

November 2024

Understanding the Impact of Hello Future Activities

Insight Report for Hello Future

CONFIDENTIAL



COSMOS

In this report



01 Background & Methodology	p.03
02 Executive Summary	p.06
03 Detailed Findings	p.11
03.1 CFE data analysis	p.12
03.2 Future Selves data analysis	p.46
03.3 HESA/HEAT dataset analysis	p.73
About Cosmos	p.86
Appendix	p.88

Background & Methodology

Background & Objectives

Hello Future is looking to **review their wider programme** to ascertain if the current and historic programmes of initiatives / activities offered has had an inferred **impact on student outcomes, progression to HE**; and **progression against the 5 intervention themes** identified in the Future Selves survey.

KEY OBJECTIVE

Determine the extent to which the **wider programme** and its associated activities have had a **demonstrable impact on specific student outcomes**:

- Score movements across CFE survey themes
- Score movements across 5 Future Selves intervention themes
- Progression on to HE



METHOD OVERVIEW

To meet the objective Cosmos was commissioned to conduct analysis of existing datasets which included:

- CFE survey data, Waves 0, 1 and 2
- Future Selves survey data, Waves 1 and 2
- HESA Track data
- HEAT Activity Reports

The datasets were analysed to identify whether those who have taken part in Future Selves programme activities have better outcomes than those who did not.

NOTE: Please refer to slides 75 and 76 of the Appendix for a more detailed overview of the CFE and Future Selves datasets.

ANALYSIS APPROACH

The first step in the analysis was the merging of the following files using Student HEAT IDs:

- HEAT data overlayed onto the Future Selves survey data
- HESA Track data overlayed onto the CFE data

Through this merging process, student activities were directly linked to specific student outcomes in the surveys. Please note that there was little overlap between the HESA Track and Future Selves survey (only 23 students were common in both data files), so no data merging occurred between these two files, due to this low base size.

After merging the data sets, the following types of exploratory analyses were undertaken:

- **Frequency analysis** – to understand which activities had been attended / by how many
- **Cross-tabulations** - who was more / less likely to attend activities
- **Cross-tabulations and mean scores** - activity assessment vs. specific student outcomes

Based on the last analysis, proportion and means testing was undertaken to determine if those attending activities had significantly higher student outcome scores vs. those with no activities.

The type of activity (type, subtype, activity descriptors etc.) was also assessed using proportion and means testing to determine which specific types of activity resulted in significantly higher student outcome scores.

Based on exploratory analysis insights, correlations were run between the more promising activities and individual student outcomes. However, the correlations were found to be too low (ranged from approx. 0-0.15) to build robust / meaningful driver models using logistic regression (or any alternative driver models).

Executive summary

Findings summary



01.

The CFE data analysis did not establish a clear positive link between activity attendance and HE progression. In fact, in some cases, it appeared as if the two have an inverse relationship with those attending fewer activities more likely to have progressed to HE. It's possible that pupils in the CFE sample who did not attend activities were more confident about HE in the first place and needed less support to progress. It's also possible that the HE progression is incomplete or biased in some way that makes analysis incomplete/ biased. The CFE data analysis did reveal a positive link between activity attendance and pupils' claimed knowledge and understanding of aspects of HE.

02.

The Future Selves data analysis did reveal a link between activity attendance and claimed Intention to study at HE. Although the difference between activity attendees and non-attendees in terms of their Intention to study at HE is not particularly stark, it is significant nevertheless. The analysis also did uncover a positive relationship between activity attendance and pupils' response to the HE-specific Future Selves themes such as 'Knowledge and understanding about HE', 'Transition to HE' and 'Ideas, Self-Belief and Personal Expectations'.

03.

Analysis of both datasets suggests that **activities that are more involved/ hands-on and specific have a stronger association with positive pupil outcomes**, e.g. Intention to study at HE and HE knowledge/ understanding. Examples of these activities include UCAS activities, Subject specific activities, Campus facilities tours, Peer mentoring, Mock interviews.

04.

Analysis of **HEAT (activity data) and HESA (progression on to HE) datasets**, revealed similar links in activity type attended and progression on to HE, as seen in prior analyses. We see the presence of some relationship between activity attendance and HE progression, with pupils who did progress being more likely to have attended certain types of activities than those who did not. Those progressing to HE are significantly more likely to have attended the Finance, General UCAS, Campus Visits, Exhibition and Mock interview activities than those not progressing.

01.

The analysis of the CFE data did not identify a direct relationship between Hello Future activity attendance and progression to HE.

This does not mean that activities do not have an impact. There is a positive relationship between activity attendance and pupils' knowledge and understanding of HE in such areas as how HE leads to careers pupils might be interested in, the different routes into HE and the financial support available. We know from other research* that pupils' knowledge about HE is an important driver of HE consideration.

02.

Some activities are more strongly associated with an uplift in pupils' knowledge about HE.

The base sizes did not allow for a comprehensive analysis of the impact of all activity types,. However, there is sufficient evidence that more specific and 'involved' activities have a greater positive impact on pupils' knowledge and understanding of HE compared to more general, less involved activities.

03.

Activities have more impact among FE pupils than school/ college level 2 pupils.

Naturally, being closer to the point of the HE transition, FE pupils are more engaged in activities and possibly pay more attention/ get more value out of them compared to pupils earlier on in their education journey.

**NOTE: The Future Selves Wave 2 study report.*

01.

The analysis of the Future Selves dataset reveals a link between activity attendance and claimed intention to go to university/ attend HE.

Pupils in the Future Selves sample who attended at least one activity expressed a higher intention to go into HE. Interestingly, there is no clear correlation between the number of activities attended and Intention to study at HE – those attending one activity express similar Intention to study at HE as those attending multiple activities.

02.

Some activities are more strongly associated with an uplift in pupils' Intention to study at HE.

Similar to the patterns seen in the CFE data analysis, those more involved/ hands-on and/or more specific activities such as UCAS General/ Fair, Subject specific activities and Campus facilities tours are associated with a greater Intention to study at HE. However, it's not possible to confirm with certainty whether attending these activities is driving stronger HE Intention or vice versa.

03.

Activities also have a positive impact on the Future Selves theme scores, particularly those around HE.

Attending activities has a positive impact on pupils' response to the Future Selves themes, particularly those more specific to HE i.e. 'Knowledge and understanding about HE', 'Transition to HE' and 'Ideas, Self-Belief and Personal Expectations'. Themes that aren't directly linked to HE – 'Awareness of Me and How to Reach my Goals' and 'Confidence and Attainment Expectations' – don't appear to be influenced by activity attendance.

01.

Based on the HESA/ HEAT dataset analysis, **around a third (36%) of eligible pupils progress to HE.**

Of those, the **vast majority join a university in the north of England**, with University of Cumbria being the university of choice for 1 in 5 pupils.

As seen in previous analyses, **girls and Uni Connect non-target pupils are more likely to be among those progressing to Higher Education** than boys and Uni Connect target pupils. Region profiles of those who progress to HE and those who do not are similar.

02.

The vast majority – over 90% - of the pupils found in the HESA database **attended at least one activity.**

In line with other analyses, **activities related to improving skills and General HE information are the most attended types of activities.**

Digital workshops, presentations as well as written materials are the most common activity formats pupils attended/ used.

The more involved activity types/ formats (e.g. Campus Visits, Mentoring) were attended significantly less.

03.

The **number of activities attended by those who progressed to HE and those who did not is similar.** Those progressing attended only slightly more activities on average.

04.

There are **some differences between those who progressed to HE and those who did not** in terms of the types of activities attended:

- **Activity types:** Those who progressed to HE are more likely to have attended HE Campus Visits and Exhibitions.
- **Activity subtypes:** Those progressing to HE are more likely to have attended the Finance and General UCAS activities than those not progressing.
- **Level of Intensity:** Those progressing to HE are somewhat more likely to have attended more involved activities such as Campus Trips, Mock Interviews and in-person Workshops than those not progressing.

Detailed findings

CFE Data analysis

What do we know about Hello Future activity engagement and HE progression among pupils in the CFE sample?

Around a half of pupils in the CFE dataset attended or got exposed to some form of Hello Future activity



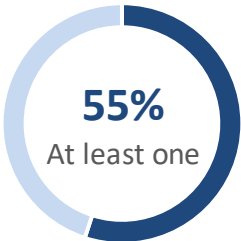
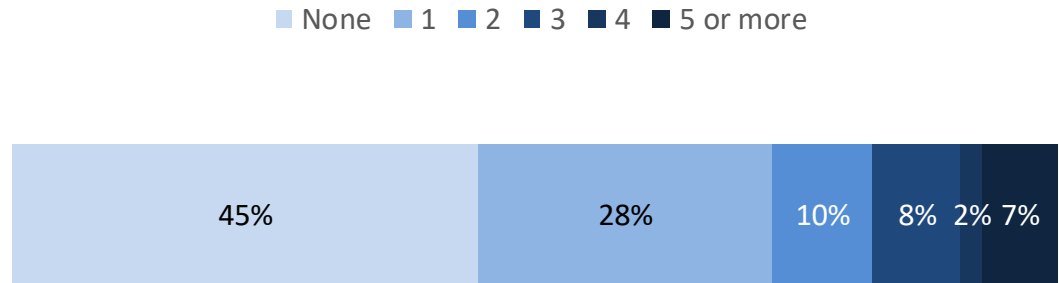
The CFE sample was split in roughly equal proportions between those who attended at least one Hello Future activity and those who did not.

A significant proportion – around a quarter - attended one activity.

Two or more activities were attended by roughly another quarter of pupils in the CFE sample.

NUMBER OF ACTIVITIES ATTENDED

Total CFE sample



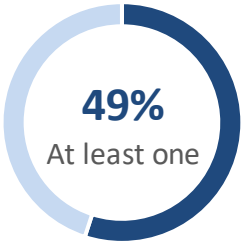
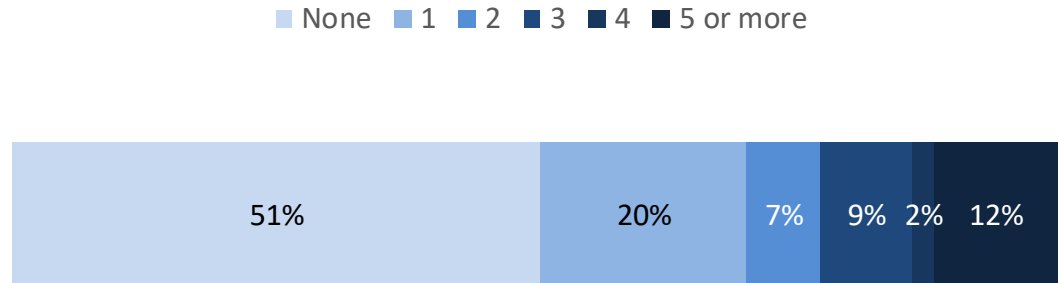
The pattern is very similar when looking at the number of hours pupils spent engaging in the Hello Future activities, with around half of pupils having one or more contact hours.

A significant proportion – around a fifth of pupils – spent around an hour in total engaging in Hello Future activities.

Only around 1 in 10 pupils had 5 or more activity contact hours.

ACTIVITY CONTACT HOURS (ROUNDED)

Total CFE sample



Source: CFE dataset, Number of activities attended, Rounded number of contact hours.
Base: Total sample (1,732)

The number of activities attended can serve as a proxy for activity contact hours pupils had



There is a strong relationship between the number of activities attended and number of activity contact hours, so for the purpose of this analysis we will only focus on the number of activities attended.

		ACTIVITY CONTACT HOURS (ROUNDED)					
Column %		0	1	2	3	4	5 or more
NUMBER OF ACTIVITIES ATTENDED	0	87%	0%	0%	0%	0%	0%
	1	12%	83%	64%	4%	3%	4%
	2	0%	13%	26%	24%	22%	23%
	3	0%	2%	7%	66%	6%	14%
	4	0%	1%	3%	4%	22%	8%
	5 or more	0%	1%	1%	1%	47%	51%

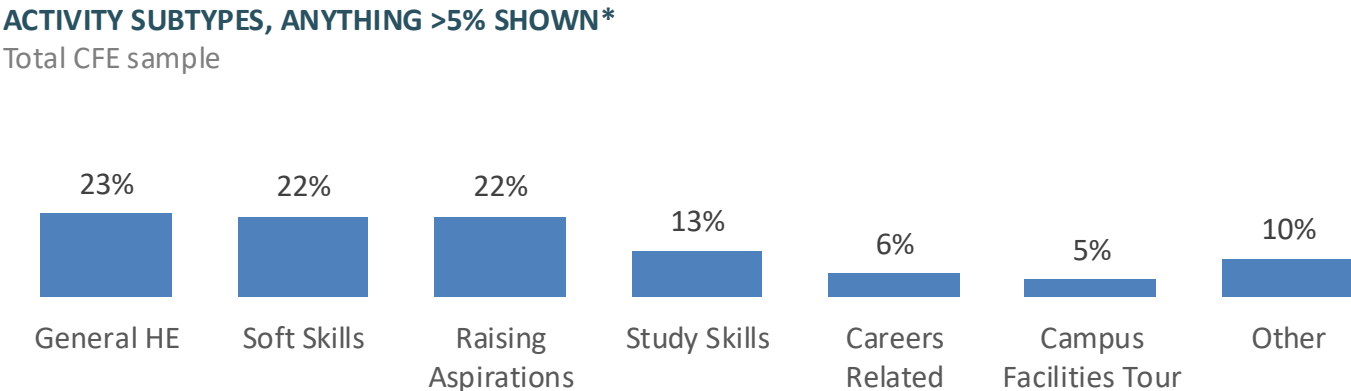
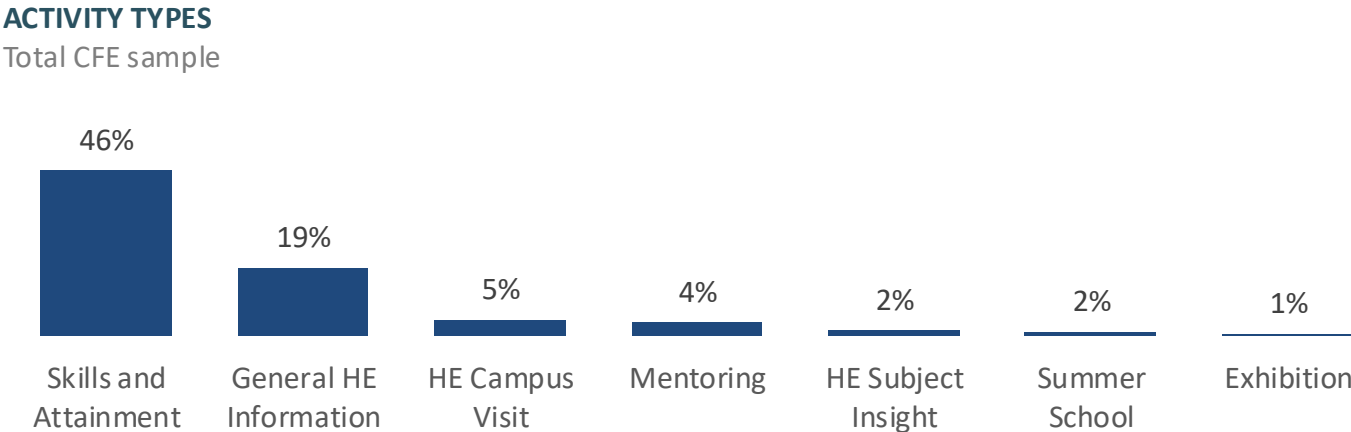
Source: CFE dataset, Number of activities attended, Rounded number of contact hours.
Base: Total sample (1,732)

Skills & attainment related activities were the most attended, followed by General HE information



Skills and Attainment related activities were by far the most attended followed by General HE information activities. HE Campus Visits and Mentoring were activity types attended by around 1 in 20 pupils.

General HE, Soft Skills, Raising Aspirations were the most common activity subtypes to attend, reflecting the pattern seen for activity types.



Source: CFE dataset, Activity types, Activity subtypes.
Base: Total sample (1,732) * Refer to slide 77 of the Appendix for the full list of subtypes.

The activities were mostly attended in person, in the form of workshops and presentations



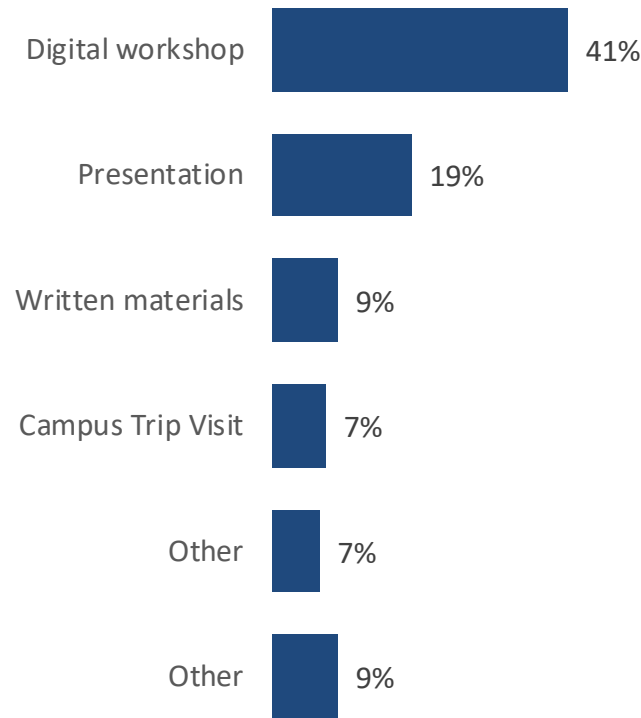
Digital workshops were by far the most attended format of activities followed by presentations.

Written materials were reviewed by around 1 in 10 pupils in the total CFE sample.

The vast majority of activities were attended in person, with only 1 in 10 attendees engaging online.

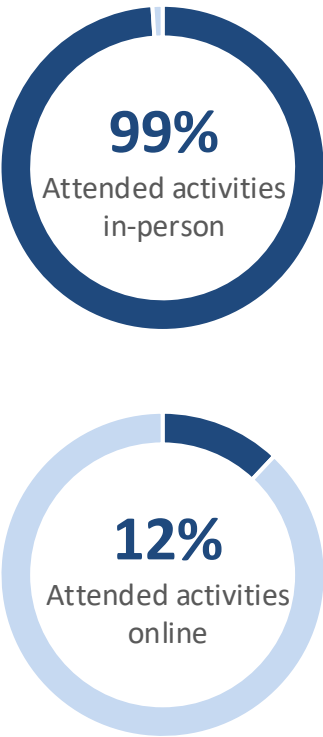
ACTIVITY FORMATS

Total CFE sample



METHOD OF DELIVERY

Those who attended activities



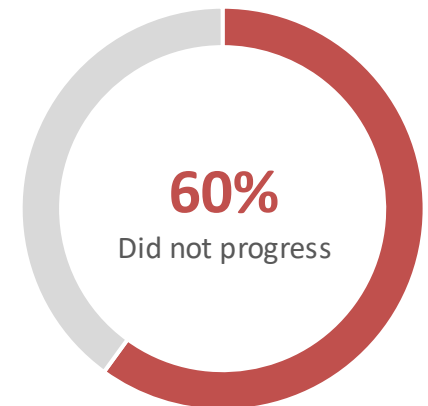
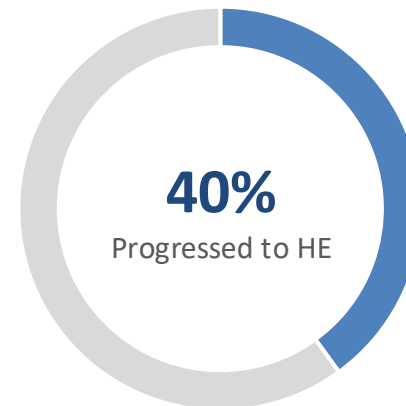
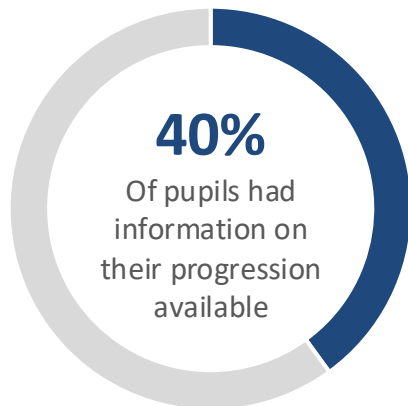
Source: CFE dataset, Level of intensity.
Base: Total sample (1,732), Those who attended at least one activity (961)

Less than half of pupils in the CFE sample had information on progression to HE and within that 2 in 5 were known to have progressed to HE

Amongst pupils that had progression information available, 2 in 5 progressed to HE whilst 3 in 5 did not.

