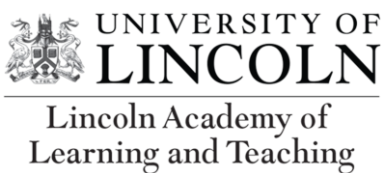


End of year outcome survey: report to LiNCHigher

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Executive summary

Overview

This report presents the findings from an end of year (2021/2022) outcome survey carried out between May and July 2022 as part of the evaluation of LiNCHigher outreach activities. The survey's purpose is to measure the impact of the outreach activities students have participated in throughout the academic year. The evaluation was conducted by the LiNCHigher evaluation team in the Lincoln Academy of Learning and Teaching (LALT) at the University of Lincoln. Overall, 1,305 valid responses were received from ten target schools and one college. Uni Connect target learners comprised 38.7% of the responses, non-Uni Connect 55.4% and the remaining 5.9% postcodes were either missing or incomplete.

The outcome questions were based around the Network for Evaluating and Researching University Participation Interventions (NERUPI) framework. The panel below summarises the framework and associated categories:

NERUPI Framework Five Overarching Aims (www.nerupi.co.uk)	
NERUPI Category A: Know	Develop students' knowledge and awareness of the benefits of Higher Education and graduate employment
NERUPI Category B: Choose	Develop students' capacity to navigate Higher Education and graduate employment
NERUPI Category C: Become	Develop students' confidence and resilience in Higher Education and graduate employment
NERUPI Category D: Practice	Develop students' skills and capacity for student and career success
NERUPI Category E: Understand	Develop understanding through contextualised subject knowledge and attainment raising

Key findings

Not all target schools and colleges engaged with the survey - most of the data considered in this report were received from six schools and one college out of a possible 12 schools and three colleges. Therefore, the findings cannot be used to draw generalisable conclusions across all schools and colleges in the county. Each school/college received different levels of outreach intervention making it difficult to draw conclusions about the impact of the activities on the intended outcomes. However, there are some recurring themes that were also noted in the End of Year Phase 2 report¹ and subsequent activity-specific evaluations. These include lack of exam readiness – particularly revision techniques, lack of learners' confidence in their skills and abilities and the importance of raising Higher Education aspirations through modification of the prevailing culture within a school or college.

Of the five NERUPI outcome questions, students across all school year groups were most positive about having a better understanding of the options available to them after leaving school (NERUPI B), the proportion that agreed this had improved since the beginning of the academic year (September 2021) increased incrementally with each year group up to Year 12 (Year 9 – 69.8% to Year 12 – 80.0%) but fell for Year 13 – 75%. College students were less positive about understanding the options available to them – a lower proportion agreed this was the case than any of the school year groups (Level 3 Year 1 – 53.4% and Level 3 Year 2 – 65.0%).

¹ Rose, A. and Mallinson, L. (2021) End of Phase 2 Uni Connect impact evaluation report to LiNCHigher, Phase-2-UC-evaluation-report_Anonymised_Oct21.pdf

Students were least positive that they had developed a greater knowledge and awareness of the benefits of Higher Education and graduate employment (NERUPI A). Less than half of the students across all the school year groups agreed that their knowledge had increased over the year, except for Year 12 where 56.0% agreed whilst Year 9 agreed the least (38.0%). Overall, college students were slightly more positive about this outcome: Level 3 Year 1 55.5%, Level 3 Year 2 60.0%.

Year 11 students attending schools without a sixth form reported a greater knowledge of the benefits of Higher Education and graduate employment than those attending schools with a sixth form. For example, 58.4% of participating students from School C without sixth form provision agreed with this statement compared to 39.5% of those from School E with a sixth form. This is likely to be due to the careers lead within these schools focusing on Years 9 to 11, as opposed to schools with sixth forms where the emphasis is on the older year groups. This was previously noted in the End of Year Phase 2 report.

Key recommendations for LiNCHigher

- For the outcome survey to be truly beneficial, all target schools and colleges need to fully participate. Partial data is insufficient to draw general conclusions regarding the impact of the Uni Connect programme.
- To address the gap in knowledge of the benefits of HE and graduate employment (NERUPI A), outreach provision should include more general HE information sessions for all students across all year groups.
- Deliver more and effective revision skills sessions to college students at all levels as improvement in this area over the year was extremely low.
- As previously recommended (End of Phase 2 report), schools with sixth forms should consider having two career leads: one for Years 9 to 11 and one for Years 12 and 13.

1. Introduction

This report presents the findings from an end of year (2021/2022) outcome survey carried out as part of the evaluation of LiNCHigher outreach activities. The evaluation was conducted by the LiNCHigher evaluation team in the Lincoln Academy of Learning and Teaching at the University of Lincoln. The survey was made available between May and July 2022 in 12 target schools and three colleges. Overall, 1,305 valid responses were received, 1,231 from students attending 10 of the target schools and 74 from students attending one college. Uni Connect (UC) target learners comprised 38.7% of the responses whilst non-Uni Connect (non-UC) comprised 55.4%, the remaining 5.9% were not able to be categorised due to missing or incomplete postcodes.

The outcome questions were based around the Network for Evaluating and Researching University Participation Interventions (NERUPI) framework and were used to measure the impact of the outreach activities students had participated in throughout the academic year. Table 1 below summarises the framework and its associated categories. The number of contact hours a student had received during the academic year was used to compare participation with reported impact. These were obtained from the Higher Education Access Tracker database (HEAT).

Table 1: NERUPI Framework

NERUPI Framework Five Overarching Aims (www.nerupi.co.uk)	
NERUPI Category A: Know	Develop students' knowledge and awareness of the benefits of Higher Education and graduate employment
NERUPI Category B: Choose	Develop student's capacity to navigate Higher Education and graduate employment
NERUPI Category C: Become	Develop students' confidence and resilience in Higher Education and graduate employment
NERUPI Category D: Practice	Develop students' skills and capacity for student and career success
NERUPI Category E: Understand	Develop understanding through contextualised subject knowledge and attainment raising

Implementation of the survey

The survey asked students questions addressing outcomes based upon the NERUPI framework drawn from the NERUPI question bank². In addition, students were also asked to select which skills, from a list of six with a further open text 'other' option, that they felt they had improved on during the school year and which LiNCHigher activities they had participated in. It also included questions relating to demographic information (name, school, year group, postcode, gender).

The survey was implemented on Jisc, the online survey platform used by the University of Lincoln. Depending on the schools' preference, students completed the survey either online or as a paper version. Bishop Grosseteste University (BGU) student ambassadors input the paper versions into Jisc. The survey is included in Appendix A.

The outcome questions were asked on a five-point Likert scale from 1 = strongly disagree to 5 = strongly agree and were as follows:

- Question 1: Since September I have developed greater knowledge and awareness of the benefits of Higher Education and graduate employment (NERUPI Category A)

² Available from resources within members section at www.nerupi.co.uk

- Question 2: Since September I have gained a better understanding of the options available to me after I leave school (NERUPI Category B)
- Question 3: Since September I feel more confident to make decisions about my future for when I leave school (NERUPI Category C)
- Question 4: Since September I have developed the skills I need to succeed in the future (NERUPI Category D)
- Question 5: Since September I have developed a better understanding of the subjects/course I need to take and how they link to careers I may be interested in (NERUPI Category E).

The data were cleaned and analysed during August and September 2022. Tables 2 and 3 detail the school and college participant information respectively. Note, as participant information questions were not compulsory fields in the survey, the total responses received may differ from the total within a characteristic.

Table 2: Characteristics of respondents by school year group

Characteristic	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Gender:						
Female	190 (47.7%)	172 (53.1%)	209 (48.6%)	24 (92.3%)	27 (67.5%)	622 (51.1%)
Male	178 (44.7%)	127 (39.2%)	193 (44.9%)	1 (3.8%)	7 (17.5%)	506 (41.5%)
Other	16 (4.0%)	10 (3.1%)	8 (1.9%)	0	1 (2.5%)	35 (2.9%)
Prefer not to say	14 (3.5%)	15 (4.6%)	20 (4.7%)	1 (3.8%)	5 (12.5%)	55 (4.5%)
UC target learner:						
UC	154 (38.5%)	132 (40.0%)	178 (40.9%)	8 (30.8%)	11 (27.5%)	483 (39.2%)
Non-UC	229 (57.3%)	167 (50.6%)	242 (55.6%)	17 (65.4%)	21 (52.5%)	676 (54.9%)
Postcode missing	17 (4.3%)	31 (9.4%)	15 (3.4%)	1 (3.8%)	8 (20.0%)	72 (5.8%)
Total responses	400	330	435	26	40	1231

Table 3: Characteristics of respondents by college level

Characteristic	Level 2	Level 3 Year 1	Level 3 Year 2	Total
Gender:				
Female	7 (77.8%)	17 (37.8%)	16 (80.0%)	40 (54.1%)
Male	2 (22.2%)	28 (62.2%)	2 (10.0%)	32 (43.2%)
Other	0	0	1 (5.0%)	1 (1.4%)
Prefer not to say	0	0	1 (5.0%)	1 (1.4%)
UC target learner:				
UC	1 (11.1%)	18 (40.0%)	3 (15.0%)	22 (29.7%)
Non-UC	8 (89.9%)	25 (55.6%)	14 (70.0%)	47 (63.5%)
Postcode missing	0	2 (4.4%)	3 (15.0%)	5 (6.8%)
Total responses	9	45	20	74

As part of the survey, students were asked to select the LiNCHigher activities that they had participated in from a drop-down menu. It had been intended to use these data in the analysis, however, it became clear during data cleaning and from a comparison with activity registers on HEAT, that students did not accurately report which activities they had participated in – this could be because they did not recall them, or they remembered an activity from a previous year. Therefore, the contact hours recorded on HEAT for the academic year 2021/2022 were used instead. There were only sufficient responses for comparisons to be made for Years 9 to 11. As noted above, not all students completed the participant information section and so whilst those responses were included in the overall analysis, they could not be included in the contact hours comparison.

