Intention to apply to HE is up and the highest it has been across the four survey waves.

Carlisle & Eden also has a high intention rate, while Furness & South has declined slightly (although it has never been above 64%).

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KEY DRIVERS

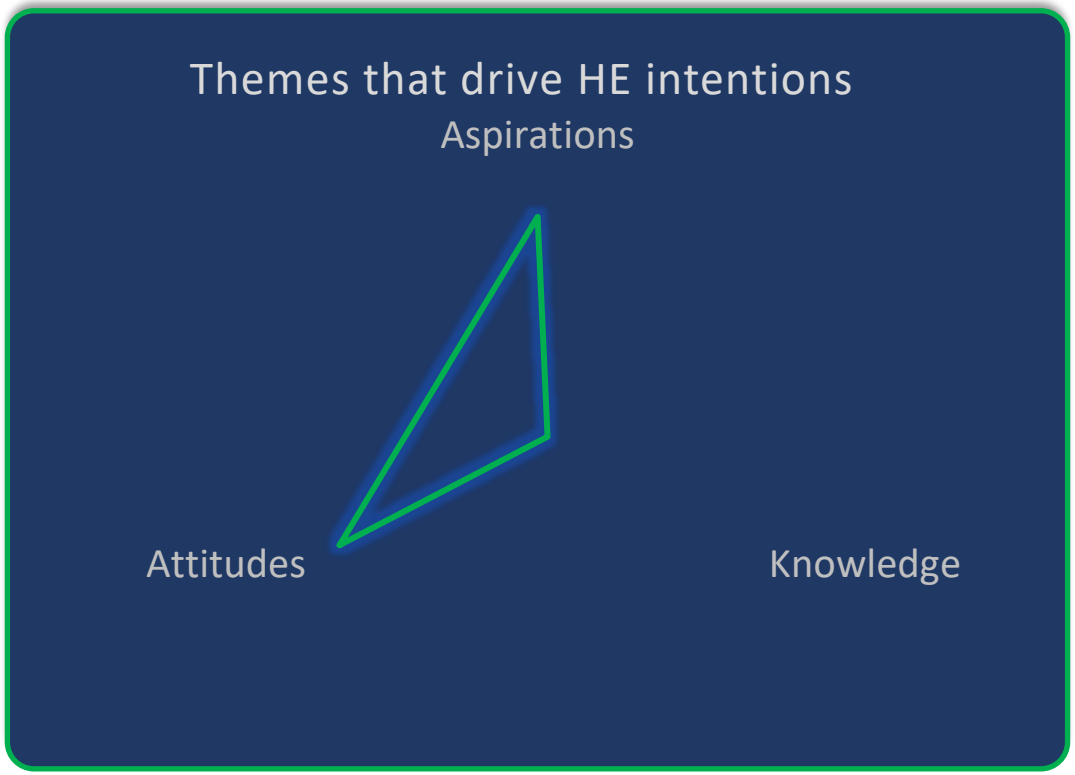
Correlations W4: What drives ‘Intentions to apply to Higher Education’

The correlation coefficient (a value between -1 and +1) tells you how strongly two variables are related to each other. A correlation coefficient of +1 indicates a perfect positive correlation.

10 of the most influential top 15 most influential questions when it comes to driving intentions to HE are attitudinal, meaning generally, for students in Cumbria, their desire to apply to HE or not is rooted in their attitudes towards the idea, rather than their existing knowledge. The most important factor in determining intention to apply to HE is belief in that HE is for people like them, that they have the academic ability to succeed and that they could cope and fit in with others.

Aspirations also play a role, mot notable motivation, confidence in grades and self-belief.

Other than knowledge of financial support and the application process, ‘knowledge’ factors do not appear to be as influential in driving HE intentions across Cumbria.



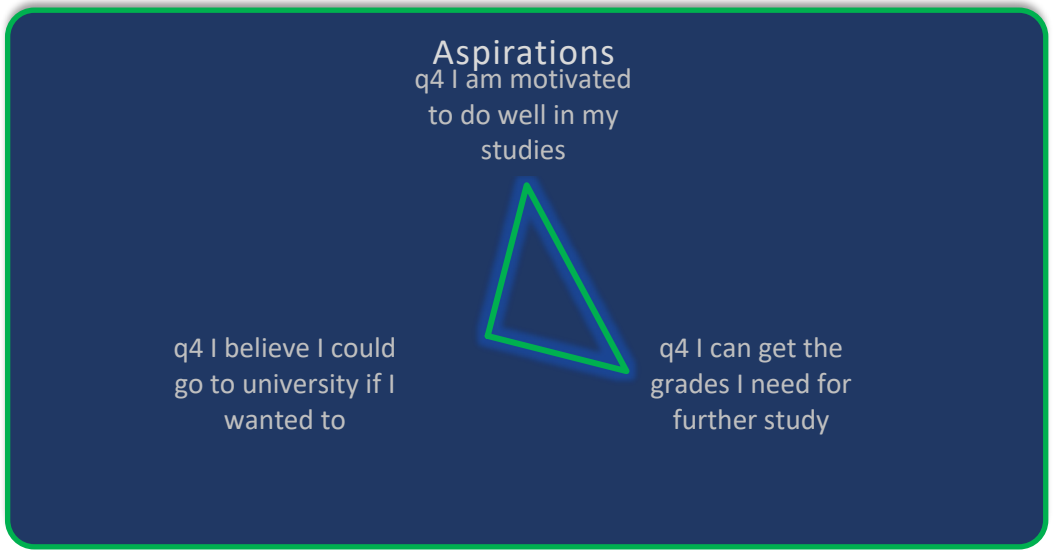
Key

- Attitudes
- Aspirations
- Knowledge

Correlation	Question
0.79	q11 It is possible for people like me
0.64	q11 I have the academic ability to succeed
0.59	q11 I could cope with the level of study required
0.54	q11 I would fit in well with others
0.37	q4 I am motivated to do well in my studies
0.36	q4 I can get the grades I need for further study
0.32	q12 It will give me valuable life skills
0.31	q4 I believe I could go to university if I wanted to
0.28	q12 It will challenge me intellectually
0.25	q12 It will enable me to get a better job
0.24	q6 The financial support available
0.24	q12 It will enable me to earn more
0.20	q5 How to apply to study higher education
0.18	q12 It will broaden my horizons
0.18	q12 It will improve my socia llife
0.13	q6 The options about where to live whilst studying
0.04	q5 How to apply to study higher education
-0.40	q6 The costs of study
-0.44	q6 What student life would be like
-0.75	q5 The type of course I could take, such as: degree, foundation degree, higher/degree apprenticeships
-0.85	q6 How it leads to careers you may be interested in
-0.87	q5 The qualifications and grades needed to get into higher education
-0.90	q5 The subjects that I could study

W4 viable sample size: 155

Correlations W4: What drives ‘Intentions to apply to Higher Education’

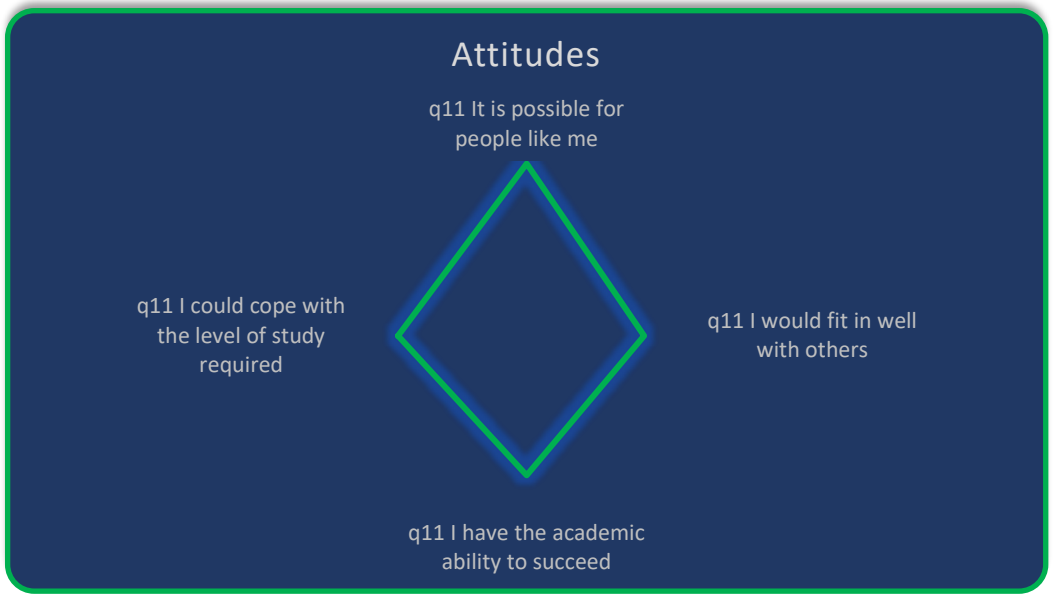


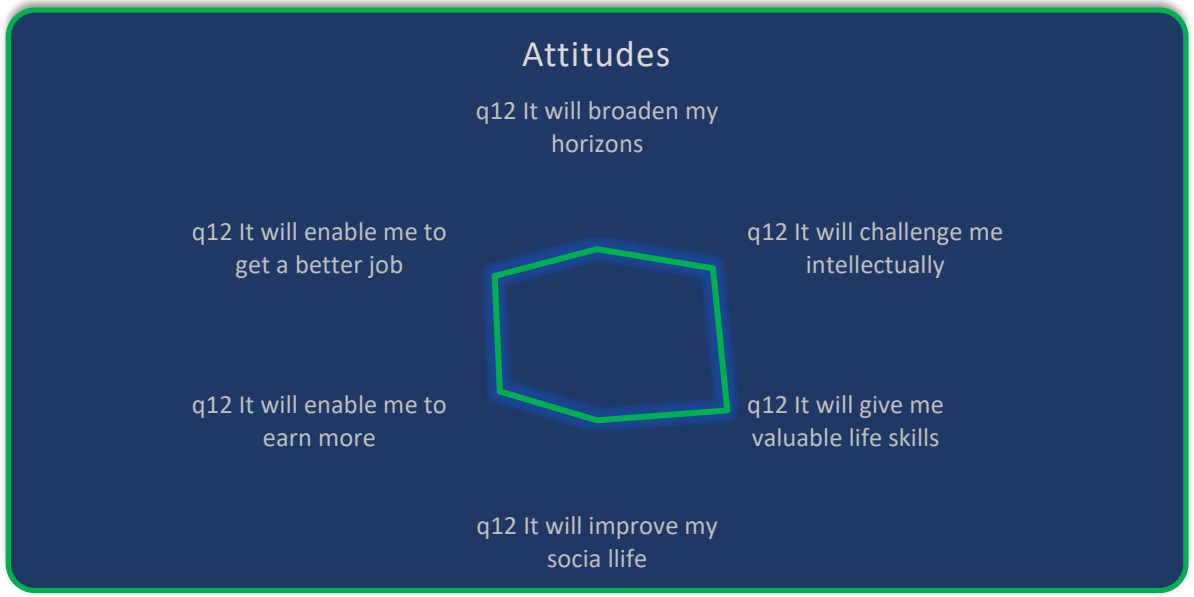
As we have established, we know that Cumbrian student attitudes and aspirations are the key drivers towards HE intentions.

If we dig deeper, we can develop an understanding of the key questions within the CFE survey.

Within attitudinal statements, ‘It is possible for people like me’ and .’I have the academic ability to succeed’ have the strongest relationship with intentions to apply to HE (Q8).

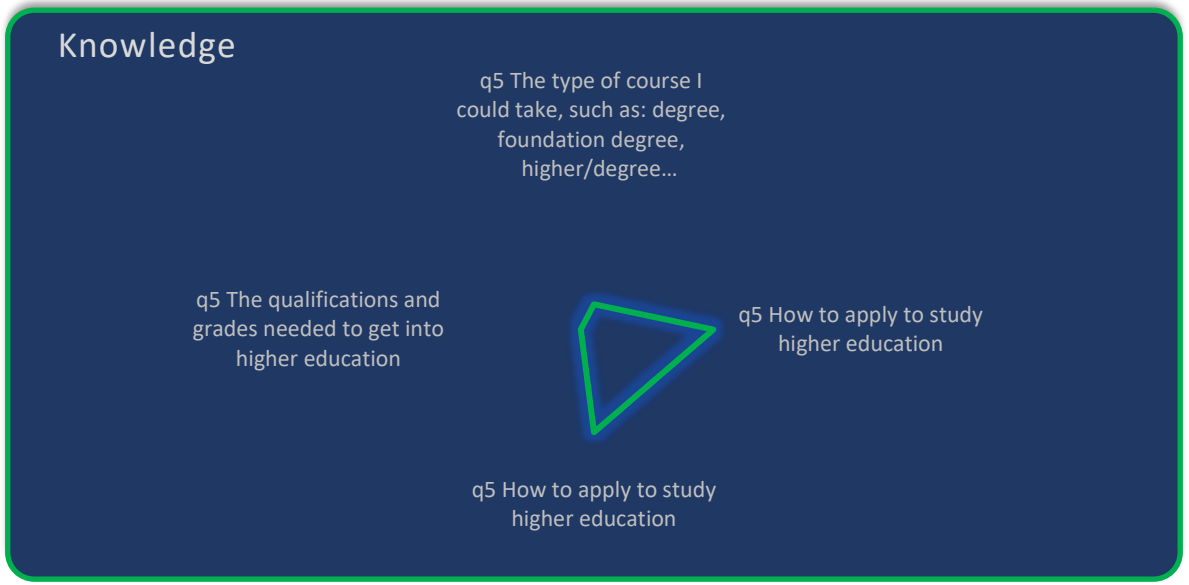
When it comes to aspirations, a motivation to do well in their studies as well as a belief they can achieve the grades for further study have the strongest relationship.

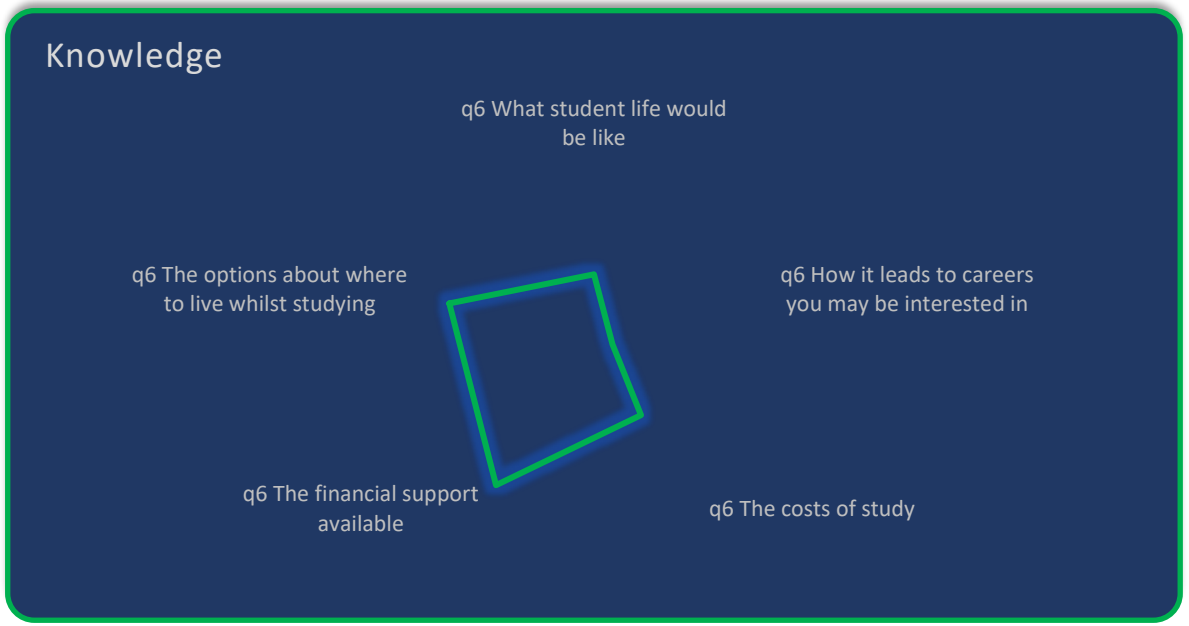




W4 viable sample size: 155

Correlations W4: What drives ‘Intentions to apply to Higher Education’





We know that knowledge of HE doesn’t necessarily relate to intentions towards HE.

There are still two questions that have a more positive relationship towards HE intentions than other issues raised with students in the W4 survey.

Knowledge of the financial support available as well as how to apply to higher education have a closer relationship towards HE intentions than other knowledge-based enquires.

Questions with a negative relationship towards HE intentions include:

- Subjects that can be studied
- -qualifications and grades needed
- -types of courses

Confidence and self-belief appear to be more important for students in Cumbria over more functional and traditional associations of HE, such as subjects available, qualifications and types of course. Perhaps students are already confident enough in these areas and/or are comfortable in existing support here.

W4 viable sample size: 155

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REGIONAL BREAKDOWN

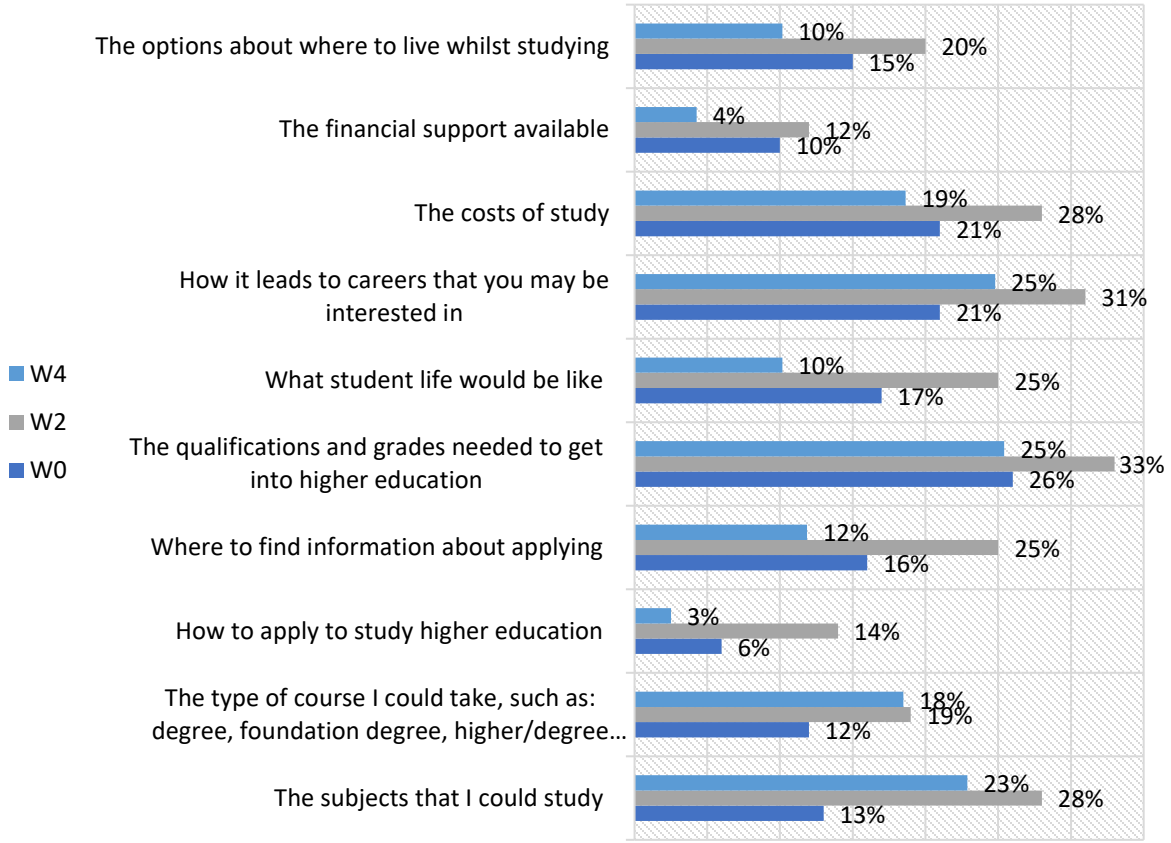
Wave 4 trends – Cumbria overall

Knowledge of HE does not generally have a close association with HE intentions and W4 has seen an overall decline in confidence in knowledge. The strongest areas are an understanding of cost of study, linked careers and the grades need to get into HE. Areas for improvement are developing knowledge of financial support and the application process, particularly as this is linked to HE intentions.

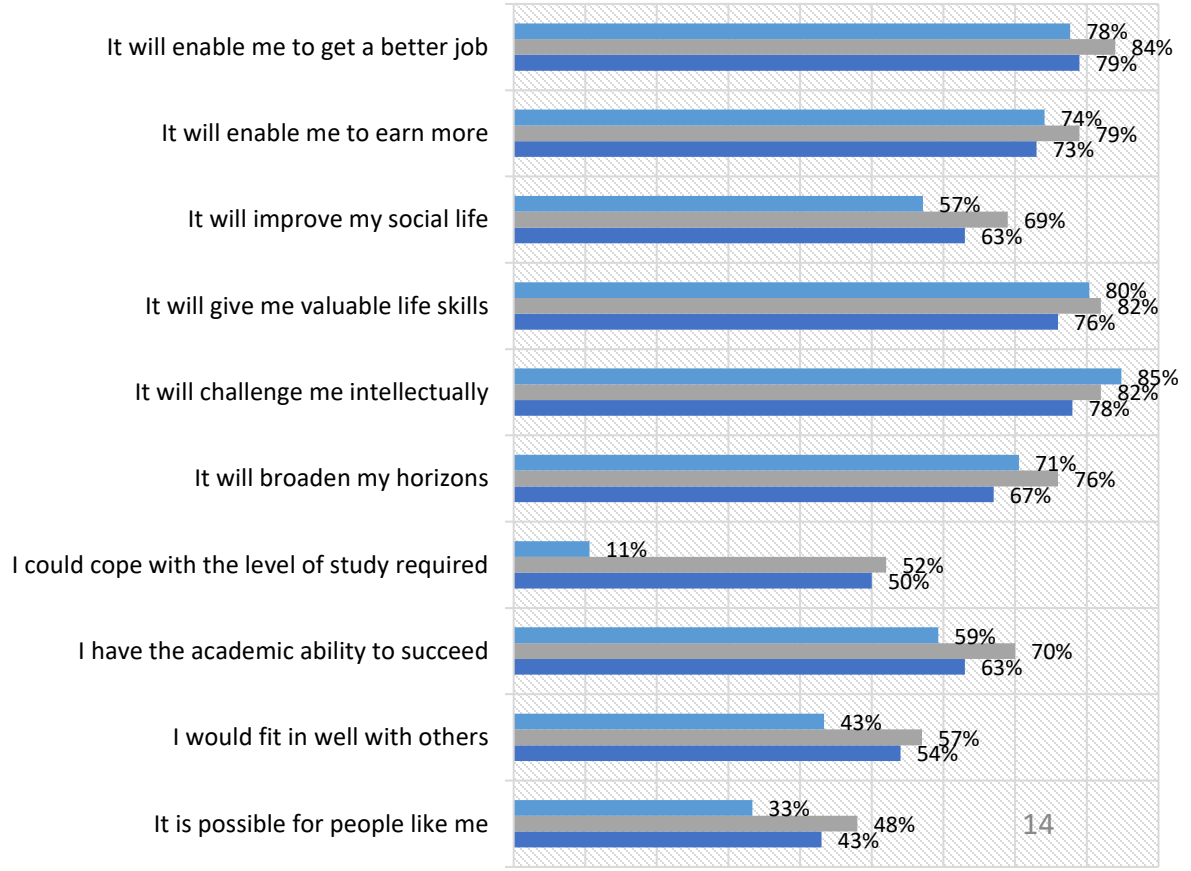
When it comes to Attitudes, every question should be a strong area of focus, particularly as attitudes towards HE is the dominant factor towards HE intentions. There should be a particular focus on confidence in understanding the levels of study required, self-belief that HE is for them and that they can succeed academically.

W0 sample size: 1,363,
W2 sample size: 866
W3 sample size: 15
W4 viable sample size: 155

Knowledge Q5/6 How much do you know about the following aspects of applying to higher education? % "A lot"



Attitudes Q11/Q12 How much do you agree with the following statements about higher education? % "Agree/Strongly Agree"

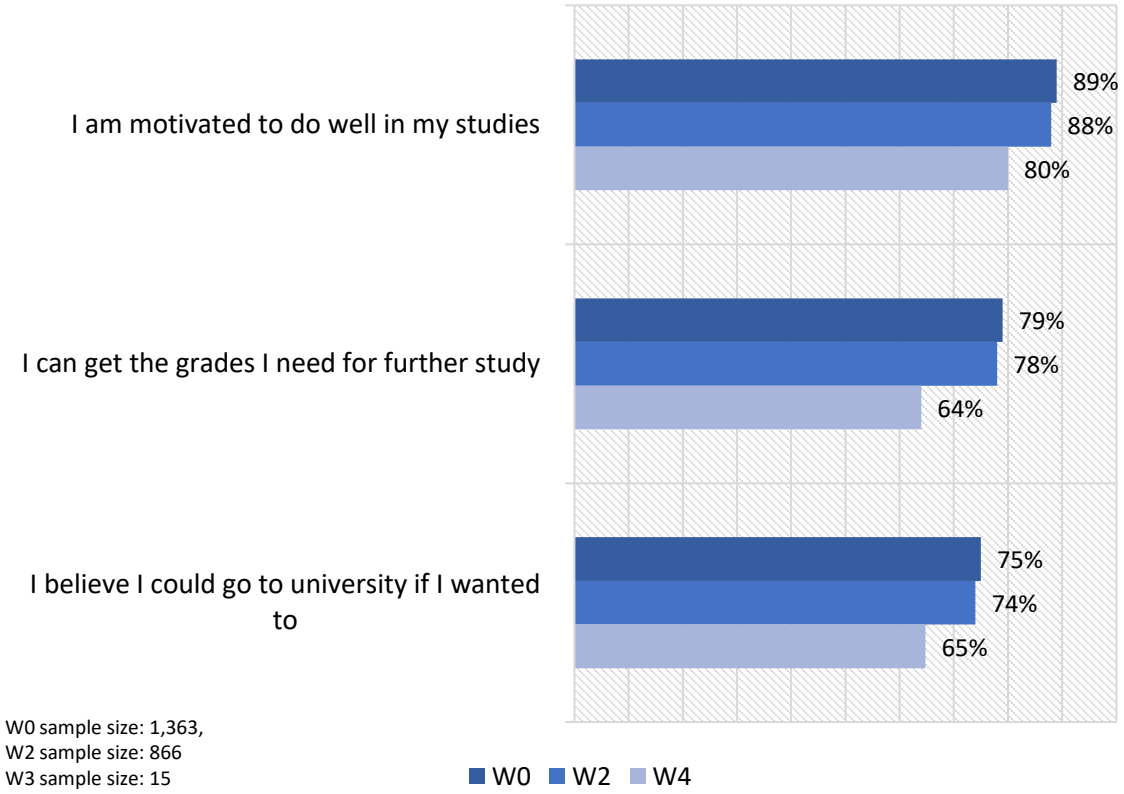


Wave 4 trends – Cumbria overall

Intentions to apply to HE have hit the highest rate across the four waves – however a belief in being able to achieve the grades and being able to secure a HE place are in decline in W4.

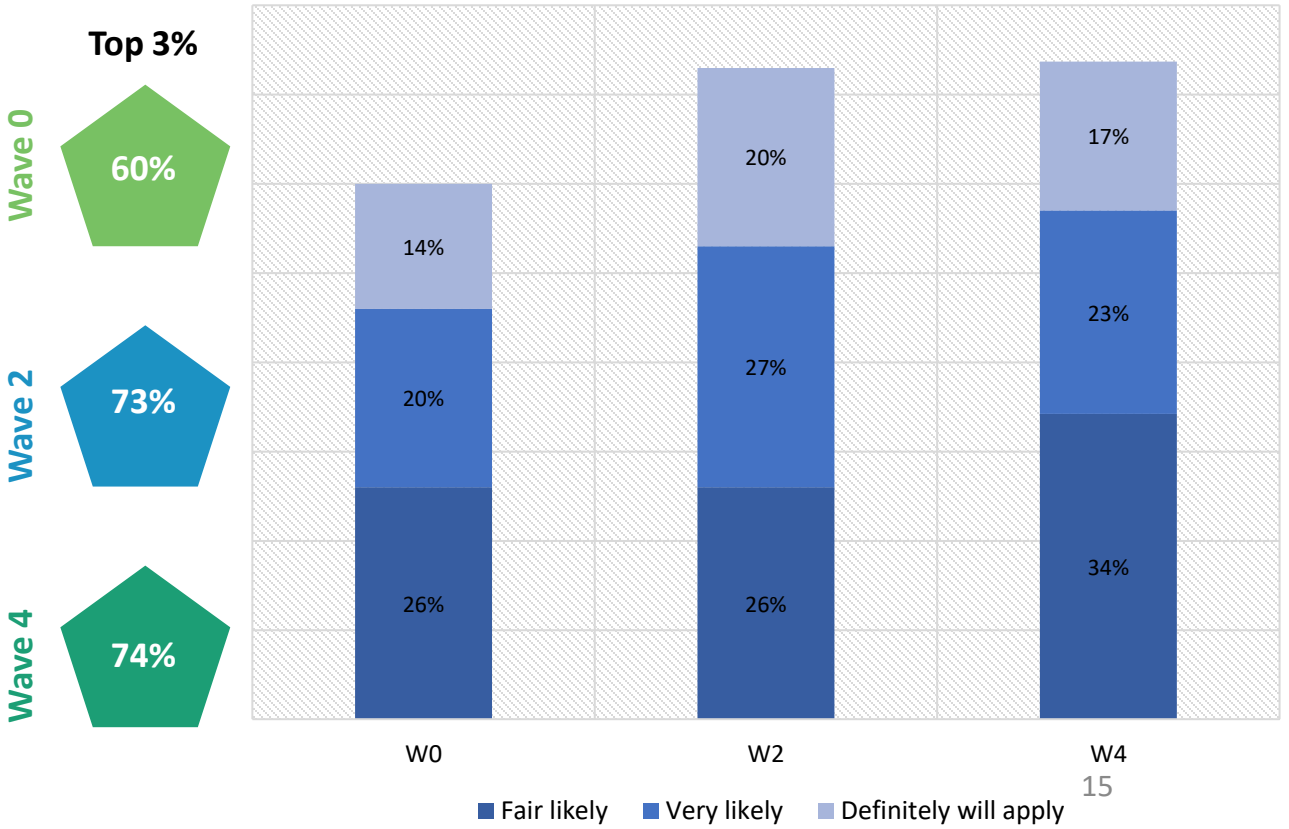
There is no doubt Cumbrian students have the motivation to match their intentions, but perhaps need support in improving confidence in their required grades and belief it can happen.

Aspirations Q4 How much do you agree with the following statements about your aspiration for the future? % "Agree/Strongly Agree"



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Intentions Q8 How likely are you to apply to higher education at age 18 or 19?