HE PROGRESSION

Total CFE sample



Source: CFE dataset, HE Progression.

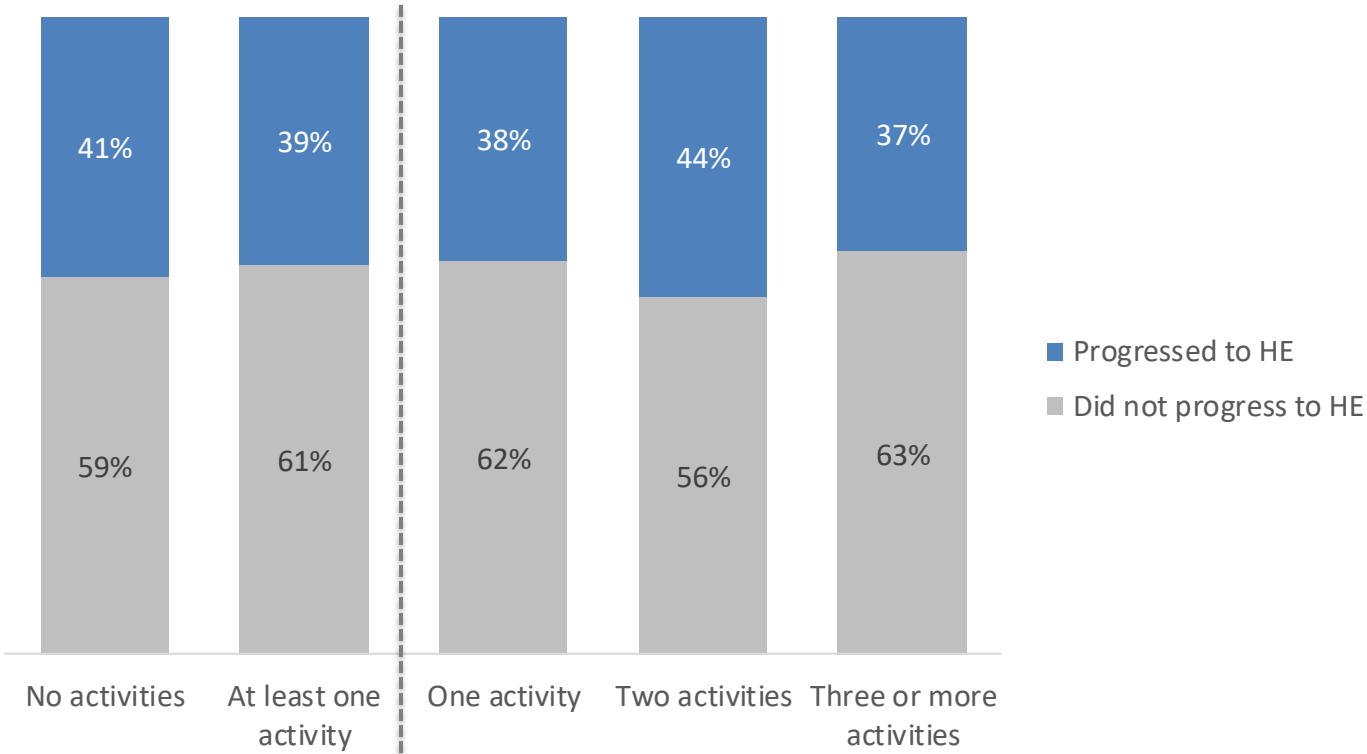
Base: Total sample (1,732), pupils with progression information available (696)

What, if any, impact did attending Hello Future activities have on pupils' progression to HE?

At first glance, the number of activities attended does not appear to have an impact on HE progression

When looking at all pupils in the CFE sample with progression information available, it appears that attending activities does not have an impact on the HE progression rates and neither does the number of activities attended.

PROGRESSION TO HE BY NO. OF ACTIVITIES ATTENDED
Pupils with HE progression information available



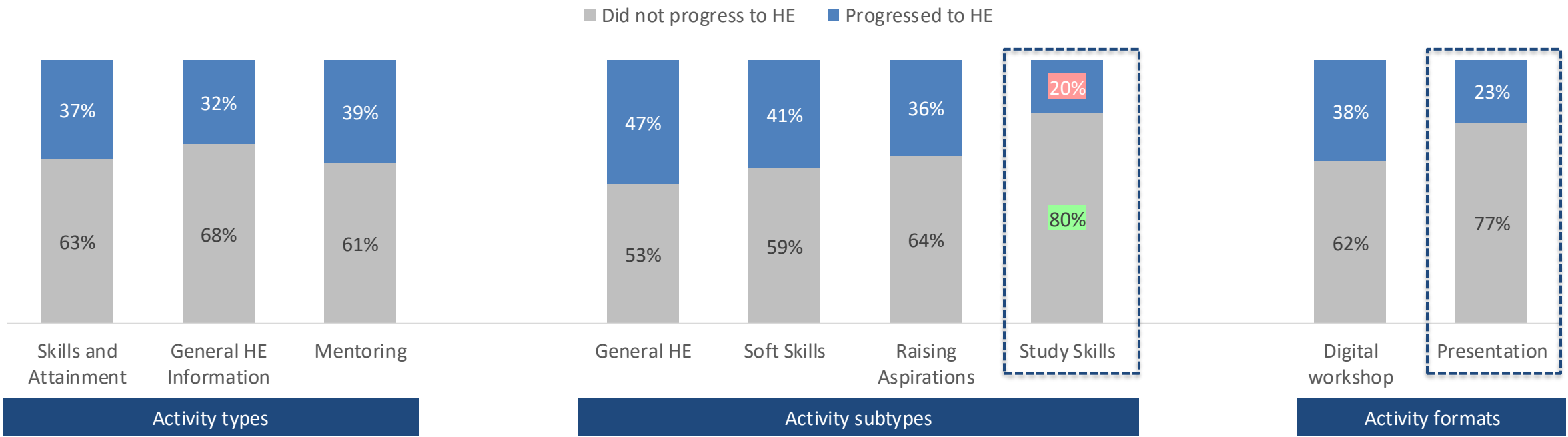
Source: CFE dataset, HE Progression.
Base: All pupils with progression information available (696), pupils who did not attend activities (390), pupils who attended at least one activity (306), one activity (173), two activities (57), three of more activities (76)

NOTE: More granular breakouts for 4,5,6 activities etc. not included due to small base sizes (<30).

Participating in some activities seems to have a negative effect on HE progressions

Whilst HE progression rates are quite flat looking by activity types attended, it appears that attending certain activity types has a reverse effect on HE progression. For example, pupils who attended Study Skills related activities and Presentations are somewhat less likely to have progressed to HE than pupils more broadly. This could be driven by the profile of pupils attending these types of activities (i.e. pupils who have weaker study skills/ lower attainment and therefore lower likelihood to progress to HE).

PROGRESSION TO HE BY TYPES OF ACTIVITIES
Pupils with HE progression information available



Source: CFE dataset, HE Progression. Base: All pupils with progression information available (696), see speaker notes for base sizes.
NOTE: Only activity types/ subtypes/formats with sufficient (>30) base sizes shown.

Significance testing: Significantly higher/ lower vs total on the 95% confidence level

Insight 1:

Activity attendance alone does not have a clear impact on progression to HE. Neither do attending specific activity types and formats. In fact, attending certain activity types has a reverse relationship with HE progression (e.g. Study Skills activity subtype attendance).

The year group pupils were in at the time of the CFE survey does have a significant impact on HE progression rate

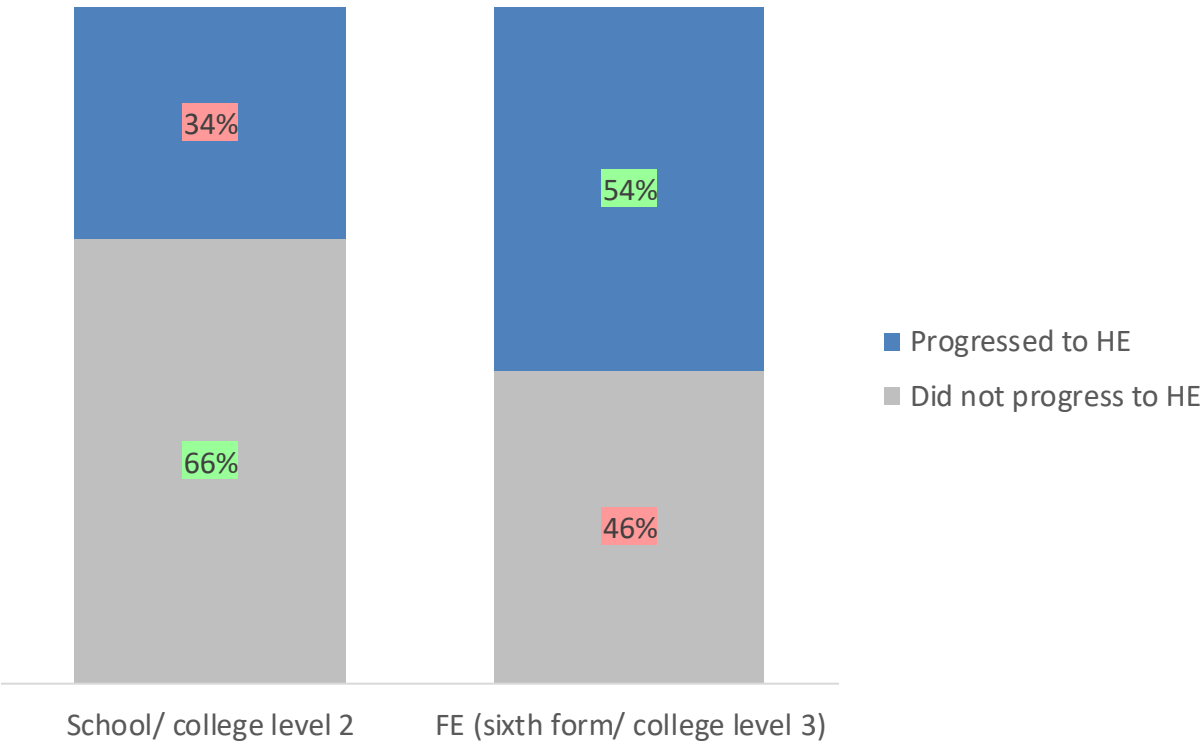


Pupils who were approaching the point when the decision about HE needed to be made (sixth form/ college level 3) are more likely to have progressed to HE. It's also possible that those in FE are by definition are more likely to go into HE as FE is an essential stage in pupils' journeys towards HE.

Pupils who were in school years 9-11 or at level 2 college are less likely to have progressed to HE.

Such significant differences in HE progression between school and FE pupils suggests that we need to analyse these two groups separately.

PROGRESSION TO HE BY YEAR GROUP
Pupils with HE progression information available



Source: CFE dataset, HE Progression.
Base: All pupils with progression information available (696), school pupils/ college level 2 (493), further education pupils (203)

Significance testing: Significantly higher/ lower vs total on the 95% confidence level

Insight 2:

What does have a clear correlation with HE progression, is the age of pupils, with those who were in older year groups at the time CFE survey was conducted significantly more likely to have progressed to HE. The significant gap in HE progression between school pupils and FE pupils* suggests that these groups need to be analysed separately.

* At the time of the CFE survey.

Activity attendance differs significantly by year group, with FE pupils engaging with activities considerably more



NO. OF ACTIVITIES	All pupils with progression info	School	FE
No activities	56%	61%	44%
At least one activity	44%	39%	56%
One activity	25%	27%	19%
Two activities	8%	7%	11%
Three activities	6%	3%	11%
Four activities	2%	1%	4%
5 or more activities	3%	1%	10%

ACTIVITY TYPES	All pupils with progression info	School	FE
Skills and Attainment	38%	37%	41%
General HE Information	9%	3%	23%
Mentoring	6%	5%	7%
Summer School	2%	1%	6%
Exhibition	2%	0%	6%
HE Subject Insight	1%	0%	2%
HE Campus Visit	1%	0%	1%

ACTIVITY SUBTYPES	All pupils with progression info	School	FE
Soft Skills	28%	25%	35%
Raising Aspirations	10%	12%	7%
Study Skills	8%	5%	14%
General HE	8%	1%	23%
Peer Mentoring	6%	5%	7%
Finance	5%	0%	17%
Other	8%	3%	21%

ACTIVITY FORMATS	All pupils with progression info	School	FE
Digital workshop	36%	35%	39%
Presentation	9%	4%	21%
Mentoring	4%	2%	7%
Campus Trip Visit	3%	2%	6%
Residential	3%	1%	6%
Mock interview	3%	2%	3%
Other	4%	4%	6%

Source: CFE dataset, Number of activities attended, Activity types, Activity subtypes. Level of intensity.
Base: All pupils with progression information available (696), those in School/ college level 2 (493), those in FE (203).

Significance testing: Significantly higher/lower vs total on the 95% confidence level

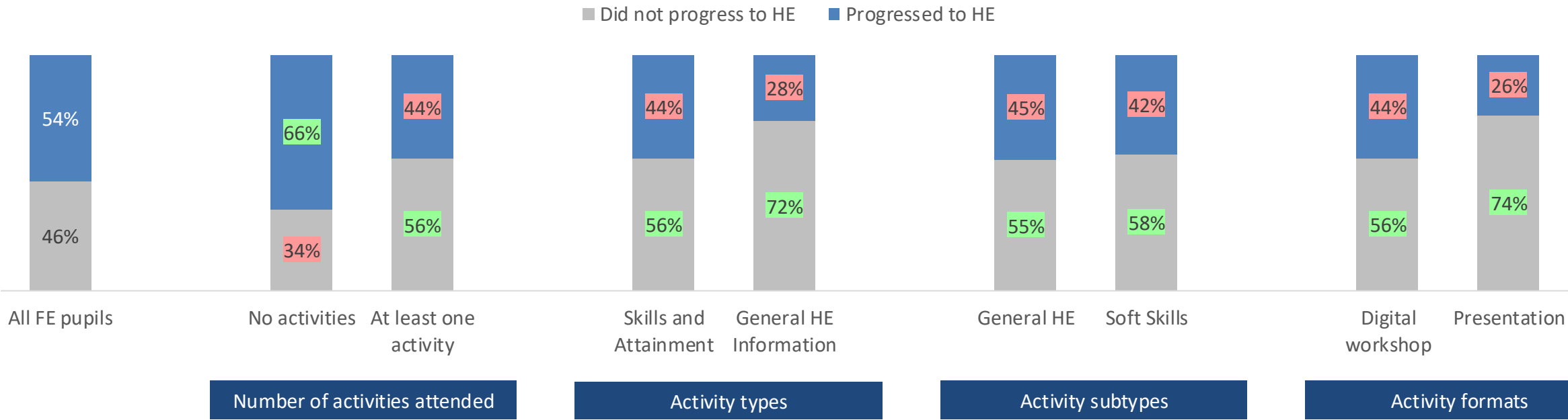
Within FE pupils, HE progression is higher among those who did not attend any Hello Future activities



Looking specifically at FE pupils, those who did not attend any Hello Future activities are more likely to have progressed to HE. It’s possible that pupils who are more confident about their HE plans do not have as strong a need for support as those who are less sure and, hence, attend fewer activities. Another possible explanation is that pupils identified as less likely to progress to HE are more targeted with activities.

PROGRESSION TO HE BY NO. OF ACTIVITIES ATTENDED AMONG FE PUPILS

FE pupils with HE progression information available



Source: CFE dataset, HE Progression. Base: FE pupils with progression information available (203), see speaker notes for base sizes.
NOTE: Only activity types/ subtypes/formats with sufficient (>30) base sizes shown.

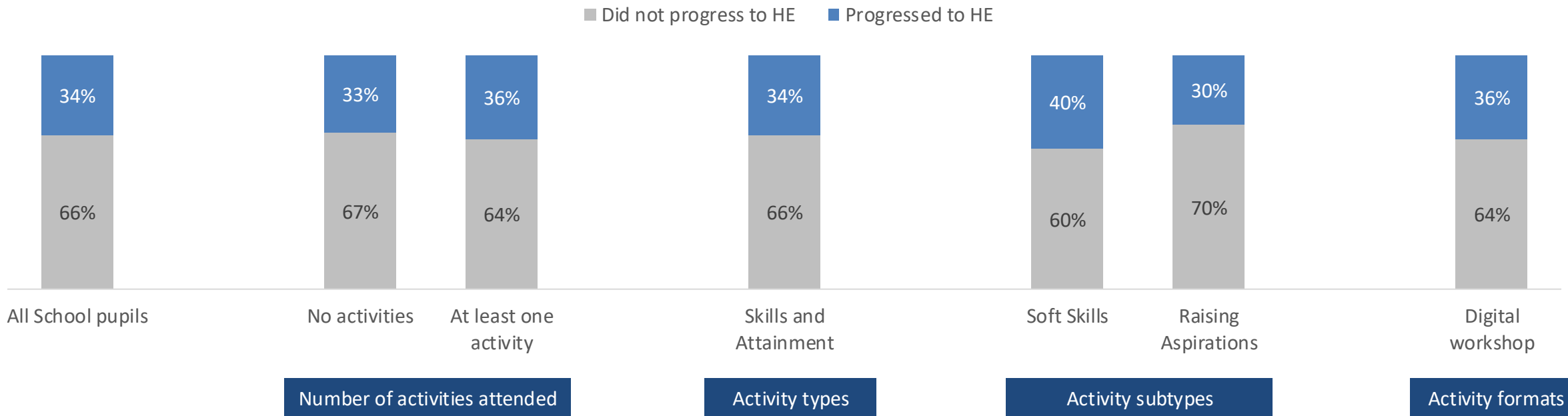
Significance testing: Significantly higher/ lower vs total on the 95% confidence level

HE progression is flat irrespective of activity attendance among school/ college level 2 pupils

Looking at school/ college level 2 pupils, their progression to HE stays flat irrespective of whether they attended Hello Future activities or not. This might again indicate the fact that many of those pupils haven't yet made the decision about HE yet.

PROGRESSION TO HE BY NO. OF ACTIVITIES ATTENDED AMONG SCHOOL/ COLLEGE LEVEL 2 PUPILS

School pupils with HE progression information available



Source: CFE dataset, HE Progression. Base: School pupils with progression information available (493), see speaker notes for base sizes.
NOTE: Only activity types/ subtypes/formats with sufficient (>30) base sizes shown.

Significance testing: Significantly higher/ lower vs total on the 95% confidence level

Insight 3:

FE pupils* did in fact attend more Hello Future activities and initiatives compared to school pupils. This is, perhaps, unsurprising considering that these pupils were approaching the point of transition to HE. Interestingly though, attending activities and events had a reverse relationship with HE progression, with FE pupils who did not attend any activities being more likely to have progressed. This might suggest the fact that pupils who were more confident about their HE plans did not require (as much) support than those less confident. Another possible explanation could be that activities were more heavily targeted at those who were identified as less likely to progress to HE.

* At the time of the CFE survey.

Insight 4:

School pupils attended fewer Hello Future activities compared to FE pupils, potentially due to being 'earlier on' in their education journey and not having started to think about HE as actively as FE pupils. Another factor could also be the fact that school pupils, again due to being younger/ entering the Hello Future target age group more recently, did not have the same degree of exposure to Hello Future activities as FE pupils did.

HE progression amongst school pupils is fairly low and flat irrespective of activities attended which could be due to the fact that many of these pupils have not yet reached the point of transition.

* At the time of the CFE survey.

