

Parent and Carer Voice Survey Data Analysis

2018

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Background

Phase One

- In 2018, Hello Future conducted a survey with parents and carers
- Engaging with parents and carers in an intervention outreach capacity has proved challenging during Phase 1 of Hello Future.
- Hello Future is therefore reframing its engagement to seek to understand their views about various aspects related to HE.
- This is called 'Parent and Carer Voice'.
- Hello Future aims to use the findings to form the basis of an intervention with parents and carers.

Phase Two

- Phase Two will see Hello Future contact further parents and carers across Cumbria. Further data analysis will allow Hello Future to assess any trends and shifts in attitudes and behaviour towards higher education outreach.
- In addition, Hello Future will focus on re-contacting parents and carers with a number of qualitative teleddepth interviews to gain further understanding into any shifts in confidence as result of Hello Future outreach as their child/children have progressed through education.

Research Aim

To effectively engage with evaluation at both a local level through the partnership and nationally. To provide timely, accurate and accessible findings and impacts that contribute to a stronger (local and national) evidence base on 'what works' and is value for money in higher education outreach.

To seek the opinions of learners and their influencers (parents and carers, teachers/advisors, community groups) consistently across Target intervention activities to strengthen local evaluation practice in widening participation.

- *Evaluation Objectives (1 and 2) for 19/20.*

Targeted Outreach Objective

To increase the number of opportunities for learners, teachers/advisors, parents and carers and community groups to access and understand the value of higher level qualifications and higher education.

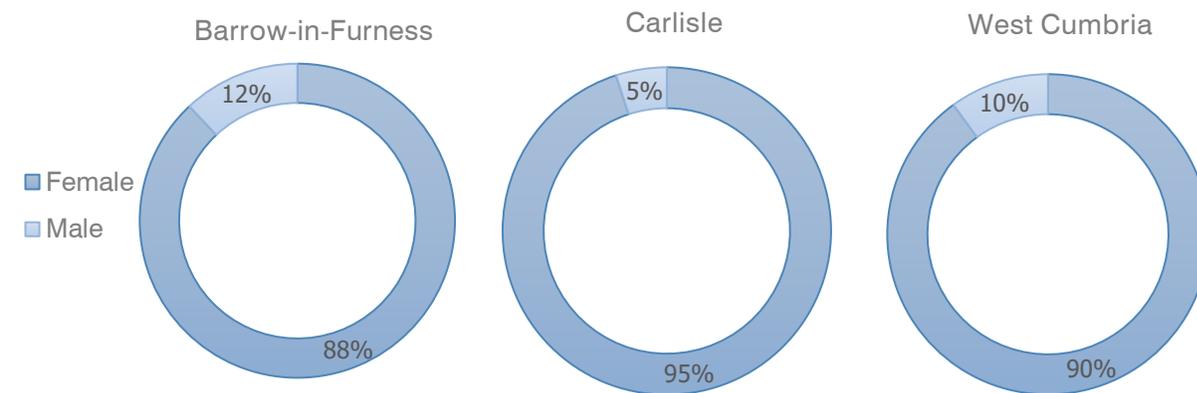
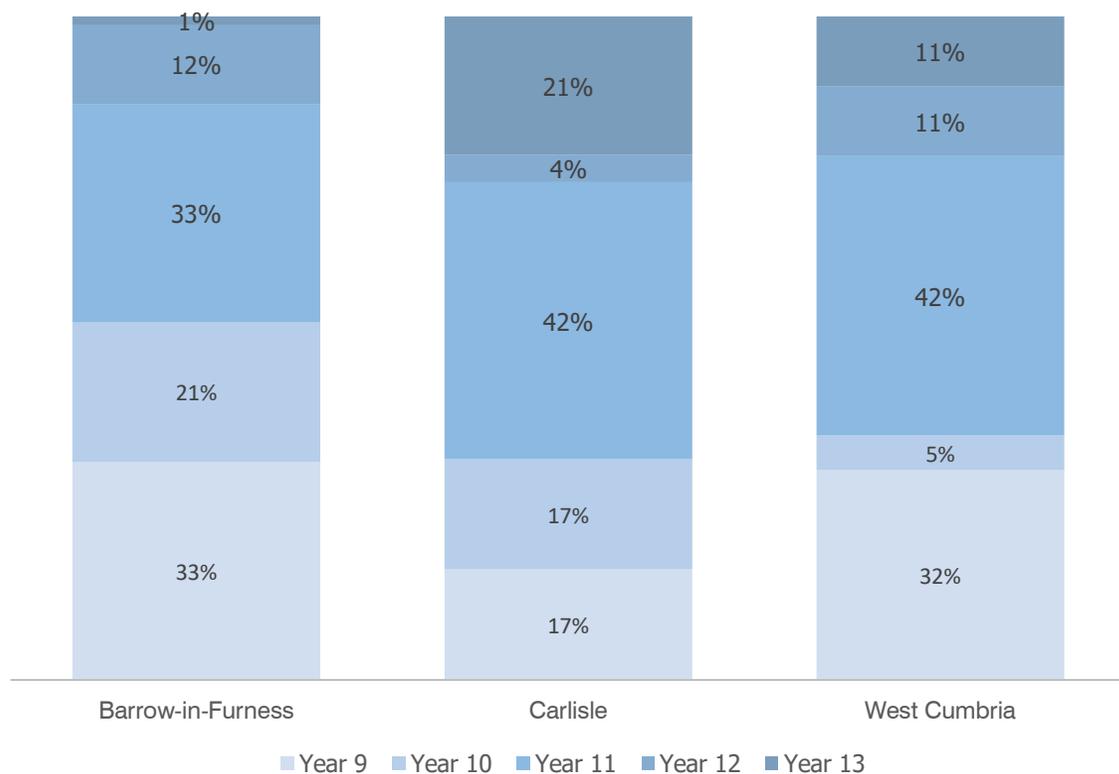
- *Objective 2 of our Targeted Outreach Objectives.*

Student Demographics

Parents and carers in **Barrow-in-Furness** have the highest proportion of year 9 students (33%) and 87% of parents and carers in this location have at least one child in years 9-11. Those in **Carlisle** and **West Cumbria** are more likely to be caring for older students in this study, in years 12-13.

