

# 2018/2019 HeppSY+ Partnership Report

February 2019

Produced by the HeppSY+ Data & Evaluation Team

# Introduction

HeppSY+ would like to thank all institutions who participated in the 2018-2019 HeppSY+ survey. This survey is part of a national evaluation led by CFE and funded by the Office for Students. The survey secured a considerable sample of over 11,000 students from the region, giving HeppSY+ the largest cohort of respondents across all 29 of the National Collaborative Outreach Project consortia. Furthermore, this year's survey sample size was greater than last year's (10,824) despite drawing from a smaller number of year groups. This is an incredible response.

HeppSY+ recognises the importance of local data for informing practice so has produced this partnership-wide report as well as bespoke institution reports. This is an innovative approach among the 29 consortia of the National Collaborative Outreach Programme.

The graphs and tables in this report show how survey responses have changed since the baseline survey, focusing on key barriers to progression into higher education which HeppSY+ has identified and is seeking to improve.

The graphs and tables show the percentage point increase or decrease in students' responses to four key questions, which indicate:

- level of aspirations
- confidence and resilience
- higher education knowledge
- career knowledge

Increases are highlighted in blue and decreases are highlighted in orange. The findings represent students' own perceptions of their knowledge and confidence. Percentage point increases and decreases are based on the comparison of data for progressing year groups (for example, the comparison between Year 9 students in 2017/18 with Year 10 students in 2018/19).

**The report shows a positive picture overall, with an increase in the percentage of students saying they are likely to or will definitely apply to higher education age 18 or 19.** Particularly positive trends are seen for those who entered Year 12 and Year 13 this year. These students had a greater intention to apply to higher education compared with last year. They also had more confidence, higher education knowledge and career knowledge.

Despite this, it is important to note that the sample from last year's survey and this year's survey may not consist of the same students. This is indicated, for example, by the much higher number of Year 10 students who filled in the survey this year compared with the number of Year 9 students who filled in the survey last year<sup>1</sup>.

Where students' knowledge, confidence or aspiration to attend higher education has not increased between the two surveys, this could be for numerous reasons including:

- The Dunning-Kruger effect<sup>2</sup> (where people underestimate how much knowledge or ability they have), which may mean that students underrate their knowledge once they have acquired more
- Attitudes to higher education can vary by year group and so may change over time (in particular Year 10 students are more likely to have negative attitudes than Year 9 students<sup>3</sup>)

The HeppSY+ Data and Evaluation Team are considering undertaking some focus group work to look at findings in more depth, as well as providing schools and colleges with a legacy survey to enable comparable data to be collected post-NCOP. If you would like more information on these aspects please contact the Data and Evaluation team.

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1 See Table 5.  
2 Kruger, J & Dunning, D (1999) Unskilled and unaware of it: how difficulties in recognizing one's own incompetence lead to inflated self-assessments, *Journal of Personality and Social Psychology* 77(6):1121-34.  
3 Maras et al. (2007) 'The trouble with Year 10'. 13 – 16 year old school students' attitudes to higher education, *Social Psychology of Education* 10(3):375-397.