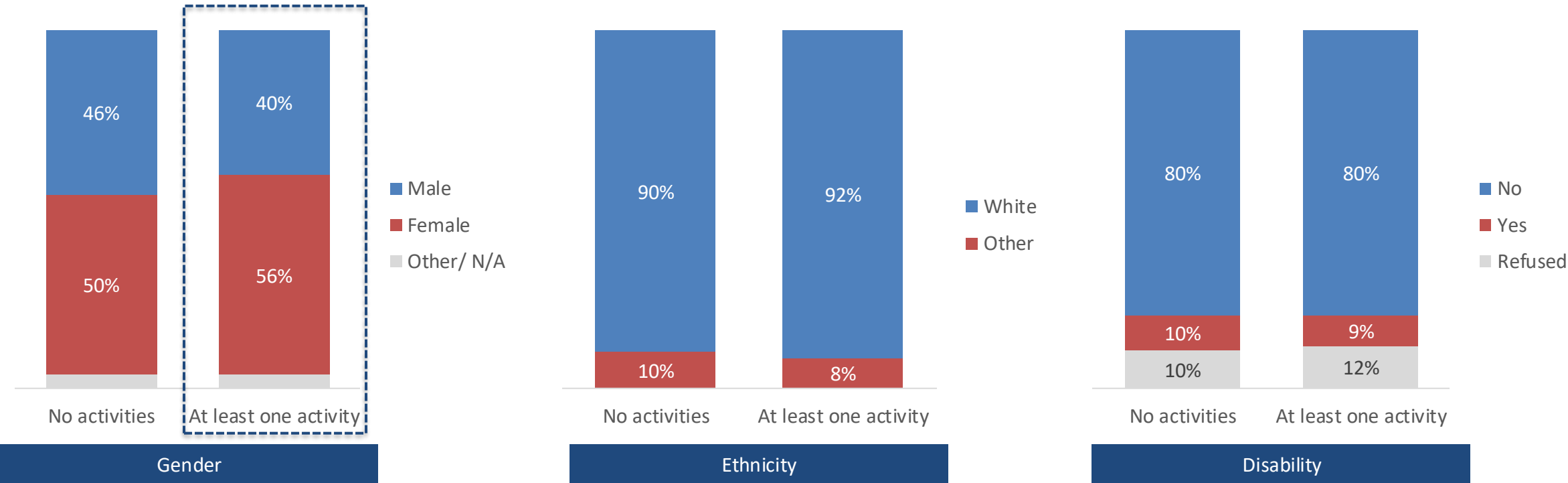
Is there something different about pupils who attend Hello Future activities vs those who do not?

Aside from those attending Hello Future activities skewing slightly towards females, there are no significant demographic differences between activity attendees and non-attendees



Pupils who attended Hello Future activities tend to skew slightly towards females. Attendees and non-attendees are the same in terms of ethnicity and disability.

ACTIVITY ATTENDANCE BY KEY DEMOGRAPHIC CHARACTERISTICS
Total CFE sample



Source: CFE dataset, Gender, Ethnicity, Disability.
Base: Total CFE sample – pupils with demographic information available (base sizes between 1,556-1,558), see speaker notes for base sizes.

Significance testing: No significant differences between those attending at least one activity and those not attending any.

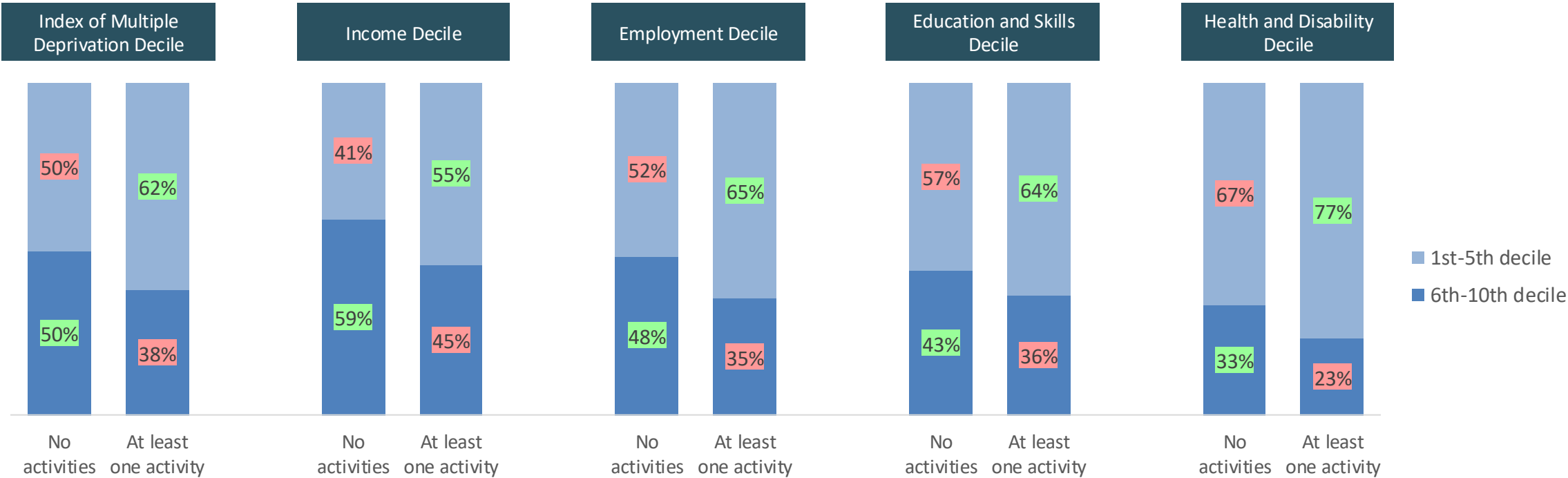
Activity attendee differ from non-attendees on a range of sociographic characteristics, with more disadvantaged pupils being more likely to attend Hello Future activities



Income and Employment deciles are the characteristics where the differences between activity attendees and non-attendees are most significant – those in lower deciles are significantly more likely to attend Hello Future activities. This could be due to the way Hello Future targets its activities, putting more emphasis on the more disadvantaged pupils.

ACTIVITY ATTENDANCE BY OTHER PROFILING INFORMATION

Total CFE sample



Source: CFE dataset, Gender, Ethnicity, Disability.
Base: Total CFE sample – pupils with demographic information available (base sizes between 1,556-1,558), see speaker notes for base sizes.

Significance testing: Significantly higher/lower vs total on the 95% confidence level

Insight 5:

Demographically, there is no difference between attendees and non-attendees, but there are some differences between the two groups in terms of sociographic indicators - pupils from more disadvantaged backgrounds are more likely to attend activities.

Although activities do not appear to have a direct impact on progression to HE, do they impact other indicators related to HE?

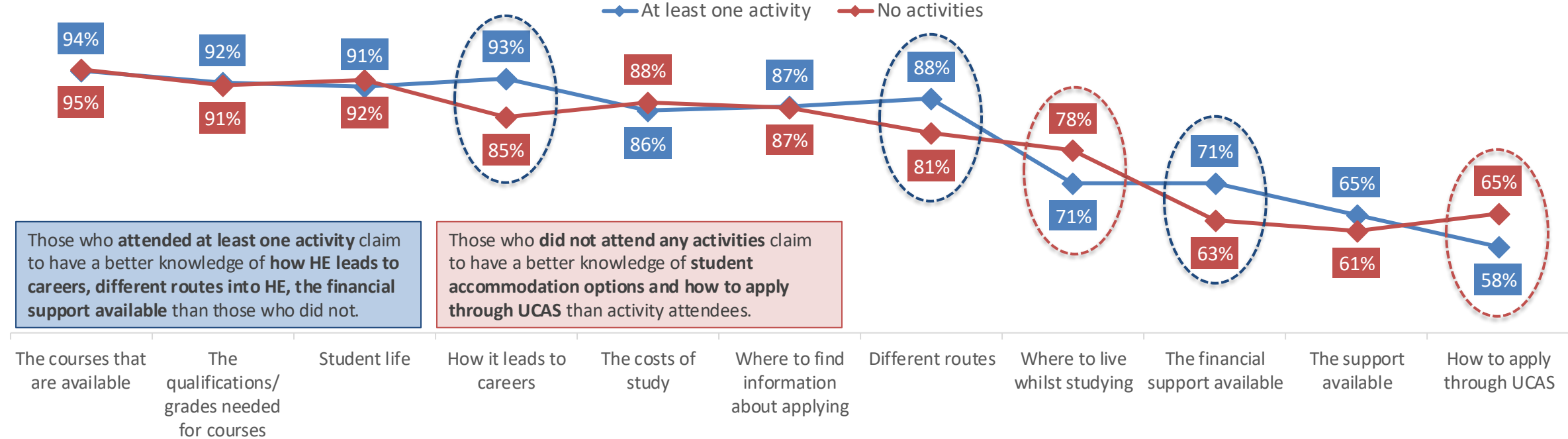
We've looked into this for FE pupils and school pupils separately...

Attending activities has a positive impact on FE pupils' claimed knowledge of how HE leads to careers, the different routes available and financial support



Interestingly, FE pupils who did not attend any activities claim to know more about student accommodation options and how to apply through UCAS, suggesting that these pupils might be getting information and support on these aspects elsewhere.

KNOWLEDGE OF VARIOUS ASPECTS OF HE BY ACTIVITY ATTENDANCE, % THOSE WHO SAY THEY KNOW 'A LITTLE' OR 'A LOT'
All FE pupils in the CFE sample



Source: CFE dataset, q05/06. How much do you know about the following aspects of applying to higher education?
Base: All FE pupils in the CFE sample who did not attend activities (91) and attended at least one activity (121).

Significance testing: No significant differences between those attending at least one activity and those not attending any.

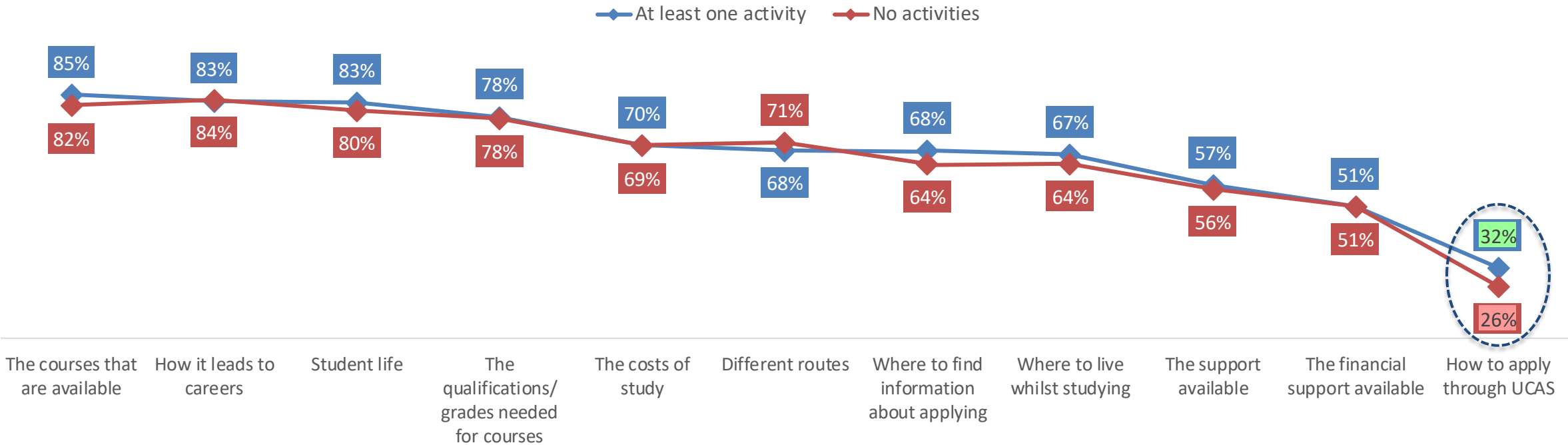
Amongst school pupils, attending activities does not have an impact on knowledge of most aspects of HE, with the only exception being knowledge of how to apply through UCAS



School pupils’ claimed knowledge of most HE aspects does not change significantly depending on whether they attended any Hello Future activities or not. The only exception to this is knowledge of how to apply through UCAS, with those attending at least one activity claiming to have better knowledge. This overall lack of difference between attendees and non-attendees could be due to the fact that these pupils are still early on in their HE journey and have not yet been exposed to a lot of information about HE as opposed to FE pupils.

KNOWLEDGE OF VARIOUS ASPECTS OF HE BY ACTIVITY ATTENDANCE, % THOSE WHO SAY THEY KNOW ‘A LITTLE’ OR ‘A LOT’

All school/ college level 2 pupils in the CFE sample



Source: CFE dataset, q05/q06. How much do you know about the following aspects of applying to higher education?
Base: All school/ college level 2 pupils in the CFE sample who did not attend activities (678) and attended at least one activity (835).

Significance testing: Significantly higher/ lower vs total on the 95% confidence level

Insight 6:

Attending activities has a positive impact on FE pupils' claimed knowledge of how HE leads to careers they might be interested in, the different routes into HE and financial support available.

FE pupils who did not attend any activities claim to know more about student accommodation options and how to apply through UCAS, suggesting that these pupils might be getting information and support on these aspects elsewhere.

Insight 7:

The impact of activities on knowledge about HE among school/college level 2 pupils is less obvious as there is hardly any differences between activity attendees and non-attendees.

This could be due to the fact that these pupils are earlier on in their HE journey and have not been exposed to a lot of information about HE yet as opposed to FE pupils.

Can we understand the impact of individual activity types and formats on claimed knowledge about HE?

We've looked at this based on FE and school pupil samples combined as splitting them would result in base sizes per activity type being too small to be reliable...

We've analysed pupils' knowledge about HE by the types and formats of activities attended



The results need to be interpreted in the context of sample size limitations as some activities did not have sufficient sample size to be included in the analysis. Below are the activities and formats that we were able to look at.

RAW COUNTS OF PUPILS WHO ATTENDED VARIOUS ACTIVITY TYPES, SUBTYPES AND FORMATS

Total FE sample

Activity type	Base size	Activity subtype	Base size	Activity format	Base size
Skills and Attainment	793	General HE	396	Digital workshop	703
General HE Information	331	Soft Skills	385	Presentation	332
HE Campus Visit	85	Raising Aspirations	384	Written materials	157
Mentoring	69	Study Skills	219	Campus Trip Visit	129
		Careers Related	111		
		Campus Facilities Tour	81		
		Peer Mentoring	66		

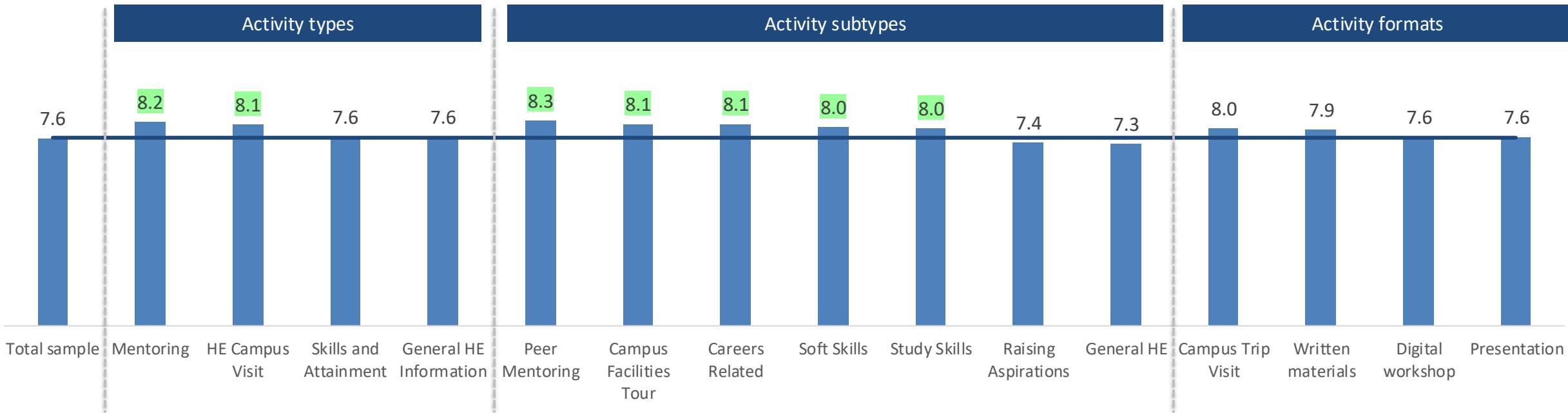
Activities that are more specific and ‘involved’ have the most impact on pupils’ knowledge about HE.



Activities most associated with an uplift in pupils’ overall knowledge about HE are mentoring, campus visits and careers related activities. Activities that are more general don’t have as obvious effect on pupils’ knowledge.

AVERAGE¹ NUMBER OF ASPECTS PUPILS CLAIMED TO KNOW ‘ A LITTLE’ OR ‘A LOT’ ABOUT (OUT OF 11) BY ACTIVITY TYPE/ FORMAT

Total FE sample
Only activities with sufficient (>50) base sizes shown



Source: CFE dataset, q05/06. How much do you know about the following aspects of applying to higher education?
Base: Total CFE sample (1,732), all pupils attending each activity type (base sizes between 66 – 793)
1. See speaker notes for the explanation on how the average was calculated.

Significance testing: Significantly higher/lower vs total on the 95% confidence level

Insight 8:

Activities that are more specific and ‘involved’ have the most impact on pupils’ knowledge about HE e.g. mentoring, campus visits and careers related activities.

CFE data analysis summary – activity attendance and impact on HE transition



What do we know about activity attendance?

Around half of pupils in the CFE sample attended Hello Future activities, with activities focused on Skills & Attainment and General HE being most attended activity types. Campus Visits and Mentoring were each attended by around 1 in 20 pupils. Other activity types were attended significantly less. The vast majority engaged in activities in person, mainly via digital workshops, presentations and written materials.

What is the HE Progression rate? Who is more likely to have progressed?

Of the pupils that had progression information available, **2 in 5 had progressed to HE whilst 3 in 5 did not**. HE progression rate varies significantly depending on the year group the pupils were in at the time of the CFE survey. **Pupils who were in sixth form or college level 3 (FE) are significantly more likely to have progressed compared to those who were in school/ college level 2** when the survey was conducted. These differences between these groups are significant enough to analyse them separately. This is also likely due to pupils being at the right age to progress on to the next stage of their studies.

What's the impact of activity attendance on HE Progression? (FE pupils perspective)

FE pupils engaged in Hello Future activities considerably more than school/ college year 2 pupils. This is, perhaps, unsurprising as these pupils were a lot closer to the point they needed to make a decision about HE and apply. Interestingly, among FE pupils, **activity attendance appears to have a reverse relationship with HE progression, with those not attending any activities significantly more likely to have progressed**. This could be due to the fact that more confident pupils who were more certain about HE did not require as much support and therefore did not attend Hello Future activities than those who were less certain. Another possible reason could be that pupils who were identified as less likely to progress to HE were targeted with activities more.

What's the impact of activity attendance on HE Progression? (school pupils perspective)

School/ college level 2 pupils did not engage in Hello Future activities as much as FE pupils did – 39% attended at least one activity compared to 61% of FE pupils. This could be due to school pupils not having HE on their radars as much as FE pupils. Another possible reason could be that school pupils were much earlier on in their education journey compared to FE pupils and wouldn't have had the same opportunity to be exposed to many Hello Future activities. When it comes to HE progression, it remains flat irrespective of activity attended which, again, could point to the fact that a significant proportion of school/ college year 2 pupils haven't yet reached the point of their transition to HE.

CFE data analysis summary – attendee profile and impact of activities on other HE-related indicators

Do activity attendees have a different profile to non-attendees?

The demographic profile of activity attendees was very similar to that of non-attendees, with females being only slightly more prevalent among pupils who attended activities. When it comes to the sociographic profile, we do see some significant differences in the profiles of the two groups, with pupils from more disadvantaged deciles being more likely to attend activities. Income and employment deciles are the characteristics where the differences in profiles are the greatest.

Does activity attendance have an effect on other HE related indicators?

We've analysed pupils' claimed knowledge about various aspects of HE by their activity attendance again focusing on FE pupils and school/ college level 2 pupils separately. The analysis revealed that:

- Among FE pupils, activity attendance does have an impact on claimed knowledge of some aspects of HE. **FE pupils who attended at least one activity claimed to have a better knowledge of how HE leads to careers, the different routes available and financial support.** Interestingly, those who did not attend any activities claimed to know more about student accommodation options and how to apply through UCAS, suggesting that these pupils had received information and support on these aspects elsewhere.
- Among school/ college level 2 pupils, the impact of activity attendance on HE knowledge is less obvious. **Knowledge of most HE aspects among activity attendees is on par with that of non-attendees, with the only exception being 'how to apply through UCAS' where knowledge is higher among activity attendees.** This lack of difference between activity attendees and non-attendees could be due to the fact that these pupils had not had a significant exposure to Hello Future activities yet for them to have an impact.

What activities specifically have most impact?

We've looked at the impact of specific activities* on pupils' overall knowledge about HE and found that **activities that are more specific and 'involved' – such as mentoring, campus visits and careers related activities – are more likely to be associated with an uplift in knowledge about HE as opposed to more general activities (e.g. skills & attainment related and general HE activities).**

* Ones that had a sufficiently robust base size (50 and above).

01.

The analysis of the CFE data did not identify a direct relationship between Hello Future activity attendance and progression to HE.

This does not mean that activities do not have an impact. There is a positive relationship between activity attendance and pupils' knowledge and understanding of HE in such areas as how HE leads to careers pupils might be interested in, the different routes into HE and the financial support available. We know from other research that pupils' knowledge about HE is an important driver of HE consideration.