Statistical analysis

Where there were sufficient responses, each of the five outcome questions within a year group were analysed by the number of activity contact hours that students had taken part in during the academic year. The mean and standard deviation (S.D.) of contact hours are reported where applicable. The Kruskal-Wallis test was used to determine if there were differences in the medians of the groups. Where there were statistically significant differences post hoc pairwise comparisons were carried out to determine which groups were different from each other, for example, groups of students that had taken part in an activity or activities for less than an hour during the academic year compared with the group that had taken part in activities of one to three hours in total. A p -value of less than 0.05 was the criterion for statistical significance.

Report structure

This report presents the results of the outcome survey within each year group/college level, firstly, for all students overall, followed by the number of contact hours and then split further by UC/non-UC (where sufficient responses were received). There were not enough college Level 2 responses to be analysed for this report. Finally, the results are summarised in the conclusion section.

Limitations of the evaluation

The response rate to the survey was lower for certain year groups than anticipated and less than ideally distributed. Any comparisons between groups should be made with caution, particularly for Years 12 and 13 and college Level 3 Years 1 and 2 where the response rate was low.

2. Findings

Year 9

A total of 400 responses were received from Year 9 students attending nine schools across the county (table 4 below).

Table 4: Year 9 responses by school

School	Total responses
School A	88 (22.0%)
School B	18 (4.5%)
School C	82 (20.5%)
School D	3 (0.8%)
School E	9 (2.3%)
School G	75 (18.8%)
School H	86 (21.5%)
School I	22 (5.5%)
School J	17 (4.3%)
Total	400 (100%)

Over half of Year 9 students felt they had improved in two of the six skills since September. The most improved was communication and the least improved was revision skills (table 5 below).

Table 5: Year 9 skills

Skill	Student count	Proportion
Study skills	180	45.0%
Revision skills	142	35.5%
Independent research	185	46.3%
Teamwork	202	50.5%
Communication	218	54.5%
Problem solving	186	46.5%

Out of the five outcome questions, students were most positive about the increase in their understanding of the options available to them after leaving school, 69.8% agreed or strongly agreed with this statement. They were least positive about their knowledge and awareness of the benefits of Higher Education (HE) and graduate employment, 38.0% agreed or strongly agreed. A large proportion neither agreed nor disagreed with both this statement and question 4 – developed the skills needed to succeed in the future (42.3% and 41.0% respectively). Figure 1 below shows the responses to each of the five outcome questions.

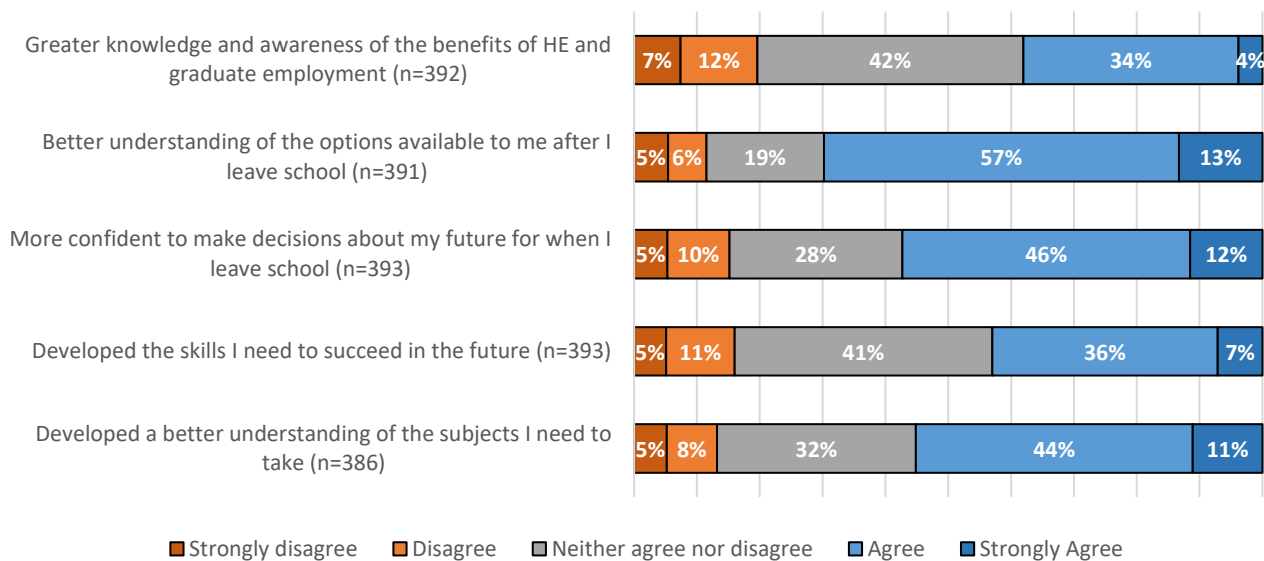


Figure 1: Year 9 responses to outcome questions – all students

Outcome questions by contact hours (HEAT data)

Contact hours over the academic year were able to be established for 363 Year 9 students, which represented 90.8% of the total Year 9 responses. The total contact hours a student received ranged between 0 to 21.0 hours with a mean of 3.5 hours (S.D. 4.0).

Figures 2 to 6 show the responses to each of the five outcome questions split by the number of contact hours. The group of students with no contact hours is very small and is included for reference only. None of the five outcome questions had a statistically significant distribution of responses across the categories (i.e., the different number of contact hours).

Almost all students that had taken part in an activity or activities up to one hour in total had received a session relating to general HE information with a very small proportion (5.5%) taking part in a skills and attainment activity instead. For students that received between one and three hours of contact time, the main activities recorded (in addition to general HE information) were a motivational speaker session and a goal mapping workshop. For those with between three and six hours, the activities were additional general HE information, careers sessions and campus visits. Students in the two groups receiving more than six contact hours took part in one or two full-day skills and attainment sessions, alongside the general HE information and some campus visits.

The amount of contact time a student received was also dependent on the school attended. For example, of the 73 students that received one to three hours of activities, 84.9% were from School G.

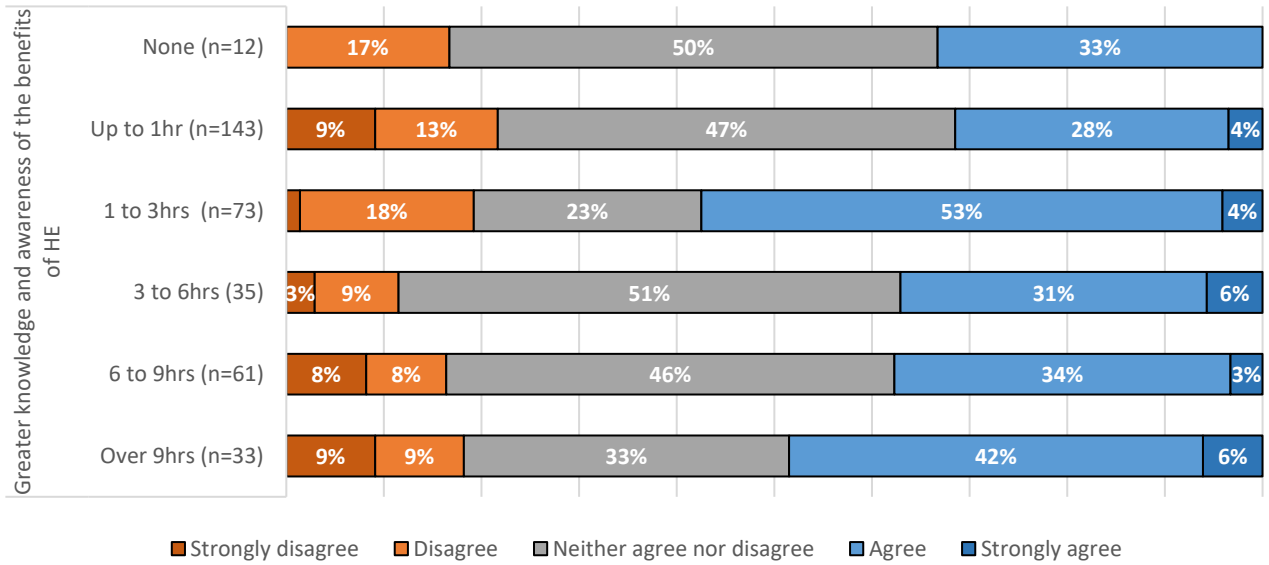


Figure 2: Since September I have developed greater knowledge and awareness of the benefits of HE and graduate employment – grouped by total of contact hours