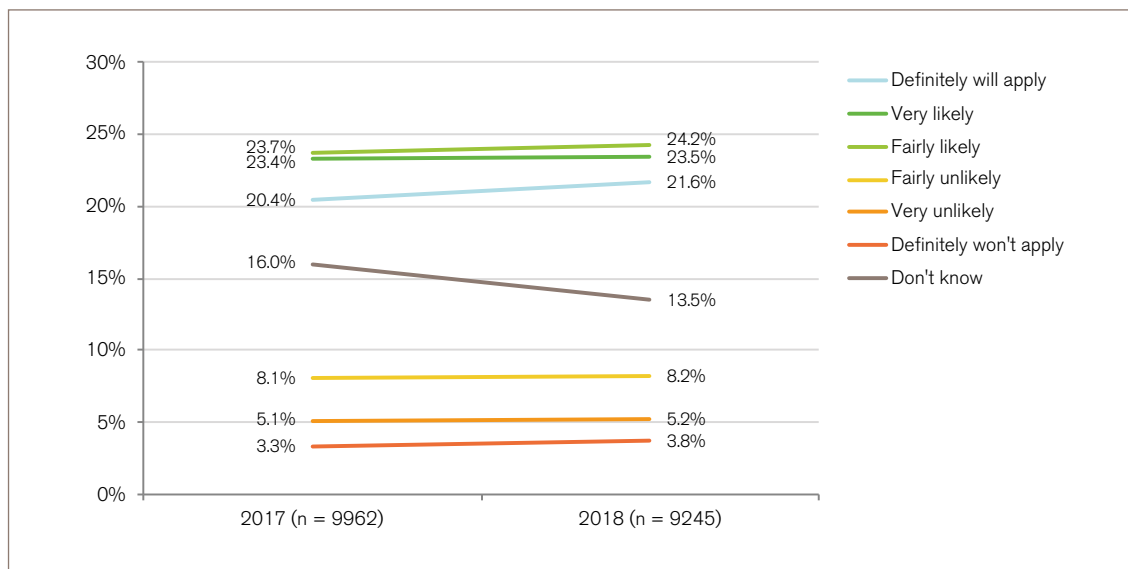


## Key Findings

- All of the measures changed in a positive way between the baseline and follow-up survey: aspiration, confidence, higher education knowledge and career knowledge all increased by small margins.
- Aspiration, confidence, higher education knowledge and career knowledge increased particularly for students who entered Year 12 and Year 13 this year, suggesting that sixth form and college activity has been particularly influential.
- Aspiration, confidence, higher education knowledge and career knowledge increased considerably for the small sample of students from a mixed ethnic background. This is a positive finding as this group was particularly disadvantaged relative to other ethnic groups on these measures in the baseline survey.
- Higher education knowledge and career knowledge increased marginally more for HeppSY+ students compared with non-HeppSY+ students.
- Higher education knowledge and career knowledge increased marginally more for female students compared with male students. However, confidence/resilience increased the same amount for both male and female students.

# Aspirations

**Figure 1:** How likely are you to apply to higher education age 18/19?



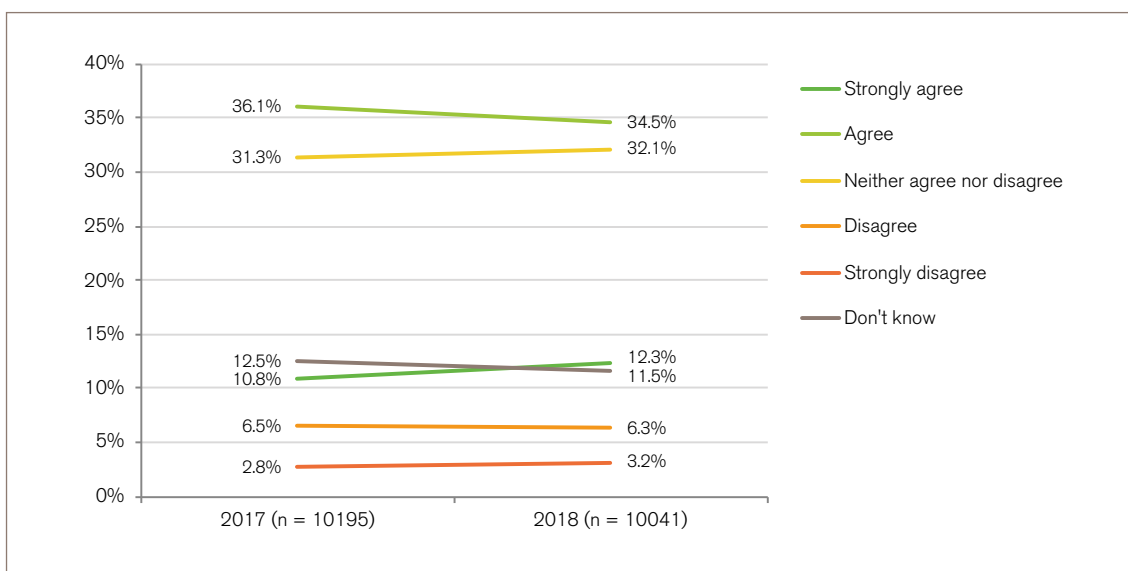
**Table 1:** How likely are you to apply to higher education?  
(Percentage point change between the 2017 and 2018 survey, by group)<sup>4</sup>

