July 2023

Future Selves

Wave 2 Report – 2022/2023

Insight Report for Hello Future

COSMOS

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Background & Methodology

Background

In 2021 Hello Future commissioned Cosmos to conduct a research programme to track the impact of the implementation of their new progression framework “Future Selves” on target schools and learners.

Wave 1 (Baseline survey) of this study looked at pupil agreement with 27 theme statements (split into 5 themes) and also 'Intention to study at higher education'. The themes were based on Hello Future's Progression framework. Following exploratory factor analysis to test and adjust the allocation of these statements & themes, they were refined for input into the Wave 2 survey.

The Wave 2 study looks at 20 of the original statements split into 4 themes, plus an additional theme “My Confidence & Attainment expectations” consisting of 5 statements. Intervention themes have been analysed both at a total level (i.e., the combination of all the statements/questions within a specific theme) and by individual statement.

For each theme, a 'Golden question' was identified (for input into additional topline/interim surveys), again through factor analysis following the initial baseline survey. A golden question is the one question that is most likely to give a representative view of the theme overall. Following the addition of the fifth theme, a fifth golden question was subsequently identified from the Wave 2 survey results, again through statistical analysis.

Methodology

Main survey - The Future Selves Wave 2 online survey was distributed to learners across Cumbria via the Hello Future outreach team between September 2022 and May 2023.

The survey measured learner agreement on 5 intervention themes developed through the original interpretation of the Hello Future progression framework and subsequent analysis of the Wave 1 survey data. The resulting intervention themes included in the Wave 2 survey were:

- My Transition into Higher Education
- My Ideas, Self-Belief and Personal expectations
- My Confidence and Attainment expectations
- My knowledge of and Understanding about Higher Education
- Developing Awareness of me and how to reach my goals

Additionally, learner's 'Intention to study at higher education' and demographic information was captured. The relationships between the intervention themes, intention to study at HE and demographics are discussed throughout the report, in addition to any progress pupils made on these measures since the initial baseline survey (Wave 1) conducted in November 2021 to June 2022.

Golden question surveys – additional interim surveys were also conducted during the year using the golden questions identified from each of the intervention themes. For year groups 11&13, this golden question survey took place in February 2023, following their main wave in Sep-Dec 2022 and for year groups 10&12 this took place in June 2023, following their main wave in Jan-Mar 2023. This has provided extra points through the year to capture the distance travelled by learners.

Sample

Main survey

Total learners' sample – In total 1,988 learners in Cumbria completed the Future Selves Wave 2 survey between September 2022 and May 2023. 1,010 being from Carlisle & Eden, 574 from Furness and 394 West Cumbria. Learners from year groups 10 to 13 participated in the survey as a result of their involvement with the Hello Future Outreach Team.

Same learners' sample - Due to the requirement to follow learners through their journey and measure the progress of the same cohort of pupils, the analysis in this report also looks at the set of learners who completed both the Wave 1 survey (when in year groups 9-12) and the Wave 2 survey (when in year groups 10-13). These are referred to throughout the report as 'Same learners'. In total there were 402 same learners in the study.

Golden question surveys

Year groups 11&13 – 191 learners completed the golden question survey in February 2023, who had also completed the main wave 2 survey in Sep-Dec 2022.
Year groups 10&12 – 41 learners completed the golden question survey in June 2023, who had also completed the main wave 2 survey in Jan-Mar 2023.

Summary & Recommendations

Summary – Intention to study at higher education

In the academic year 2022/2023, around half of all Year 10s to 13s in the 'Future Selves' outreach programme agreed that they "**expect to go to university or study at a higher education institution**". This equates to a **mean score of 4.5 for the Same learners'** sample (4.7 for the Total learners) (on a scale of 1-7).

Unsurprisingly, being closer to this point in their education, there is **higher agreement** among pupils who are currently in **further education** (year groups 12 & 13) Vs those in school (year groups 10 & 11). Mean scores are also **higher among girls** than boys and those in the **Carlisle & Eden** region (Vs in Furness and in West Cumbria). Among Same Learners, there is no difference in scores by Uni Connect target status, however, among Total Learners non-target pupils score slightly higher.

Since the wave 1 survey (in academic year 2021/2022), Intention to study at HE has remained stable with no movements at a total level or by region, gender (apart from a slight drop among girls in Carlisle & Eden among Total Learners) or uni connect status. However, by year group the data indicates **improvements among FE pupils** and whilst this movement isn't significant among 'Same learners', the 'Total learners' sample shows significant improvements for both year group 12 and 13. As pupils have transitioned from school to the lower sixth or from the lower sixth to the upper sixth, they are more likely to be considering this next step.
However, there has been a **fall in agreement levels among Year 10s**, and this is evident in both the same and total learners' samples. Among Year 10s, this **fall seems to have come mainly from boys** (from 4.4 in wave 1 to 3.8 in wave 2 – Same learners).

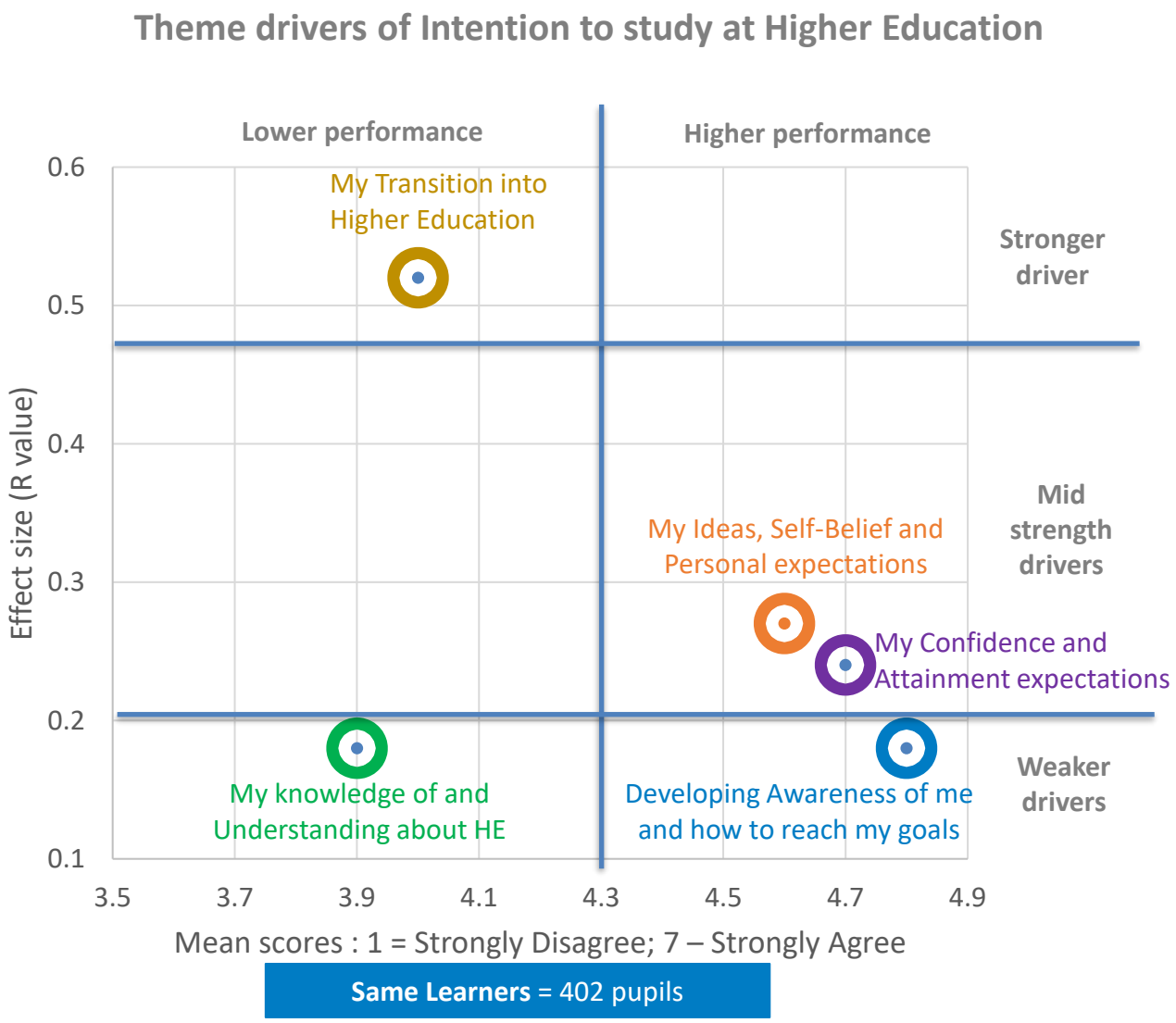
Looking at the Golden Question surveys that took place in February and June 2023, shows that although no significant movements at a total 'Same learners' level, there was some changes by sub-group. In February 2023 mean scores were **down among year 11s** (from 4.8 in main wave 2 (Sep-Dec22) to 4.4). This **decline was mainly among boys** (from year 11&13) where mean scores fell from 5.1 to 4.3. In the June 2023 GQ survey, mean scores **fell among Uni Connect target** pupils from 4.5 in main wave 2 (Jan-Mar 2023) to 3.2.

Recommendations

Intention to study at university is lower among boys than girls with scores dropping for boys in the latest main wave (among year 10s) and in the February GQ survey (among year 11s). Although year groups 10 and 11 are more removed from the process of applying to HE (than those in FE), the survey has highlighted that it is specifically boys scores that have fallen in the latest year. - Hello Future **outreach activities targeted at boys** could be beneficial to help boost confidence and motivation.

Intention to study at university is also lower in **West Cumbria and Furness** than Carlisle & Eden. - Again, **targeted outreach** activities to these regions could be beneficial.

Summary – Key drivers of Intention to study at HE



When exploring the relationship between the demographics captured and Intention to study at Higher Education, **gender** and the year group variable **'School vs FE'** correlate most strongly. Ethnicity and Uni Connect status had very low correlations.

All intervention themes captured in the Wave 2 survey correlated to varying degrees with Intention to study HE. The chart opposite shows the strength of this correlation (on the vertical axis) and the mean score for each theme along the horizontal axis.

The theme "My Transition into High Education" stands out as **a stronger driver** of Intention Vs the other themes. However, it is also one of the **weaker performing** themes with a relatively low mean score of 4.0 among Same learners (4.1 among Total Learners). Building pupil confidence in this area needs to be a priority for Hello Future.

"My Ideas, Self-Belief and Personal expectations" and "My Confidence and Attainment expectations" are **mid strength drivers** of Intention but **perform relatively well** with mean scores of 4.6 and 4.7 respectively (in both samples). They are therefore less of a priority than "My Transition into High Education" .

"My knowledge of and Understanding about Higher Education" and "Developing Awareness of me and how to reach my goals" are both relatively **weak drivers** of Intention. The former has a low mean score of 3.9 (3.8 among Total Learners) whereas the latter is fairly strong at 4.8 (in both samples).

Whilst the analysis helps to highlight how Hello Future should prioritise and target their interventions, there is **room for improvement in all areas**.

Theme Summary – My Transition into Higher Education

The overall theme has a **relatively low mean score of 4.0** among Same learners (4.1 among Total Learners), **higher** among those in **FE** (Vs School) and in the **Carlisle & Eden** (Vs other regions). Although no significant movements Vs Wave 1 among same learners, among the Total learners' sample there have been **significant improvements among FE pupils** (both year 12 & 13) but a **decline in Carlisle & Eden** (particularly on the statement "I know how university can help me in life").

Within the theme, learners particularly **need support with "knowing what being a university student would be like"** with scores lower than the other scales in the theme (mean score = 3.4 among same learners and 3.5 among total learners). Scores are also quite low for golden question "feel like they would fit in at university" (3.8 among same learners and 4.0 among total learners). Although they feel more confident that they know "how university can help me in life" (mean score = 4.8 in both samples).

Recommendations

As a strong driver of Intention to study at HE but a relatively low performing, this needs to be a **priority area** for Hello Future.

Boost interventions & activities to help pupils (particularly year 10 and 11s) with thinking about their transition into HE, specifically in the areas of:

- What being a university student would be like
- Helping them to feel like they would fit in at university

The areas above were also cited by pupils spontaneously in the study: "*I don't really know anything about what college or university would be like "; "Have visits to 6 forms and universities to see what it's like"*

More 'Student life' workshops and HE campus visits would help to achieve this goal.

Theme Summary – My Ideas, Self-Belief and Personal expectations

The overall theme has a **mean score of 4.6** (in both samples). There are no significant differences in this score by demographic group for the 'Same learners' sample. However, among 'Total learners' scores are **slightly higher** among **FE pupils** (Vs School)**, boys** (Vs girls) **and UC non-target pupils** (Vs targets).

Very little movement on this theme Vs Wave 1, although among Total learners, scores are slightly down among UC Target pupils and pupils in Carlisle & Eden.

Within the theme, there has been an improvement since Wave 1 on the statements "I know what my next step is after my current school/college" and "I feel ready for the next step in my education/career" (in both samples). However, there has been a drop in pupil agreement with "I am aware of different options I can take in my education" (in both samples), although this remains relatively high.
"I know what future options are suited to me" is the statement that represents this theme best (it is the Golden question) and although this measure remained stable between the main Wave 1 and Wave 2 survey periods, between the main Wave 2 survey and the Golden question surveys, there were significant improvements. Between Wave 2 (Sep-Dec 22) and Feb 23, year 11&13 learners were significantly more positive about this statement (mainly among UC non-targets). Between Wave 2 (Jan-Mar23) and June 23, year 10&12 learners were also significantly more positive about this statement (among both UC targets and non-targets).

Recommendations

As a mid-strength driver of Intention to apply to HE and a higher performing theme, this is less of a priority area for Hello Future (Vs My Transition). However, it is an area where HF has performed well in the recent GQ surveys, and it is important to **keep this momentum going**, perhaps through existing 'Progression routes' presentations, 'My HE journey' workshops etc.

Theme Summary – My Confidence and Attainment expectations

The overall theme has a **mean score of 4.7** (in both samples). There are no significant differences in this score by demographic group among 'Same learners', however, among 'Total learners' **boys score slightly higher** than girls and **UC non-targets** slightly higher than targets.

Within the theme, pupils agree most with "I have people in my life who believe in me" and with a mean score of 5.6 (in both samples), it is the highest scoring statement in the study overall.

"I am on track to achieve the grades I need for my next step" is the statement that represents this theme best (it is the Golden question) with a mean score of 4.6 (in both samples). Although there is no Wave 1 data to compare against for this theme, between the main Wave 2 survey and the Golden question survey, there was a significant improvement on this measure. Between Wave 2 (Sep-Dec 22) and Feb 23, year 11&13 learners were significantly more positive about this statement (among both UC targets and non-targets).

Recommendations

As a mid-strength driver of Intention to apply to HE and a higher performing theme, this is less of a priority area for Hello Future (Vs My Transition). However, it is an area where HF has performed well in the recent GQ surveys, and it is important to **keep this momentum going**, perhaps through academic tutoring and revision sessions.

Theme Summary – My knowledge of and Understanding about HE

This is the **lowest scoring theme with a mean score of 3.9** among Same learners (3.8 among Total Learners). In both samples scores are **higher among FE** pupils (Vs school). However, these scores represent a **significant improvement Vs Wave 1**. Among both samples there has been an uplift on this theme among most demographic groups and all school years, with the exception of Year 12.

Within the theme, agreement with most statements (pupils have all the information they need about future plans and know how to write CVs, job applications, personal statements and apply for university) is up significantly in both samples. By far the biggest uplift was on the statement "I know how to write a CV/job application" (in Furness and West Cumbria). The golden question "I know about different routes/ways to get into HE", is also up in Wave 2 Vs Wave1, although this movement is only significant among the Total learners' sample. Between the main Wave 2 survey (Sep-Dec 22) and the Golden question survey in Feb 2023, there was a significant improvement on this golden question among year 11&13s (mainly among UC non-targets).

Recommendations

Whilst this theme is a relatively weak driver of Intention to study at HE, it still has a significant correlation. Despite significant improvements on this measure in the latest wave, it is still the lowest scoring theme and thus **needs continued support**, particularly in the areas of: Providing information to help with future plans; Help with writing personal statements & how to apply to university.

The areas above were also cited by pupils spontaneously in the study : *"I don't have many plans on how to achieve my next steps*"; "*More direct help on personal statements and applying for courses*".

Activities such as, 'Progression route' presentations, 'My HE Journey' workshops and 'Making the most of UCAS Fairs and Open days' presentations would help to achieve this goal.

Theme Summary – Developing Awareness of me and how to reach my goals

This is the **highest scoring theme with a mean score of 4.8** (in both samples). There are very few differences in this score by demographic group, although among Total Learners, boys are slightly stronger than girls. Also, very little movement in scores Vs Wave 1.

Within the theme, agreement with all statements (pupils know their own strengths and weaknesses, how to improve on these, what skills they need to reach goals and have a belief that they will be successful in life) have remained stable Vs Wave 1 among 'Same learners' although among 'Total learners' there have been some losses in Carlisle & Eden and a small uplift in West Cumbria on the golden question "I know how I learn best".
Between the main Wave 2 survey (Sep-Dec 22) and the Golden question survey in Feb 2023, there was a significant improvement on this golden question among year 11&13s (among both UC targets & non-targets).

Recommendations

As a relatively weak driver of Intention to study at HE and one of the better performing themes, this is probably the **lowest priority area**.
However, Hello Future should **continue to push** on all fronts to ensure that agreement scores don't slip. A focus on the **Carlisle & Eden** region would also be prudent as there were some losses in this area in Wave 2 (although please note scores are still in line with Furness and West Cumbria).

Summary – Next steps & support needs

After finishing my current studies which are my GCSE's, I expect to attend college or sixth form since that is the next level (3) before going/attending university.

I hope to go on to university and study primary education which will then take me onto become a teacher.

Two-thirds of school age pupils in the wave 2 survey expect to go on to study at college or sixth-form next and two-thirds in further education expect to go to university. Around a fifth of all pupils mentioned going into apprenticeships. Among both school age pupils and FE pupils, girls are more likely to mention university as a next step (Vs boys). In contrast, boys are more likely to mention apprenticeships (Vs girls).

Two-thirds of pupils feel confident (either very or quite) about their potential next steps. However, many pupils (around 40%) either have no plans to help them achieve their next steps or are unsure about what to do.

Others recognise that getting good grades, studying and working hard will help them to achieve their next steps and for pupils in further education, doing work experience, researching universities and going to open days were also mentioned.

I don't really know anything about what college or university would be like or how to apply for a job.

I'm unsure of how UCAS points work and when and how to apply to university, sessions to teach this would be useful.

More direct help on personal statements and applying for courses, options for student finance.

Have visits to 6 forms and universities to see what it's like.

Talk more about other career options, not just Uni.

When asked what schools, colleges or Hello Future could do to help learners with their next steps, many mentioned: Providing information about courses, colleges and universities, trips & visits, help with applications to HE/FE, help with career options and FE pupils would also like extra help with personal statements.

I don't have many plans on how to achieve my next steps.

I do not know how to get to my goal.

Completing relevant work experience.

Going to look at different universities but unsure on course.

Sample & Demographics

Sample structure – Same Learners in Wave 1 & Wave 2

	Respondent nos.	%
Total	402	100%
Year Group 10	180	45%
Year Group 11	199	50%
*Year Group 12	2	0%
*Year Group 13	21	5%
School (Years 10/11)	379	95%
*FE (Years 12/13)	23	5%

	Wave 1	Wave 2	Wave 1	Wave 2
UC Target	102	105	25%	26%
UC Non-Target	181	280	45%	70%
Unknown	119	17	30%	4%

	Respondent nos.	%
Male	194	48%
Female	189	51%
Other/Prefer not to say	8	2%
White	381	95%
Mixed Heritage	9	2%
Asian	4	1%
Black	1	0%
Other	1	0%
Prefer not to say	6	1%
Furness	324	81%
West Cumbria	56	14%
*Carlisle & Eden	19	5%

Same Learners = the same set of pupils who were surveyed in Wave 1 (when in year groups 9-12) were also surveyed in Wave 2 (when in year groups 10-13).

Where sample sizes don't add to total sample, respondent either didn't answer question or allocated to 'Other' category.

*Caution small sample

Sample structure – Total Learners in Wave 1 & Wave 2

	Respondent nos.		%	
	Wave 1	Wave 2	Wave 1	Wave 2
Total	1,690	1,988	100%	100%
Year Group 10	743	273	44%	14%
Year Group 11	355	1,306	21%	66%
Year Group 12	367	211	22%	11%
Year Group 13	213	198	13%	10%
School (Years 10/11)	1,098	1,579	65%	79%
FE (Years 12/13)	580	409	35%	21%
UC Target	510	299	30%	15%
UC Non-Target	774	1,563	46%	79%
Unknown	406	126	24%	6%

	Respondent nos.		%	
	Wave 1	Wave 2	Wave 1	Wave 2
Male	825	897	49%	45%
Female	800	999	48%	51%
Other/Prefer not to say	55	79	3%	4%
White	1,608	1,863	96%	94%
Mixed Heritage	28	45	2%	2%
Asian	13	18	1%	1%
Black	7	13	0%	1%
Other	20	22	1%	1%
Prefer not to say	0	24	0%	1%
Furness	613	574	36%	29%
West Cumbria	749	394	44%	20%
Carlisle & Eden	328	1,010	19%	51%

Total Learners = all pupils who were surveyed in Wave 1 (when in year groups 9-12) and all who were surveyed in Wave 2 (when in year groups 10-13).

Where sample sizes don't add to total sample, respondent either didn't answer question or allocated to 'Other' category.

Sample & Data Key

Sample & Data Key for charts

Sample Key

Same Learners

The same set of pupils who were surveyed in Wave 1 (when in year groups 9-12) and in Wave 2 (when in year groups 10-13).

Total Learners

All Year 9-12 learners in Wave 1 and all 10-13 learners in Wave 2.

Measures

A note on Year groups

Due to the requirement to follow pupils through year groups, where data is shown by year for Wave 2, the comparison data for Wave 1 will always refer to the previous year group e.g. when looking at Wave 2 year 10 pupils, this will be compared with year 9 pupils in Wave 1.

Mean Scores

Many of the measures in the report show the mean or average responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree.

Significant Differences Key

Year on Year Changes

Significant differences between Wave 2 and Wave 1 (or GQ surveys and Wave 2) are indicated using the following symbols:

Wave 2 result significantly up Vs Wave 1

Wave 2 result significantly down Vs Wave 1

Differences by sub-groups

Highlighted scores indicate statistically significant differences within sub-groups e.g. Male Vs Female.

Please note that this is only for Wave 2.

Intention to study at Higher Education

Intention to study at Higher Education – Same Learners

Intention to study at HE

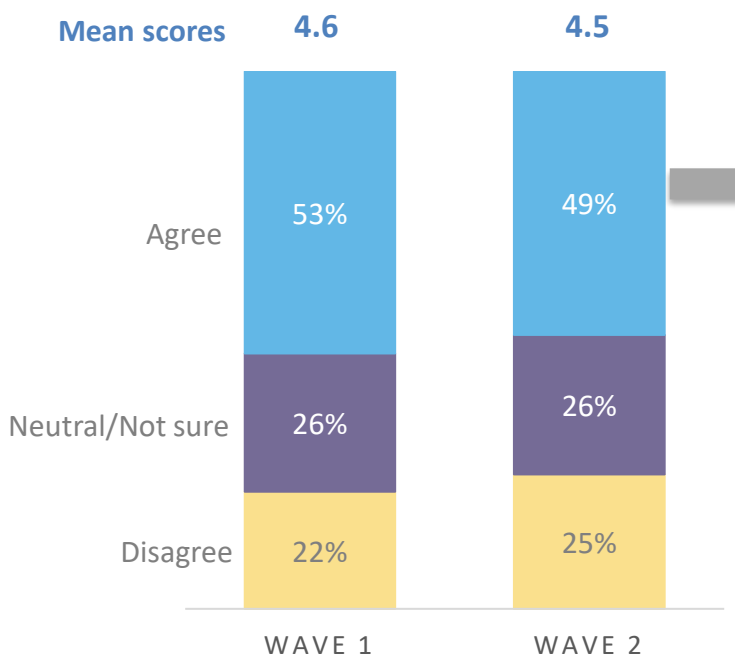
Same Learners = 402 pupils

In **Wave 2** (academic year 2022/2023), half of all Year 10s to 13s in the 'Future Selves' programme claim that they '**Intend to study at Higher Education**' ("I expect to go to university or study at a higher education institution"). This equates to a **mean score of 4.5** on a 7-point scale where 1 means they Strongly Disagree that they intend to go on to HE and 7 means they Strongly Agree. There have been no significant movements in Intention to study at HE since the initial baseline measurement (Wave 1).

Of those intending to study at HE, nearly a third are considering degree apprenticeships and a further sixth undergraduate degrees. However, 44% are unsure about what they want to study.

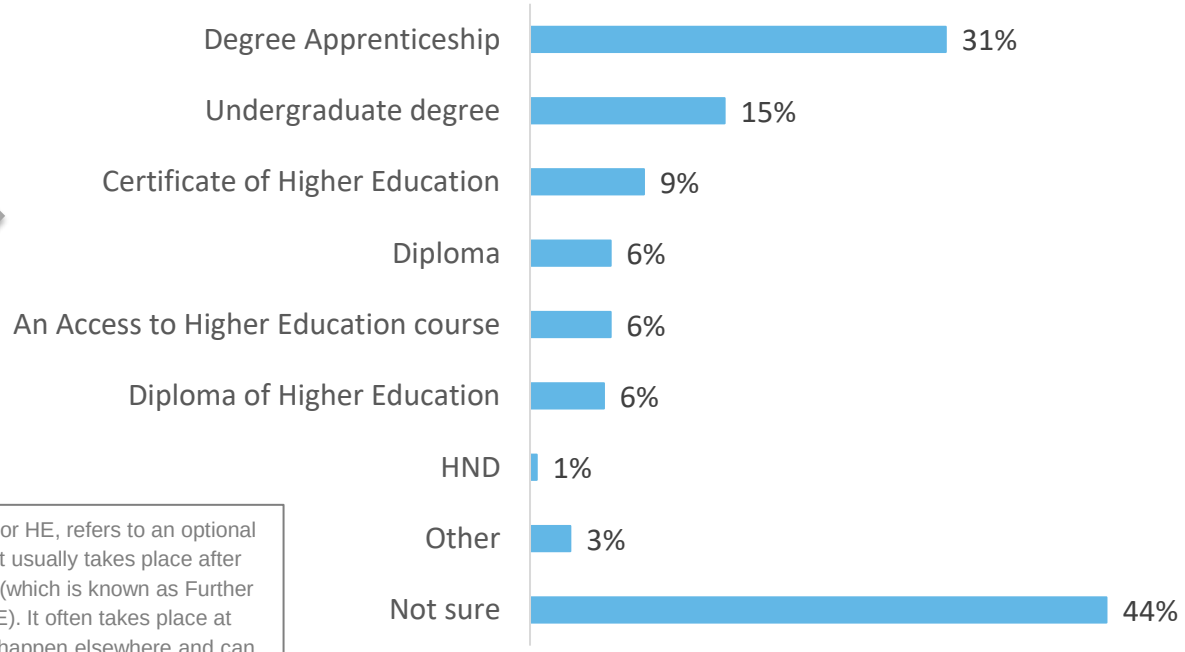
"I expect to go to university or study at an HE institution"

7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree



Higher Education, or HE, 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.

Type of course



Based on those agreeing with Intention to HE = 197

Q10. How much do you agree or disagree with "I expect to go to university or study at an HE institution"? Scores show mean responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree. Agree = 5-7; Neutral = 4; Disagree = 1-3. Q10a. And what type of course are you considering studying? Please select all that apply.

Intention to study at Higher Education – Total Learners

Intention to study at HE

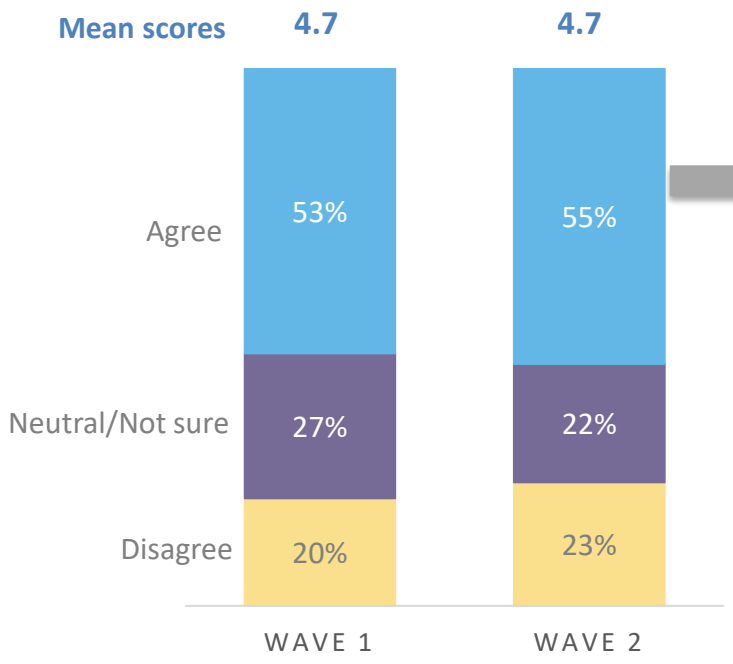
Total Learners
Wave 1 = 1,690; Wave 2 = 1,988

In **Wave 2** (academic year 2022/2023), just over half of all Year 10s to 13s in the 'Future Selves' programme claim that they '**Intend to study at Higher Education**' ("I expect to go to university or study at a higher education institution"). This equates to a **mean score of 4.7** on a 7-point scale where 1 means they Strongly Disagree that they intend to go on to HE and 7 means they Strongly Agree. There have been no significant movements in Intention to study at HE since the initial baseline measurement (Wave 1).

Of those intending to study at HE, a quarter are considering degree apprenticeships and a further fifth undergraduate degrees. However, 42% are unsure about what they want to study.

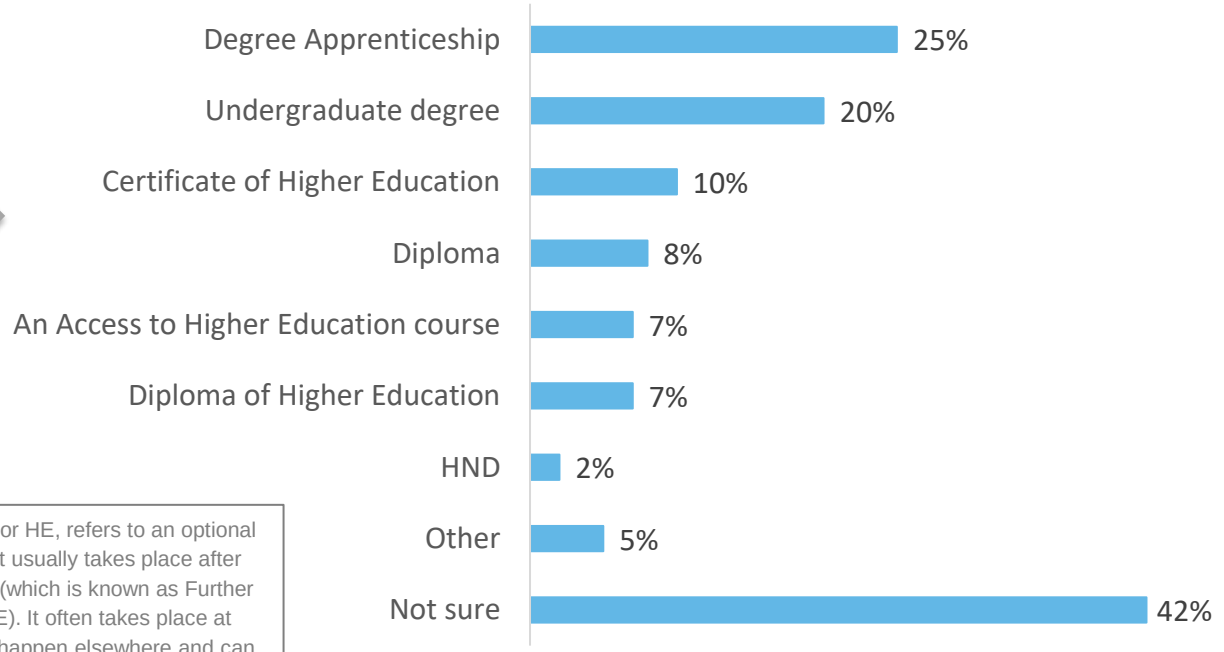
"I expect to go to university or study at an HE institution"

7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree



Higher Education, or HE, 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.

Type of course



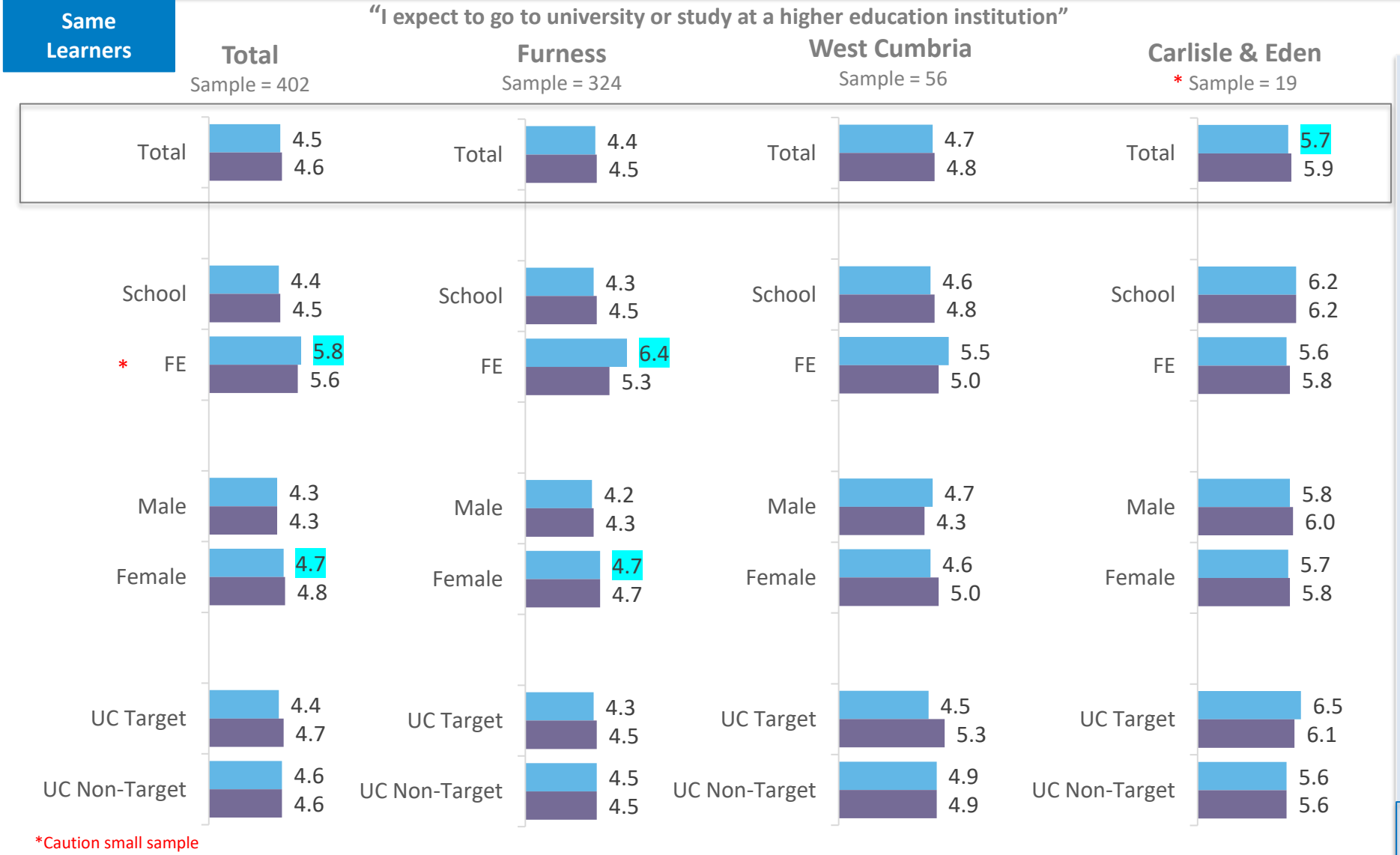
Based on those agreeing with Intention to HE = 1092

Q10. How much do you agree or disagree with "I expect to go to university or study at an HE institution"? Scores show mean responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree. Agree = 5-7; Neutral = 4; Disagree = 1-3. Q10a. And what type of course are you considering studying? Please select all that apply.