Overall, the study is predominantly made up of parents and carers of years 9-11 students, with 83% of parents having a child in this age range.

YEAR GROUP BREAKDOWN



How many children do you have aged 13-18?

Barrow-in-Furness	Carlisle	West Cumbria
1.4	1.3	1.5

Educational Journey

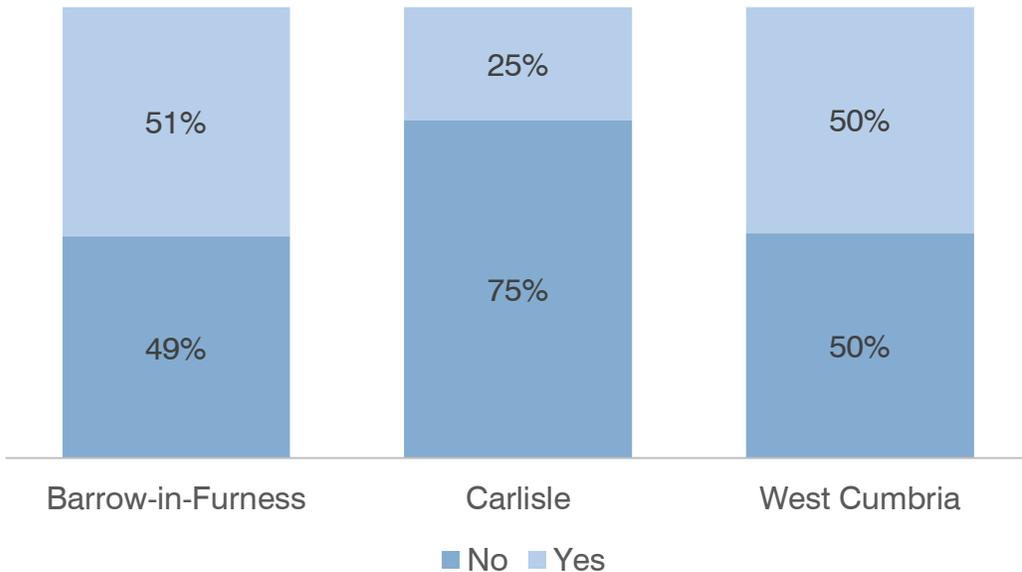


What is the educational journey of parents and carers?

On average, 44% of parents and carers in Cumbria studied higher level qualifications after school. Parents and carers in **Barrow-in-Furness** (51%) and **West Cumbria** (50%) are more likely to have done so than parents and carers in **Carlisle** (25%).

Parents and carers often express regret at not studying further or for longer. As a result, some have studied again more recently or have completed an academic or professional qualification later in life. All appear to recognise the role FE/HE could play in helping their child/children progress academically and professionally in life.

 Did you study higher level qualifications (level 4 and above e.g. degree, HNC etc.) after school?



When I left school, went into employment at 16, no extra qualifications which I deeply regret now, worked in factory, retail and now a carer in Kendal.

Two years in college then into employment

Dropped out of 6th form, went straight into a job, did many jobs till I did Access course in mid 30's, Then uni then got job due to degree which I've had for 7 yrs.

Attended college and hated it so dropped out. I was unemployed for a year until I eventually got an apprenticeship. I was unemployed again until I got a job in a call centre, then a hotel as well as cleaning and bar work. Started lots of night school courses, got into training and later quality. Now work in BAE in quality and loving it!

Sixth form then into work. Learning opportunities within employment.

Newton Rigg at 16yrs old then injury forced change of direction, Studied IT course then Defra head officer for 20 yrs. Family Commitments change and job become very stressful is voluntary exit from civil service. Now working part time and studying for second BTEC.