	Definitely will apply	Very likely	Fairly likely	Fairly unlikely	Very unlikely	Definitely won't apply	Don't know
Female	3%	1%	0%	-1%	-1%	0%	-2%
Male	2%	0%	1%	0%	0%	0%	-2%
HeppSY+	0%	0%	0%	1%	0%	1%	-2%
Non-HeppSY+	2%	1%	1%	-1%	0%	0%	-3%
Year 10 (2018)	-1%	-2%	1%	1%	2%	2%	-2%
Year 11 (2018)	0%	-3%	-2%	4%	3%	3%	-6%
Year 12 (2018)	9%	6%	-2%	-2%	-2%	-2%	-7%
Year 13 (2018)	35%	0%	-12%	-6%	-6%	-2%	-9%
White	2%	0%	0%	0%	0%	0%	-2%
Black or Black British	1%	0%	3%	-1%	-2%	1%	-3%
Asian or Asian British	-3%	3%	1%	2%	-2%	1%	-1%
Mixed Background	8%	11%	-2%	-3%	-1%	-3%	-9%
Other Ethnic Background	1%	-7%	8%	1%	-2%	4%	-5%

<sup>4</sup> The 'White' group consists of White English, White Irish, White Scottish, White Welsh, Other White Background, Irish Traveller and Gypsy or Traveller. 'Other' ethnic background consists of Arabic students and 'other ethnic background'.

# Confidence and Resilience

**Figure 2:** How much do you agree with the following statement? *“Higher education is for people like me”*



**Table 2:** How much do you agree with the following statement? *“Higher education is for people like me”* (Percentage point change between the 2017 and 2018 survey, by group)<sup>5 6</sup>

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
Female	2%	0%	0%	0%	0%	-2%
Male	2%	-2%	1%	-1%	0%	0%
HeppSY+	1%	-2%	1%	0%	0%	-1%
Non-HeppSY+	1%	-1%	0%	0%	0%	-1%
Year 10 (2018)	1%	-2%	2%	1%	0%	-1%
Year 11 (2018)	3%	-3%	4%	1%	1%	-5%
Year 12 (2018)	5%	2%	1%	-2%	-1%	-3%
Year 13 (2018)	5%	3%	-3%	-1%	0%	-3%
Former Year 13 (2018)	5%	-2%	-2%	-2%	0%	1%
WDM	2%	-4%	2%	0%	0%	0%
White	2%	-1%	0%	-1%	0%	-1%
Black or Black British	-1%	-2%	3%	-2%	3%	-1%
Asian or Asian British	1%	-5%	1%	1%	0%	2%
Mixed Background	5%	3%	5%	1%	-6%	-7%
Other Ethnic Background	1%	-5%	2%	2%	3%	-3%

5 WDM signifies White males from HeppSY+ postcodes.

6 The 'White' group consists of White English, White Irish, White Scottish, White Welsh, Other White Background, Irish Traveller and Gypsy or Traveller. 'Other' ethnic background consists of Arabic students and 'other ethnic background'.