Intention to study at HE – Mean scores by demographics

Same Learners

"I expect to go to university or study at a higher education institution"



*Caution small sample

Data shows **Mean scores** on 7-point agreement scale questions, where **1** is **Strongly Disagree** & **7 Strongly Agree**.

Intention to study at HE

At a total sample level (same learners), Intention to study at Higher Education is **higher** among those pupils that are currently in **Further education** (Vs School); those in the **Carlisle & Eden** region (Vs Furness or West Cumbria) and is also higher among **Girls** (Vs Boys).

Among pupils in the Furness region, Intention to study at Higher Education is also **higher** among those in **Further education** (VS school) and **Girls** (VS Boys).

Since the initial baseline survey (Wave 1), there have been **no significant movements** in Intention to study at HE in any of the groups shown.

Please note that the sample in Carlisle & Eden is small. This will cause some variability in the data.

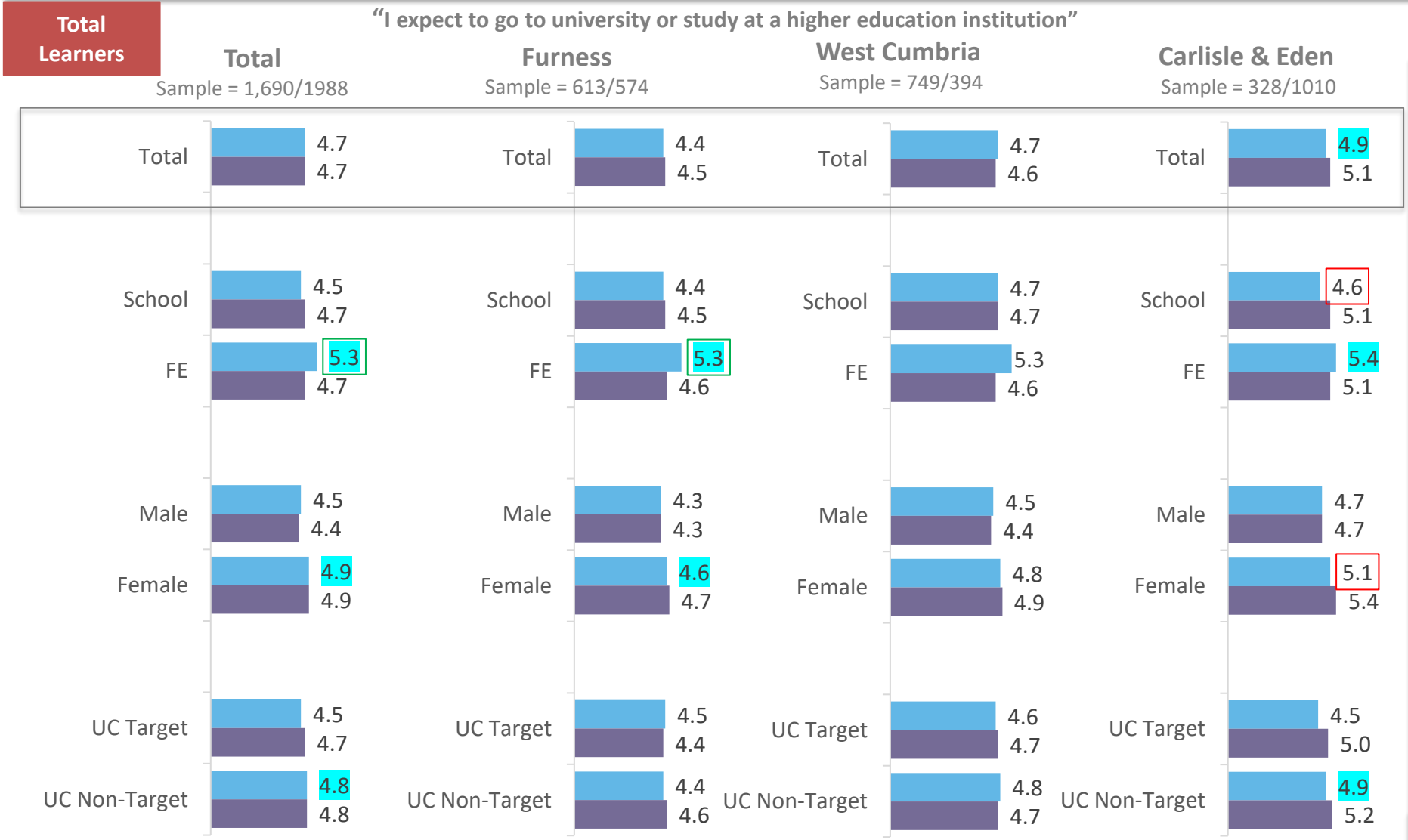
Wave 2 Mean scores (Year Groups 10-13)

Wave 1 Mean Scores (Year Groups 9-12)

Intention to study at HE – Mean scores by demographics

Total Learners

"I expect to go to university or study at a higher education institution"



Data shows **Mean scores** on 7-point agreement scale questions, where **1** is **Strongly Disagree** & **7 Strongly Agree**.

Intention to study at HE

At a total sample level (Total learners), Intention to study at Higher Education is **higher** among those pupils that are currently in **Further education** (Vs School); those in the **Carlisle & Eden** region (Vs Furness or West Cumbria) and is also higher among **Girls** (Vs Boys). Scores are also higher among non-target pupils.

Among pupils in the Furness region, Intention to study at Higher Education is also **higher** among those in **Further education** (VS school) and **Girls** (VS Boys).

Since the initial baseline survey (Wave 1), there have been **significant improvements** for students **in FE** (both at a total level and in Furness). Within **Carlisle & Eden**, there have been some **losses** among **school age pupils and girls.**

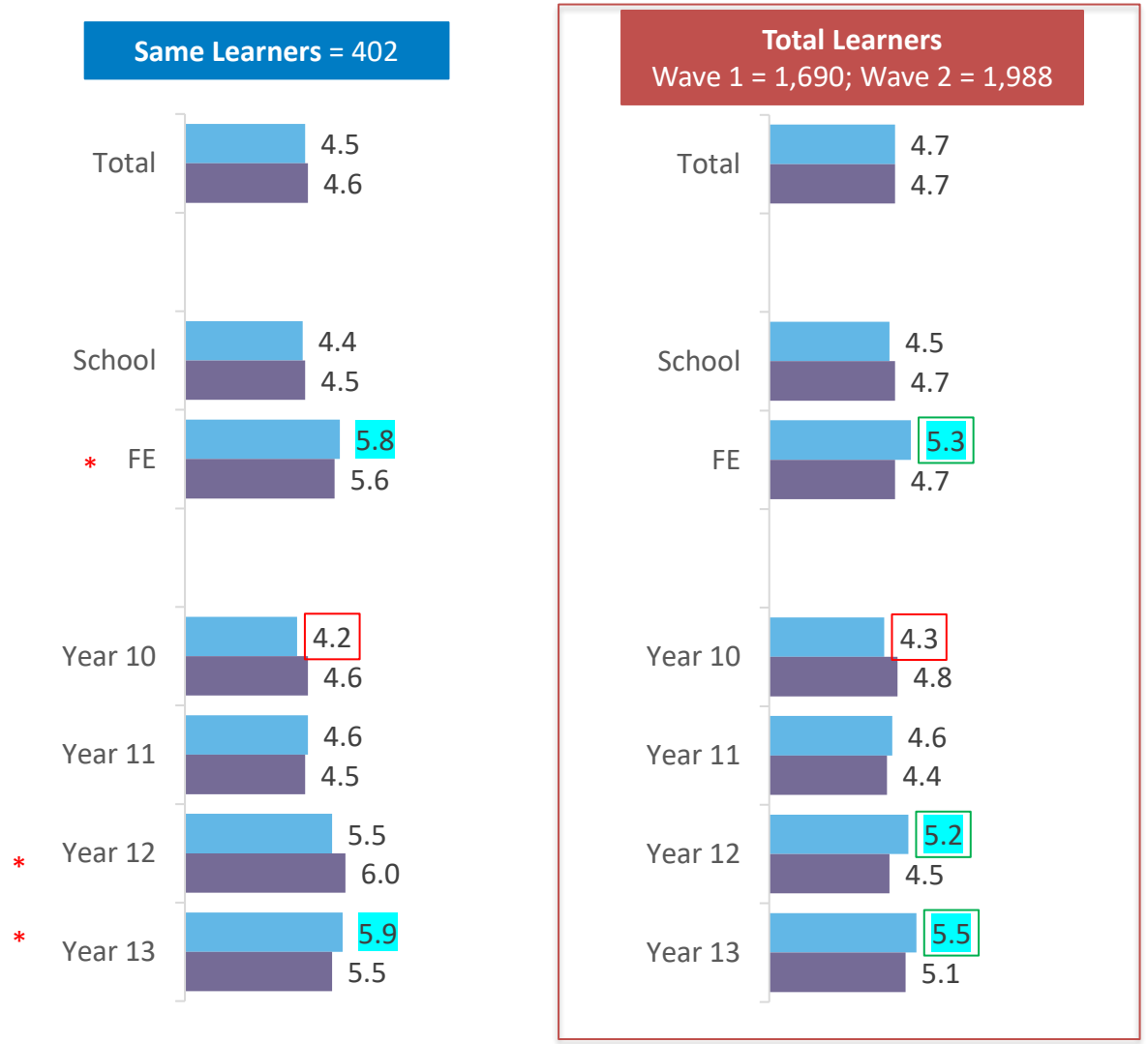
Wave 2 Mean scores (Year Groups 10-13) | Wave 1 Mean Scores (Year Groups 9-12)

Intention to study at HE – Mean scores by Year Group

Intention to study at HE

"I expect to go to university or study at a higher education institution"

Please note that the year groups shown relate to the year the pupil was in at the time of the Wave 2 survey (academic year 2022/2023). Due to the requirement to follow pupils through year groups; the Wave 1 data relates to the previous year group in each case.



*Caution small sample

Data shows **Mean scores** on 7-point agreement scale questions, where **1** is **Strongly Disagree** & **7 Strongly Agree**.

Looking at mean scores by year group within the same learners' sample, shows that Intention to study at Higher Education is **higher** among both the further education year groups Vs those in school. Due to the small sample size in these years groups, the Year 12 results are not showing a significant difference. However, by looking at the whole sample (Total Learners) where sample sizes are more robust, we can see that agreement levels are significantly higher among both year groups (12 and 13) Vs the two school year groups (10 & 11).

In addition, there has been an improvement on this measure among FE learners in the latest year, as they have transitioned from school to the lower sixth or the lower sixth to the upper sixth. Please note that this movement is significant among total learners but not the same learners' sample. Among year group 10 there has been a significant drop in this measure among both samples.

Wave 2 Mean scores (Year Groups 10-13)

Wave 1 Mean Scores (Year Groups 9-12)

Drivers of Intention to study at HE

Agreement scales measured and input into model

Q. **How much do you agree or disagree…?** Scores show mean responses to 7-point agreement scale questions, where **1** is **Strongly Disagree** and **7 Strongly Agree**.

My Transition into Higher Education

"I feel like I would fit in well at University"

"I know how university/higher education could help me in life"

"I know what being a university student would be like"

My Ideas, Self-Belief and Personal expectations

"I know what future options are suited to me"

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

"I know what I want in life (education, career etc.)"

"I know which subject(s) I want to study in the future"

"I know how to find information about my future options"

"I am aware of different options I can take in my education"

"I feel ready for the next step in my education or career"

My Confidence and Attainment expectations

"I am on track to achieve the grades I need for my next step"

"I believe I will achieve my predicted grades"

"I have the support I need to achieve my goals in my education and career"

"I need extra support to achieve my predicted grades"

"I have people in my life who believe in me"

My knowledge of and Understanding about HE

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

"I have all the information I need about my future plans"

"I know how to write a CV/job application"

"I know how to apply to university/higher education"

"I know how to write a personal statement"

Developing Awareness of me and how to reach my goals

"I know how I learn best"

"I know my own strengths and weaknesses"

"I know what skills I need to improve to reach my goals"

"I believe I will be successful in life (education, career etc.)"

"I can improve on my weaknesses if I work on them"

Drivers of Intention to study at Higher Education – Regression analysis results

UNDERSTANDING THE DRIVERS OF INTENTION

When exploring the relationship between the demographics captured and Intention to study at Higher Education, **gender** and the year group variable **'School vs FE'** correlate most strongly.
Ethnicity and Uni Connect status had very low correlations and therefore were not included in the regression analysis.

All intervention themes captured in the Wave 2 survey correlated to varying degrees with Intention to study at HE and were therefore included in the regression analysis. When investigating effect sizes, '**My Transitions into HE'** has the biggest effect size (r = 0.52; medium effect size), whilst 'My knowledge of and understanding about HE' and 'Developing awareness of me and how to reach my goals' have the smallest effect size (r = 0.18; small effect size). Effect size demonstrates how meaningful the association between variables is, the larger the effect size, the more meaningful the association between those variables.

TAKEAWAY FROM THE ANALYSIS

In order to improve 'Intention to study at Higher Education', the intervention theme '**My Transition into Higher Education**' should be **the main focus**, followed by 'My Ideas, Self-Belief and Personal expectations' and 'My Confidence and attainment expectations'.

It is worth noting that the statement "I need extra support to achieve my predicted grades" which sits in the theme 'My Confidence and attainment expectations' has a negative correlation with the theme overall and little/no impact on Intention to apply to HE. We, therefore, recommend that this statement is removed from future waves.

Analysis based on all Wave 2 Total Learners = 1,988 pupils

Drivers of Intention to study at Higher Education – Regression model

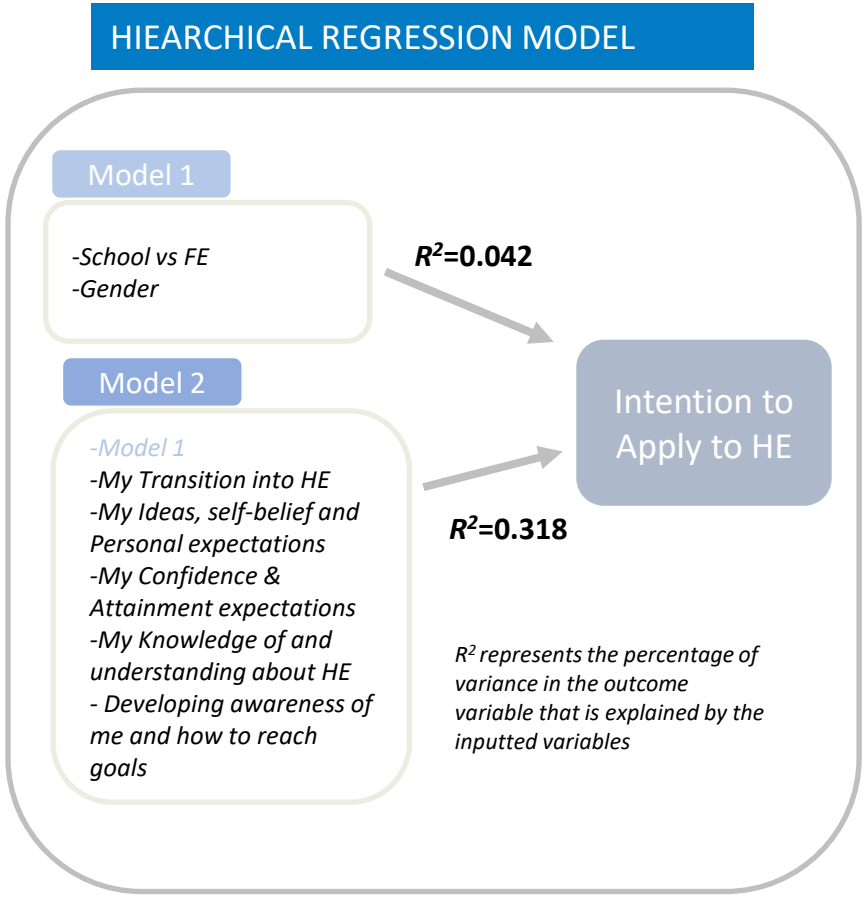
Regression analysis is a statistical method to reliably demonstrate which variables have an impact on the outcome variable, or the topic of interest. For the 'Future Selves' survey, **'Intention to study at Higher Education**' was selected as the **outcome variable** based on it being a key progress indicator for Hello Future.
As in Wave 1, in Wave 2 hierarchical regression was chosen to understand the independent contribution of demographics in predicting intention to HE.

In **Model 1**, the demographic variables that were significantly correlated with Intention to Apply to HE i.e. School/FE and Gender, were entered to understand their independent contribution. The model was significant, showing that the entered demographics variables explained 4.2% of the variance in Intention to study at HE overall. Of the two variables, Gender was 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 2 was also significant and explained an additional 27.7% of the variance (31.8% total). Gender (female learners), Schools vs FE (FE learners), 'My Transition into HE', 'My Ideas, self-belief and Personal expectations' and 'Confidence & Attainment expectations' were all significant predictors of Intention to study at HE. Of the variables entered in Model 2, My Transition into HE is the strongest predictor.

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.

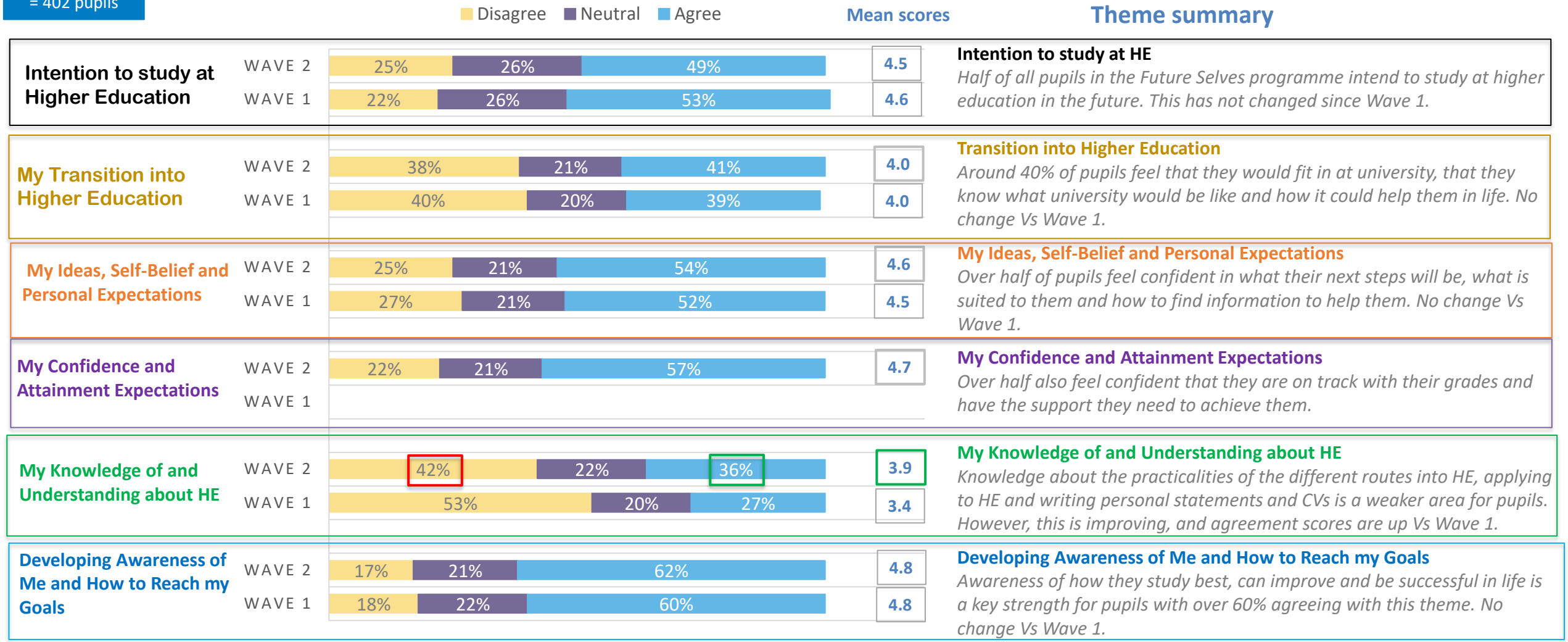


Analysis based on all Wave 2 Total Learners = 1,988 pupils

Themes overview

Total Theme – % Agreement scores

Same Learners
= 402 pupils



Theme summary

Intention to study at HE
Half of all pupils in the Future Selves programme intend to study at higher education in the future. This has not changed since Wave 1.

Transition into Higher Education
Around 40% of pupils feel that they would fit in at university, that they know what university would be like and how it could help them in life. No change Vs Wave 1.

My Ideas, Self-Belief and Personal Expectations
Over half of pupils feel confident in what their next steps will be, what is suited to them and how to find information to help them. No change Vs Wave 1.

My Confidence and Attainment Expectations
Over half also feel confident that they are on track with their grades and have the support they need to achieve them.

My Knowledge of and Understanding about HE
Knowledge about the practicalities of the different routes into HE, applying to HE and writing personal statements and CVs is a weaker area for pupils. However, this is improving, and agreement scores are up Vs Wave 1.

Developing Awareness of Me and How to Reach my Goals
Awareness of how they study best, can improve and be successful in life is a key strength for pupils with over 60% agreeing with this theme. No change Vs Wave 1.

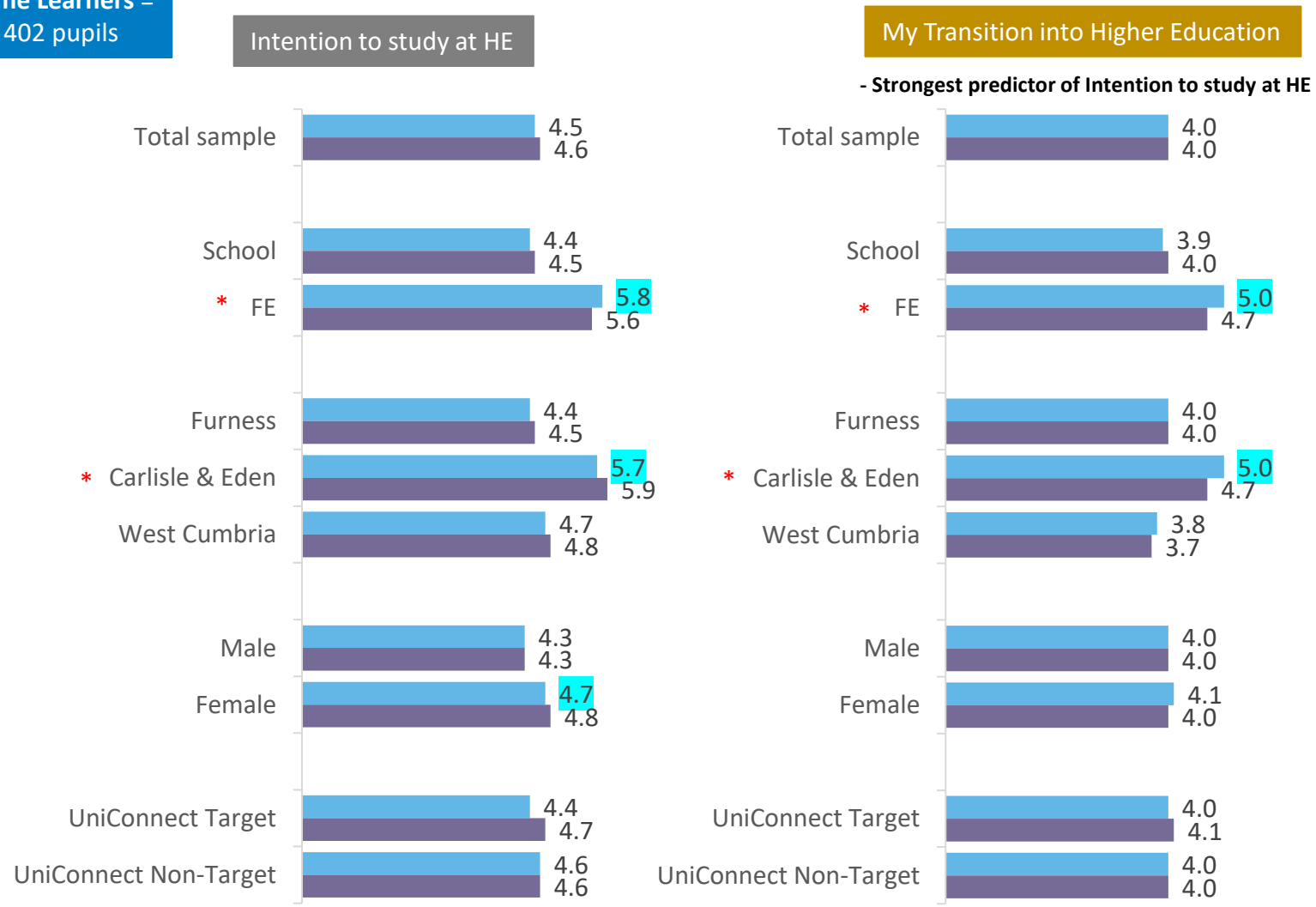
Scores show responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree. Disagree = 1-3, Neutral = 4, Agree = 5-7.

Significantly up since Vs Wave 1

Significantly down since Vs Wave 1

Total Themes – Mean scores by sub-group (1 of 3)

Same Learners = 402 pupils



Sample = 402 in Wave 1&2

Data shows **Mean scores** on 7-point agreement scale questions, where **1** is **Strongly Disagree** & **7 Strongly Agree**.

*Caution small sample

In **Wave 2** (academic year 2022/2023), agreement with '**Intention to study at Higher Education**' ("I expect to go to university or study at a higher education institution") has a **mean score of 4.5** on a 7-point scale where 1 means they Strongly Disagree that they intend to go on to HE and 7 means they Strongly Agree.

This figure is **higher** among those pupils that are currently in **Further education** (Vs School); those in the **Carlisle & Eden** region (Vs Furness or West Cumbria) and is also higher among **Girls** (Vs Boys).

Since the initial baseline survey (Wave 1), there have been **no significant movements** in Intention to study at HE.

The theme 'My Transition into Higher Education' has a **mean score of 4.0** and again this is **higher** among those in **FE** and in the **Carlisle & Eden** region, although no differences by gender on this measure. **No significant movements Vs Wave 1**.

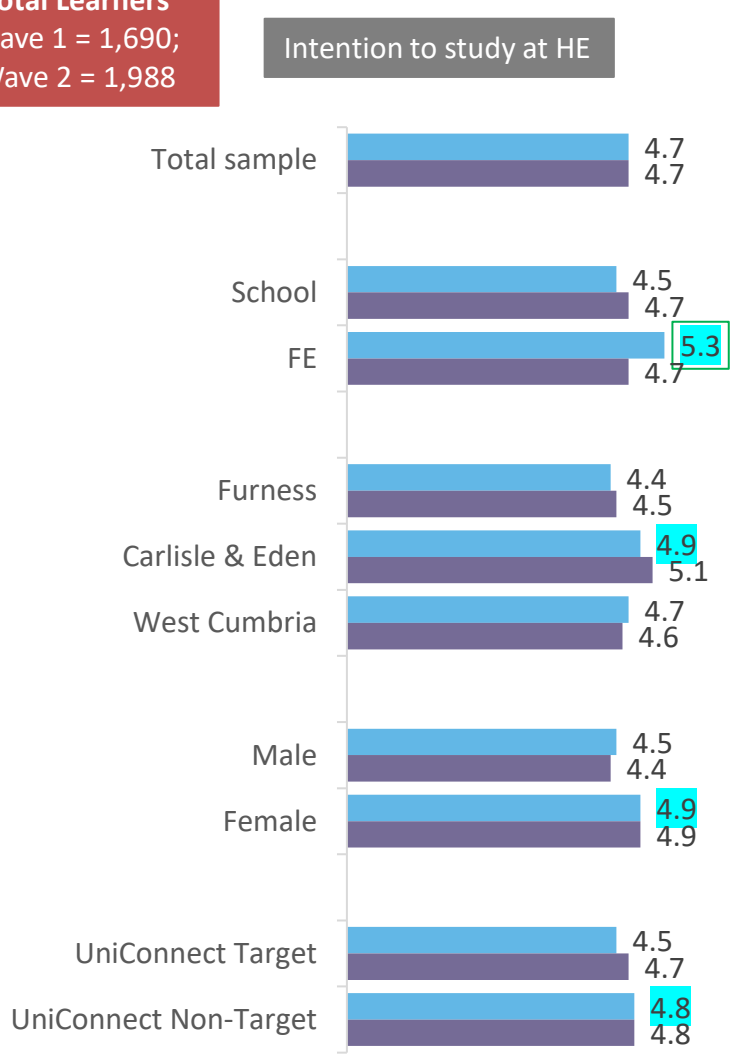
This theme has the **strongest association** with **Intention to Study at HE** and should be a focus for Hello Future. The scores on this page show the theme as a whole but the key variable within this is the golden question "I feel like I would fit in well at University". For some pupils, this feeling that they wouldn't fit in at university is creating a barrier to consideration and this is particularly the case among the School age groups (Y10 & 11) and pupils in West Cumbria.

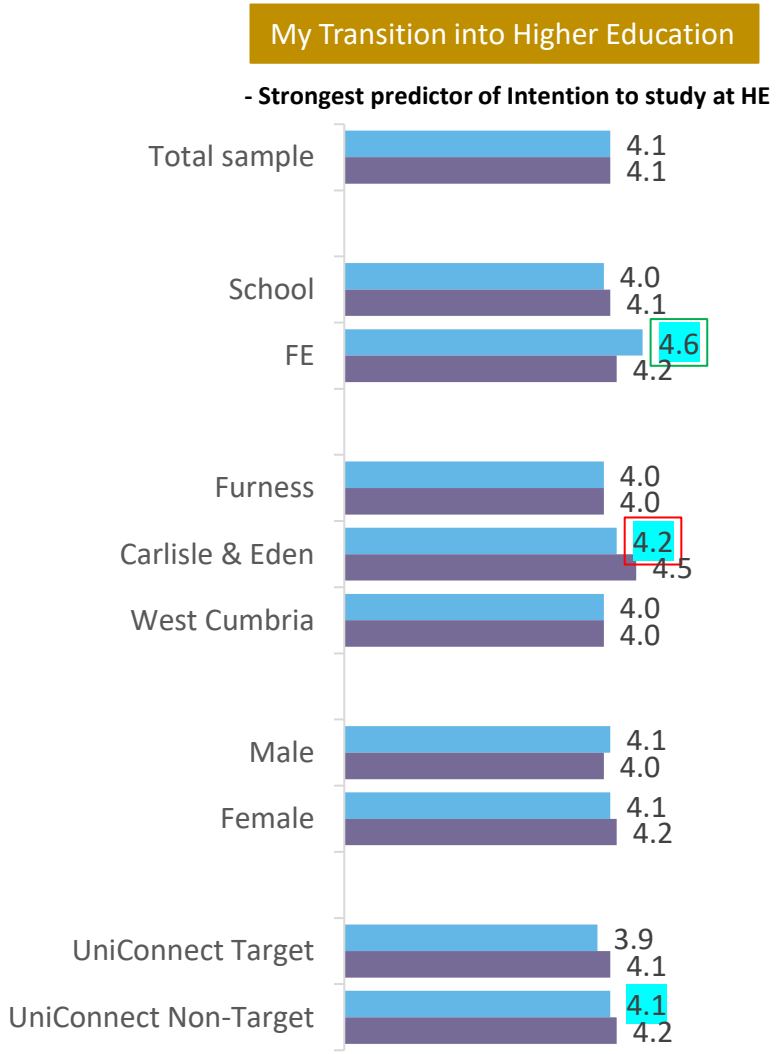
Wave 2 Mean scores (Year Groups 10-13)

Wave 1 Mean Scores (Year Groups 9-12)

Total Themes – Mean scores by sub-group (1 of 3)

Total Learners
Wave 1 = 1,690;
Wave 2 = 1,988





Sample = 1,690 in Wave 1 and 1,988 in Wave 2
Data shows **Mean scores** on 7-point agreement scale questions, where **1** is **Strongly Disagree** & **7 Strongly Agree**.

In **Wave 2** (academic year 2022/2023), agreement with '**Intention to study at Higher Education**' ("I expect to go to university or study at a higher education institution") has a **mean score of 4.7** on a 7-point scale where 1 means they Strongly Disagree that they intend to go on to HE and 7 means they Strongly Agree.
This figure is **higher** among those pupils that are currently in **Further education** (Vs School); those in the **Carlisle & Eden** region (Vs Furness or West Cumbria) and is also higher among **Girls** (Vs Boys).
Since the initial baseline survey (Wave 1), there have been an **uplift in agreement scores among FE pupils**.

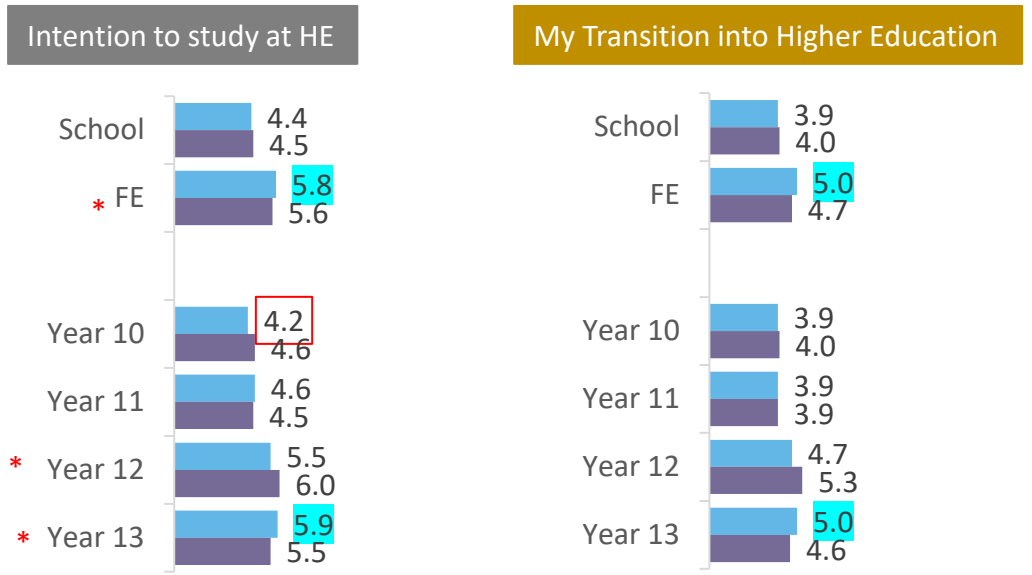
The theme 'My Transition into Higher Education' has a **mean score of 4.1** and again this is **higher** among those in **FE** and in the **Carlisle & Eden** region, although no differences by gender on this measure. Since Wave 1 there has been an uplift on this theme among FE students, but a decline among pupils in Carlisle & Eden.
This theme has the **strongest association** with **Intention to Study at HE** and should be a focus for Hello Future. The scores on this page show the theme as a whole but the key variable within this is the golden question "I feel like I would fit in well at University". For some pupils, this feeling that they wouldn't fit in at university is creating a barrier to consideration and this is particularly the case among the School age groups (Y10 & 11) and pupils in Furness & West Cumbria.