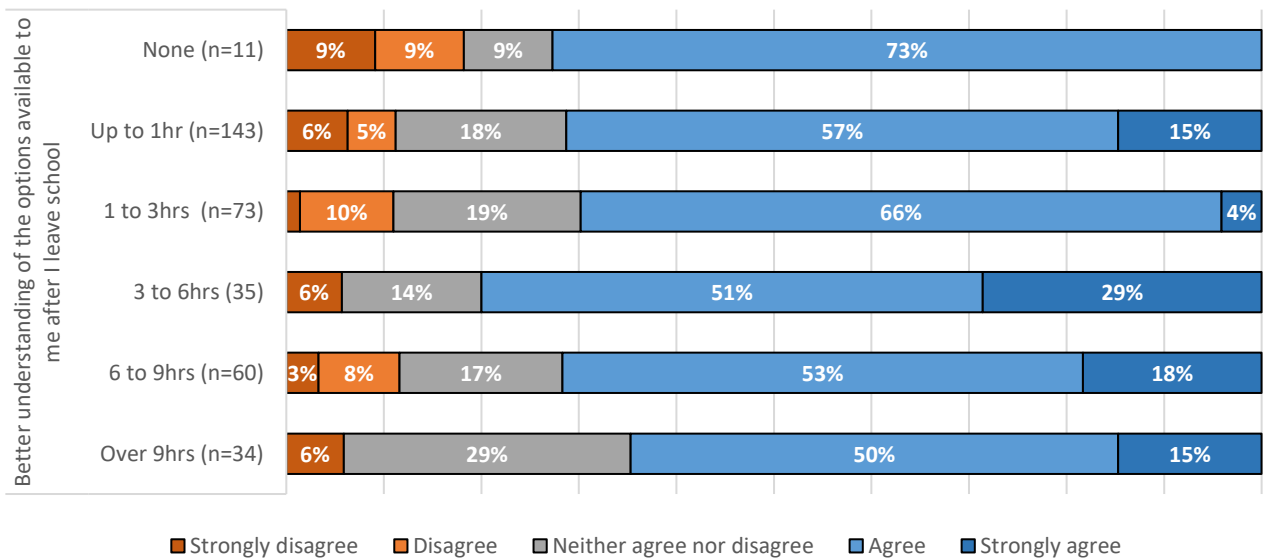


Figure 3: Since September I have gained a better understanding of the options available to me after I leave school – grouped by total of contact hours

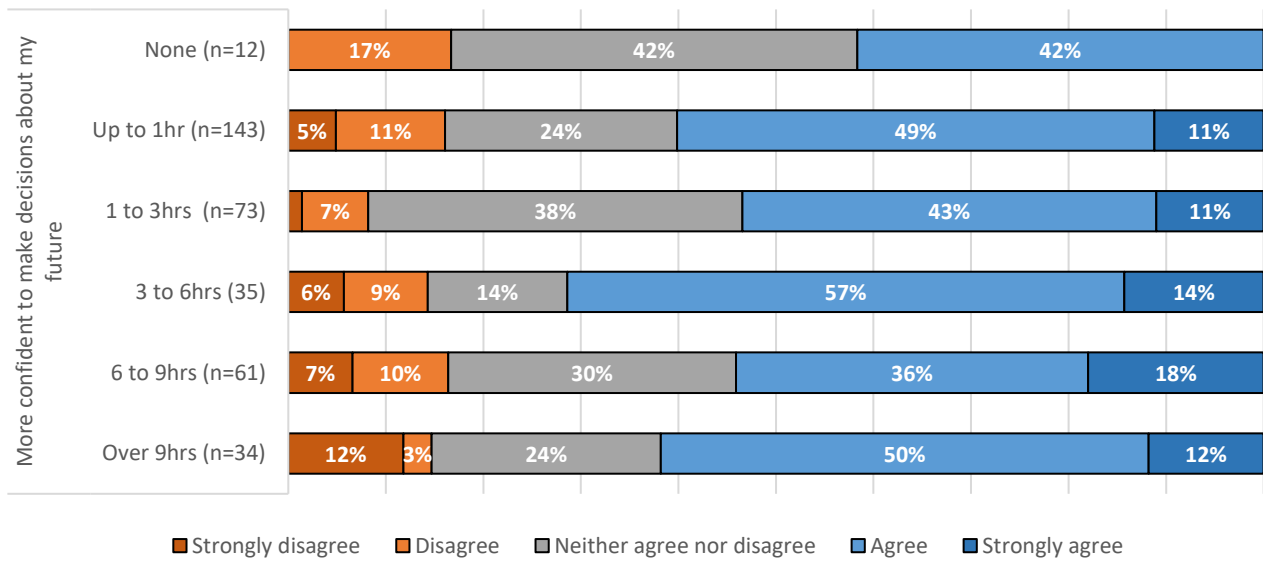


Figure 4: Since September I feel more confident to make decisions about my future for when I leave school – grouped by total of contact hours

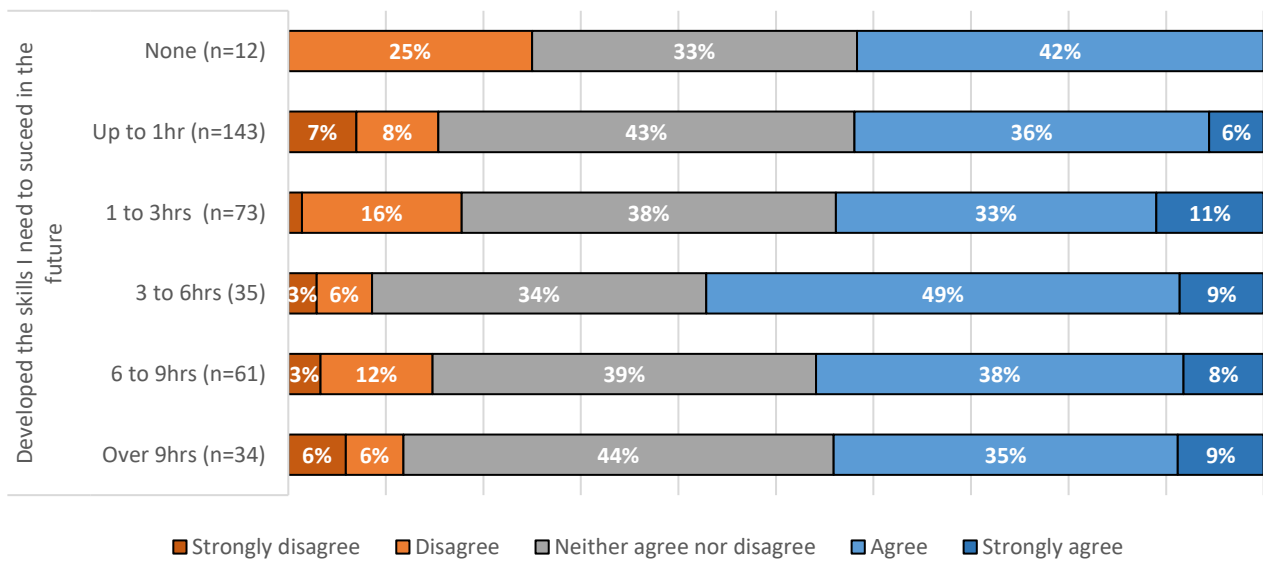


Figure 5: Since September I have developed the skills I need to succeed in the future – grouped by total of contact hours

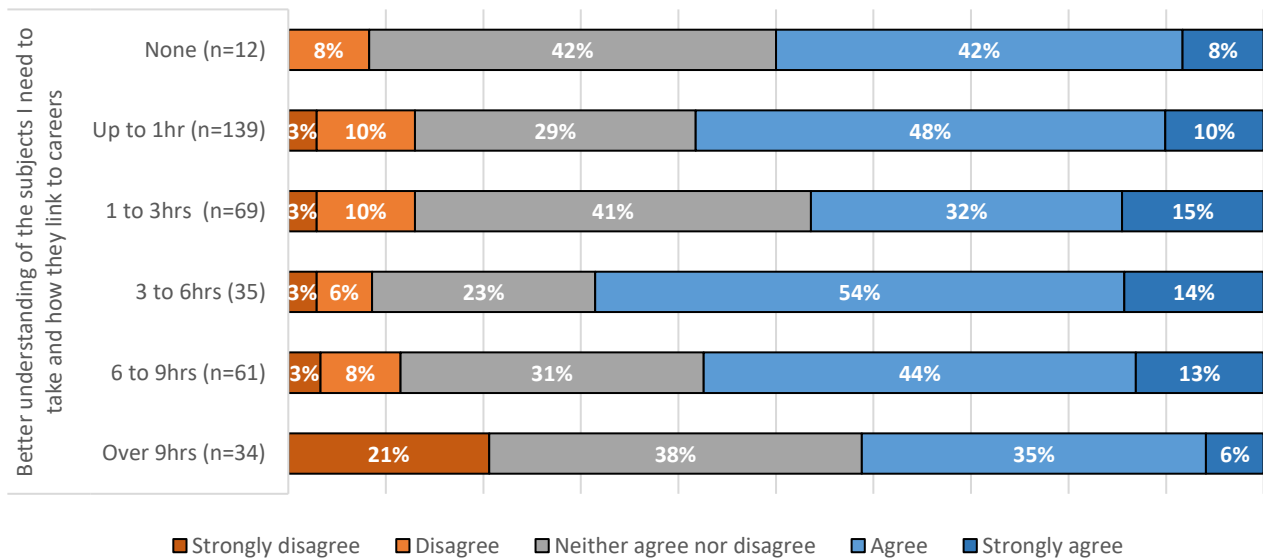


Figure 6: Since September I have developed a better understanding of the subjects/course I need to take and how they link to careers I might be interested in – grouped by total of contact hours

Outcome questions by UC/non-UC learners

Table 6 below shows the number of contact hours, where known, as an indication of the contact hours that Year 9 UC target learners and non-UC received during the academic year.

Table 6: Year 9 contact hours by UC/non-UC learners

Contact hours (where known)	UC target learner (n=146)		Non-UC learner (n=213)	
	Number	%	Number	%
None	6	4.1%	7	3.3%
Up to 1hr	52	35.6%	93	43.7%
Over 1hr up to 3hrs	15	10.3%	58	27.2%
Over 3hrs up to 6hrs	27	18.5%	9	4.2%
Over 6hrs up to 9hrs	25	17.1%	35	16.4%
Over 9hrs	21	14.4%	11	5.2%
Total	146	100%	213	100%

Figure 7 below shows the responses to the outcome questions split by UC target learners and non-UC. These are the responses from all students that responded to the survey and could be identified as either UC or non-UC, i.e., not only those that the number of contact hours had been established.