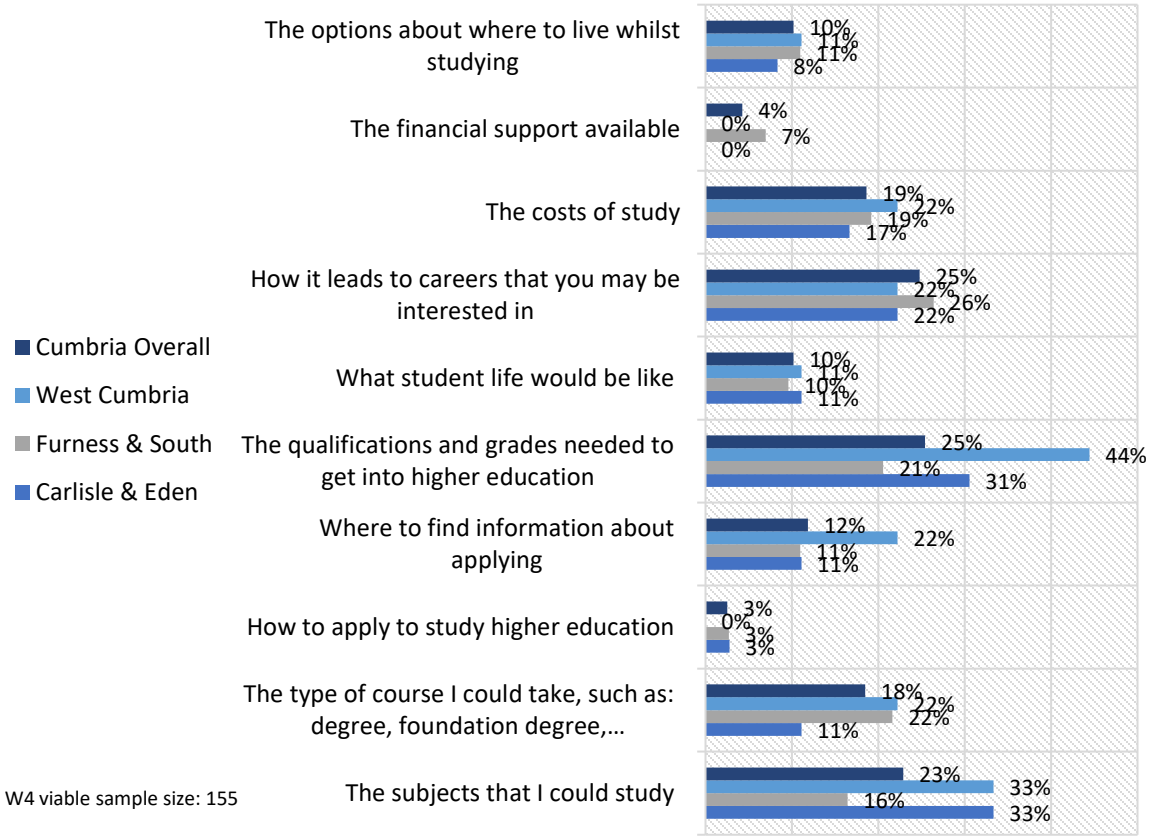


Wave 4 trends – regional view

West Cumbria is above the W4 average and other Cumbria areas on knowledge of the qualifications and grades needed to get into higher education. As W4 analysis has established, 'Knowledge' themed questions do not generally have a close association with HE intent. However, high confidence levels in knowledge are relatively low compared to other key themes in the study. Knowledge of financial support and how to apply to HE should form the centre of knowledge focus for Hello Future as these areas are closely aligned to HE intent.

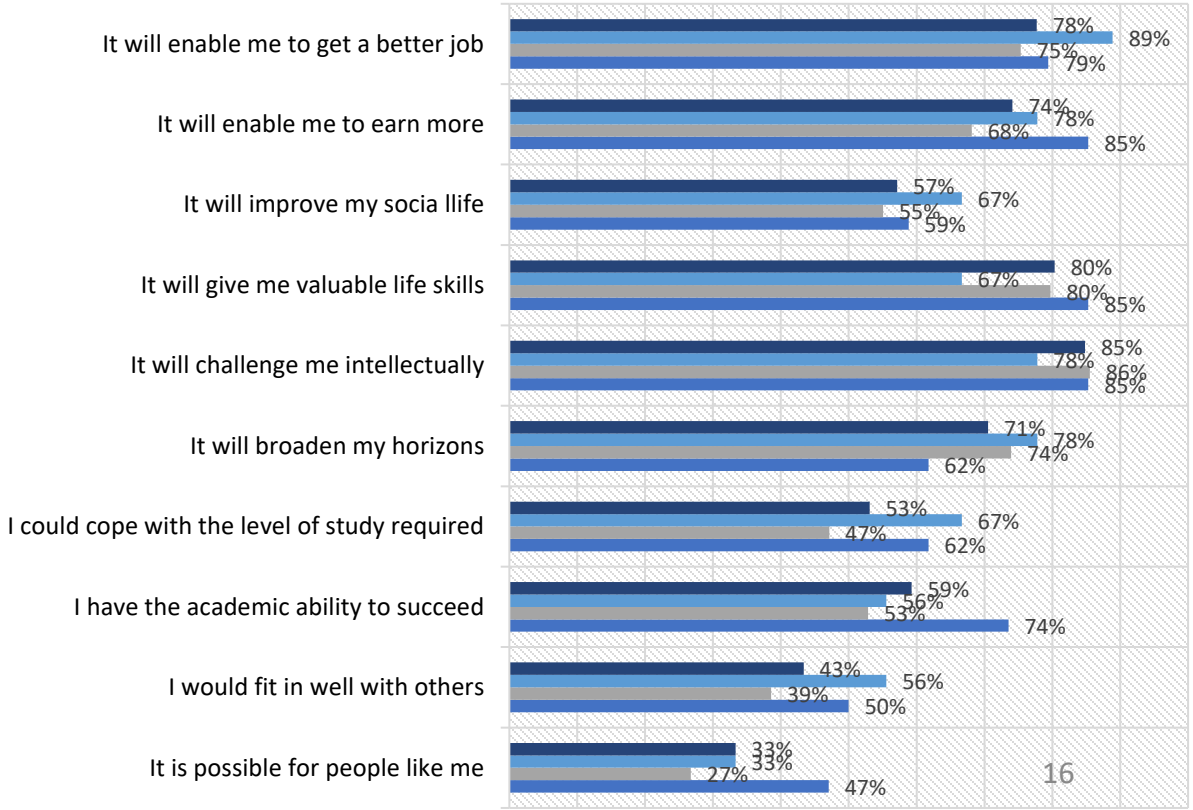
A belief that HE will '..challenge me intellectually' is the highest scoring attitudinal metric in W4 with 85% of students in Cumbria agreeing with this statement. Key 'Attitude' variables towards HE intent include questions linked to mental barriers to HE and a confidence that it's '..for people like me' (33% W4 Cumbria) and that students '..would fit in well with others' (43%). All attitudinal statements should be a focus for Hello Future, but especially those mentioned.

Q5/6 How much do you know about the following aspects of applying to higher education? % "A lot"



W4 viable sample size: 155

Attitudes Q11/Q12 How much do you agree with the following statements about higher education? % "Agree/Strongly Agree"

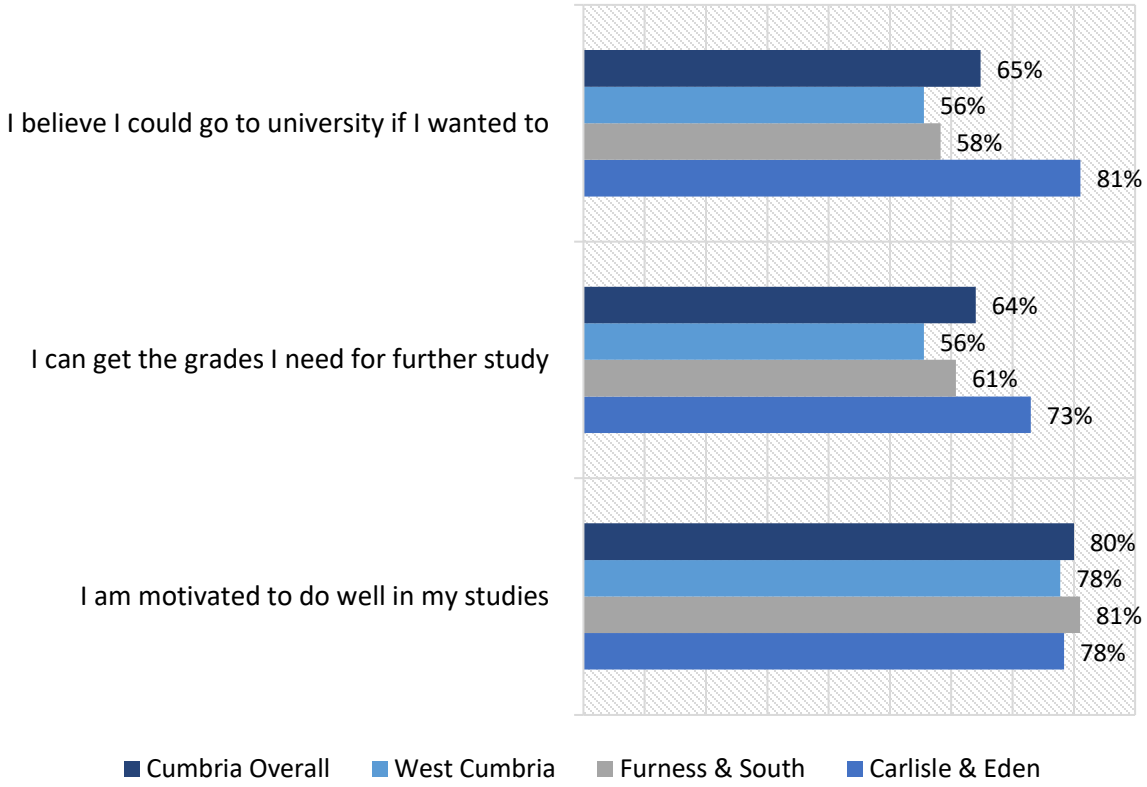


Wave 4 trends – regional view

Motivation to do well is high across Cumbria (80% in W4 overall) and self-belief, especially in Carlisle and Eden (81%) that university is possible are relatively high – both key metrics in relation to HE intent. However, confidence in achieving the grades possible for further study is also a closely associated variable to HE intent and West Cumbria (56%) and Furness & South (61%) are both below the Cumbria W4 average of 64%.

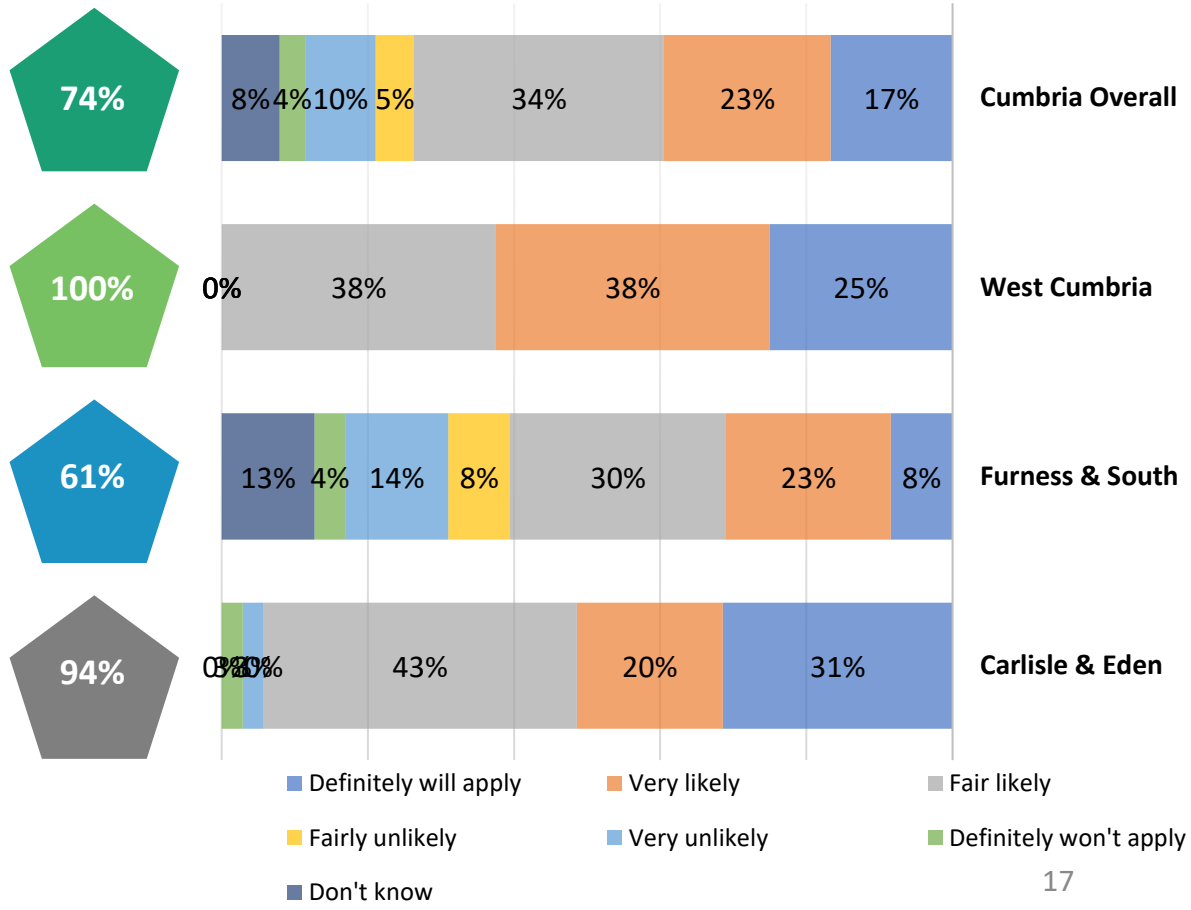
HE intent is at it highest rate in W4, however Furness & South, although is at 61%, well below other areas and the region as a whole.

Aspirations Q4 How much do you agree with the following statements about your aspiration for the future? % "Agree/Strongly Agree"



Top 3%

Intentions Q8 how likely are you to apply to higher education at age 18 or 19?



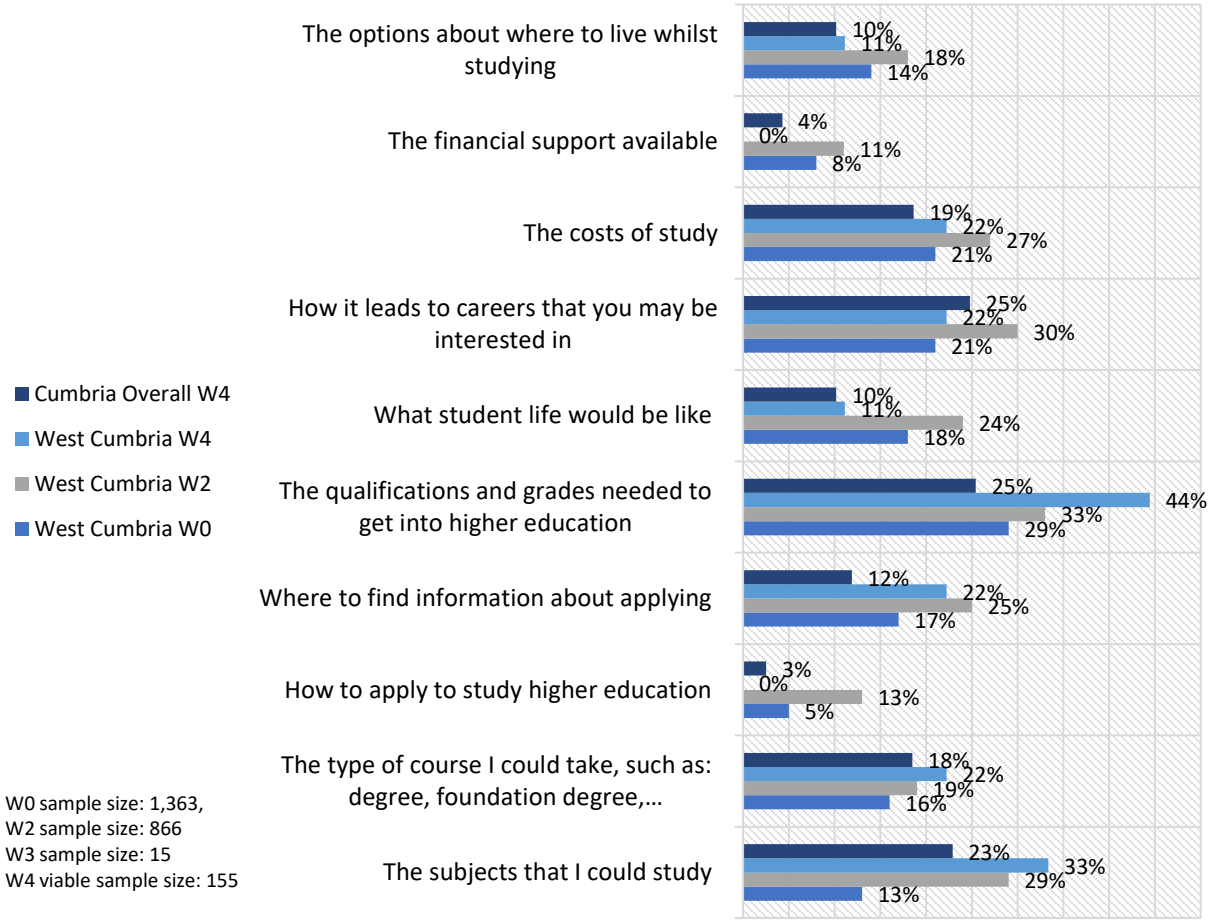
W4 viable sample size: 155

Wave 4 trends – West Cumbria

Knowledge of how to apply to HE for West Cumbria is at 0%. This is a key associated metric for HE intent, and so should be a strong focus for Hello Future with West Cumbria students. This also applies to their understanding of financial support available for HE (0%). There is, however a higher than average knowledge of the qualifications and grades (44%) – this is also up from W0 and W2.

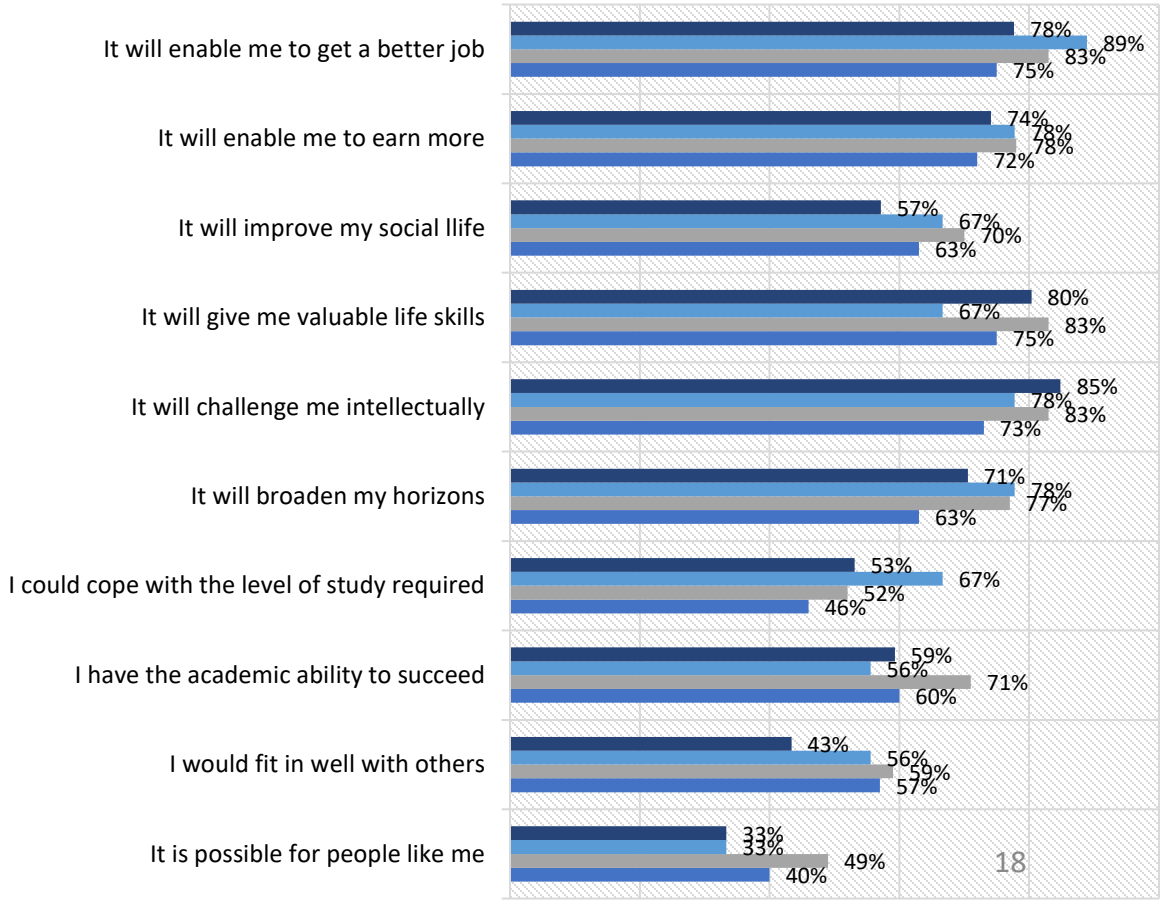
89% of W4 students in West Cumbria believe that HE will enable them to get a better job – higher than Cumbria overall and other areas. This is also the case for believing they will earn more (78%).

Q5/6 How much do you know about the following aspects of applying to higher education? % "A lot"



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Attitudes Q11/Q12 How much do you agree with the following statements about higher education? % "Agree/Strongly Agree"



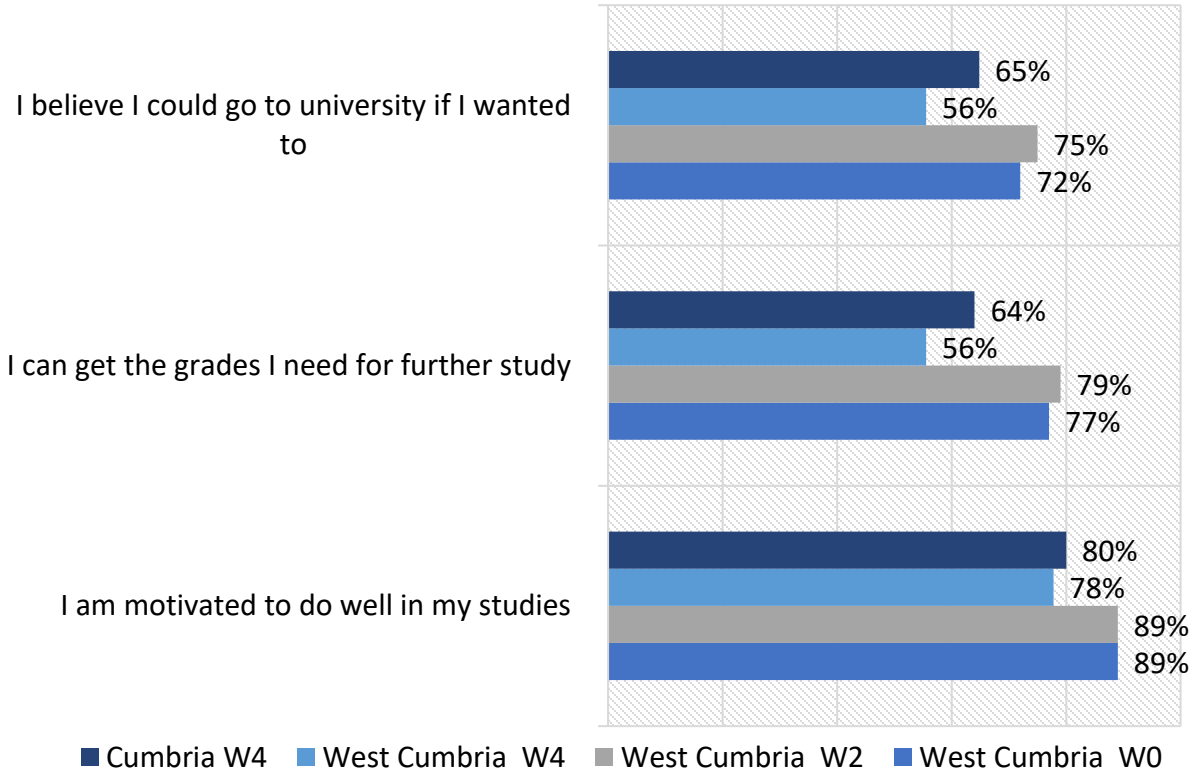
Wave 4 trends – West Cumbria

Aspirations for students in West Cumbria have declined since W2 and are behind the average across Cumbria in W4. This is particularly the case for a self-belief in going to university as well as being able to achieve the required grades.

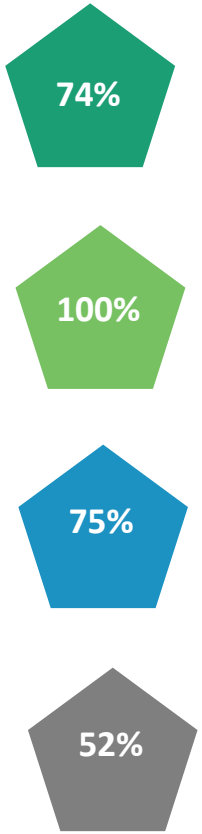
Conflictingly, however, intent to apply to HE is at its highest point, at 100%. We know intent is associated to motivation however and 78% of West Cumbria students are motivated to do well in their studies.

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W3 sample size: 15
W4 viable sample size: 155

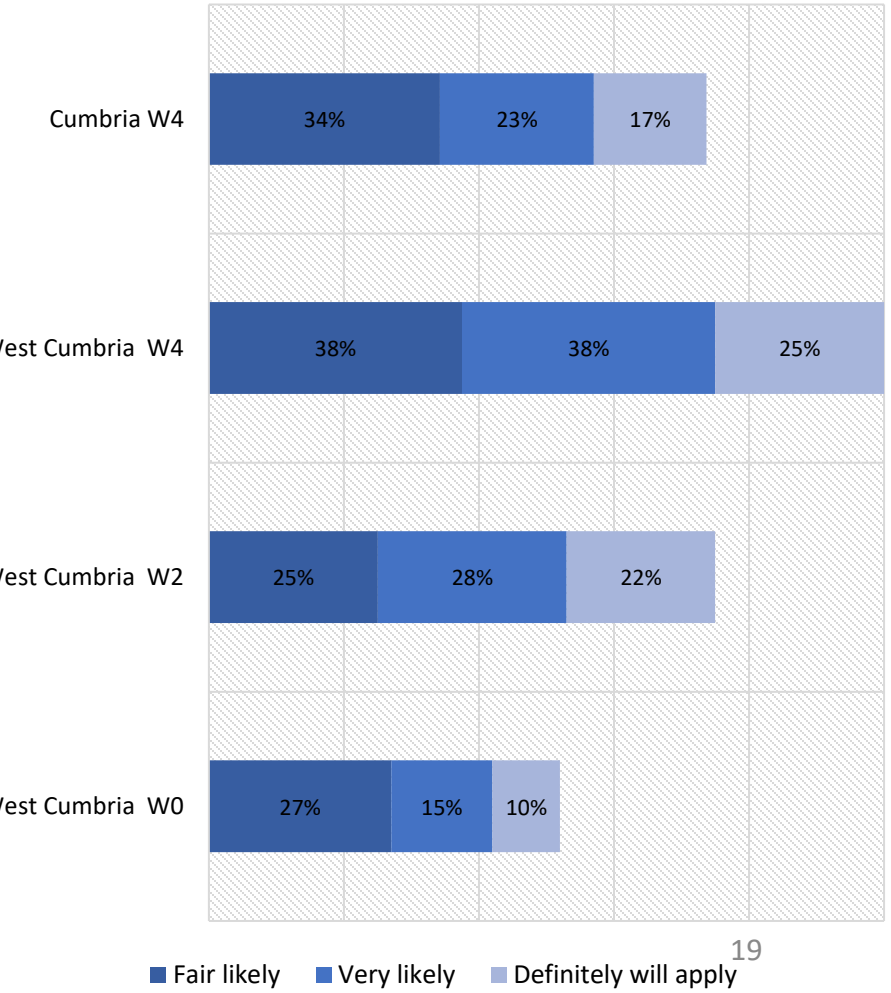
Aspirations Q4 How much do you agree with the following statements about your aspiration for the future? % "Agree/Strongly Agree"



Top 3%



Intentions Q8 how likely are you to apply to higher education at age 18 or 19?



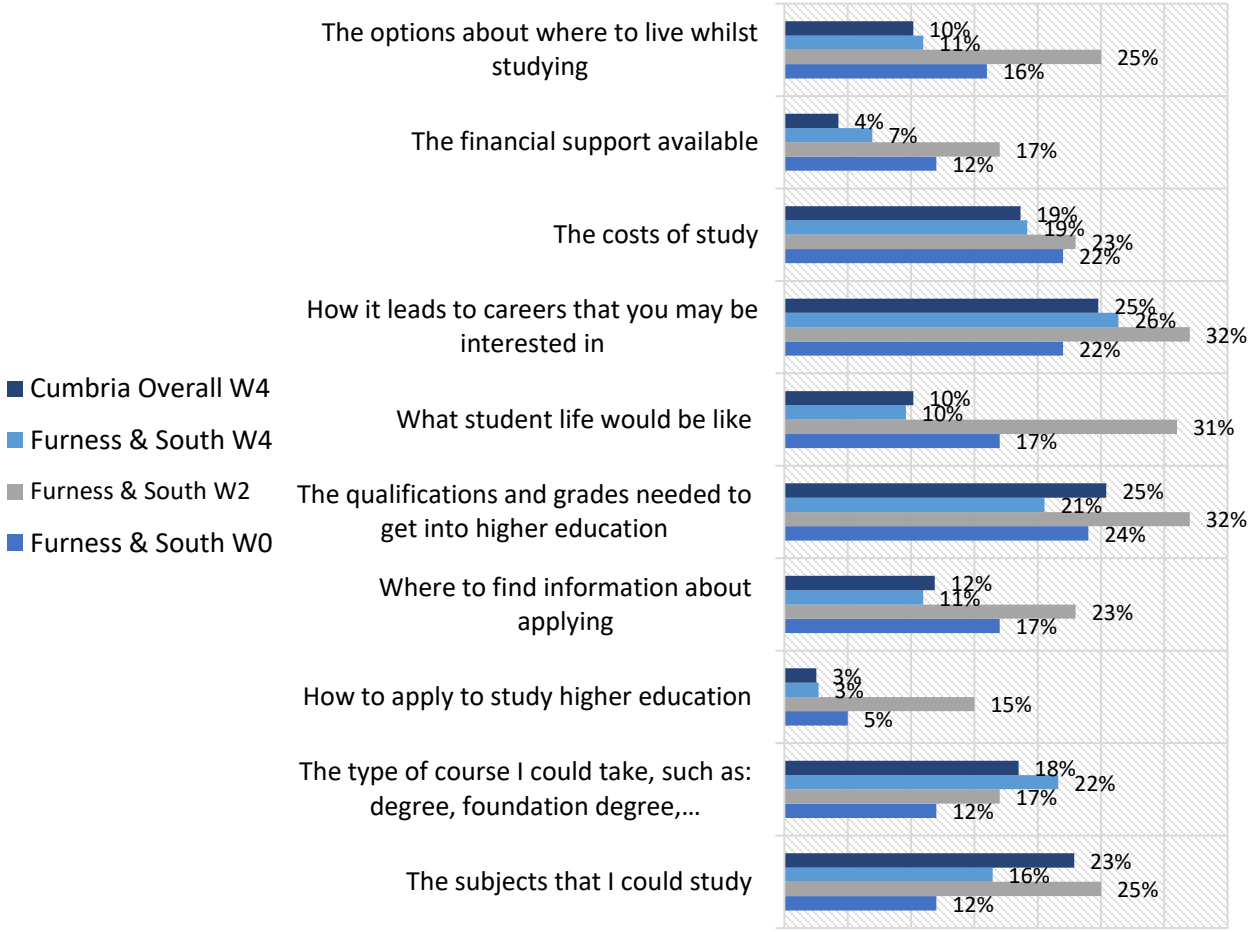
Wave 4 trends – Furness & South

Furness & South students are generally lower than the average student in Cumbria for W4 when it comes to confidence in their knowledge of applying to HE (14% overall). Furness & South students highest areas of knowledge is the type of course available (22%) and is higher than Cumbria overall (18%). Students here are also slightly higher (26% vs 25%) than the average for knowledge of how HE can lead to careers they're interested in.