02.

Some activities are more strongly associated with an uplift in pupils' knowledge about HE.

Although it wasn't possible to analyse impact of all activity types of the Hello Future offering due to base size limitations, there is sufficient evidence that activities that are more specific and 'involved' have a greater positive impact on pupils' knowledge and understanding of HE than more general, less involved activities.

03.

Activities have more impact among FE pupils than school/ college level 2 pupils.

Naturally, being closer to the point of the HE transition, FE pupils are more engaged in activities and possibly pay more attention/ get more value out of them compared to pupils earlier on in their education journey.

Future Selves Survey Data analysis

What do we know about Hello Future activity engagement and intended HE progression among pupils in the Future Selves sample?

Two thirds of pupils in the Future Selves sample attended at least one activity

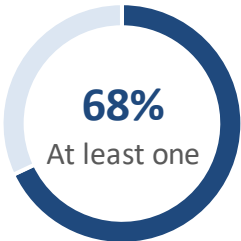
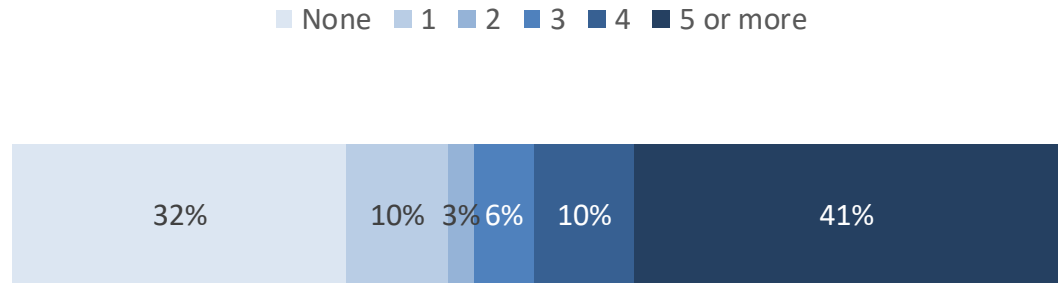


Activity attendance in the Future Selves survey sample was considerably higher compared to the CFE sample, with 2 in 3 pupils attending at least one activity.

Of those attending activities, a high proportion attended 5 or more activities.

NUMBER OF ACTIVITIES ATTENDED

Total Future Selves sample

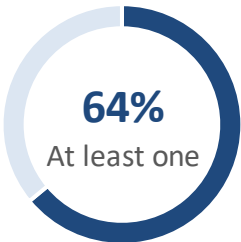
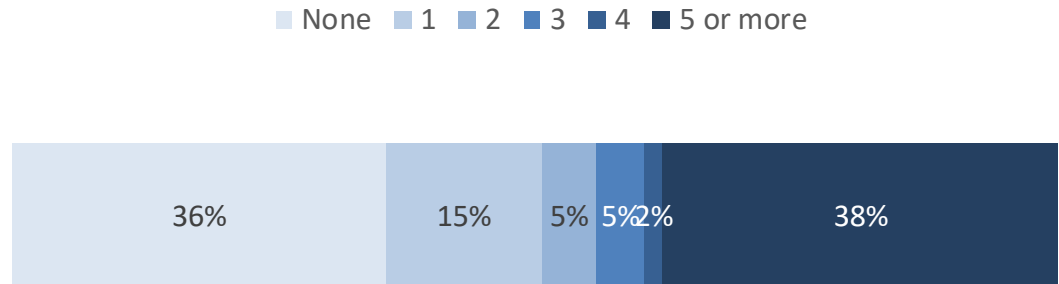


The pattern is very similar when looking at the number of hours pupils spent engaging in the Hello Future activities, indicating a high degree of correlation with the number of activities attended.

Around two thirds of pupils spent at least an hour engaging in activities, with a high proportion dedicating over 5 hours.

ACTIVITY CONTACT HOURS (ROUNDED)

Total Future Selves sample



Source: Future Selves survey dataset, Number of activities attended, Rounded number of contact hours.
Base: Total sample (3,785)

The number of activities attended and activity contact hours are correlated



As observed in the CFE sample, there is a clear relationship between the number of activities attended and number of activity contact hours, so for the purpose of this analysis we only focus on the number of activities attended.

		ACTIVITY CONTACT HOURS (ROUNDED)					
		Column %					
NUMBER OF ACTIVITIES ATTENDED	0	0	1	2	3	4	5 or more
	0	90%	0%	0%	0%	0%	0%
	1	8%	44%	1%	0%	1%	0%
	2	0%	9%	9%	6%	1%	1%
	3	1%	7%	26%	3%	1%	7%
	4	0%	31%	24%	2%	4%	9%
	5 or more	0%	10%	40%	90%	91%	83%

Source: Future Selves survey dataset, Number of activities attended, Rounded number of contact hours.
Base: Total sample (3,785)

General HE and Skills & Attainment related activities were the most attended, followed by Campus visits



General HE and Skills and Attainment related activities were by far the most attended followed by Campus visits attended by around 1 in 5 pupils.

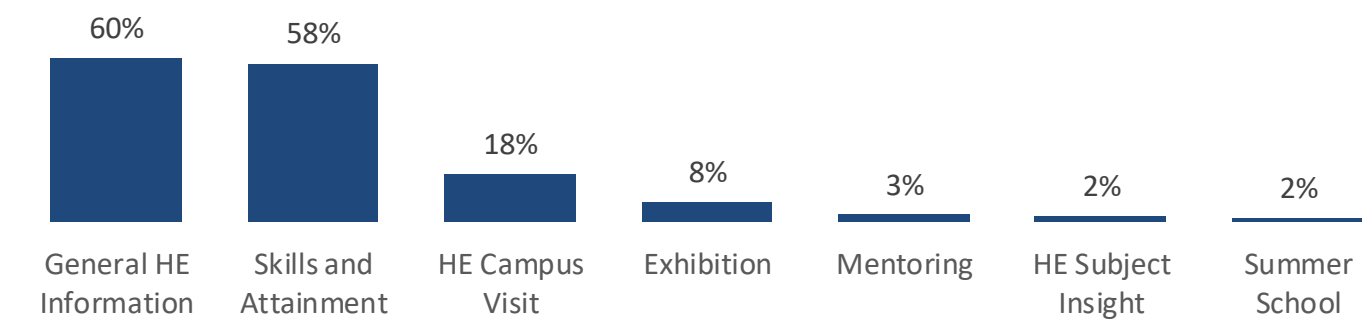
Exhibitions were attended by around 1 in 10 pupils.

Other activities such as Mentoring were attended by less than 1 in 20 pupils.

Soft Skills and General HE were the most common activity subtypes to attend, reflecting the pattern seen for activity types.

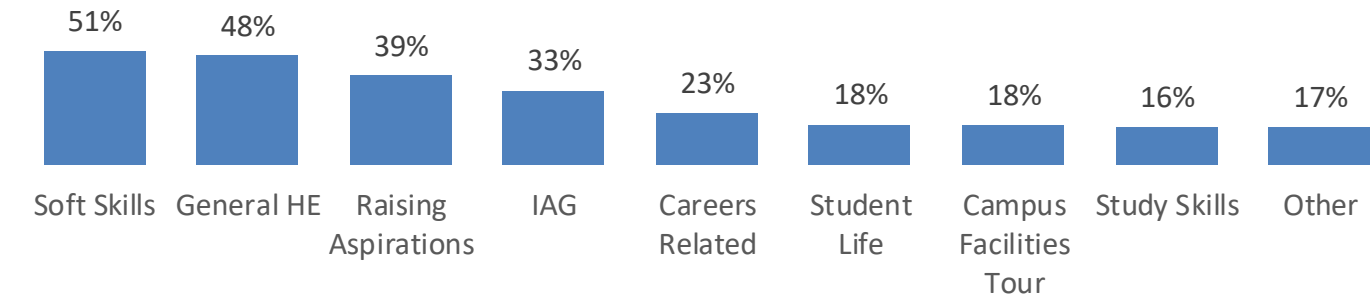
ACTIVITY TYPES

Total Future Selves sample



ACTIVITY SUBTYPES, ANYTHING >15% SHOWN*

Total Future Selves sample



Source: Future Selves survey dataset, Activity types, Activity subtypes.
Base: Total sample (3,785) * Refer to slide 78 of the Appendix for the full list of subtypes.

Digital workshops and presentations were the most common formats to attend



Similarly to the CFE dataset, digital workshops were the most attended format of activities followed by presentations.

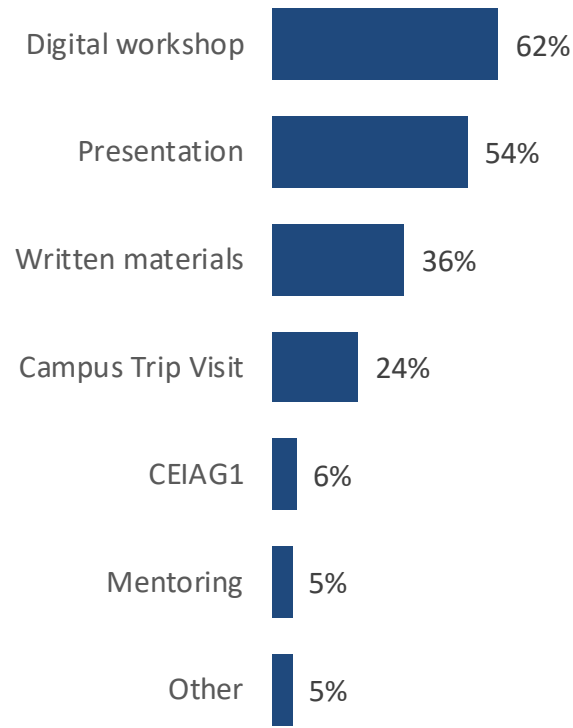
Written materials were reviewed by around 1 in 3 pupils in the total Future Selves survey sample.

Campus trips were taken by around 1 in 4 pupils.

Two-thirds of pupils attended an online activity.

ACTIVITY FORMATS

Total Future Selves sample



ONLINE ACTIVITY ATTENDANCE

Those who attended activities



Source: Future Selves survey dataset, Level of Intensity, Online Activity attendance.
Base: Total sample (3,785), Those who attended at least one activity (2,576)

Insight 9:

Activity attendance of the pupils in the Future Selves sample is significantly higher compared to the CFE sample. This is likely due to the timing and collection of activity data vs. when the CFE and Future Selves surveys were undertaken.

What do we know about those attending Hello Future activities?

Activity attendees are more likely to be FE pupils and skew to Females and pupils based in Carlisle & Eden.



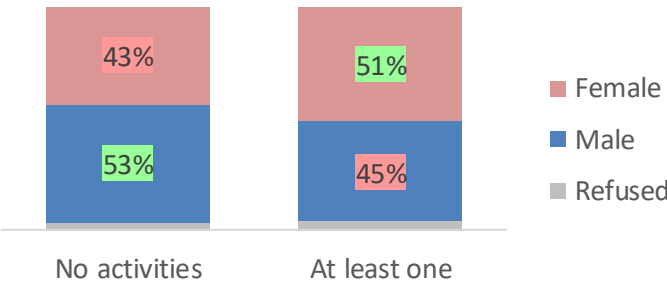
Similar to the patterns seen in the CFE sample, Female pupils and FE pupils are more likely to be activity attendees than Male pupils and those in School year groups respectively.

Ethnicity profile of attendees is aligned to that of non-attendees.

Region-wise, activity attendees skew to Carlisle & Eden while non-attendees skew to West Cumbria. This could have something to do with how Hello Future targets its activities on the regional level.

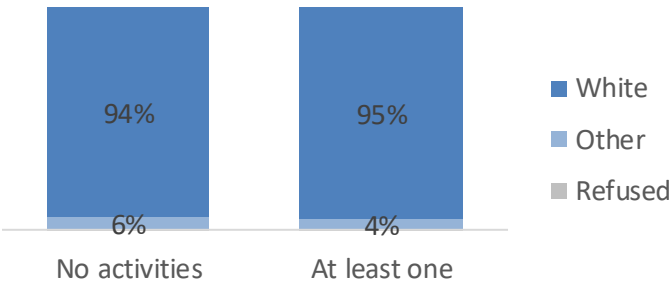
GENDER

Total Future Selves sample



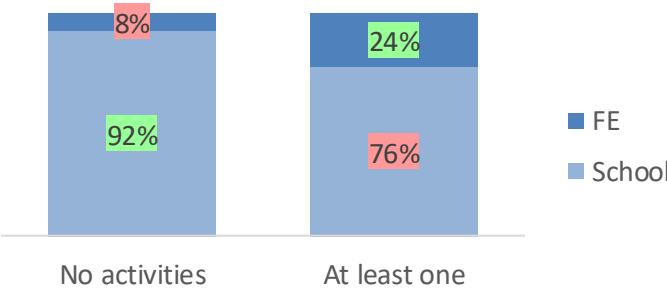
ETHNICITY

Total Future Selves sample



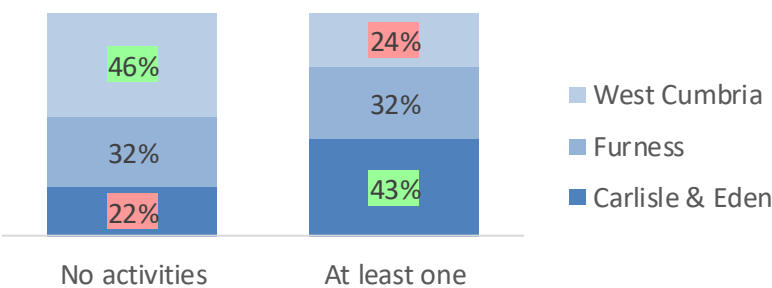
YEAR GROUP

Total Future Selves sample



REGION

Total Future Selves sample



Source: Future Selves survey dataset, Gender, Ethnicity, Uni Connect status, Year group, Region.
Base: Total sample (3,785), Those attending activities (2,458), Those not attending activities (1,209)

Significance testing: Significantly higher/ lower vs total on the 95% confidence level

**What, if any, impact does attending
Hello Future activities have on
pupils' intention to study at HE?**

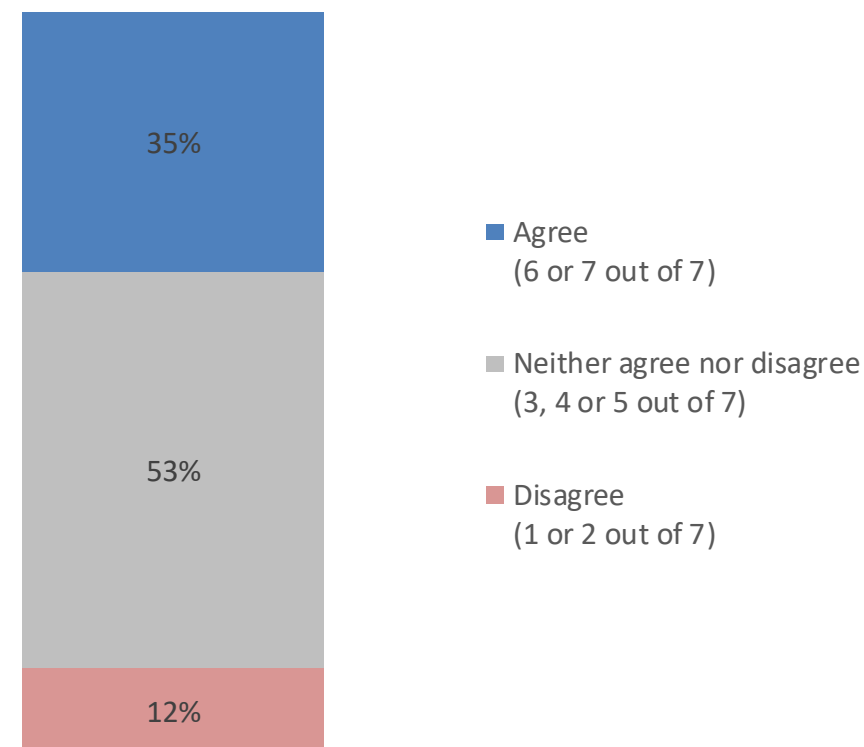
Around a third of pupils in the Future Selves sample expressed intention to go to university

35% of pupils in the Future Selves sample agreed that they expect to go to university or study at a Higher Education institution.

This is not dissimilar to the Progression to HE data in the CFE dataset (40% of pupils in the CFE sample who had progression information did continue to HE).

INTENTION TO STUDY AT HE

Total Future Selves sample



Source: Future Selves survey dataset, Q10: How much do you agree or disagree...? I expect to go to university or study at a higher education* institution. 7-point scale where 1 = Strongly disagree and 7 = Strongly agree.

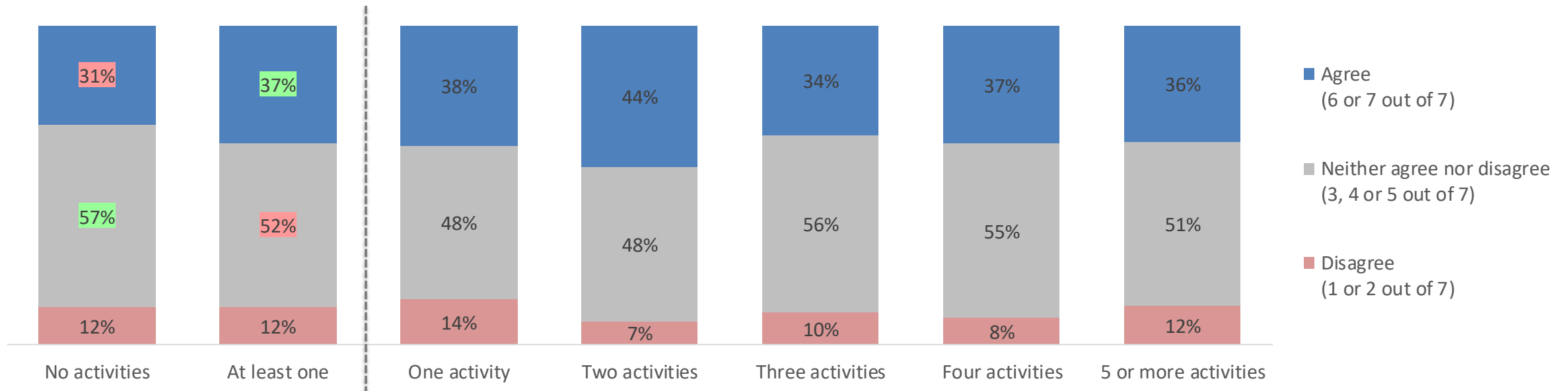
Base: Total sample (3,785)

Activity attendance does slightly improve intention to study at HE, but number of activities attended does not seem to make a difference

Attending at least one activity did improve pupils' claimed intention to study at HE compared to those who did not attend any activities. Whilst the difference is not particularly stark, it is nevertheless significant. There is no correlation between the number of activities attended and Intention to study at HE, with those attending one activity equally as likely to expect to study at HE as those attending five or more activities.

INTENTION TO STUDY AT HE BY NO. OF ACTIVITIES ATTENDED

Total Future Selves sample



Source: Future Selves survey dataset, Q10: How much do you agree or disagree...? I expect to go to university or study at a higher education* institution. 7-point scale where 1 = Strongly disagree and 7 = Strongly agree. Base: Total sample (3,785), pupils who did not attend activities (1,160), pupils who attended at least one activity (2,563), one activity (364), two activities (95), three activities (216), four activities (363), five activities (1,525)

Significance testing: Significantly higher / lower vs total on the 95% confidence level

Insight 10:

Attending activities (at least one) does have a positive impact on pupils claimed intention to study at HE. However, the number of activities does not appear to have a correlation with intention to study at HE, with those attending one activity expressing similar Intention to study at HE as those attending multiple activities.