Wave 2 Mean scores (Year Groups 10-13) | Wave 1 Mean Scores (Year Groups 9-12)

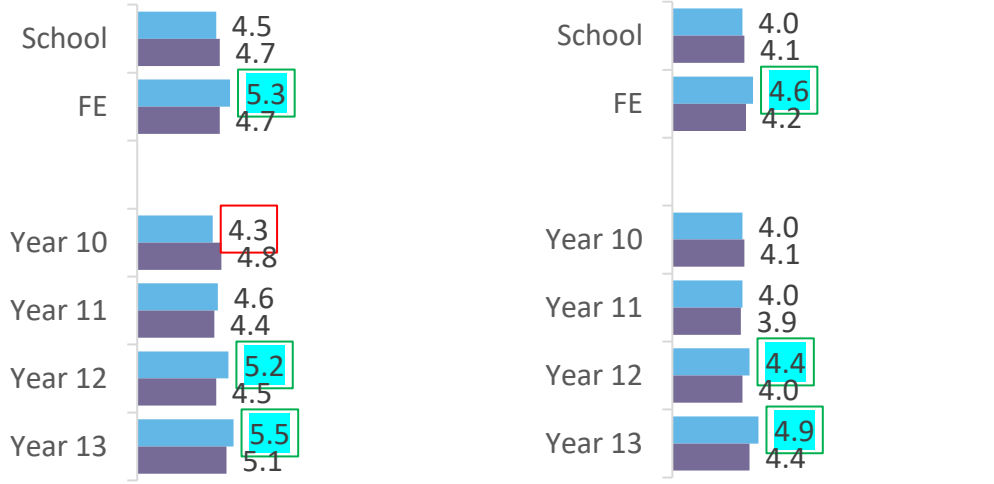
Total Themes – Mean scores by Year Group

Same Learners = 402

*Caution small sample



Total Learners
Wave 1 = 1,690; Wave 2 = 1,988



Data shows **Mean scores** on 7-point agreement scale questions, where **1** is **Strongly Disagree** & **7 Strongly Agree**.

Looking at mean scores by year group within the same learners' sample, shows that '**Intention to study at Higher Education'** is higher among both the further education year groups Vs those in School. Due to the small sample size in these years groups, the Year 12 results are not showing a significant difference. However, by looking at the whole sample (Total Learners) where sample sizes are more robust, we can see that agreement levels are significantly higher among both year groups (12 and 13) Vs the two school year groups (10 & 11).
In addition, there has been an improvement on this measure among FE learners in the latest year. Please note that this movement is significant among total learners but not the same learners' sample. Among year group 10 there has been a significant drop in this measure among both samples.

The pattern is similar for the theme 'My Transition into Higher Education' with the Total learners' sample showing significant improvements among FE pupils as they have transitioned from school to the lower sixth or the lower sixth to the upper sixth.

Please note that the year groups shown relate to the year the pupil was in at the time of the Wave 2 survey (academic year 2022/2023). Due to the requirement to follow pupils through year groups; the Wave 1 data relates to the previous year group in each case.

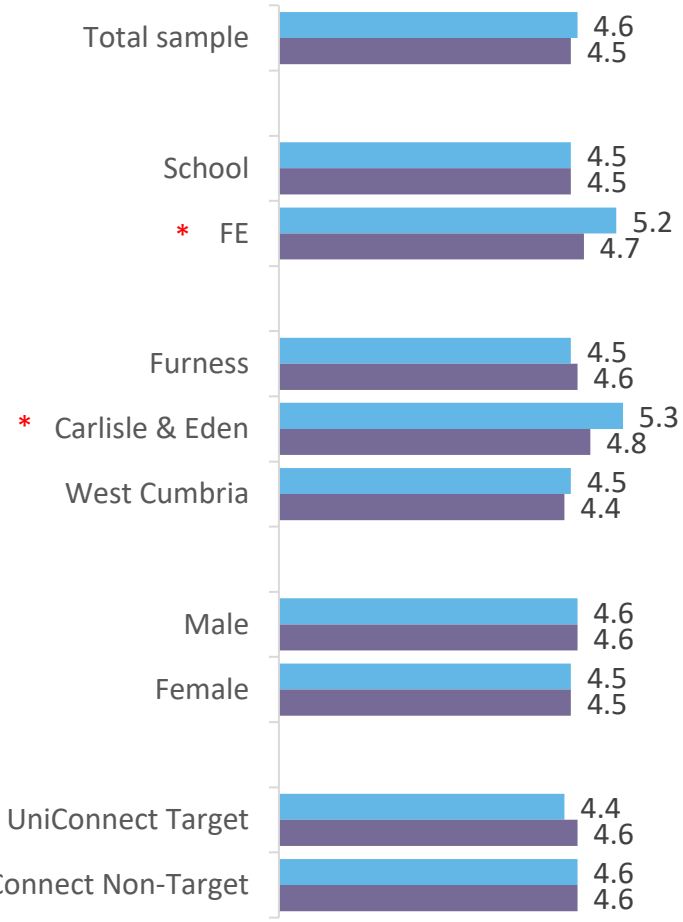
Wave 2 Mean scores (Year Groups 10-13) | Wave 1 Mean Scores (Year Groups 9-12)

Total Themes – Mean scores by sub-group (2 of 3)

Same Learners = 402 pupils

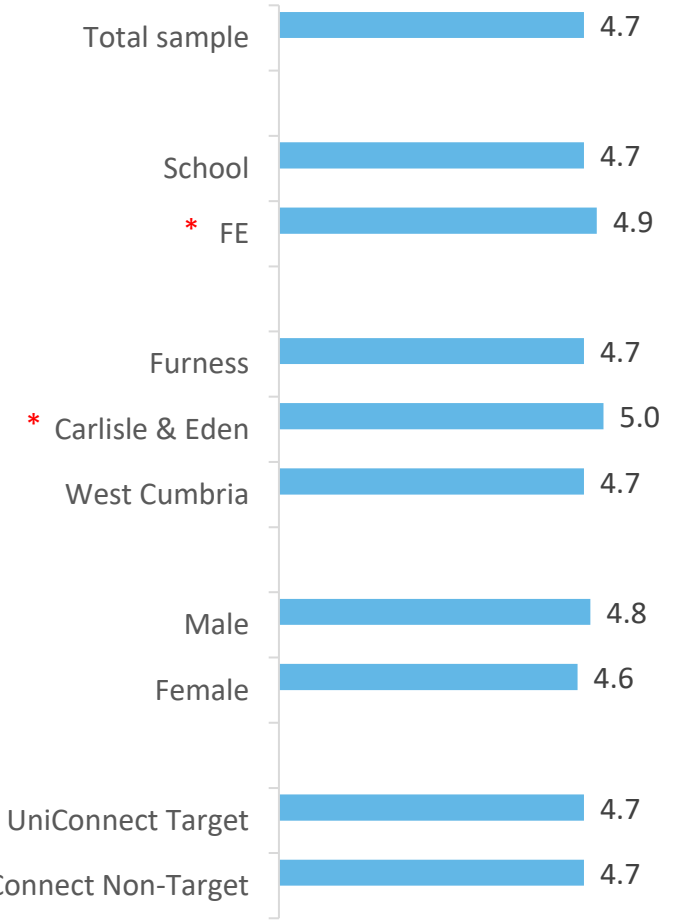
My Ideas, Self-Belief and Personal Expectations

Mid-strength predictor of Intention to study at HE



My Confidence and Attainment Expectations

Mid-strength predictor of Intention to study at HE



Sample = 402 in Wave 1&2

Data shows **Mean scores** on 7-point agreement scale questions, where **1** is **Strongly Disagree** & **7 Strongly Agree**.

*Caution small sample

The themes 'My Ideas, Self-Belief and Personal Expectations' and 'My Confidence and Attainment Expectations' have a mid-strength association with 'Intention to Study at HE'.

The scores on this page show the themes as a whole i.e. the combined scores of all questions/variables within the theme. However, the key variable that defines 'My Ideas, Self-Belief and Personal Expectations' is the golden question "I know what future options are suited to me" and for 'My Confidence and Attainment Expectations' it is "I am on track to achieve the grades I need for my next step".

Generally, pupil agreement with these themes is fairly high and there is little difference between the different demographic groups or between waves.

Please note: 'My Confidence and Attainment expectations' was a new theme introduced in Wave 2, so there is no back data available.

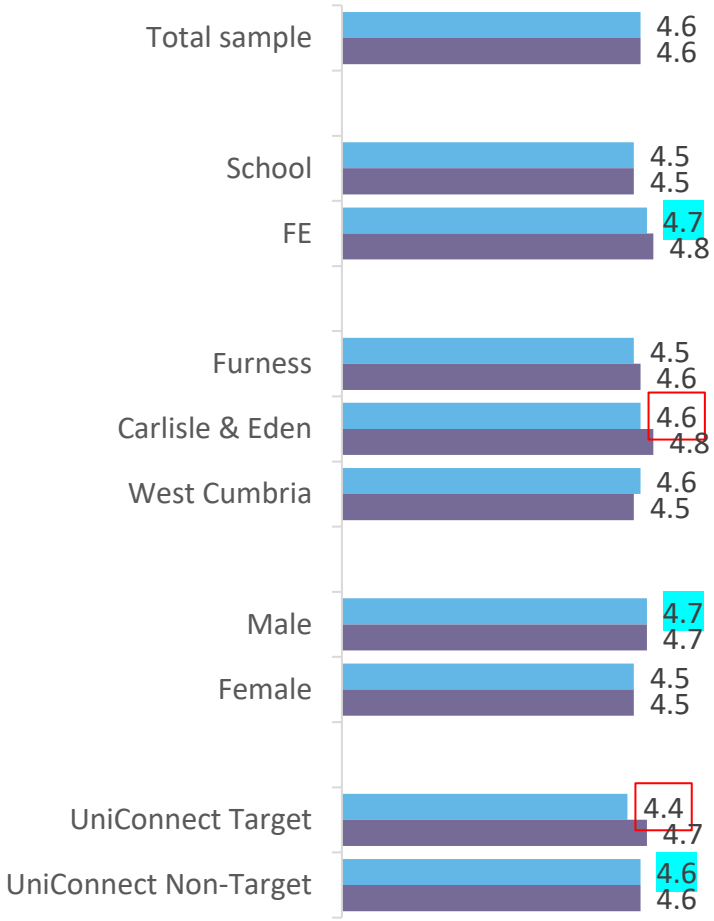
Wave 2 Mean scores (Year Groups 10-13) | Wave 1 Mean Scores (Year Groups 9-12)

Total Themes – Mean scores by sub-group (2 of 3)

Total Learners
Wave 1 = 1,690;
Wave 2 = 1,988

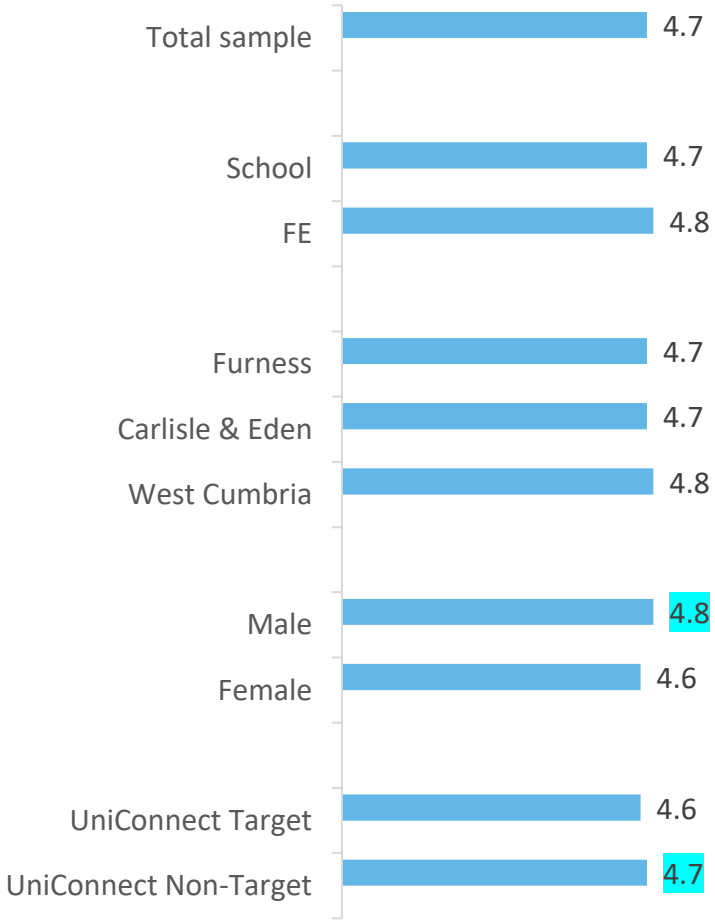
My Ideas, Self-Belief and Personal Expectations

Mid-strength predictor of Intention to study at HE



My Confidence and Attainment Expectations

Mid-strength predictor of Intention to study at HE



Sample = 1,690 in Wave 1 and 1,988 in Wave 2

Data shows **Mean scores** on 7-point agreement scale questions, where **1** is **Strongly Disagree** & **7 Strongly Agree**.

The themes 'My Ideas, Self-Belief and Personal Expectations' and 'My Confidence and Attainment Expectations' have a mid-strength association with 'Intention to Study at HE'.

The scores on this page show the themes as a whole i.e. the combined scores of all questions/variables within the theme. However, the key variable that defines 'My Ideas, Self-Belief and Personal Expectations' is the golden question "I know what future options are suited to me" and for 'My Confidence and Attainment Expectations' it is "I am on track to achieve the grades I need for my next step".

Generally, pupil agreement with these themes is fairly high. For both themes, scores are slightly stronger among boys (Vs girls) and non-targets (Vs targets). In addition, for 'My Ideas, Self-Belief and Personal Expectations', scores are higher among FE (Vs school) pupils and there have been declines among UC target pupils and those in Carlisle & Eden Vs Wave 1.

Please note: 'My Confidence and Attainment expectations' was a new theme introduced in Wave 2, so there is no back data available.

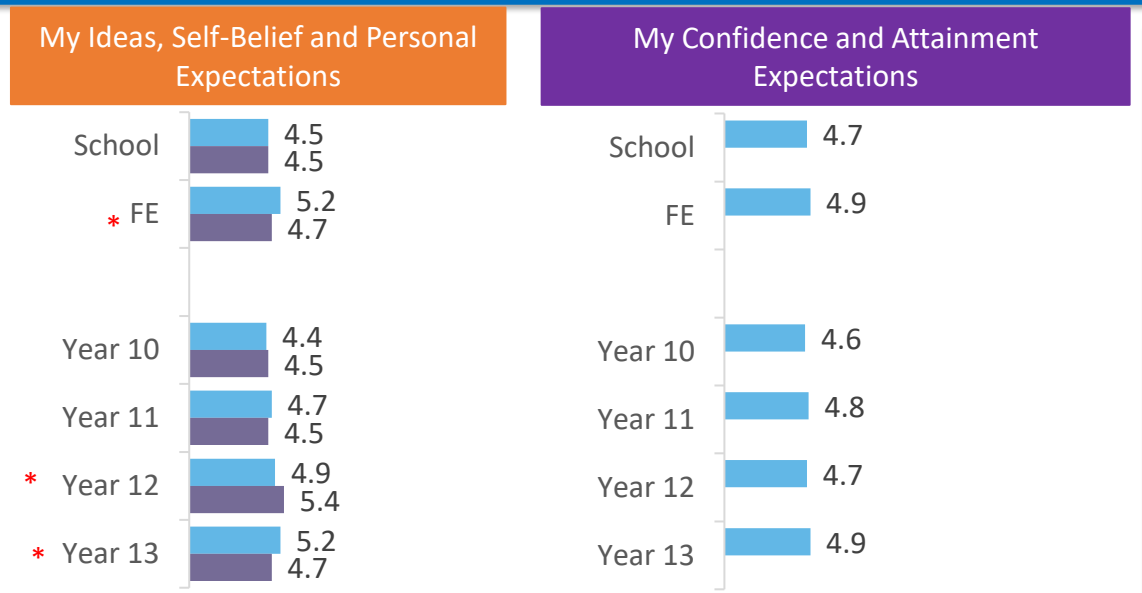
Wave 2 Mean scores (Year Groups 10-13)

Wave 1 Mean Scores (Year Groups 9-12)

Total Themes – Mean scores by Year Group

Same Learners = 402

*Caution small sample



Total Learners
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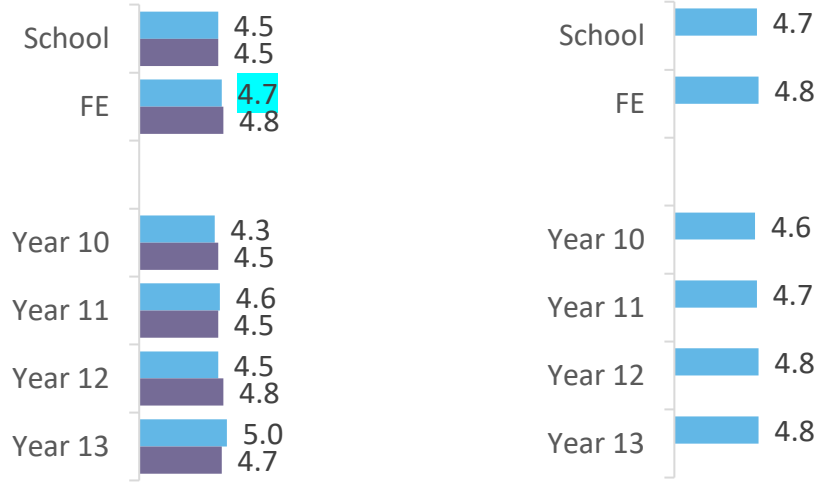


Data shows **Mean scores** on 7-point agreement scale questions, where **1** is **Strongly Disagree** & **7 Strongly Agree**.

No significant differences or year on year changes by year group for either 'My Ideas, Self-Belief and Personal Expectations' and 'My Confidence and Attainment Expectations'.

Please note that the year groups shown relate to the year the pupil was in at the time of the Wave 2 survey (academic year 2022/2023). Due to the requirement to follow pupils through year groups; the Wave 1 data relates to the previous year group in each case.

Wave 2 Mean scores (Year Groups 10-13)

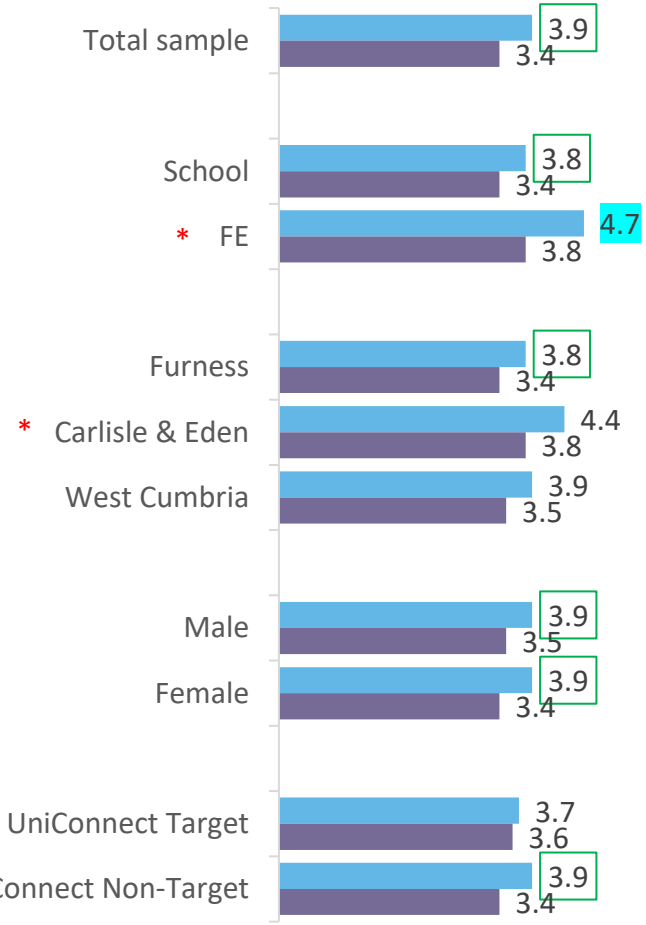
Wave 1 Mean Scores (Year Groups 9-12)

Total Themes – Mean scores by sub-group (3 of 3)

Same Learners = 402 pupils

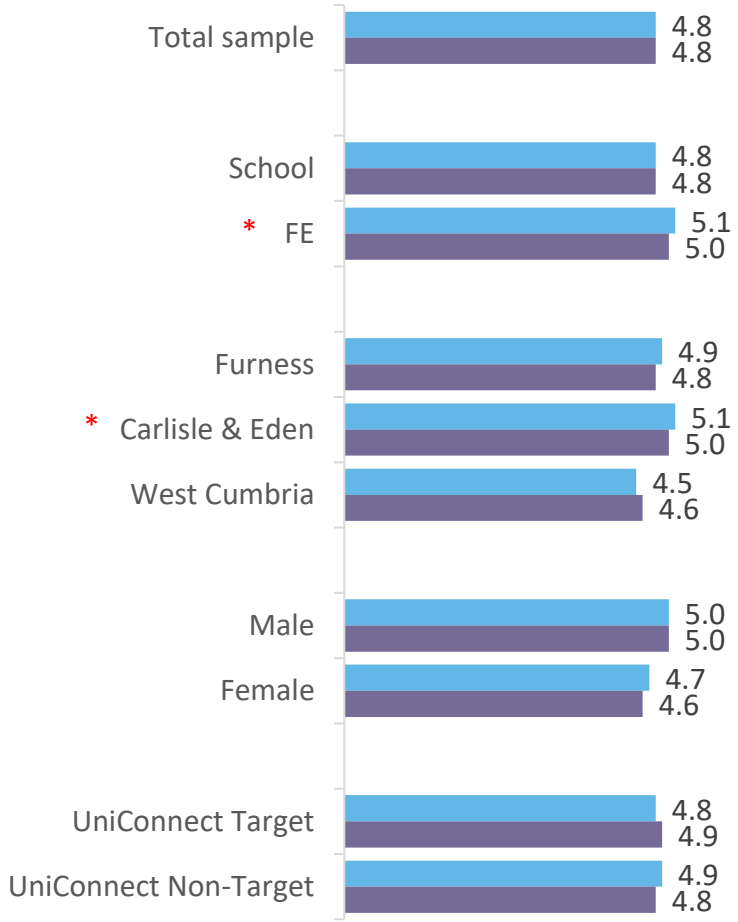
My Knowledge of and Understanding about HE

Weaker predictor of Intention to study at HE



Developing Awareness of me and how to reach my goals

Weaker predictor of Intention to study at HE



Sample = 402 in Wave 1&2
Data shows **Mean scores** on 7-point agreement scale questions, where **1** is **Strongly Disagree** & **7 Strongly Agree**.

*Caution small sample

The themes 'My Knowledge of and understanding about HE' and 'Developing awareness of me and how to reach my goals' have a weaker (although still statistically significant) association with 'Intention to Study at HE'.

The scores on this page show the themes as a whole i.e. the combined scores of all questions/variables within the theme. The key variable for 'My Knowledge of and understanding about HE' is the golden question "I know about different routes/ways to get into HE" and for 'Developing awareness of me and how to reach my goals' it is "I Know how I learn best".

Scores are generally lower across the board for the theme 'My Knowledge of and understanding about HE' Vs the other 4 themes in the study. However, there have been significant improvements since Wave 1. At a total sample level, mean scores have increased from 3.4 in Wave 1 to 3.9 in Wave 2. There have also been improvements among School age pupils, pupils in Furness and among Non-target Uni Connect pupils. Scores are also up among both boys & girls.

Scores are higher for the theme 'Developing awareness of me and how to reach my goals', with a mean score of 4.8 overall. However, there have been no significant movements since Wave 1. Little difference between the different demographic groups on this theme.

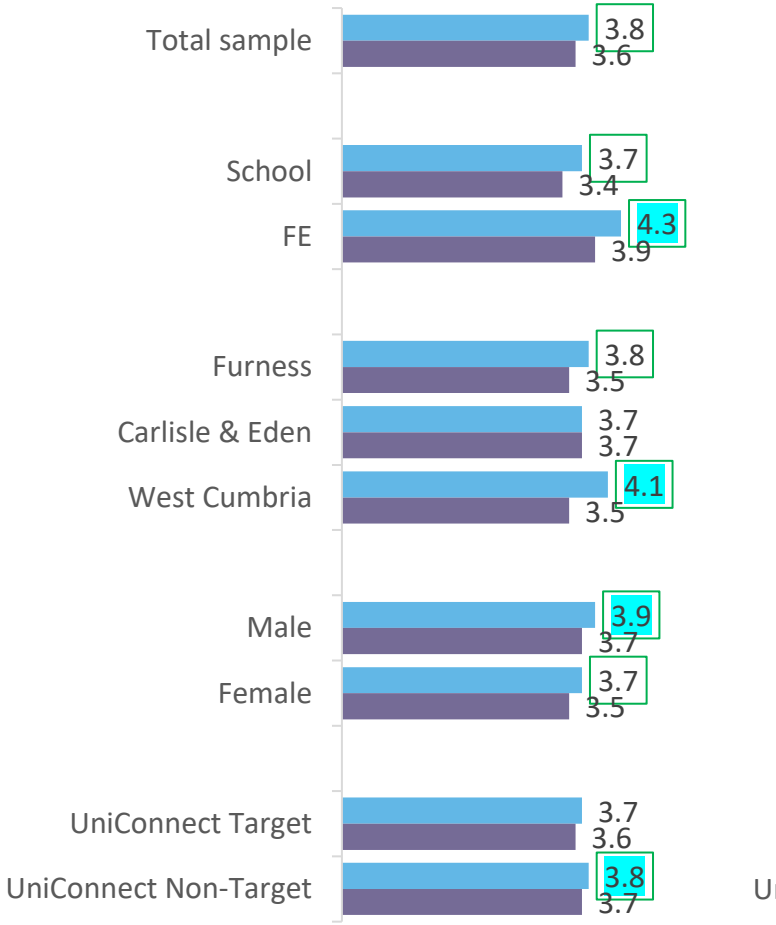
Wave 2 Mean scores (Year Groups 10-13) | Wave 1 Mean Scores (Year Groups 9-12)

Total Themes – Mean scores by sub-group (3 of 3)

Total Learners
Wave 1 = 1,690;
Wave 2 = 1,988

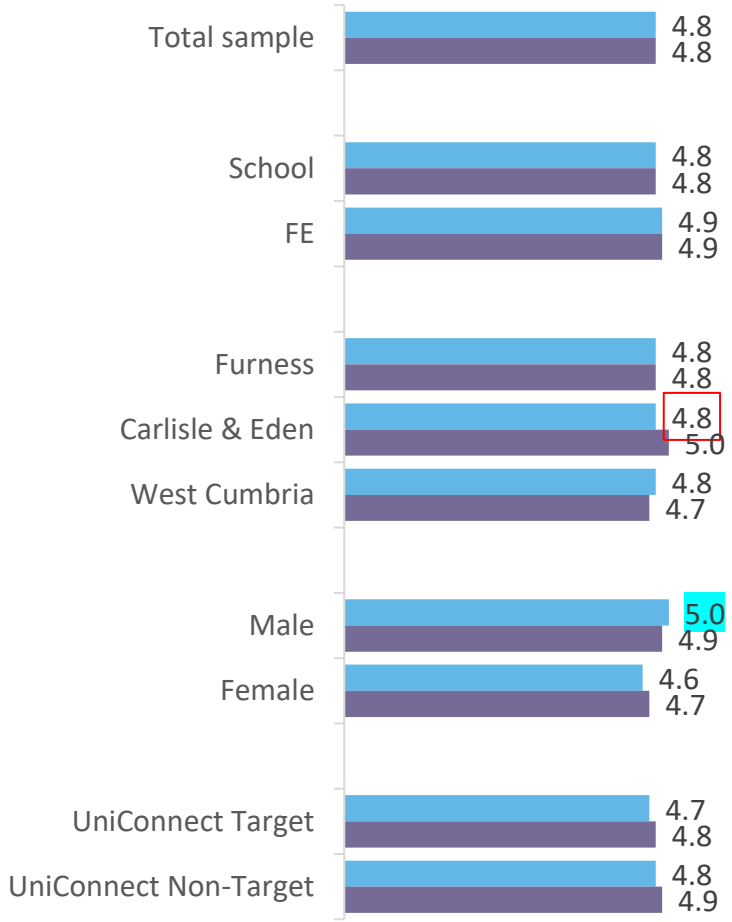
My Knowledge of and Understanding about HE

Weaker predictor of Intention to study at HE



Developing Awareness of me and how to reach my goals

Weaker predictor of Intention to study at HE



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Data shows **Mean scores** on 7-point agreement scale questions, where **1** is **Strongly Disagree** & **7 Strongly Agree**.

The themes 'My Knowledge of and understanding about HE' and 'Developing awareness of me and how to reach my goals' have a weaker (although still statistically significant) association with 'Intention to Study at HE'.
The scores on this page show the themes as a whole i.e. the combined scores of all questions/variables within the theme.
The key variable for 'My Knowledge of and understanding about HE' is the golden question "I know about different routes/ways to get into HE" and for 'Developing awareness of me and how to reach my goals' it is "I Know how I learn best".

Scores are generally lower across the board for the theme 'My Knowledge of and understanding about HE' Vs the other 4 themes in the study. However, there have been significant improvements since Wave 1. At a total sample level, mean scores have increased from 3.6 in Wave 1 to 3.8 in Wave 2. There have also been improvements among both school & FE age pupils, pupils in Furness & West Cumbria and among Non-target Uni Connect pupils. Scores are also up among both boys & girls.

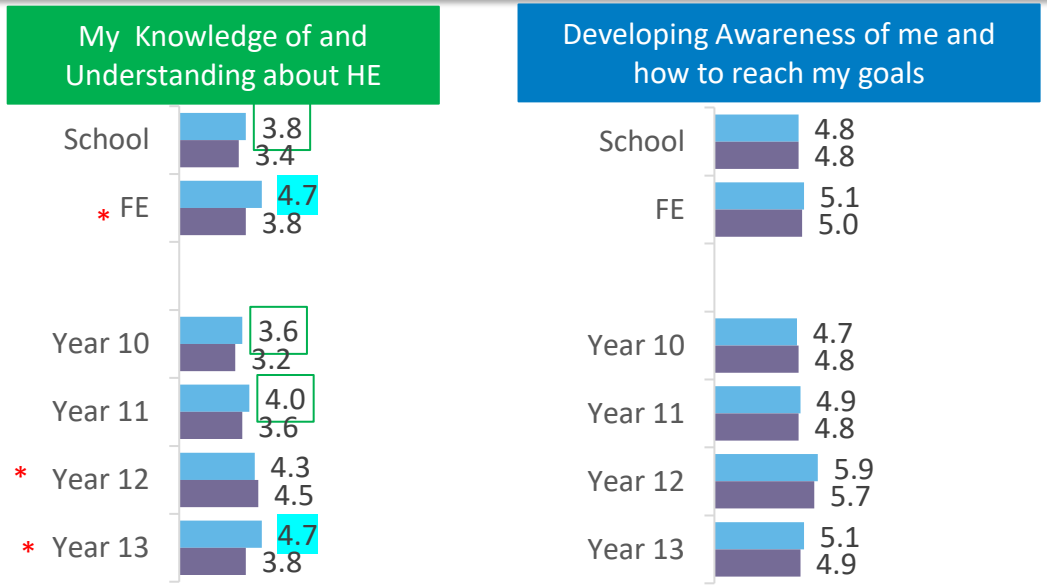
Scores are higher for the theme 'Developing awareness of me and how to reach my goals', with a mean score of 4.8 overall. Scores have been stable since Wave 1, apart from a small drop in Carisle & Eden. Little difference between the different demographic groups on this theme, although boys slightly stronger than girls.

Wave 2 Mean scores (Year Groups 10-13)
Wave 1 Mean Scores (Year Groups 9-12)

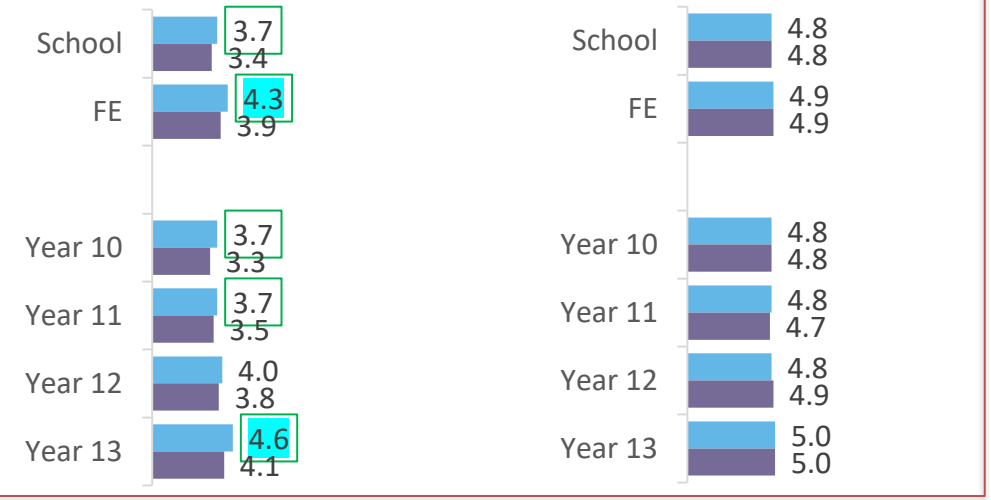
Total Themes – Mean scores by Year Group

Same Learners = 402

*Caution small sample



Total Learners
Wave 1 = 1,690; Wave 2 = 1,988



Data shows **Mean scores** on 7-point agreement scale questions, where **1** is **Strongly Disagree** & **7 Strongly Agree**.

Movements in mean scores for the theme 'My Knowledge of and understanding about HE' are similar in both the Same learners and Total learners' sample, with improvements Vs Wave 1 among both school age pupils (Years 10 & 11) and year 13s (although the latter movement is only statistically significant in the total learners' sample).

Unsurprisingly, year 13s are more secure in their knowledge and understanding about HE than the younger year groups (in both samples).

No significant differences or year on year changes by year group for the theme 'Developing awareness of me and how to reach my goals'.

Please note that the year groups shown relate to the year the pupil was in at the time of the Wave 2 survey (academic year 2022/2023). Due to the requirement to follow pupils through year groups; the Wave 1 data relates to the previous year group in each case.