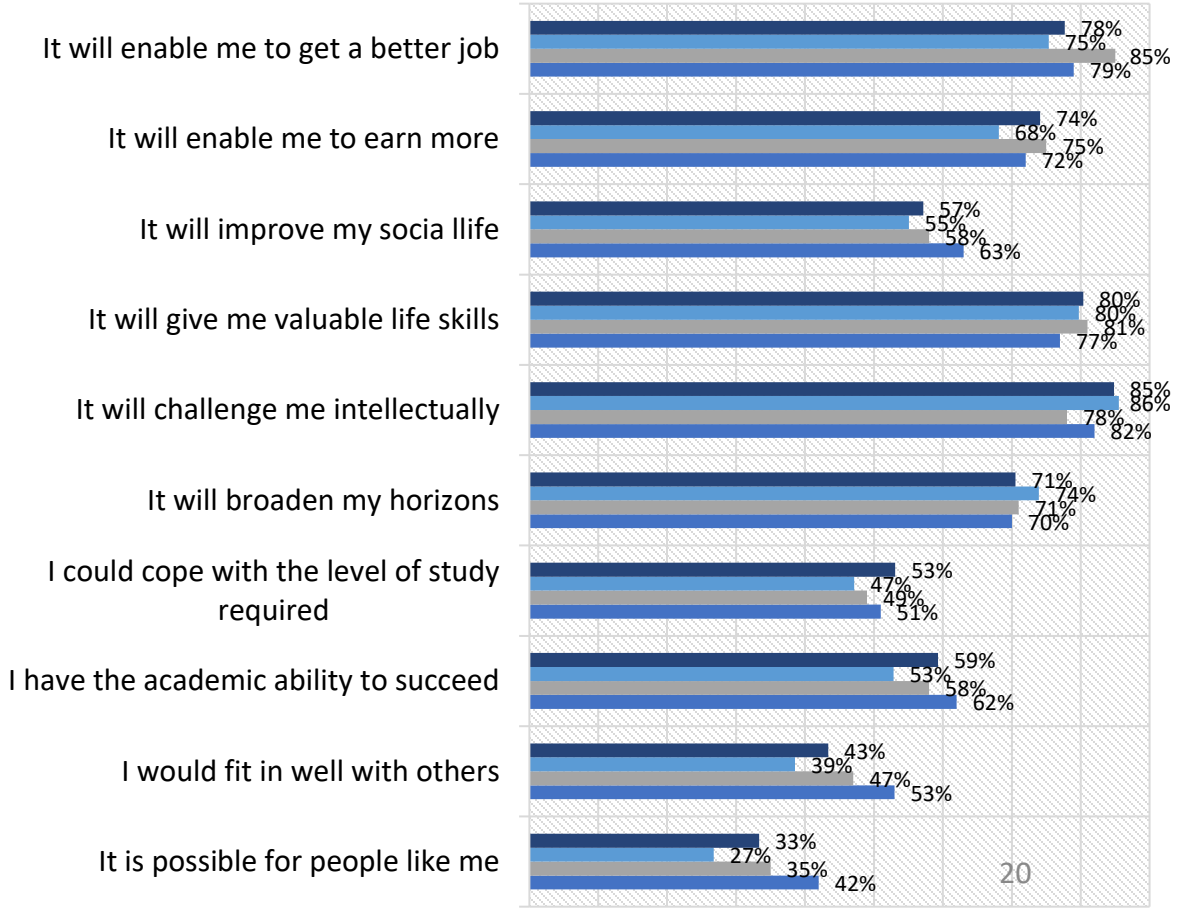
We know attitudinal statements towards HE are the most closely associated with HE intent (per W4) and Furness & South students should be supported on understanding the level of study required and mental barriers such as 'fitting in' and being confident HE is for people like them.

W0 sample size: 1,363,
W2 sample size: 866
W3 sample size: 15
W4 viable sample size: 155

Q5/6 How much do you know about the following aspects of applying to higher education? % "A lot"



Attitudes Q11/Q12 How much do you agree with the following statements about higher education? % "Agree/Strongly Agree"

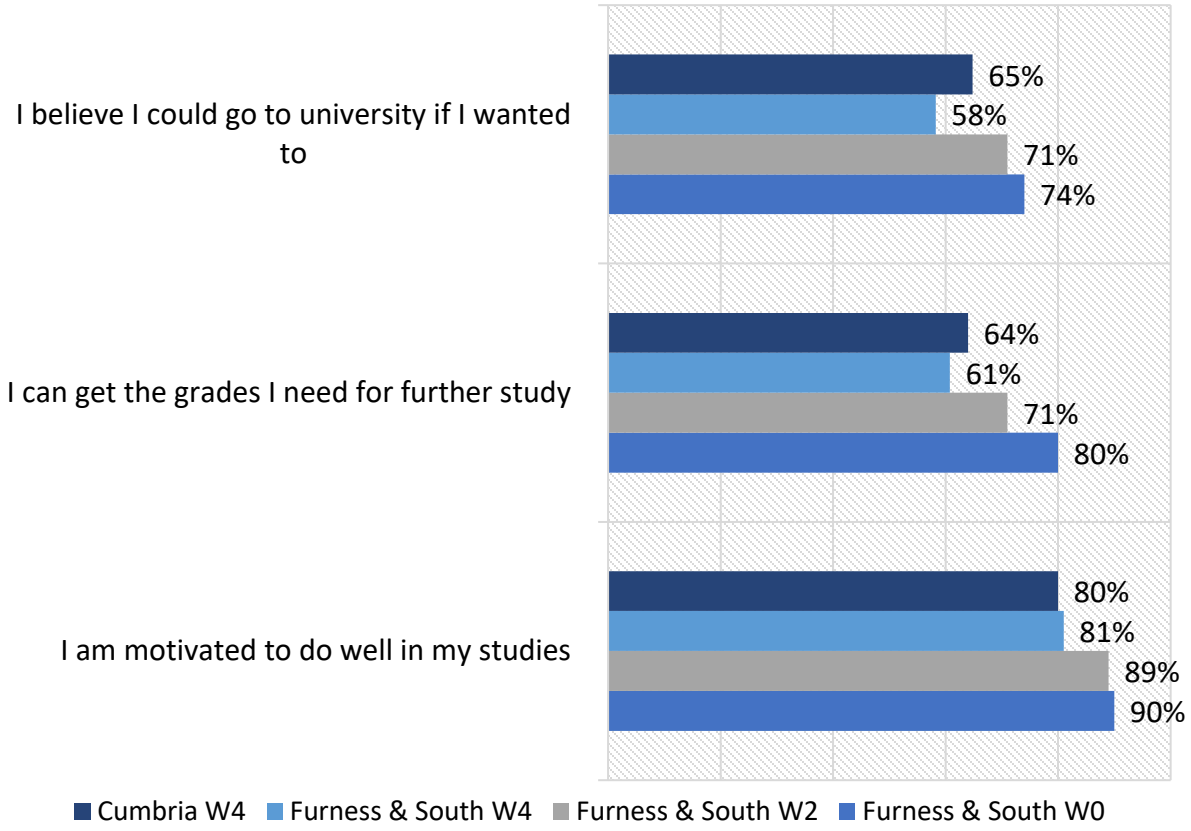


Wave 4 trends – Furness & South

As is the case across Cumbria, motivation for Furness & South students is high at 81% and higher than the W4 average of 80%. There is a lack of self-belief that they can get the grades (61%) and that they can go to university (58%), which may explain why intent to apply remains low at 61% and is lower than the W4 average of 74%.

W0 sample size: 1,363,
W2 sample size: 866
W3 sample size: 15
W4 viable sample size: 155

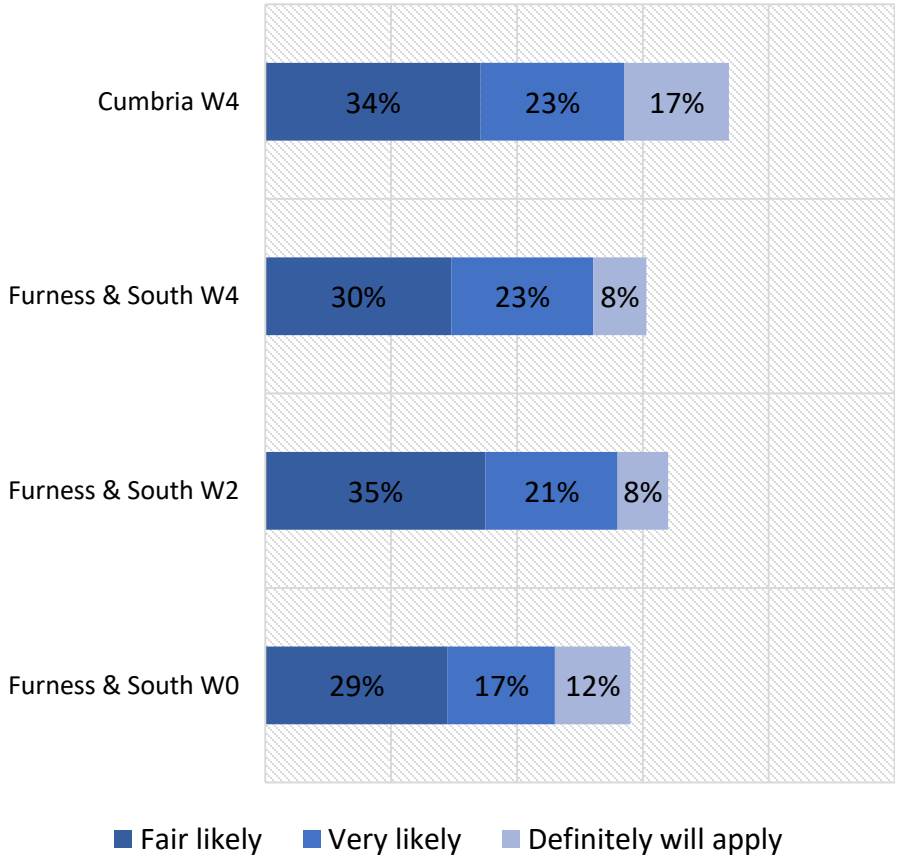
Aspirations Q4 How much do you agree with the following statements about your aspiration for the future? % "Agree/Strongly Agree"



Top 3%



Intentions Q8 how likely are you to apply to higher education at age 18 or 19?

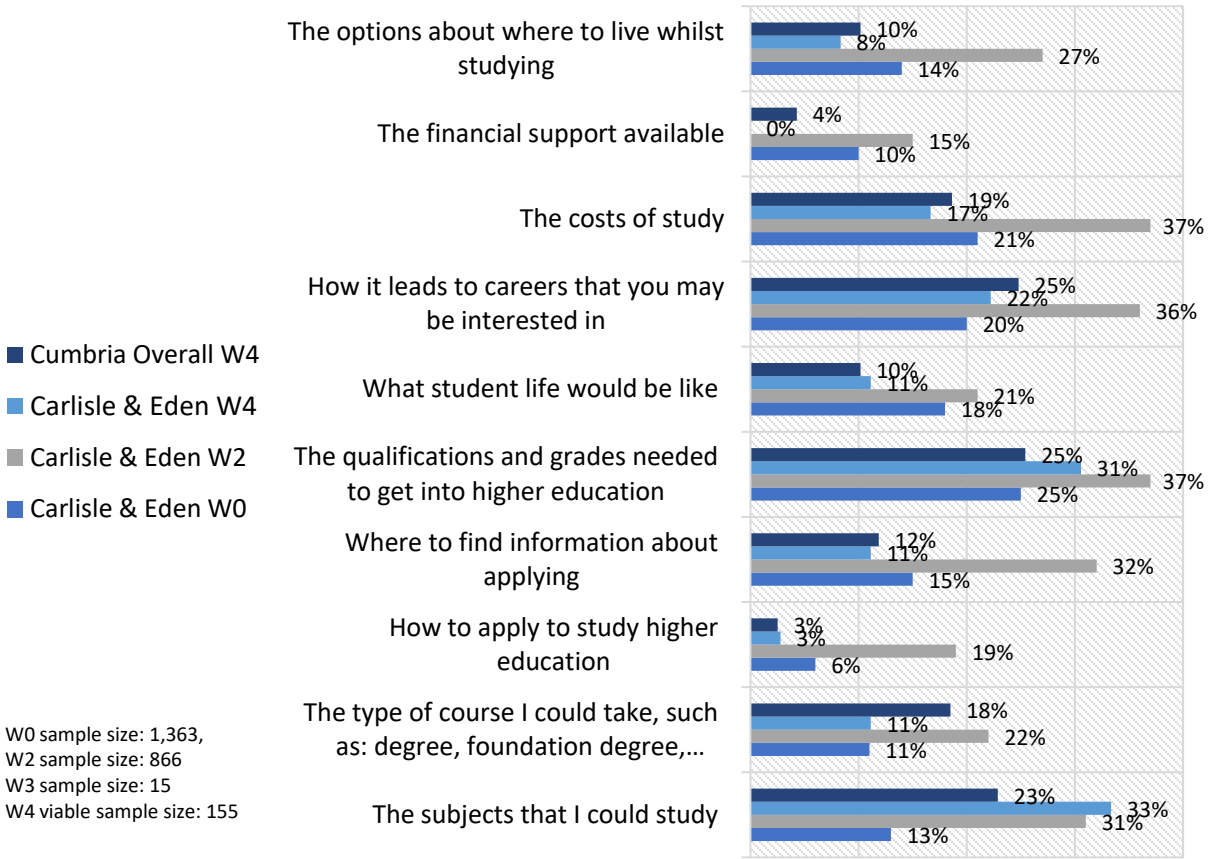


Wave 4 trends – Carlisle & Eden

Knowledge of financial support (0%) and how to apply (3%) are both down from previous waves and as the two standout variables associated with HE intent, should be a focus in Carlisle & Eden.

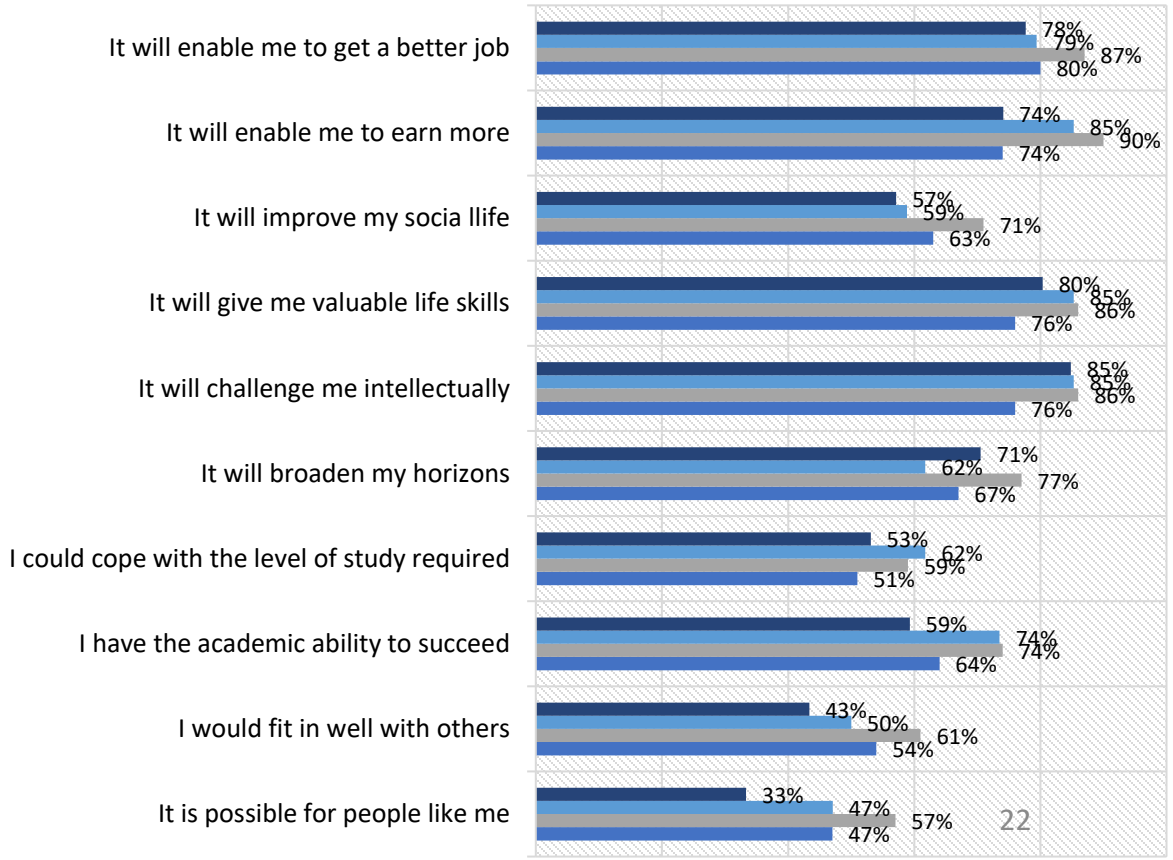
Attitudinal statements are key to HE intent and Carlisle & Eden students' belief that they will earn more post-HE is above the Cumbria W4 average at 85%. A belief that HE will challenge them intellectually is the highest scoring statement (85%) along with agreeing HE will give them valuable life skills (85%).

Q5/6 How much do you know about the following aspects of applying to higher education? % "A lot"



W0 sample size: 1,363,
W2 sample size: 866
W3 sample size: 15
W4 viable sample size: 155

Attitudes Q11/Q12 How much do you agree with the following statements about higher education? % "Agree/Strongly Agree"



Wave 4 trends – Carlisle & Eden

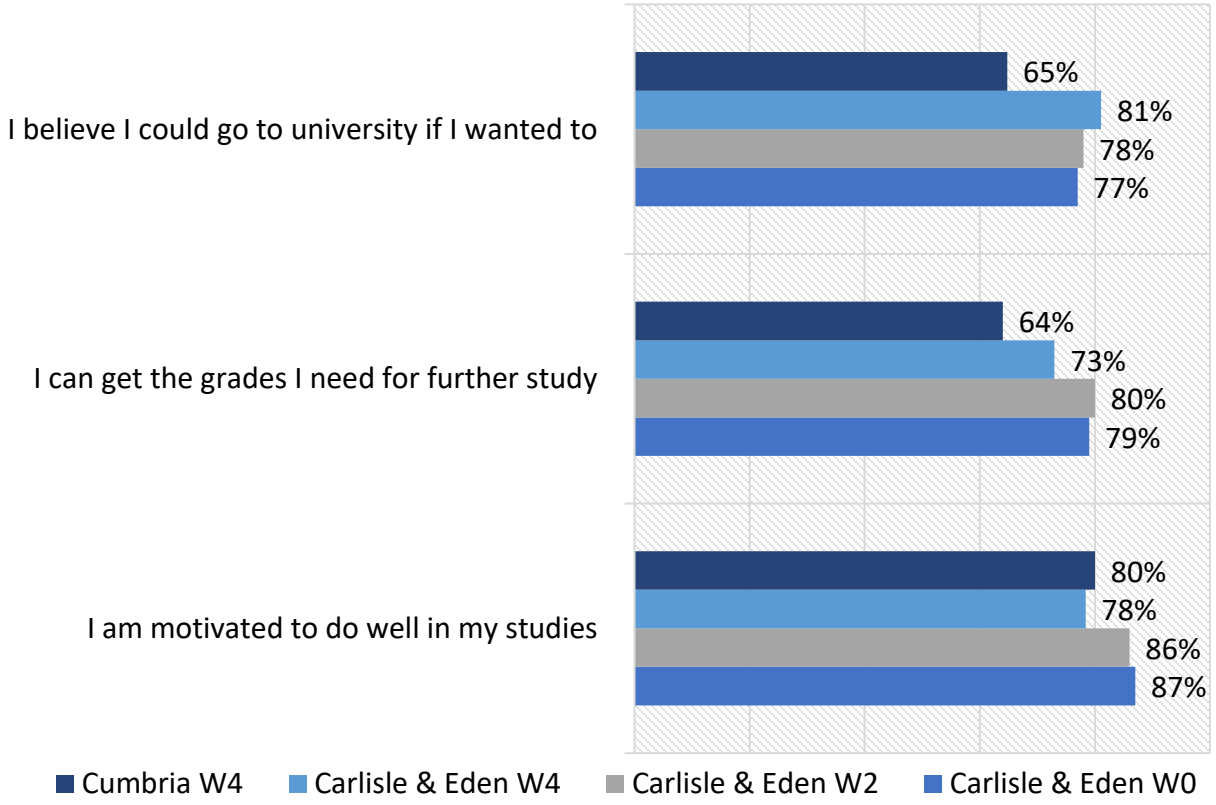
W0 sample size: 1,363,
W2 sample size: 866
W3 sample size: 15
W4 viable sample size: 155

Carlisle & Eden's intent to apply to HE is at its highest point for any wave at 94% and also above the average for Cumbria in W4 (74%).

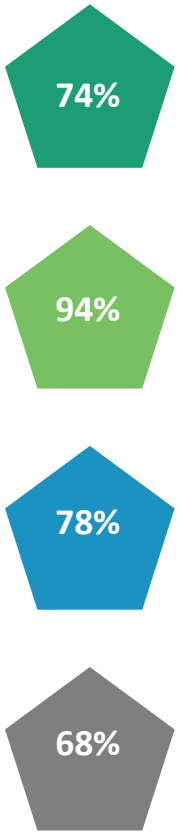
Self-belief in being able to get the grades (73%) and that they could go to university (81%) are both higher than the average in Cumbria for W4.

Focus here should be on motivation for Carlisle & Eden students, as this is closely linked to HE intent

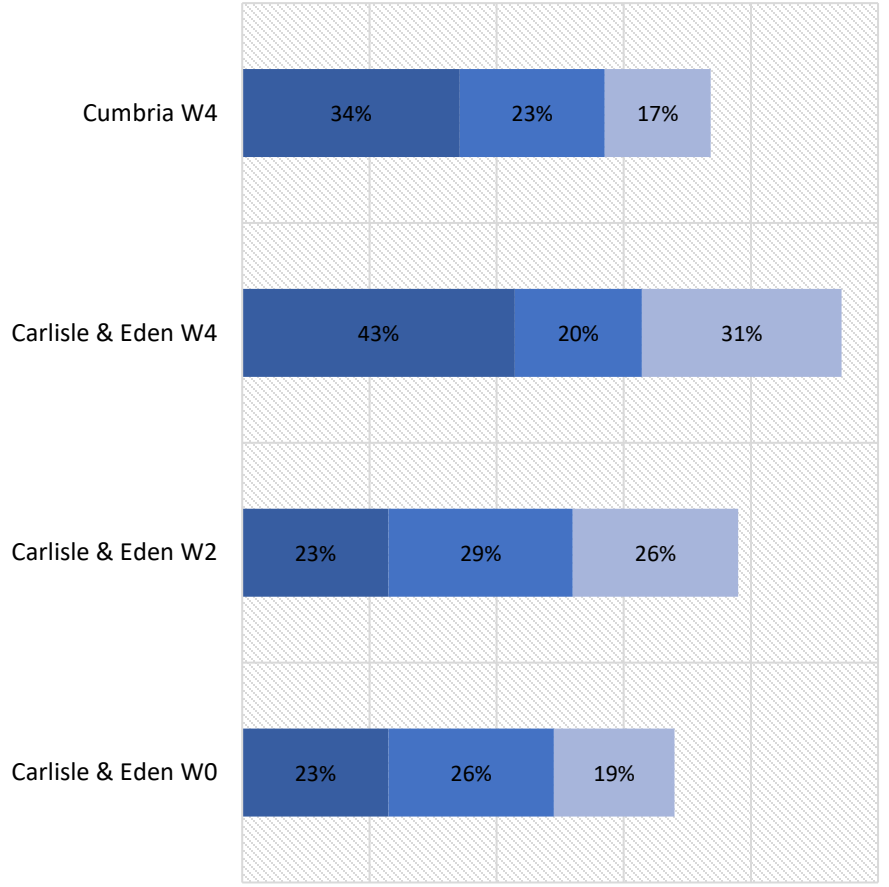
Aspirations Q4 How much do you agree with the following statements about your aspiration for the future? % "Agree/Strongly Agree"



Top 3%



Intentions Q8 how likely are you to apply to higher education at age 18 or 19?



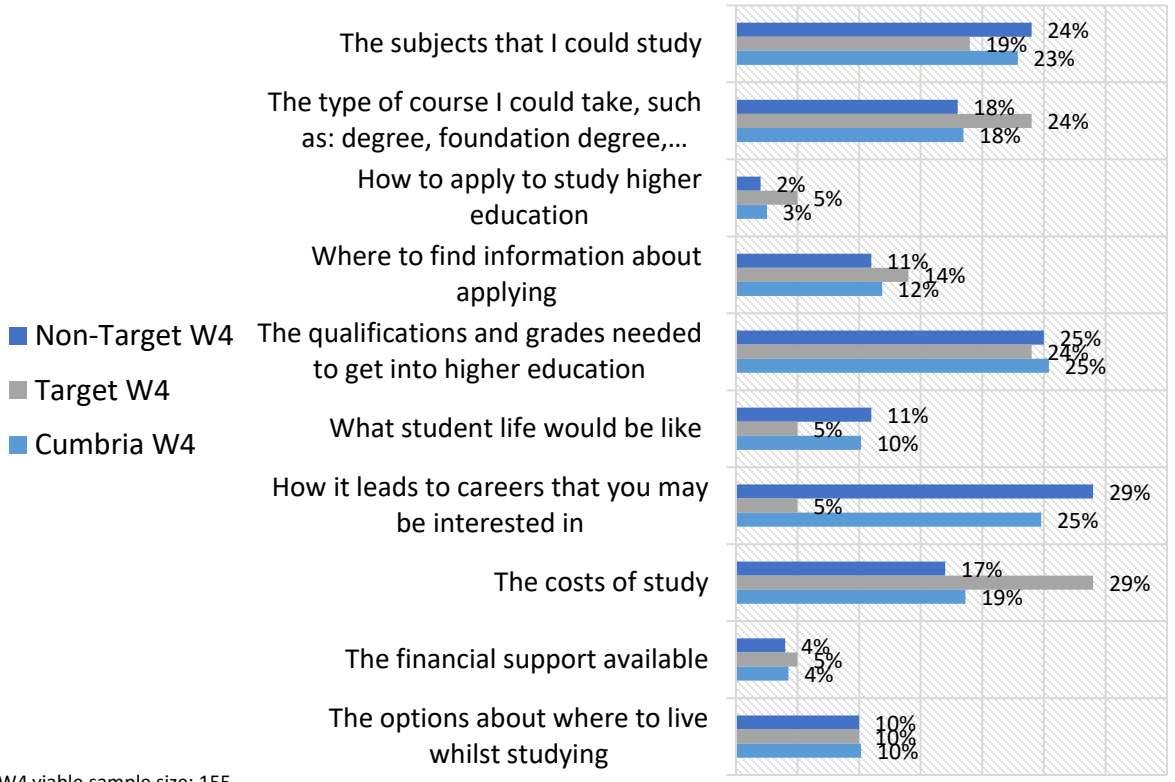

ABS Insight
hello future.
TARGET STUDENTS
GENDER
YEAR GROUP

Wave 4 trends – Target students

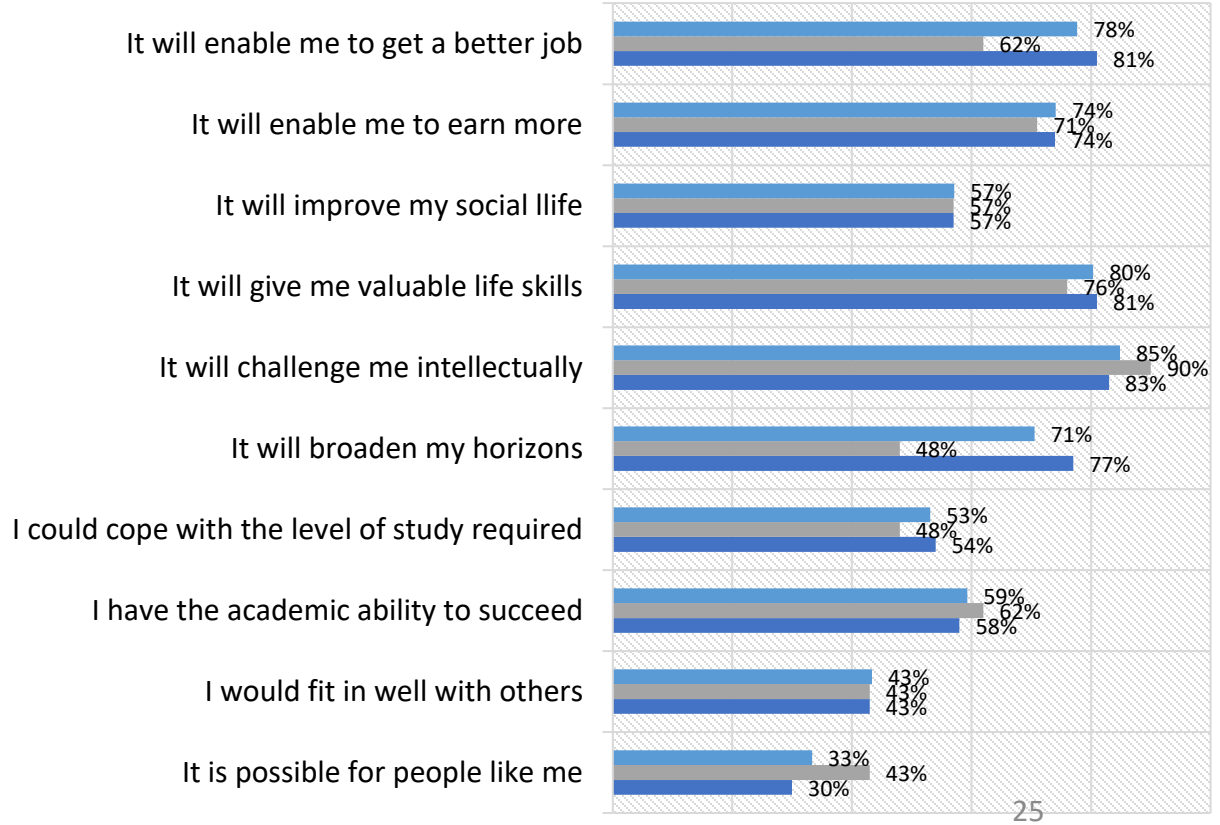
Target students have a higher understanding of the costs associated with study (29%) compared to the average in W4 and to non-target students. There is also a higher knowledge of the types of course available (24% v 18%). Target students also have a confidence in their academic ability as well as challenging them intellectually.

Areas for focus for target students should be to develop an understanding on the financial support available, how to apply to HE and how HE can link to employment.