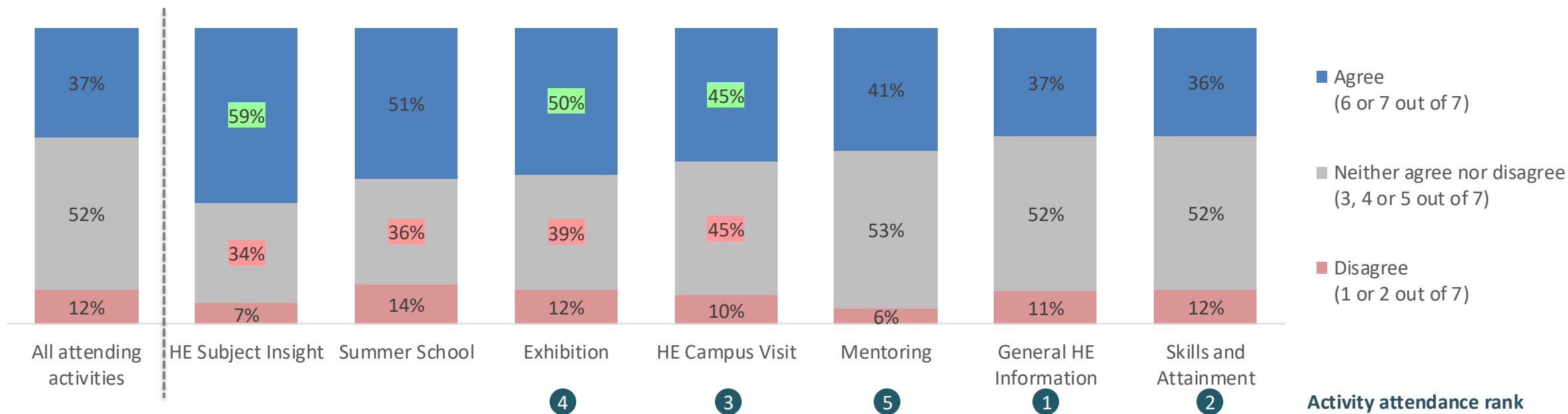
Can we understand the impact on
individual activities on pupils'
Intention to study at HE?

More involved activities providing more detailed (even hands-on) information about HE are more closely associated with greater intention to study at HE

Activity types such as HE Subject Insight, Summer School, Exhibitions and HE Campus Visits are more strongly correlated with greater intention to study at HE compared to activities like Mentoring, General HE information and Skills & Attainment activities. It is possible that Intention to study at HE drives attendance of these activities rather than vice versa.

INTENTION TO STUDY AT HE BY ACTIVITY TYPE

Pupils attending activities



Source: Future Selves survey dataset, Q10: How much do you agree or disagree...? I expect to go to university or study at a higher education* institution. 7-point scale where 1 = Strongly disagree and 7 = Strongly agree. Base: Pupils attending any activity (2,576), pupils attending each activity type - see speaker notes for base sizes.
NOTE: Only activity types/ subtypes/formats with sufficient (>50) base sizes shown.

Significance testing: Significantly higher/lower vs total of attending any activity on the 95% confidence level

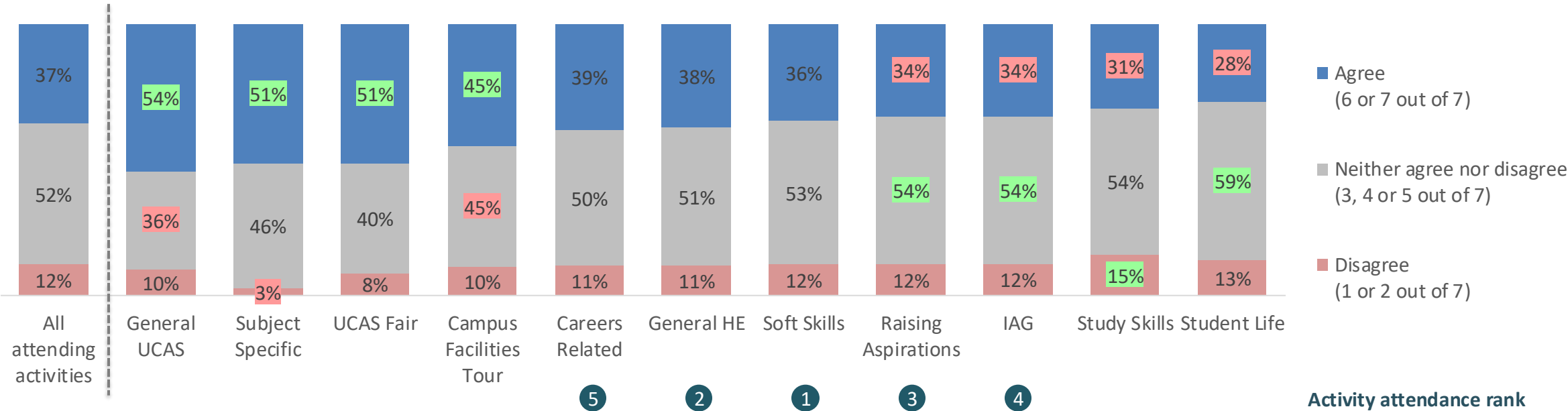
As with activity types, activity subtypes that are more specific and involve more effort and time investment are the ones that have a stronger association with HE intention

General UCAS, subject specific activities, UCAS Fair and Campus Facilities Tour are more likely to be associated with a greater claimed intention to study at HE. Again, it is quite possible that greater intention to study at HE is driving attendance of those activities rather than the other way round

Raising Aspirations, IAG, Study Skills and Student Life are associated with lower intention to study at HE, perhaps also driven by the pupil profile of those who attend these activities.

INTENTION TO STUDY AT HE BY ACTIVITY SUBTYPE

Pupils attending activities



Source: Future Selves survey dataset, Q10: How much do you agree or disagree...? I expect to go to university or study at a higher education* institution. 7-point scale where 1 = Strongly disagree and 7 = Strongly agree. Base: Pupils attending any activity (2,563), pupils attending each activity subtype - see speaker notes for base sizes.

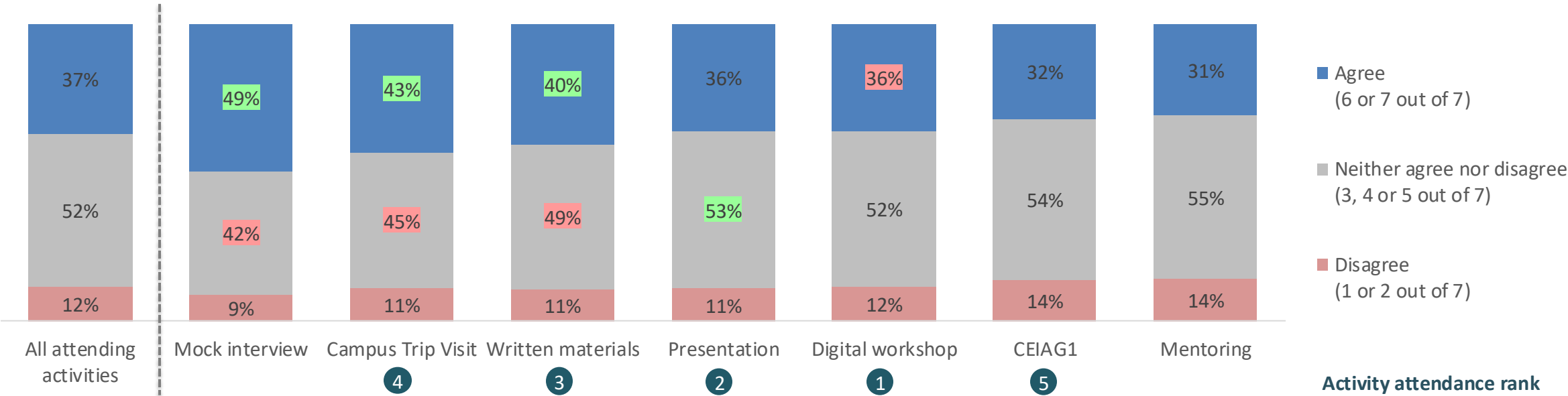
NOTE: Activities shown are the ones that have base sizes over 50, significant differences vs all attending activities and activities in the Top 5 subtypes attended.

Significance testing: Significantly higher/lower vs total of attending any activity on the 95% confidence level

A similar pattern emerges when looking at HE intention by format of activities attended – those attended more involved formats are also those more likely to expect to go into HE

Pupils who attended Mock Interviews, Campus Trip Visits and read the Written Materials are the ones that express a greater intention to study at HE.
Attending two most common activity types – Digital workshops and Presentations - does not lead to an increased claimed HE intention.

INTENTION TO STUDY AT HE BY ACTIVITY FORMAT
Pupils attending activities



Source: Future Selves survey dataset, Q10: How much do you agree or disagree...? I expect to go to university or study at a higher education* institution. 7-point scale where 1 = Strongly disagree and 7 = Strongly agree. Base: Pupils attending any activity (2,563), pupils attending each activity format, see speaker notes for base sizes.
NOTE: Activities shown are the ones that have base sizes over 50, significant differences vs all attending activities and activities in the Top 5 subtypes attended.

Significance testing: Significantly higher/lower vs total of attending any activity on the 95% confidence level

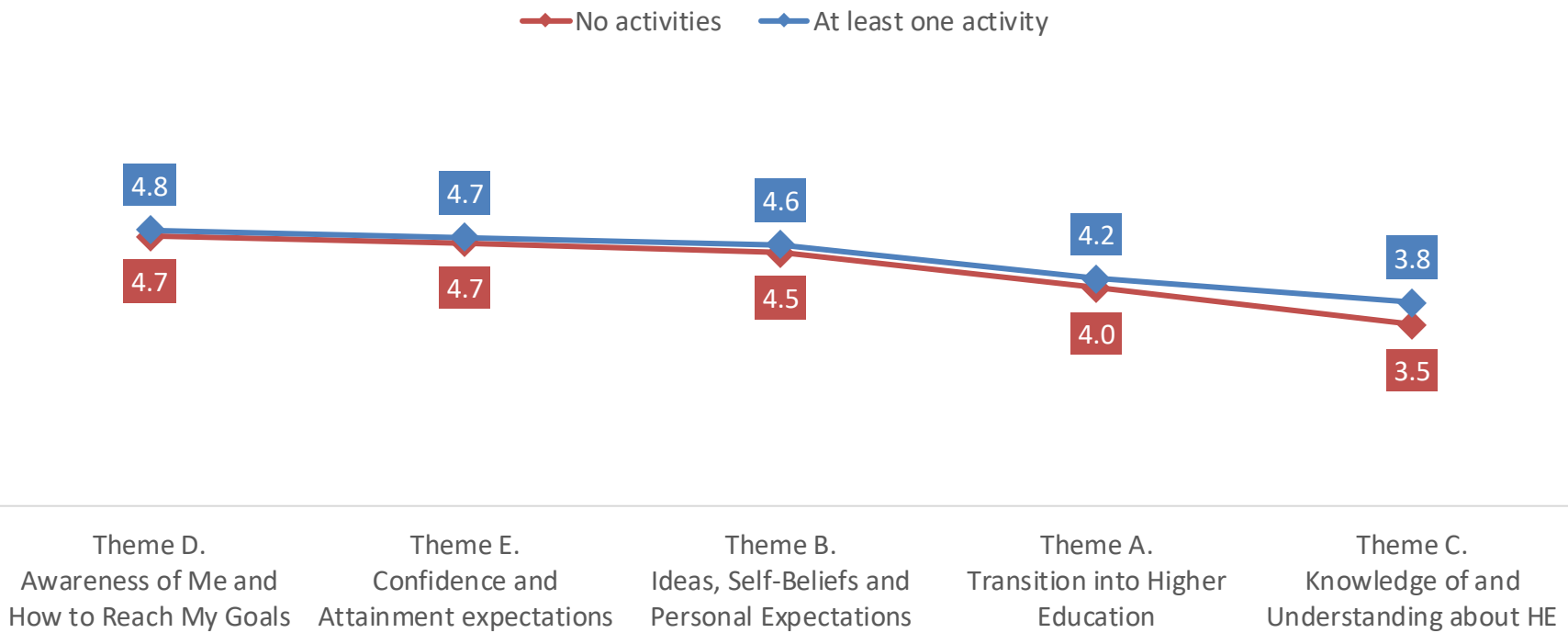
Insight 11:

More specific activities that require higher involvement are associated with a greater Intention to study at HE than the less involved, general information activities. It is, however, unclear which way this relationship works – whether attending these activities drives a higher HE Intention or vice versa.

What other HE related
indicators do Hello Future
activities impact, if any?

Attending activities does have an impact on pupils' response to the Future Selves themes, particularly Knowledge & Understanding about HE

THEMES BY NO. OF ACTIVITIES ATTENDED, MEAN SCORES ON A 7-POINT SCALE
Total Future Selves sample



Activity attendance does have a correlation with pupils' response to the key Future Selves themes, with those attending at least one activity scoring slightly higher compared to those who did not attend any activities.

This effect is more pronounced for theme C. Knowledge and Understanding about HE.

Source: Future Selves survey dataset, Q11. How much do you agree...? / Q12. How much do you agree or disagree with each of statements below? / Q13. How much do you agree...? Base: Pupils, not attending any activities (1,209), Pupils attending any activity (2,576).
(*) Each theme is represented by a set of statements (see speaker notes for the full list of statements). Theme score is an average of individual statement scores.

Significance testing: Significantly higher/lower vs total on the 95% confidence level

Those engaging in HE Subject Insight, Summer School and Exhibition activity types have greater theme scores overall, particularly across HE-related themes



THEMES BY ACTIVITY TYPES, MEAN SCORES ON A 7-POINT SCALE
Pupils attending activities
Activities sorted in order from most to least impactful

	All attending activities	HE Subject Insight	Summer School	Exhibition	HE Campus Visit	Mentoring	General HE Information	Skills and Attainment
Theme D. Awareness of Me and How to Reach My Goals	4.8	5.0	4.8	4.8	4.8	4.8	4.8	4.8
Theme E. Confidence and Attainment expectations	4.7	4.9	4.6	4.7	4.7	4.6	4.7	4.7
Theme B. Ideas, Self-Beliefs and Personal Expectations	4.6	5.0	4.7	4.7	4.6	4.5	4.6	4.6
Theme A. Transition into Higher Education	4.2	4.5	4.7	4.4	4.3	4.2	4.1	4.1
Theme C. Knowledge of and Understanding about HE	3.8	4.2	4.2	4.1	4.0	4.1	3.8	3.8

When looking at the relationships between Future Selves themes and activity types, it appears that some themes are more influenced by certain activity types than others.

For example, pupils’ responses to theme ‘Awareness of Me and How to Reach my Goals’ are fairly consistent irrespective of the activities they attended. The same is true for theme ‘Confidence and Attainment Expectations’.

However, for the other three themes pupils’ responses vary more significantly depending on the activity they attended. HE Subject Insight, Summer School and Exhibition activity types are associated with greater scores for themes ‘Knowledge of and Understanding about HE’, ‘Transition into Higher Education’ and ‘Ideas, Self-Beliefs and Personal Expectations’.

Source: Future Selves survey dataset, Q11. How much do you agree...? / Q12. How much do you agree or disagree with each of statements below? / Q13. How much do you agree...? Base: Base: Pupils attending any activity (2,576), pupils attending each activity type - see speaker notes for base sizes.

Significance testing: Significantly higher/lower vs total on the 95% confidence level

Subject Specific, General UCAS, Degree Apprenticeships, Campus Tours and Peer Mentoring activity subtypes are associated with higher theme scores, particularly HE-related



THEMES BY ACTIVITY SUBTYPES, MEAN SCORES ON A 7-POINT SCALE
Pupils attending activities
Activities sorted in order from most to least impactful

Attending activity subtypes such as Subject Specific, General UCAS, Degree Apprenticeships, Campus Facilities Tours and Peer Mentoring are associated with higher theme scores, particularly themes ‘Transition into HE’ and ‘Knowledge of and Understanding about HE’.

	All attending activities	Subject Specific	General UCAS	Degree Apprenticeships	Campus Facilities Tour	Peer Mentoring	General HE	IAG	Soft Skills	Study Skills	Student Life	Careers Related	Raising Aspirations	UCAS Fair	Meeting	Bespoke Delivery
Theme D. Awareness of Me and How to Reach My Goals	4.8	5.0	4.8	5.0	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.5	4.6	4.5
Theme E. Confidence and Attainment expectations	4.7	4.9	4.7	4.8	4.7	4.5	4.7	4.8	4.7	4.7	4.7	4.6	4.7	4.6	4.6	4.8
Theme B. Ideas, Self-Beliefs and Personal Expectations	4.6	4.9	4.6	4.8	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.5	4.5	4.2	4.5	4.4
Theme A. Transition into Higher Education	4.2	4.5	4.7	4.1	4.3	4.2	4.2	4.1	4.1	4.1	4.0	4.1	4.1	4.1	3.8	4.0
Theme C. Knowledge of and Understanding about HE	3.8	4.3	4.4	4.0	4.0	4.1	3.8	3.9	3.8	3.8	3.8	3.7	3.7	3.9	3.7	3.5

Source: Future Selves survey dataset, Q11. How much do you agree...? / Q12. How much do you agree or disagree with each of statements below? / Q13. How much do you agree...? Base: Base: Pupils attending any activity (2,576), pupils attending each activity type - see speaker notes for base sizes.

Significance testing: Significantly higher/ lower vs total attending activities on the 95% confidence level

The more involved activity formats such as Mock Interviews and Campus Trips are associated with higher theme scores across HE-related themes



THEMES BY ACTIVITY FORMATS, MEAN SCORES ON A 7-POINT SCALE

Pupils attending activities
Activities sorted in order from most to least impactful

	All attending activities	Mock interview	Campus Trip Visit	Mentoring	Written materials	Digital workshop	Presentation	CEIAG1
Theme D. Awareness of Me and How to Reach My Goals	4.8	4.9	4.8	5.0	4.8	4.8	4.8	4.8
Theme E. Confidence and Attainment expectations	4.7	4.8	4.7	4.7	4.7	4.7	4.7	4.9
Theme B. Ideas, Self-Beliefs and Personal Expectations	4.6	4.7	4.7	4.7	4.6	4.6	4.6	4.6
Theme A. Transition into Higher Education	4.2	4.5	4.3	4.0	4.2	4.1	4.1	4.0
Theme C. Knowledge of and Understanding about HE	3.8	4.1	4.0	4.1	3.9	3.8	3.8	3.8

When looking at the relationships between the themes and activity formats, the more involved the formats of activities, the higher the theme scores, particularly when it comes to HE.

Themes that are less specific to HE have less variation in scores based on activity formats attended.

Source: Future Selves survey dataset, Q11. How much do you agree...? / Q12. How much do you agree or disagree with each of statements below? / Q13. How much do you agree...? Base: Base: Pupils attending any activity (2,576), pupils attending each activity type - see speaker notes for base sizes.

Significance testing: Significantly higher/lower vs total attending activities on the 95% confidence level

Insight 12:

Similar to the pattern seen for the Intention to study at HE, attending activities has an impact on how pupils respond to the Future Selves themes. Themes 'Knowledge and understanding about HE', 'Transition to HE' and 'Ideas, Self-Belief and Personal Expectations' are more influenced by activity attendance whilst themes 'Awareness of Me and How to Reach my Goals' and 'Confidence and Attainment Expectations' aren't so much (if at all).

Insight 13:

As with the patterns seen for Intention to study at HE, more specific and involved activities are associated with higher scores for the Future Selves themes, particularly ‘Knowledge and understanding about HE’ and ‘Transition to HE’.

Future Selves data analysis summary – activity attendance and impact on Intention to study at HE and Future Selves themes

hello
future.



What do we know about activity attendance?

Activity attendance of the pupils in the Future Selves (FS) sample is significantly higher compared to the CFE sample – 68% have attended at least one activity vs 55% in the CFE sample. This could be due to the FS sample including pupils who are more of a direct target for Hello Future compared to the CFE sample that's more nationally representative.

What's the profile of activity attendees vs non-attendees?

Similar to the patterns seen in the CFE sample, girls and FE pupils (years 12-13) are more likely to be activity attendees than boys and those in school year groups (years 9-11) respectively. Ethnicity profile of attendees is aligned to that of non-attendees. Region-wise, activity attendees skew to Carlisle & Eden while non-attendees skew to West Cumbria. This could have something to do with how Hello Future targets its activities on the regional level.

What's the impact of activity attendance on Intention to study at HE?

Attending activities (at least one) does have a positive impact on the pupils' claimed intention to study at HE. However, the number of activities attended does not appear to have a correlation with Intention to study at HE - those attending one activity express similar Intention to study at HE as those attending multiple activities. More topic-specific activities and those that require higher involvement are associated with a greater Intention to study at HE than the less involved, general information activities. It is, however, unclear which way this relationship works – whether attending these activities drives a higher HE Intention or vice versa.

What's the impact of activity attendance on the Future Selves themes?