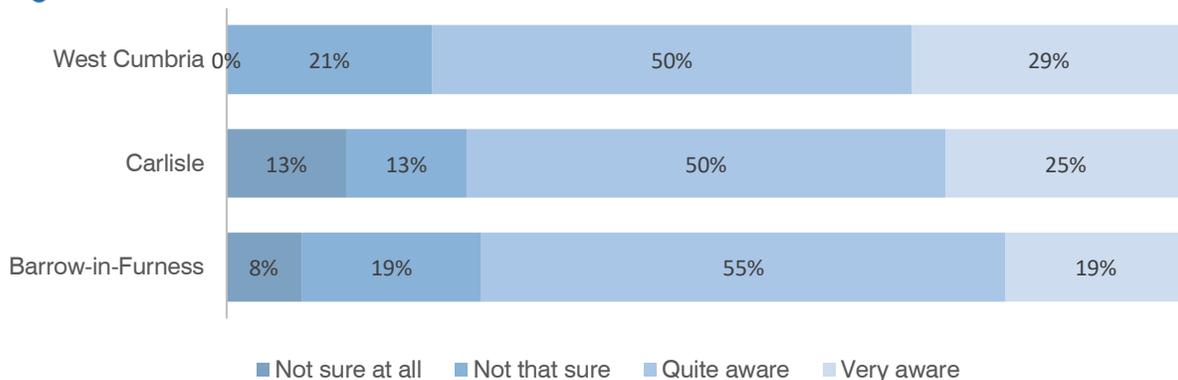
Awareness and Confidence



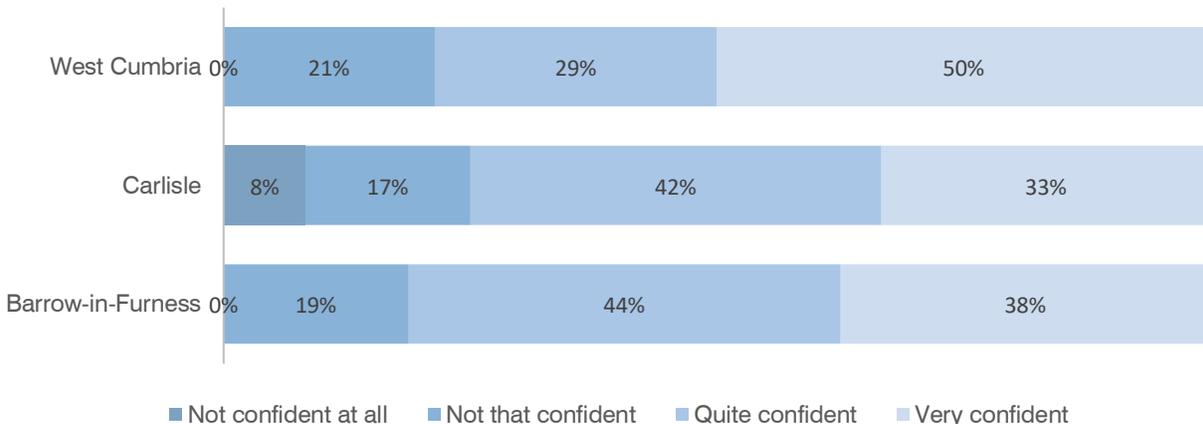
What are the existing levels of confidence and awareness of available opportunities?



How aware do you feel about the opportunities after school or college?



How confident do you feel about discussing these (opportunities) with your child/children?



78%



Of parents and carers across Cumbria feel that they are either quite or very aware of the opportunities after school or college for their child/children.

More than 1 in 4 parents and carers in both **Carlisle** (26%) and **Barrow-in-Furness** (27%) do not feel sure about the opportunities available to their child/children after school or college.

Parents and Carers in **West Cumbria** are the most likely to feel aware of the opportunities available to their child/children, with 79% stating they do so, slightly above the average for the region.

78%



Once again, 78% of parents and carers feel confident in discussing the available opportunities with their child/children.

Just as parents and carers in **West Cumbria** felt the most aware of available opportunities after school and college, they also feel more confident in discussing them with their child/children in comparison to those in **Barrow-in-Furness** and **Carlisle**, with 50% comfortable in doing so.

Noticeably, a quarter (25%) of parents and carers in **Carlisle** do feel confident in discussing future opportunities with their child/children.

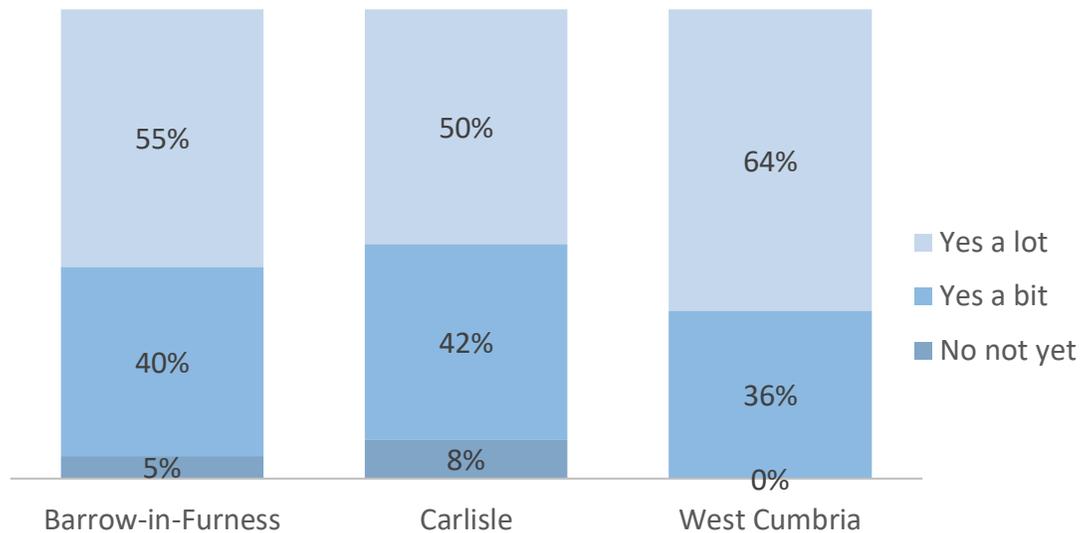
Confidence in FE/HE breeds discussions

Ultimately, if parents and carers feel more comfortable and confident in their own knowledge of future opportunities, then they are more likely to speak to their child/children about them.

parents and carers in **West Cumbria** are again more likely to be actively engaged in HE/FE for their child/children compared to those in **Barrow-in-Furness** and **Carlisle**, with 64% stating they speak to their child/children 'a lot' about future opportunities.



Have you talked to your child/ children about the opportunities after school/ college?



89%

The more confident parents and carers feel about their own knowledge of FE/HE, the more likely they are to then discuss future opportunities with their child/children.

70%

For example, **89%** of parents and carers who felt confident in talking to their children have also stated they have spoken to them about further opportunities.

60% of those that stated they have yet to speak to their child/children about future opportunities after school or college do not feel confident enough in their own knowledge to do so.