Q5/6 How much do you know about the following aspects of applying to higher education? % "A lot" A



Attitudes Q11/Q12 How much do you agree with the following statements about higher education? % "Agree/Strongly Agree"



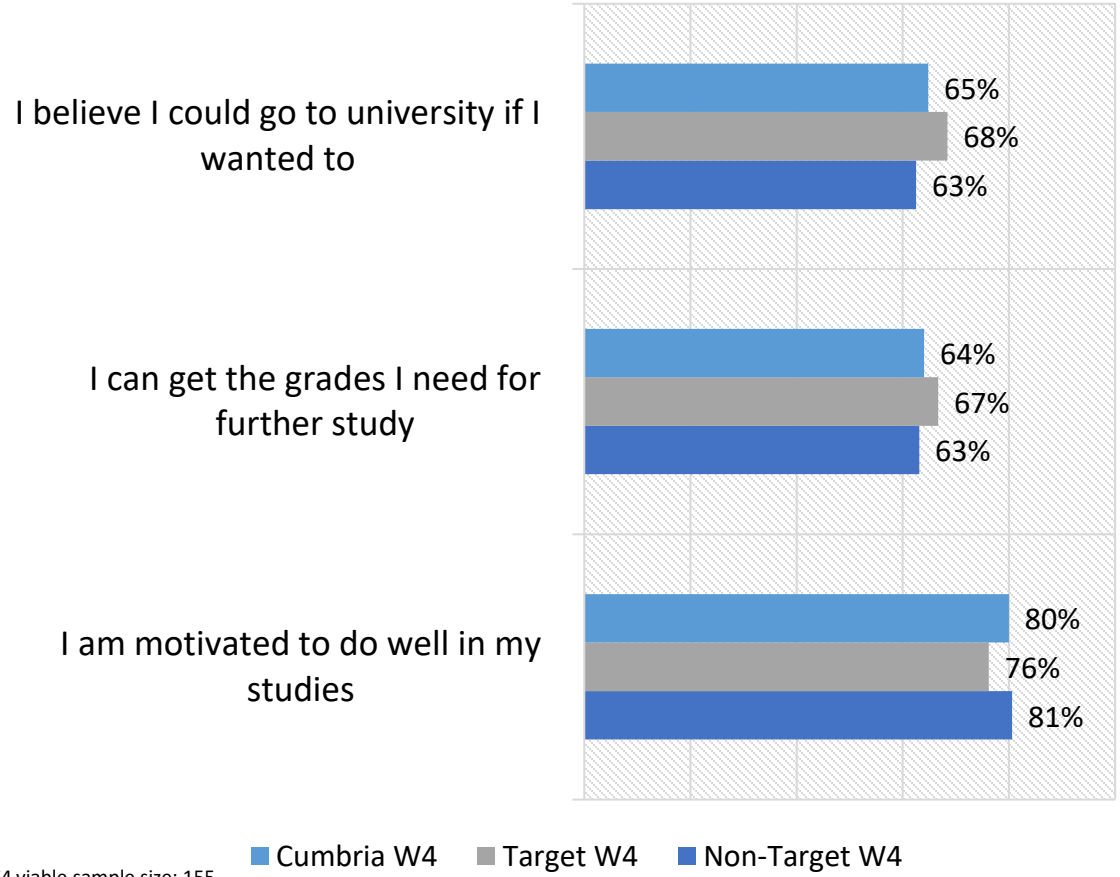
W4 viable sample size: 155

Wave 4 trends – Target students

There is a higher belief among target students that they can go to university if they want to (68%) compared to the Cumbria average and non-target students. This is also the case for belief they can get the required grades (67%).

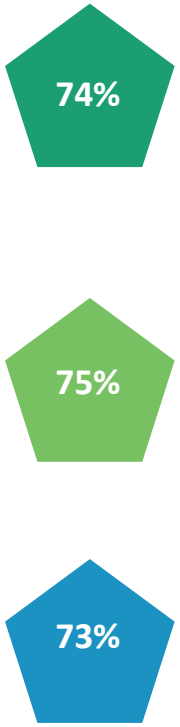
Target student intent to apply to HE is around the Cumbria W4 average at 75%. We know motivation is associated with intent and so this is an area of focus for target students.

Aspirations Q4 How much do you agree with the following statements about your aspiration for the future? % "Agree/Strongly Agree"

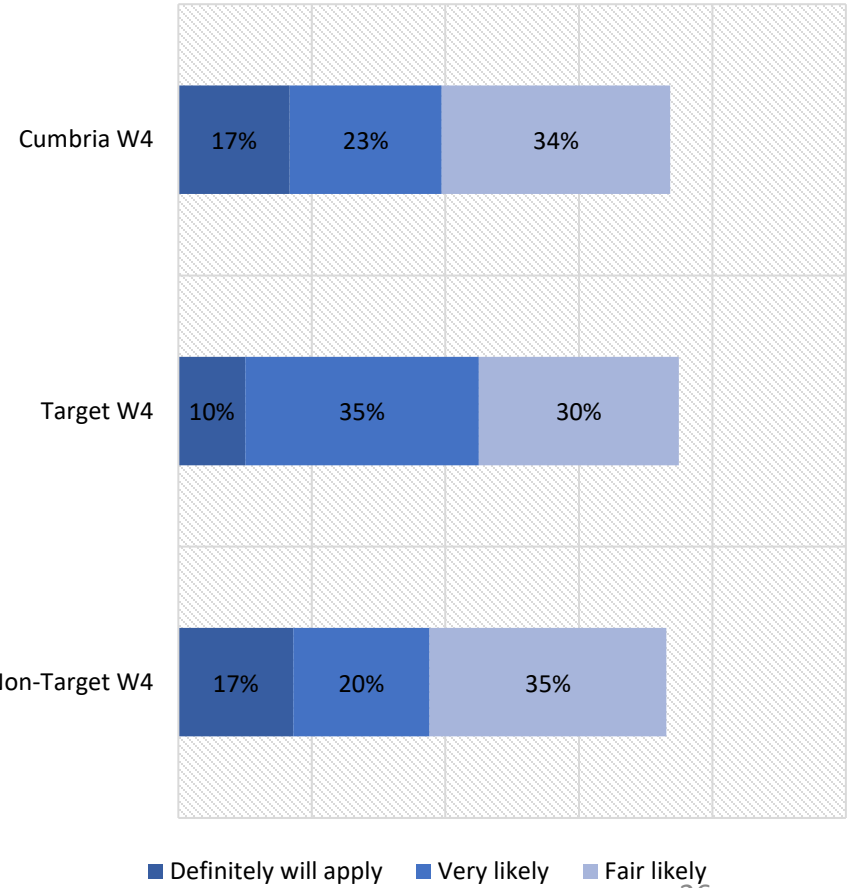


W4 viable sample size: 155

Top 3%



Intentions Q8 how likely are you to apply to higher education at age 18 or 19?

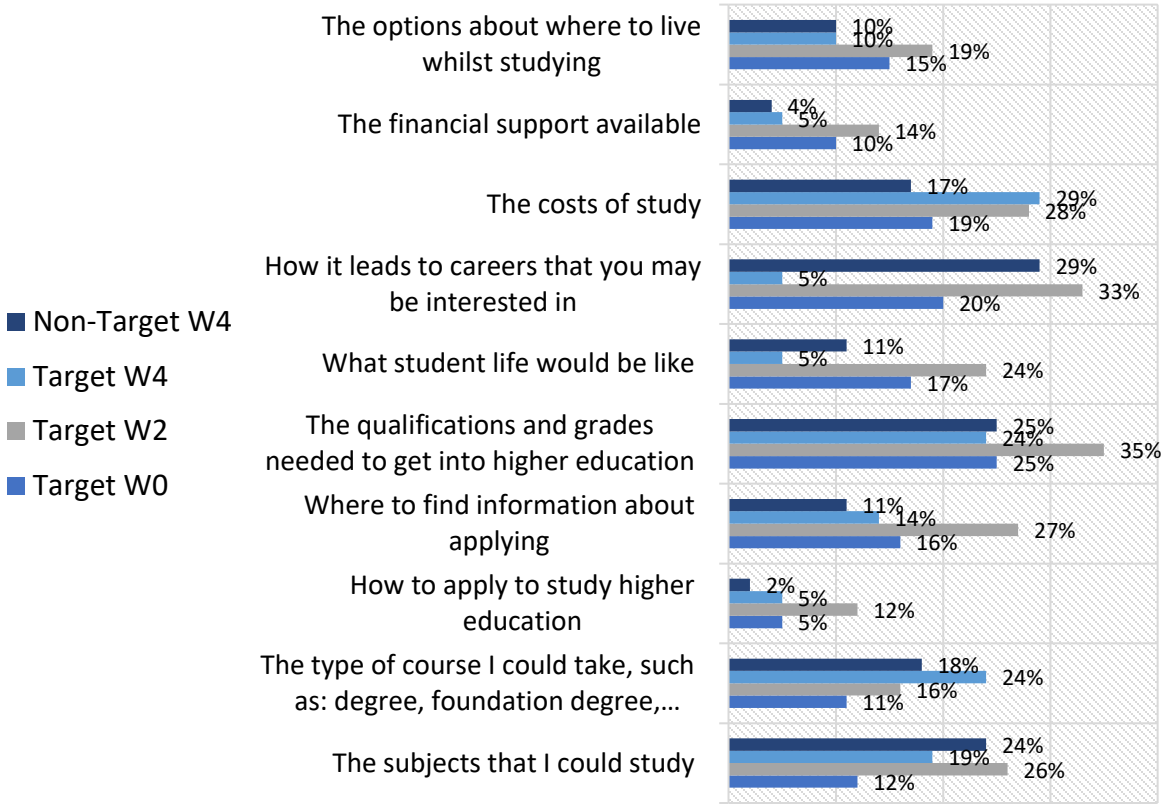


Wave 4 trends – Target students

Target students have seen an increase in believing HE will challenge them intellectually (90% from 81%) and a belief that HE is possible for '..people like me' (43% from 39%).

Focus for target students should be developing an awareness that HE can secure them a better job, how it could broaden horizons and develop life skills.

Q5/6 How much do you know about the following aspects of applying to higher education? % "A lot" A



Attitudes Q11/Q12 How much do you agree with the following statements about higher education? % "Agree/Strongly Agree"

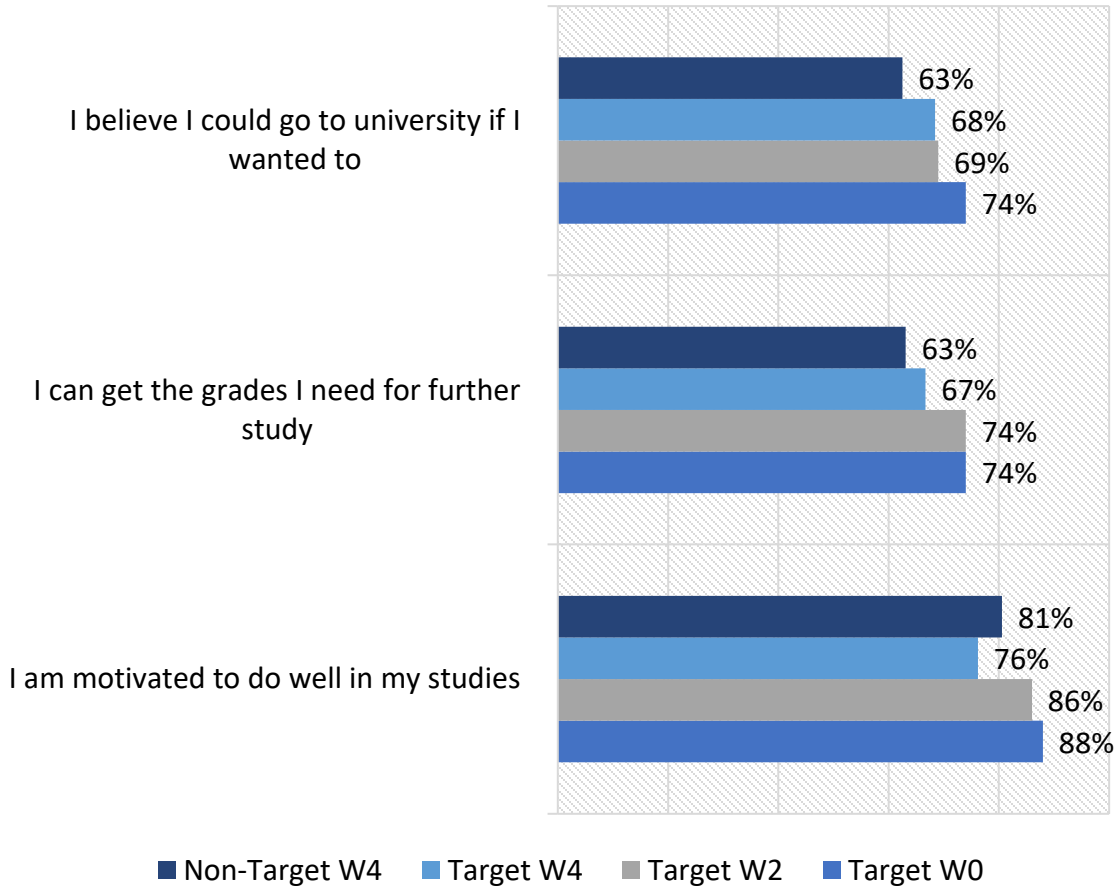


Wave 4 trends – Target students

Target student intent to apply to HE is around the Cumbria W4 average at 75% and is up from W0 and W2.

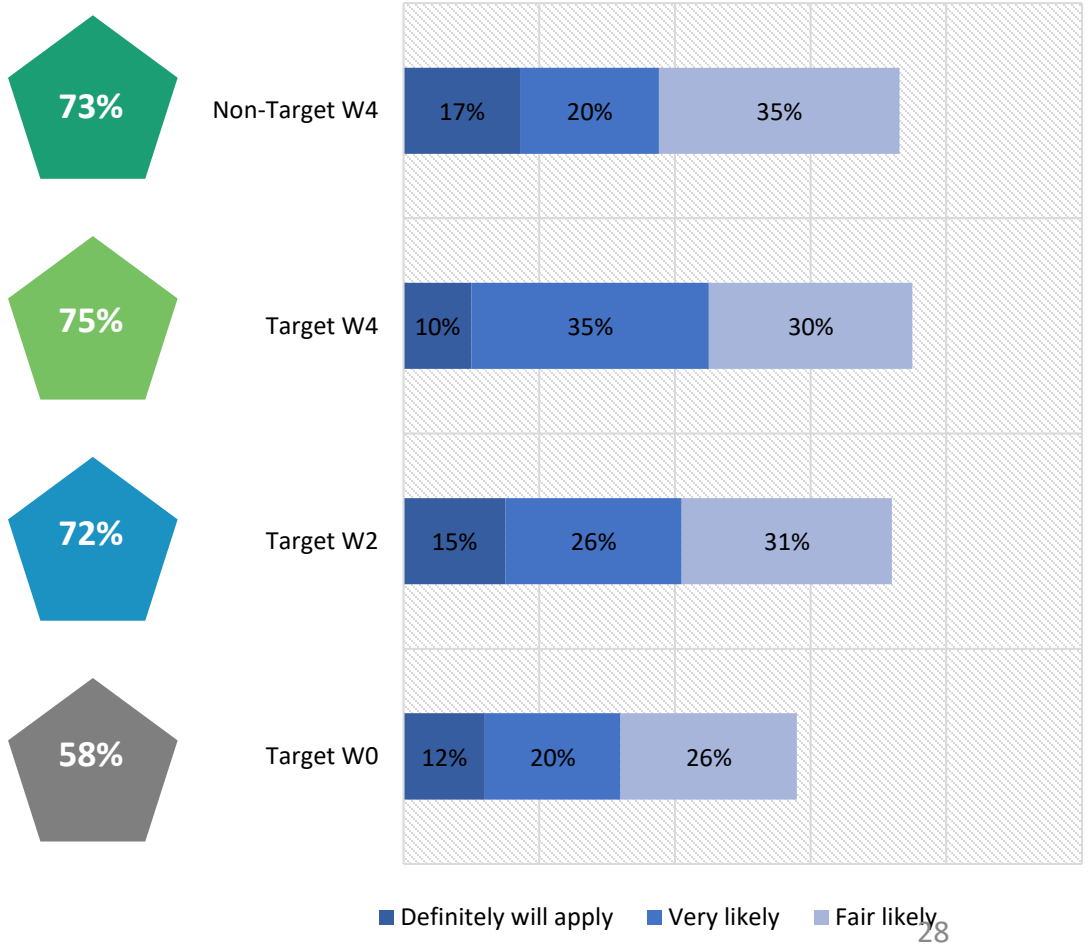
We know motivation is associated with intent and so this is an area of focus for target students.

Aspirations Q4 How much do you agree with the following statements about your aspiration for the future? % "Agree/Strongly Agree"



Top 3%

Intentions Q8 how likely are you to apply to higher education at age 18 or 19?

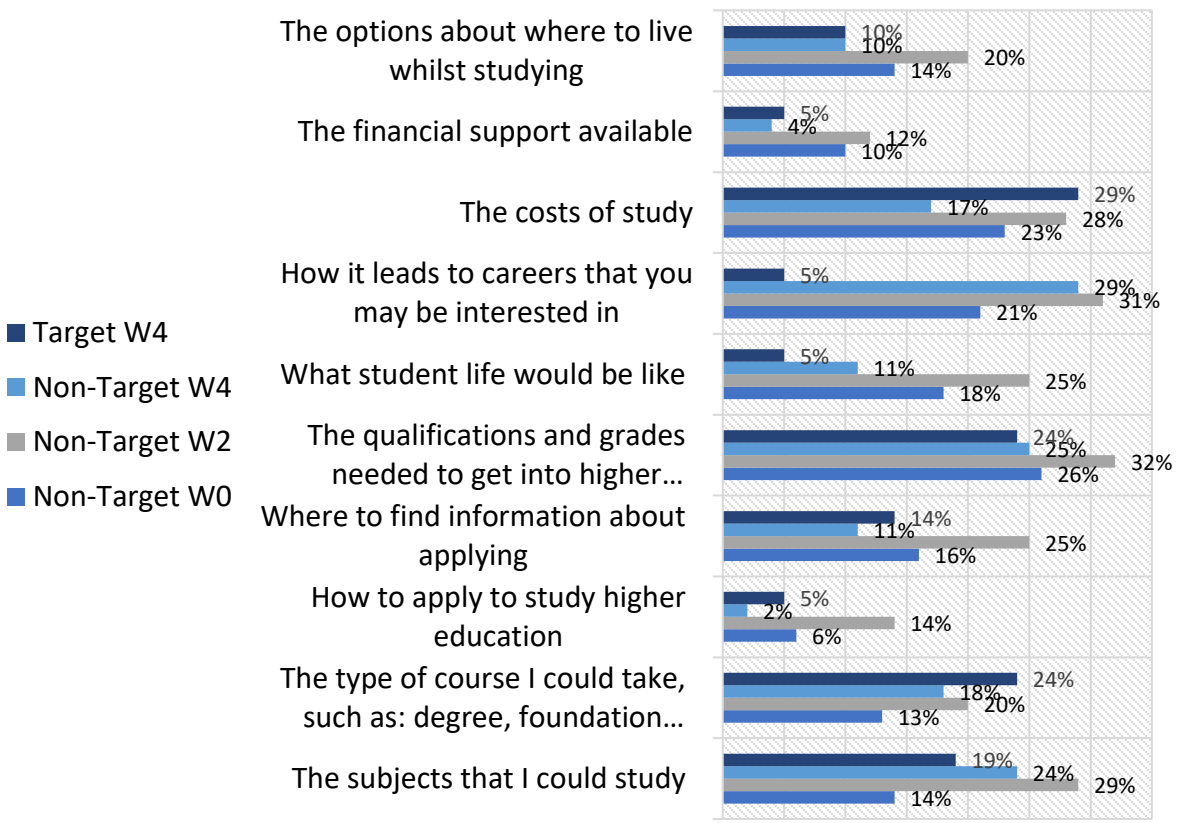


Wave 4 trends – Non-target students

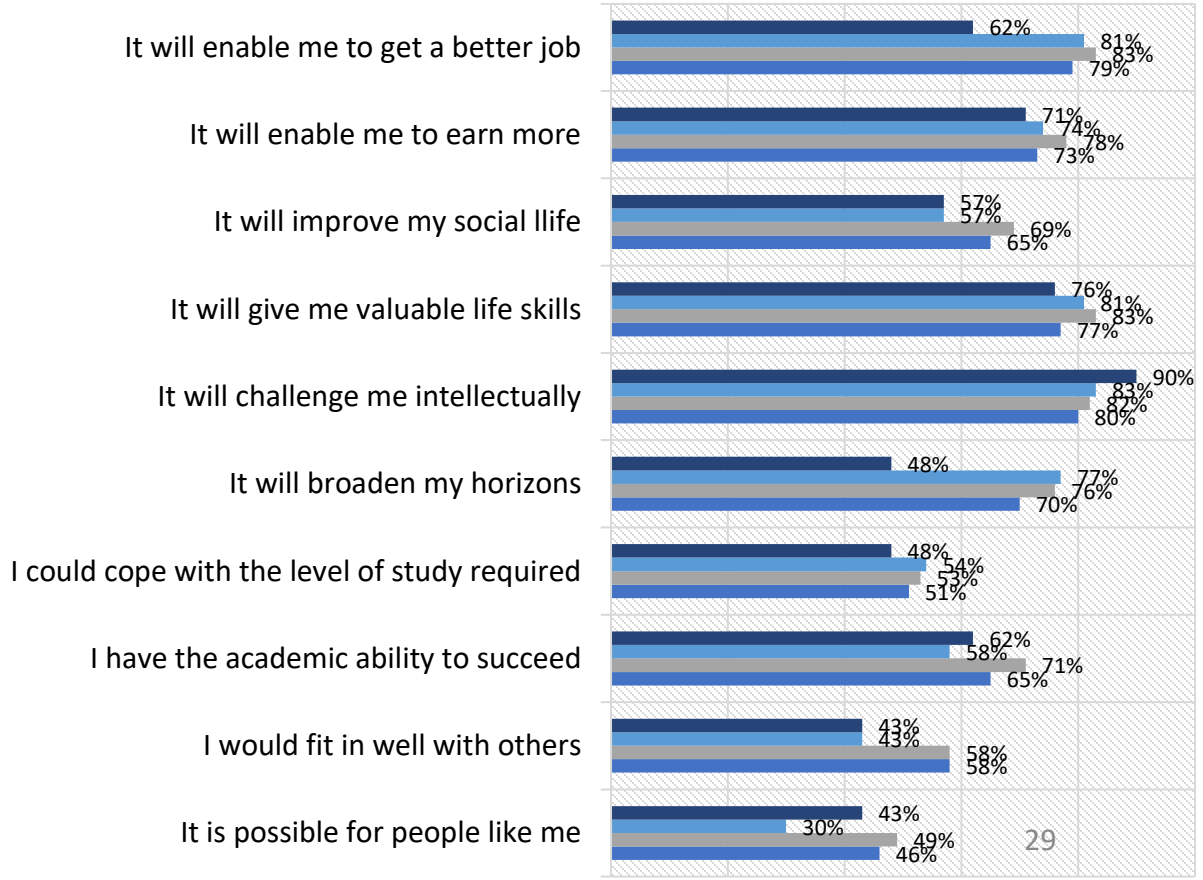
Compared to target students, there is a strong understanding of how HE could lead to carers that they may be interested in for non-target students . An area of focus for non-target students should be on the costs of study and the financial support available.

Target students have seen an increase from previous waves in their understanding of how HE could broaden their horizons (77%) and the level of study required (54%). Non-target students have seen a decline in believing HE can improve their social life, fitting in and believing its for '..people like me' – this should be a key area of focus for this group.

Q5/6 How much do you know about the following aspects of applying to higher education? % "A lot" A



Attitudes Q11/Q12 How much do you agree with the following statements about higher education? % "Agree/Strongly Agree"

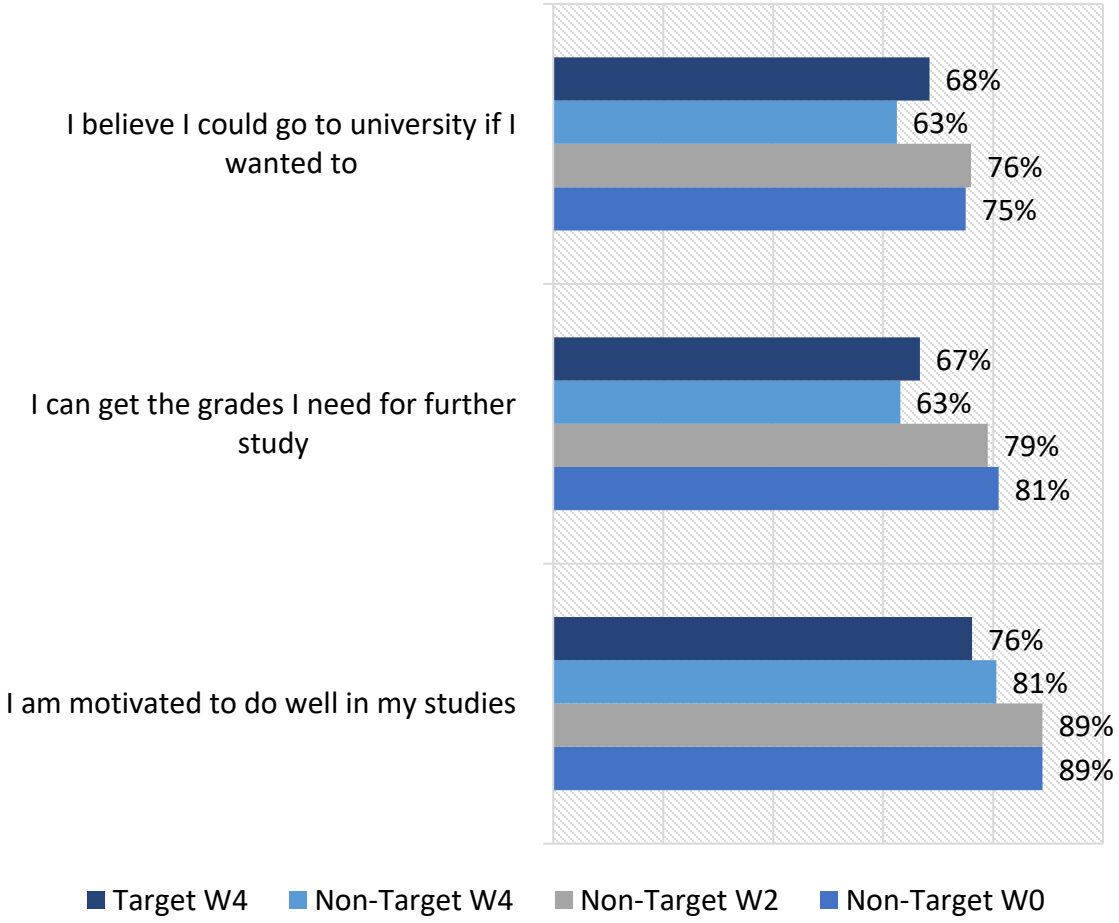


Wave 4 trends – Non-target students

Intent to apply to HE also sits around the average (73%) in W4 for non-target students.

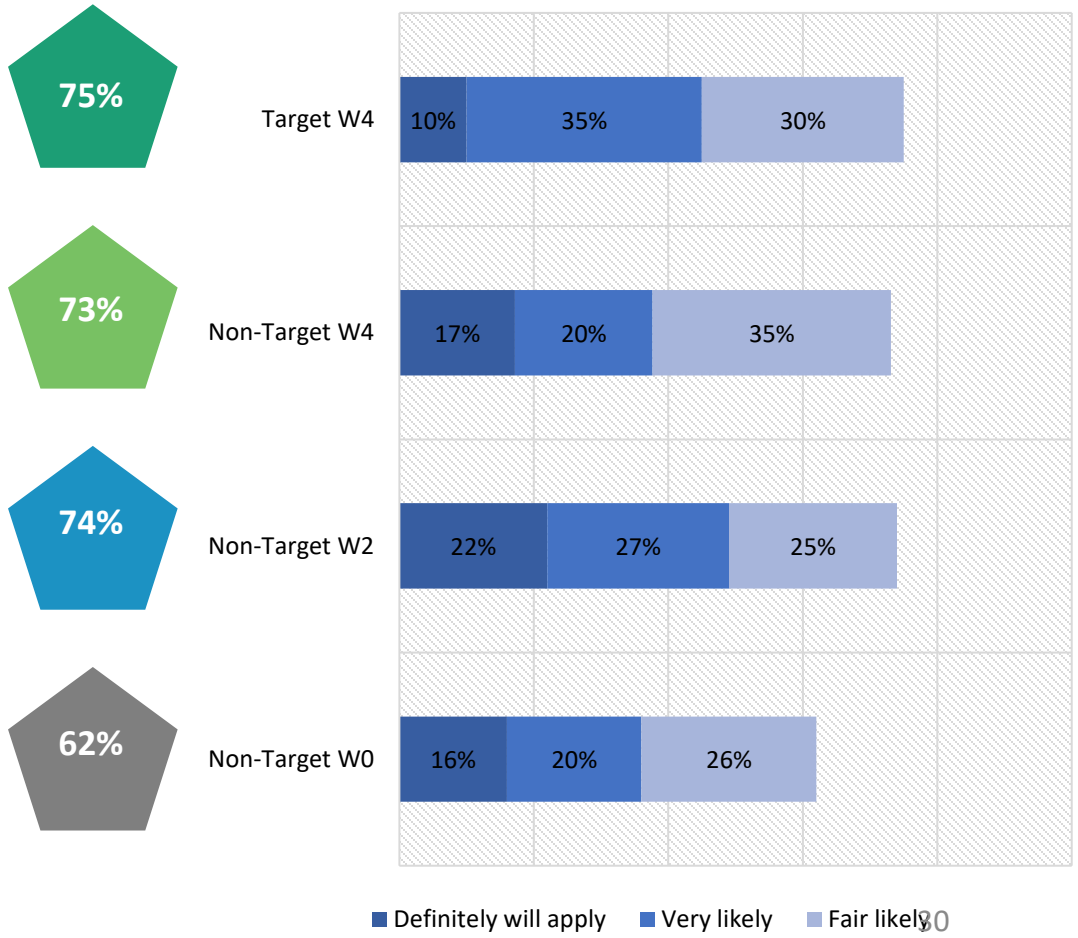
Non-target students have seen a decline in all areas of aspirations and they key focus for this group should be on self-belief in getting the grades they need as well as being able to go to university.

Aspirations Q4 How much do you agree with the following statements about your aspiration for the future? % "Agree/Strongly Agree"



Top 3%

Intentions Q8 how likely are you to apply to higher education at age 18 or 19?