Wave 2 Mean scores (Year Groups 10-13)

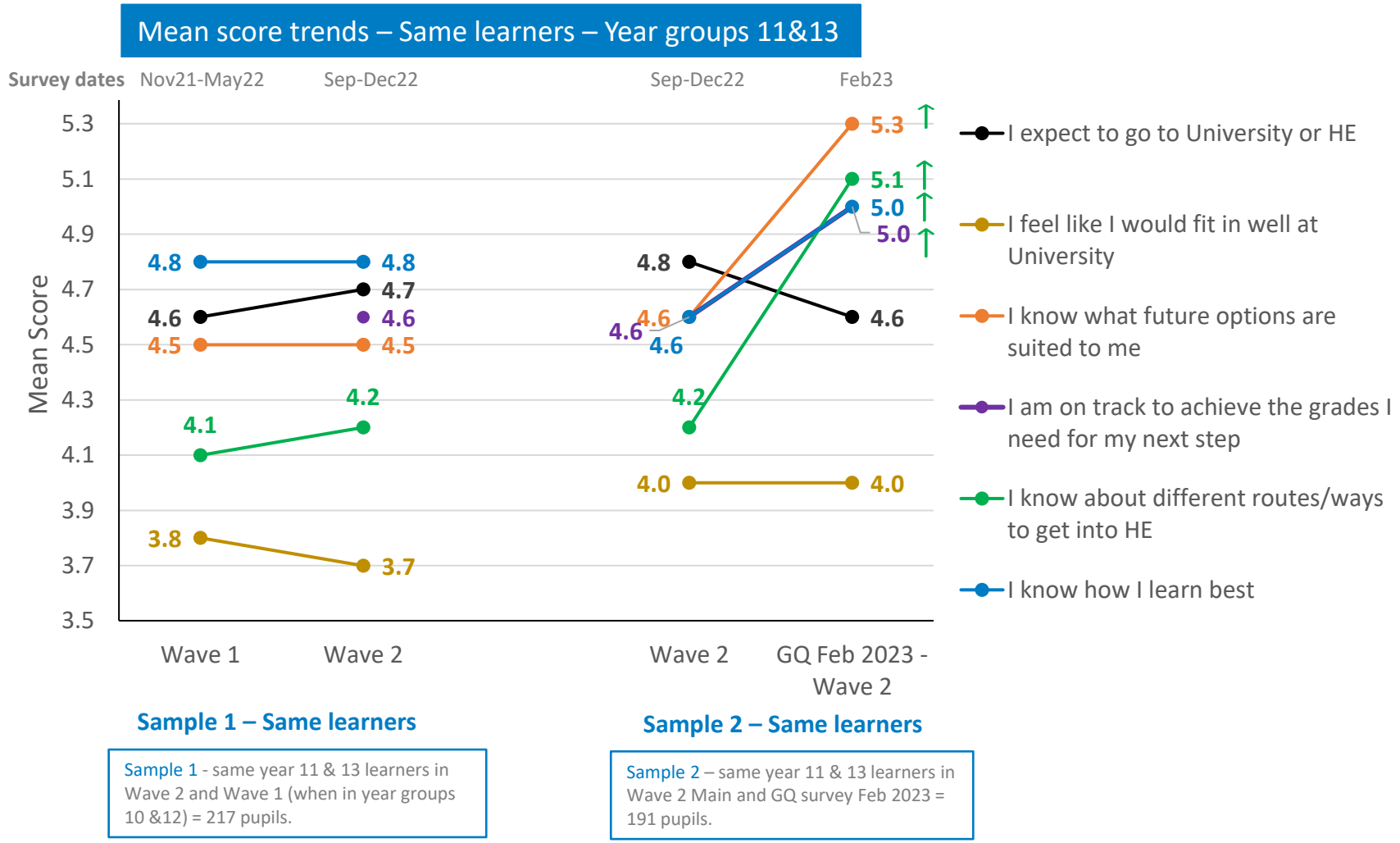
Wave 1 Mean Scores (Year Groups 9-12)

Golden questions Trends

Same learners

Golden Questions – trends - Year Groups 11&13

Data shows **Mean scores** on 7-point agreement scale questions, where **1** is **Strongly Disagree** & **7 Strongly Agree**.



Sample 1 – Same learners

Sample 1 - same year 11 & 13 learners in Wave 2 and Wave 1 (when in year groups 10 &12) = 217 pupils.

Sample 2 – Same learners

Sample 2 – same year 11 & 13 learners in Wave 2 Main and GQ survey Feb 2023 = 191 pupils.

Very little movement in agreement with the Golden questions between Wave 1 (Nov 21 to May 22) and Wave 2 (Sep – Dec 22).

However, between the main Wave 2 survey in Sep-Dec 2022 and the Golden question survey in Feb 2023 there were significant improvements in :

- I know what future options are suited to me
- I know about different routes/ways to get into HE
- I know how I learn best
- I am on track to achieve the grades I need for my next step

These uplifts have come mainly from Uni Connect Non-target pupils, although there have also been some directional improvements among target pupils (see next slide)

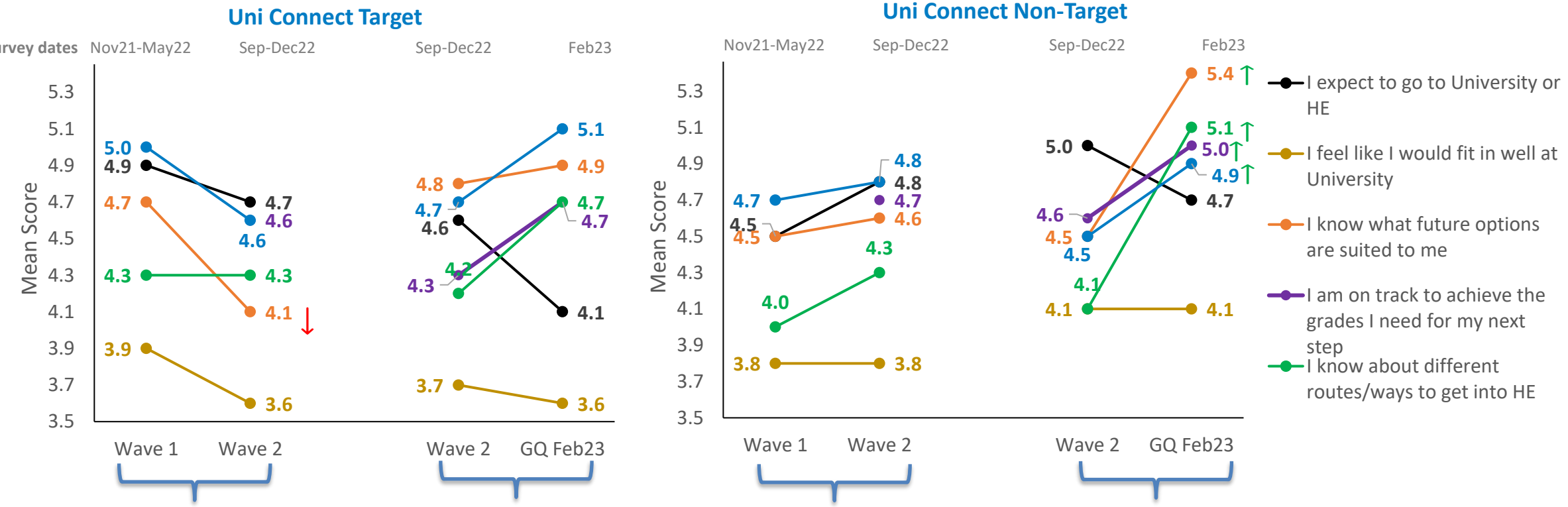
Notably though there has been no significant improvement in Intention to study at HE or its key driver "I feel like I would fit in well at University". Generally, agreement with this statement is low and Hello Future must work with pupils to build their confidence and understanding of university and how they might fit in.

NB: although the slight drop in Intention to study at HE is not significant at this total sample level, the drop is significant among year 11s (from 4.8 to 4.4) and boys (from 5.1 to 4.3).

Golden Questions – trends - Year Groups 11&13

Data shows **Mean scores** on 7-point agreement scale questions, where **1** is **Strongly Disagree** & **7 Strongly Agree**.

Mean score trends – Same learners – Year groups 11&13



Sample 1 – Same learners

Sample 1 - same year 11 & 13 learners in Wave 2 and Wave 1 (when in year groups 10 &12) = 47/64 pupils.

***Sample 2 – Same learners**

Sample 2 – same year 11 & 13 learners in Wave 2 Main and GQ survey Feb 2023 = 30 pupils.

Sample 1 – Same learners

Sample 1 - same year 11 & 13 learners in Wave 2 and Wave 1 (when in year groups 10 &12) = 166/115 pupils.

Sample 2 – Same learners

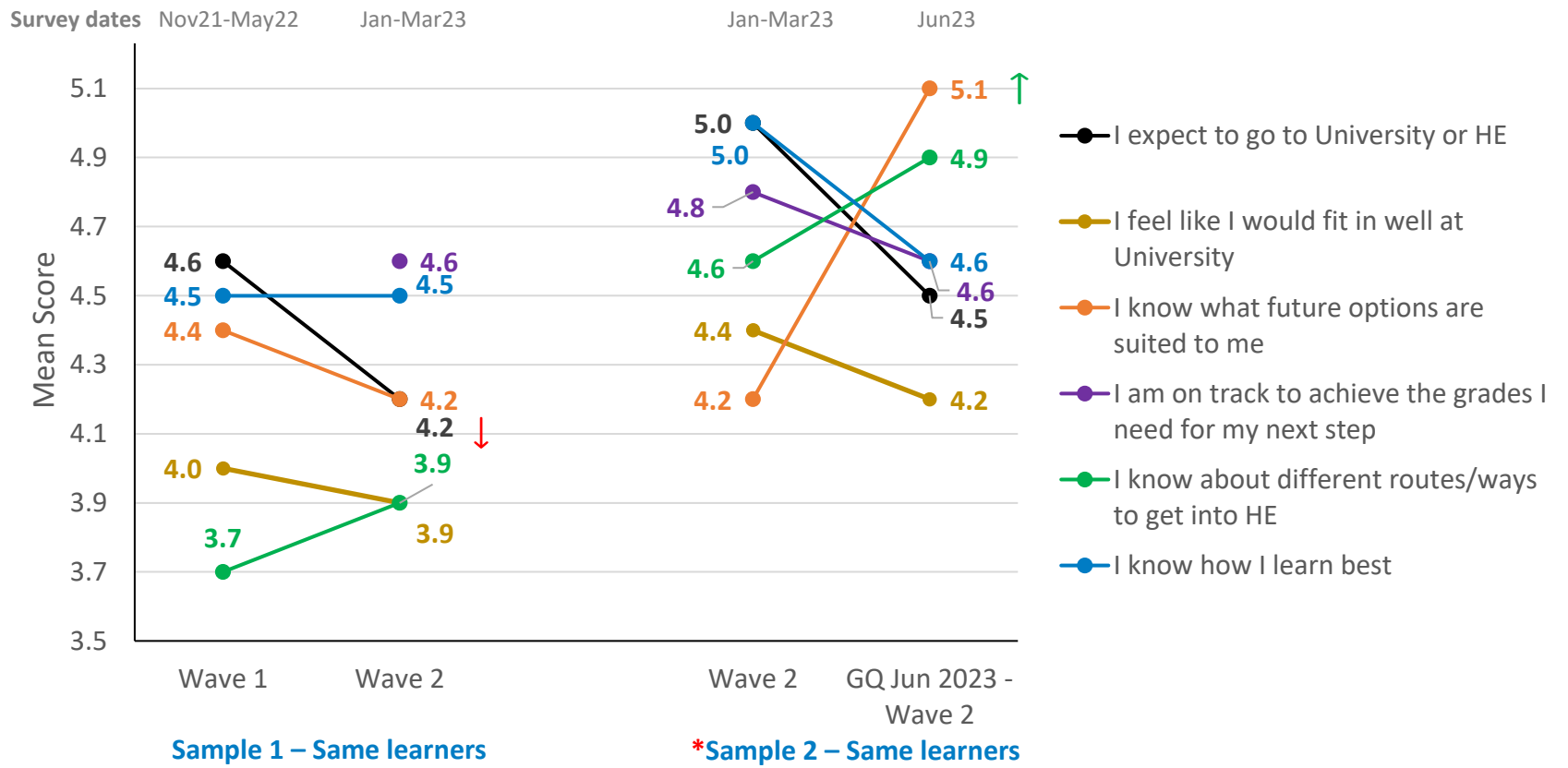
Sample 2 – same year 11 & 13 learners in Wave 2 Main and GQ survey Feb 2023 = 154 pupils.

*Caution small sample

Golden Questions – trends - Year Groups 10&12

Data shows **Mean scores** on 7-point agreement scale questions, where **1** is **Strongly Disagree** & **7 Strongly Agree**.

Mean score trends – Same learners – Year groups 10&12



Sample 1 – Same learners

Sample 1 - same year 10 & 12 learners in Wave 2 and Wave 1 (when in year groups 9 &11) = 182 pupils.

***Sample 2 – Same learners**

Sample 2 – same year 10 & 12 learners in Wave 2 Main and GQ survey Feb 2023 = 41 pupils.

Among Year 10 and 12s, Intention to study at HE dropped between the Wave 1 survey in Nov21-May22 and the Wave 2 survey in Jan-Mar 23, from a mean score of 4.6 to 4.2. This drop has come mainly from year 10s (from 4.6 to 4.2) and boys (from 4.4 to 3.8).

Between Wave 2 (Jan – Mar 2023) and the GQ survey in June 2023, this measure was down again and although the movement at a total sample level was not significant, among Uni Connect target pupils there was a significant drop on this measure (from 4.5 to 3.2).

There has been a significant improvement in agreement with the statement "I know what future options are suited to me" though, in the latest GQ survey. This has come from both Uni Connect Target and Non-Target pupils. However, this is only a mid-strength driver of Intention to study at HE. The key driver, "I feel like I would fit in well at University" is relatively stable and also low compared with other measures. Building pupil's confidence and understanding of university and how they might fit in should be a focus for future interventions.

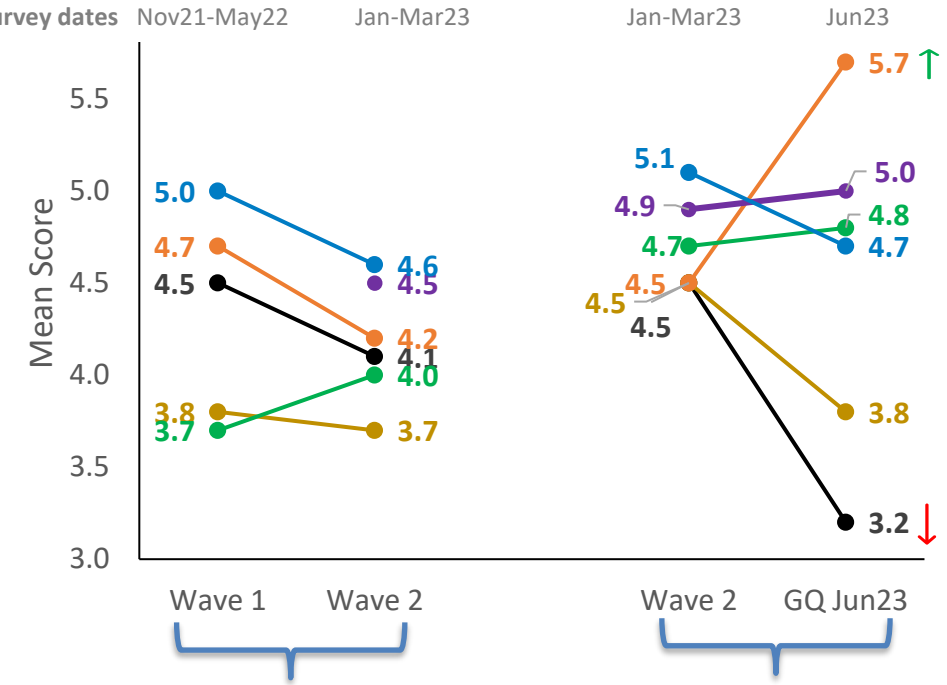
*Caution small sample

Golden Questions – trends - Year Groups 10&12

Data shows **Mean scores** on 7-point agreement scale questions, where **1** is **Strongly Disagree** & **7 Strongly Agree**.

Mean score trends – Same learners – Year groups 10&12

Uni Connect Target



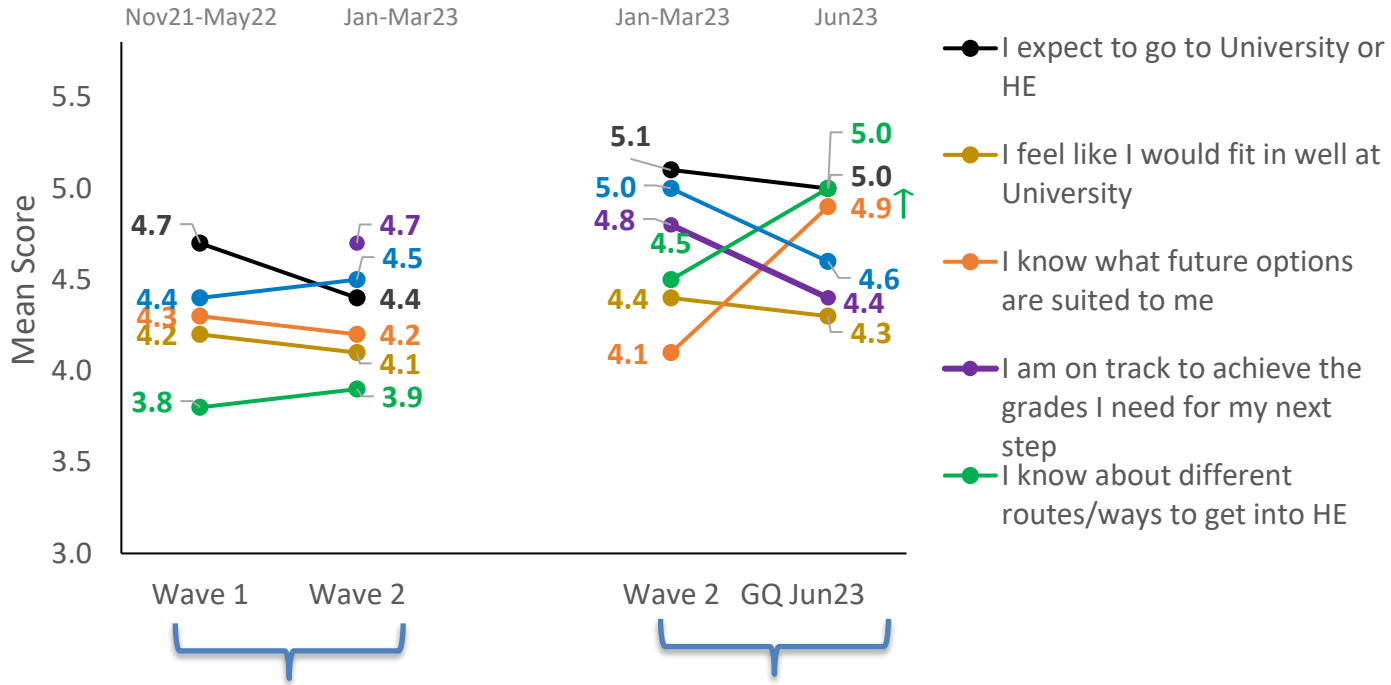
***Sample 1 – Same learners**

Sample 1 - same year 10 & 12 learners in Wave 2 and Wave 1 (when in year groups 9 &11) = 58/36 pupils.

***Sample 2 – Same learners**

Sample 2 – same year 10 & 12 learners in Wave 2 Main and GQ survey Feb 2023 = 11 pupils.

Uni Connect Non-Target



Sample 1 – Same learners

Sample 1 - same year 10 & 12 learners in Wave 2 and Wave 1 (when in year groups 9 &11) = 114/72 pupils.

***Sample 2 – Same learners**

Sample 2 – same year 10 & 12 learners in Wave 2 Main and GQ survey Feb 2023 =30 pupils.

*Caution small sample

Golden Questions – Sample structure/size

	GQ Feb 2023 – Year 11&13s		GQ Jun 2023 – Year 10&12s	
	Sample 1 (W1 Vs W2)	Sample 2 (W2 Vs GQ)	Sample 1 (W1 Vs W2)	Sample 2 (W2 Vs GQ)
Total	217	191	182	41
Y10	-	-	180	21
Y11	196	172	-	-
Y12	-	-	2	20
Y13	21	19	-	-
Male	92	73	100	11
Female	116	112	71	28
UC Target	W1=64; W2=47	30	W1=36; W2=58	11
UC Non-Target	W1=115; W2=166	154	W1=72; W2=114	30
Furness	158	45	166	19
West Cumbria	42	43	14	4
Carlisle & Eden	17	103	2	18

Where sample sizes don't add to total sample, respondent either didn't answer question or allocated to 'Other' category.

Individual Themes

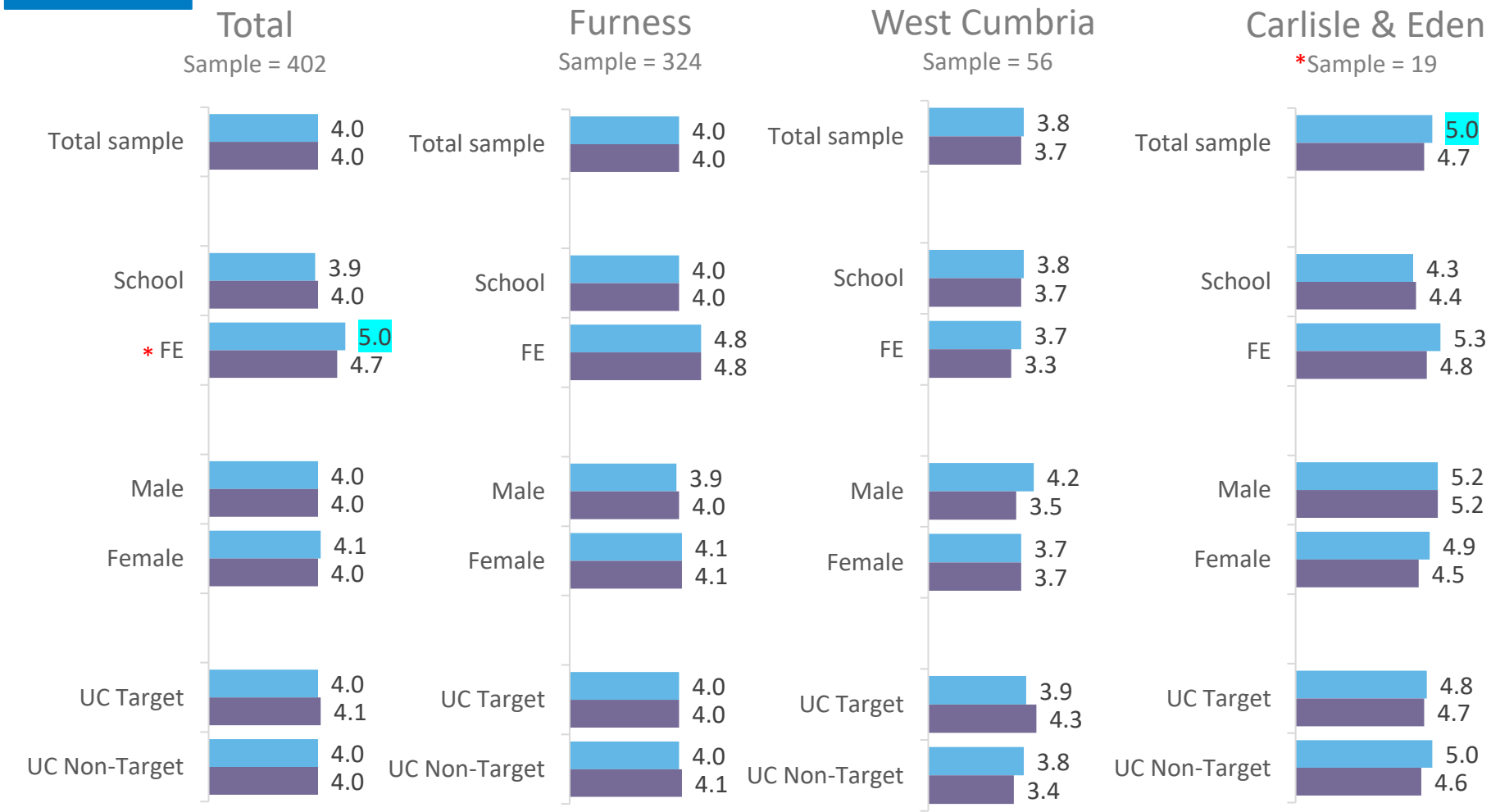
hello future.

My Transition into Higher Education

Overall theme by Sub-group and Region

Same Learners

My Transition into Higher Education



The theme 'My Transition into Higher Education' has an overall mean score of 4.0. This is higher among those in FE and in the Carlisle & Eden region, but there are no differences by gender or Uni Connect status.

No significant differences by sub-group within region and no significant movements Vs Wave 1.

Wave 2 Mean scores (Year Groups 10-13) | Wave 1 Mean Scores (Year Groups 9-12)

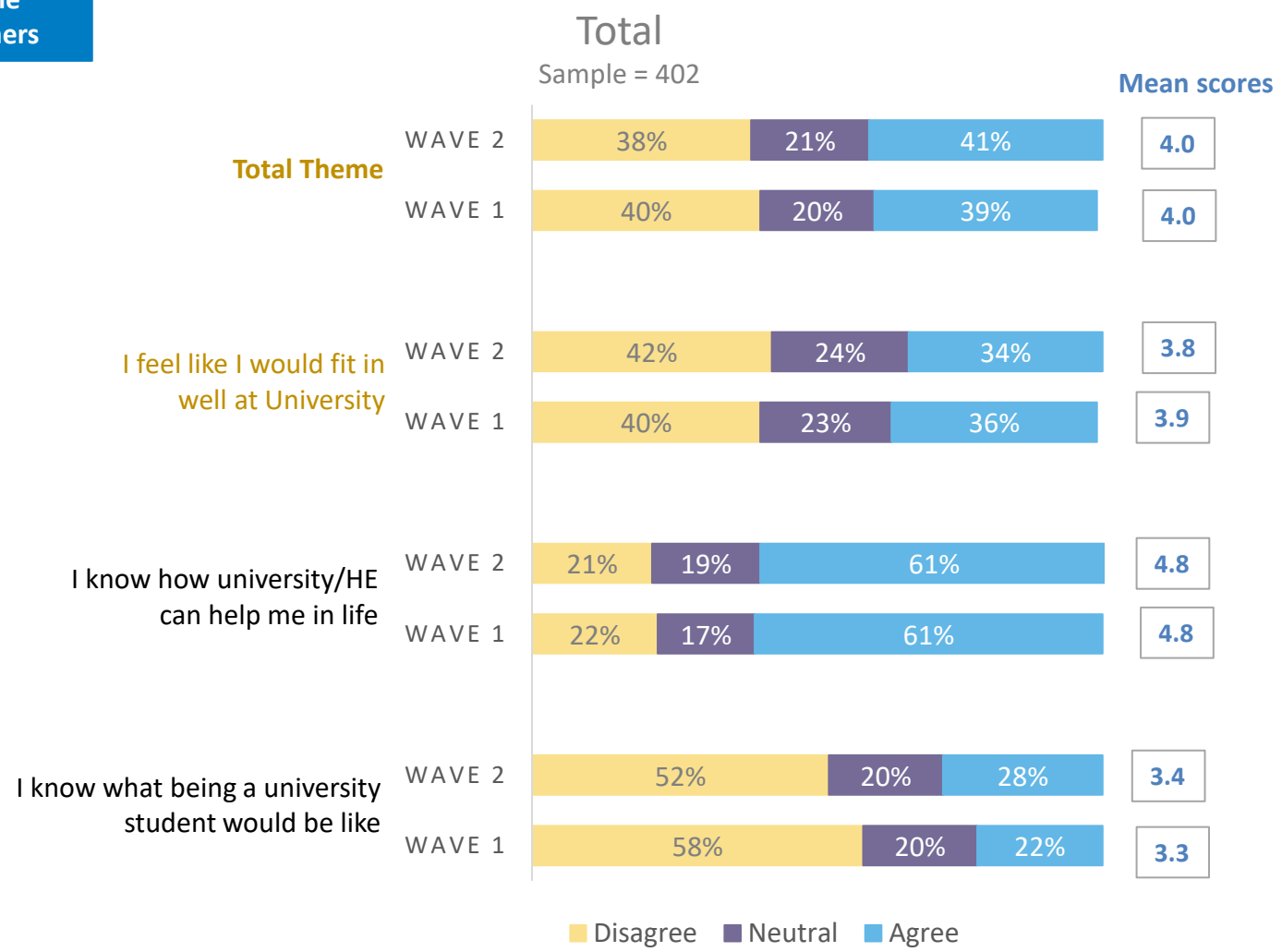
*Caution small sample

Q. **How much do you agree or disagree…?** Scores show mean responses to 7-point agreement scale questions, where **1** is **Strongly Disagree** and **7 Strongly Agree**.

Theme by Individual agreement scale

Same Learners

My Transition into Higher Education



Of the scales that make up the theme 'My Transition into Higher Education', pupils agree most with "I know how university/HE can help me in life". 61% of pupils agree with this statement.

However, many pupils (over half) disagree that they "know what being a university student would be like", indicating that they need more support and information in this area.

"I feel like I would fit in well at University" is the statement that represents this theme best (it is the Golden question) and here a third of pupils feel that they would be suited to university. However, 42% feel that they wouldn't, again indicating that they may need more information on life as a student and how they would fit into that.

Scores show responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree. Disagree = 1-3, Neutral = 4, Agree = 5-7.

Mean scores by Region

Same Learners

My Transition into Higher Education

Scores for the theme and individual statements are higher across the board in Carlisle & Eden (Vs Furness & West Cumbria). All scores have been very stable since Wave 1 with no significant movements.

*Caution small sample

Q. **How much do you agree or disagree…?** Scores show mean responses to 7-point agreement scale questions, where **1** is **Strongly Disagree** and **7 Strongly Agree**.

Wave 2 Mean scores (Year Groups 10-13) | Wave 1 Mean Scores (Year Groups 9-12)

Mean scores by Region

Total Learners

My Transition into Higher Education

Scores for the theme and individual statements are higher across the board in Carlisle & Eden (Vs Furness & West Cumbria), however, there have also been declines in the Carlisle & Eden region Vs Wave 1 with less pupils feeling like they would fit in at university and knowing how it could help them in life.

Wave 2 Mean scores (Year Groups 10-13) | Wave 1 Mean Scores (Year Groups 9-12)

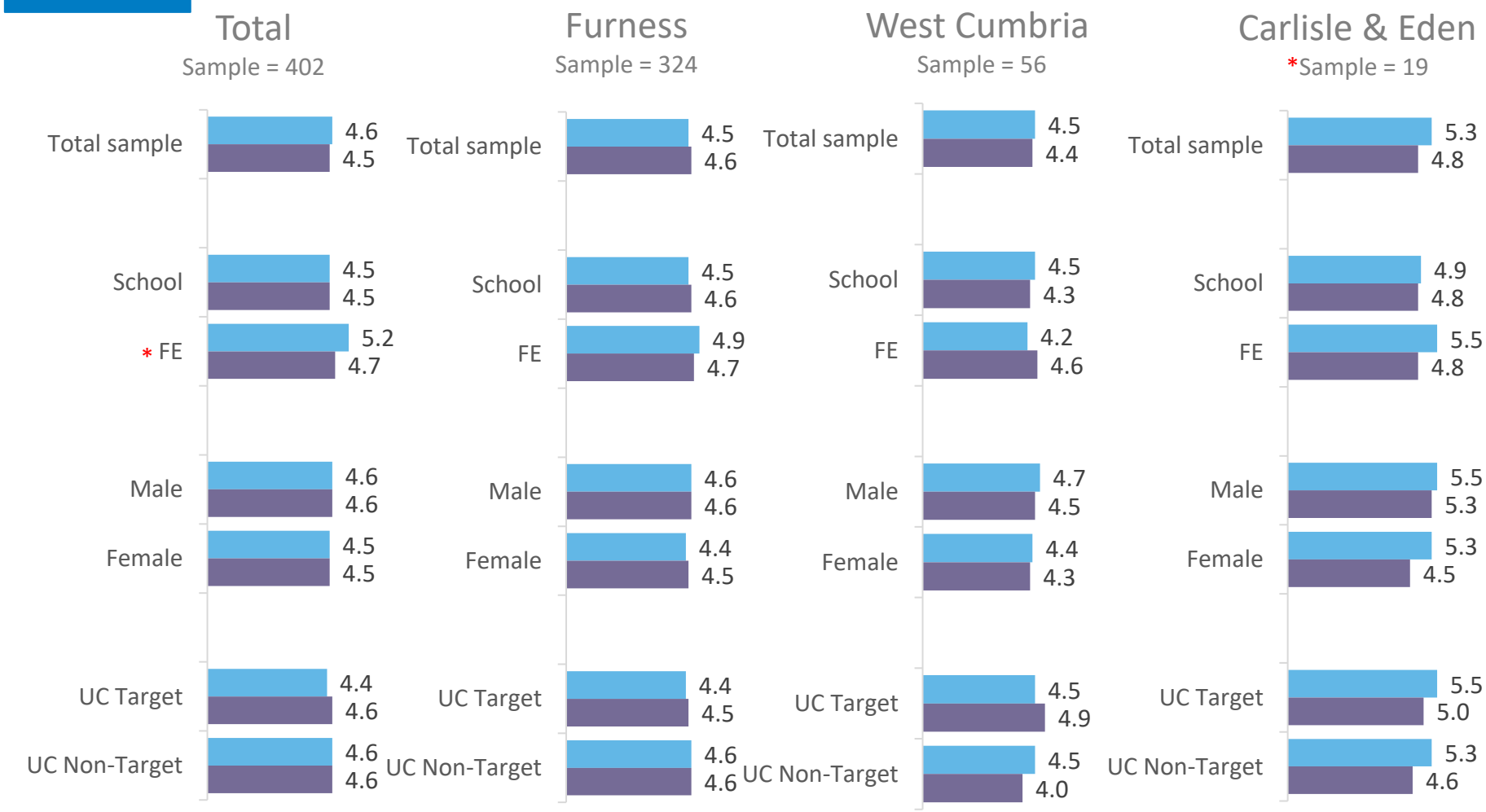
Q. **How much do you agree or disagree…?** Scores show mean responses to 7-point agreement scale questions, where **1** is **Strongly Disagree** and **7 Strongly Agree**.

My Ideas, Self-belief and Personal expectations

Overall theme by Sub-group and Region

Same Learners

My Ideas, Self-Belief and Personal Expectations



The theme 'My Ideas, Self-Belief and Personal Expectations' has an overall mean score of 4.6.

No significant differences by sub-group or region and no significant movements Vs Wave 1.

*Caution small sample

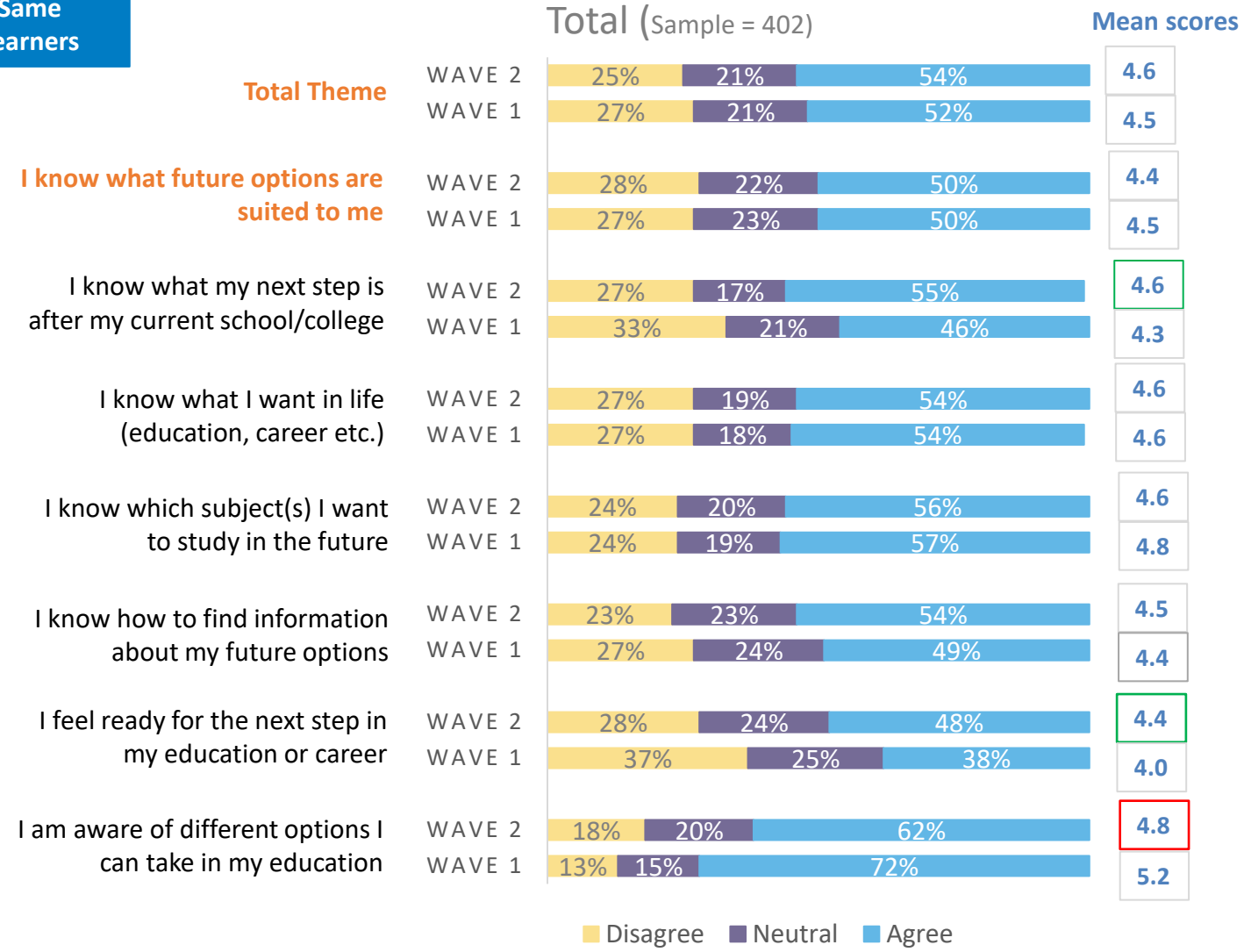
Q. **How much do you agree or disagree…?** Scores show mean responses to 7-point agreement scale questions, where **1** is **Strongly Disagree** and **7 Strongly Agree**.