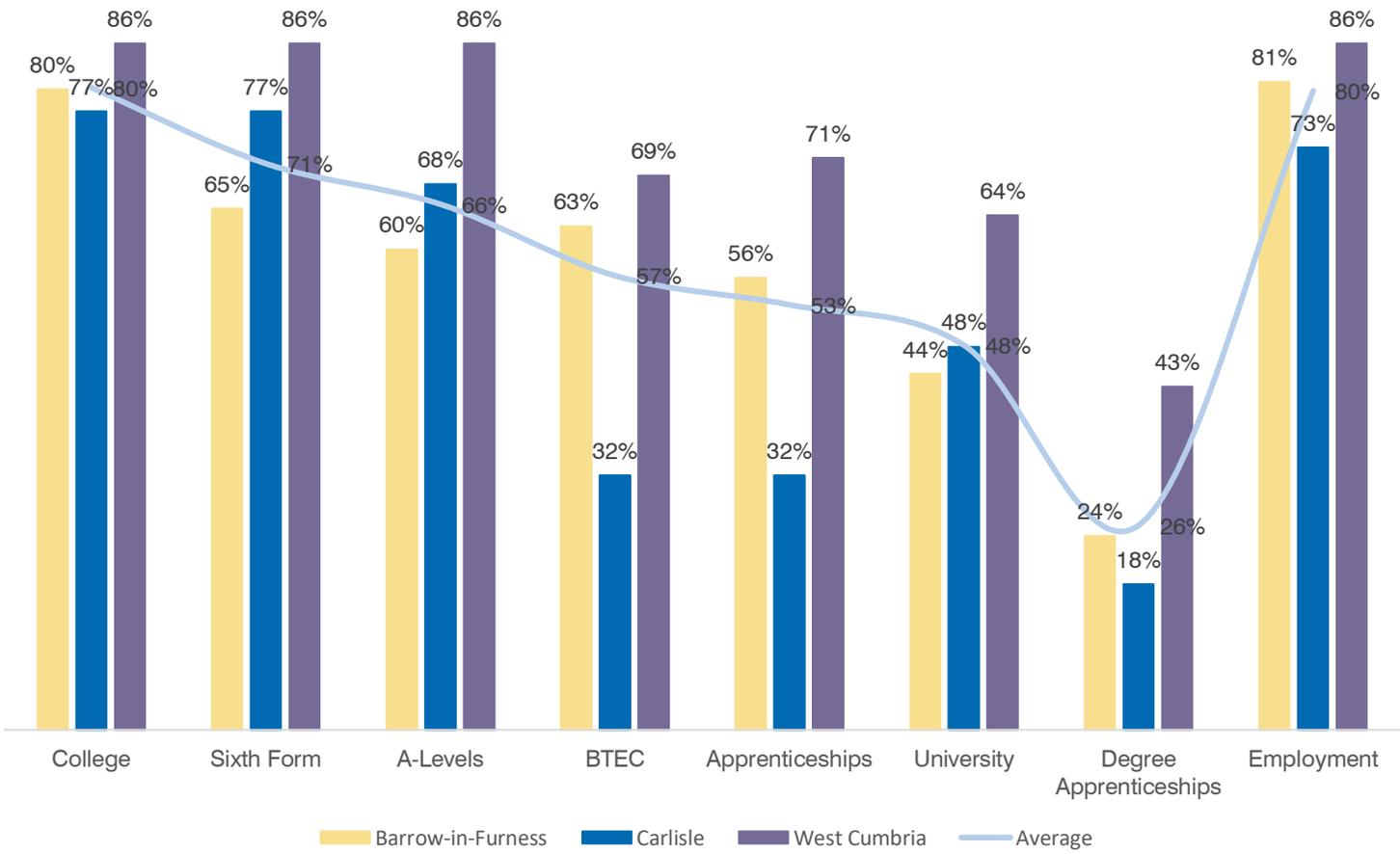
60%

Confidence in Knowledge

How much knowledge do parents and carers have around FE/HE?



How confident do you feel in your own knowledge of the below and being able to advise your child/children about them?



Overall

Perhaps as a result of being more aware of the opportunities available to their child/children, parents and carers in **West Cumbria** appear to also be more confident in their knowledge of future FE/HE and employment options compared to those in **Barrow-in-Furness** and **Carlisle**.

School and college options

Parents and carers in **West Cumbria** are more confident in college and school options such as college (86%), sixth-form (86%) and A-Levels (86%). Parents and carers in **West Cumbria** are consistently above the regional average for feeling confident in their knowledge of future options well as being able to discuss them with their child/children.

Knowledge

Parents and carers in **Barrow-in-Furness** consistently fall under the regional average for feeling confident enough in their own knowledge to advise their child/children. This group does not feel as comfortable discussing sixth form and A-levels, university or degree apprenticeships. Degree apprenticeships in general appear to be an area parents and carers feel they do not have enough knowledge of.

Employment

It appears parents and carers are more comfortable speaking to their child/children about experiences that align closely with their own. For example, we know that 75% of parents and carers in **Carlisle** did not go to FE/HE and are more confident in discussing employment than they are university.

Areas to target for a confidence and knowledge boost

Greater areas of uncertainty for all parents and carers include more vocational qualifications such as BTECs and apprenticeships, as well as university. If knowledge could be boosted, then parents and carers may feel more confident in discussing them with their child/children.