Similar to the pattern seen for the Intention to study at HE, activity attendance has a positive impact on how pupils respond to the Future Selves themes. Themes 'Knowledge and understanding about HE', 'Transition to HE' and 'Ideas, Self-Belief and Personal Expectations' are more influenced by activity attendance whilst themes 'Awareness of Me and How to Reach my Goals' and 'Confidence and Attainment Expectations' aren't so much. As with HE Intention, more specific and involved activities have a stronger association with higher Future Selves theme scores than the less involved activities delivering more general information.

01.

The analysis of the Future Selves dataset reveals a link between activity attendance and claimed intention to go to university/ attend HE.

Pupils in the Future Selves sample who attended at least one activity expressed a higher intention to go into HE. Interestingly, there is no clear correlation between the number of activities attended and Intention to study at HE – those attending one activity express similar Intention to study at HE as those attending multiple activities.

02.

Some activities are more strongly associated with an uplift in pupils' Intention to study at HE.

Similar to the patterns seen in the CFE data analysis, those more involved/ hands-on and/or more specific activities such as UCAS General/ Fair, Subject specific activities and Campus facilities tours are associated with a greater Intention to study at HE. However, it's not possible to say with certainty which way the relationship works – i.e. attending these activities is driving stronger HE Intention or vice versa.

03.

Activities also have a positive impact on the Future Selves theme scores, particularly those HE-specific

Attending activities has a positive impact on pupils' response to the Future Selves themes, particularly those more specific to HE i.e. 'Knowledge and understanding about HE', 'Transition to HE' and 'Ideas, Self-Belief and Personal Expectations'. Themes that aren't directly linked to HE – 'Awareness of Me and How to Reach my Goals' and 'Confidence and Attainment Expectations' – don't appear to be influenced by activity attendance.

HESA/ HEAT dataset analysis

Overall HESA/ HEAT dataset analysis summary:

We see the presence of some relationship between activity attendance and HE progression, with pupils who did progress being more likely to have attended certain types of activities than those who did not. However, it's difficult to establish if activity attendance drives progression or the pre-existing intention to continue to HE drives attendance of activity types i.e. those designed to facilitate/ prepare pupils for smooth transition to HE.

Based on the HESA dataset analysis, around a third of eligible pupils do progress to Higher Education

The process of matching pupils between HESA and HEAT datasets identified **3,753 pupils** as 'eligible to progress to HE'¹.

Of these pupils...

36%

are known to **have progressed** to Higher Education²

64%

Have not (yet³) progressed to Higher Education²

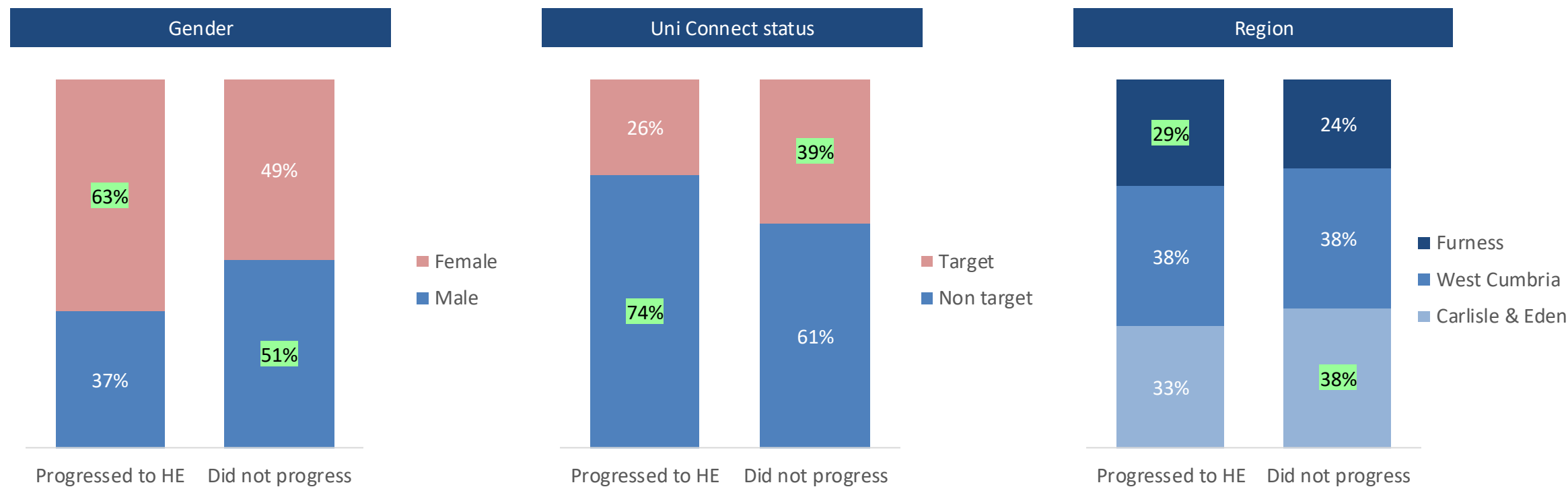
Notes:

1. For students to be included they must have sufficient tracking data recorded on HEAT (name, dob, postcode) and be aged 18 or over at the start of the latest academic year for which tracking data are available and therefore ready to progress to HE in that academic year.
2. The HESA track does not include the destinations of learners who may have progressed to other types HE (e.g. Higher Level apprenticeships).
3. Please note that learners still appear on the HESA track even if they have not progressed to University - but are still tracked and may of course go at a later stage.



As seen in previous analyses, pupils progressing to HE skew towards girls and Uni Connect non-target pupils compared to those who do not progress. Region profiles of those who progress to HE and those who do not are similar.

STUDENT PROFILE, BY HE PROGRESSION
Total matched sample



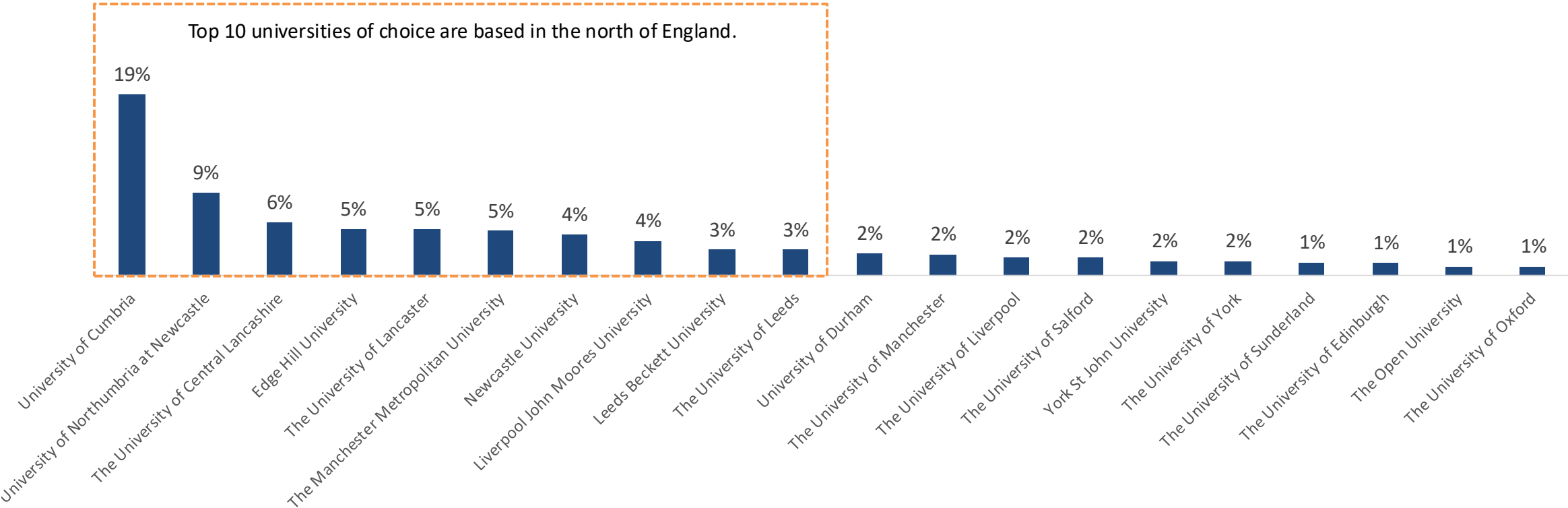
Source: HESA/ HEAT dataset, Gender, Uni Connect Status, Region.
Base: Those found in HE (1,338), Those not found in HE (2,415).

Significance testing: Significantly higher vs the other group on the 95% confidence level

A variety of universities are selected by those who progress to HE, with University of Cumbria being the destination of choice for 1 in 5 pupils based in the region.



HE PROVIDER/ UNIVERSITY, ANYTHING >1% SHOWN
Among those who were identified as progressing to HE



Source: HESA/ HEAT dataset, HE provider.
Base: Those found in HE (1,338).

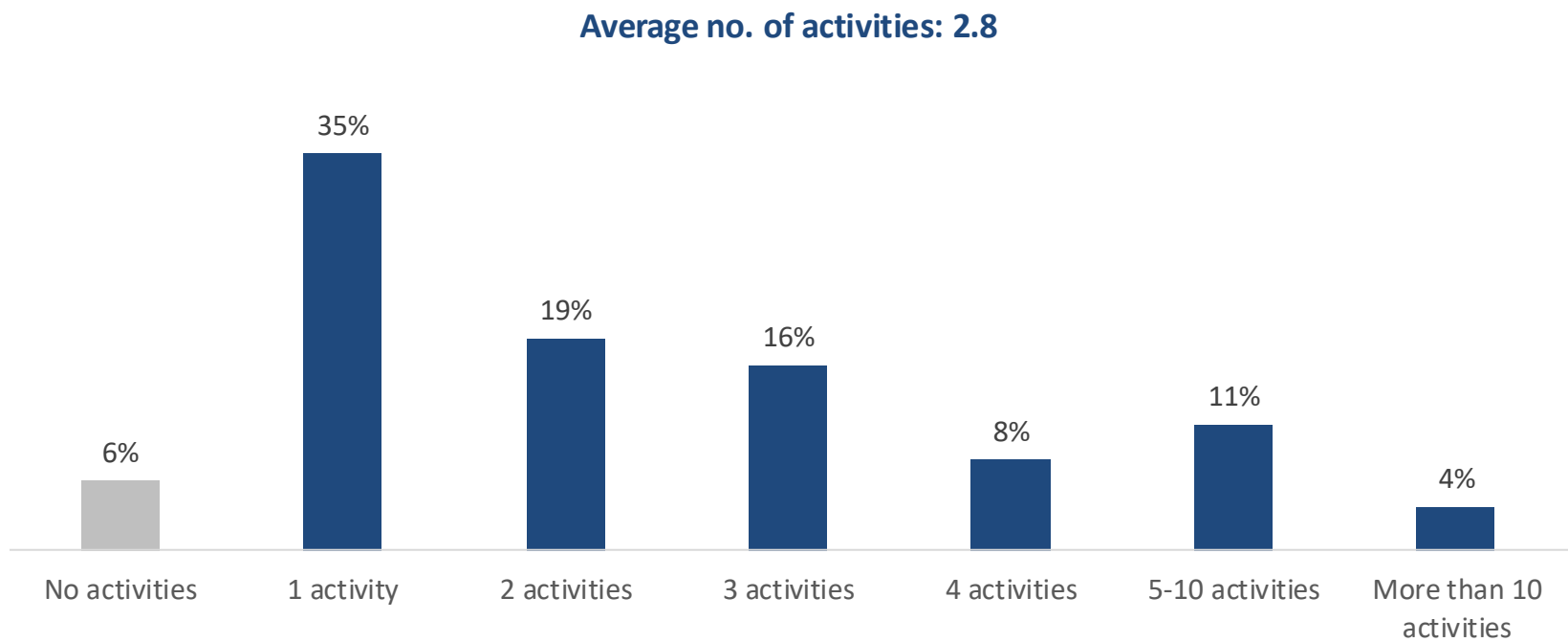
The vast majority – over 90% - of the pupils found in the HESA database attended at least one activity



Over 9 in 10 pupils tracked in the HESA database attended at least one activity over the course of the years.

Pupils on average attended around 3 activities.

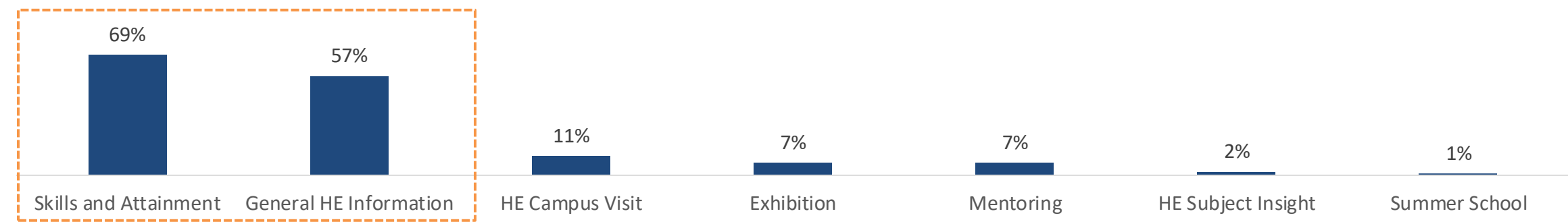
NUMBER OF ACTIVITIES ATTENDED
Total matched sample



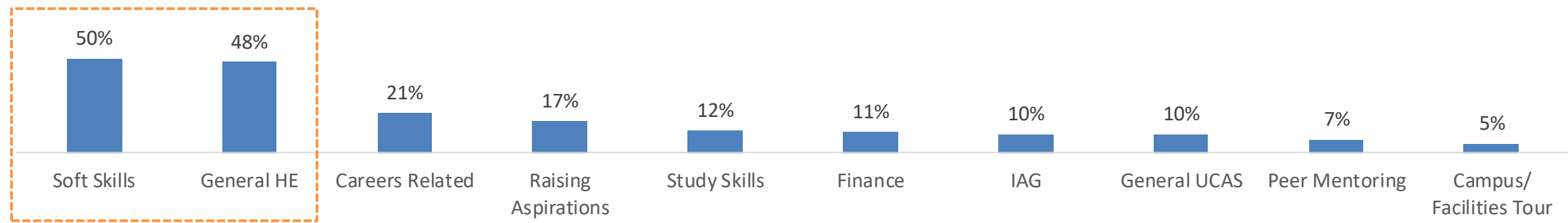
Source: HESA/ HEAT dataset, Number of activities attended.
Base: All tracked in the HESA file (3,753).

In line with other analyses, activities related to improving skills and General HE information are the most attended types of activities

ACTIVITY TYPES ATTENDED
Total matched sample



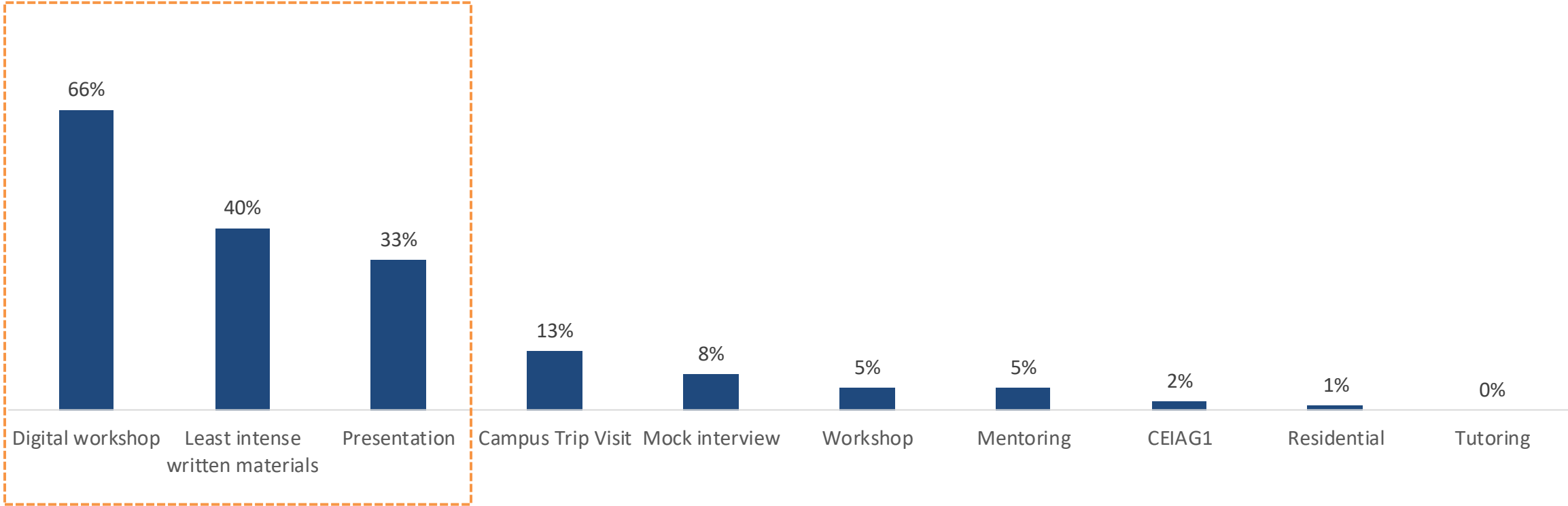
TOP 10 ACTIVITY SUBTYPES ATTENDED
Total matched sample



Source: HESA/ HEAT dataset, Activity types, Activity subtypes.
Base: All tracked in the HESA file who attended activities (3,521).

Digital workshops, presentations as well as written materials are the most common activity formats pupils attended/ used. The more involved formats were attended significantly less.

INTENSITY LEVEL OF ACTIVITIES ATTENDED
Total matched sample

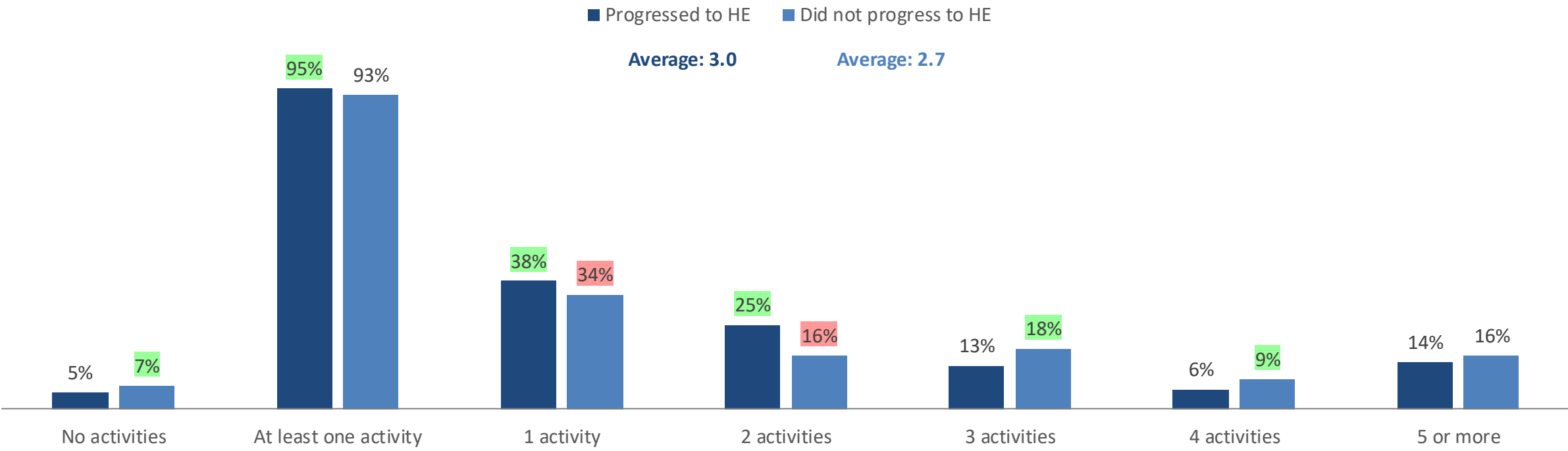


Source: HESA/ HEAT dataset, Intensity level of activities attended.
Base: All tracked in the HESA file who attended activities (3,521).

The number of activities attended by those who progressed to HE and those who did not is similar. Those progressing attended only slightly more activities on average.



NUMBER OF ACTIVITIES ATTENDED, BY HE PROGRESSION
Total matched sample



Source: HESA/ HEAT dataset, Number of activities attended.
Base: Those found in HE (1,338), Those not found in HE (2,415).