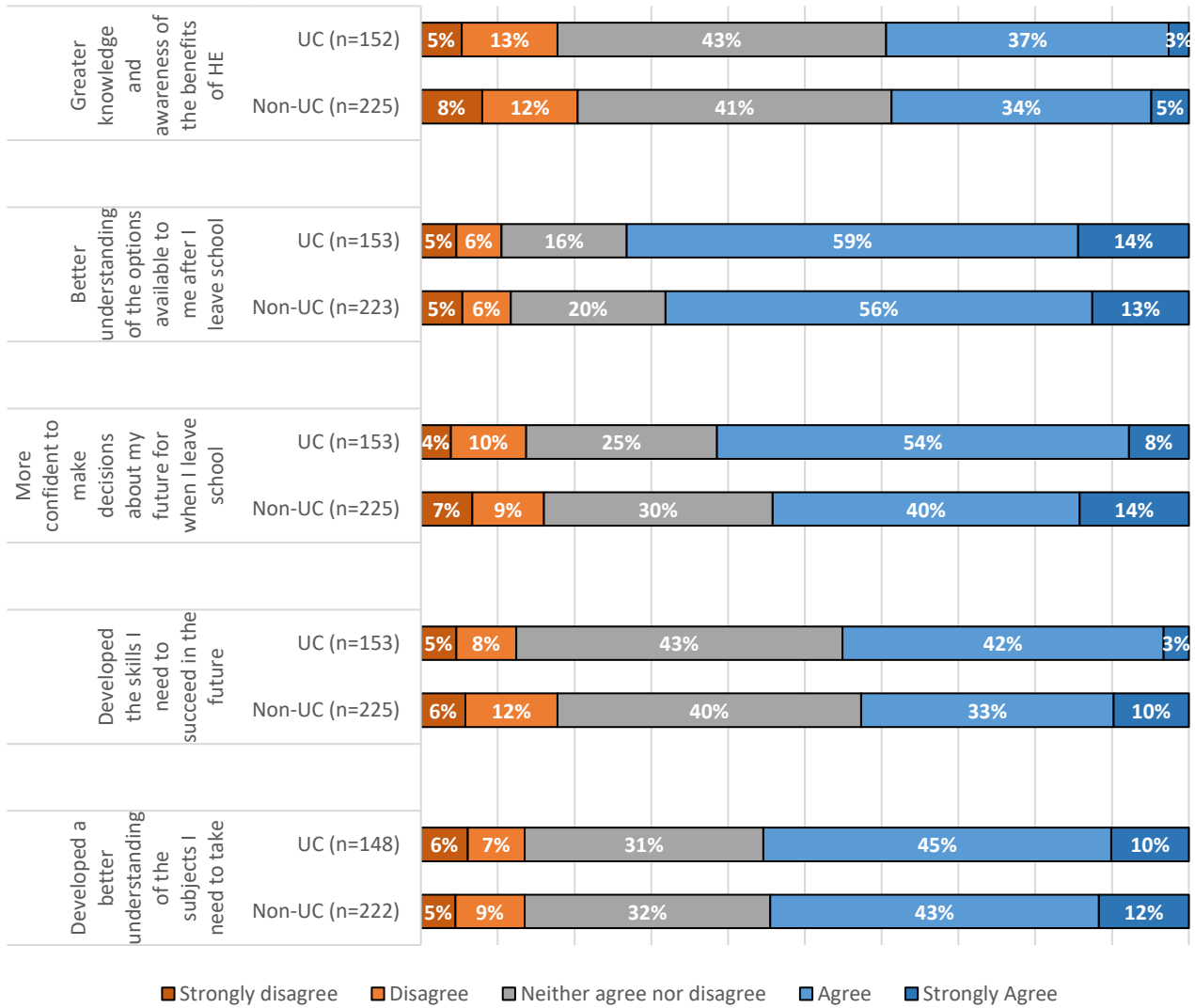


Figure 7: Year 9 responses to the outcome questions split by UC target learners and non-UC

Year 10

A total of 330 responses were received from Year 10 students attending eight schools across the county (table 7 below).

Table 7: Year 10 responses by school

School	Total responses
School A	91 (27.6%)
School B	19 (5.8%)
School C	57 (17.3%)
School D	3 (0.9%)
School E	9 (2.7%)
School G	61 (18.5%)
School H	50 (15.2%)
School J	40 (12.1%)
Total	330 (100%)

Less than half of Year 10 students felt they had improved in five out of the six skills since September. The most improved skill was communication and the least improved was problem solving (table 8 below). Leadership, listening and self-confidence were also mentioned by two students each in the open text 'other' section.

Table 8: Year 10 skills

Skill	Student count	Proportion
Study skills	152	46.1%
Revision skills	159	48.2%
Independent research	145	43.9%
Teamwork	153	46.4%
Communication	184	55.8%
Problem solving	131	39.7%

Out of the five outcome questions, and the same as for Year 9, students were most positive about the increase in their understanding of the options available to them after leaving school – 73.6% agreed or strongly agreed with this statement. They were least positive that they had developed the skills needed to succeed in future – 39.9% agreed or strongly agreed. A large proportion (44.8%) neither agreed nor disagreed with this statement. Figure 8 below shows the responses to each of the five outcome questions.

In general, Year 10 students felt they had slightly more understanding and knowledge than Year 9 students, with the exception of 'developing the skills needed to succeed in the future' and 'confidence to make decisions about the future after leaving school' where less Year 10s agreed or strongly agreed than their younger counterparts.

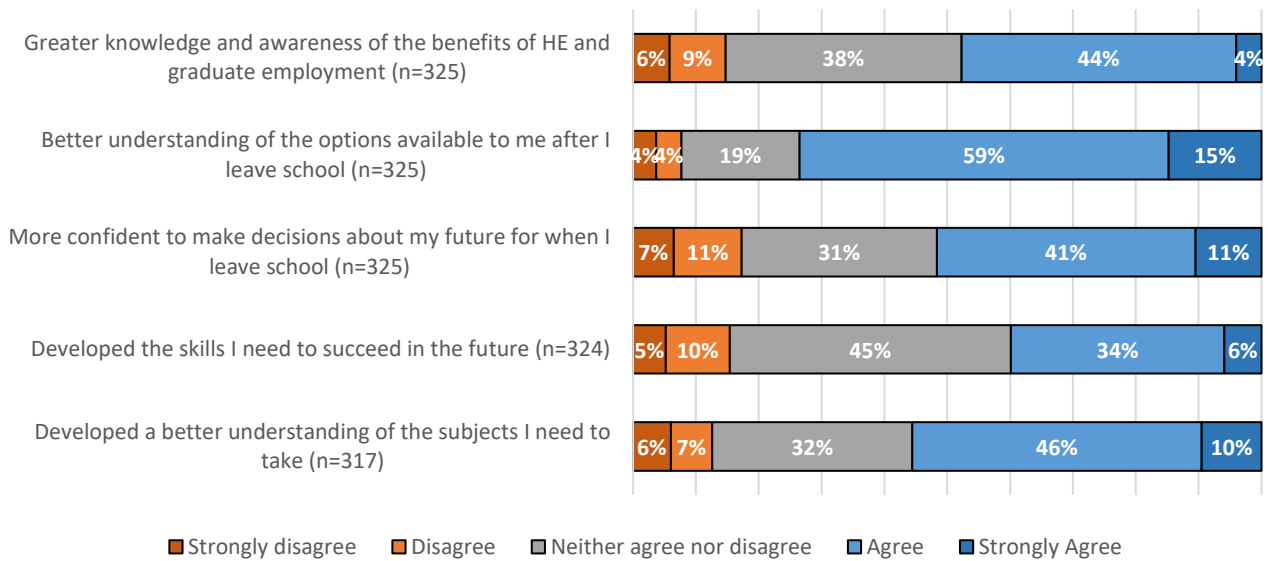


Figure 8: Year 10 responses to outcome questions – all students

Outcome questions by contact hours (HEAT data)

The number of contact hours over the academic year were established for 277 Year 10 students, this represented 83.9% of the total Year 10 responses. The total contact hours a student received ranged between 0 to 22.9 hours with a mean of 7.8 hours (S.D. 6.6).

Figures 9 to 13 show the responses to each of the five outcome questions split by the number of contact hours. As for Year 9, the group of students with no contact hours is very small and is included for reference only. Additionally, the number of students with between one and three hours of activity is also very small and comparisons with the other groups should be made with caution. One of the five outcome questions, ‘greater knowledge and awareness of the benefits of HE and graduate employment’, had a statistically significant distribution of responses across the categories (i.e., the different number of contact hours); $p = 0.003$. Post hoc tests showed the significant differences as being between the group of students taking part in an activity or activities up to one hour in total and the groups participating for between three to six hours ($p = 0.026$), six to nine hours ($p < 0.001$) and over nine hours ($p < 0.001$).

Almost all students in the groups that had taken part in an activity or activities in up to an hour and between one and three hours had received session(s) relating to general HE information. For students that received between three and six hours of contact time, the main activities recorded (in addition to general HE information) were a motivational speaker session and careers/skills workshops. For those with between six and nine hours the activities were HE and further education campus visits. Students in the group receiving more than nine hours took part in one or two full-day skills and attainment sessions, alongside the general HE information and some campus visits.

As for Year 9, the amount of contact time was also dependent on the school attended. For example, of the 78 students that received over nine hours of activity, 85.9% were from School A.