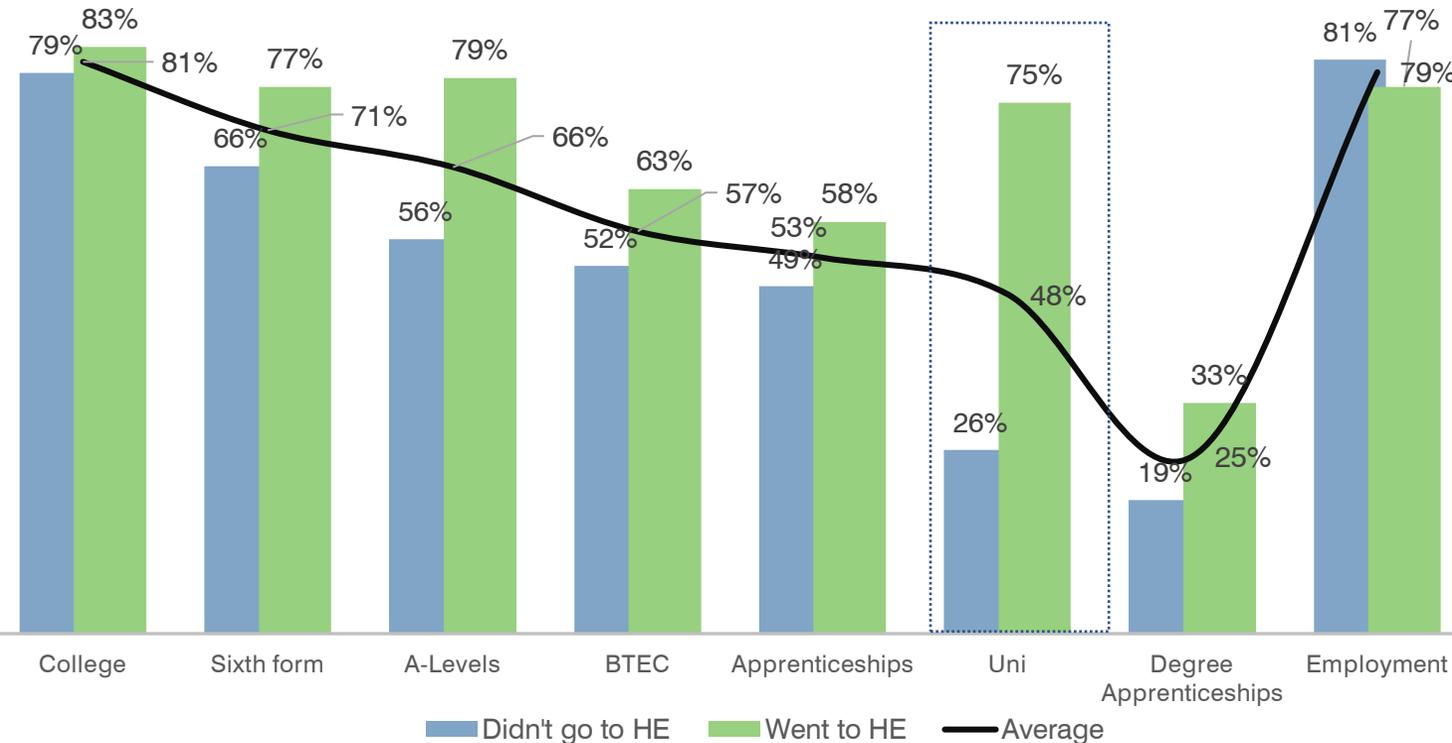
Source: 102 eligible matched parents and carers in the Cumbria region. Region breakdown: Barrow-in-Furness: 64 Carlisle: 24 West Cumbria: 14

Does parental background have any impact?



How confident do you feel in your own knowledge of the below and being able to advise your child/children about them?

In addition to understanding confidence and knowledge on a broader scale, it is also vital to recognise how parental educational and employment background impacts parent/carer confidence in their knowledge when it comes to advising their child/children.



Comfort in familiarity

Parents and carers more comfortable in discussing areas with their child/children where they can lean on their own past experiences.

For example, parents and carers who went straight into employment from school are more likely to feel confident discussing this than those who continued into education. In-fact, they are more comfortable discussing employment than any FE/HE options.

Parent and carer educational background matters

Although not quite statistically significant, 75% of parents and carers who went to university or higher education themselves, feel confident in their knowledge of this area, compared to just 26% of parents and carers who did not gain this level of education.

Continued lack of knowledge in degree apprenticeships

On average, just 1 in 4 parents and carers are confident in their existing knowledge of degree apprenticeships, even those who studied beyond school at FE/HE level. Additional targeted outreach programmes designed around this area could raise awareness.

Additional focus

When it comes to working with parents and carers in supporting educational aspirations and motivations, understanding the educational background(s) of parents and carers is crucial.

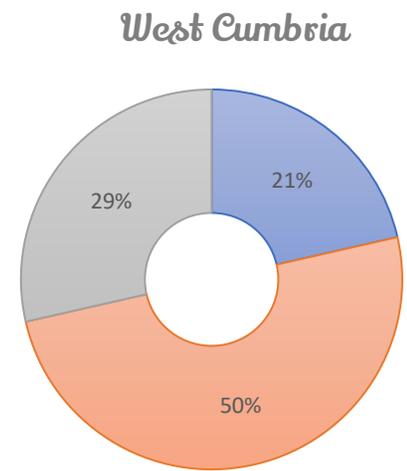
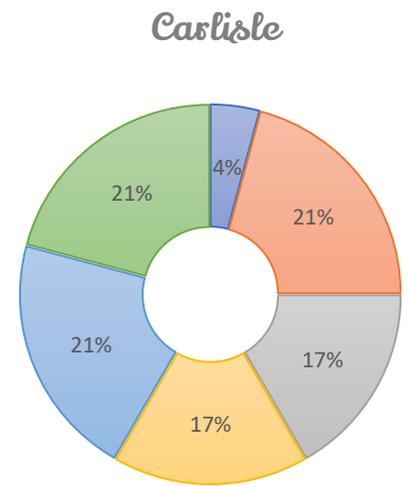
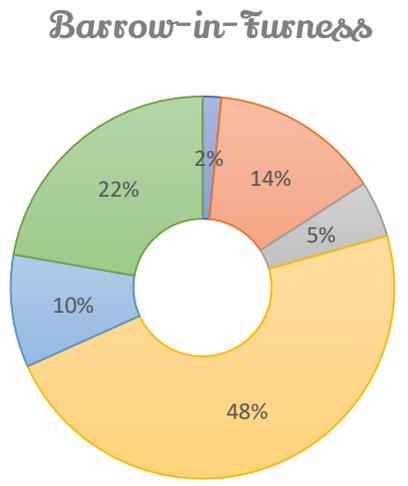
It appears students without parental experience and knowledge of FE/HE may not receive the same level of advice, guidance and support compared to those who are able to draw on this familiarity. 12

Sources of Information

Where do parents and carers gain their information?

Where have you gained most of your information from?

- College
- Experiences of friends/ family
- Internet
- Personal experience
- School
- Other (please specify)



45%

Of parents and carers (overall) who went to HE believe they have gained most of their information from their own personal experience, compared to 35% of parents and carers who didn't study at HE level.

53%

Of parents and carers in **Barrow-in-Furness** who did not go on to study at FE/HE said that personal experiences guided their information around further educational opportunities.

A mixed approach in Carlisle

Parents and carers in **Carlisle** appear to adopt a more rounded approach when it comes to gathering information on FE/HE with school (21%) and college (21%) as well as experiences of friends and family (21%) contributing to their existing knowledge.