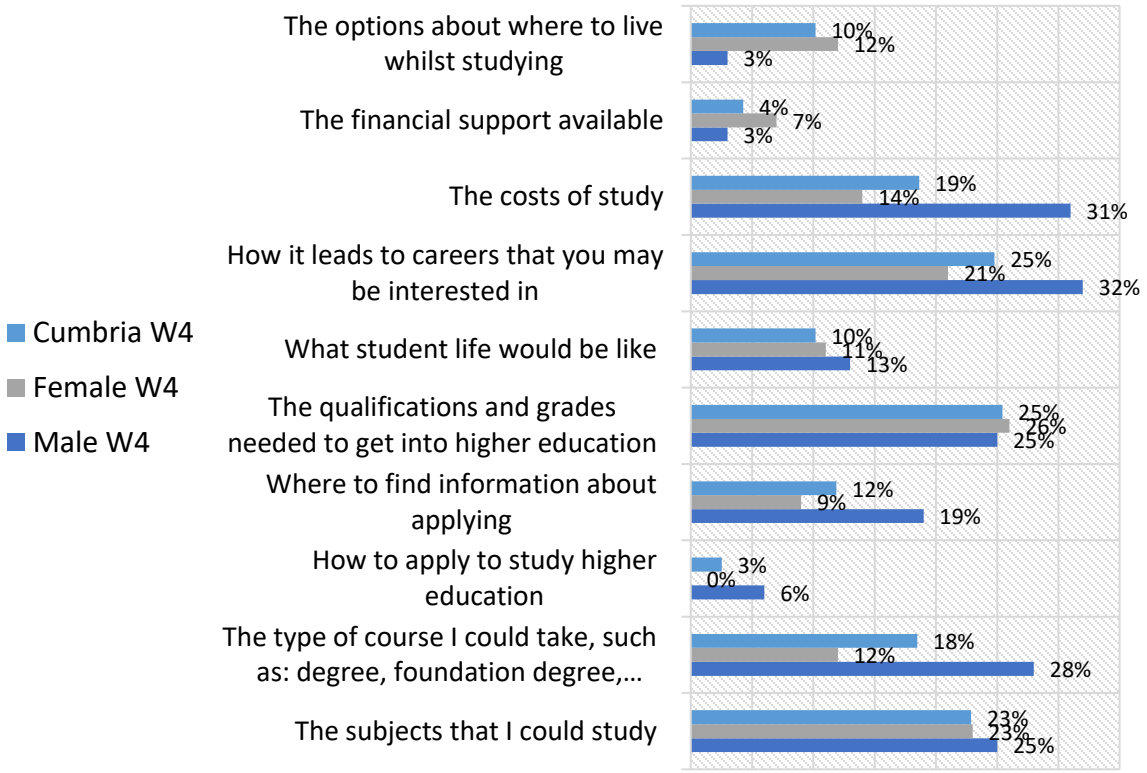


Wave 4 trends – Gender

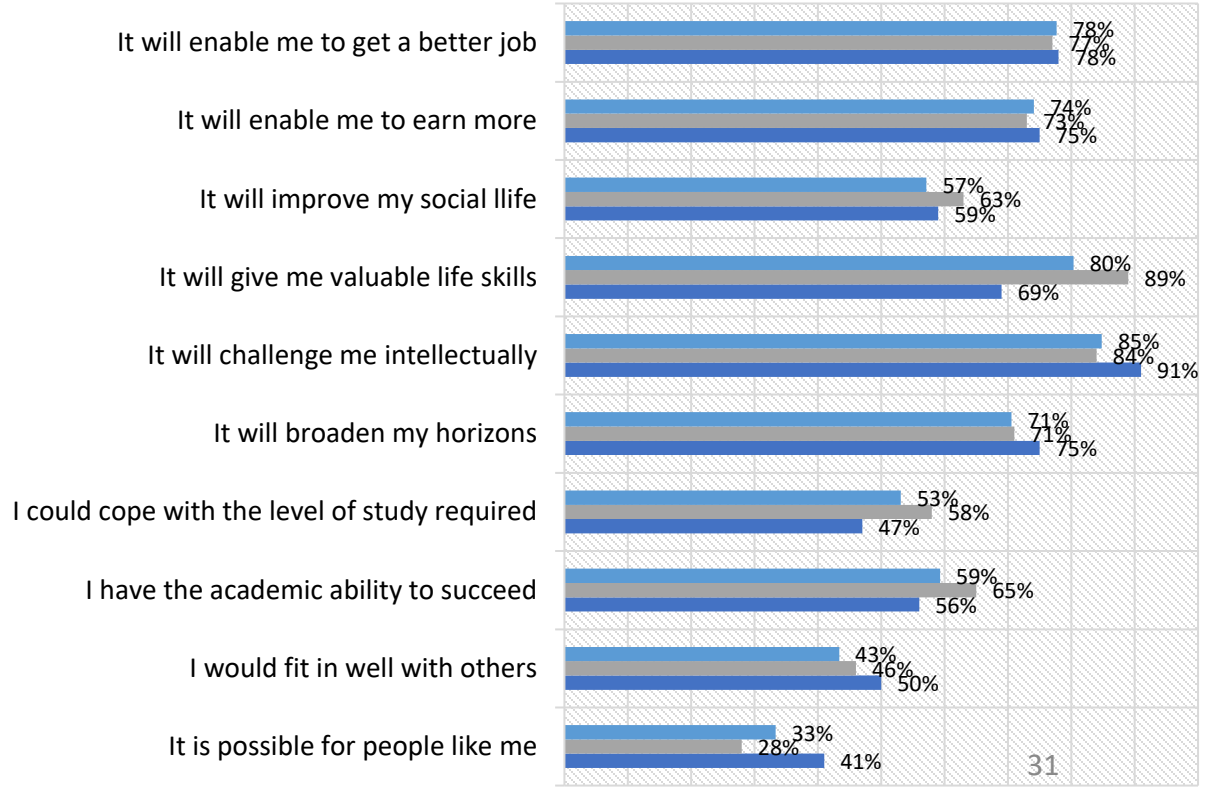
Male students appear to have a better understanding of the costs of study (31%), how careers are linked to HE (32%) and the types of course available (28%) than female students in W4. Female students have an understanding of the qualifications (25%) and grades needed for HE but may need support on the types of courses available and how careers are linked to HE.

Male students have a stronger belief (91%) that HE will challenge them intellectually as well as being confident it will enable to get a better job (78%) and earn more (75%). Female students are more likely to believe HE gives them valuable life skills (89%) that they have the academic ability to succeed (65%).

Q5/6 How much do you know about the following aspects of applying to higher education? % "A lot" A



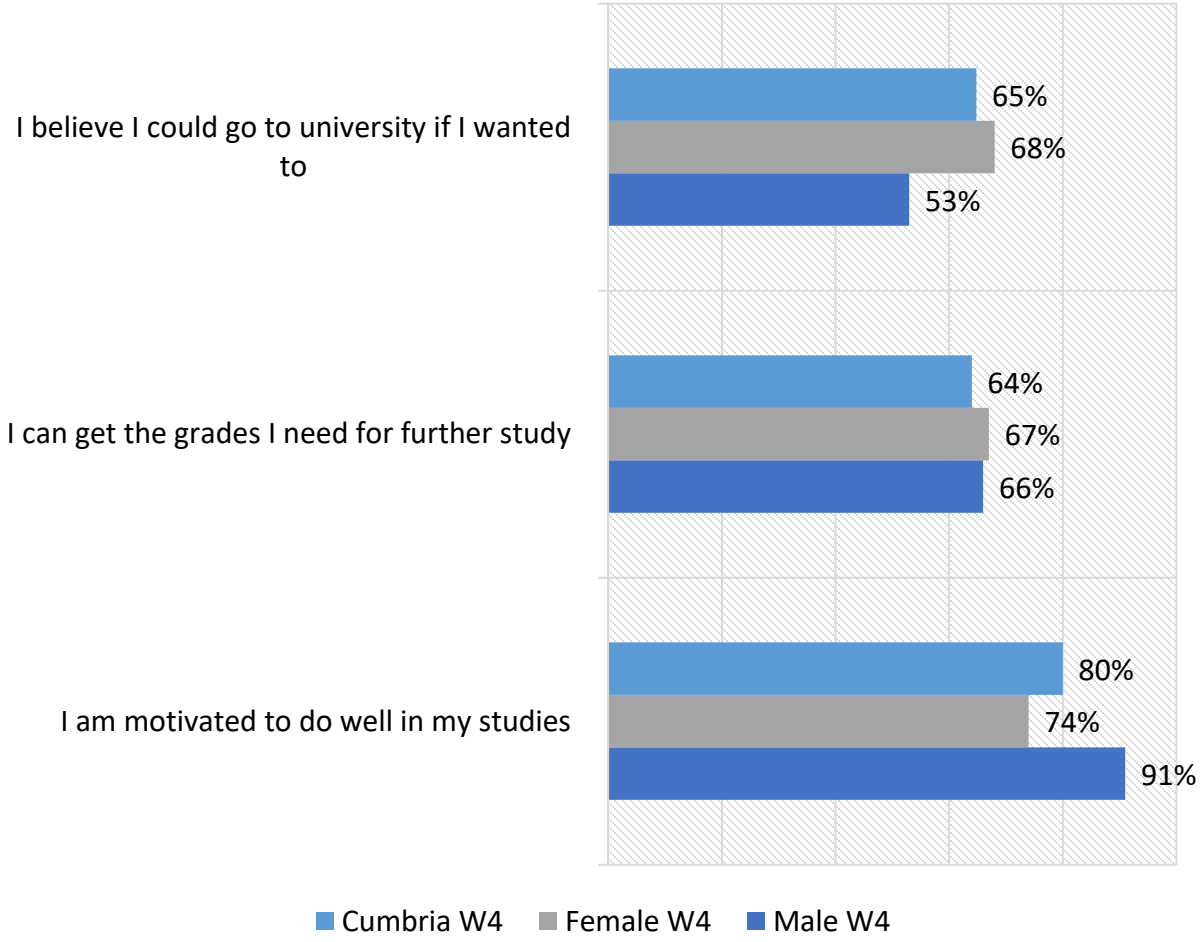
Attitudes Q11/Q12 How much do you agree with the following statements about higher education? % "Agree/Strongly Agree"



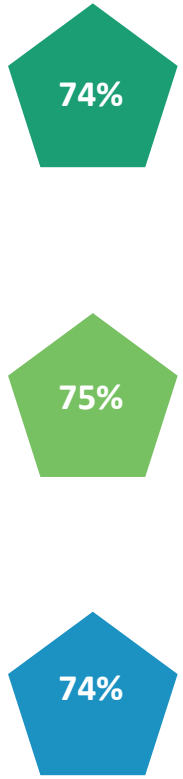
Wave 4 trends – Gender

Male students appear to have a higher motivation to do well in their studies (91%), while female students have a higher belief they can go to university (68%) and that they can achieve the required graded (67%).

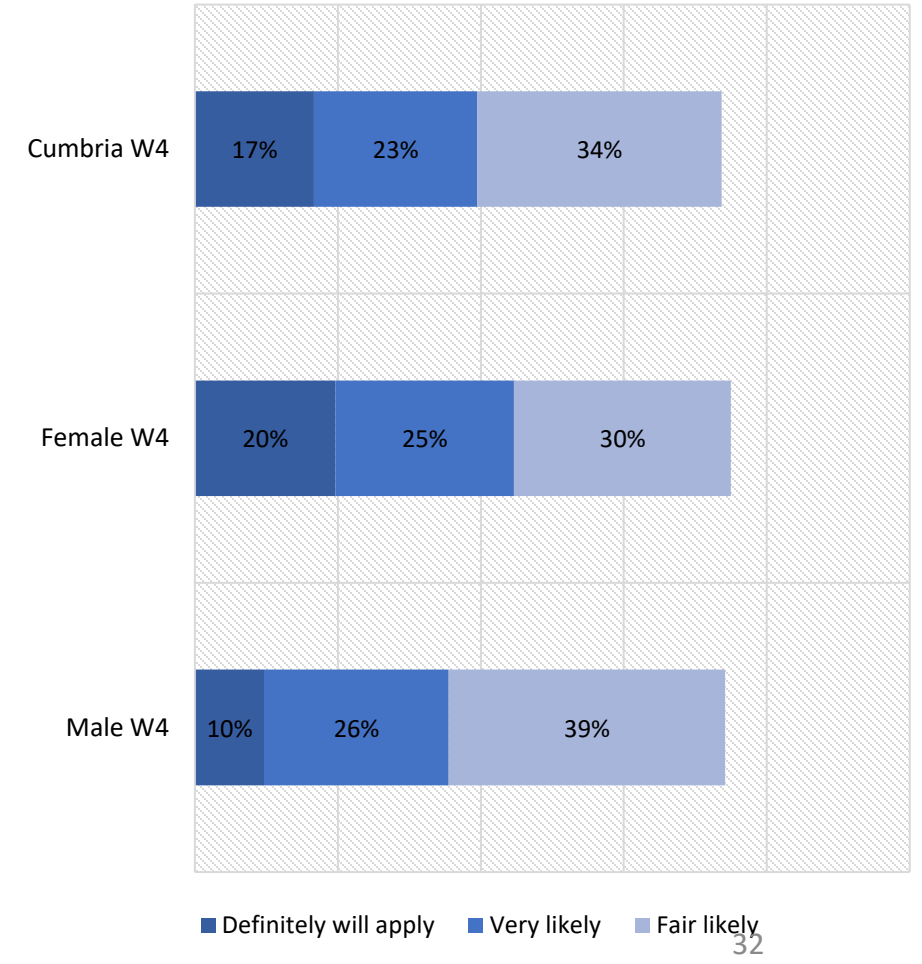
Aspirations Q4 How much do you agree with the following statements about your aspiration for the future? % "Agree/Strongly Agree"



Top 3%



Intentions Q8 how likely are you to apply to higher education at age 18 or 19?

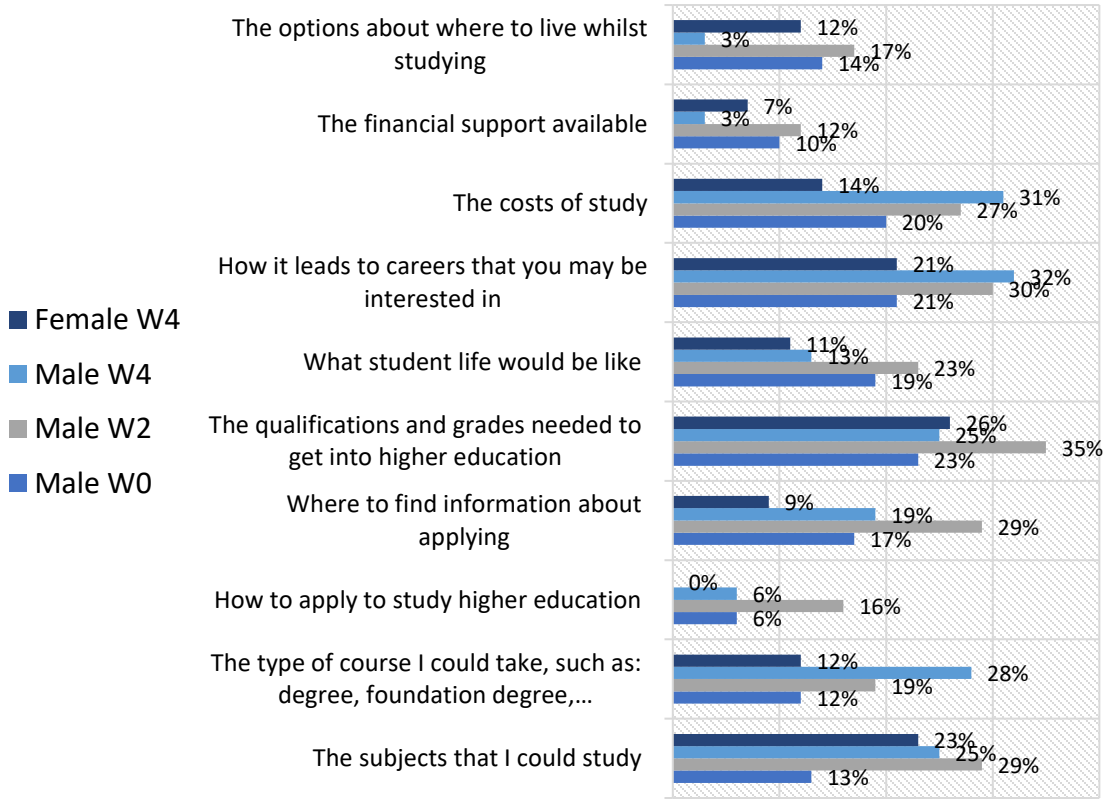


Wave 4 trends – Male students

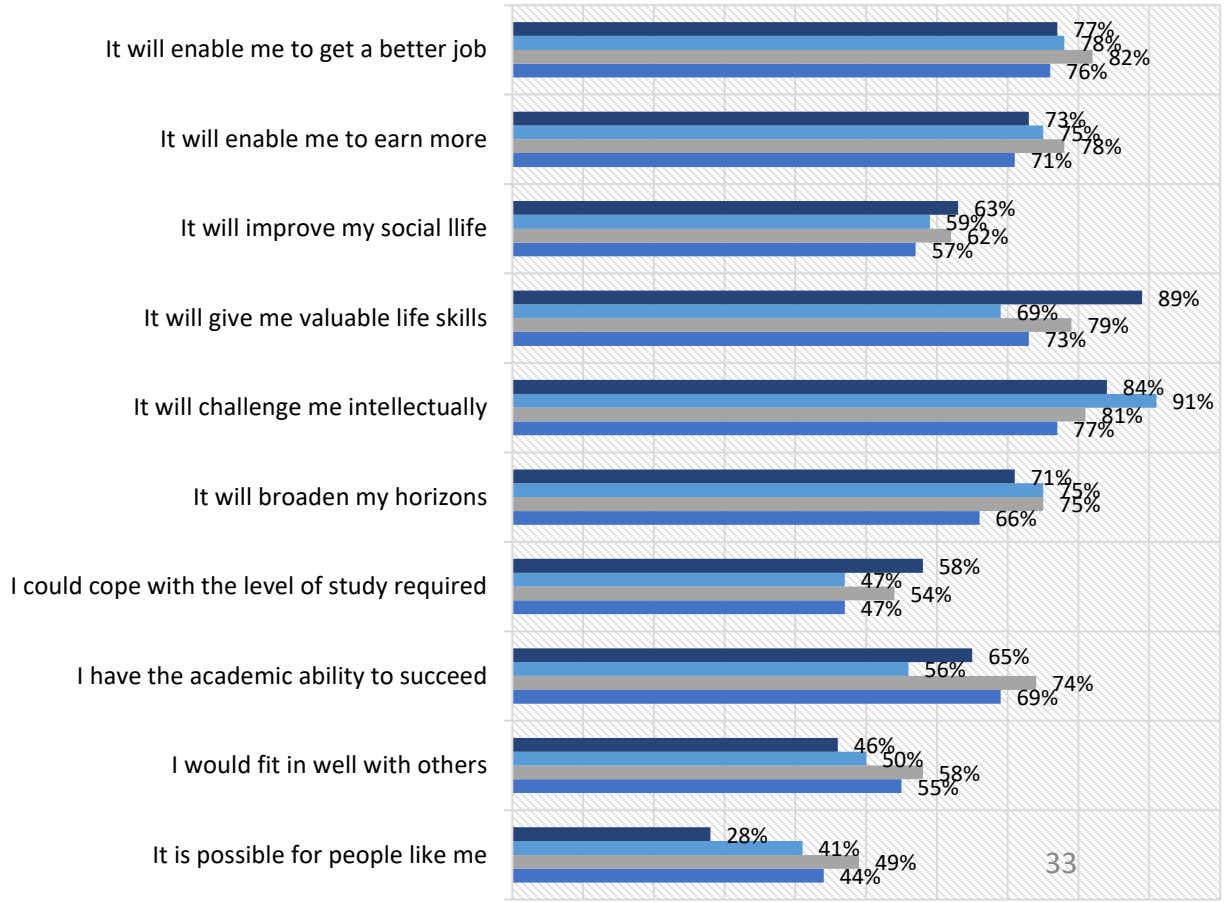
Male students have seen an increase in understanding the costs of study, the types of degree available and the careers linked to HE. Male students may need additional support on living options, student life and how to apply to HE.

Male students have a stronger belief (91%) that HE will challenge them intellectually as well as being confident it will enable to get a better job (78%) and earn more (75%).

Q5/6 How much do you know about the following aspects of applying to higher education? % "A lot" A



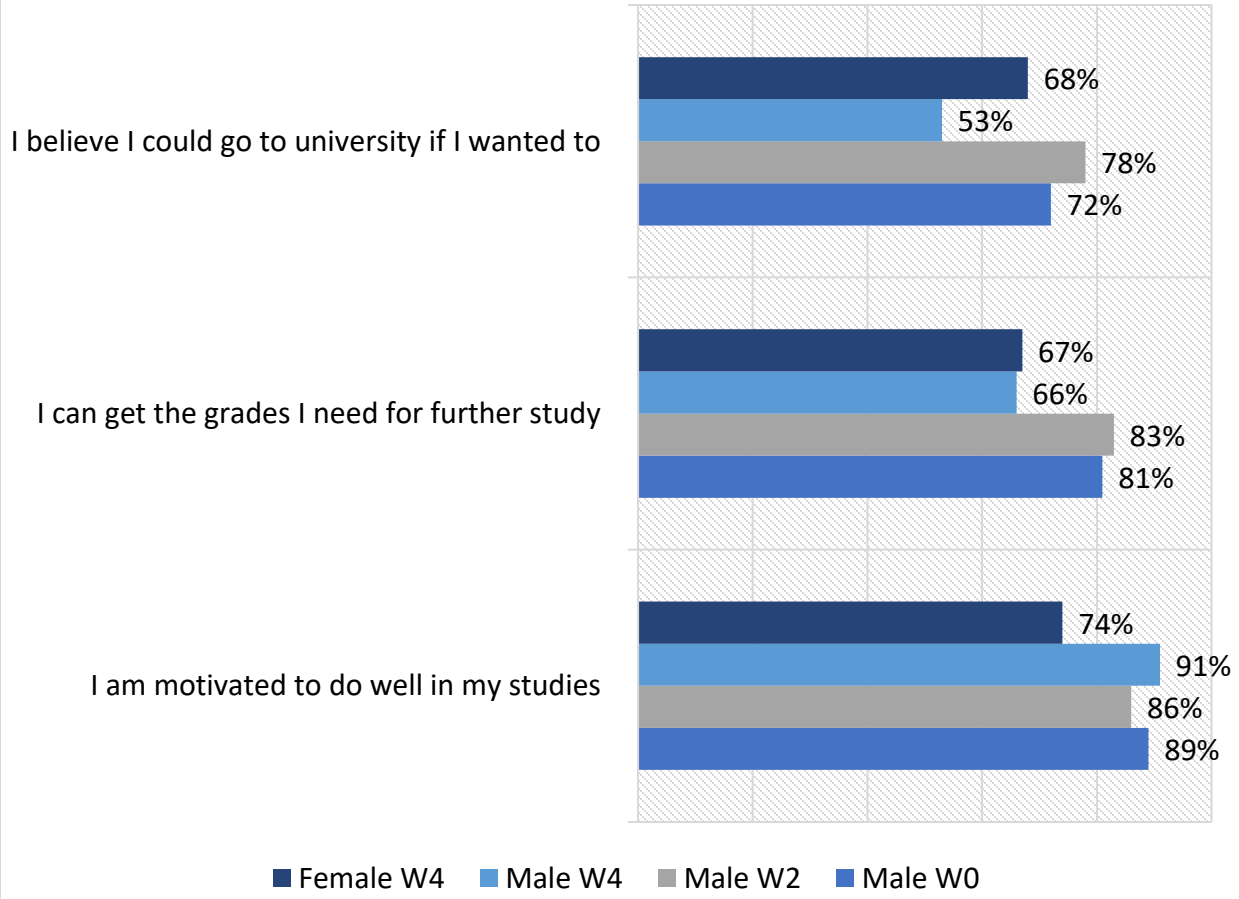
Attitudes Q11/Q12 How much do you agree with the following statements about higher education? % "Agree/Strongly Agree"



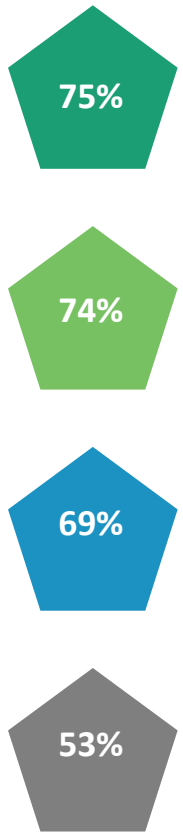
Wave 4 trends – Male students

Male students appear to have a higher motivation to do well in their studies (91%) in W4. There has been an increase in HE intentions from W0 and W2. However, a belief in being able to get the grades and that they could go to university has declined.

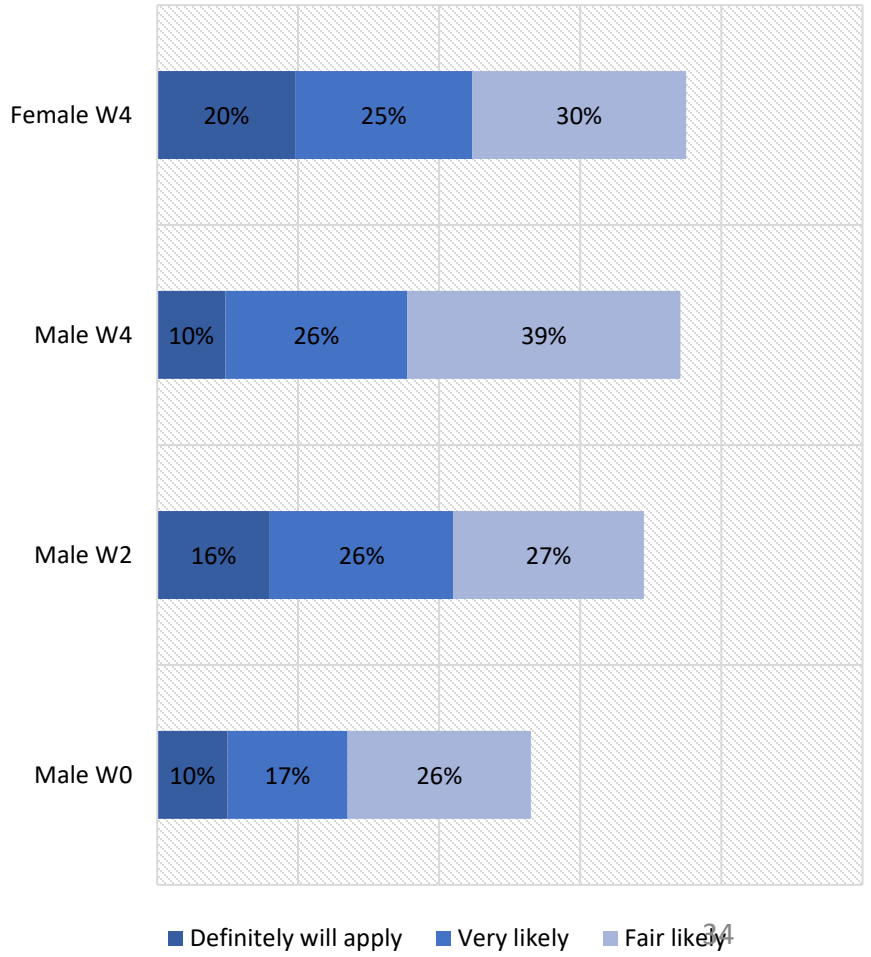
Aspirations Q4 How much do you agree with the following statements about your aspiration for the future? % "Agree/Strongly Agree"



Top 3%



Intentions Q8 how likely are you to apply to higher education at age 18 or 19?

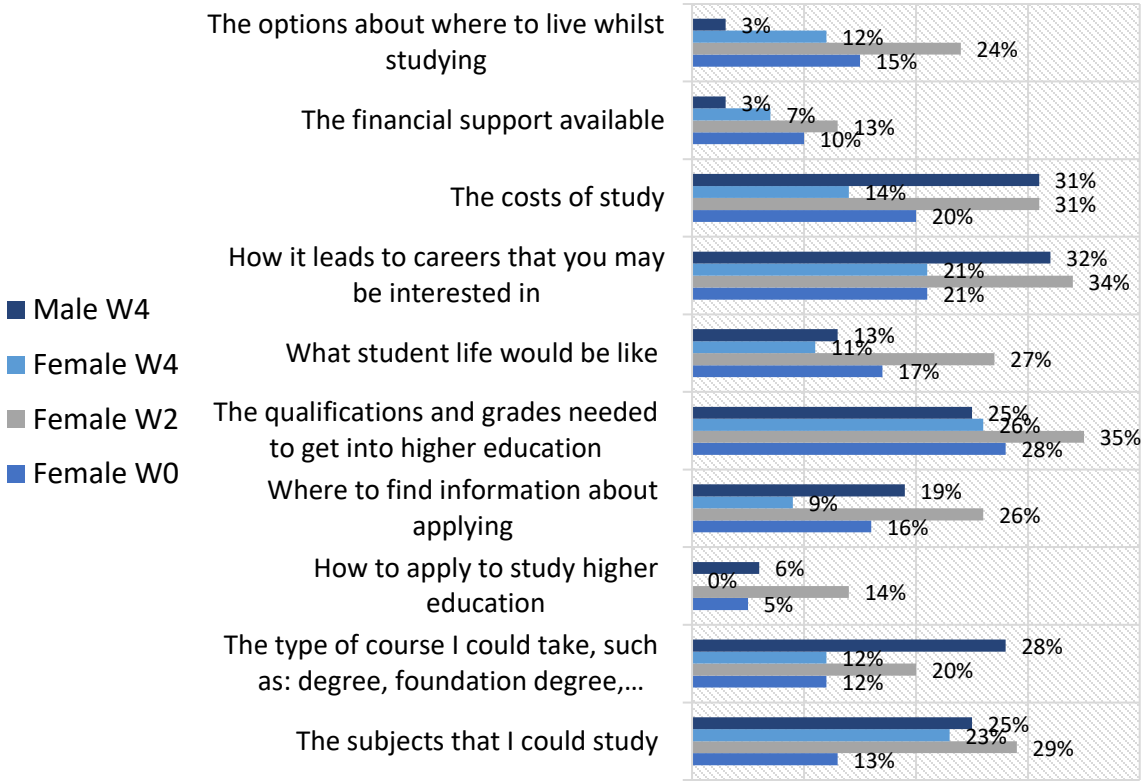


Wave 4 trends – Female students

There has been a decline in most knowledge areas for female students in W4. W4 has established that the two key areas for focus to improve HE intentions are to develop an understanding of the application process, as well as the financial support available.

It is a similar case for attitudinal statements for female students and all areas here should be a key focus as attitudes towards HE have a strong and positive link to intentions to apply to HE.