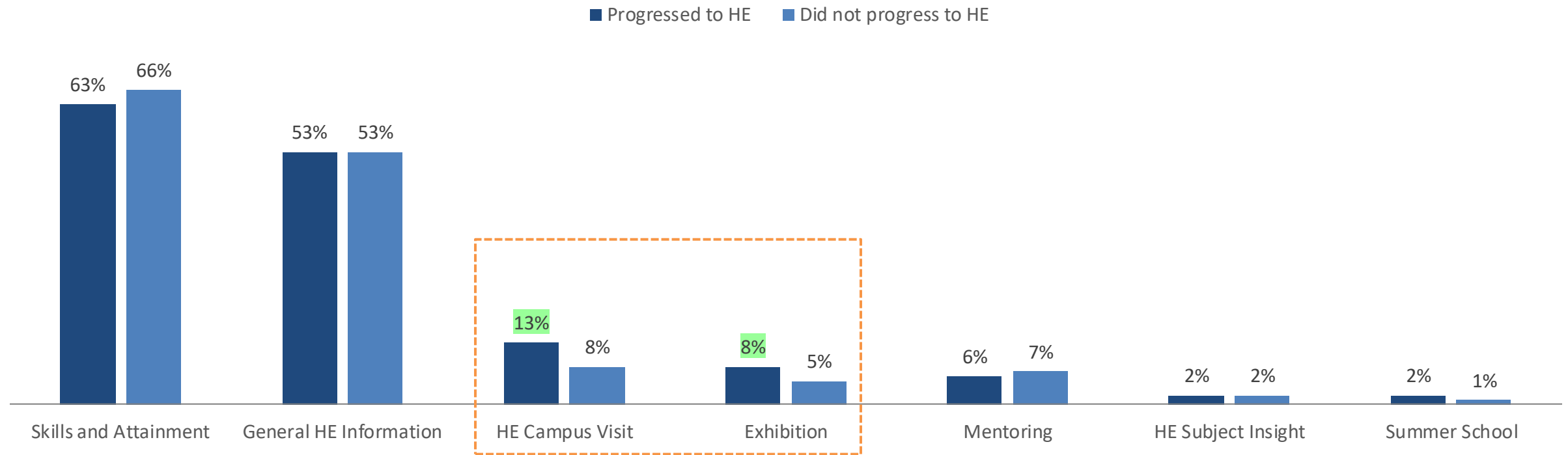
Significance testing: Significantly higher vs the other group on the 95% confidence level

Those who continued to HE and those who did not had attended similar activity types, with those who progressed to HE more likely to have attended Campus Visits and Exhibitions.



TYPES OF ACTIVITIES ATTENDED, BY HE PROGRESSION
All who attended at least one activity

Attendance levels of the Skills & Attainment and General HE Information activities – the most common activity types - are similar among those who progress to HE and those who do not.



Source: HESA/ HEAT dataset, Activity types.
Base: Those found in HE who attended activities (1,276), Those not found in HE who attended activities (2,245).

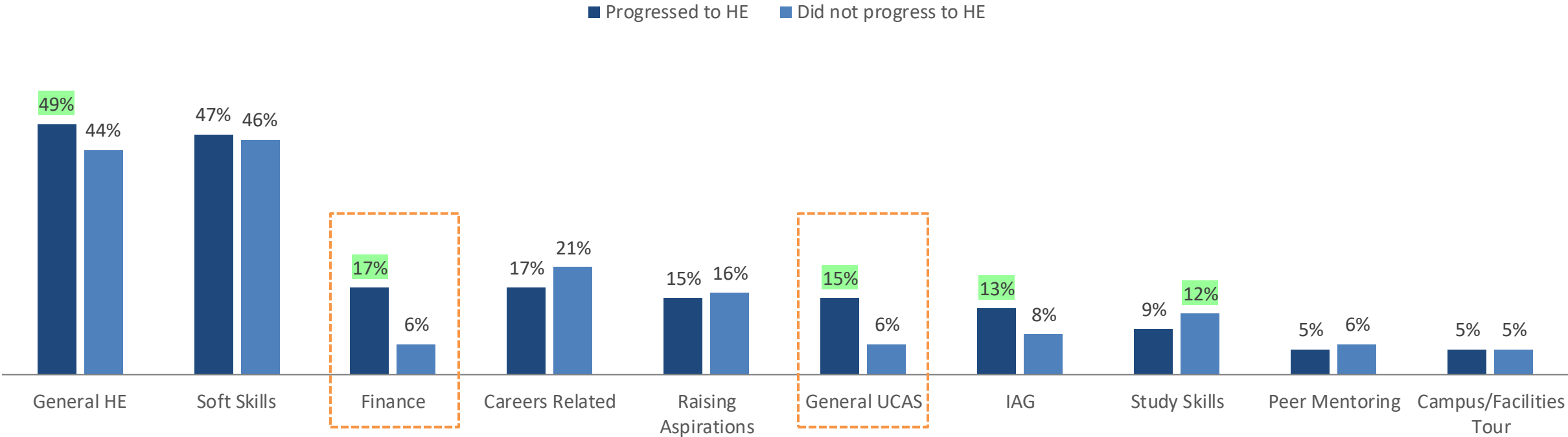
Significance testing: Significantly higher vs the other group on the 95% confidence level

There are some differences in activity subtypes attended by the two groups - those progressing to HE are considerably more likely to have attended the Finance and General UCAS activities than those not progressing.



TOP 10 SUBTYPES OF ACTIVITIES ATTENDED, BY HE PROGRESSION
All who attended at least one activity

Attendance of the General HE activity subtype is also slightly higher among those progressing to HE compared to those who do not.



Source: HESA/ HEAT dataset, Activity subtypes.
Base: Those found in HE who attended activities (1,276), Those not found in HE who attended activities (2,245).

Significance testing: Significantly higher vs the other group on the 95% confidence level

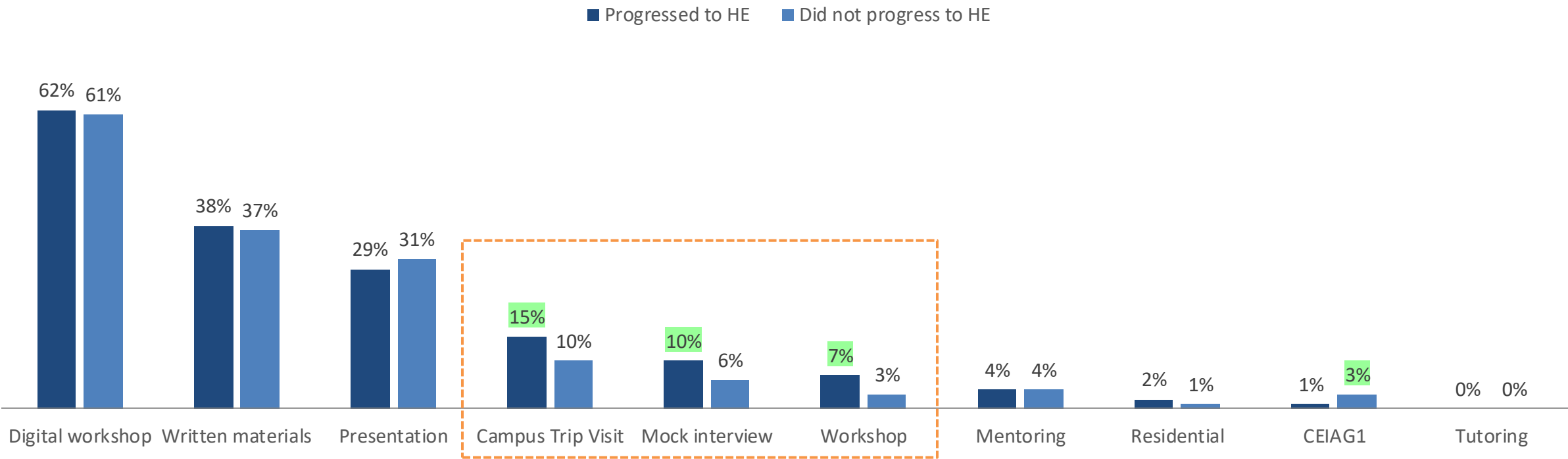
There are also some differences between the two groups in intensity levels of activities attended, with those progressing somewhat more likely to have attended more involved activities



INTENSITY LEVELS OF ACTIVITIES ATTENDED, BY HE PROGRESSION

All who attended at least one activity

Attendance levels of the three most common activity formats are the same among those who progressed to HE and those who did not.



Source: HESA/ HEAT dataset, Activity intensity levels.
Base: Those found in HE who attended activities (1,276), Those not found in HE who attended activities (2,245).

Significance testing: Significantly higher vs the other group on the 95% confidence level

HESA/ HEAT dataset analysis summary

01.

Based on the HESA/ HEAT dataset analysis, **around a third (36%) of eligible pupils progress to HE.**

Of those, the **vast majority join a university in the north of England**, with University of Cumbria being the university of choice for 1 in 5 pupils.

As seen in previous analyses, **girls and Uni Connect non-target pupils are more likely to be among those progressing to Higher Education** than boys and Uni Connect target pupils. Region profiles of those who progress to HE and those who do not are similar.

02.

The vast majority – over 90% - of the pupils found in the HESA database **attended at least one activity.**

In line with other analyses, **activities related to improving skills and General HE information are the most attended types of activities.**

Digital workshops, presentations as well as written materials are the most common activity formats pupils attended/ used.

The more involved activity types/ formats (e.g. Campus Visits, Mentoring) were attended significantly less.

03.

The **number of activities attended by those who progressed to HE and those who did not is similar.** Those progressing attended only slightly more activities on average.

04.

There are **some differences between those who progressed to HE and those who did not** in terms of the types of activities attended:

- **Activity types:** Those who progressed to HE are more likely to have attended HE Campus Visits and Exhibitions.
- **Activity subtypes:** Those progressing to HE are more likely to have attended the Finance and General UCAS activities than those not progressing.
- **Level of Intensity:** Those progressing to HE are somewhat more likely to have attended more involved activities such as Campus Trips, Mock Interviews and in-person Workshops than those not progressing.

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

Appendix

CFE dataset overview

The CFE survey dataset included 1,732 pupils records across waves 0, 1 and 2.

The information in the dataset included, but was not limited, to the following:

- Types and subtypes of activities pupils attended
- Activity format (Level of Intensity) attended
- Delivery method of activities attended (online vs offline)
- Student year group at the time of completing the survey
- Plans after current studies
- Claimed knowledge and understanding of aspects of Higher Education
- Claimed likelihood to apply to HE
- A range of socio-demographics (including gender, ethnicity, disability and other sociographic profiling information such as Income decile, Employment decile etc.)
- HE progression

HE progression information was only matched for 696 pupils in the CFE sample.



Future Selves survey dataset overview

The Future Selves survey dataset included 3,785 pupils records across waves 1 and 2.

The information in the dataset included, but was not limited, to the following:

- Types and subtypes of activities pupils attended
- Activity format (Level of Intensity) attended
- Student year group at the time of completing the survey
- Intention to study at HE
- Agreement to statements on a number of themes*:
 - A. Transition into Higher Education
 - B. Ideas, Self-Beliefs and Personal Expectations
 - C. Knowledge of and Understanding about HE
 - D. Developing Awareness of Me and How to Reach My Goals
 - E. Confidence and Attainment expectations
- A range of socio-demographics (including gender, ethnicity, disability, region and Uni Connect status)

HE progression information was only matched for 23 pupils in the Future Selves sample, so this metric was not included in the analysis due to the base size being too small. Intention to study at HE was used as a proxy for HE progression.

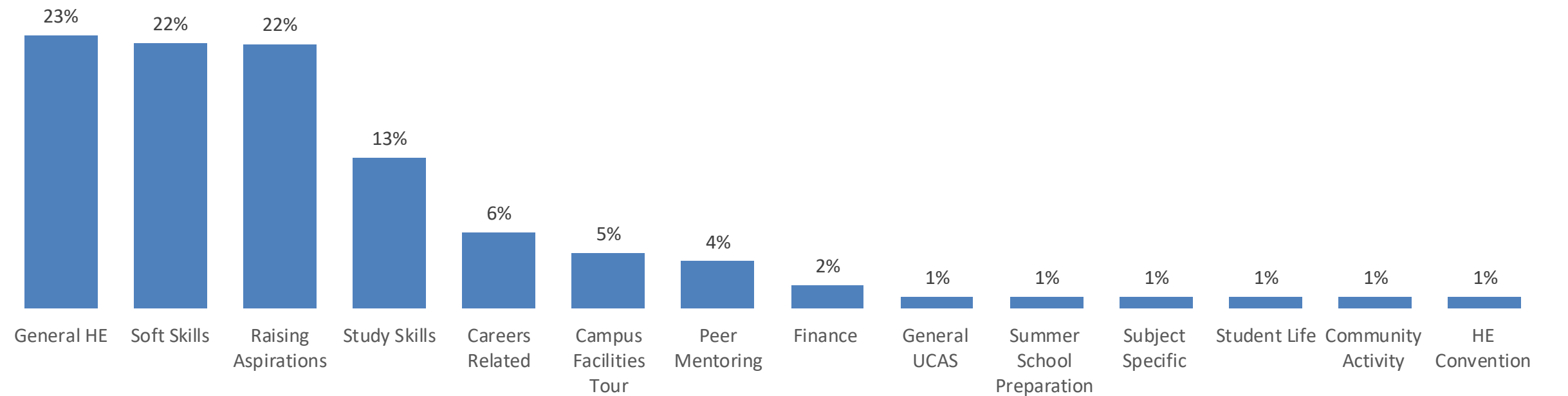
* See speaker notes for individual statements sitting behind each theme.



Activity subtypes attended (the full list) – CFE sample



ACTIVITY SUBTYPES, ANYTHING >1% SHOWN
Total CFE sample

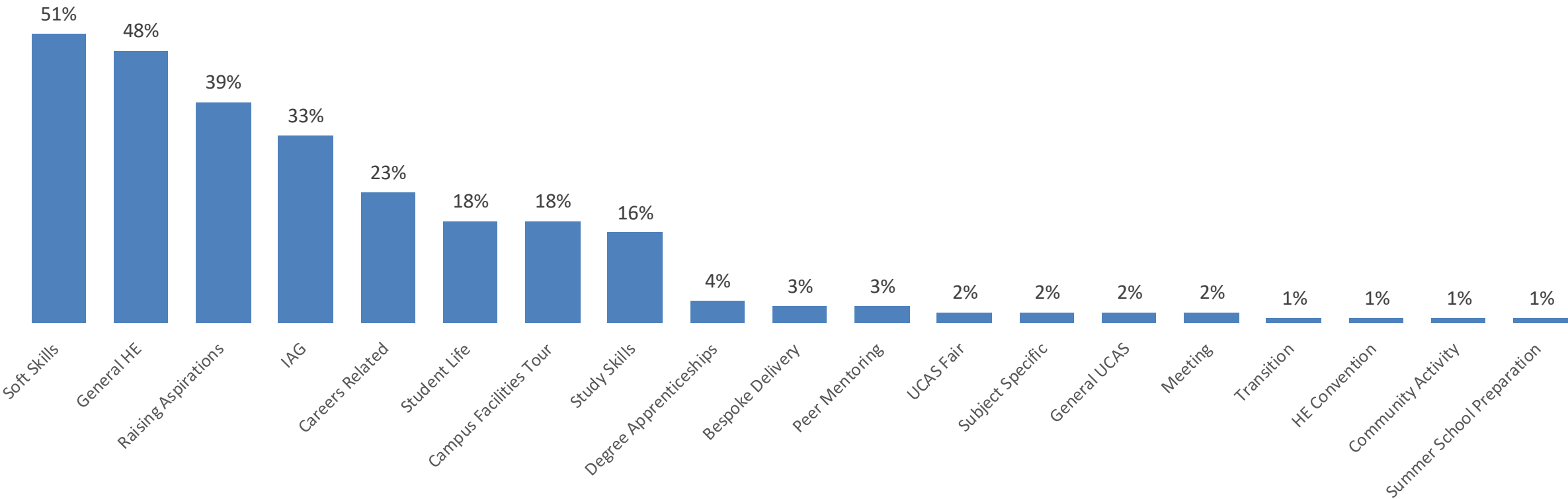


Source: CFE dataset, Activity subtypes.
Base: Total sample (1,732)

Activity subtypes attended (the full list) – Future Selves sample



ACTIVITY SUBTYPES, ANYTHING >1% SHOWN
Total Future Selves sample



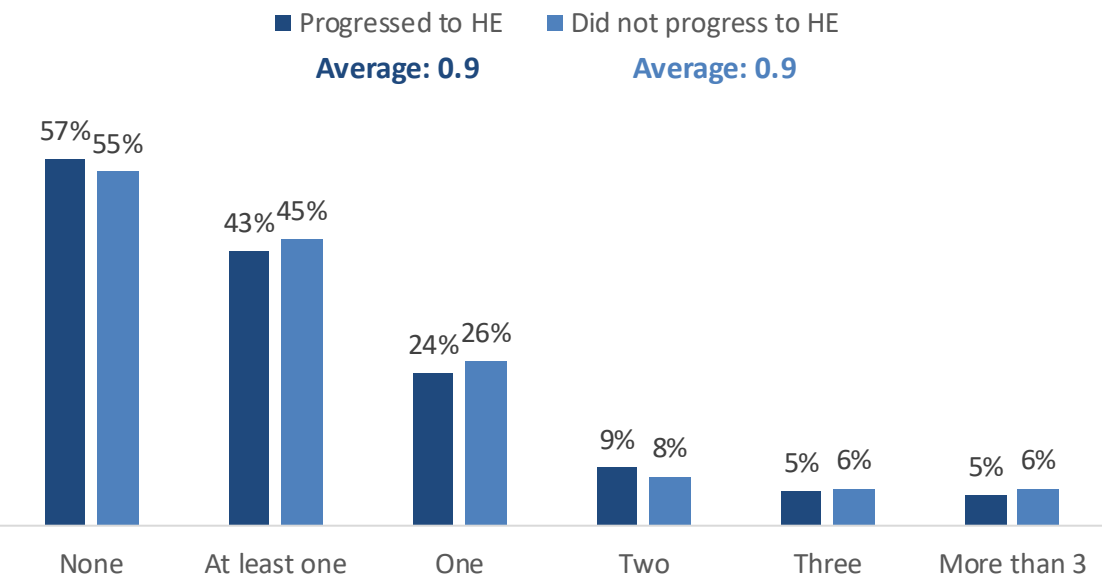
Source: Future Selves survey dataset, Activity subtypes.
Base: Total sample (3,785)

Activity attendance by HE progression

Whilst there are no significant differences in terms of the number of activities attended by those who progressed to HE compared to those who did not, we see that those who progressed to HE overall invested more time in attending Hello Future activities than those who didn't.