Wave 2 Mean scores (Year Groups 10-13) | Wave 1 Mean Scores (Year Groups 9-12)

Theme by Individual agreement scale

Same Learners

My Ideas, Self-Belief and Personal Expectations



Of the scales that make up the theme 'My Ideas, Self-Belief and Personal Expectations', pupils agree most with "I am aware of different options I can take in my education". 62% of pupils agree with this statement, although this represents a significant drop since the previous wave when at 72%.

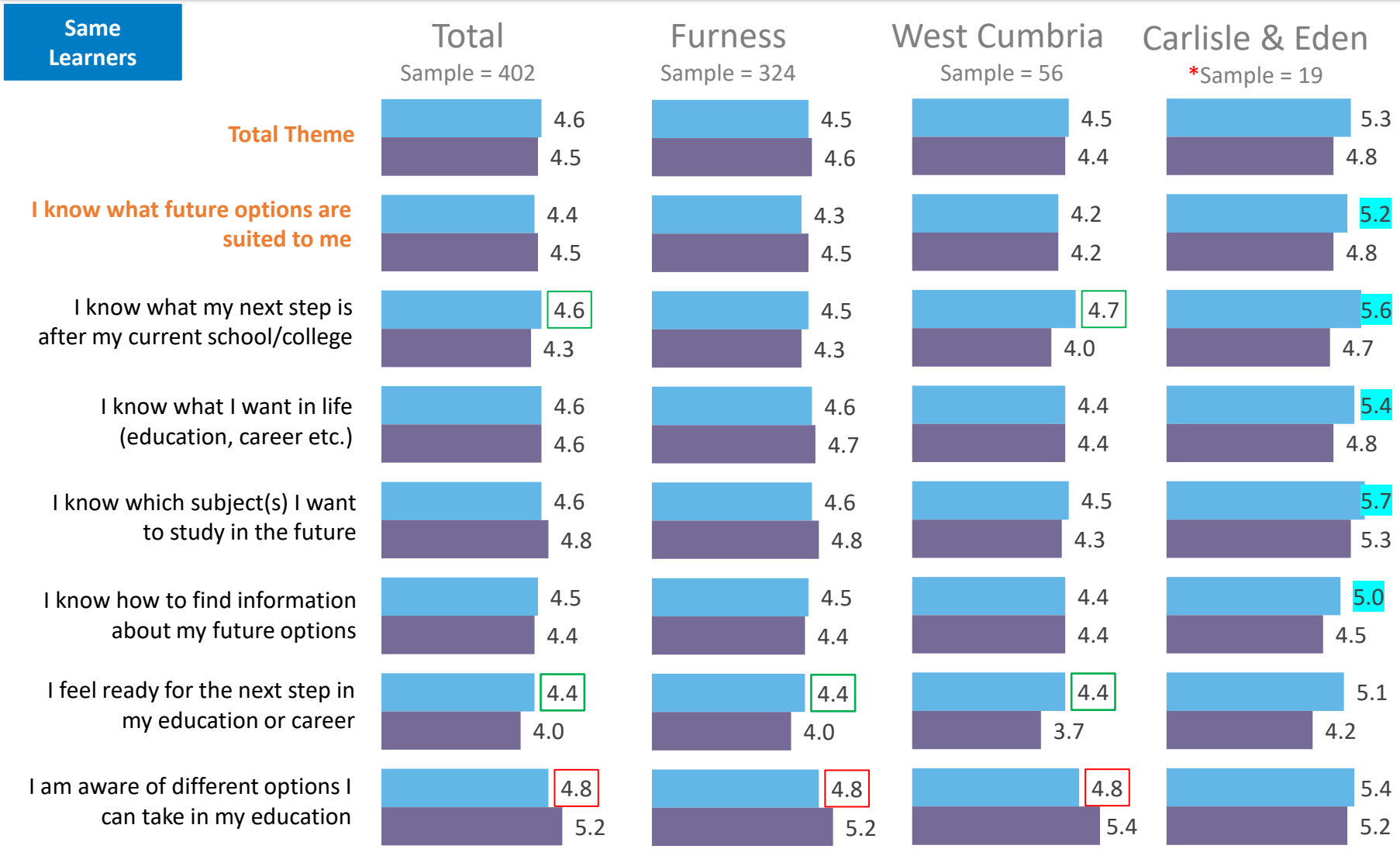
However, there has been an improvement since Wave 1 on the statements "I know what my next step is after my current school/college" and "I feel ready for the next step in my education/career".

"I know what future options are suited to me" is the statement that represents this theme best (it is the Golden question) and here half of pupils feel that they know what future options are suited to them. This is in line with last year.

Scores show responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree. Disagree = 1-3, Neutral = 4, Agree = 5-7.

Mean scores by Region

Same Learners



*Caution small sample

Q. **How much do you agree or disagree…?** Scores show mean responses to 7-point agreement scale questions, where **1** is **Strongly Disagree** and **7 Strongly Agree**.

My Ideas, Self-Belief and Personal Expectations

On many measures, scores for individual statements are higher in Carlisle & Eden (Vs Furness & West Cumbria).

Since Wave 1, the uplift seen on the statement "I know what my next step is after my current school/college" is most pronounced in the West Cumbria region. Directionally it is also up in Carlisle & Eden (albeit not significantly).

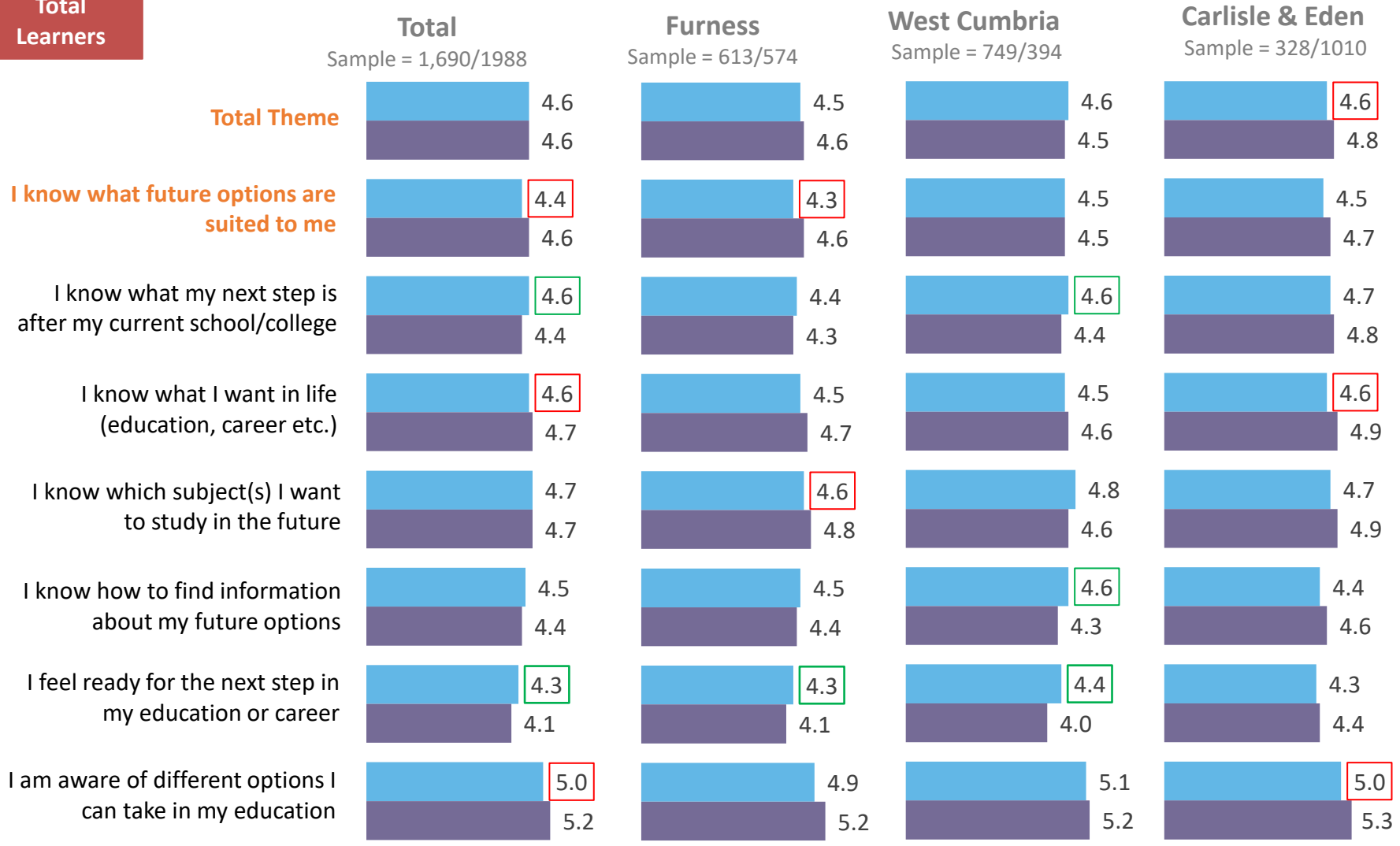
Agreement with the statement "I feel ready for the next step in my education/career" is significantly up in both Furness and West Cumbria and again directionally up in Carlisle & Eden.

The fall in the statement "I am aware of different options I can take in my education" has come from both Furness and West Cumbria.

Wave 2 Mean scores (Year Groups 10-13) | Wave 1 Mean Scores (Year Groups 9-12)

Mean scores by Region

Total Learners



Q. **How much do you agree or disagree…?** Scores show mean responses to 7-point agreement scale questions, where **1** is **Strongly Disagree** and **7 Strongly Agree**.

My Ideas, Self-Belief and Personal Expectations

Since Wave 1, there has been an uplift on the statements "I know what my next step is after my current school/college" (mainly from the West Cumbria region) and "I feel ready for the next step in my education/career" (from Furness & West Cumbria).

However, there has been a drop on the golden question "I know what future options are suited to me" (mainly from Furness); "I know what I want in life"(from Carlisle & Eden) and "I am aware of the different options I can take in my education" (mainly Furness and Carlisle & Eden). Please note though that although significant i.e. real movements, they are all relatively small.

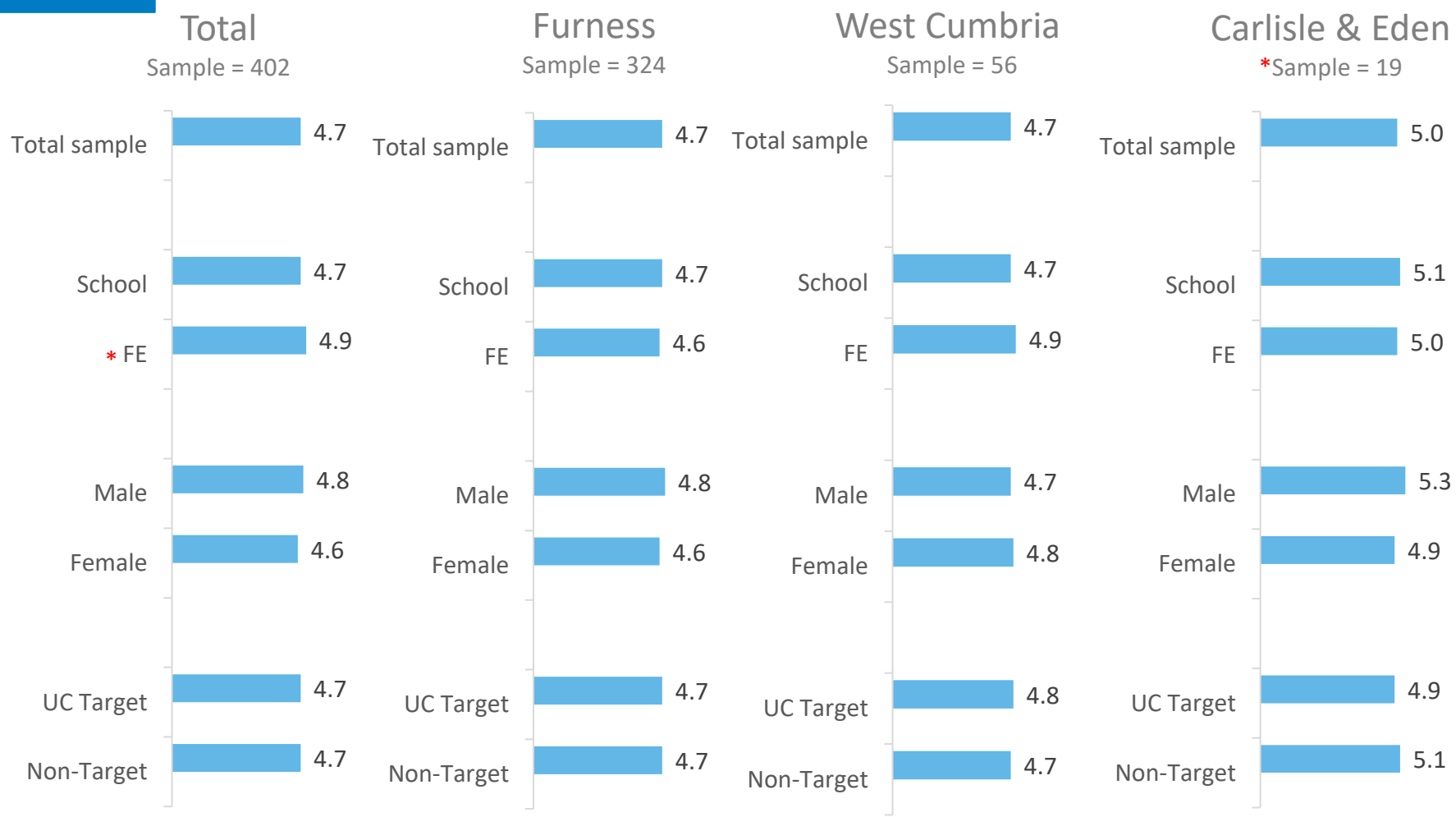
Wave 2 Mean scores (Year Groups 10-13) | Wave 1 Mean Scores (Year Groups 9-12)

My Confidence and Attainment expectations

Overall theme by Sub-group and Region

Same Learners

My Confidence and Attainment Expectations



Confidence and Attainment expectations is one of the higher scoring themes with an overall mean score of 4.7 on a 7-point scale.

Scores vary very little between demographic groups.

*Caution small sample

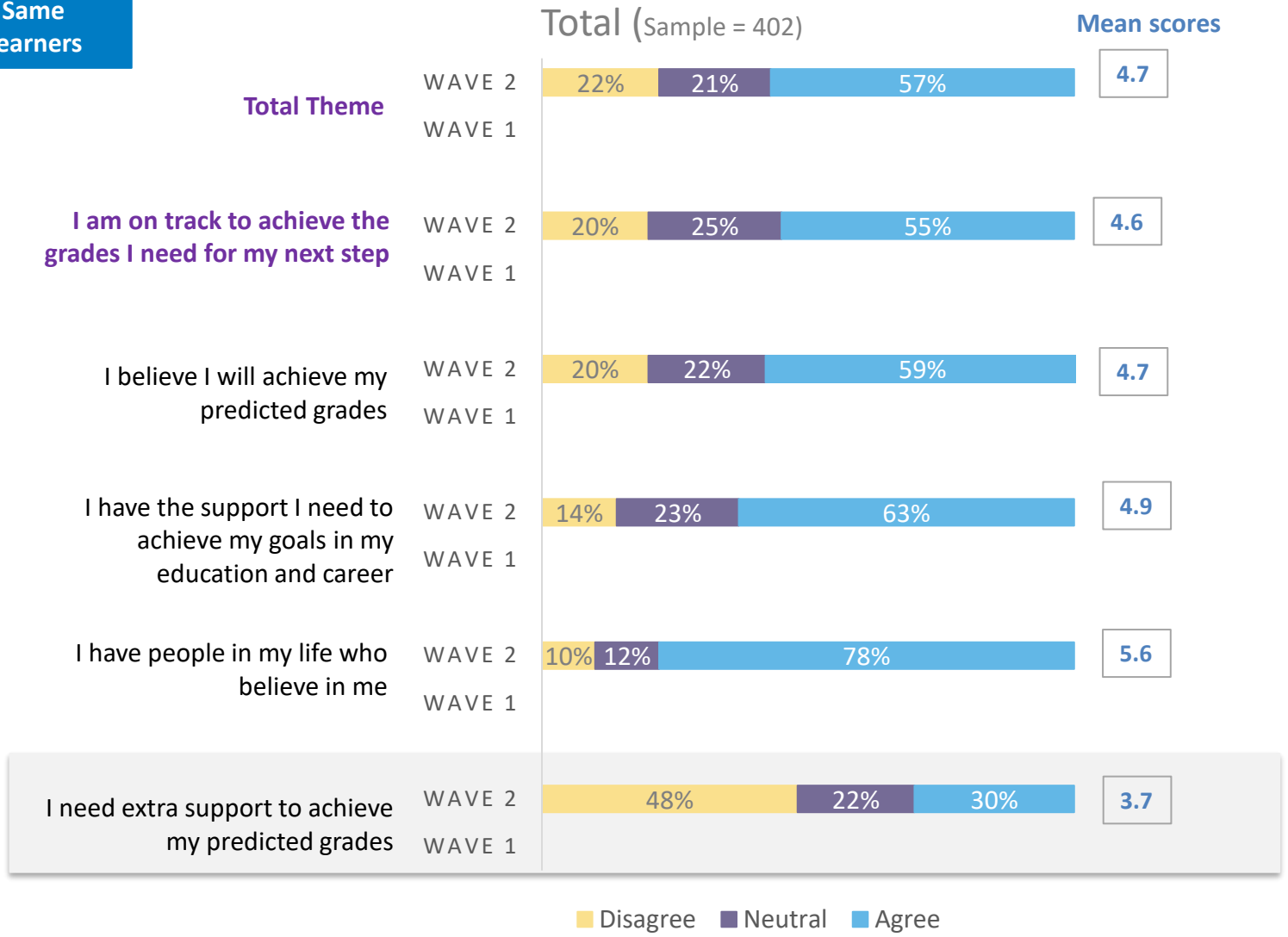
Q. **How much do you agree or disagree…?** Scores show mean responses to 7-point agreement scale questions, where **1** is **Strongly Disagree** and **7 Strongly Agree**.

Wave 2 Mean scores (Year Groups 10-13) | Wave 1 Mean Scores (Year Groups 9-12)

Theme by Individual agreement scale

Same Learners

My Confidence and Attainment Expectations



Of the scales that make up the theme 'My Confidence and Attainment Expectations', pupils agree most with "I have people in my life who believe in me". 78% of pupils agree with this statement and with a mean score of 5.6, it is the highest scoring statement in the study overall.

"I am on track to achieve the grades I need for my next step" is the statement that represents this theme best (it is the Golden question) and here over a half of pupils feel that they are on track.

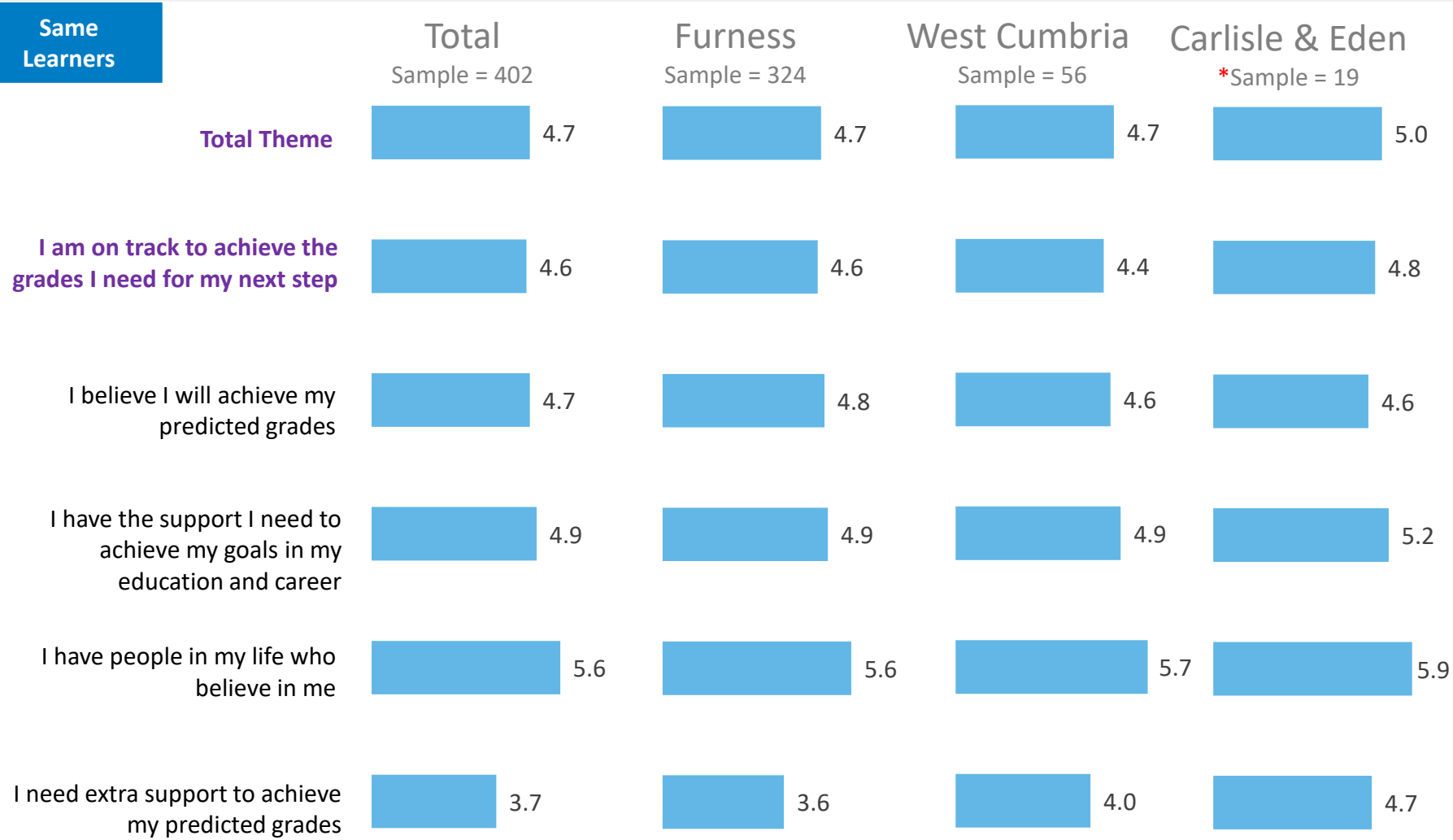
The statement "I need extra support to achieve my predicted grades" has a negative correlation with the theme overall and little/no impact on Intention to apply to HE. We, therefore, recommend that this statement is removed in future waves.

Scores show responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree. Disagree = 1-3, Neutral = 4, Agree = 5-7.

Mean scores by Region

Same Learners

My Confidence and Attainment Expectations



No significant differences in mean scores by region.

*Caution small sample

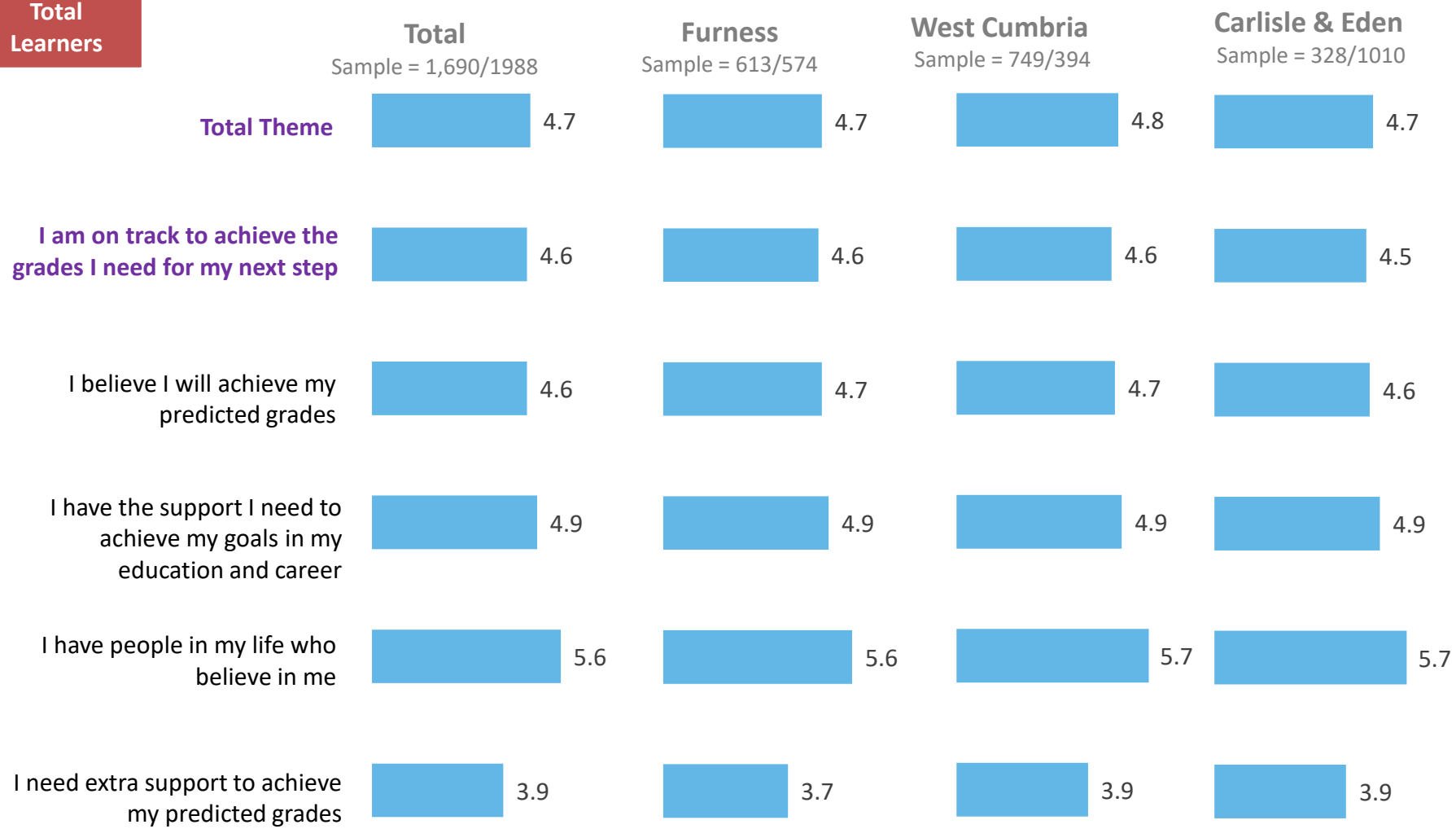
Q. **How much do you agree or disagree…?** Scores show mean responses to 7-point agreement scale questions, where **1** is **Strongly Disagree** and **7 Strongly Agree**.

Wave 2 Mean scores (Year Groups 10-13) | Wave 1 Mean Scores (Year Groups 9-12)

Mean scores by Region

Total Learners

My Confidence and Attainment Expectations



No significant differences in mean scores by region.

Wave 2 Mean scores (Year Groups 10-13)

Wave 1 Mean Scores (Year Groups 9-12)

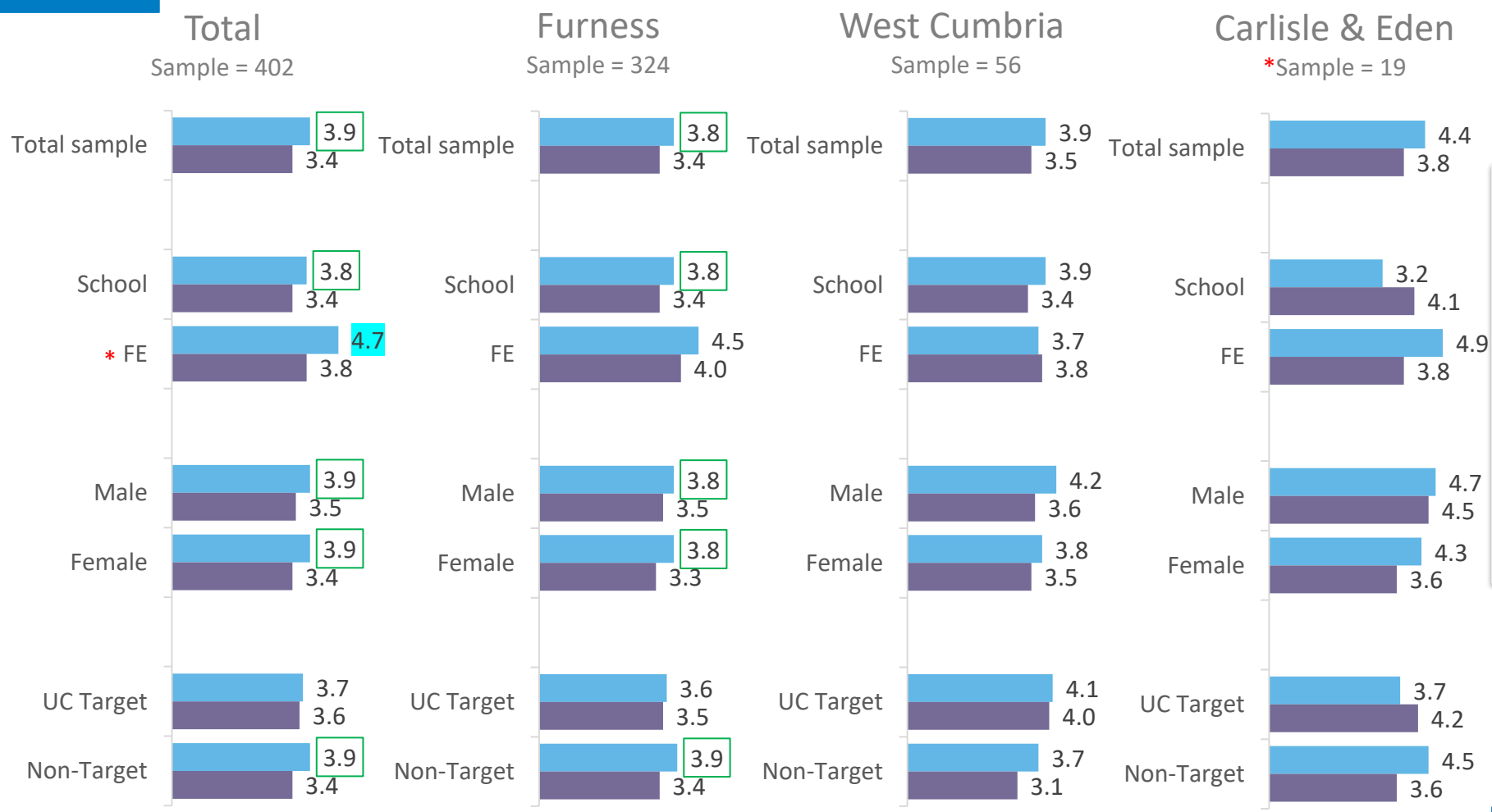
Q. **How much do you agree or disagree…?** Scores show mean responses to 7-point agreement scale questions, where **1** is **Strongly Disagree** and **7 Strongly Agree**.

My Knowledge of and understanding about Higher Education

Overall theme by Sub-group and Region

Same Learners

My Knowledge of and Understanding about HE



The theme 'My Knowledge of and Understanding about HE' is the lowest scoring theme with an overall mean score of 3.9 (although higher among FE students).
However, since Wave 1 there have been significant improvements on this theme, including among school age pupils, both girls and boys, pupils in Furness and among Non-target Uni Connect pupils.

Wave 2 Mean scores (Year Groups 10-13) | Wave 1 Mean Scores (Year Groups 9-12)

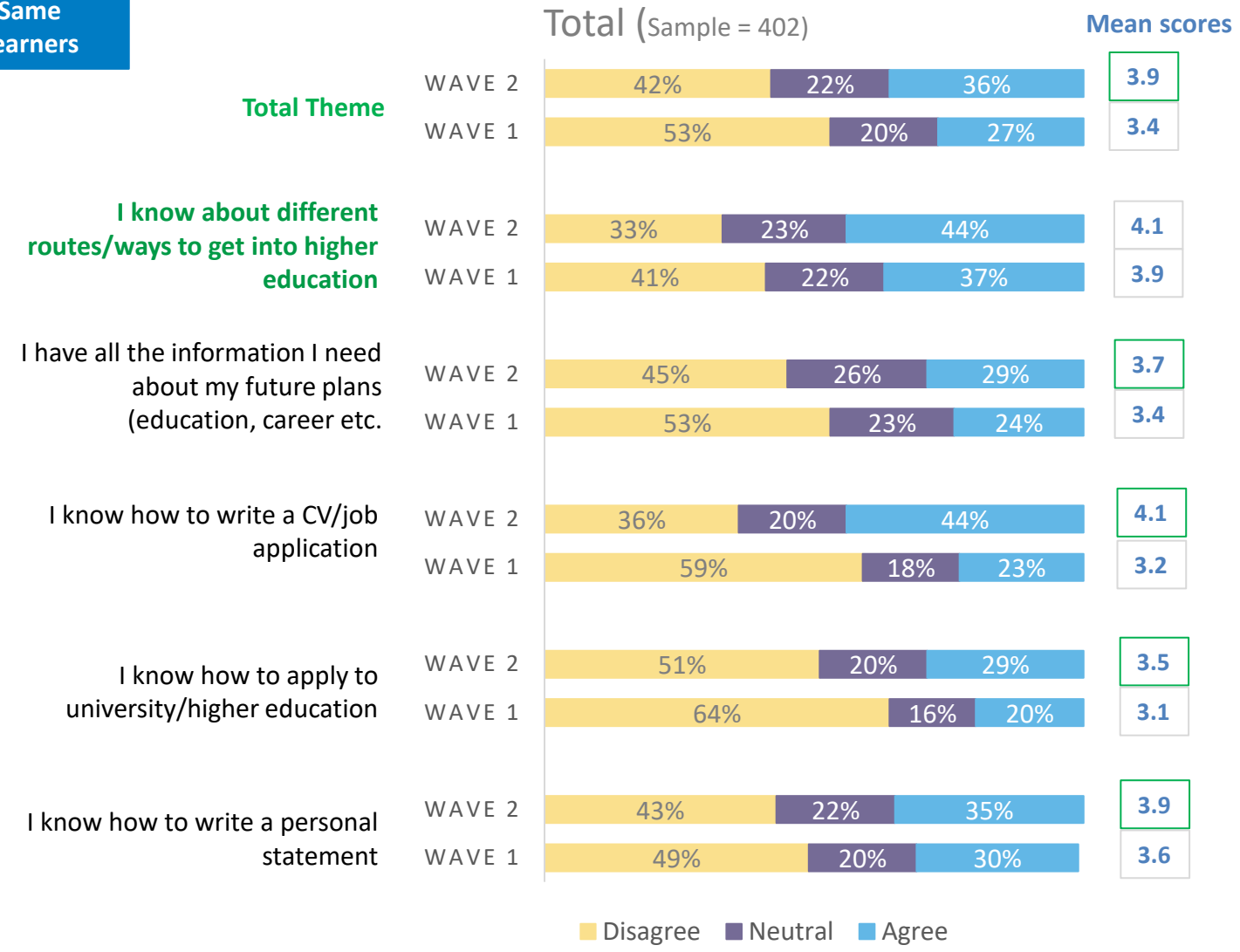
*Caution small sample

Q. **How much do you agree or disagree…?** Scores show mean responses to 7-point agreement scale questions, where **1** is **Strongly Disagree** and **7 Strongly Agree**.