Q5/6 How much do you know about the following aspects of applying to higher education? % "A lot" A



Attitudes Q11/Q12 How much do you agree with the following statements about higher education? % "Agree/Strongly Agree"

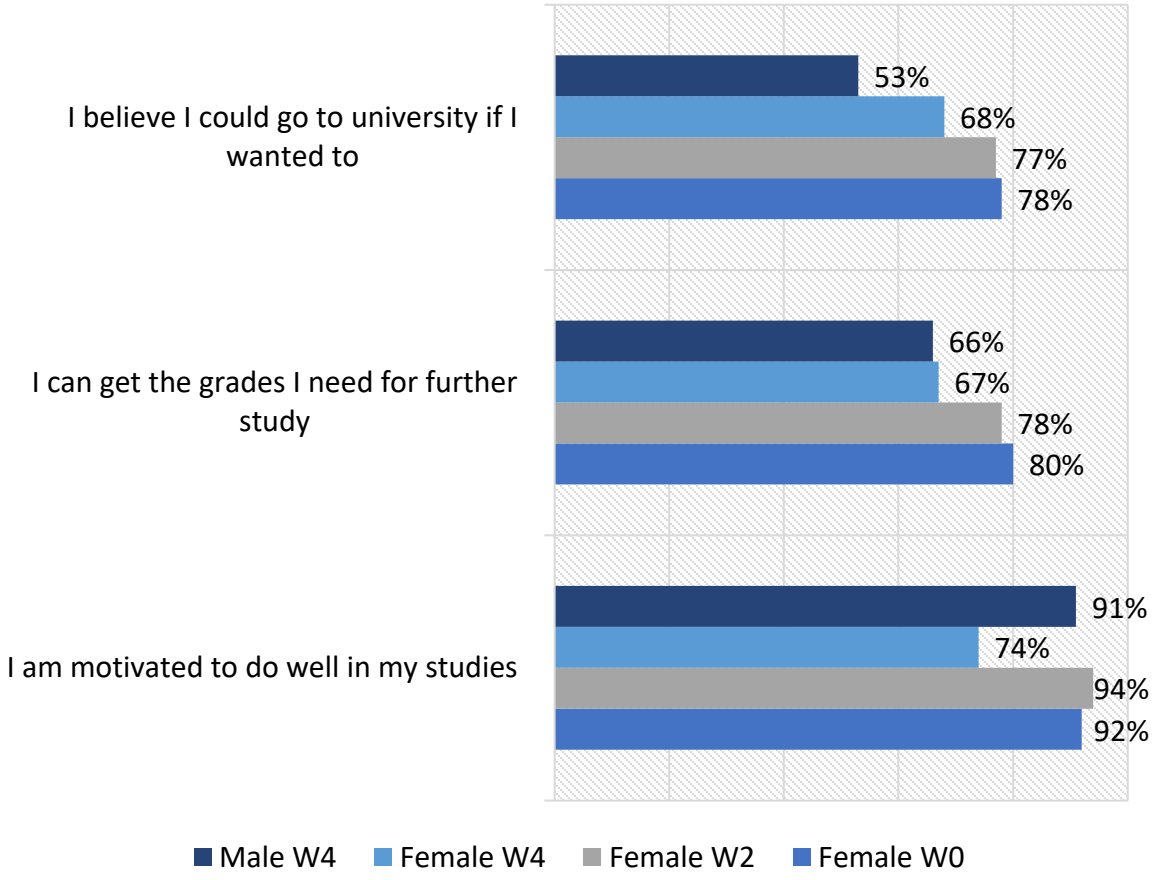


Wave 4 trends – Female students

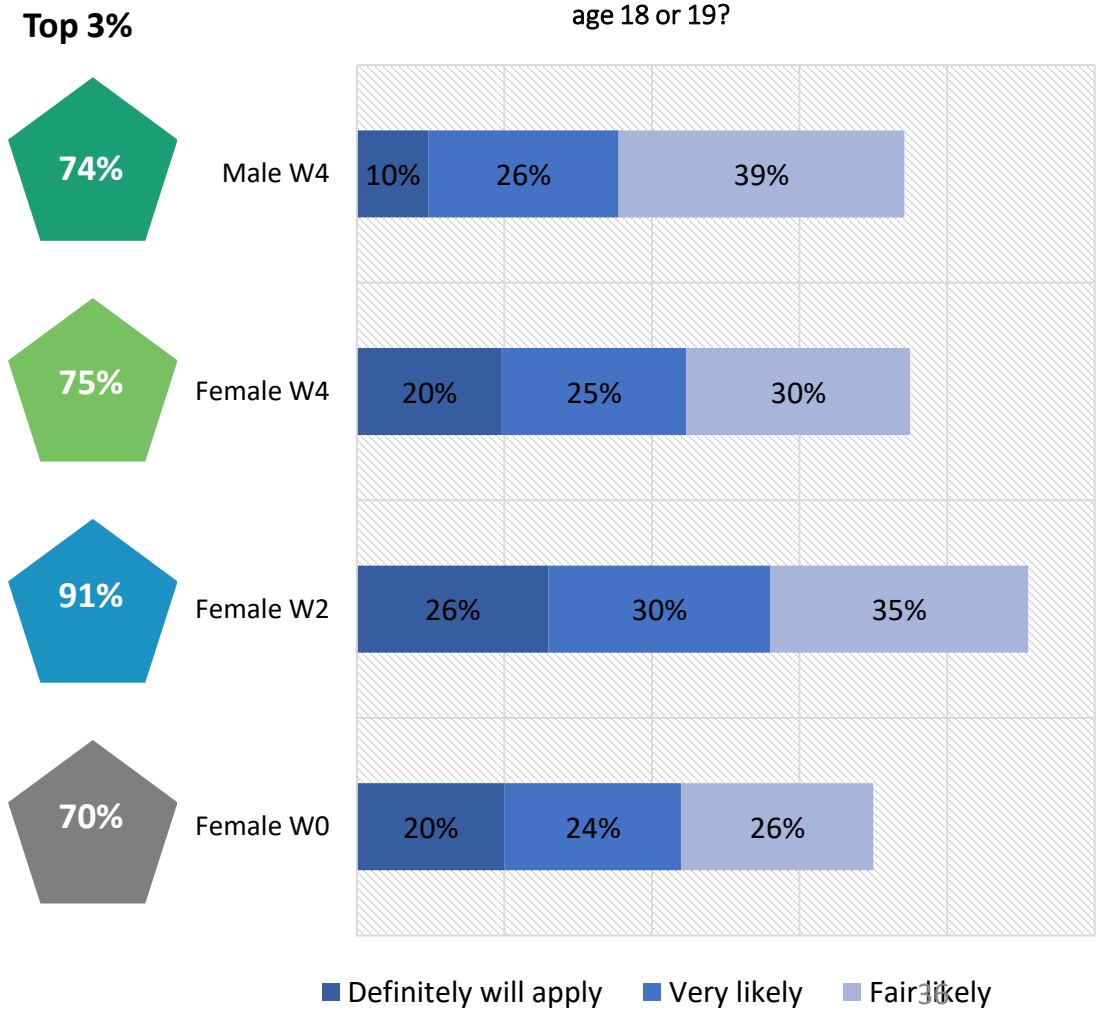
Compared to male students, female students have a higher belief they can go to university (68%) and that they can achieve the required graded (67%).

There has been a decline in all aspiration areas for female students and all should be an area of focus.

Aspirations Q4 How much do you agree with the following statements about your aspiration for the future? % "Agree/Strongly Agree"



Intentions Q8 how likely are you to apply to higher education at age 18 or 19?

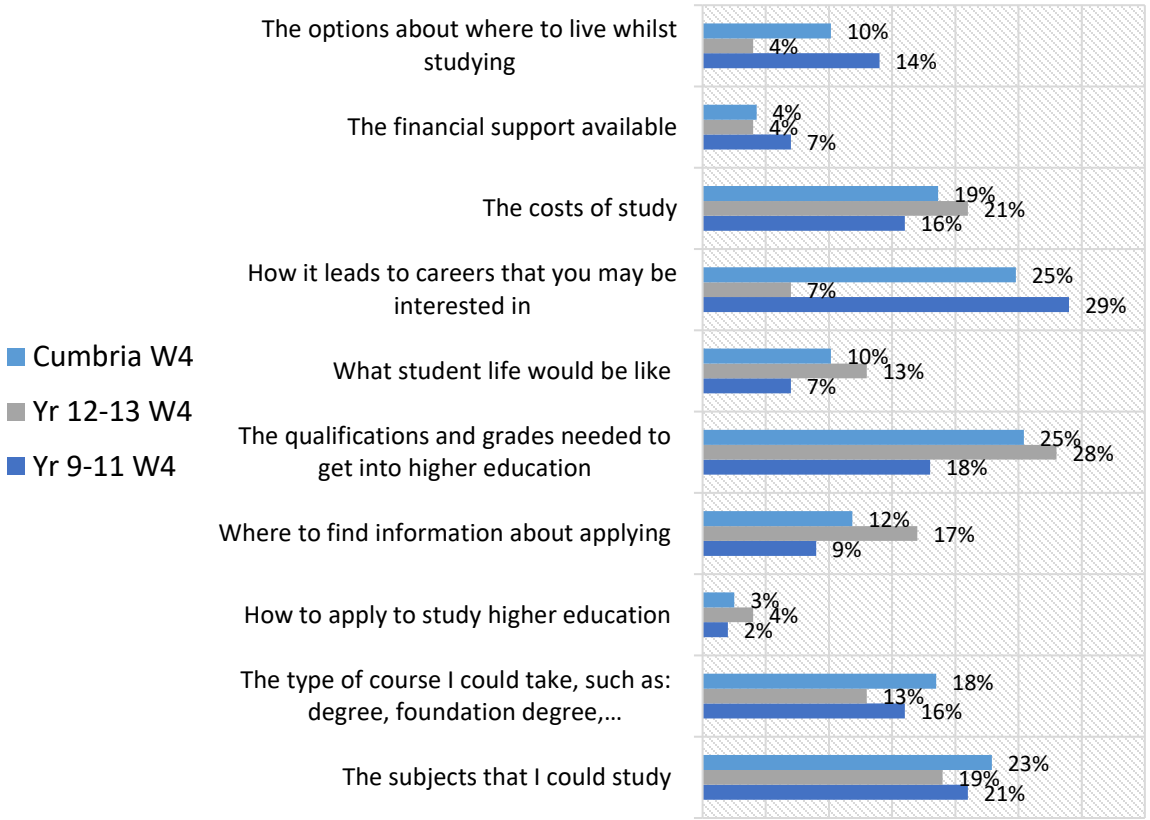


Wave 4 trends – School year/stage

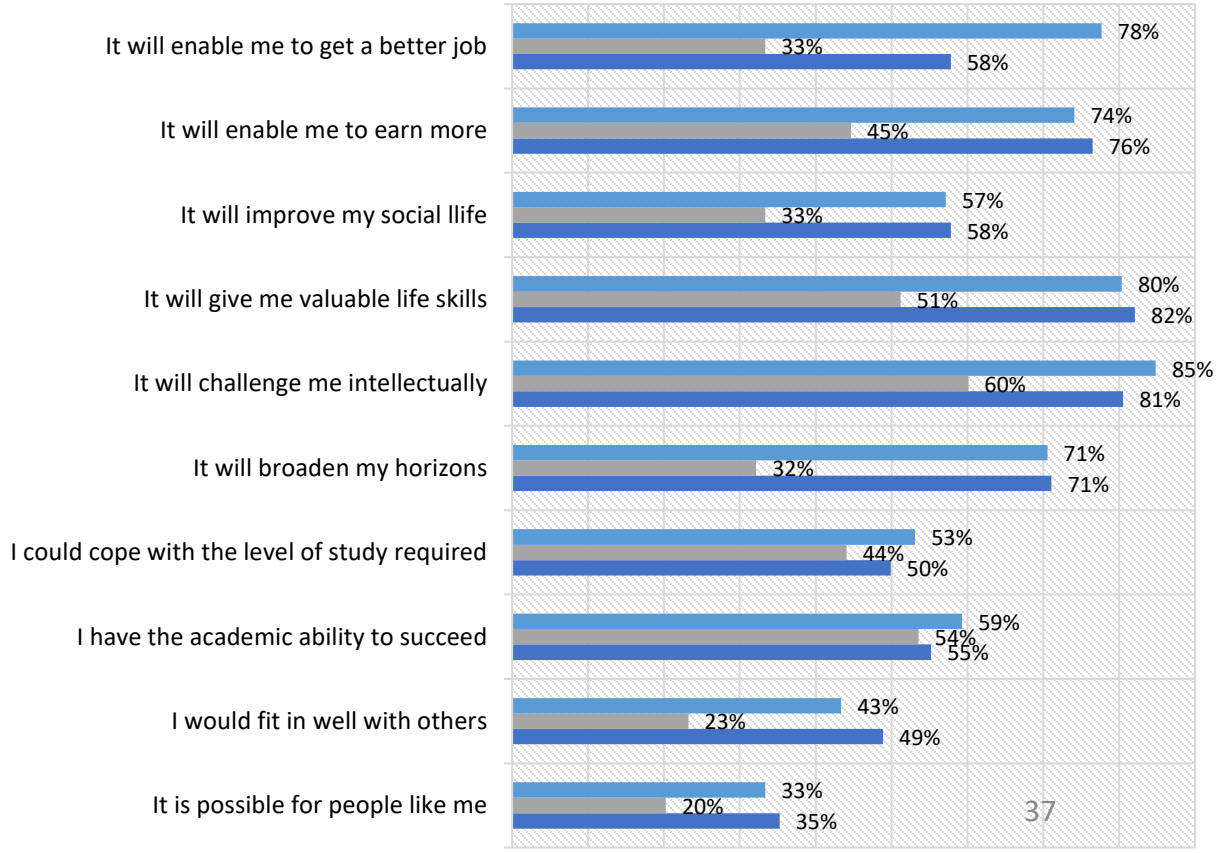
Year 9-11 students have a stronger understanding of how HE can lead to the careers they're interested in (29%) than yr12-13 (7%) students in W4. For all age groups, we know that an understanding around costs and finance is one of the key areas to driving HE intent – an area for focus here.

Yr 9-11 are more confident that they could fit in at HE and that it is for '..people like me' compared to yr12-13. Year 12-13 students have a better understanding of costs, qualifications and grades needed and where to find information. An area to focus on for yr12-13 should be how HE links to careers, types of course and all attitudinal statements, especially as this will help drive HE intent.

Q5/6 How much do you know about the following aspects of applying to higher education? % "A lot" A



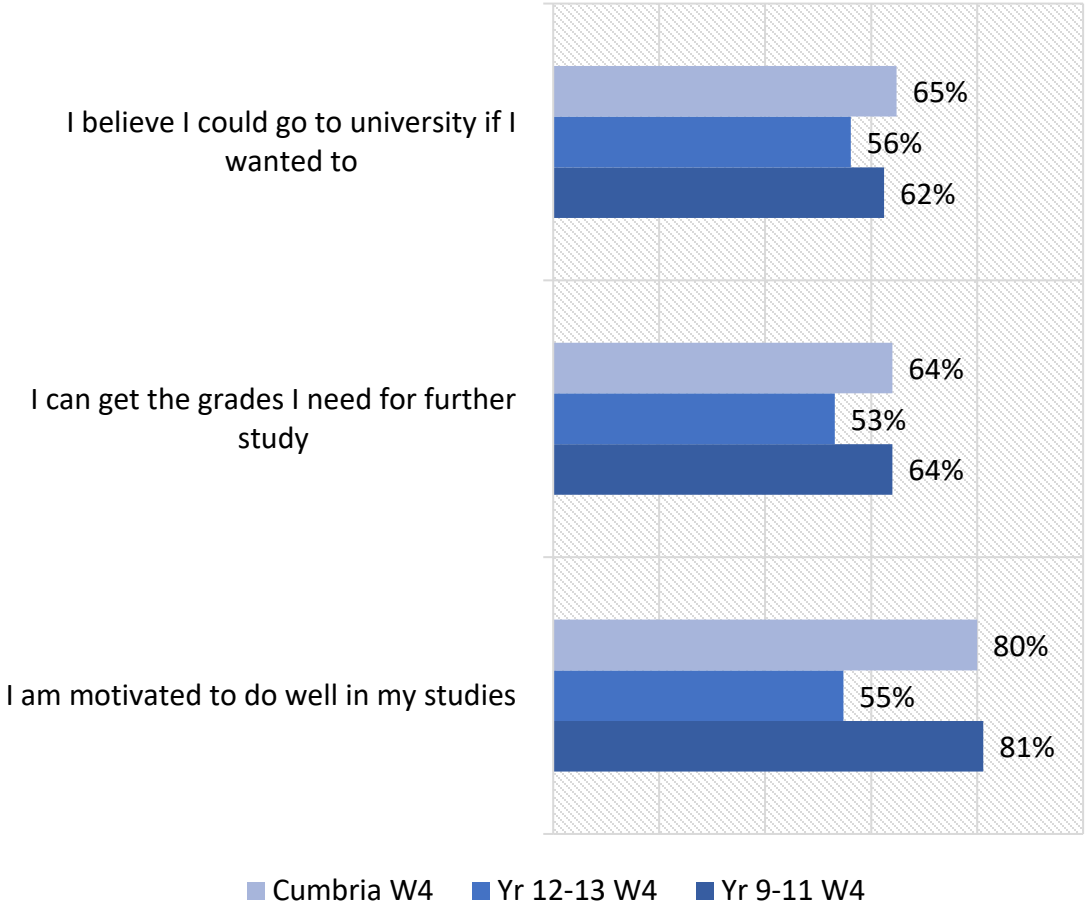
Attitudes Q11/Q12 How much do you agree with the following statements about higher education? % "Agree/Strongly Agree"



Wave 4 trends – School year/stage

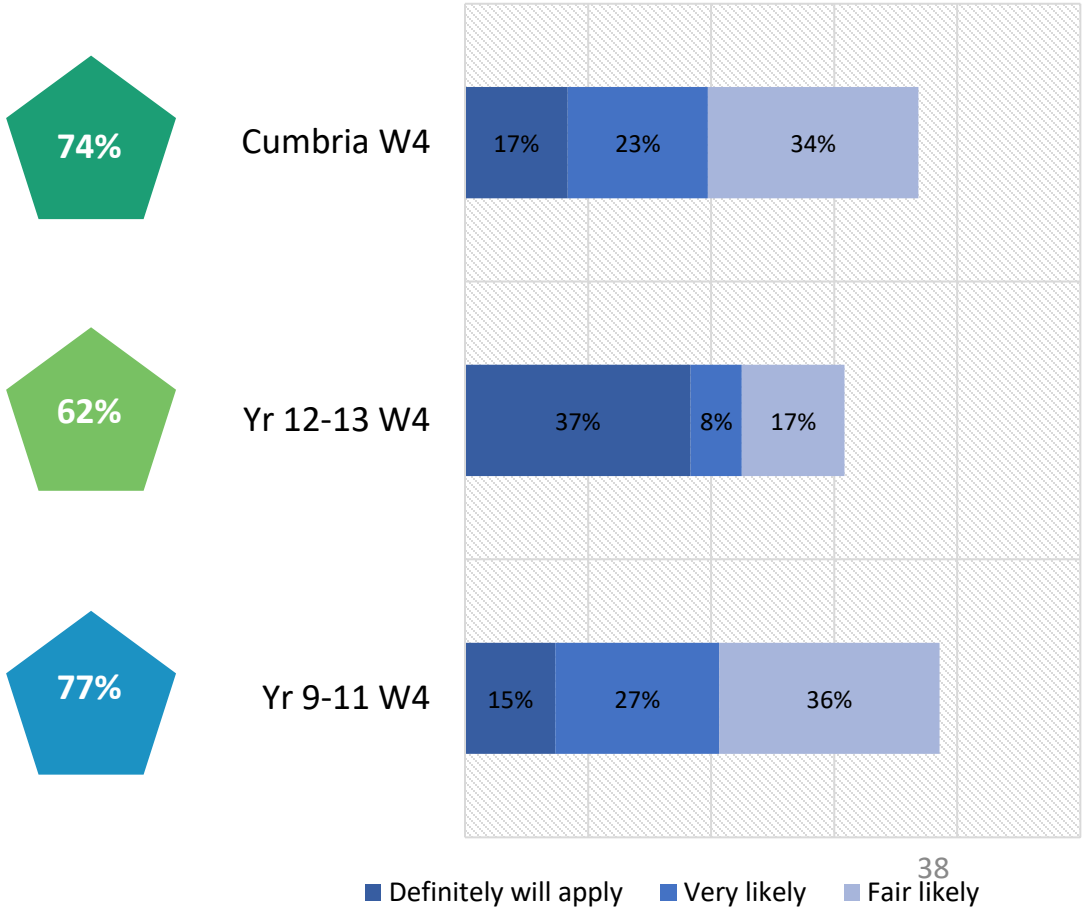
Yr 12-13 students have a lower intent to apply (62%) than yr9-11 students (77%). This is linked to lower levels of self-belief and motivation, as seen below.

Aspirations Q4 How much do you agree with the following statements about your aspiration for the future? % "Agree/Strongly Agree"



Top 3%

Intentions Q8 how likely are you to apply to higher education at age 18 or 19?

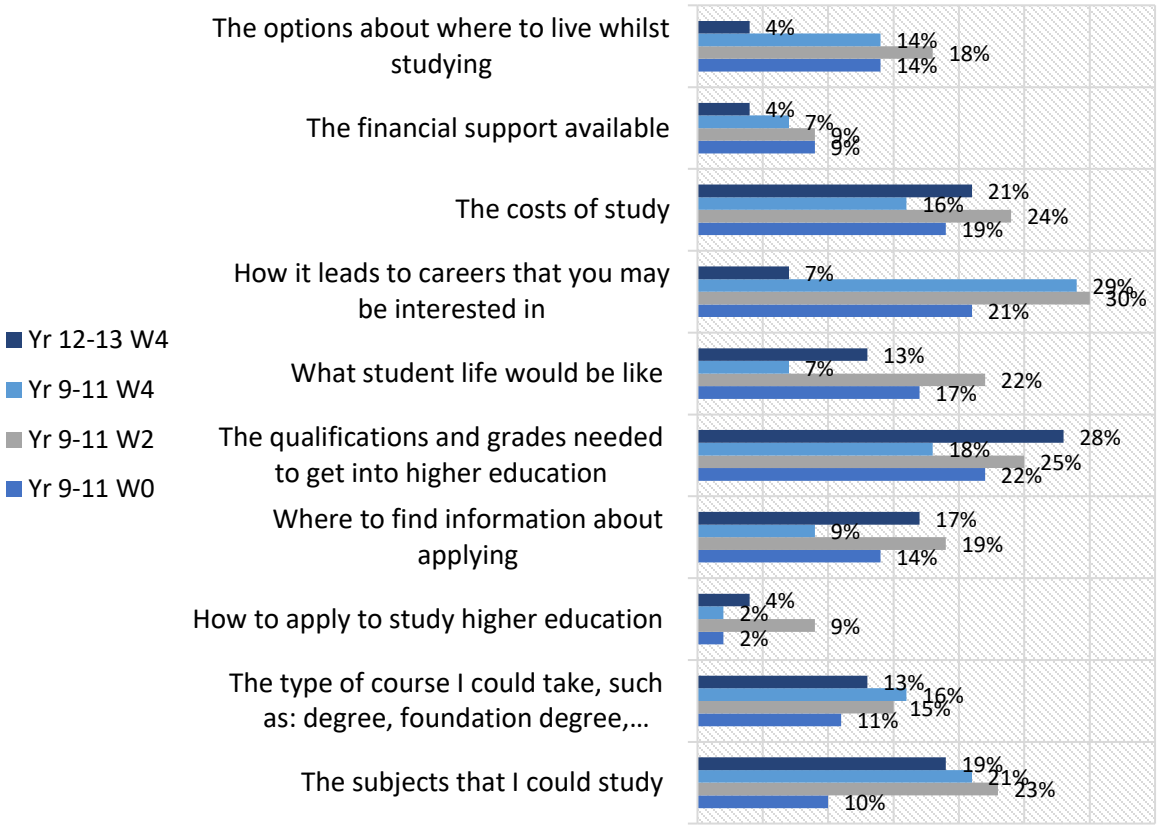


Wave 4 trends – School year/stage: yrs 9-11

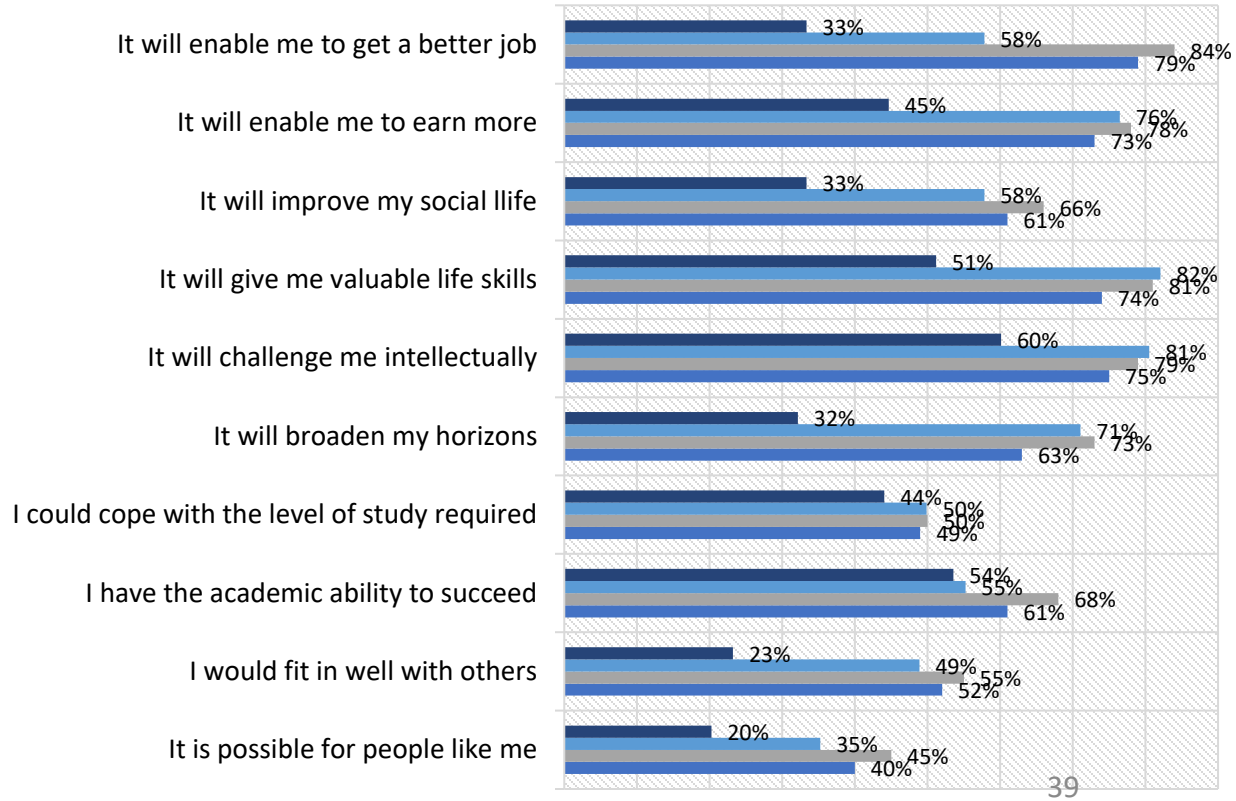
There has been a decline in most knowledge areas for yr9-11 students in W4. W4 has established that the two key areas for focus to improve HE intentions are to develop an understanding of the application process, as well as the financial support available.

It is a similar case for attitudinal statements for yr9-11 students and all areas here should be a key focus as attitudes towards HE have a strong and positive link to intentions to apply to HE.

Q5/6 How much do you know about the following aspects of applying to higher education? % "A lot" A



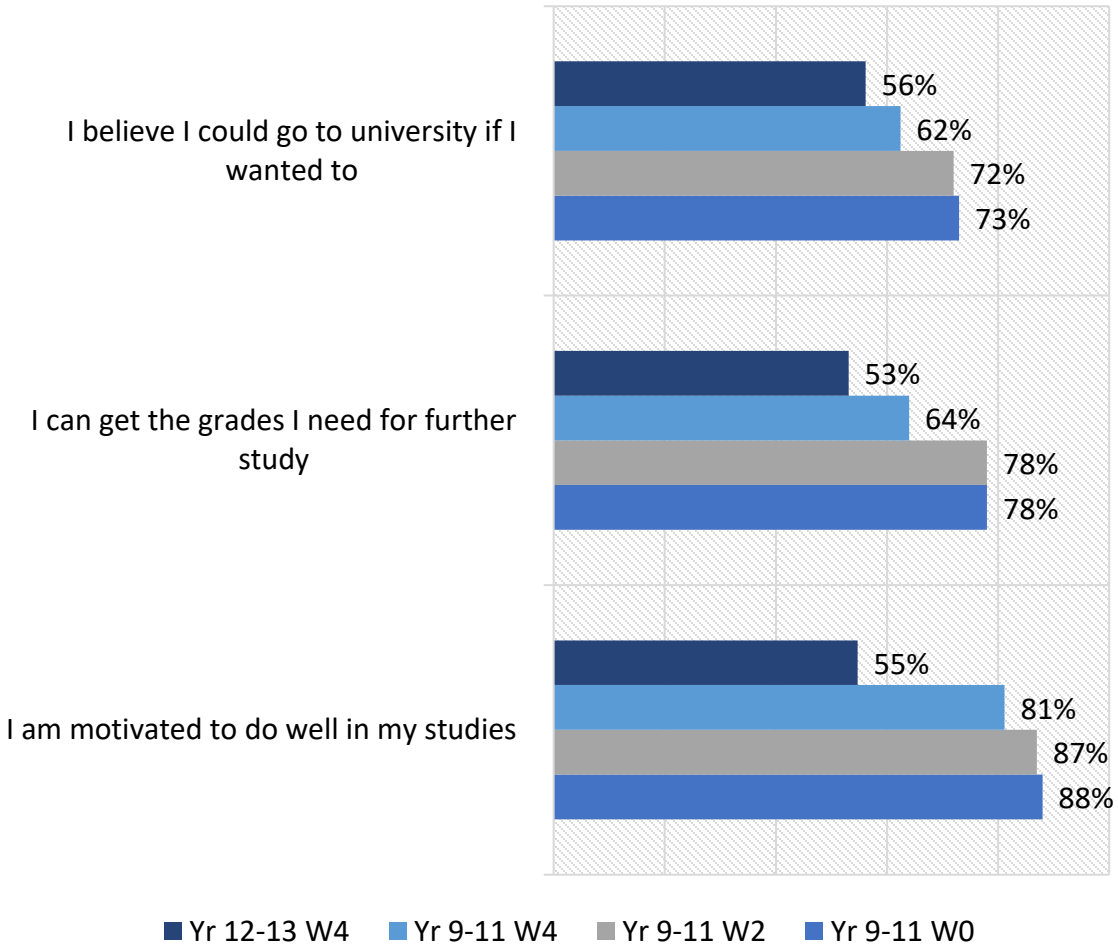
Attitudes Q11/Q12 How much do you agree with the following statements about higher education? % "Agree/Strongly Agree"



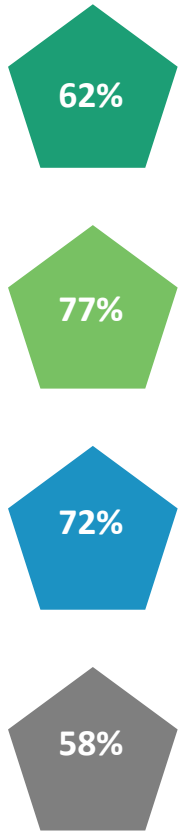
Wave 4 trends – School year/stage: yrs 9-11

Yr 9-11 students in W4 have higher self-belief and motivation than yr 12-13 students. However, all areas here have declined since W0 and W2 and should be an area for focus.