Friends and family dictate in West Cumbria

Parents and carers in **West Cumbria** are consistently the most likely group to feel confident in their knowledge and awareness of future options and therefore confident in discussing them with their child/children. This group leans heavily on friends and family for information (50%) and are the most likely parents and carers to turn to internet searches for further information (29%).

Worries and Concerns

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What are the biggest concerns for parents and carers?



How confident do you feel in your own knowledge of the below and being able to advise your child/ children about them?

Where to access relevant information on degree apprenticeships and apprenticeships level 2/3 and companies willing to participate.

We are looking into a course for my 16-year-old daughter at but as it's an RHS certificate, I'm not sure if it's funded and how that will work with Child Benefit etc

University and fees and qualifications needed to get into university

My son is not 100% on what he wants to do, so would be nice if there was an after school pack with all the options and different subjects for him to look at, and how we go about applying and if there's any costs involved.

Don't know where to get information from regarding what happens after GCSEs

As yet, I am unsure where the school will be providing access to any of the options (such as work experience etc.).

Not sure what would be best option for my child as she suffers anxiety/depression and the environment where she attend needs to meet her needs, but also offer support. She struggles in large settings etc... so an apprenticeship in small environment using her love of certain subjects is paramount.

Unsure of how to go about applying for Universities

What makes it difficult when trying to support your children/child?



-  Perceived lack of information outside of A-Levels.
-  Helping their child/children understand how today's choices could impact their future.
-  Being sensitive to their child/children's own ideas about their future and not wanting to encroach.
-  Whether immediate career opportunities may be better suited to their child/children.
-  General FE/HE available information.
-  A lack of a central point of information surrounding FE/HE and options and opportunities.
-  Understanding future cost implications – including travel and living costs in FE/HE.
-  Communicating with their child/children as well as speaking with the school/college.
-  The importance of their immediate effort and work.

Interest and continued support

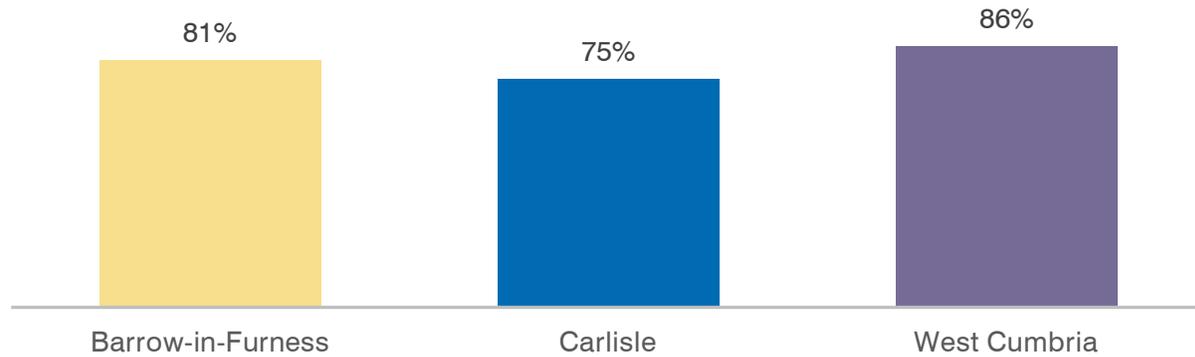
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ABS
Insight



How can we support interest in FE/HE?

Has your child/ children mentioned or shown any interest in the opportunities?



In alignment with their parents and carers' confidence in FE/HE knowledge, child/children in **West Cumbria** are the most likely to have shown an interest in future opportunities.

Students in **Carlisle** are the least likely to have expressed an interest in future opportunities, which could be linked to the lack of confidence and knowledge from their parents and carers.

In addition, **85%** of students whose parents and carers did not study at FE/HE level have expressed an interest in future opportunities, compared to **79%** of students whose parents did study at FE/HE level.

This finding suggests that it may be parent/carer attitudes towards FE/HE that effect students' aspiration towards this level of study, rather than direct experience within the household.

If there was one thing we could do, for you and your child/ children at this time, what would it be?

■ West Cumbria ■ Carlisle ■ Barrow-in-Furness ■ Home-school

'Outline the different types of engineering there are so that they can make informed decision. i.e.. (higher degree) apprenticeships/ uni degree to aim for.'

'Make them aware of all their options. We live close to BAE so everything is all about that without educating them on other options.'

'Providing information that would show there is a whole world out there. Just because we don't live in a city'

'More information on what is available after 6th form.'

'Taster courses in art for year 9/10- there is NOTHING in the U.K.'

'Keep us informed on any changes that may occur.'

'More information on what is available after 6th form.'

Additional info and support is the top request

There is a consistent theme across Cumbria, where parents and carers want additional information provided to them and their child/children.

This includes information being disseminated to child/children around FE, HE, apprenticeship and employment options available - locally and nationally

Parents and carers are also keen on being kept up-to-date on emerging opportunities and changes to the FE/HE process.

Interventions



Which interventions do parents and carers prefer?

When it comes to interventions, all parents and carers across Cumbria would favour a guide to explain future options to their child/children over any other intervention.