Theme by Individual agreement scale

Same Learners

My Knowledge of and Understanding about HE



Mean scores are generally low across all the scales that make up the theme 'My Knowledge of and Understanding about HE', but most are also improving.

"I know about different routes/ways to get into higher education" is the statement that represents this theme best (it is the Golden question). 44% of pupils agree that they know about different routes into HE, slightly up on last year but there is room for further improvement here.

Scores show responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree. Disagree = 1-3, Neutral = 4, Agree = 5-7.

Mean scores by Region

Same Learners

My Knowledge of and Understanding about HE

The biggest uplift is on the statement "I know how to write a CV/job application" and this improvement has been seen in both the Furness and West Cumbria regions.

Wave 2 Mean scores (Year Groups 10-13)

Wave 1 Mean Scores (Year Groups 9-12)

*Caution small sample

Q. **How much do you agree or disagree…?** Scores show mean responses to 7-point agreement scale questions, where **1** is **Strongly Disagree** and **7 Strongly Agree**.

Mean scores by Region

Total Learners

My Knowledge of and Understanding about HE

The biggest uplift is on the statement "I know how to write a CV/job application" and this improvement has been seen in both the Furness and West Cumbria regions.

Wave 2 Mean scores (Year Groups 10-13) | Wave 1 Mean Scores (Year Groups 9-12)

Q. **How much do you agree or disagree…?** Scores show mean responses to 7-point agreement scale questions, where **1** is **Strongly Disagree** and **7 Strongly Agree**.

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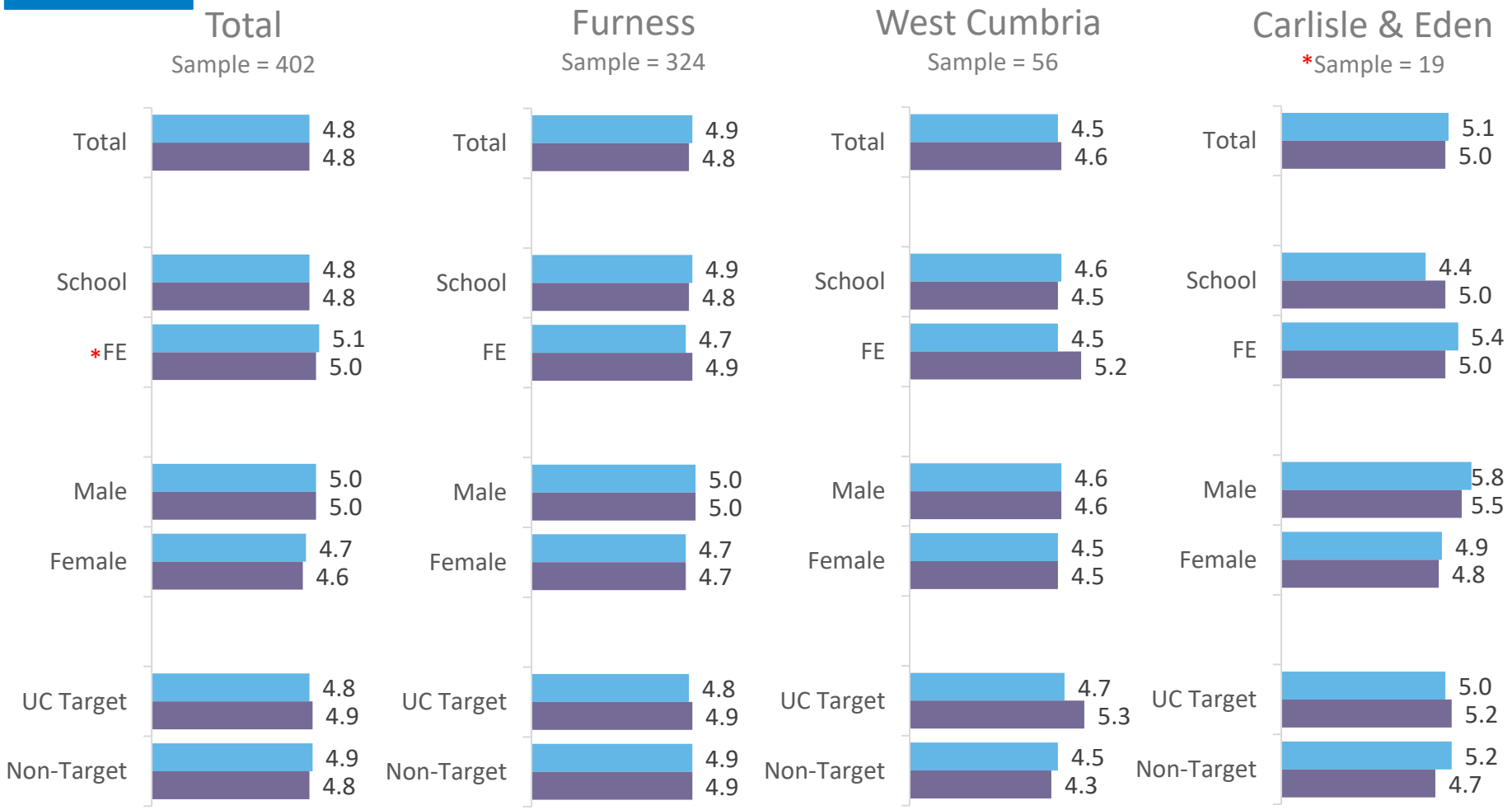
Developing awareness of me and how to reach my goals

Overall theme by Sub-group and Region

Same Learners

Developing Awareness of me and how to reach my goals



The theme 'Developing awareness of me and how to reach my goals' is the highest scoring theme with an overall mean score of 4.8.

Scores are high across the board but there are no significant differences by demographic group and no significant movements Vs Wave 1.

Wave 2 Mean scores (Year Groups 10-13) | Wave 1 Mean Scores (Year Groups 9-12)

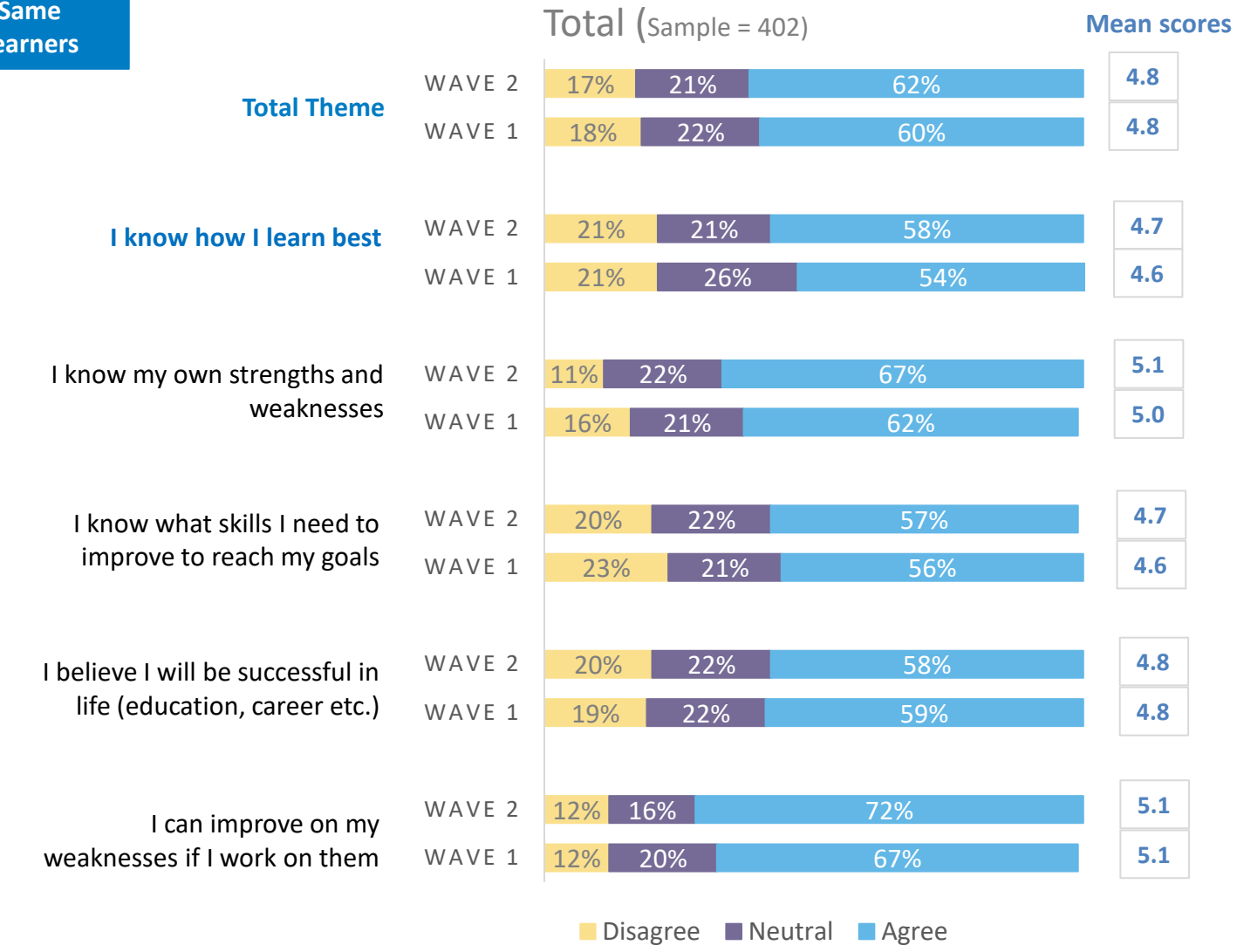
*Caution small sample

Q. **How much do you agree or disagree…?** Scores show mean responses to 7-point agreement scale questions, where **1** is **Strongly Disagree** and **7 Strongly Agree**.

Theme by Individual agreement scale

Same Learners

Developing Awareness of me and how to reach my goals



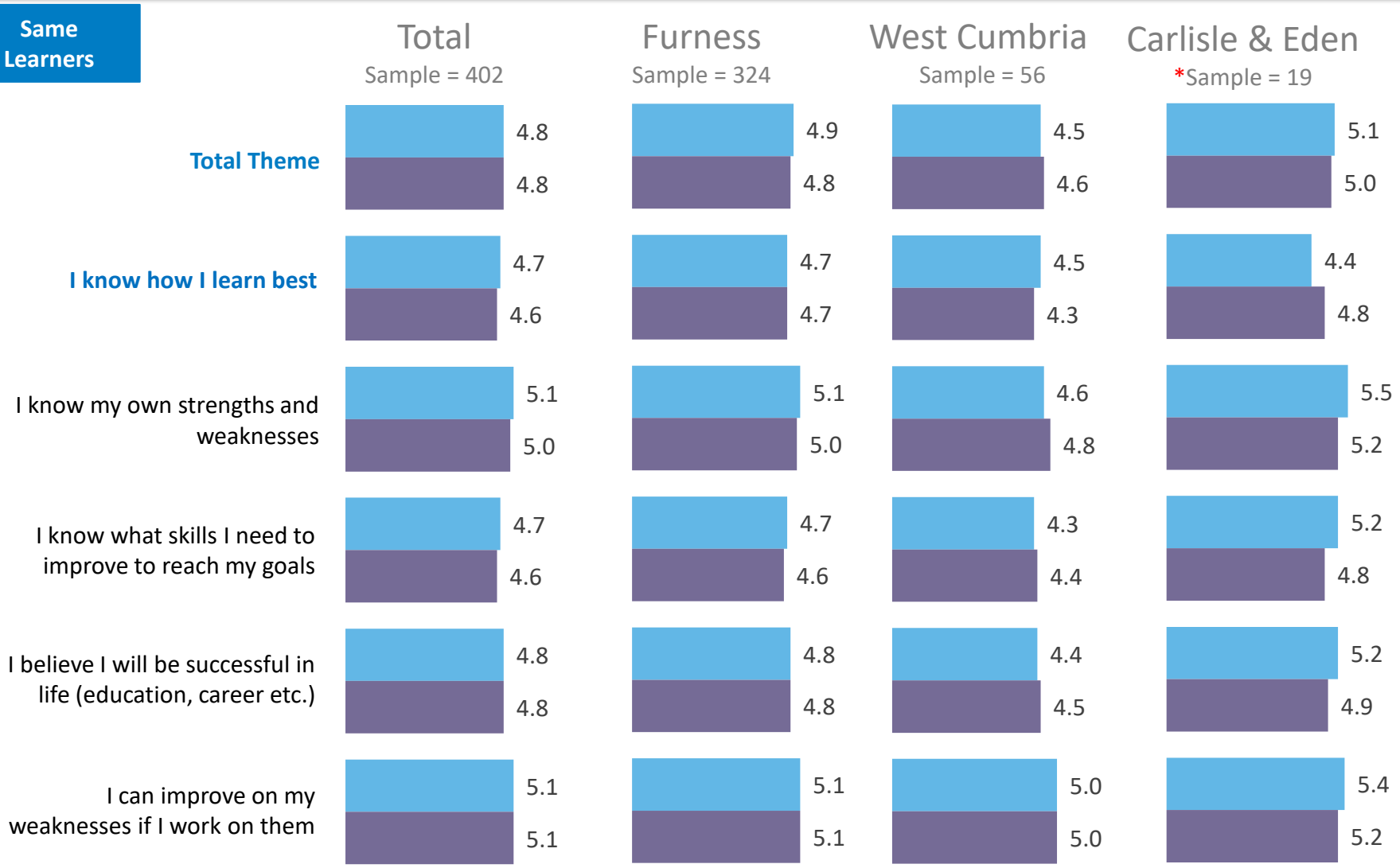
Of the scales that make up the theme 'Developing awareness of me and how to reach my goals', pupils agree most with "I can improve on my weaknesses if I work on them". 72% of pupils agree with this statement, in line with the previous year.

Scores for all statements are relatively high and stable (Vs Wave 1) including the golden question "I know how I learn best".

Scores show responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree. Disagree = 1-3, Neutral = 4, Agree = 5-7.

Mean scores by Region

Same Learners



Developing Awareness of me and how to reach my goals

No significant differences in mean scores by region.

*Caution small sample

Q. **How much do you agree or disagree…?** Scores show mean responses to 7-point agreement scale questions, where **1** is **Strongly Disagree** and **7 Strongly Agree**.

Wave 2 Mean scores (Year Groups 10-13) | Wave 1 Mean Scores (Year Groups 9-12)

Mean scores by Region

Total Learners

Developing Awareness of me and how to reach my goals

No significant differences in mean scores by region.
Some losses in the Carlisle & Eden region in the latest wave, although an improvement in the West Cumbria region on the golden question "I know how I learn best"

Wave 2 Mean scores (Year Groups 10-13) | Wave 1 Mean Scores (Year Groups 9-12)

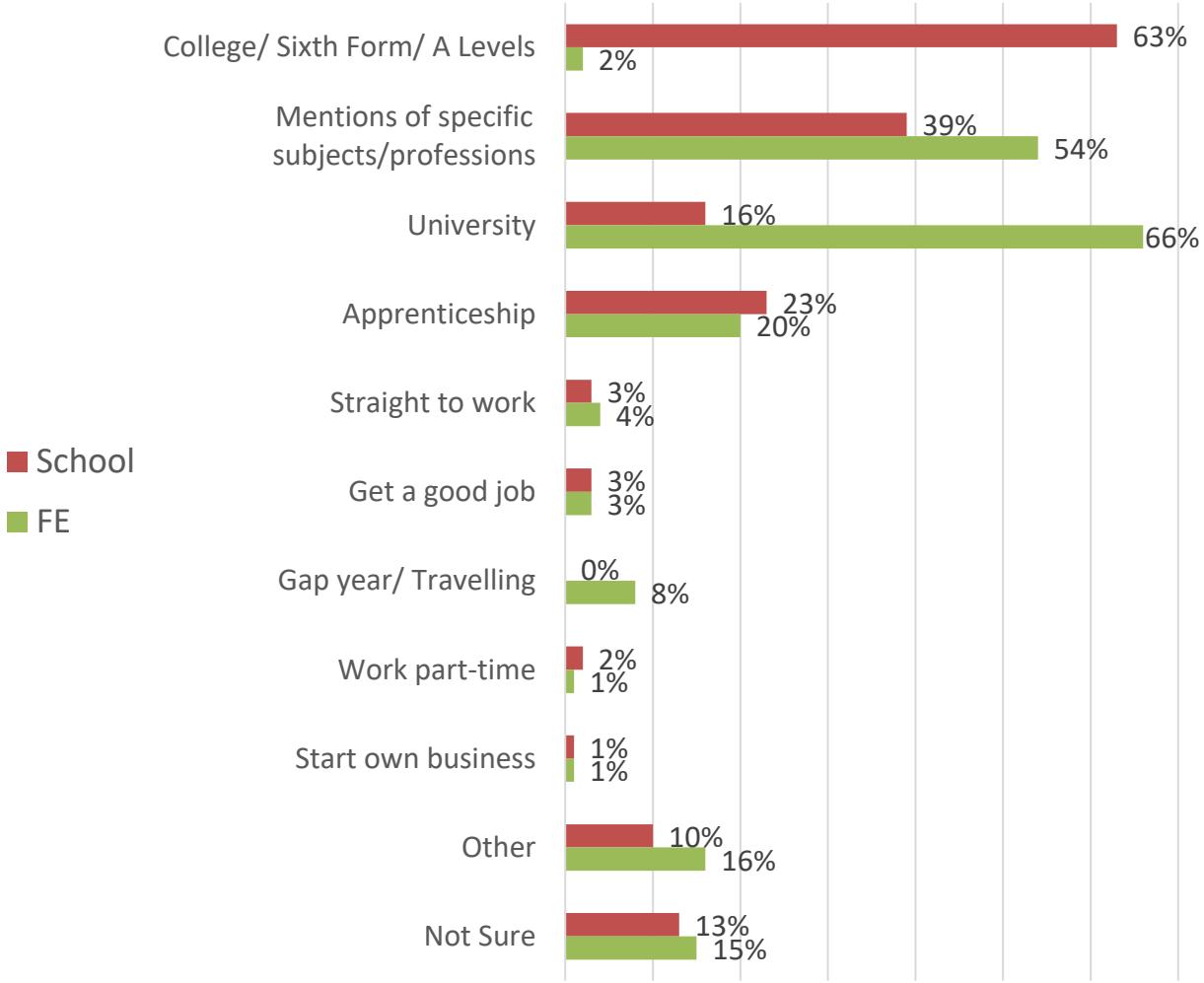
Q. **How much do you agree or disagree…?** Scores show mean responses to 7-point agreement scale questions, where **1** is **Strongly Disagree** and **7 Strongly Agree**.

Next steps & Support for learners

Next Steps for pupils

Total Learners

Total Learners (Wave 2) : Sample =1,988 pupils



Pupils were asked what they expect to do next after they have finished their current studies. Responses vary depending on whether the pupil is currently in School (Year groups 10 & 11) or Further Education (Year groups 12 & 13).

For school age pupils, two-thirds expect to go on to study at college or sixth-form.
"After finishing my current studies which are my GCSE's, I expect to attend college or sixth form since that is the next level (3) before going/attending university." (Female, Carlisle & Eden).

For pupils in further education, two-thirds expect to go to university.
"I hope to get into university and study a science-based subject" (Male, Furness).
"I hope to go on to university and study primary education which will then take me onto become a teacher" (Female, Carlisle & Eden).
"I would like to go to university and do philosophy" (Male, Carlisle & Eden).

Around a fifth of pupils mentioned going into apprenticeships.

Many pupils mentioned the specific subjects or professions that they'd like to go into. *"Go into a childcare job if possible" (Female, Carlisle & Eden).*

Among both school age pupils and FE pupils, girls are more likely to mention university as a next step (Vs boys) – 21% (Vs 12%) among school pupils and 69% (Vs 63%) among FE pupils. In contrast, boys are more likely to mention apprenticeships (Vs girls)– 32% (Vs 16%) among school pupils and 26% (Vs 17%) among FE pupils.

Q14. When you finish your current studies, what do you expect to do next? *Spontaneous responses.*

Confidence in and plans to achieve next steps

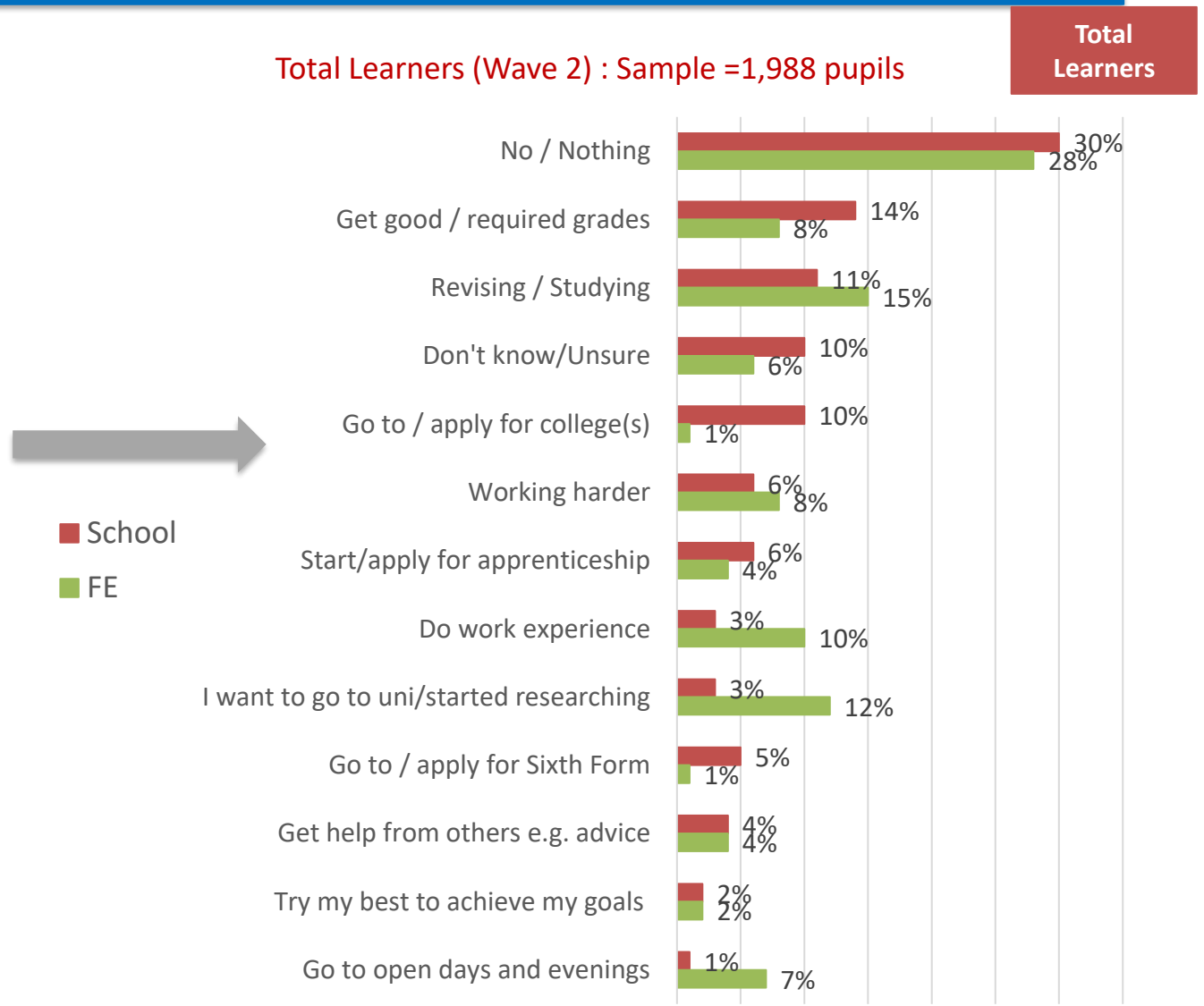
Two-thirds of the pupils in the wave 2 survey felt confident (either very or quite) about their potential next steps.

Pupils were then asked what plans they have to help achieve their next steps.

Many pupils (both school and FE stage) say that they have no plans in place to help them achieve their next steps, *"I don't have many plans on how to achieve my next steps (FE, Male, Carlisle & Eden)*. Or feel unsure about what to do *"I do not know how to get to my goal" (School, Female, Carlisle & Eden).*

Others mention getting good grades, studying and working hard. Pupils in further education in particular talk about doing work experience or researching universities and going to open days.
"Completing relevant work experience" (FE, Female, Carlisle & Eden)
"Going to look at different universities but unsure on course" (FE, Male, Carlisle & Eden)
"Visiting university open days" (FE, Female, Carlisle & Eden)

4% specifically mentioned getting help from others e.g. *"Tutoring and mentoring from a trusted adult" (School, Male, West Cumbria).*

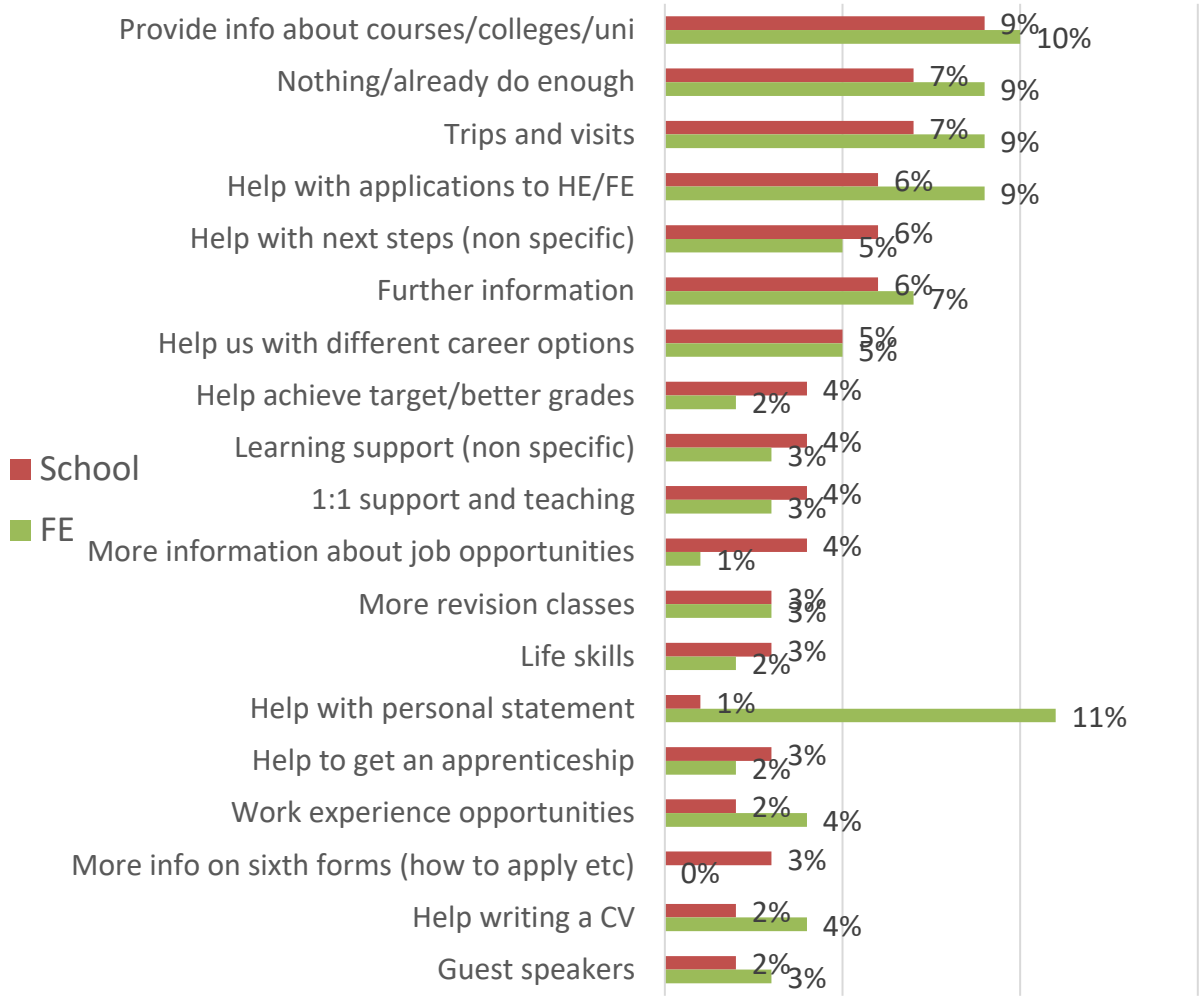


Q15. How do you feel about your potential next steps? Q16. Do you have any plans in place to help achieve your next steps? Spontaneous responses

What support do learners need

Total Learners

Total Learners (Wave 2) : Sample =1,988 pupils



When asked what schools, colleges or Hello Future could do to help learners with their next steps, many mentioned:

- **Providing information about courses, colleges and universities**
  - *"I don't really know anything about what college or university would be like or how to apply for a job" (School, Female, Furness)*
  - *"Help me decide pros and cons of Uni and Degree Apprenticeship" (FE, Male, Furness).*
- **Trips & visits**
  - *"More university visits/attend more open days" (FE, Male, Carlisle & Eden)*
  - *"Have visits to 6 forms and universities to see what it's like" (School, Female, Carlisle & Eden) .*
- **Help with applications to HE/FE**
  - *"Explain what it is like in college and how to sign up" (School, Male, Furness)*
  - *"I'm unsure of how UCAS points work and when and how to apply to university, sessions to teach this would be useful" (FE, Female, West Cumbria).*
- **Help with career options**
  - *"Talk more about other career options, not just Uni" (FE, Female, Carlisle & Eden)*
  - *"Give me advice, tell me what grades I need to do the job I want and how much money I could get from my career path of choice" (School, Female, West Cumbria).*

Many FE pupils would also like extra **help with personal statements**

- *"More direct help on personal statements and applying for courses, options for student finance" (FE, Female, Carlisle & Eden)*
- *"I could have further assistance on application processes and writing up my personal statement/portfolio of activities that make me stand out as a student" (FE, Male, Carlisle & Eden).*

Q17. 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?

APPENDIX

Golden questions Survey Feb 2023

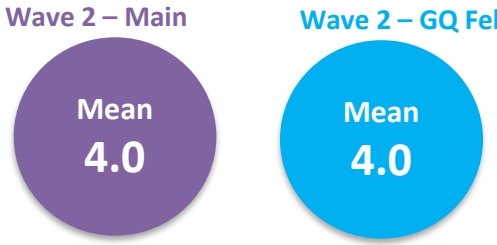
Same learners

GQ Feb 2023 Vs Main Wave 2
Years 11/13
(Same learners)

Golden Questions – Mean scores overview

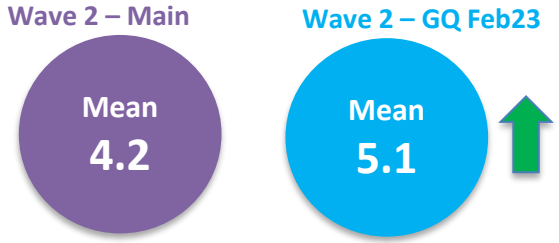
My Transition into Higher Education

"I feel like I would fit in well at university"



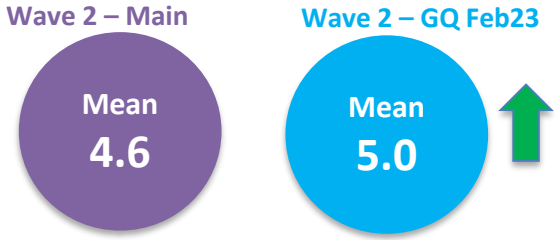
My Knowledge of and Understanding about HE

"I know about different routes/ways to get into higher education"



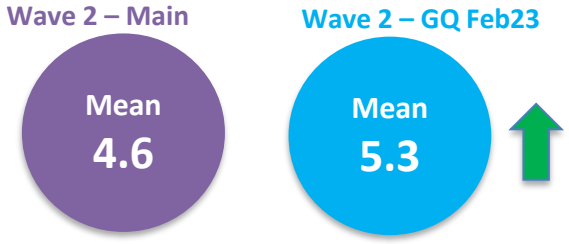
Confidence and Attainment expectations

"I am on track to achieve the grades I need for my next step"



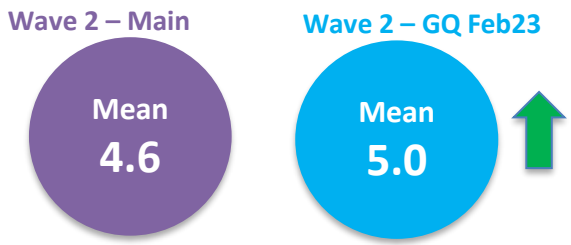
My Ideas, Self-Belief and Personal Expectations

"I know what future options are suited to me"



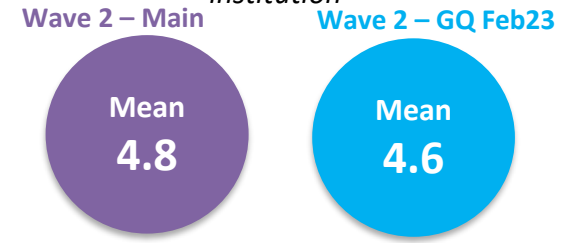
Developing Awareness of me and how to Reach my Goals

"I know how I learn best"



Intention to study at HE

"I expect to go to university or study at a higher education institution"



191 students from year groups 11 & 13 completed the **Golden Questions (GQ) survey in February 2023**, after completing the Future Selves Wave 2 survey between Sep-Dec 2022.

Since being surveyed in the last quarter of 2022, pupils are **more positive** about their **learning** and **achieving the grades** they need and also what **routes forward** are available to them. There have been significant improvements in the mean scores for all of these areas, but in particular "*I know about different routes/ways to get into higher education" and "I know what future options are suited to me".*

However, at this point, this greater awareness of routes to HE has not yet filtered down to more pupils expecting to go to university or feeling like they would fit in at university.

Please note that for this wave of the study, **90%** of the sample are **year 11s** and only 10% year 13s. This will impact scores as year 11s have not yet completed their GCSEs. From previous research, GCSE attainment is an important element in a pupil's decision to apply to university.