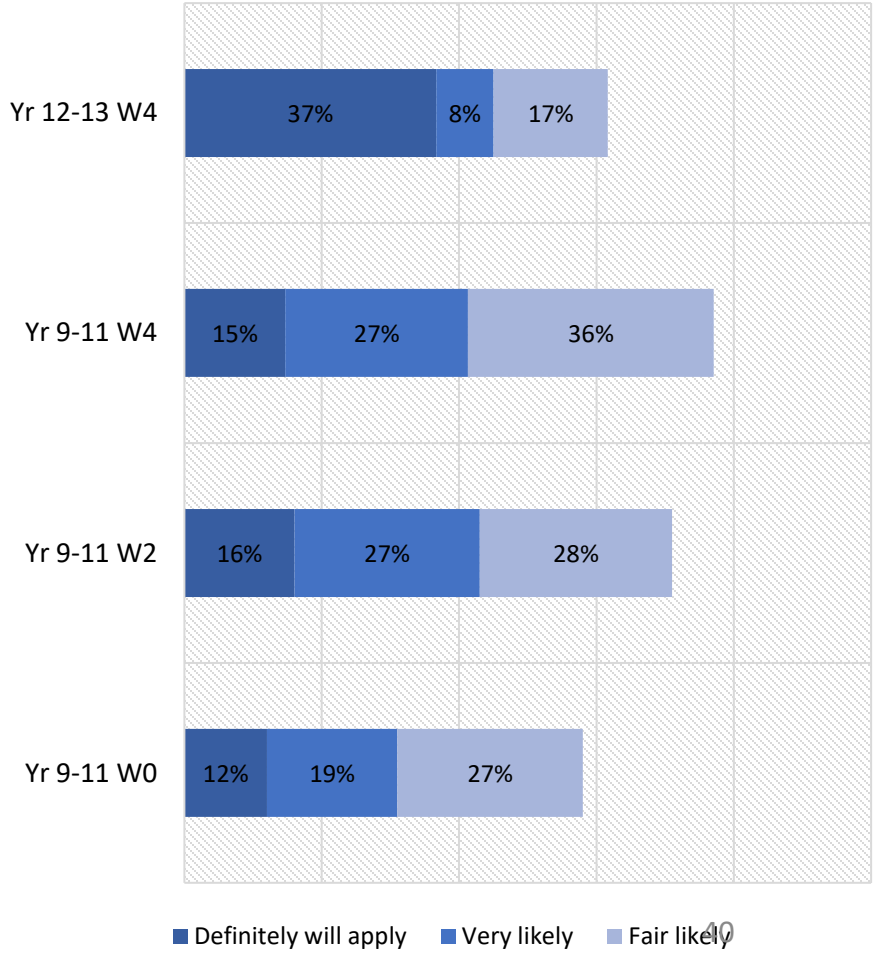
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Top 3%



Intentions Q8 how likely are you to apply to higher education at age 18 or 19?

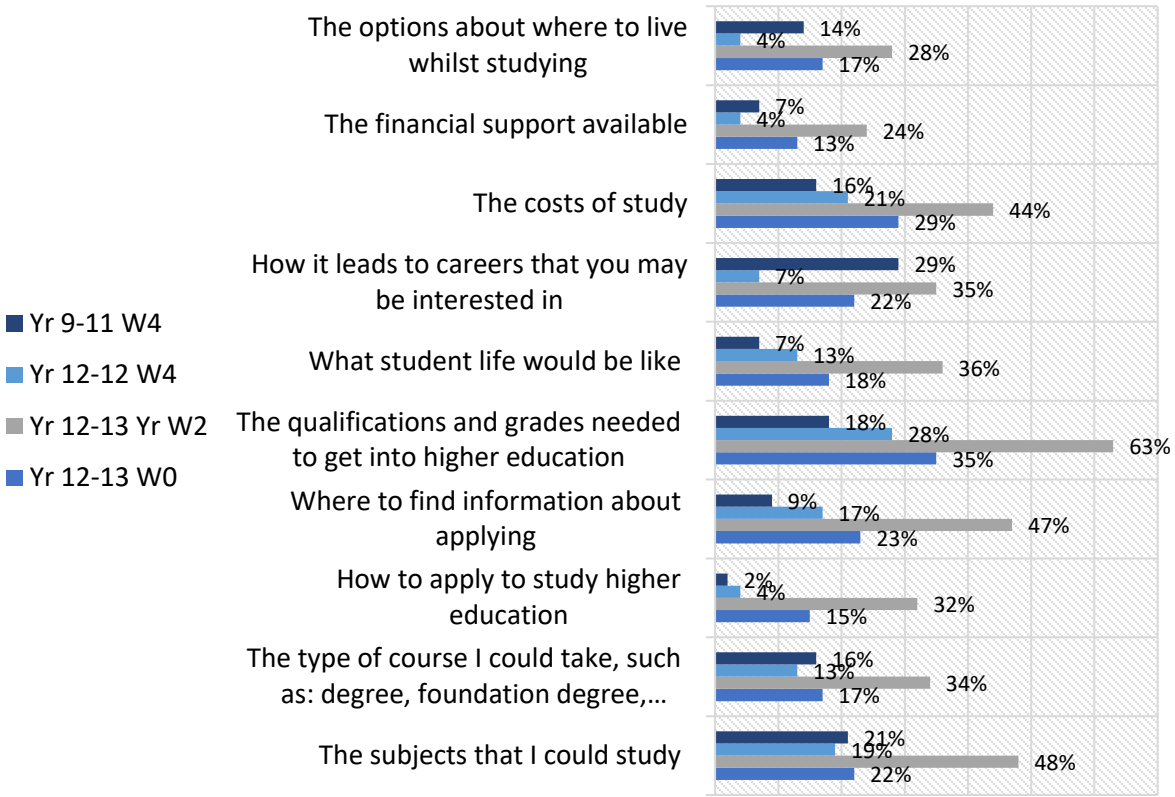


Wave 4 trends – School year/stage: yrs 12-13

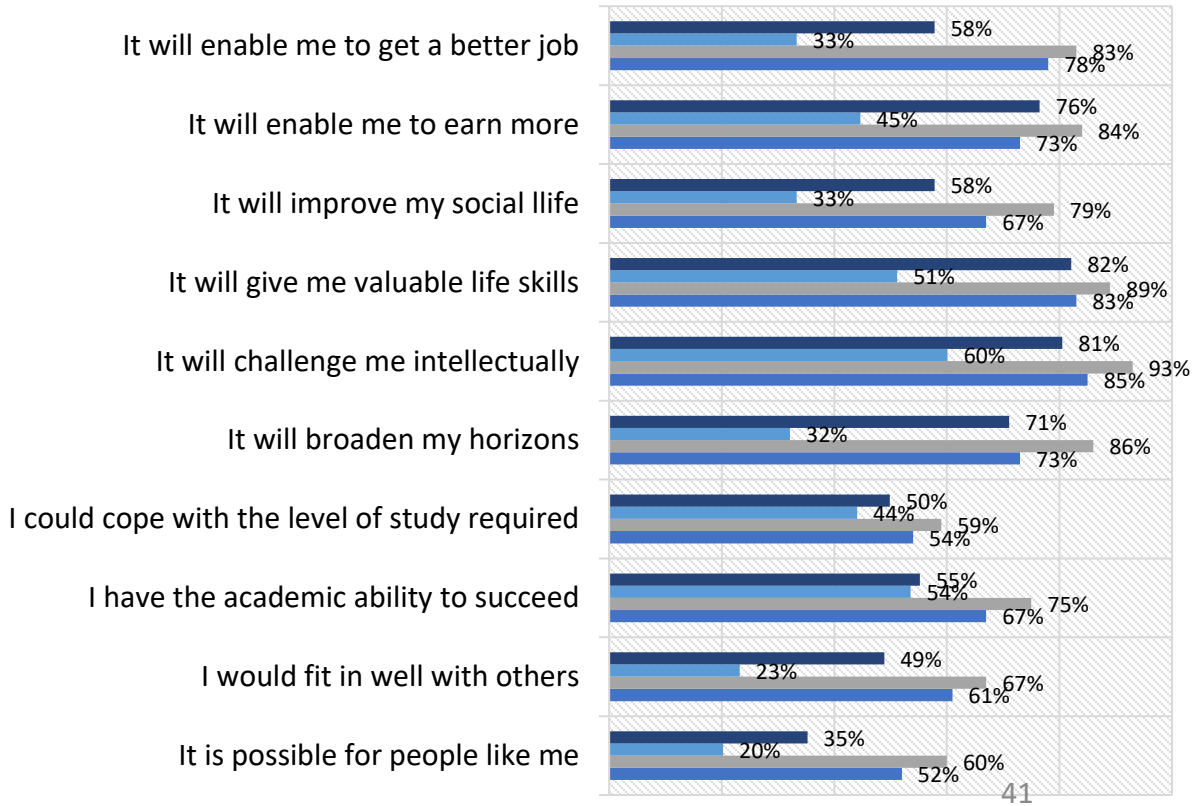
There has been a decline in most knowledge areas for yr12-13 students in W4. W4 has established that the two key areas for focus to improve HE intentions are to develop an understanding of the application process, as well as the financial support available.

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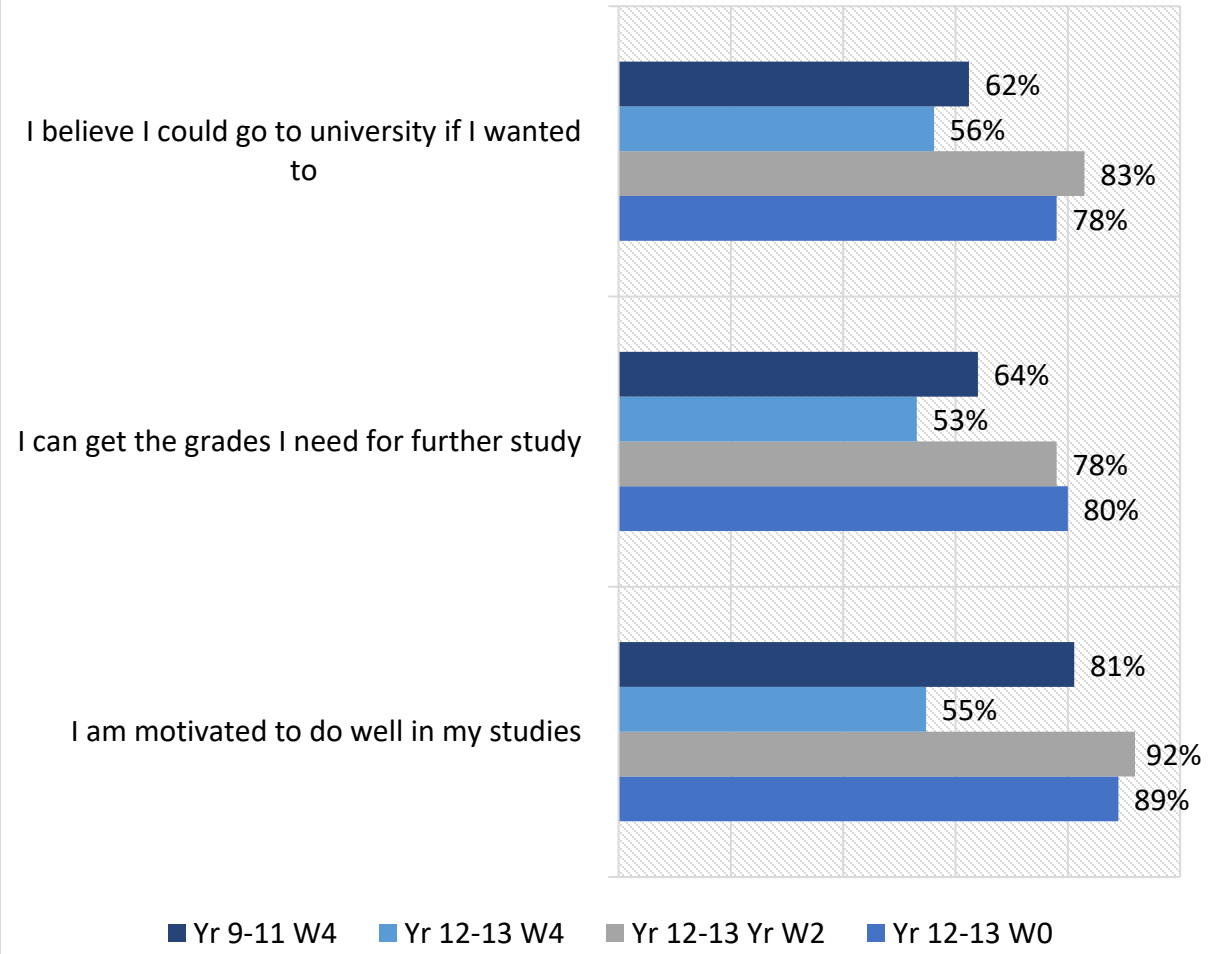
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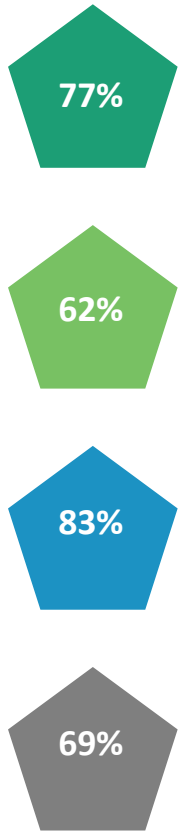
Wave 4 trends – School year/stage: yrs 12-13

Yr 12-13 students in W4 have lower self-belief and motivation than yr 19-11 students. All areas here have declined since W0 and W2 and should be an area for focus.

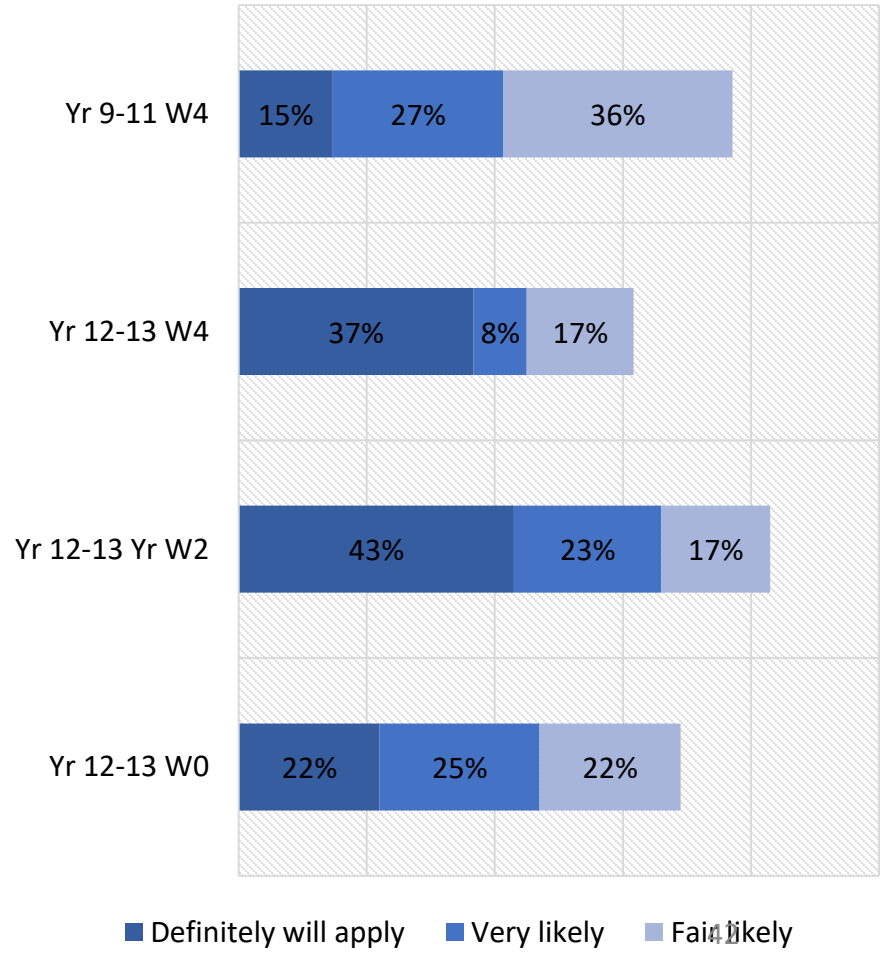
Aspirations Q4 How much do you agree with the following statements about your aspiration for the future? % "Agree/Strongly Agree"



Top 3%



Intentions Q8 how likely are you to apply to higher education at age 18 or 19?



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hello future.

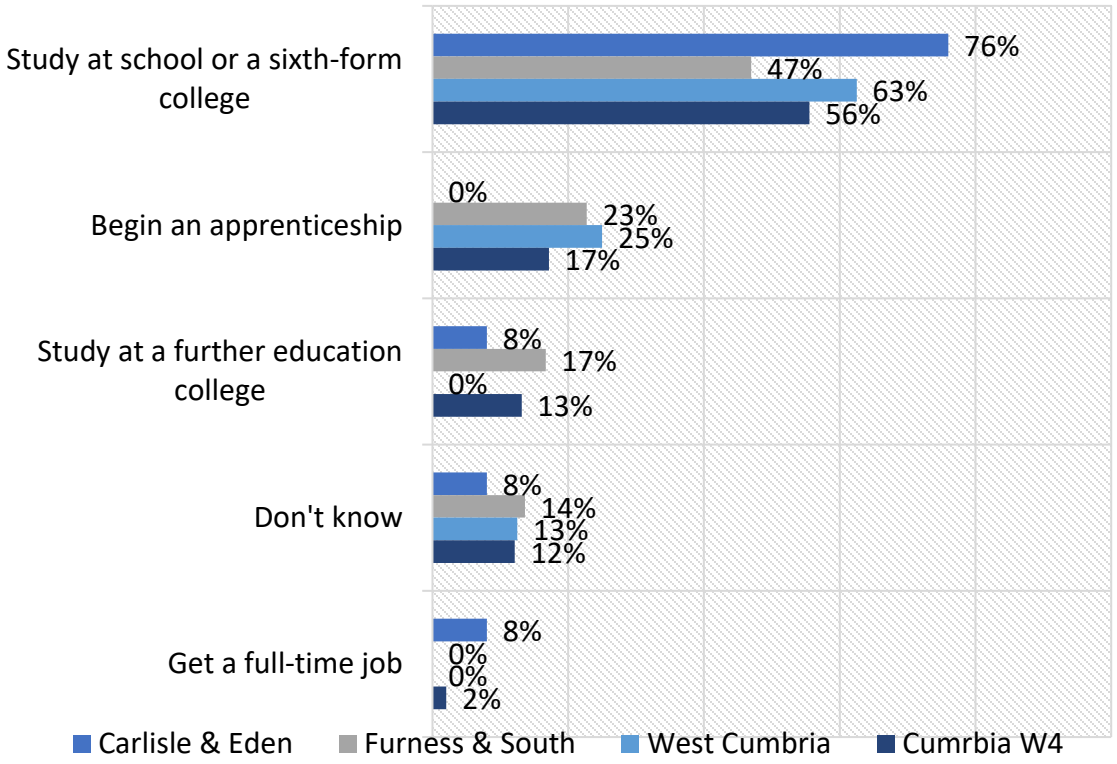
ADDITIONAL QUESTIONS

Aspirations: When you finish your current studies, what would you most like to do next?

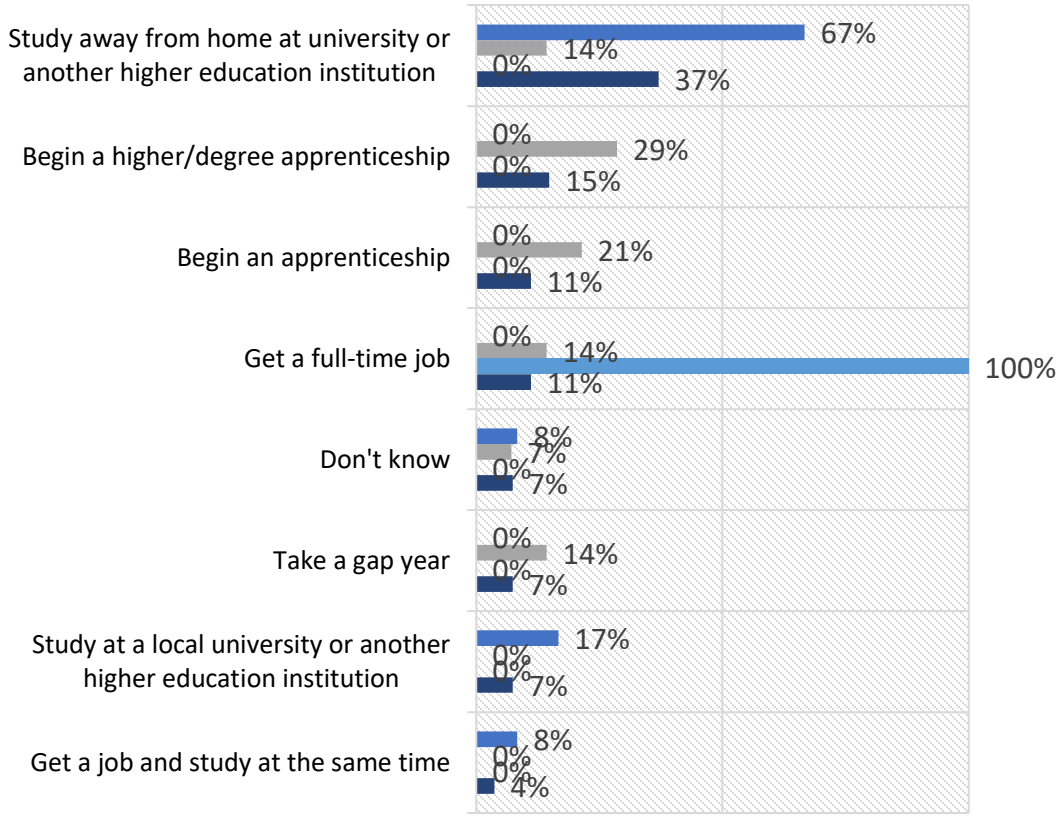
Choosing to continue to study at school or a sixth-form is overwhelmingly the top choice post-current studies for yr 9-11 students, particularly for those in Carlisle & Eden and Furness & South. There is no desire in Carlisle & Eden among yr9-11 students to begin an apprenticeship, with those in West Cumbria the most likely to want to do so

Year 12—13 student's top choice is study away from home or another HE institution (37%). This is especially the case for those in Carlisle & Ede. 100% West Cumbria yr12-13 students would prefer to gain full-time employment,.

Yr 9-11

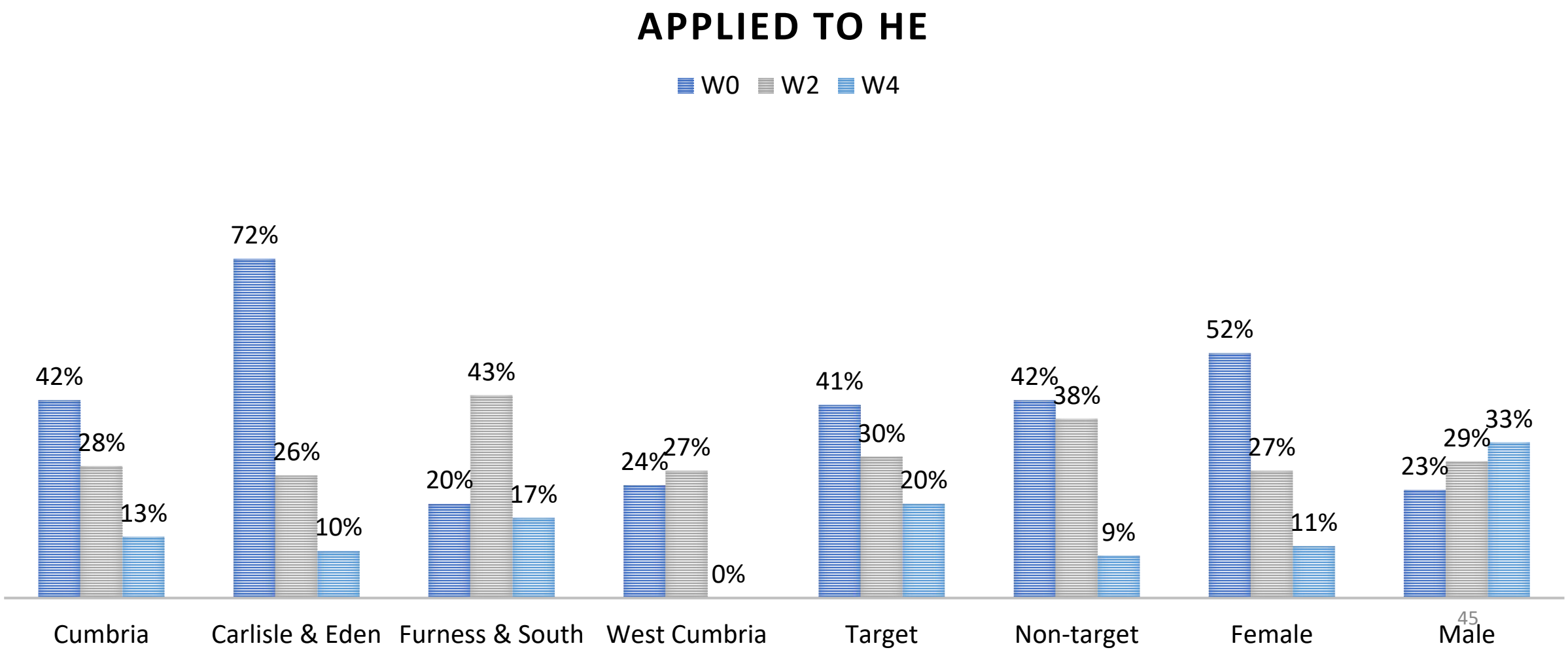


Yr 12-13



Intentions

While intentions to apply to HE are at a high, those *actually* applying are down from W0 to W2 to W4. The only group int his study to buck that trend are male students, at 33%.

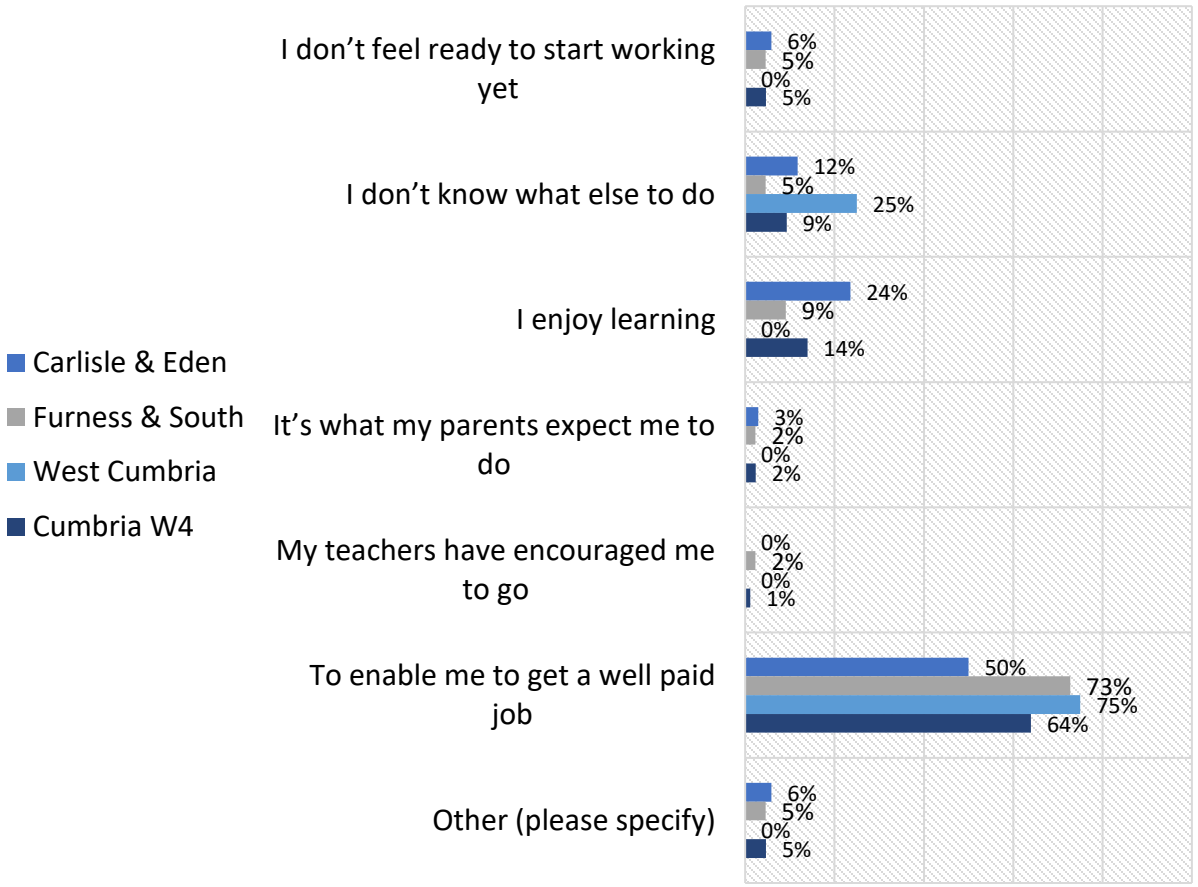


Intentions

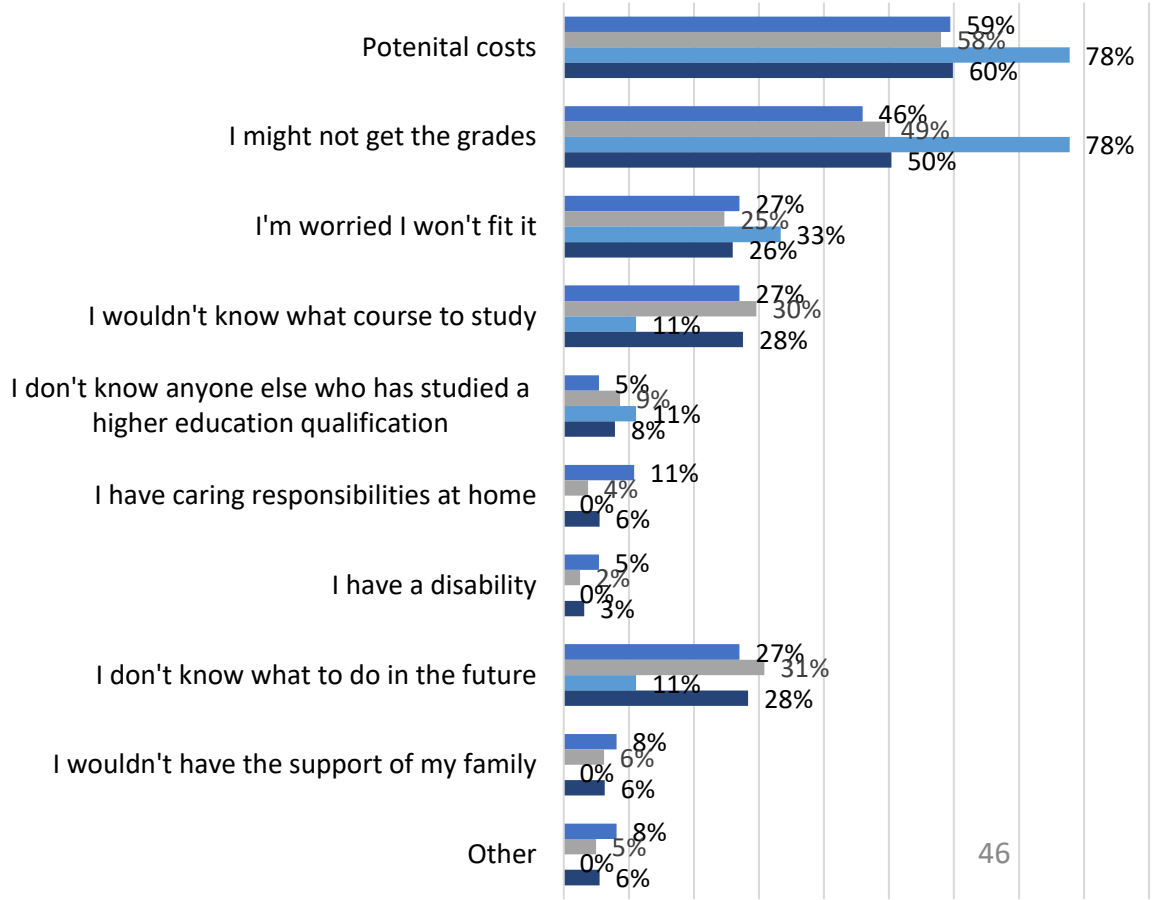
The main reason W4 students want to go onto HE is to get a well-paid job (64%). Students in West Cumbria are more to say it's because they don't know what else to do (25%), while 24% in Carlisle & Eden say it's because they enjoy learning.