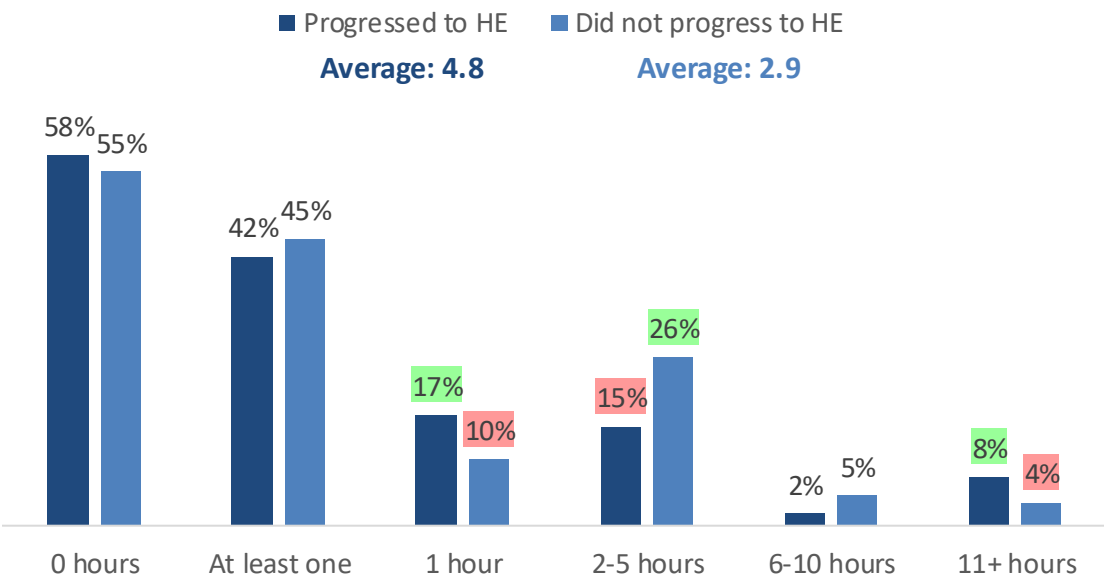
NUMBER OF ACTIVITIES ATTENDED BY HE PROGRESSION

Amongst matched students



NUMBER OF ACTIVITY CONTACT HOURS (ROUNDED) BY HE PROGRESSION

Amongst matched students

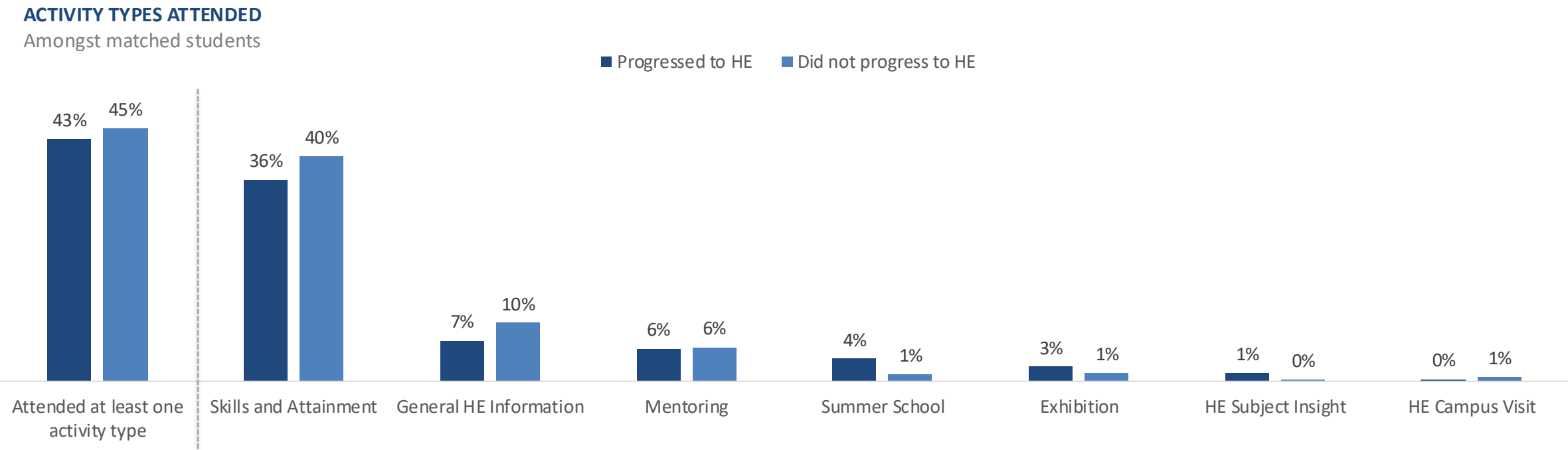


Source: CFE dataset, Number of activities attended, Rounded number of contact hours
Base: Those who progressed to HE (278), Did not progress to HE (418)

Significance testing: Significantly higher/lower vs total on the 95% confidence level

Activity attendance by HE progression

Those who did not progress to HE are slightly more likely to have attended Skills and Attainment and General Information activities than those who did go to HE.

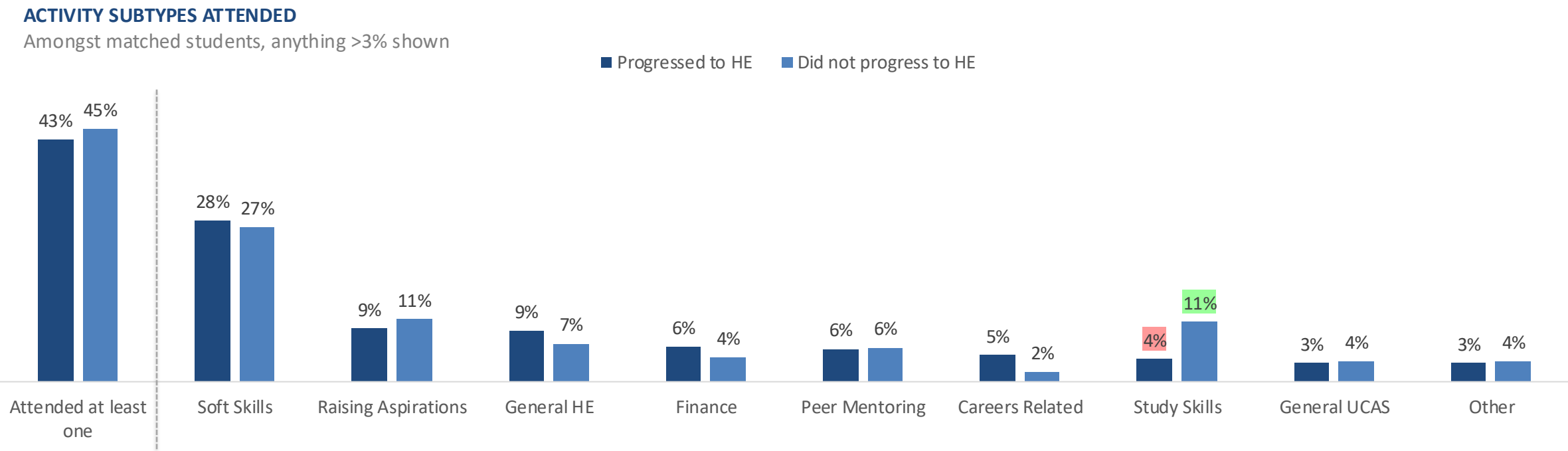


Source: CFE dataset, Types of activities attended.
Base: Those who progressed to HE (278), Did not progress to HE (418)

Significance testing: No significant differences between those who progressed to HE and those who did not.

Activity attendance by HE progression

Those who did not progress to HE are slightly more likely to have attended Study Skills activities.

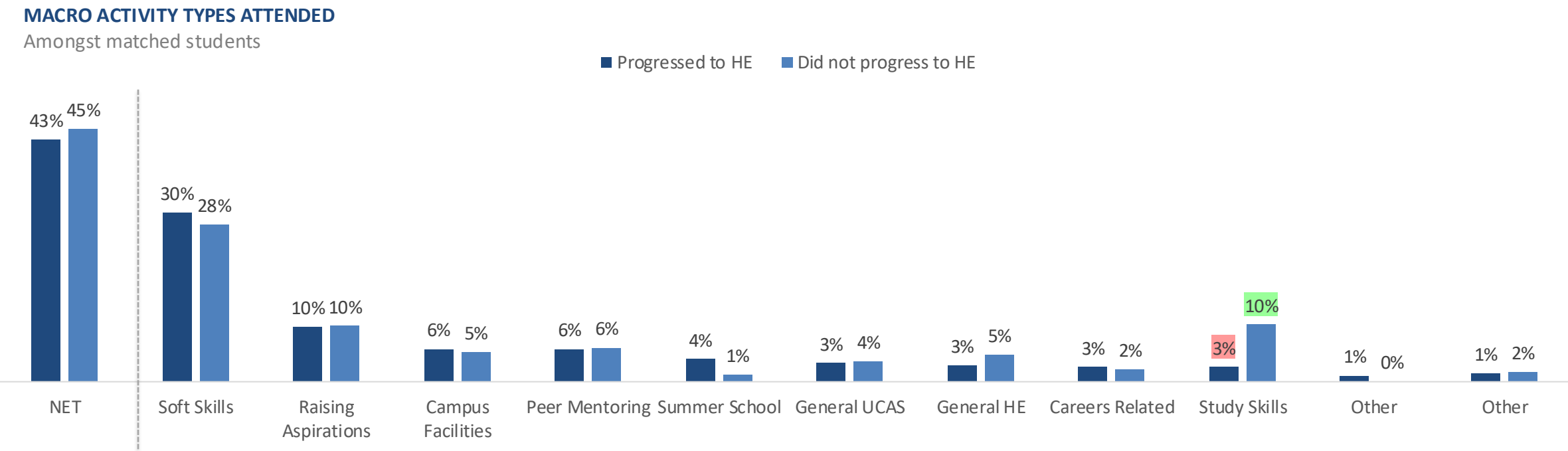


Source: CFE dataset, Subtypes of activities attended.
Base: Those who progressed to HE (278), Did not progress to HE (418)

Significance testing: Significantly higher/lower vs total on the 95% confidence level

Activity attendance by HE progression

Those who did not progress to HE are slightly more likely to have attended Study Skills activities.

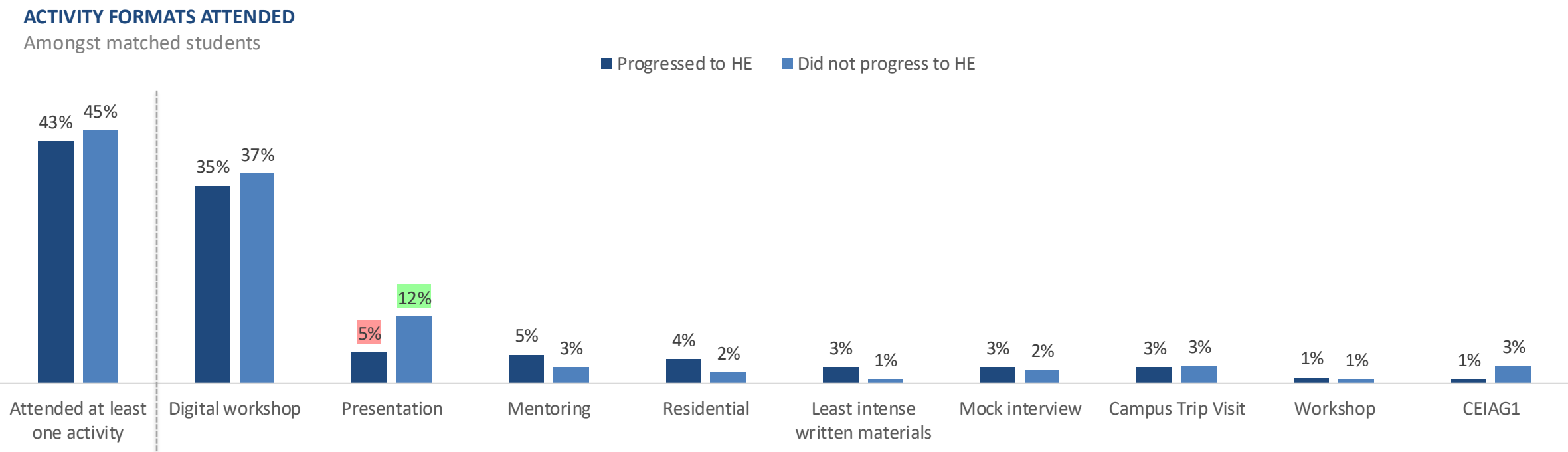


Source: CFE dataset, Activity macro descriptors.
Base: Those who progressed to HE (278), Did not progress to HE (418)

Significance testing: Significantly higher/lower
vs total on the 95% confidence level

Activity attendance by HE progression

Those who did not progress to HE are slightly more likely to have attended Presentations.



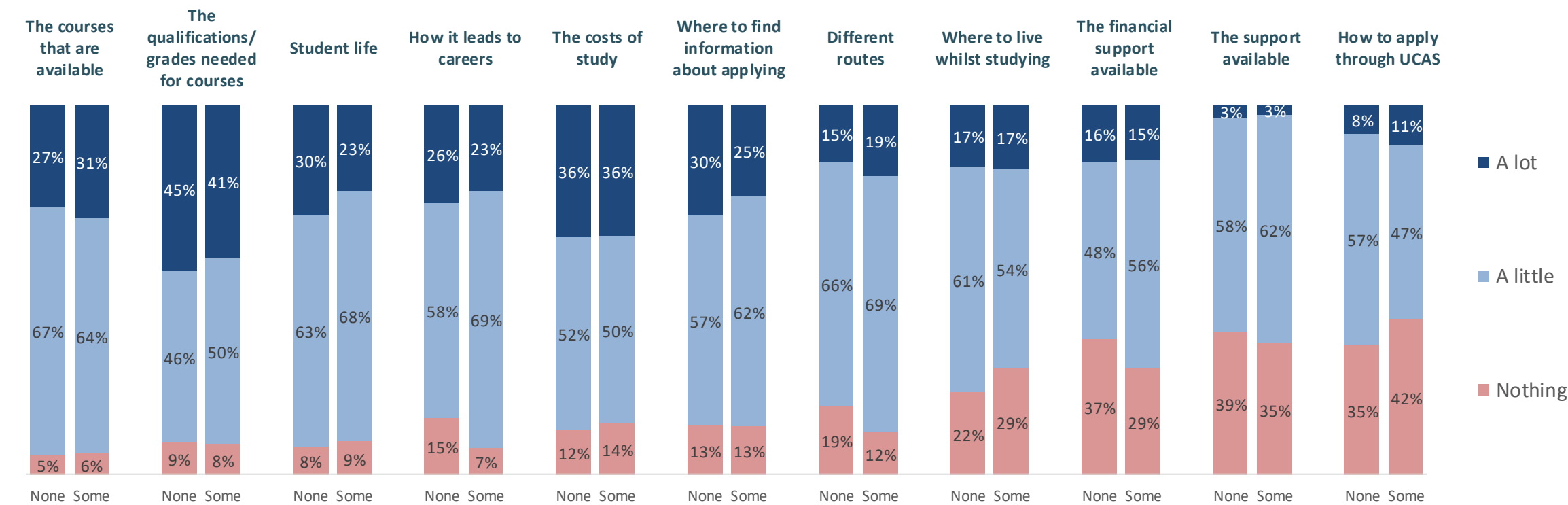
Source: CFE dataset, Intensity level.
Base: Those who progressed to HE (278), Did not progress to HE (418)

Significance testing: Significantly higher/lower
vs total on the 95% confidence level

Knowledge of various aspects of HE by Activity attendance

KNOWLEDGE OF VARIOUS ASPECTS OF FE BY ACTIVITY ATTENDANCE

All FE pupils in the CFE sample

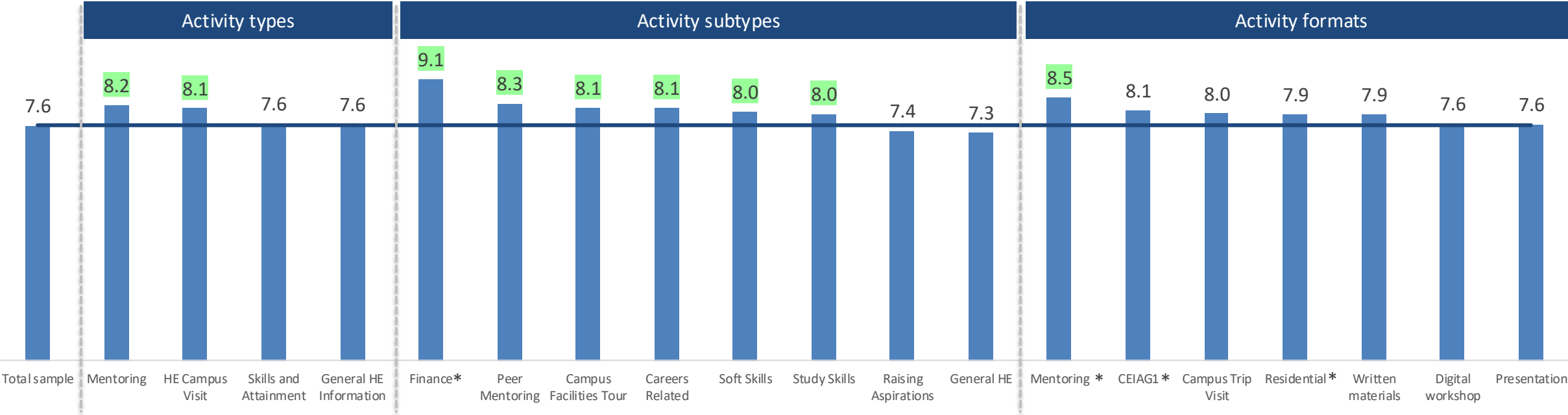


Source: CFE dataset, q05. How much do you know about the following aspects of applying to higher education?
Base: All FE pupils in the CFE sample who did not attend activities (91) and attended at least one activity (121).

Average number of activities pupils claimed to know ‘a little’ or ‘a lot’ about by activity types, subtypes and formats



AVERAGE¹ NUMBER OF ASPECTS PUPILS CLAIMED TO KNOW ‘ A LITTLE’ OR ‘A LOT’ ABOUT (OUT OF 11) BY ACTIVITY TYPE/ FORMAT
Total FE sample



Source: CFE dataset, q05/06. How much do you know about the following aspects of applying to higher education?
Base: Total CFE sample (1,732), all pupils attending each activity type (base sizes between 30 – 793) (*) NB. Small sample (<50), results are indicative only.
1. See speaker notes for the explanation on how the average was calculated.

Significance testing: Significantly higher/lower vs total on the 95% confidence level

Subject Specific, General UCAS, Degree Apprenticeships, Campus Tours and Peer Mentoring activity subtypes are associated with higher theme scores, particularly HE-related



Attending activity subtypes such as Subject Specific, General UCAS, Degree Apprenticeships, Campus Facilities Tours and Peer Mentoring are associated with higher theme scores, particularly for themes ‘Transition into HE’ and ‘Knowledge of and Understanding about HE’.

THEMES BY ACTIVITY SUBTYPES, DIFFERENCES VS MEAN SCORES AMONGST ALL ACTIVITY ATTENDEES

Pupils attending activities
Activities sorted in order from most to least impactful

	Subject Specific	General UCAS	Degree Apprenticeships	Campus Facilities Tour	Peer Mentoring	General HE	IAG	Soft Skills	Study Skills	Student Life	Careers Related	Raising Aspirations	UCAS Fair	Meeting	Bespoke Delivery
Theme D. Awareness of Me and How to Reach My Goals	0.14	-0.03	0.16	-0.04	-0.04	-0.01	0.01	-0.01	-0.03	0.00	-0.08	-0.08	-0.31	-0.26	-0.33
Theme E. Confidence and Attainment expectations	0.14	0.00	0.12	-0.04	-0.25	0.00	0.03	-0.02	0.00	0.00	-0.09	-0.04	-0.15	-0.16	0.04
Theme B. Ideas, Self-Beliefs and Personal Expectations	0.28	-0.02	0.16	0.02	-0.04	0.00	-0.01	0.00	-0.01	-0.07	-0.09	-0.11	-0.43	-0.10	-0.19
Theme A. Transition into Higher Education	0.32	0.55	0.00	0.13	0.07	0.03	-0.05	-0.03	-0.07	-0.12	-0.06	-0.10	-0.01	-0.38	-0.15
Theme C. Knowledge of and Understanding about HE	0.50	0.53	0.16	0.17	0.24	0.00	0.02	-0.02	-0.03	0.01	-0.12	-0.15	0.05	-0.08	-0.36

Source: Future Selves survey dataset, Q11. How much do you agree...? / Q12. How much do you agree or disagree with each of statements below? / Q13. How much do you agree...? Base: Base: Pupils attending any activity (2,576), pupils attending each activity type - see speaker notes for base sizes.

Difference of 0.1 or more

Difference of -0.1 or more

The more involved activity formats such as Mock Interviews, Campus Trips and Mentoring are associated with higher scores across the HE-related themes

THEMES BY ACTIVITY FORMATS, DIFFERENCES VS MEAN SCORES AMONGST ALL ACTIVITY ATTENDEES

Pupils attending activities
Activities sorted in order from most to least impactful

	Mock interview	Campus Trip Visit	Mentoring	Least intense written materials	Digital workshop	Presentation	CEIAG1
Theme D. Awareness of Me and How to Reach My Goals	0.03	0.00	0.14	-0.04	-0.01	-0.01	-0.01
Theme E. Confidence and Attainment expectations	0.03	-0.03	-0.03	0.02	-0.01	0.01	0.13
Theme B. Ideas, Self-Beliefs and Personal Expectations	0.04	0.02	0.02	0.01	-0.01	-0.02	-0.06
Theme A. Transition into Higher Education	0.36	0.11	-0.16	0.05	-0.02	-0.02	-0.12
Theme C. Knowledge of and Understanding about HE	0.25	0.16	0.31	0.06	-0.03	-0.04	-0.04

When looking at the relationships between the themes and activity formats, the more involved the formats of activities, the higher the scores for more HE-specific themes.

Themes that are less specific to HE have less variation in scores based on activity formats attended.

Source: Future Selves survey dataset, Q11. How much do you agree...? / Q12. How much do you agree or disagree with each of statements below? / Q13. How much do you agree...? Base: Base: Pupils attending any activity (2,576), pupils attending each activity type - see speaker notes for base sizes.

Difference of 0.1 or more
 Difference of -0.1 or more

COSMOS

Nexus, University of Leeds,
Discovery Way, Leeds LS2 3AA

T | 0113 887 0191

W | www.cosmosltd.uk

E | hello@cosmosltd.uk

hello
future.