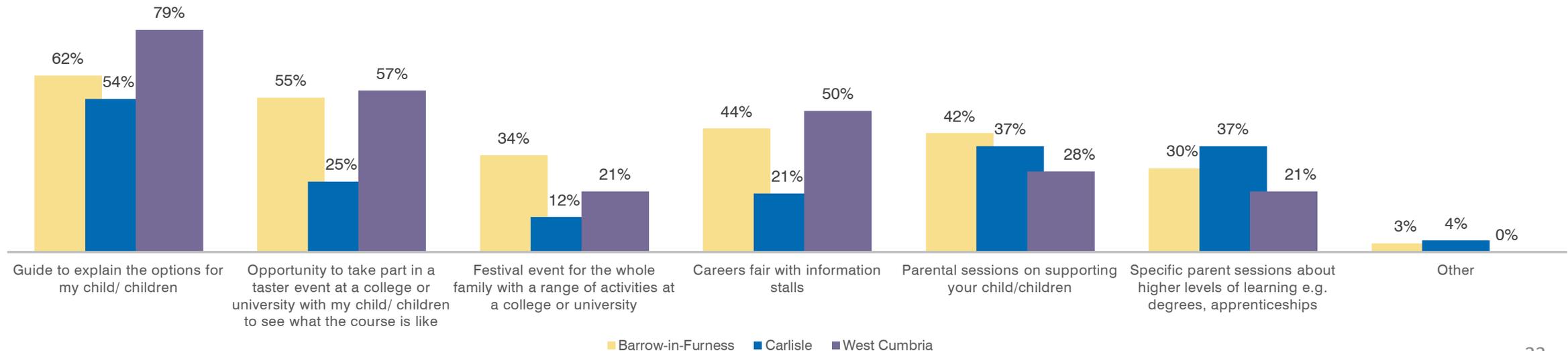
Parents and carers in **Carlisle** appear unsure of most options presented to them, with an explanatory guide the option they are most comfortable with. However, this group is more likely to choose specific parent sessions that focus on FE/HE and apprenticeships, suggesting they prefer interventions that inform them, as well as their child/children.

Parents and carers in **Barrow-in-Furness** and **West Cumbria** prefer similar options when thinking about interventions focused on future options. For example, parents and carers across these areas are closely aligned on their preference for guides as well as an opportunity to take part in a taster event with their child/children. Compared to parents and carers in **Carlisle**, they are also more likely to lean towards festival events and career fairs.

Parents and carers in **West Cumbria** appear to prefer interventions that focus more directly on the needs of their child/children, as opposed to being additionally inclusive of parents and carers.

'Other' options include creating guides with references and contact details for future options as well as further apprenticeship information.

Which potential interventions would you be interested in?



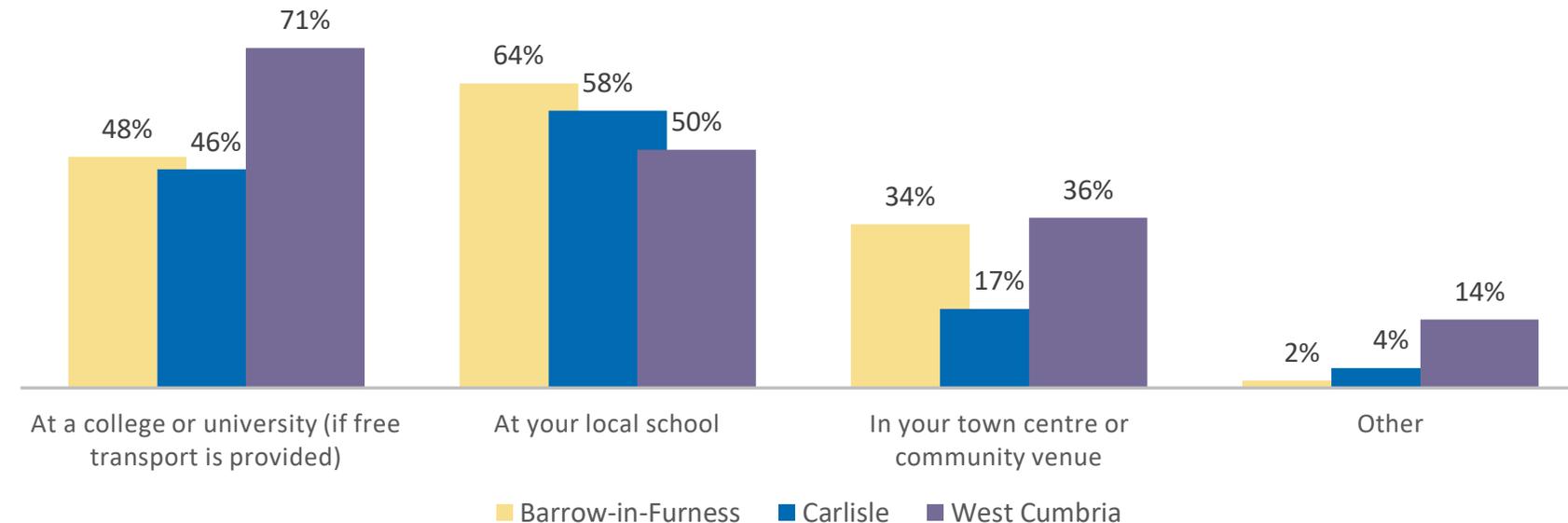
Location preferences for events and sessions

Parents and carers in **West Cumbria** continue to be the most likely group to want additional, direct and intimate involvement in the choice of the child/children. As previously established, 57% of parents and carers in **West Cumbria** (slide 22) expressed a desire to take part in taster events at a college or university with their child/children to understand more about the course(s). In addition 71% of parents and carers in **West Cumbria** would prefer these same events and sessions to be held at a college or university. It may be worth exploring how important free transport is to any proposed taster events.

In contrast, parents and carers in **Barrow-in-Furness** (48%) and **Carlisle** (46%), are not as keen on events held at colleges or universities and have expressed that they are more interested in events and sessions being held at their child/children's local school. There does not appear to be any significant support for events to be held in the town centre or at a community venue.

These findings suggest tailored taster sessions in **West Cumbria** could receive support from parents and carers, while those in **Barrow-in-Furness** and **Carlisle** can be reached with a similar approach if held in local schools, combined with a mix of guides, taster sessions and information points.

(Where) would you prefer events/sessions to be held?



Other suggestions from parents and carers

'A literature guide would be ok with website links to gain more information on courses/student life/transport links/financial support'

'I prefer written format'

'I have no preference - Willing to travel to any location.'