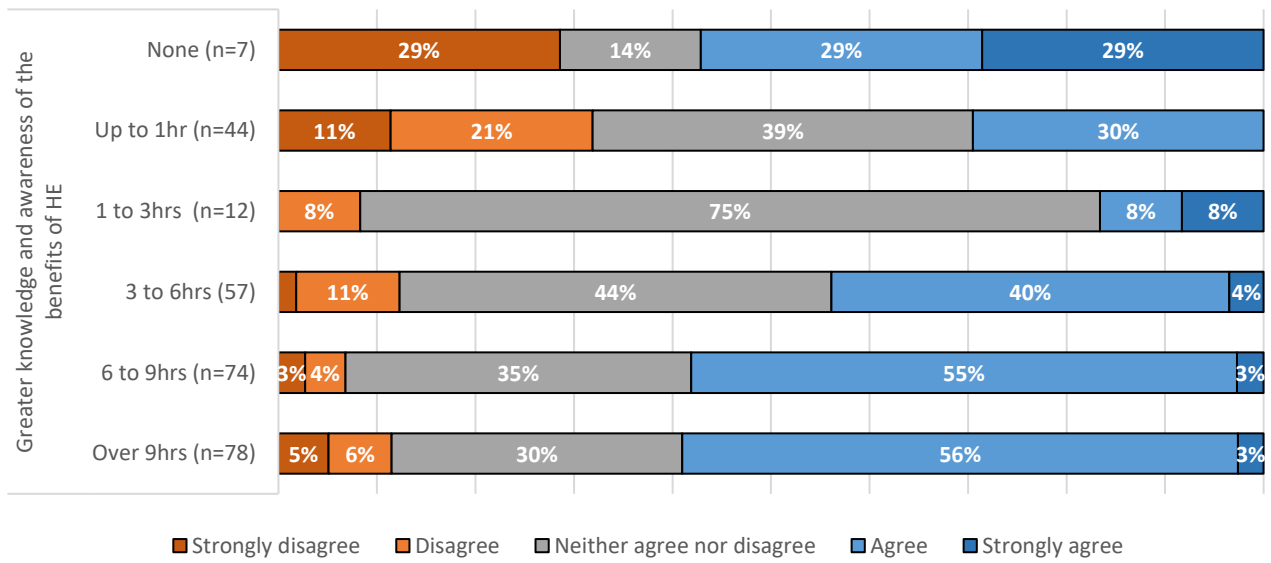


Figure 9: Since September I have developed greater knowledge and awareness of the benefits of HE and graduate employment – grouped by total of contact hours

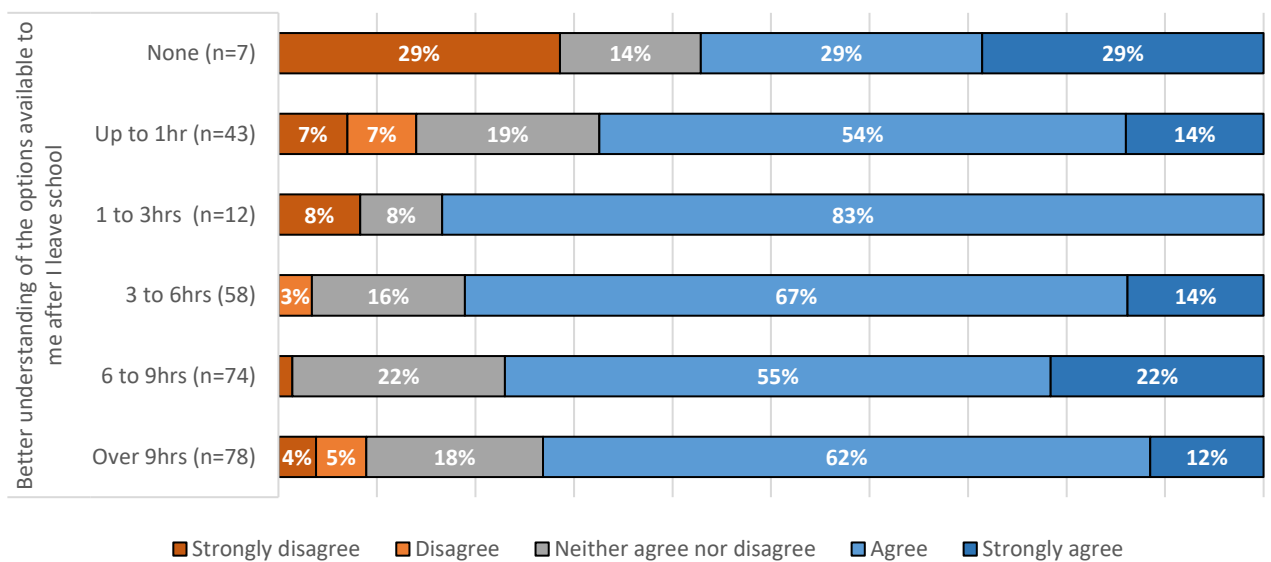


Figure 10: Since September I have gained a better understanding of the options available to me after I leave school – grouped by total of contact hours

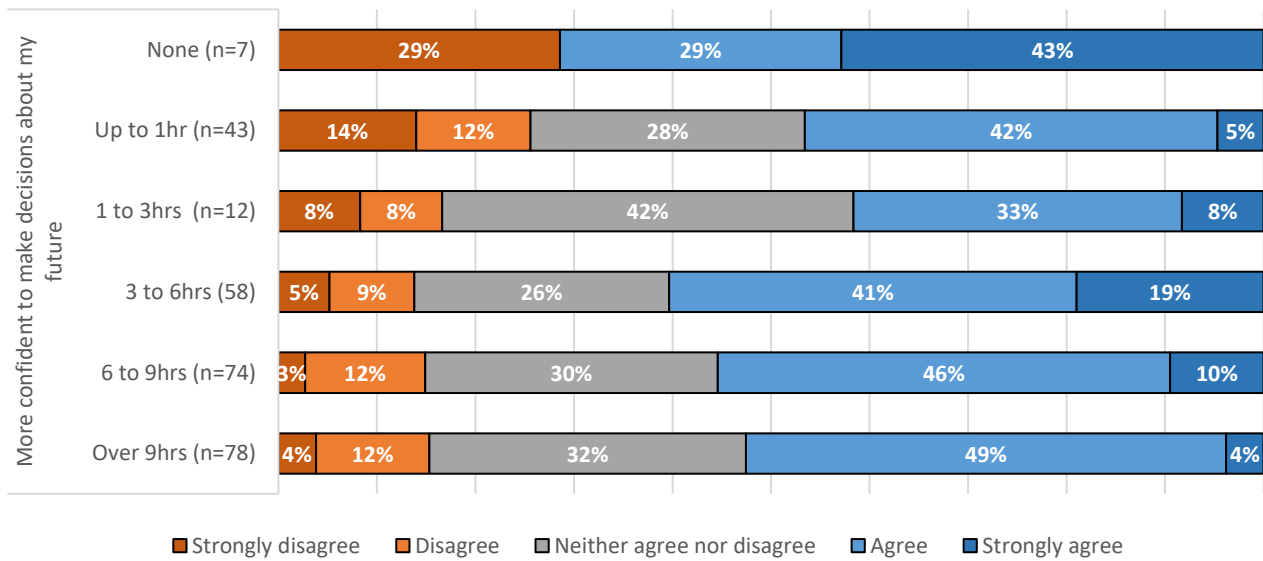


Figure 11: Since September I feel more confident to make decisions about my future for when I leave school – grouped by total of contact hours

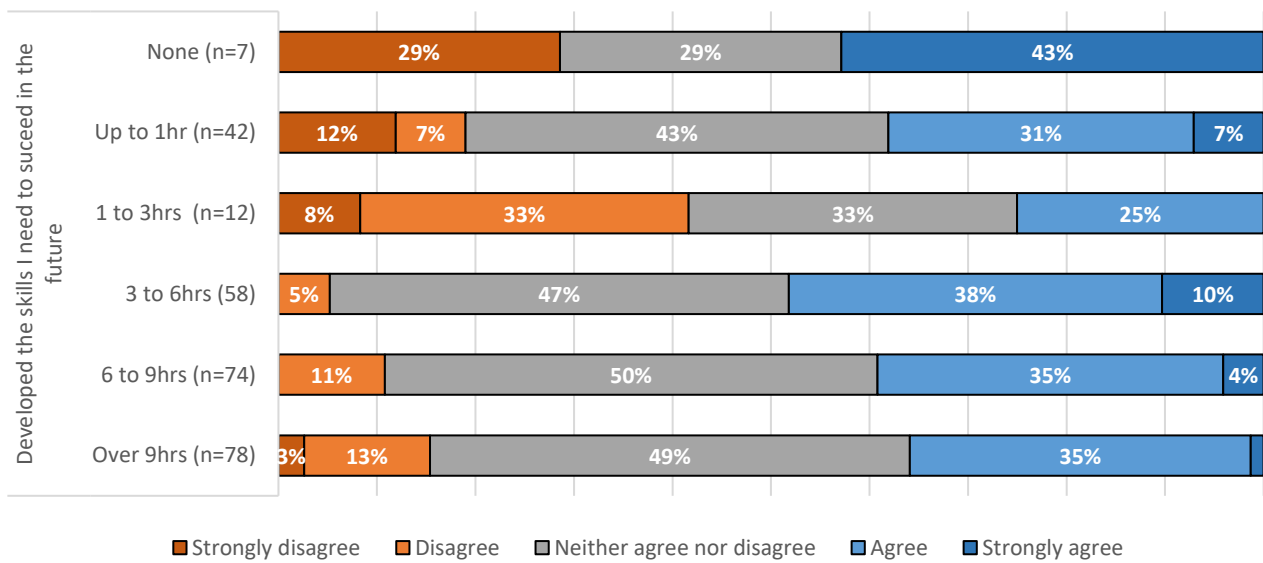


Figure 12: Since September I have developed the skills I need to succeed in the future – grouped by total of contact hours

