



BRIEFING SHEET

TARGET YEAR 13s

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HELLO FUTURE

Definitions

Term	Description
Target Groups	Those underrepresented individuals and groups who will be targeted to receive outreach interventions.
Year 13	Students in their final year of compulsory education; this can be at sixth form or a college. These students tend to be around 17-18 years old.

Insight from External Reports

Applications to HE

- More disadvantaged students are entering HE than ever before, however HE providers – higher-tariff institutions in particular - need to make more of an effort to increase this. In higher-tariff institutions those from the most advantaged backgrounds are still 12 times more likely to be accepted than those from disadvantaged backgrounds (TASO, 2020)
- Many disadvantaged students will choose to attend a local university so that they can stay at home (Khan, 2020) and many disadvantaged students will not apply to HEIs in locations with high living costs, such as London (Khan, 2020)

Likelihood of Staying in HE

- Even if these students progress to HE, they are much more likely than their peers to drop out within one year. This is due to university policies being outdated and treatment by other students, for example working class students at Durham University were being treated differently due to how they speak (Khan, 2020)
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Insight from Internal Reports

Popularity of Higher Education Options

- When comparing the different post-KS5 options for year 13s, the most popular choice was to study away from home at an HEI (38%), followed by apprenticeships (11% entry level, 12% higher apprenticeship). Year 13s were more likely than year 11s to want to go to university (Hello Future 2019)
- Sixth form students were 35% more likely than those who went to college to have applied to university (Hello Future, 2019)

Influencing Factors when Considering HE

- The main reasons that year 13s would not want to go to university were that they wanted to start earning money (hence why we have so many learners intending to intending to apply to an apprenticeship), that it didn't appeal to them personally, and concerns about the cost of university (Hello Future, 2019)
- One way of really influencing young people's decisions is by running cultural trips. Being able to learn in a different environment and applying their skills in a different context (outside school and college) can increase confidence around planning for their future. (Hello Future, 2019 and 2020)
- Young people from low- or middle-income families have lower aspirations than those in higher-income families. They are also less likely to progress into HE. However, friendships are important in this decision-making process. Those who have friends with higher aspirations are more likely to want to go to HE and those

who have friends with little interest in going to HE are also less likely to progress to HE. This demonstrates that conversations between young people are important in informing young people's decision-making (Hello Future, 2020)

- Asking whether young people want to stay or leave their home town is a very divisive and emotional question to ask young people. Discussion around this should be avoided in all intervention activities unless prompted by a young person.
- Year 13s have a much better knowledge of HE than year 11s. Areas for potential improvement include student finance and what (general education and employment) support is available (Hello Future, 2019)
- Based on the data, Hello Future should consider focusing on activities that encourage students that HE is 'for people like me'; they could 'cope with the level of study', 'get on a good course' and improve their 'motivation' to do so. Purely knowledge-focused activities or information are unlikely to be beneficial in driving Intentions toward HE unless information is coincided with softer attitude and aspiration development (Hello Future 2020).



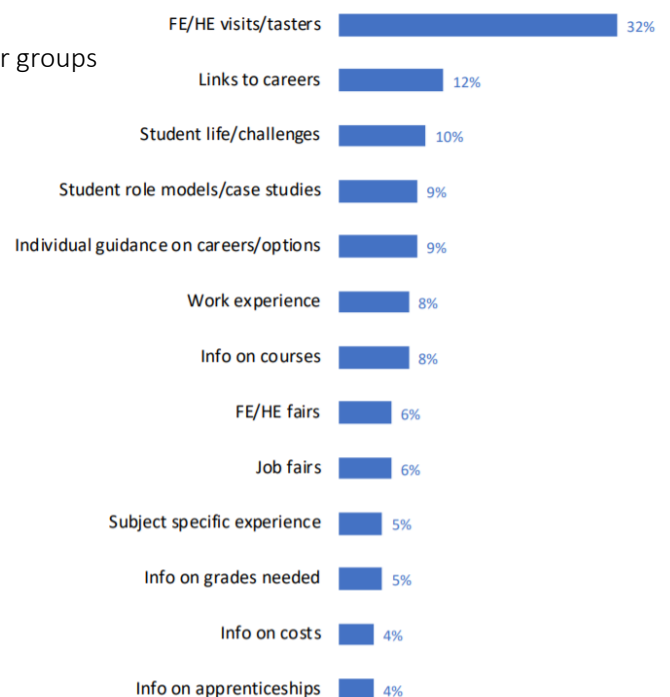
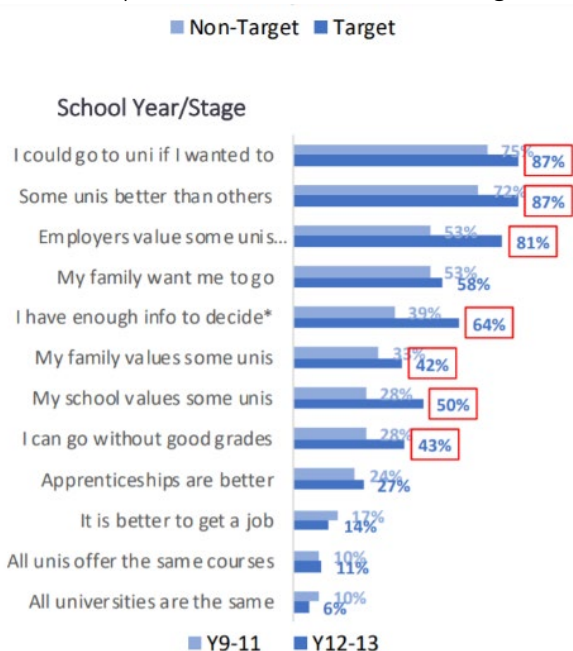
Left- The statements we need to be designing interventions around to change a learners HE intention to apply.

Below – Less important to changing the mindset of Year 12-13s about applying to HE.



Right – The outreach interventions that Cumbrian learners are asking for.

Left- Aspiration difference between target and year groups



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