■ West Cumbria ■ Carlisle ■ Barrow-in-Furness ■ Home-school

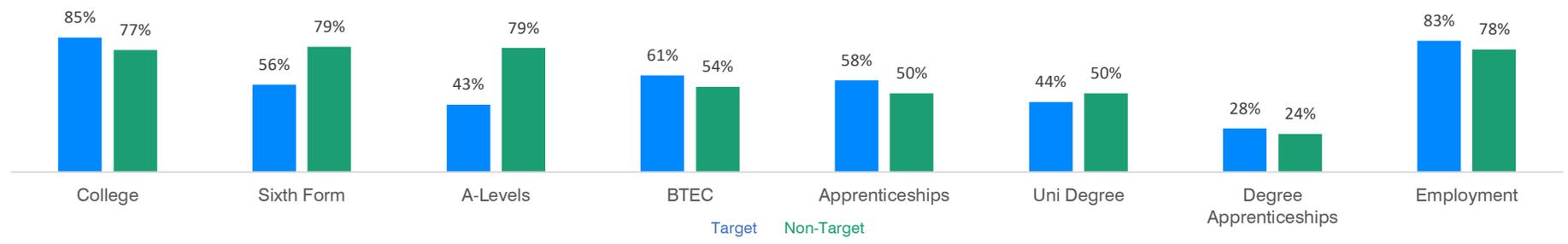
Summaries

Target vs. non-target Parent/Carer Overview

 Parents and carers of targeted students that studied higher level qualifications



 Confidence in knowledge of opportunities



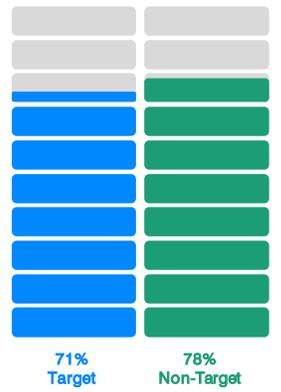
 Confidence in discussing opportunities with Target children



...and have you discussed them?



 Awareness of opportunities after school or college



...and has your child/children shown any interest?



Preferred interventions



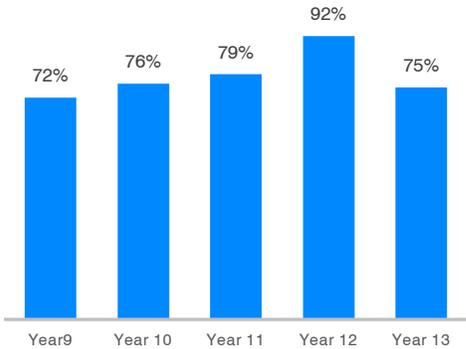
Preferred intervention locations



Source: 117 parents and carers matched to a ward. 37 Target, 80 non-Target

Year Group Comparisons

Awareness of opportunities after school or college



Confidence in discussing opportunities with children



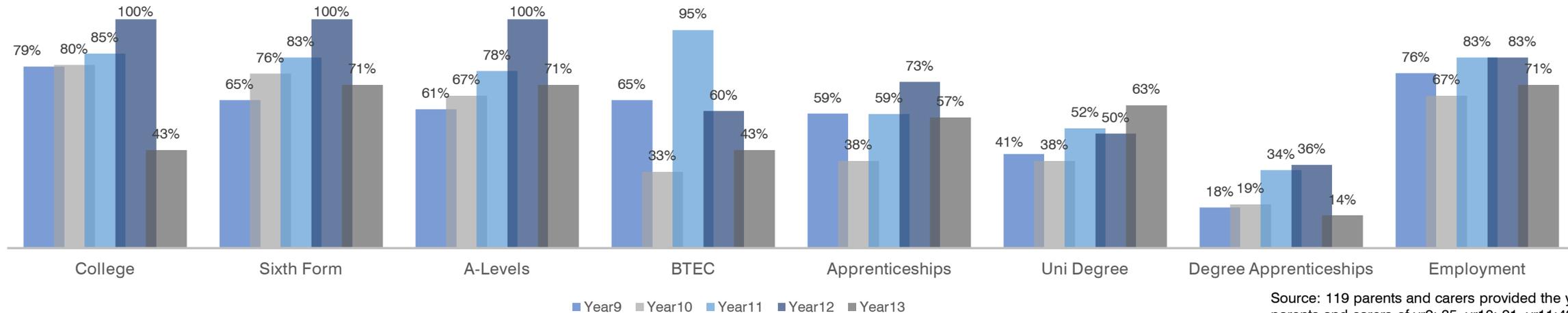
Preferred interventions



Preferred intervention locations



Confidence in knowledge of opportunities



Source: 119 parents and carers provided the year group of their children. parents and carers of yr9: 35, yr10: 21, yr11:43, yr12:12, yr 13: 8



Awareness

78% of parents and carers across Cumbria feel that they are either quite or very aware of the opportunities after school or college for their child/children.



Knowledge breeds conversation

The more confident parents feel in their own knowledge of FE/HE, the more likely they are to initiate conversation with the child/children about it.



Confidence

West Cumbria parents and carers appear to be more confident in their knowledge of future FE/HE and employment options compared to those in Barrow-in-Furness and Carlisle.



Parent/carer journey is important

Parents and carers more comfortable in discussing areas with their child/children where they can lean on their own, past experiences.



Information and debt are the biggest areas of concern

There is a perceived lack of understanding around the levels of general info around FE/HE and debt



Interventions

parents and carers are particularly keen on taster sessions as well as information guides to be held on campus or at school/college

Recommendations

- ❑ Tailored approaches across Cumbria when raising awareness of FE/HE options – i.e. additional support for Carlisle parents and carers to boost confidence in discussion.
- ❑ Raise awareness of degree apprenticeships to aid parent/carers understanding of what this option entails.
- ❑ Support understanding of apprenticeships, BTECS and degree apprenticeships for Carlisle parents and carers.
- ❑ Understand the impact on students with no direct household experience of FE/HE, i.e. lack of discussion.
- ❑ Continue to develop understanding of differences between post-school options, including apprenticeships and employment – inform all choices.
- ❑ Tailored interventions – e.g. campus visits for West Cumbria, school events in Barrow-in-Furness and Carlisle.
- ❑ Targeted student differences: Sixth form and A-level confidence, preferences for taster events and school sessions.
- ❑ Awareness of drop-off in awareness and confidence in Year 13 parents and carers – preference for info sessions held at colleges and universities.