Biggest deterrents to HE are driven by potential costs (60%), concern over grades (50%) as well as uncertainty about their future and achieving the required grades.

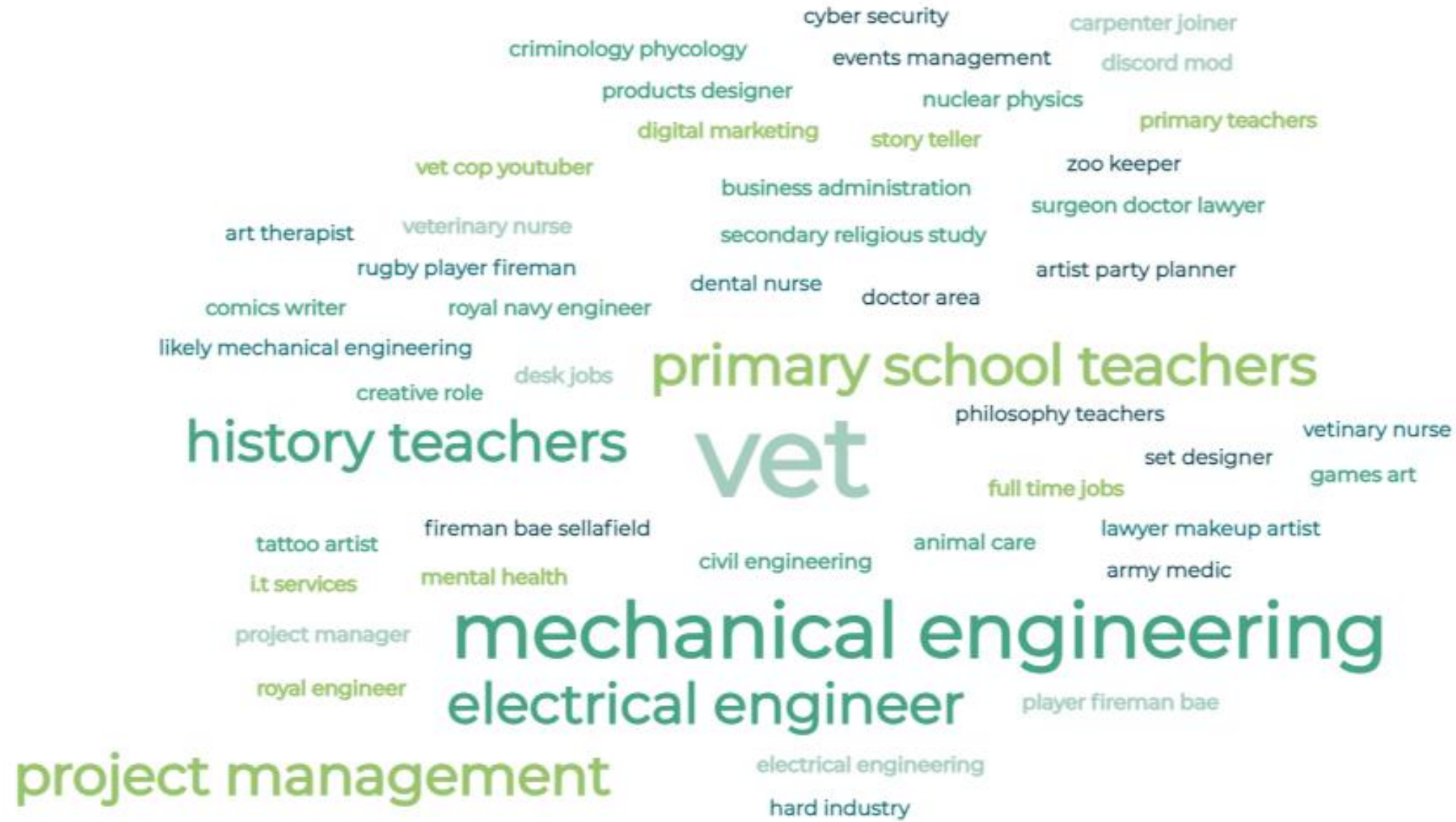
Q23 What is the main reason you want to go to higher education?



Q25 What would put you off applying to study a higher education qualification?



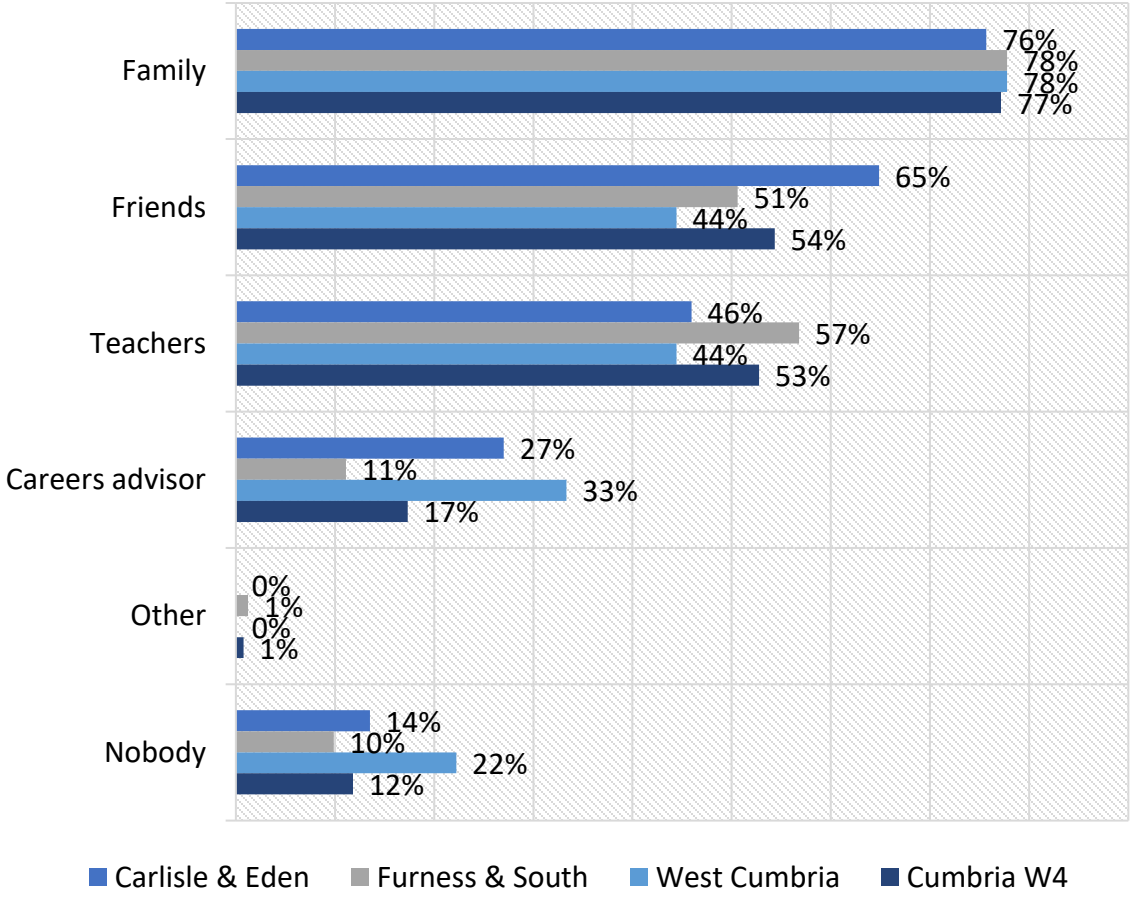
Intentions What job or career would you like to do?



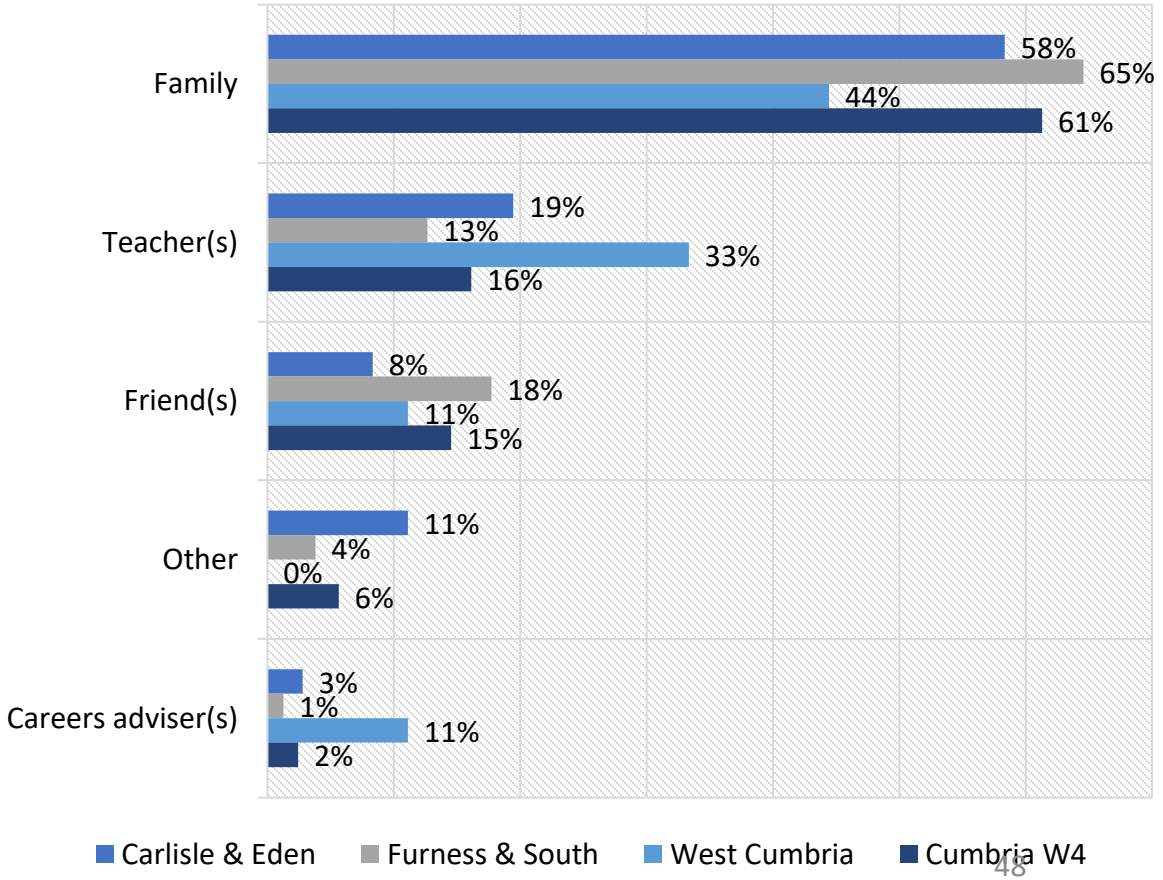
Networks and support

Interestingly, students in Cumbria (W4) are most likely to speak to friends, family and teachers about HE education. However when it comes to deciding who has the greatest influence on their actual decision making, it's predominantly family.

Q200: Who have you spoken with about higher education?



Q3: Apart from yourself, who has had the greatest influence on your decision about what to do next?

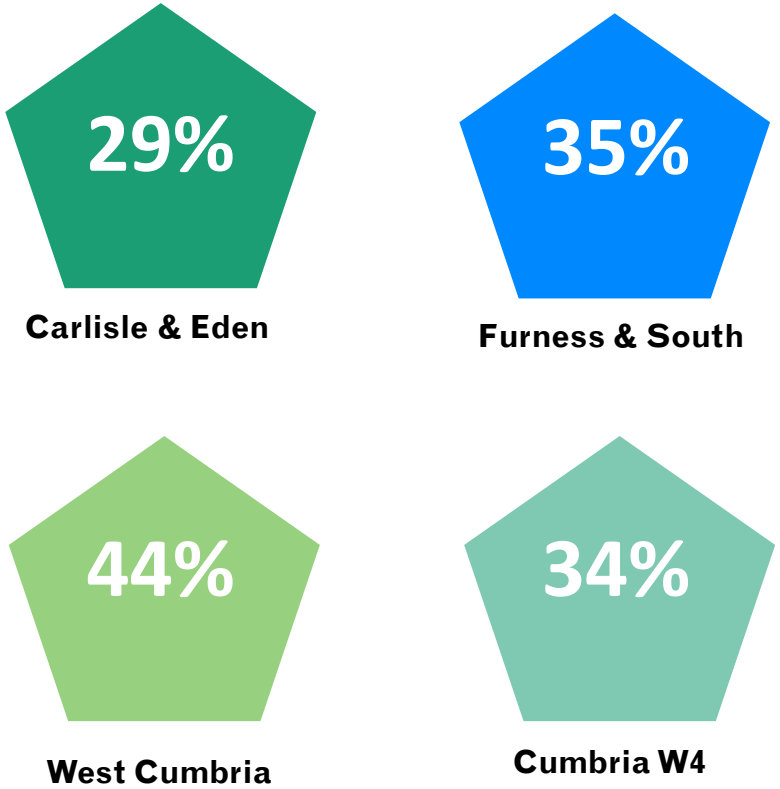


Networks and support

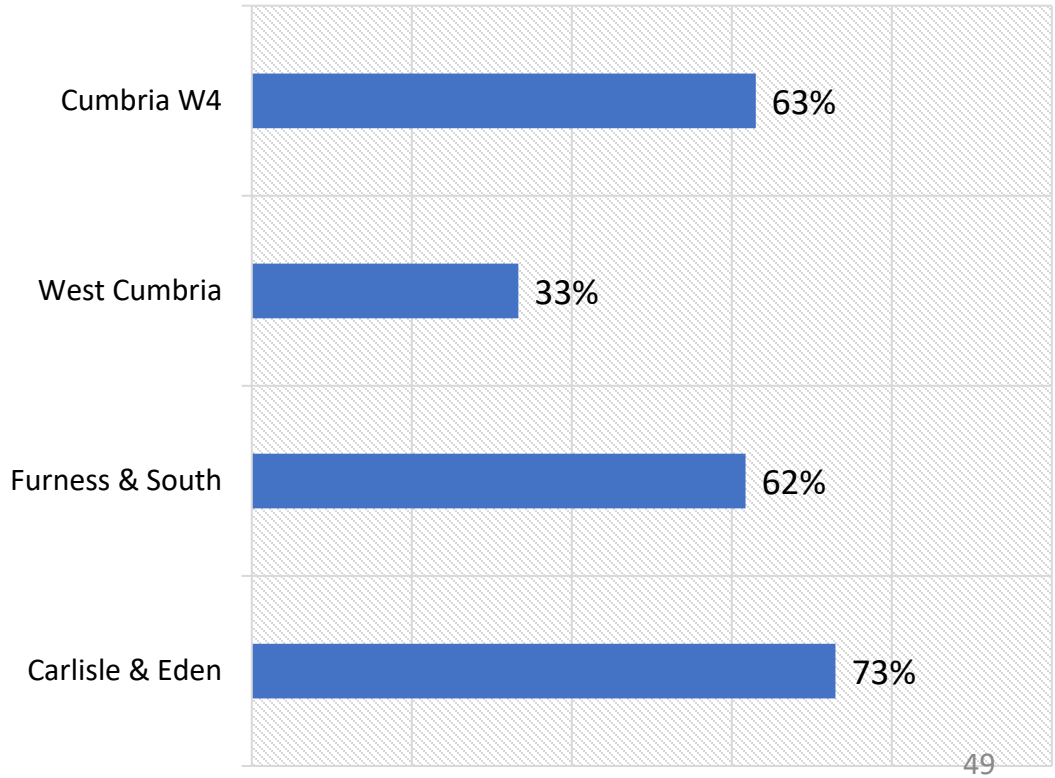
34% of students in Cumbria would be the first to go to university in their family. This is highest in West Cumbria (44%) and lowest in Carlisle & Eden (29%).

63% of students in Cumbria know someone that has gone on to HE. This is highest in Carlisle & Eden (73%), despite have the lowest family rate.

Q13 If you go on to higher education, would you be the first person in your immediate family to go?



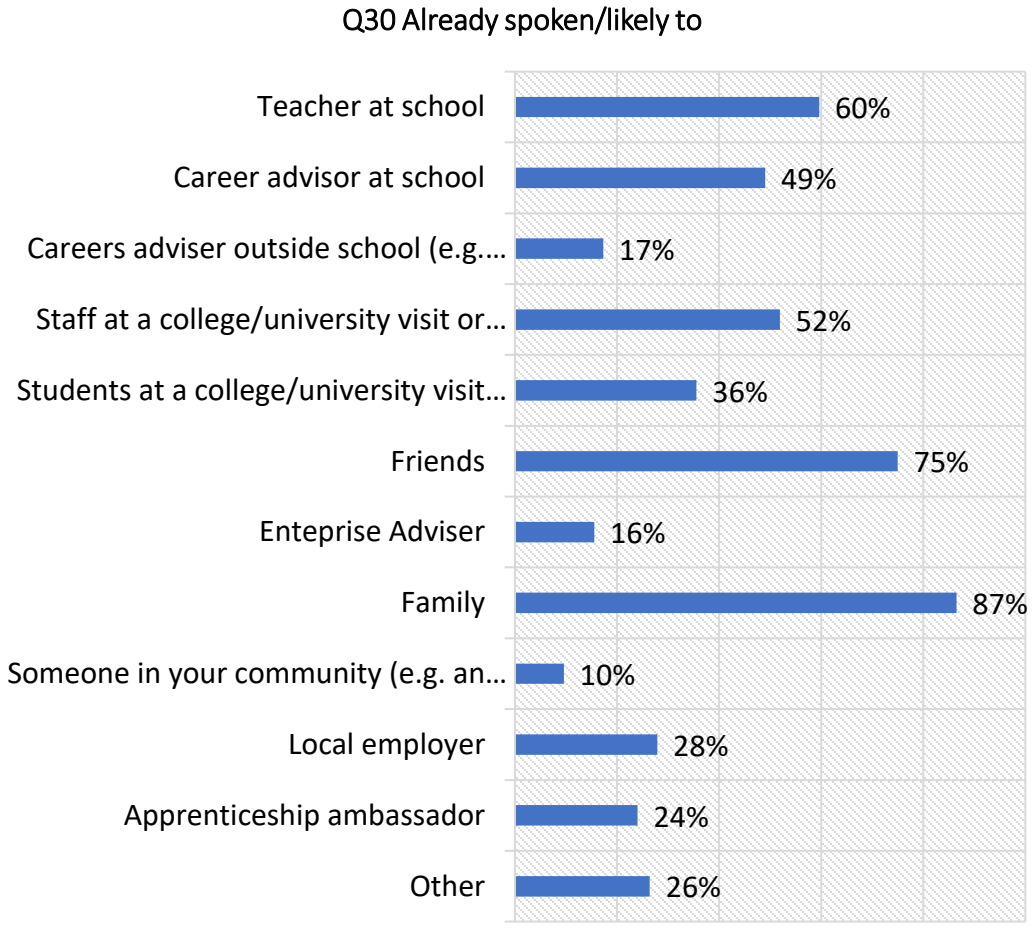
Do you know somebody else who has gone on to higher education?



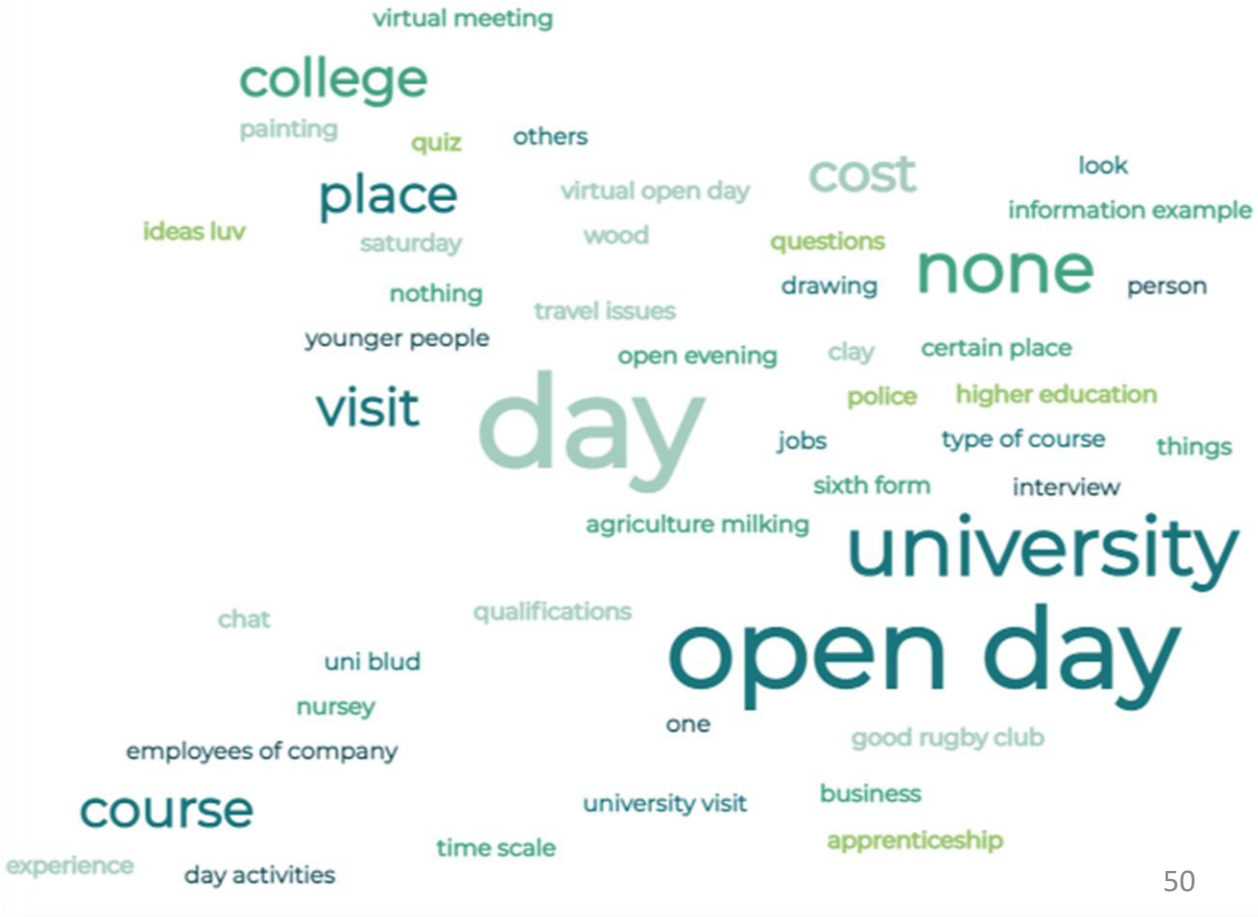
Networks and support

Students in Cumbria are most likely to have spoken to family, friends and teachers about the possibility of going to HE.

When asked what would help them with this decision, more open days and university visits were the favoured option.



Q31: activities you think would help decide



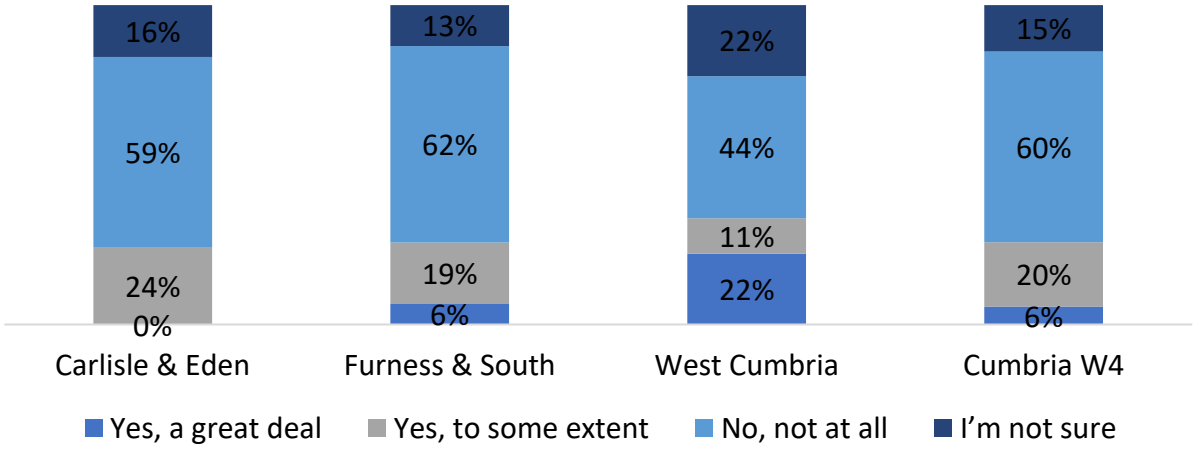
Covid-19

Most students stated that Covid-19 has not had an impact on their decision making about their future.

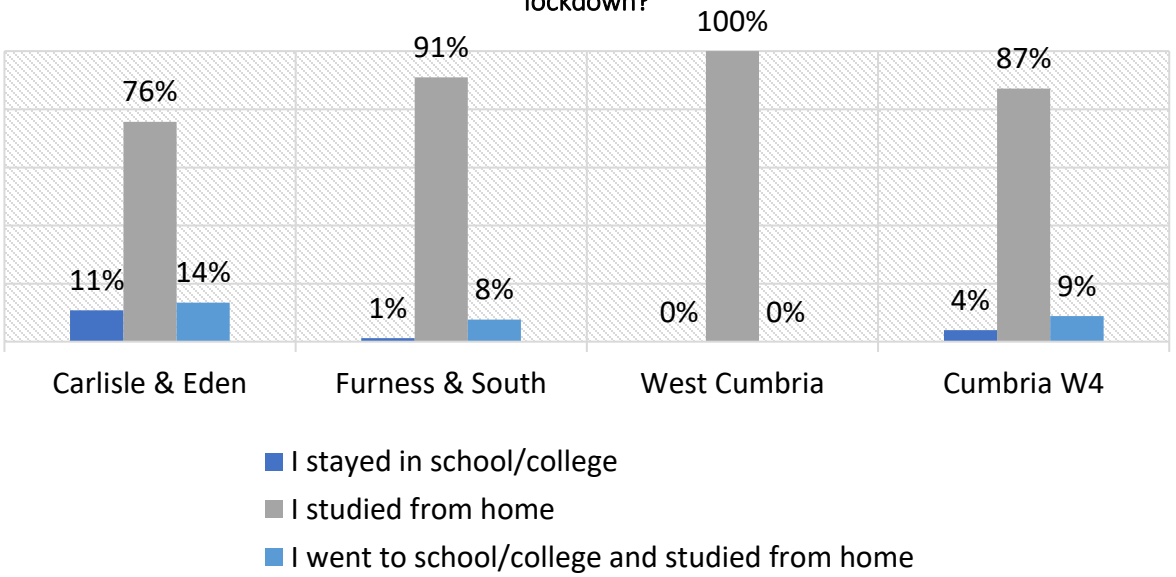
However, it has impacted on their study environment with 39% finding it difficult to find an appropriate and quiet place to study.

Students in Carlisle & Eden (43%) found it difficult without regular contact with tutors/teachers. Those in West Cumbria found it tough with the lack of equipment (44%). Furness & South students biggest issue was lack of quiet space (38%) and parents/carers being unable to help (25%).

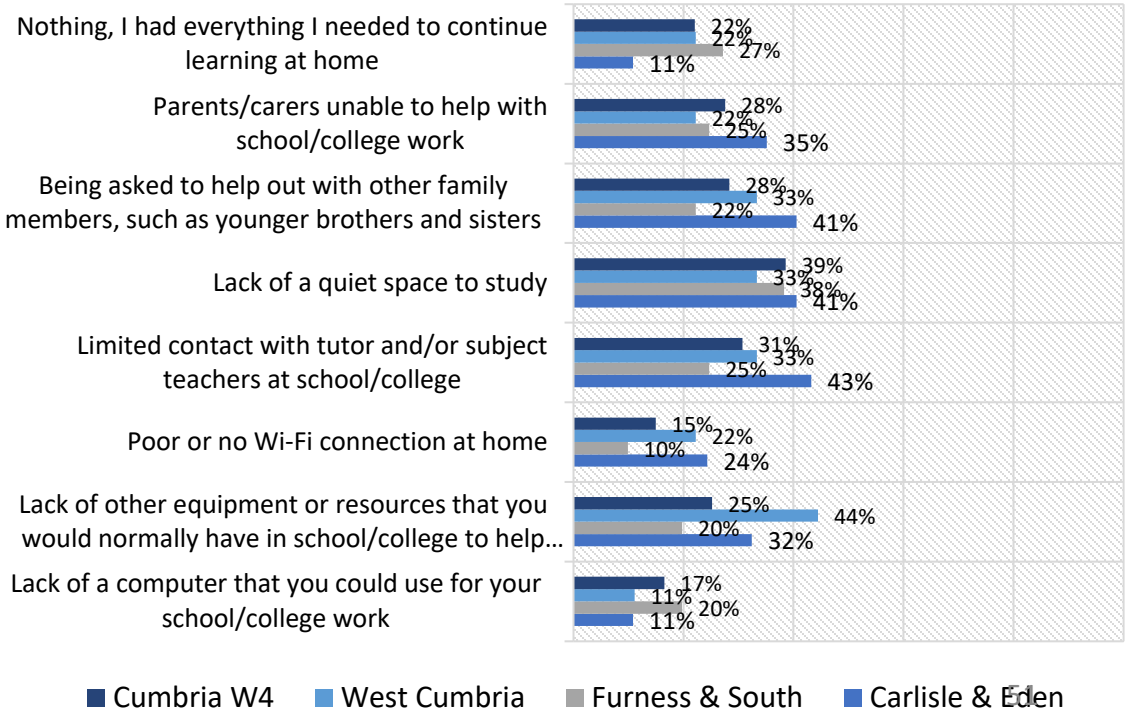
Q300: Has COVID-19 influenced your decision about what to do next?



Q301 Where did you study between March and July 2020 during the first COVID-19 lockdown?



Q302 Any difficulties studying at home



Rob Shore | Director



I am an experienced independent research consultant working with brands and companies across multiple sectors.

I work with both researchers, insight teams and organisations to help them understand their clients or customers, providing actionable insight and recommendations to aid decision making and improvements.

My clients receive all solutions in an easy-to-understand and visually engaging format of their choosing, delivered to their deadlines.

Services

Dashboards: turning complicated data into bespoke, interactive dashboards

Questionnaires: Design, programme, analysis and reporting of all types of surveys, including, pre, post and trackers

Data analysis: transforming big data into easy-to-understand and visually engaging reports

Project Management: of large quantitative primary and secondary data projects

Qualitative interviews: Qualitative research design and delivery

Customer journeys: Mapping and providing solutions to customer journeys and processes

ABS Insight

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