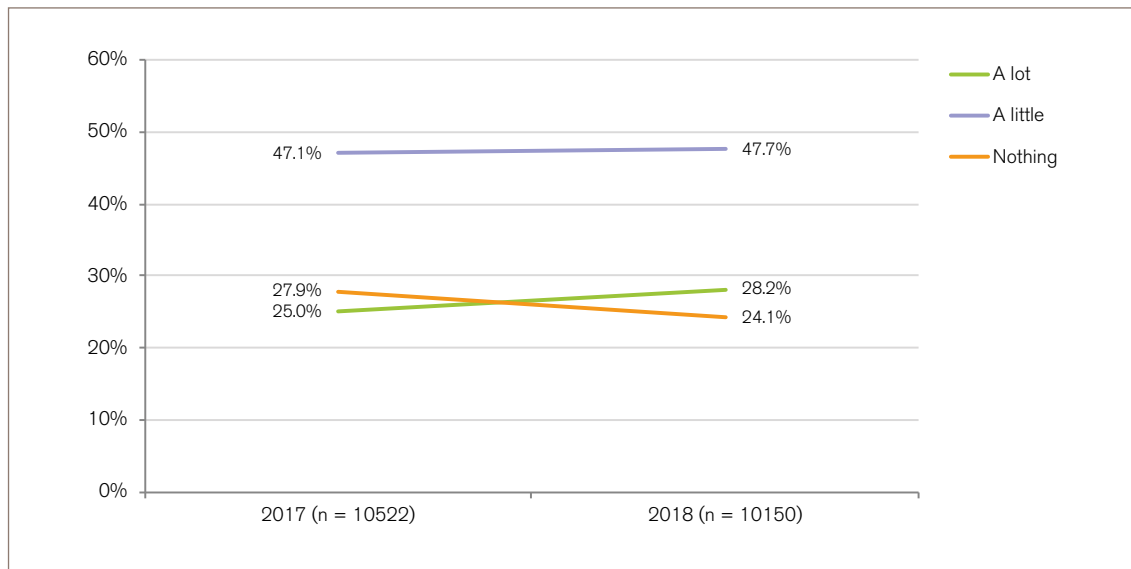




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# Higher Education Knowledge

**Figure 3:** How much do you know about the costs of higher education study?



**Table 3:** How much do you know about the costs of study?  
(Percentage point change between the 2017 and 2018 survey, by group)<sup>7</sup>

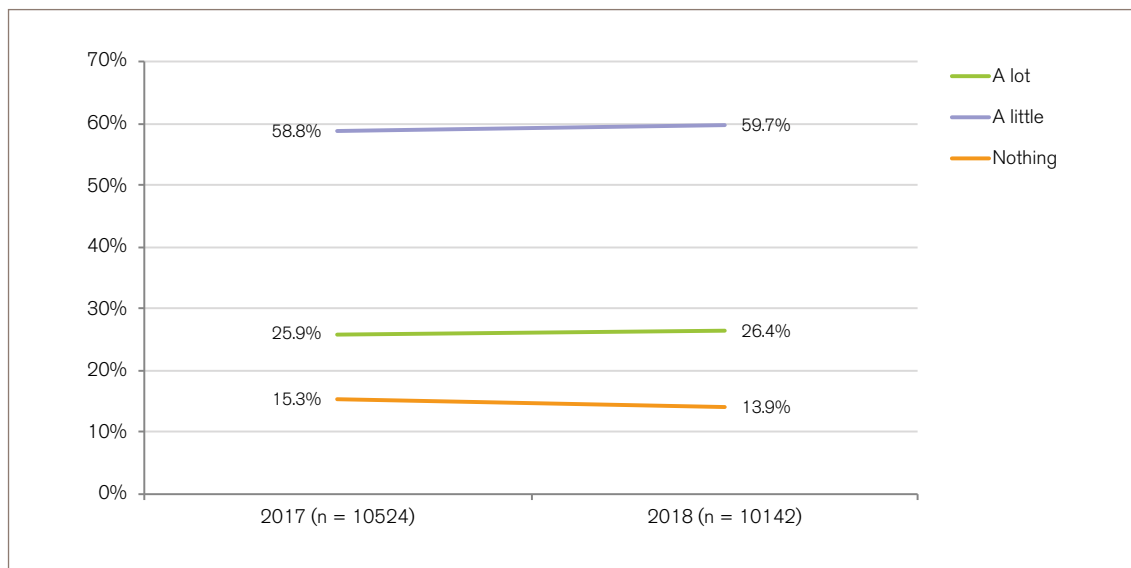
	A lot	A little	Nothing
Female	4%	1%	-5%
Male	3%	1%	-4%
HeppSY+	4%	1%	-4%
Non-HeppSY+	2%	1%	-3%
Year 10 (2018)	4%	3%	-7%
Year 11 (2018)	3%	2%	-5%
Year 12 (2018)	13%	2%	-15%
Year 13 (2018)	17%	-7%	-11%
Former Year 13 (2018)	11%	-8%	-3%
White	4%	1%	-4%
Black or Black British	3%	-3%	0%
Asian or Asian British	0%	3%	-2%
Mixed Background	6%	2%	-8%
Other Ethnic Background	4%	0%	-4%