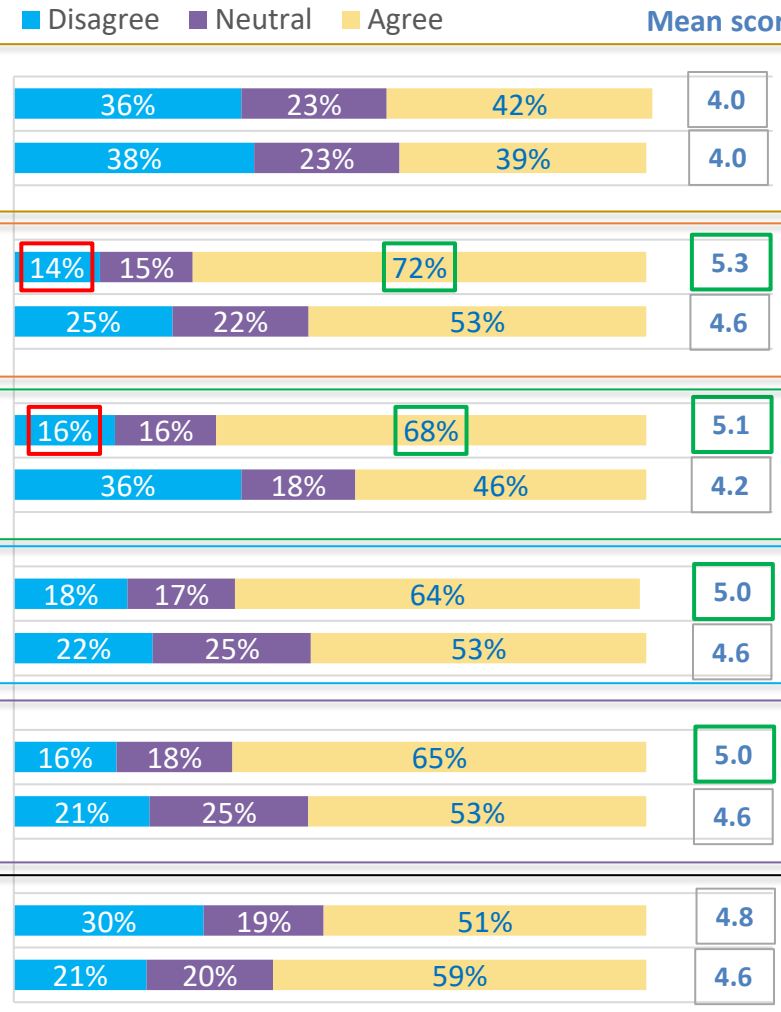
Scores show mean responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree.

Wave 2 – Main scores shown in this section relate to the 191 individual students who completed the Golden Questions (GQ) survey, not the total Wave 2 sample.

Significantly up Vs Wave 2 – Main survey

Significantly down Vs Wave 2 – Main survey

Golden Questions – % Agreement scores



Theme summary

My Transition into Higher Education

The number of pupils feeling like they would fit in well at university has remained stable since the previous wave. Roughly the same no. of pupils agree as disagree with this statement.

My Ideas, Self-Belief and Personal Expectations

In the latest wave, pupils seems much more confident about the future options that are suited to them, with now almost three-quarters agreeing with this statement.

My Knowledge of and Understanding about HE

Knowledge of routes into HE has also improved with now two-thirds of pupils agreeing with this.

Developing Awareness of me and how to Reach my Goals

Nearly two-thirds of pupils also agree that they 'know how to learn best', directionally up since the main Wave 2 survey.

Confidence and Attainment expectations

Similarly almost two-thirds agree that they are 'on track to achieve the grades they need for their next step', again directionally up since the main Wave 2 survey.

Intention to study at HE

Expectations to study in higher education are directionally down since the previous wave, although these movements are not statistically significant.

Scores show responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree. Disagree = 1-3, Neutral = 4, Agree = 5-7.

Significantly up since Vs Wave 2 - Main

Significantly down since Vs Wave 2 - Main

Support & future plans – Spontaneous comments

"Has anything changed since your last survey with us?"

For example, have you made any decisions about your future plans, where to study or which job/career you would like to do? Please tell us about any progress you have made in your education or future plans.

Approximately a third of **Year 11** pupils said that nothing had changed since the last survey. However, over a third mentioned that they have applied to either college or sixth form and a further 13% applied for or have secured a place on an apprenticeship. 8% of pupils claim to have applied both to sixth form college and apprenticeships. Spontaneously 8% of year 11s expressed an interest in going to university.
Of the 19 **Year 13s** in the survey, 6 talked about going to university and 2 said that they had apprenticeships in place.

I am starting college in September doing childcare

Sixth form - I will study physics, maths , ict and another subject. Then I will go to university

I have applied for Sixth Form and an apprenticeship, to keep my options open

If I get the required gcse grades I will hopefully go to my school's sixth-form, then probably go to university

Going to be studying Primary teaching at LBU hopefully!

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

For example, teachers, careers advisors or guest speakers at your school/college, trips or activities elsewhere, or conversations with your family? How has this helped you with your education and future plans, if at all?

Almost half of **Year 11s** reported that they had received support since they completed the last survey. 14% said that teaching staff had helped them, 7% family, 5% had received help from career's advisors or talks, 4% from guest speakers, 4% said that a college/college open day had helped and a further 15% made general comments about receiving support. Spontaneously only 2% specifically mentioned Hello Future, however, support from HF may also be included in other responses e.g. guest speakers, careers talks and generic 'yes I had support'.
Of the 19 **Year 13s** in the survey, 7 said that they had received support from a variety of areas e.g. career workshop, teachers, family, University open days.

My teachers and guest speakers who come to the school have helped me to understand what I want to do and what I have to do in order to achieve this

Hello future has helped me a lot for example prepare for interviews and how to make an interview presentable including expectations

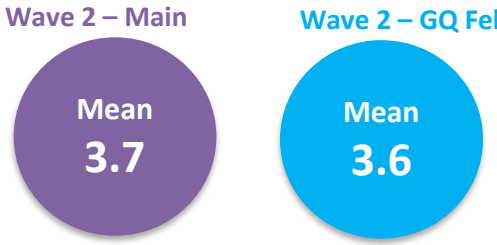
Teachers have helped me in my university application

I have had career related workshops and they have taught me a lot about other options and routes to various jobs

GQs – UC Targets - Mean scores

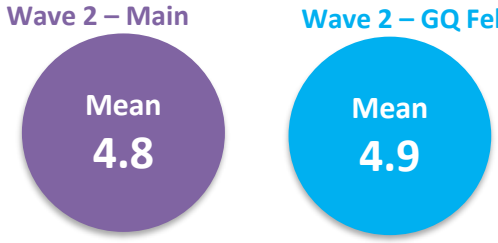
My Transition into Higher Education

"I feel like I would fit in well at university"



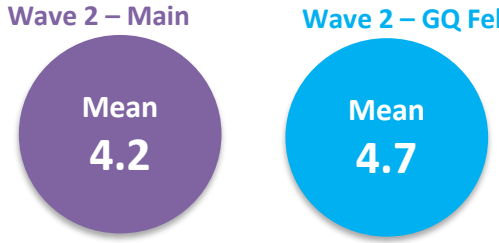
My Ideas, Self-Belief and Personal Expectations

"I know what future options are suited to me"



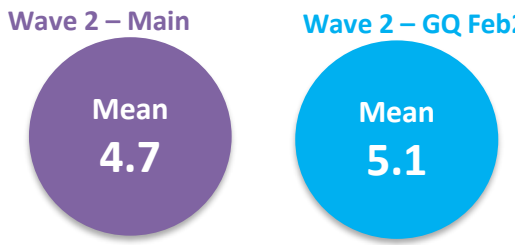
My Knowledge of and Understanding about HE

"I know about different routes/ways to get into higher education"



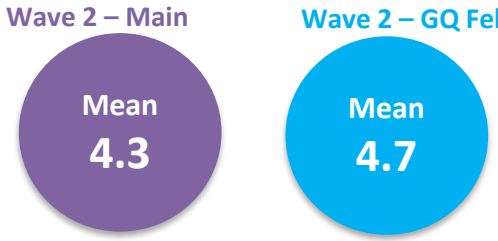
Developing Awareness of me and how to Reach my Goals

"I know how I learn best"



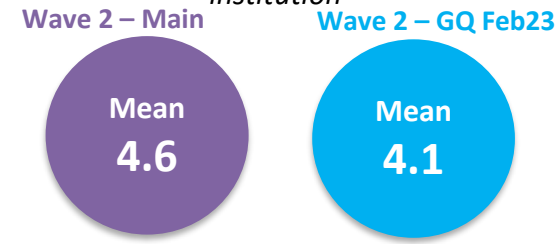
Confidence and Attainment expectations

"I am on track to achieve the grades I need for my next step"



Intention to study at HE

"I expect to go to university or study at a higher education institution"



30 Uni Connect Target students from year groups 11 & 13 completed the **Golden Questions (GQ) survey in February 2023**, after completing the Future Selves Wave 2 survey between Sep-Dec 2022.

Due to the small sample size none of the movements in mean scores are statistically significant, however, there have been directional improvements in *"I know about different routes/ways to get into higher education", "I know how I learn best and "I am on track to achieve the grades I need for my next step".*

However, pupils expecting to go to university or HE is directionally down (although not significantly) since the main Wave 2 survey.

Scores show mean responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree.

Wave 2 – Main scores shown in this section relate to the 30 UC Target students who completed the Golden Questions (GQ) survey, not the total Wave 2 sample.

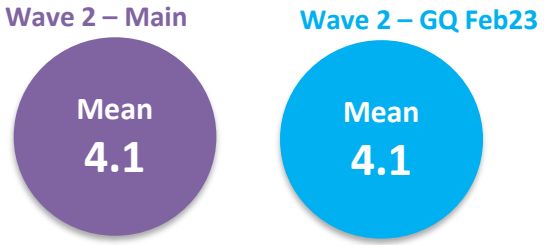
Significantly up Vs Wave 2 – Main survey

Significantly down Vs Wave 2 – Main survey

GQs – UC Non-targets - Mean scores

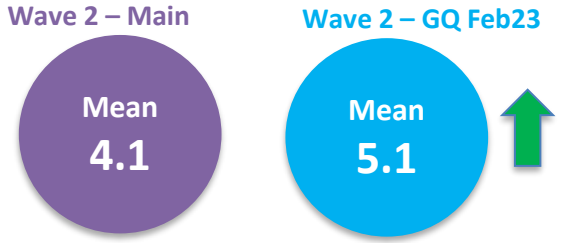
My Transition into Higher Education

"I feel like I would fit in well at university"



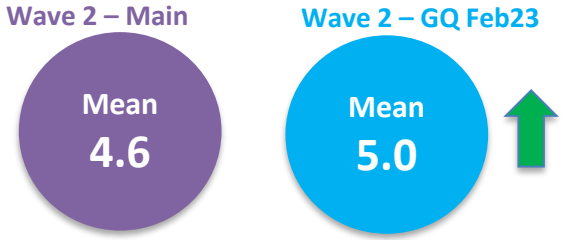
My Knowledge of and Understanding about HE

"I know about different routes/ways to get into higher education"



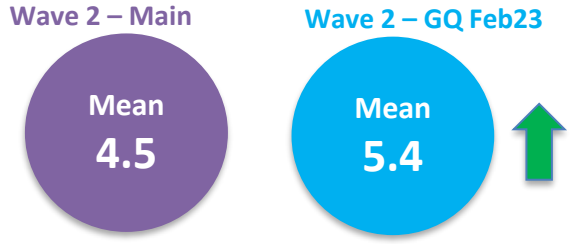
Confidence and Attainment expectations

"I am on track to achieve the grades I need for my next step"



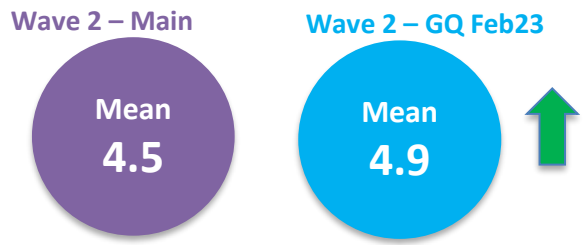
My Ideas, Self-Belief and Personal Expectations

"I know what future options are suited to me"



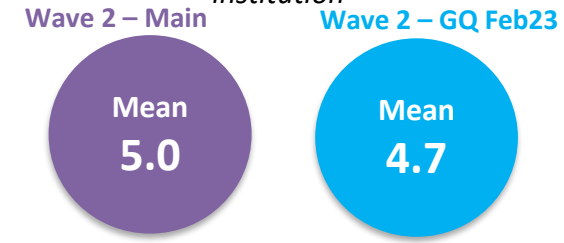
Developing Awareness of me and how to Reach my Goals

"I know how I learn best"



Intention to study at HE

"I expect to go to university or study at a higher education institution"



154 Uni Connect Non-target students from year groups 11 & 13 completed the **Golden Questions (GQ) survey in February 2023**, after completing the Future Selves Wave 2 survey between Sep-Dec 2022.

Since being surveyed in the last quarter of 2022, pupils are **more positive** about their **learning** and **achieving the grades** they need and also what **routes forward** are available to them. There have been significant improvements in the mean scores for all of these areas, but in particular "*I know about different routes/ways to get into higher education" and "I know what future options are suited to me".*

However, at this point, this greater awareness of routes to HE has not yet filtered down to more pupils expecting to go to university or feeling like they would fit in at university.

Scores show mean responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree.

Wave 2 – Main scores shown in this section relate to the 154 UC Non-target students who completed the Golden Questions (GQ) survey, not the total Wave 2 sample.

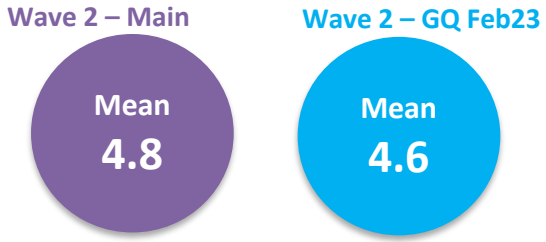
Significantly up Vs Wave 2 – Main survey

Significantly down Vs Wave 2 – Main survey

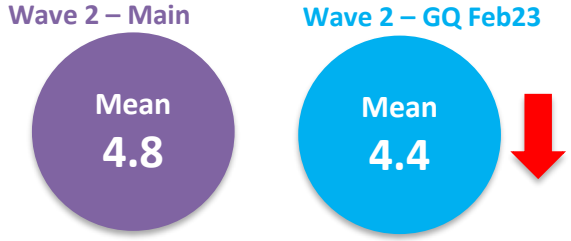
Intention to study at HE – Mean scores analysis

Intention to study at HE *:"I expect to go to university or study at a higher education institution"*

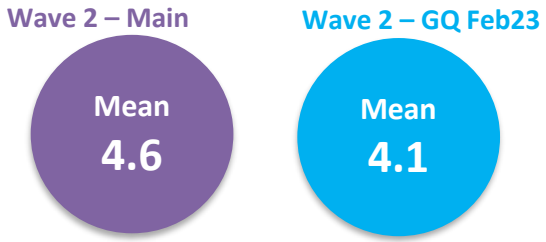
Total (191 pupils)



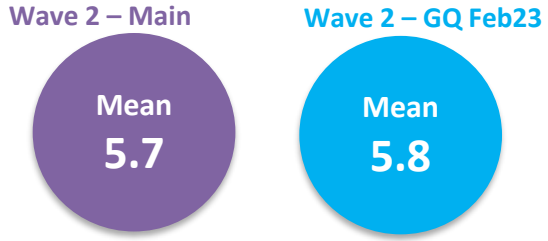
Year 11s (172 pupils)



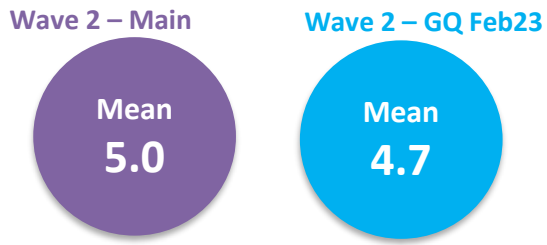
UC Targets (30 pupils)



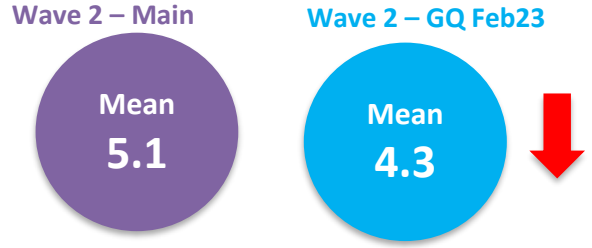
Year 13s (19 pupils)



UC Non-targets (154 pupils)



Boys (73 pupils)



191 students from year groups 11 & 13 completed the **Golden Questions (GQ) survey in February 2023**, after completing the Future Selves Wave 2 survey between Sep-Dec 2022.

Since being surveyed in the last quarter of 2022, agreement with the statement "***I expect to go to university or study at a higher education institution"*** has remained flat, or slightly directionally down, at a total level and among UC target and non-target pupils.

Scores in the latest wave have been dampened by Year 11s, with mean scores for this group significantly down Vs the main wave 2 survey. However, scores remain buoyant among year 13s.

Mean scores for boys are also down Vs the previous wave, whereas the scores for girls have been stable.

Please note, no significant movements by region but mean scores in Carlisle & Eden and Furness are directionally down, whereas West Cumbria is stable.

Scores show mean responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree.

Wave 2 – Main scores shown in this section relate to the 191 individual students who completed the Golden Questions (GQ) survey, not the total Wave 2 sample.

Significantly up Vs Wave 2 – Main survey

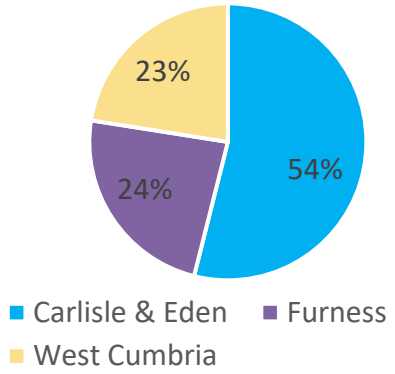
Significantly down Vs Wave 2 – Main survey

Sample = 191 pupils, same pupils in both waves

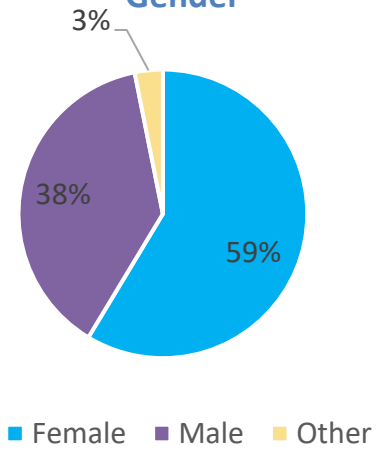
Sample demographics

The Golden Questions survey was sent to 1474 students who had completed the Year 2 survey, via SMS (1086) and email (388), gaining 191 responses (13% considered to be a strong response rate for this method). The sample demographics below are based on these 191 pupils who completed both the Golden questions and Year 2 survey.

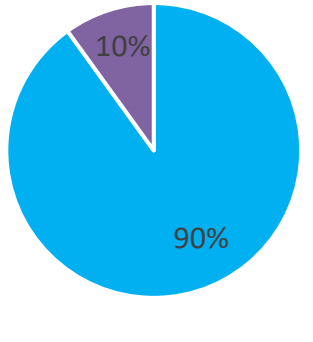
Region



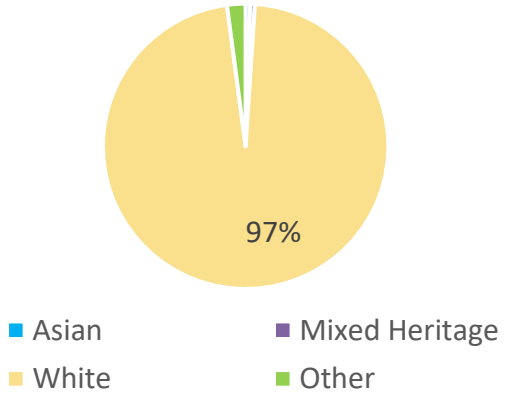
Gender



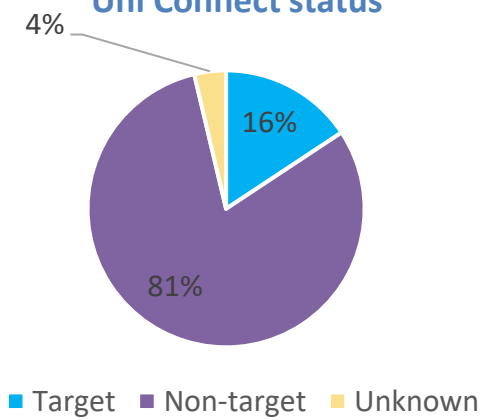
Year group



Ethnicity



Uni Connect status



Schools sampled

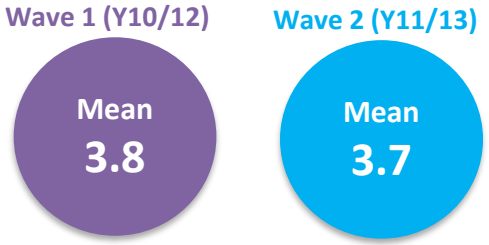
Richard Rose Morton Academy	13%
St John Henry Newman Catholic School	9%
Caldew School	9%
Furness Academy	9%
Walney School	9%
Richard Rose Central Academy	7%
Trinity School	6%
William Howard School	6%
Energy Coast UTC	5%
Millom School	5%
St Joseph's Catholic High School, Business and Enterprise College	5%
St Benedict's Catholic High School	4%
The Whitehaven Academy	4%
Ullswater Community College	4%
Keswick School	3%
Lakes College - West Cumbria	1%
Barrow Sixth Form College	1%

Wave 1 Vs Wave 2
Years 10/12 Vs 11/13
(Same learners)

Wave 1 Vs 2 (Same learners) – Mean scores

My Transition into Higher Education

"I feel like I would fit in well at university"

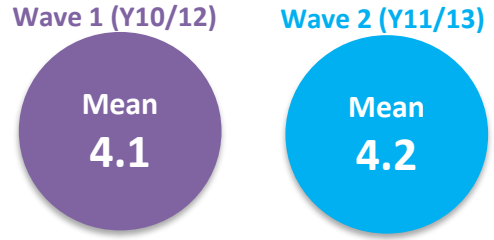


My Ideas, Self-Belief and Personal Expectations

"I know what future options are suited to me"

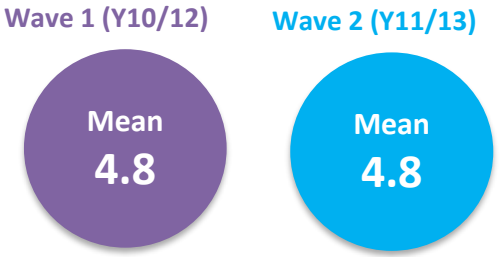
My Knowledge of and Understanding about HE

"I know about different routes/ways to get into higher education"



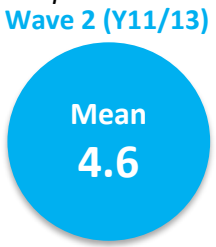
Developing Awareness of me and how to Reach my Goals

"I know how I learn best"



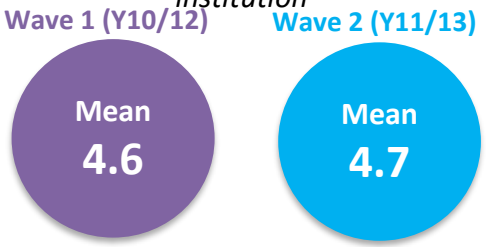
Confidence and Attainment expectations

"I am on track to achieve the grades I need for my next step"



Intention to study at HE

"I expect to go to university or study at a higher education institution"



217 students from year groups 11 & 13 completed the Future Selves Wave 2 survey between Sep-Dec 22, after completing the Wave 1 survey between Nov 21 and Apr 22, when in year groups 10 & 12.

Very little movement in pupil agreement with the golden questions between Wave 1 and Wave 2.

Scores show mean responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree.

Significantly up Vs Wave 1

Significantly down Vs Wave 1

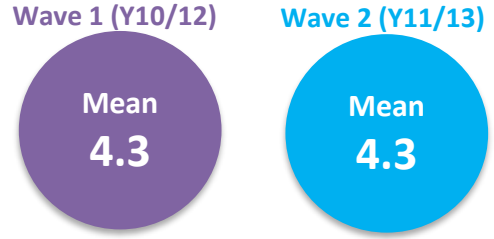
Wave 1 Vs 2 (Same learners) - UC Targets – Mean scores

My Transition into Higher Education

"I feel like I would fit in well at university"

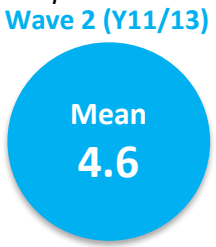
My Knowledge of and Understanding about HE

"I know about different routes/ways to get into higher education"



Confidence and Attainment expectations

"I am on track to achieve the grades I need for my next step"



My Ideas, Self-Belief and Personal Expectations

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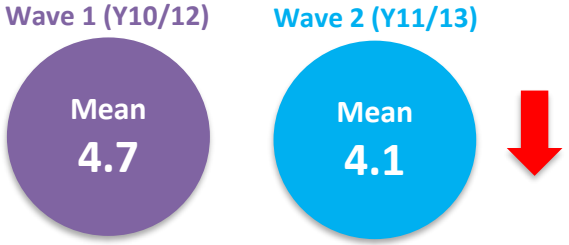
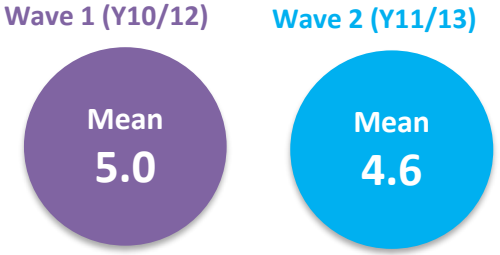


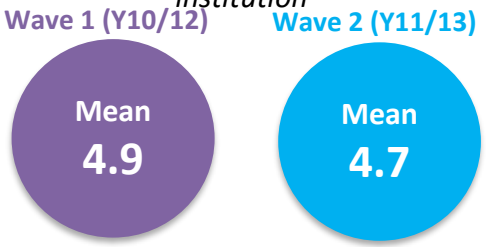
Developing Awareness of me and how to Reach my Goals

"I know how I learn best"



Intention to study at HE

"I expect to go to university or study at a higher education institution"



Of the 217 pupils who completed both waves of the study, 64 were UC targets in Wave 1 and 47 in Wave 2.

Pupils in Wave 2 are **less likely to agree** with the statement *"I know what future options are suited to me".*

Scores show mean responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree.

Significantly up Vs Wave 1

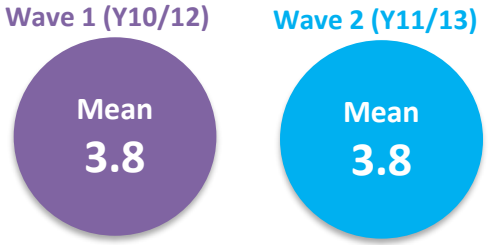
Significantly down Vs Wave 1

Sample : Wave 1 = 64 pupils; Wave 2 = 47 pupils

Wave 1 Vs 2 (Same learners) - UC Non-targets – Mean scores

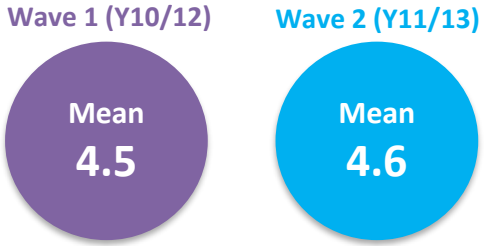
My Transition into Higher Education

"I feel like I would fit in well at university"



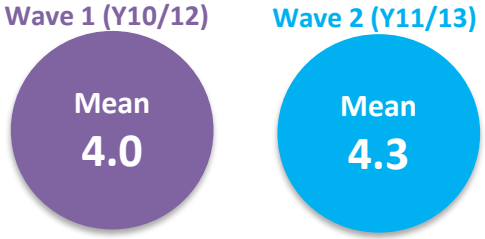
My Ideas, Self-Belief and Personal Expectations

"I know what future options are suited to me"



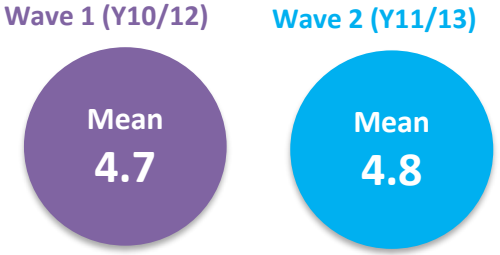
My Knowledge of and Understanding about HE

"I know about different routes/ways to get into higher education"



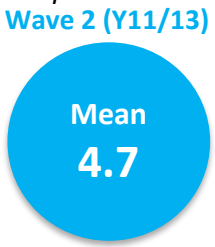
Developing Awareness of me and how to Reach my Goals

"I know how I learn best"



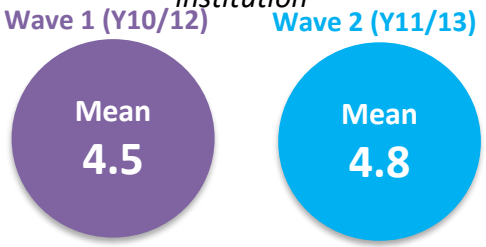
Confidence and Attainment expectations

"I am on track to achieve the grades I need for my next step"



Intention to study at HE

"I expect to go to university or study at a higher education institution"



Of the 217 pupils who completed both waves of the study, 114 were UC Non-targets in Wave 1 and 166 in Wave 2.

Very little movement in pupil agreement with the golden questions between Wave 1 and Wave 2.

Scores show mean responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree.

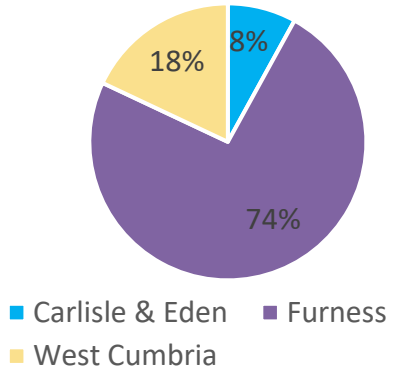
Significantly up Vs Wave 1

Significantly down Vs Wave 1

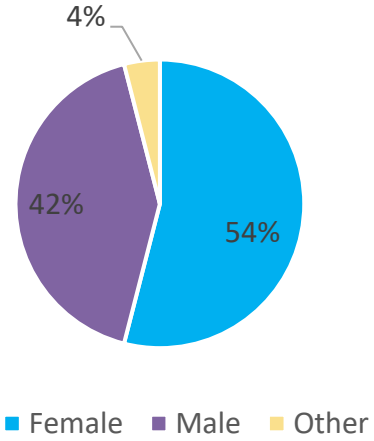
Sample demographics

The sample demographics below are based on the 217 pupils from year groups 11 & 13 who completed the Future Selves survey in Wave 2 and Wave 1, when in year groups 10 & 12.

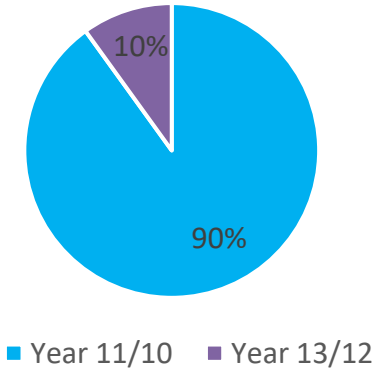
Region



Gender



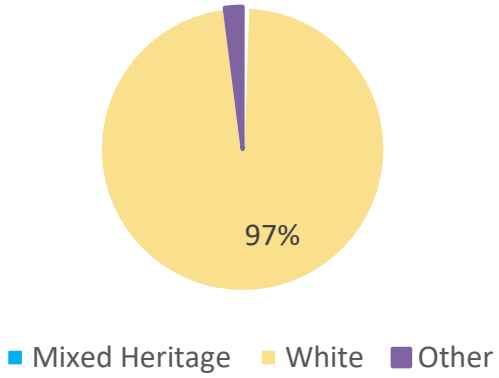
Year group



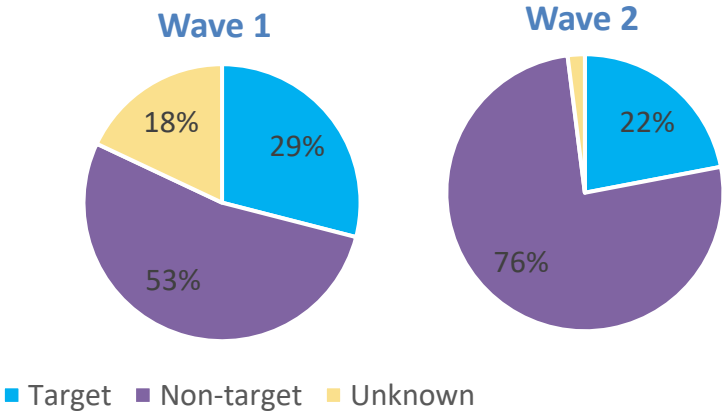
Schools sampled

Millom School	29%
Walney School	28%
Furness Academy	18%
St Joseph's Catholic High School, Business and Enterprise College	14%
Trinity School	3%
St John Henry Newman Catholic School	3%
Caldew School	2%
St Benedict's Catholic High School	2%
Lakes College - West Cumbria	1%

Ethnicity



Uni Connect status



Golden questions Survey June 2023

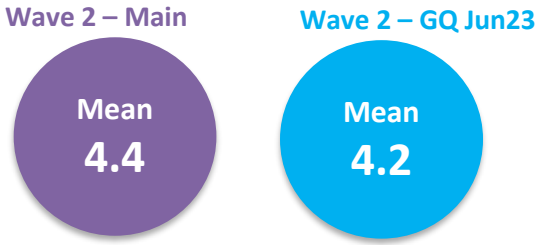
Same learners

GQ Jun 2023 Vs Main Wave 2
Years 10/12
(Same learners)

Golden Questions – Mean scores overview

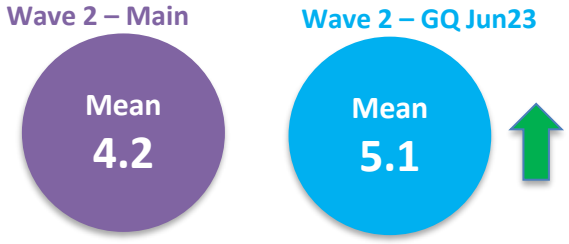
My Transition into Higher Education

"I feel like I would fit in well at university"



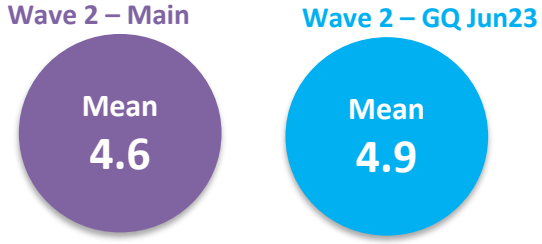
My Ideas, Self-Belief and Personal Expectations

"I know what future options are suited to me"



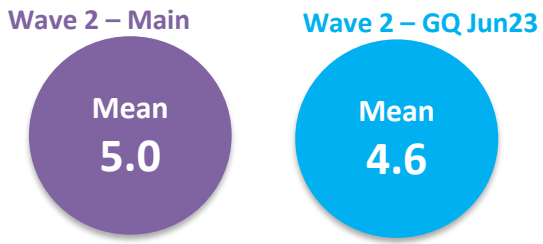
My Knowledge of and Understanding about HE

"I know about different routes/ways to get into higher education"



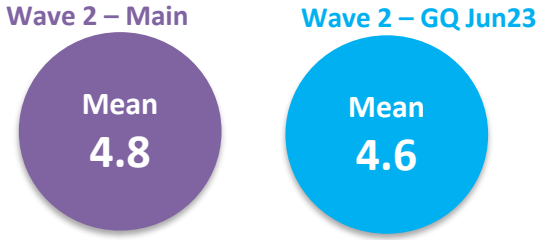
Developing Awareness of me and how to Reach my Goals

"I know how I learn best"



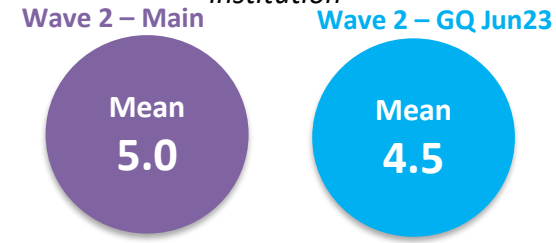
Confidence and Attainment expectations

"I am on track to achieve the grades I need for my next step"



Intention to study at HE

"I expect to go to university or study at a higher education institution"



41 students from year groups 10 & 12 completed the **Golden Questions (GQ) survey in June 2023**, after completing the Future Selves Wave 2 survey between Jan-Mar 2023.