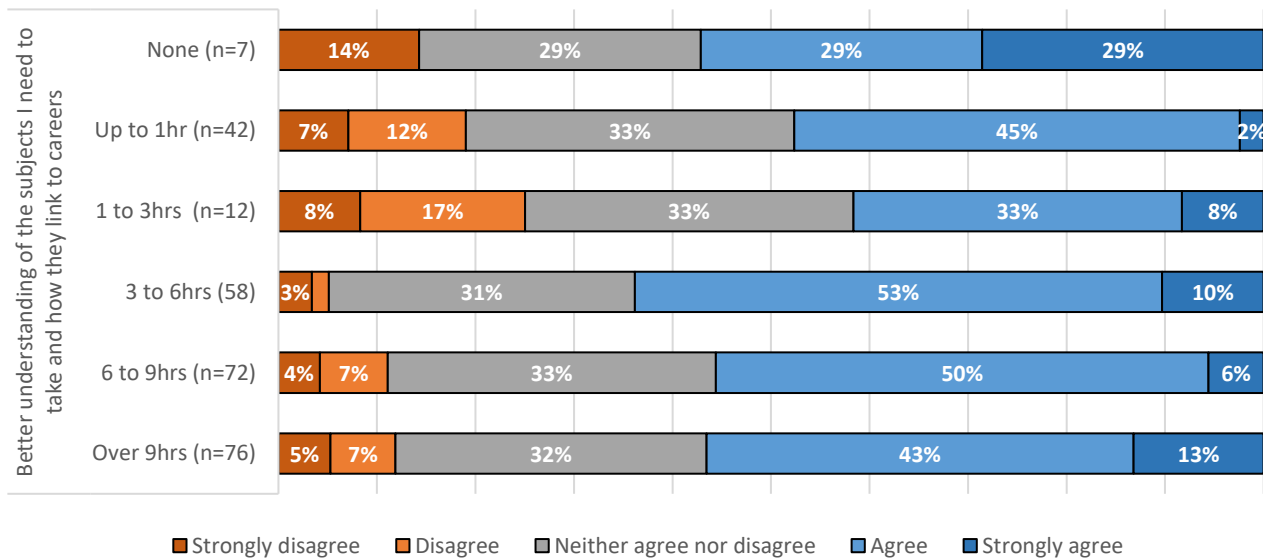


Figure 13: Since September I have developed a better understanding of the subjects/course I need to take and how they link to careers I might be interested in – grouped by total of contact hours

Outcome questions by UC/non-UC learners

Table 9 below shows the number of contact hours, where known, as an indication of the contact hours that Year 10 UC target learners and non-UC received during the academic year.

Table 9: Year 10 contact hours by UC/non-UC learners

Contact hours (where known)	UC target learner		Non-UC learner	
	Number	%	Number	%
None	3	2.5%	4	2.6%
Up to 1hr	8	6.6%	36	23.4%
Over 1hr up to 3hrs	3	2.5%	10	6.5%
Over 3hrs up to 6hrs	25	20.5%	33	21.4%
Over 6hrs up to 9hrs	31	25.4%	44	28.6%
Over 9hrs	52	42.6%	27	17.5%
Total	122	100%	154	100%

Figure 14 below shows the responses to the outcome questions split by UC target learners and non-UC. These are the responses from all students that responded to the survey and could be identified as either UC or non-UC, i.e., not only those for whom the number of contact hours had been established. In contrast to Year 9 where UC learners were more likely to agree with the five outcome questions, Year 10 UC learners were less likely to agree with four out of the five than their non-UC counterparts. The exception was for 'greater knowledge and awareness of the benefits of HE and graduate employment'.

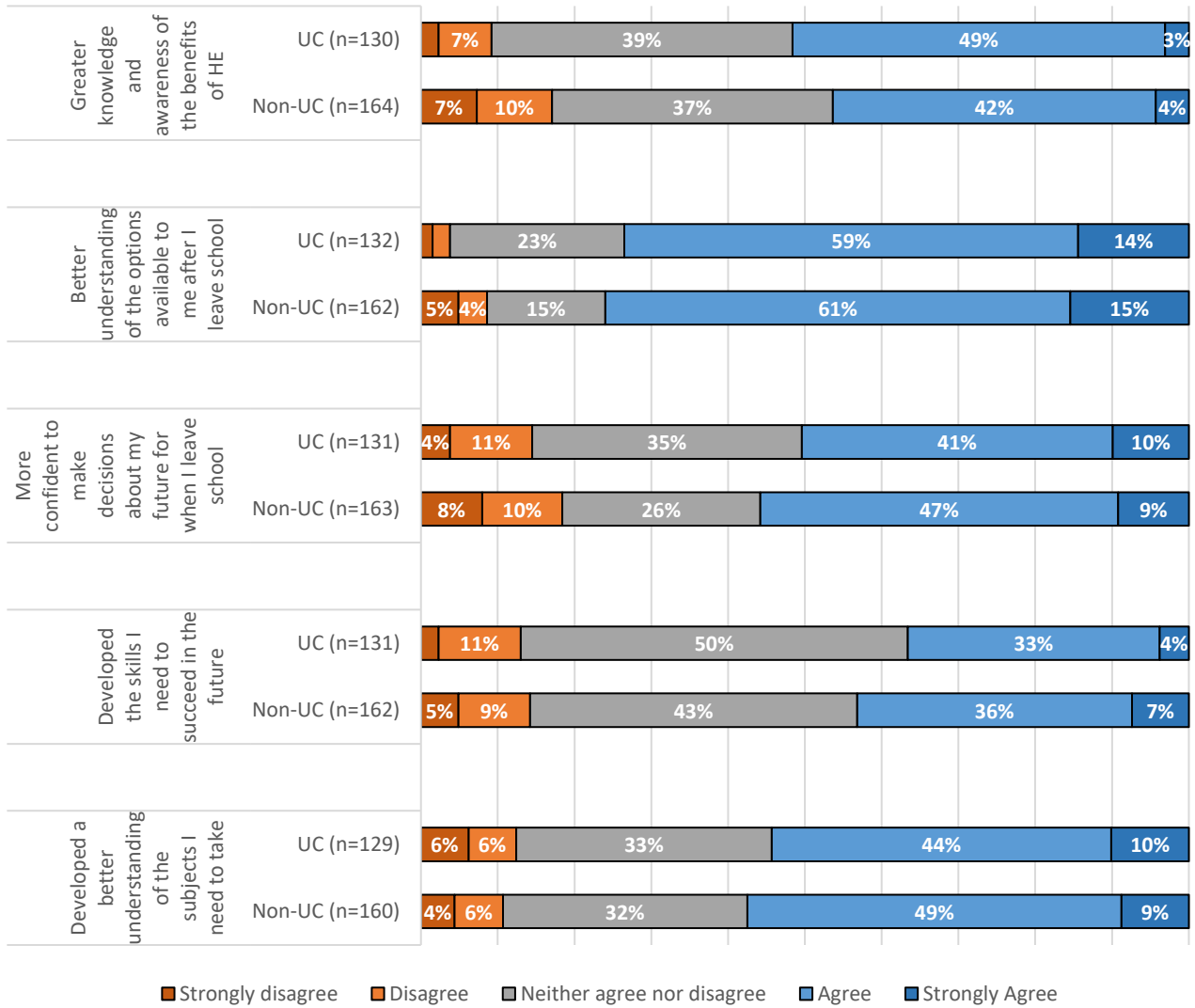


Figure 14: Year 10 responses to the outcome questions split by UC target learners and non-UC

Year 11

A total of 435 responses were received from Year 11 students attending eight schools across the county (table 10 below).

Table 10: Year 11 responses by school

School	Total responses
School A	80 (18.4%)
School B	11 (2.5%)
School C	67 (15.4%)
School E	121 (27.8%)
School G	73 (16.8%)
School H	23 (5.3%)
School I	2 (0.5%)
School J	58 (13.3%)
Total	435 (100%)

Students were asked where they were hoping to go next after they leave school – 64.8% were going to attend college, 26.7% were planning to attend sixth form, 1.9% were going on to do an apprenticeship and 6.7% were either unsure or did not answer. The high proportion of students planning to attend college in September 2022 compared to continuing at school reflects the number of Year 11 responses from students attending schools without sixth form provision (64.4%).

More than half of Year 11 students felt they had improved in three of the six skills since September. The most improved was revision skills and the least improved was teamwork (table 11 below). In the open text 'other' option, leadership was mentioned by two students along with helping others by another.

Table 11: Year 11 skills

Skill	Student count	Proportion
Study skills	245	56.3%
Revision skills	256	58.9%
Independent research	212	48.7%
Teamwork	177	40.7%
Communication	226	52.0%
Problem solving	195	44.8%

Out of the five outcome questions, students were most positive about the increase in their understanding of the options available to them after leaving school – 77.0% agreed or strongly agreed with this statement. This is likely due to the large proportion of the Year 11 responses that came from students attending schools without sixth form provision (64.4%) where most would have already decided on their next steps. They were least positive that they had a greater knowledge and awareness of the benefits of HE and graduate employment – 43.9% agreed or strongly agreed, which is a lower proportion than Year 10 students. Additionally, a large proportion (39.9%) neither agreed nor disagreed with this statement, which is similar to other year groups. Figure 15 below shows the responses received for each of the five outcome questions.