<sup>7</sup> The 'White' group consists of White English, White Irish, White Scottish, White Welsh, Other White Background, Irish Traveller and Gypsy or Traveller. 'Other' ethnic background consists of Arabic students and 'other ethnic background'.



# Career Knowledge

**Figure 4:** How much do you know about how higher education leads to careers you may be interested in?



**Table 4:** How much do you know about how higher education leads to careers you may be interested in? (Percentage point change between the 2017 and 2018 survey)<sup>8</sup>

	A lot	A little	Nothing
Female	1%	0%	-1%
Male	0%	2%	-3%
HeppSY+	1%	1%	-2%
Non-HeppSY+	0%	1%	-1%
Year 10 (2018)	-1%	4%	-3%
Year 11 (2018)	4%	-1%	-3%
Year 12 (2018)	5%	0%	-4%
Year 13 (2018)	11%	-8%	-4%
Former Year 13 (2018)	-2%	4%	-2%
White	1%	0%	-1%
Black or Black British	-4%	6%	-2%
Asian or Asian British	-3%	3%	0%
Mixed Background	7%	2%	-9%
Other Ethnic Background	-6%	9%	-4%

8 The 'White' group consists of White English, White Irish, White Scottish, White Welsh, Other White Background, Irish Traveller and Gypsy or Traveller. 'Other' ethnic background consists of Arabic students and 'other ethnic background'.

# Appendix

**Table 5: Respondent Characteristics<sup>910</sup>**

Respondent Characteristics	2017 Survey		2018 Survey	
	%	n	%	n
All	100%	10824	100%	11050
Female	55%	5233	56%	4827
Male	45%	4216	44%	3803
White	85%	8143	85%	7542
Black and Black British	3%	271	3%	275
Asian and Asian British	7%	644	7%	654
Mixed Background	3%	295	3%	262
Other Ethnic Background	2%	184	2%	184
Year 9 (2017)/Year 10 (2018)	25%	2680	36%	3762
Year 10 (2017)/Year 11 (2018)	21%	2243	28%	2982
Year 11 (2017)/Year 12 (2018)	19%	1991	20%	2164
Year 12 (2017)/ Year 13 (2018)	22%	2403	13%	1424
Year 13 (2017)/Former Y13 (2018)	13%	1378	2%	264
First Generation	45%	3217	46%	3176
Not First Generation	55%	3923	54%	3729
HeppSY+	51%	5081	50%	5054
Non-HeppSY+	49%	4865	50%	4968

9 The 'White' group consists of White English, White Irish, White Scottish, White Welsh, Other White Background, Irish Traveller and Gypsy or Traveller. 'Other' ethnic background consists of Arabic students and 'other ethnic background'.

10 The total number of responses are not consistent across each characteristic grouping (for example gender compared with ethnicity) because respondents did not answer all questions.



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