Since being surveyed in the first quarter of 2023, pupils are **more positive** about what **future options are suited to them**.

Scores show mean responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree.

Wave 2 – Main scores shown in this section relate to the 41 individual students who completed the Golden Questions (GQ) survey, not the total Wave 2 sample.

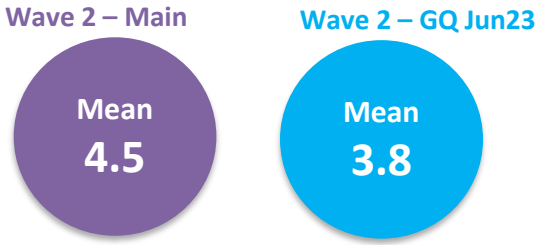
Significantly up Vs Wave 2 – Main survey

Significantly down Vs Wave 2 – Main survey

GQs – UC Targets - Mean scores

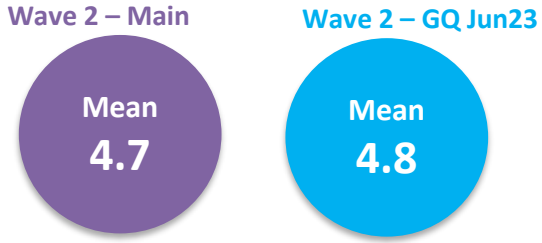
My Transition into Higher Education

"I feel like I would fit in well at university"



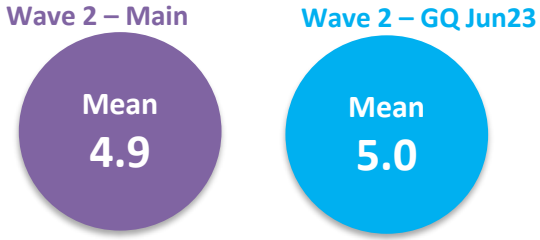
My Knowledge of and Understanding about HE

"I know about different routes/ways to get into higher education"



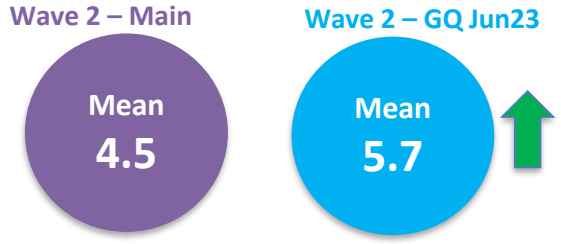
Confidence and Attainment expectations

"I am on track to achieve the grades I need for my next step"



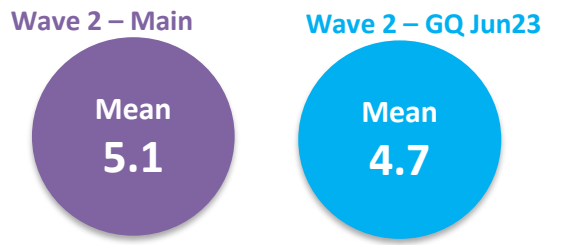
My Ideas, Self-Belief and Personal Expectations

"I know what future options are suited to me"



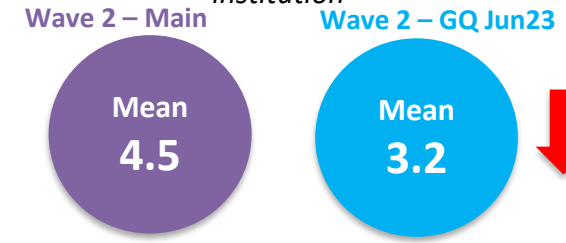
Developing Awareness of me and how to Reach my Goals

"I know how I learn best"



Intention to study at HE

"I expect to go to university or study at a higher education institution"



11 Uni Connect Target students from year groups 10 & 12 completed the **Golden Questions (GQ) survey in June 2023**, after completing the Future Selves Wave 2 survey between Jan-Mar 2023.

As at the total sample level, there has been an improvement in agreement with the statement "I know what future options are suited to me".

However, Intention to study at HE has dropped in the latest wave.

Scores show mean responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree.

Wave 2 – Main scores shown in this section relate to the 11 UC Target students who completed the Golden Questions (GQ) survey, not the total Wave 2 sample.

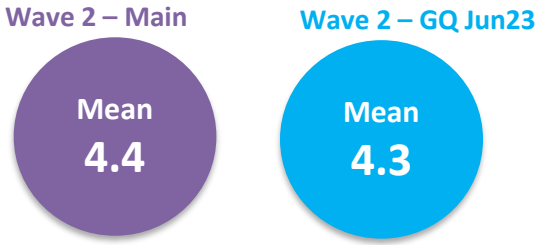
Significantly up Vs Wave 2 – Main survey

Significantly down Vs Wave 2 – Main survey

GQs – UC Non-targets - Mean scores

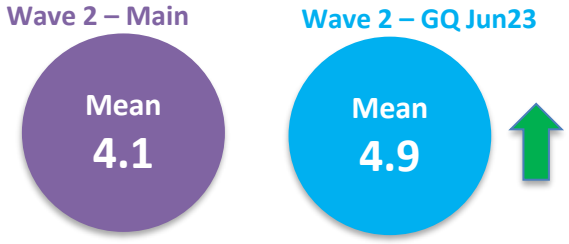
My Transition into Higher Education

"I feel like I would fit in well at university"



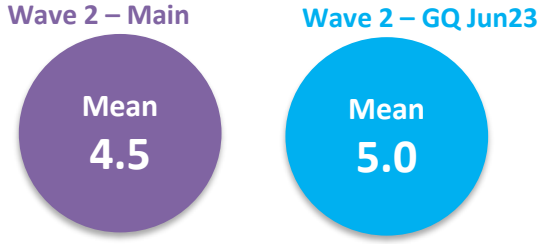
My Ideas, Self-Belief and Personal Expectations

"I know what future options are suited to me"



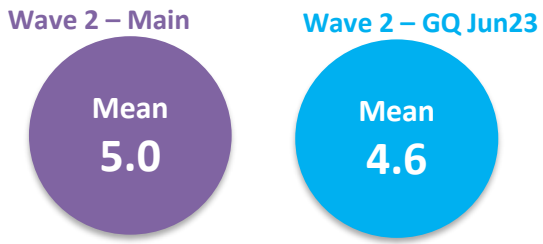
My Knowledge of and Understanding about HE

"I know about different routes/ways to get into higher education"



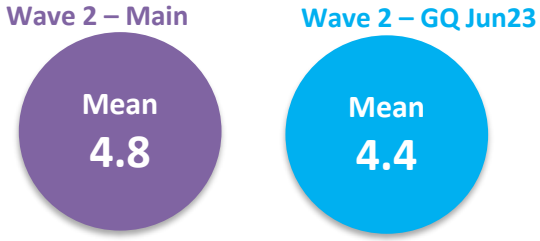
Developing Awareness of me and how to Reach my Goals

"I know how I learn best"



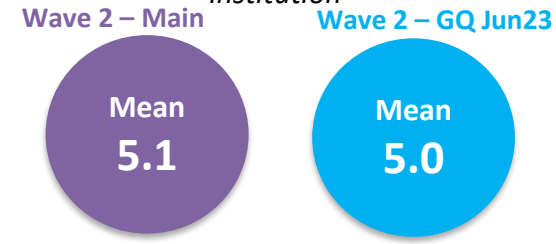
Confidence and Attainment expectations

"I am on track to achieve the grades I need for my next step"



Intention to study at HE

"I expect to go to university or study at a higher education institution"



30 Uni Connect Non-target students from year groups 10 & 12 completed the **Golden Questions (GQ) survey in June 2023**, after completing the Future Selves Wave 2 survey between Jan-Mar 2023.

As at the total sample level, there has been an improvement in agreement with the statement "I know what future options are suited to me".

Scores show mean responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree.

Wave 2 – Main scores shown in this section relate to the 30 UC Non-target students who completed the Golden Questions (GQ) survey, not the total Wave 2 sample.

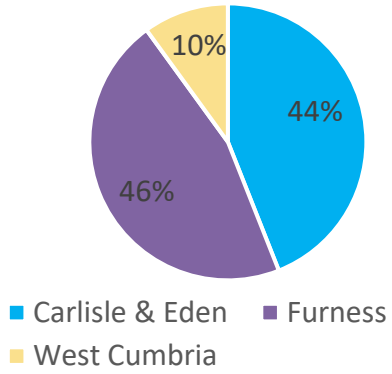
Significantly up Vs Wave 2 – Main survey

Significantly down Vs Wave 2 – Main survey

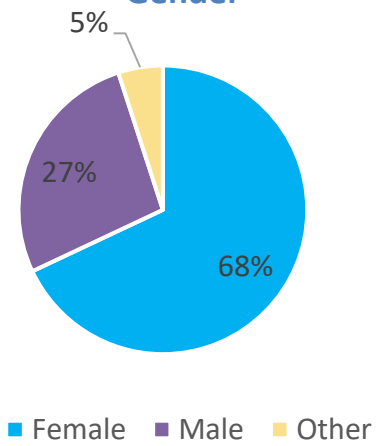
Sample demographics

The Golden Questions survey was sent to 486 year 10&12 students who had completed the Year 2 survey, via SMS (332) and email (154), gaining 41 responses. The sample demographics below are based on these 41 pupils who completed both the Golden questions in June 2023 and Year 2 survey.

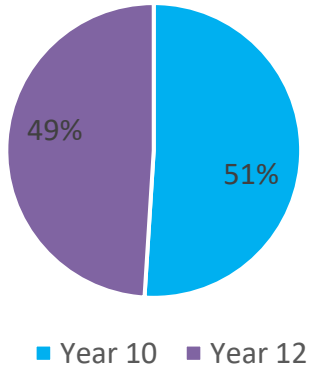
Region



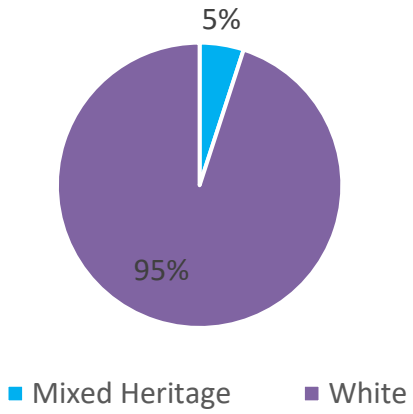
Gender



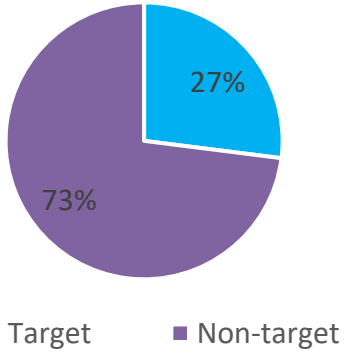
Year group



Ethnicity



Uni Connect status



Schools sampled

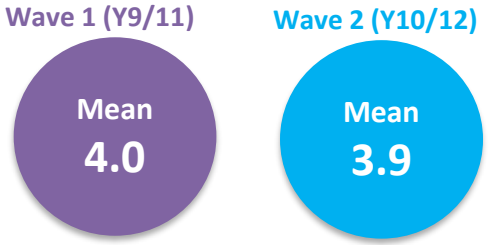
Caldew School	12%
Millom School	17%
St Benedict's Catholic High School	2%
St Bernard's Catholic High School	15%
St Joseph's Catholic High School, Business and Enterprise College	10%
Ullswater Community College	17%
Walney School	12%
William Howard School	15%

Wave 1 Vs Wave 2
Years 9/11 Vs 10/12
(Same learners)

Wave 1 Vs 2 (Same learners) – Mean scores

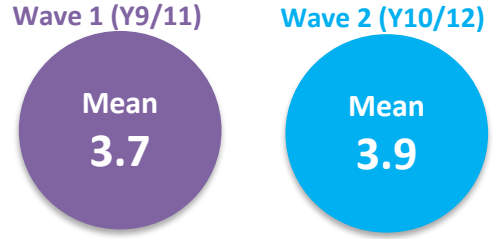
My Transition into Higher Education

"I feel like I would fit in well at university"



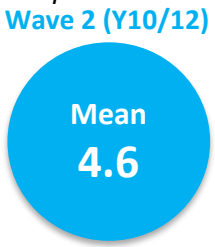
My Knowledge of and Understanding about HE

"I know about different routes/ways to get into higher education"



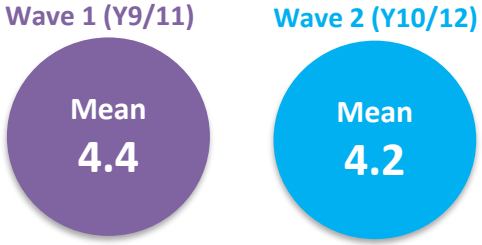
Confidence and Attainment expectations

"I am on track to achieve the grades I need for my next step"



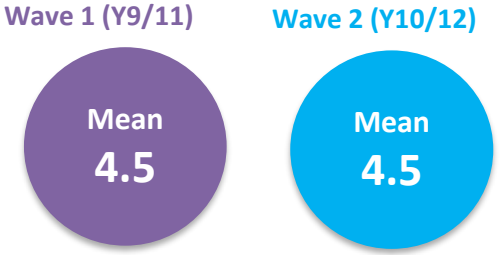
My Ideas, Self-Belief and Personal Expectations

"I know what future options are suited to me"



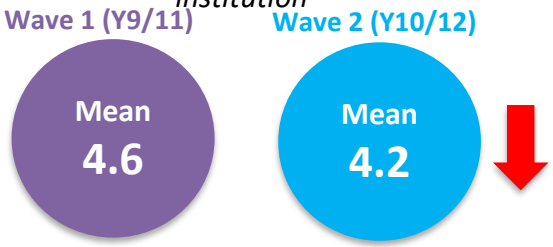
Developing Awareness of me and how to Reach my Goals

"I know how I learn best"



Intention to study at HE

"I expect to go to university or study at a higher education institution"



182 students from year groups 10 & 12 completed the Future Selves Wave 2 survey between Jan-Mar 2023, after completing the Wave 1 survey between Nov 21 and May 22, when in year groups 9 & 11.

Very little movement in pupil agreement with the golden questions between Wave 1 and Wave 2. However, Intention to study at HE has dropped in the latest wave.

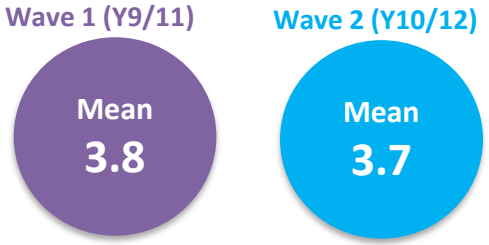
Scores show mean responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree.

Significantly up Vs Wave 1

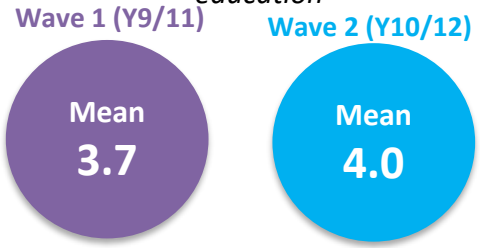
Significantly down Vs Wave 1

Wave 1 Vs 2 (Same learners) - UC Targets – Mean scores

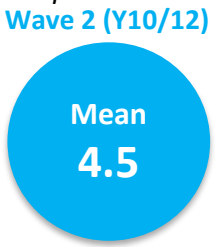
My Transition into Higher Education
"I feel like I would fit in well at university"



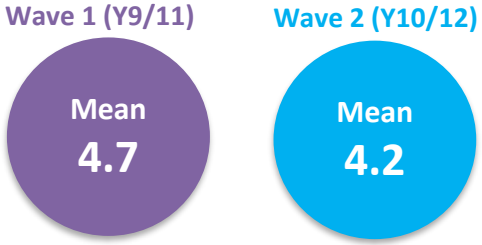
My Knowledge of and Understanding about HE
"I know about different routes/ways to get into higher education"



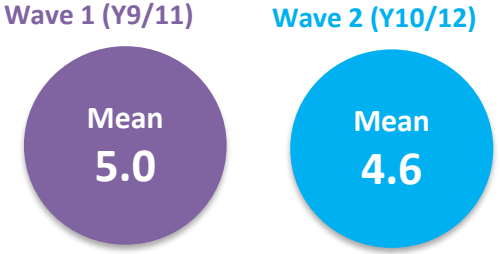
Confidence and Attainment expectations
"I am on track to achieve the grades I need for my next step"



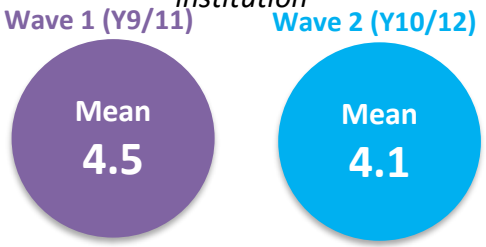
My Ideas, Self-Belief and Personal Expectations
"I know what future options are suited to me"



Developing Awareness of me and how to Reach my Goals
"I know how I learn best"



Intention to study at HE
"I expect to go to university or study at a higher education institution"



Of the 182 pupils who completed both waves of the study, 36 were UC targets in Wave 1 and 58 in Wave 2.

No significant movements on any of the measures in the latest wave, although Intention to study at HE is directionally down, as is "I know what future options are suited to me".

Scores show mean responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree.

Significantly up Vs Wave 1

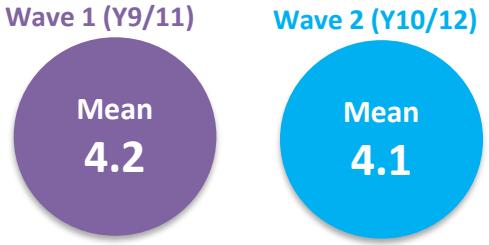
Significantly down Vs Wave 1

Sample : Wave 1 = 36 pupils; Wave 2 = 58 pupils

Wave 1 Vs 2 (Same learners) - UC Non-targets – Mean scores

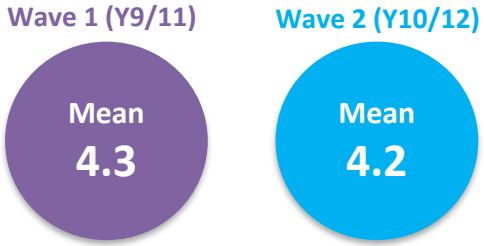
My Transition into Higher Education

"I feel like I would fit in well at university"



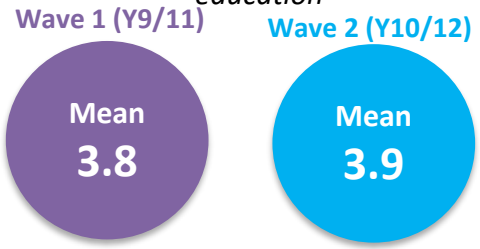
My Ideas, Self-Belief and Personal Expectations

"I know what future options are suited to me"



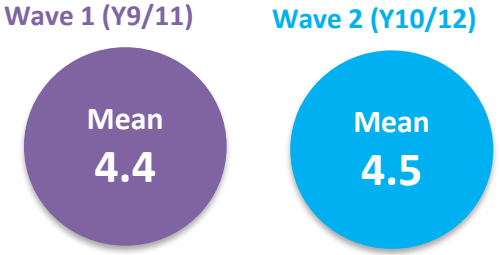
My Knowledge of and Understanding about HE

"I know about different routes/ways to get into higher education"



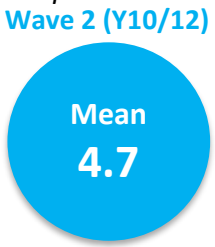
Developing Awareness of me and how to Reach my Goals

"I know how I learn best"



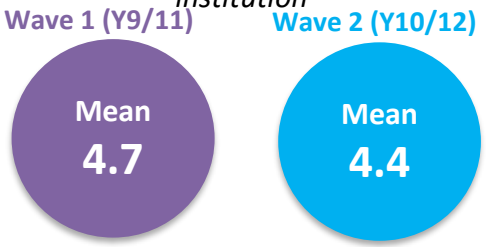
Confidence and Attainment expectations

"I am on track to achieve the grades I need for my next step"



Intention to study at HE

"I expect to go to university or study at a higher education institution"



Of the 182 pupils who completed both waves of the study, 70 were UC Non-targets in Wave 1 and 114 in Wave 2.

Very little movement in pupil agreement with the golden questions between Wave 1 and Wave 2. Although again, Intention to study at HE is directionally down.

Scores show mean responses to 7-point agreement scale questions, where 1 is Strongly Disagree and 7 Strongly Agree.

Significantly up Vs Wave 1

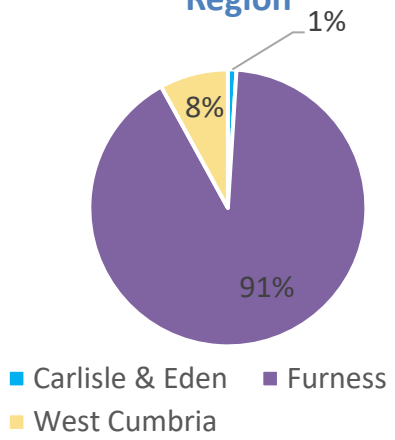
Significantly down Vs Wave 1

Sample : Wave 1 = 70 pupils; Wave 2 = 114 pupils

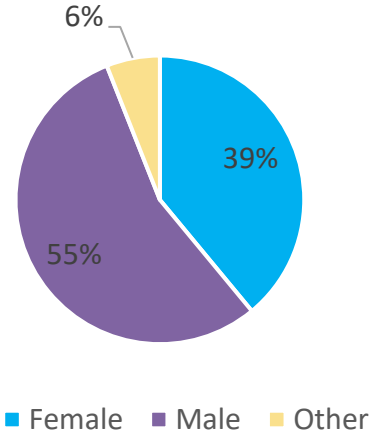
Sample demographics

The sample demographics below are based on the 182 pupils from year groups 10 & 12 who completed the Future Selves survey in Wave 2 and Wave 1, when in year groups 9 & 11.

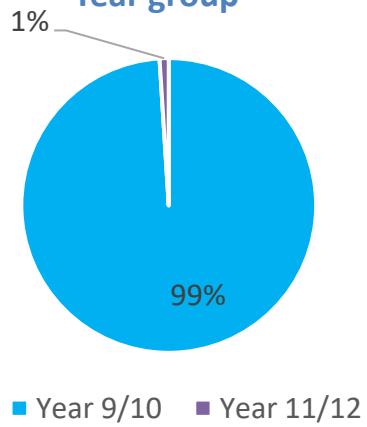
Region



Gender



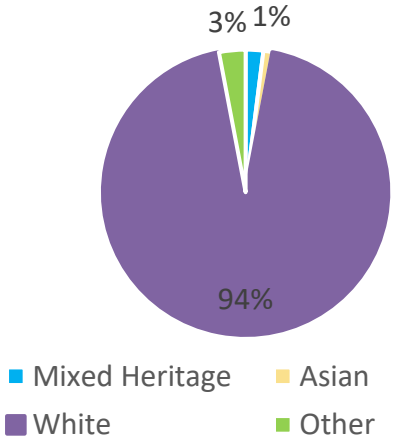
Year group



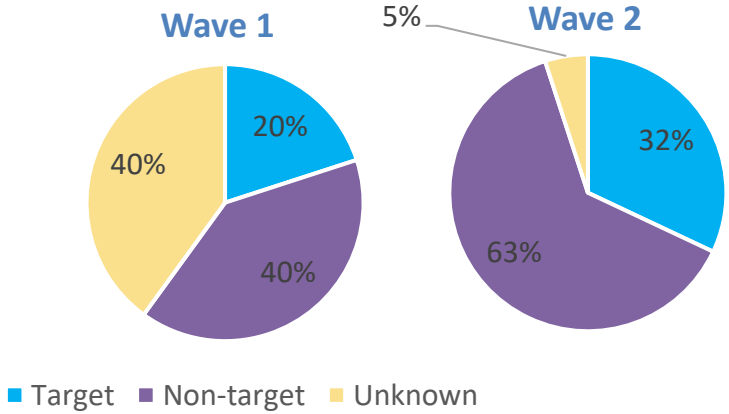
Schools sampled

Millom School	29%
Walney School	28%
Furness Academy	18%
St Joseph's Catholic High School, Business and Enterprise College	14%
Trinity School	3%
St John Henry Newman Catholic School	3%
Caldew School	2%
St Benedict's Catholic High School	2%
Lakes College - West Cumbria	1%

Ethnicity



Uni Connect status



Golden question surveys

Intention to study at HE scores

Golden Questions – Mean Scores – Intention to study at HE

	GQ Feb 2023 – Year 11&13s				GQ Jun 2023 – Year 10&12s			
	Sample 1 (W1 Vs W2)		Sample 2 (W2 Vs GQ)		Sample 1 (W1 Vs W2)		Sample 2 (W2 Vs GQ)	
	Wave 1	Wave 2	Wave 2	GQ Feb23	Wave 1	Wave 2	Wave 2	GQ Jun23
Total	4.6	4.7	4.8	4.6	4.6	4.2	5.0	4.5
Y10	-	-			4.6	4.2	4.5	4.1
Y11	4.5	4.6	4.8	4.4	-	-	-	-
Y12	-	-			Sample too small		5.5	5.0
Y13	5.5	5.9	5.7	5.8	-	-	-	-
Male	4.3	4.7	5.1	4.3	4.4	3.8	4.6	3.9
Female	4.8	4.7	4.6	4.7	4.9	4.8	5.0	4.8
UC Target	4.9	4.7	4.6	4.1	4.5	4.1	4.5	3.2
UC Non-Target	4.5	4.8	5.0	4.7	4.7	4.4	5.1	5.0

Sample 1 - same year 11 & 13 learners in Wave 2 and Wave 1 (when in year groups 10 &12) = 217 pupils.

Sample 2 – same year 11 & 13 learners in Wave 2 Main and GQ survey Feb 2023 = 191 pupils.

Sample 1 - same year 10 & 12 learners in Wave 2 and Wave 1 (when in year groups 9 &11) = 182 pupils.

Sample 2 – same year 10 & 12 learners in Wave 2 Main and GQ survey Feb 2023 = 41 pupils.

Factor Analysis

hello future.

Golden Questions – Factor analysis results

Theme/Statement	Statement correlates with Theme Factor (Golden Question)
A: My Transition into Higher Education – Strongest predictor of Intention to apply to HE	
A1_ "I feel like I would fit in well at University"	0.82 (GQ)
A2_ "I know how university/higher education could help me in life"	0.79
A3_ "I know what being a university student would be like"	0.79
B: My Ideas, Self-Belief and Personal expectations – Mid strength predictor of Intention to apply to HE	
B1_ "I know what future options are suited to me"	0.79 (GQ)
B2_ "I know what my next step is after my current school/college (e.g., college/university/job/apprenticeship)"	0.77
B3_ "I know what I want in life (education, career etc.)"	0.75
B4_ "I know which subject(s) I want to study in the future"	0.73
B5_ "I know how to find information about my future options (education, career etc.)"	0.71
B7_ "I feel ready for the next step in my education or career (e.g., going to college/university/job/apprenticeship)"	0.70
B6_ "I am aware of different options I can take in my education (e.g., college/university/apprenticeship)"	0.63
E: My Confidence and Attainment expectations – Mid strength predictor of Intention to apply to HE	
E1_ "I am on track to achieve the grades I need for my next step"	0.84 (GQ)
E2_ "I believe I will achieve my predicted grades"	0.84
E3_ "I have the support I need to achieve my goals in my education and career"	0.79
E5_ "I have people in my life who believe in me"	0.67
*E4_ "I need extra support to achieve my predicted grades"	-0.30

Theme/Statement	Statement correlates with Theme Factor (Golden Question)
C: My Knowledge of and Understanding about HE – Weak predictor of Intention to apply to HE	
C1_ "I know about different routes/ways to get into higher education"	0.76 (GQ)
C2_ "I have all the information I need about my future plans (education, career etc.)"	0.76
C3_ "I know how to write a CV/job application"	0.71
C4_ "I know how to apply to university/higher education"	0.71
C5_ "I know how to write a personal statement"	0.71
D: Developing Awareness of me and how to reach my goals – Weak predictor of Intention to apply to HE	
D1_ "I know how I learn best"	0.76 (GQ)
D2_ "I know my own strengths and weaknesses"	0.74
D3_"I know what skills I need to improve to reach my goals"	0.73
D4_"I believe I will be successful in life (education, career etc.)"	0.73
D5_"I can improve on my weaknesses if I work on them"	0.72

Factor analysis of Themes A, B, C & D based on Wave 1 data = 1,841 learners
Factor analysis of Theme E based on all Wave 2 data = 1,988 learners

*Please note statement E4_ "I need extra support to achieve my predicted grades" has a negative correlation and could therefore be removed from future waves

Participating schools

Schools included in survey – Wave 2

Same Learners

	Respondent nos.	%
Total	402	100%
Caldew School	6	1%
Energy Coast UTC		
Furness Academy	38	9%
Keswick School		
Lakes College - West Cumbria	2	0%
Millom School	127	32%
Richard Rose Central Academy		
Richard Rose Morton Academy		
St Benedict's Catholic High School	5	1%
St Bernard's Catholic High School	71	18%
St John Henry Newman Catholic School	7	2%
St Joseph's Catholic High School, Business and Enterprise College	49	12%
The Whitehaven Academy		
Trinity School	6	1%
Ullswater Community College		
Walney School	88	22%
William Howard School		

Total Learners

	Respondent nos.	%
Total	1988	100%
Caldew School	187	9%
Energy Coast UTC	81	4%
Furness Academy	159	8%
Keswick School	93	5%
Lakes College - West Cumbria	11	1%
Millom School	180	9%
Richard Rose Central Academy	136	7%
Richard Rose Morton Academy	107	5%
St Benedict's Catholic High School	38	2%
St Bernard's Catholic High School	104	5%
St John Henry Newman Catholic School	99	5%
St Joseph's Catholic High School, Business and Enterprise College	121	6%
The Whitehaven Academy	50	3%
Trinity School	121	6%
Ullswater Community College	93	5%
Walney School	131	7%
William Howard School	267	13%

Please note that samples may not always add to totals due to pupils not answering all questions

Activities and Interventions – 2022/2023

School	Year Group	Activity Descriptor	Mode of Delivery	Number of Interventions
Caldew School	11	Pack distribution by schools/colleges	Resources	1
		Participation Fund (Non-Campus visit)	External Workshop/one to one sessions	2
		Progression Routes	Presentation	5
		Your Future	Workshop	5
	12	Participation Fund (Non-Campus visit)	External Workshop/one to one sessions	1
	13	External Community Outreach	Community Workshop	1
		Participation Fund (Non-Campus visit)	External Workshop/one to one sessions	1
Energy Coast UTC	11	N/A		0
Furness Academy	11	Communicating Confidently	Workshop	2
Keswick School	11	Student Life	Workshop	2
Lakes College	Level 3	Communicating Confidently	Workshop	1
		Participation Fund (Campus visit)	HE Campus visit	1

School	Year Group	Activity Descriptor	Mode of Delivery	Number of Interventions
Millom School	10	My HE Journey	Workshop	3
		Progression Routes	Presentation	1
		Student Life	Workshop	3
	11	Apprenticeships	Workshop	3
		Participation Fund (Non-Campus visit)	External Workshop/one to one sessions	1
		Progression Routes	Presentation	1
	12	External Community Outreach	Workshop	2
		Hello Future Trip	HE Campus visit	1
		My HE Journey	Workshop	1
		Participation Fund (Campus visit)	HE Campus visit	1
		Participation Fund (Non-Campus visit)	External Workshop/one to one sessions	1
	13	Participation Fund (Non-Campus visit)	External Workshop/one to one sessions	1
Richard Rose Central Academy	11	My Future Self	Workshop	7
Richard Rose Morton Academy	11	Hello Future Trip	HE Campus visit	1
		MADE Workshop	External Workshop	1
		My Future Self	Workshop	6
		My HE Journey	Workshop	6
		Pack distribution by schools/colleges	Resources	1
		Your Future	Workshop	3

Activities and Interventions - 2023

School	Year Group	Activity Descriptor	Mode of Delivery	Number of Interventions
St Benedcit's Catholic High School	11	Apprenticeships	Workshop	1
		Hello Future Trip	HE Campus visit	1
		My HE Journey	Workshop	3
St Bernard's Catholic High School	10	Communicating Confidently	Workshop	1
		External Community Outreach	External Workshop	2
		Hello Future Trip	HE Campus visit	1
		My Future Self	Workshop	5
		Student Life	Workshop	3
		Your Future	Workshop	4
St John Henry Newman Catholic School	11	My Future Self	Workshop	3
	12	Progression Routes	Presentation	3
		Communicating Confidently	Workshop	2
	13	My Future Self	Workshop	1
		My HE Journey	Workshop	1
		Student Life	Workshop	1
		Your Future	Workshop	1
St Joseph's Catholic High School	11	Participation Fund (Non-Campus visit)	External Workshop/one to one sessions	2
		Progression Routes	Presentation	1
The Whitehaven Academy	11	Your Future	Workshop	2
Trinity School	11	N/A		0
	13			
Ullswater Community College	12	Hello Future Trip	HE Campus visit	1
		My HE Journey	Workshop	1
	13	Hello Future Trip	HE Campus visit	1
		My Future Self	Workshop	2
Walney School	10	Making the most of UCAS Fairs and Open Days Presentation	Presentation	1
		My Future Self	Workshop	1
		My HE Journey	Workshop	2
		Participation Fund (Non-Campus visit)	External Workshop/one to one sessions	1
		Student Life	Workshop	1
		Your Future	Workshop	1
	11	Hello Future Trip	HE Campus visit	1
		Making the most of UCAS Fairs and Open Days Presentation	Presentation	2
		Participation Fund (Non-Campus visit)	External Workshop/one to one sessions	1
		Student Life	Workshop	4
William Howard School	11	N/A		0
	12			
	13	My Future Self	Workshop	1

ABOUT COSMOS

hello future.

Our project team

Sarah Dirrane

Director, Research & Strategy

- **Trained researcher** – Masters in Research Methodology at University of Leeds
- Experienced in delivering **multi-method research programmes** across both qualitative & quantitative research methods
- Led on **evaluation & Impact programme** for Uni Connect consortiums and access/outreach initiatives
- Delivered research & evaluation services in the **education, HEI and public sectors**
- **Developed Access & Participation Plans** – deep understanding of the wider access and outreach context
- **Knowledge & understanding of the HEI sector** – led the research & Intelligence Team for 5 years at a large HEI

Senior Research Associates

- Cosmos has a **wealth of experience within its team**, with **only accomplished and experienced researchers** making up the project team.
- The team consists of Senior Research Associates that have **extensive experience** across a plethora of research methodologies, in many cases **10+ years' experience**.
- Experience ranges from project management, directing research departments, teams of researchers and a large portfolio of research projects

Sean Dirrane

Managing Director

- **Significant knowledge** of the HEI sector
- 10-year career at Leeds Beckett University, **Widening Participation Practitioner & WP Manager: Research & Evaluation**
- **Engagement & Training** - specialist in the Education and Social Care sectors
- Works with a range of WP audiences and has relevant and extensive experience **working with school & college stakeholders**
- **Works closely with a number of Uni Connect networks** delivering work which is highly focussed on supporting and developing disadvantaged and marginalised groups, primary focusing on supporting young disadvantaged men through the Marginal Gains programme
- Has also developed a number of other initiatives working with the Social Care sector and Uni Connect networks

COSMOS

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