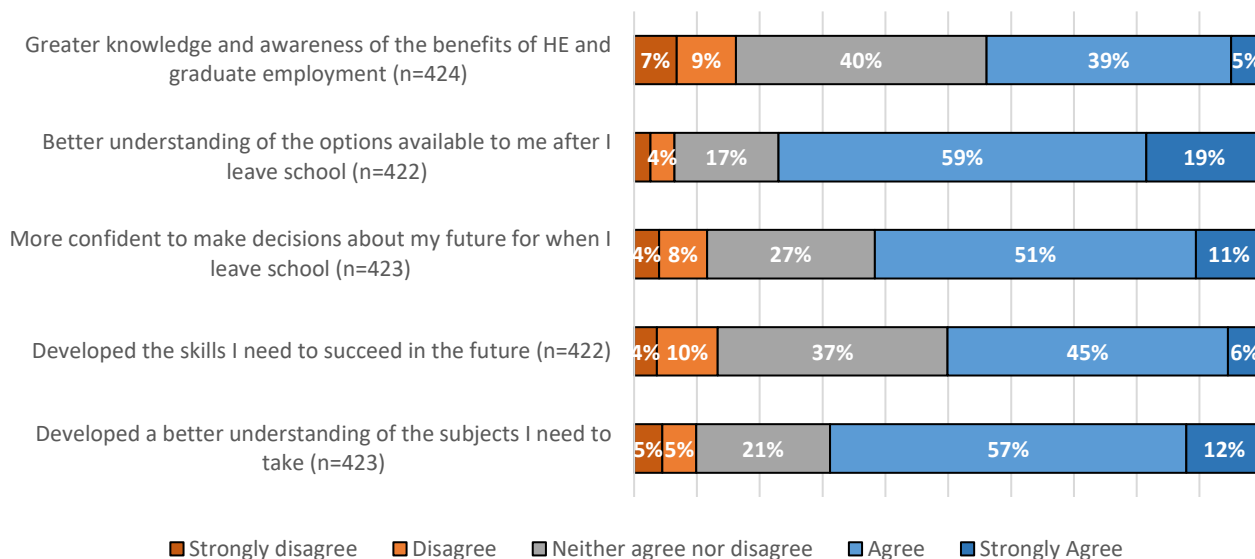


Figure 15: Year 11 responses to outcome questions – all students

Question 1, greater knowledge and awareness of the benefits of HE and graduate employment by individual school shows that students attending those schools without sixth form provision were more likely to agree or strongly agree that they were more knowledgeable compared to the beginning of the academic year (figure 16 below).

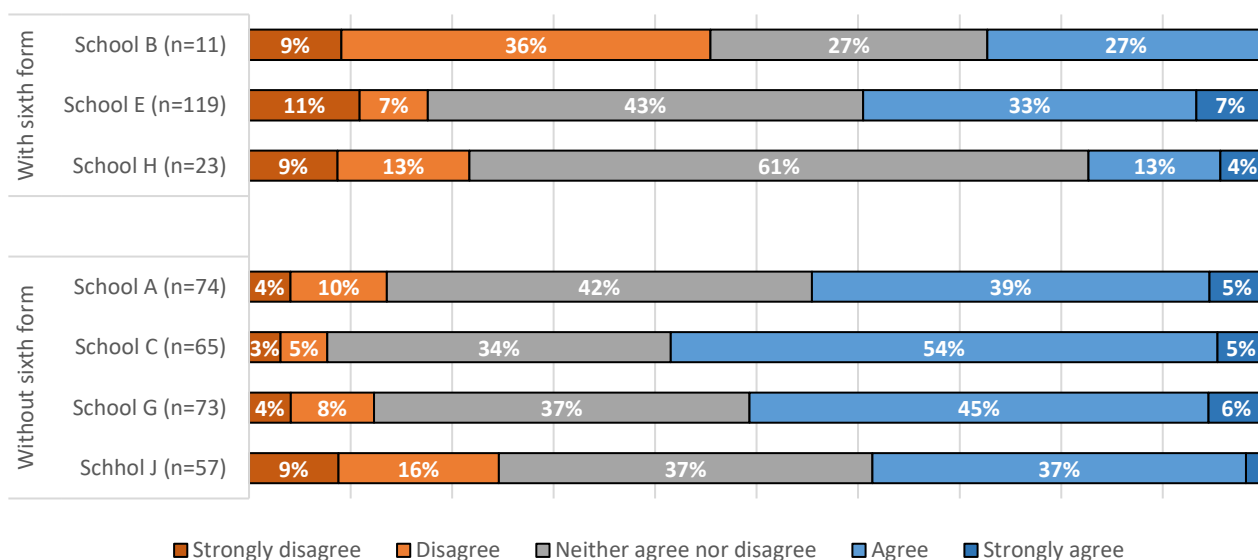


Figure 16: Since September I have developed greater knowledge and awareness of the benefits of HE and graduate employment – by school

Outcome questions by contact hours (HEAT data)

The number of contact hours over the academic year were established for 392 Year 11 students, this represented 90.1% of the total Year 11 responses. The total contact hours a student received ranged between 0 to 12.0 hours with a mean of 3.7 hours (S.D. 2.3).

Figures 17 to 21 show the responses to each of the five outcome questions split by the number of contact hours. Like Years 9 and 10, the group of students with no contact hours is included for reference only. The number of students with over nine hours of activity is very small and any comparisons with the other groups should be made with caution. One of the five outcome questions, 'better understanding of the options available after leaving school', had a statistically significant distribution of responses across the categories (i.e., the different number of contact hours); $p = 0.004$. Post hoc tests demonstrated the significant differences as being between three different group pairings. The distribution of responses for the group of students taking part in activities between six to nine hours in total was different, and more positive, to those taking part in up to one hour ($p = 0.017$), one to three hours ($p = 0.001$) and three to six hours ($p = 0.001$).

Almost all students in the groups that had taken part in an activity or activities up to an hour and between one and three hours had received session(s) relating to general HE information and/or a skills and attainment workshop. For students that received between three and six hours of contact time, the main activities recorded (in addition to general HE information) were additional skills and attainment workshops. For those with between six and nine hours the additional activity was a motivational speaker. Students in the group receiving more than nine hours also had a campus visit. As with the Year 9 and 10 students, the amount of contact time was dependent on the school attended. For example, of the students that received between six and nine hours of activity, 83.1% were from School E.

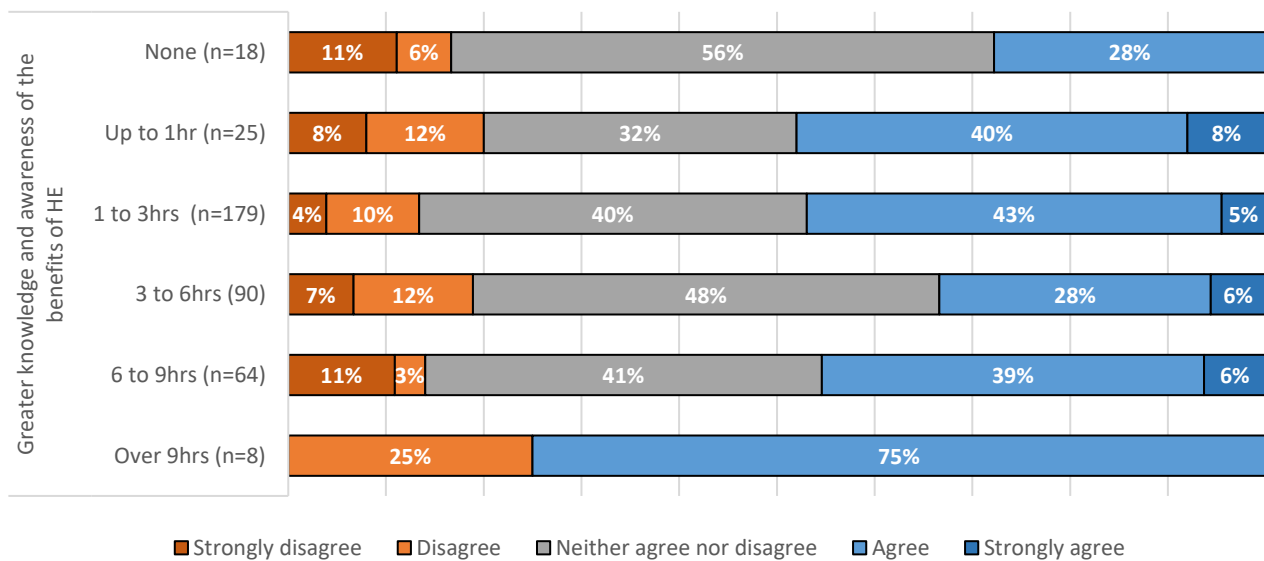


Figure 17: Since September I have developed greater knowledge and awareness of the benefits of HE and graduate employment – grouped by total of contact hours

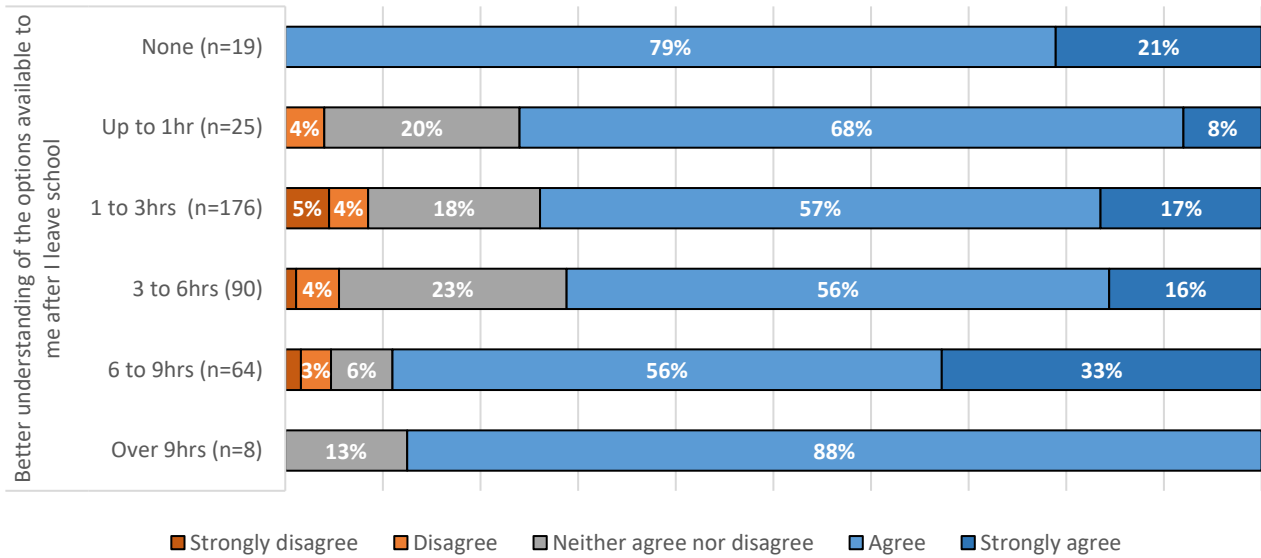


Figure 18: Since September I have gained a better understanding of the options available to me after I leave school – grouped by total of contact hours

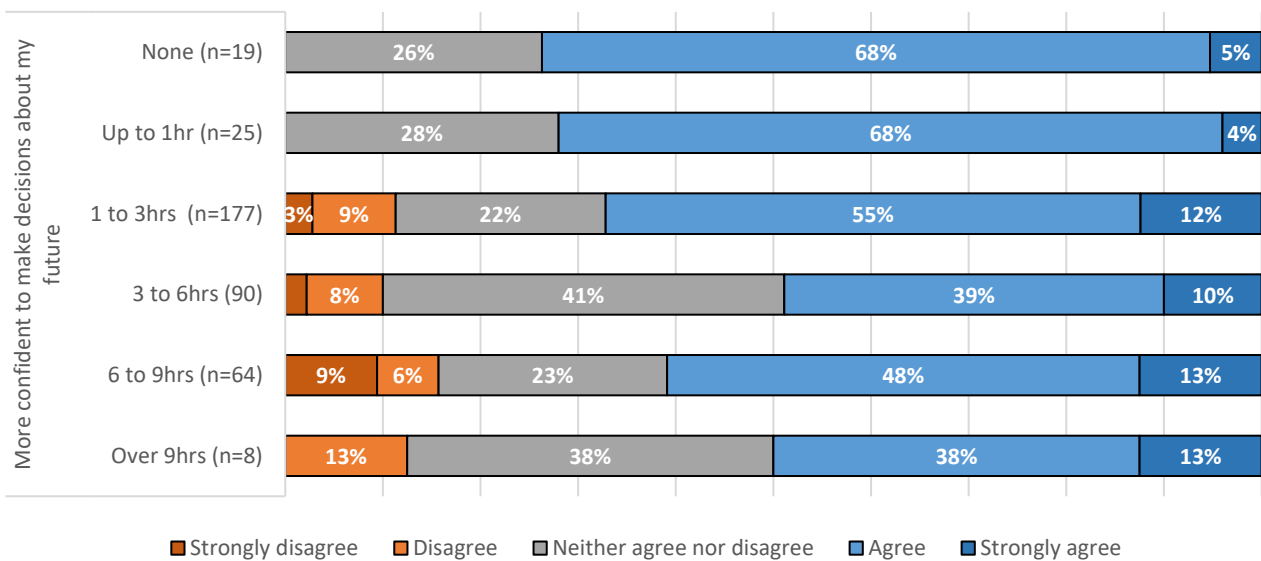


Figure 19: Since September I feel more confident to make decisions about my future for when I leave school – grouped by total of contact hours

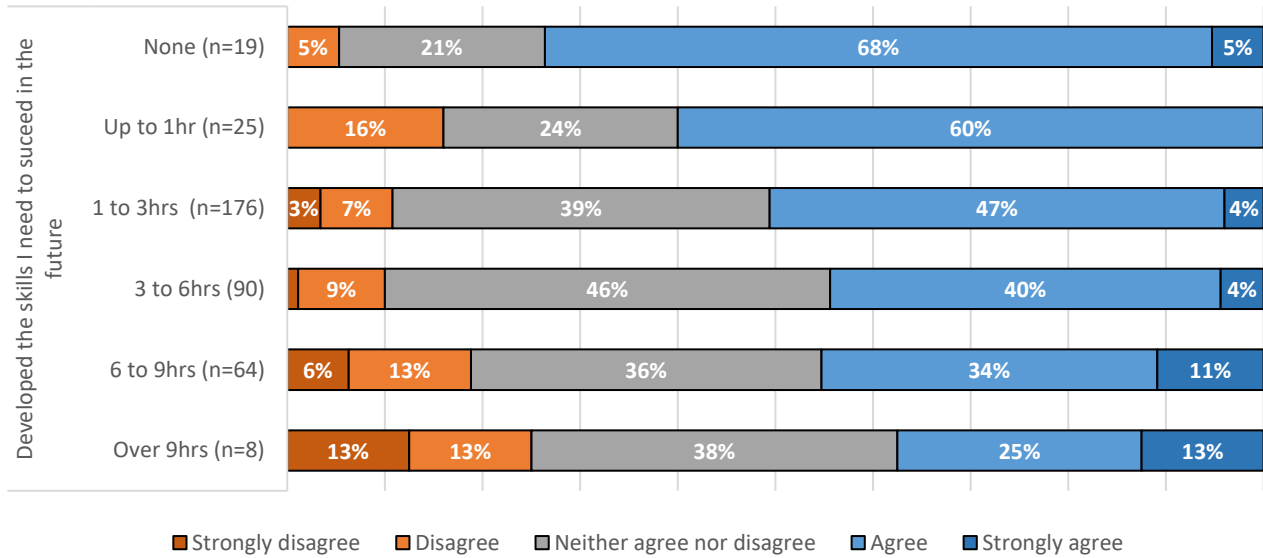


Figure 20: Since September I have developed the skills I need to succeed in the future – grouped by total of contact hours

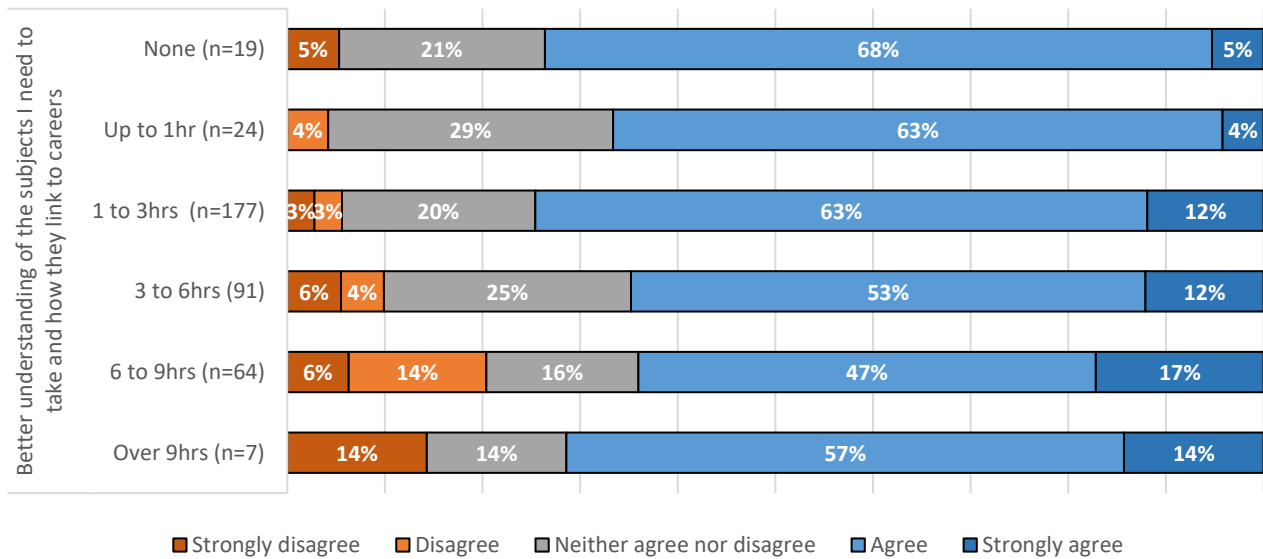


Figure 21: Since September I have developed a better understanding of the subjects/course I need to take and how they link to careers I might be interested in – grouped by total of contact hours

Outcome questions by UC/non-UC learners

Table 12 below shows the number of contact hours, where known, as an indication of the contact hours that Year 11 UC target learners and non-UC received during the academic year.

Table 12: Year 11 contact hours by UC/non-UC learners

Contact hours (where known)	UC target learner		Non-UC learner	
	Number	%	Number	%
None	5	3.0%	14	6.3%
Up to 1hr	9	5.3%	18	8.1%
Over 1hr up to 3hrs	75	44.4%	106	47.5%
Over 3hrs up to 6hrs	45	26.6%	47	21.1%
Over 6hrs up to 9hrs	28	16.6%	37	16.6%
Over 9hrs	7	4.1%	1	0.4%
Total	169	100%	223	100%

Figure 22 below shows the responses to the outcome questions split by UC target learners and non-UC. These are the responses from all students that responded to the survey and could be identified as either UC or non-UC, i.e., not only those that the number of contact hours had been established. The pattern of responses were very similar between the two groups.

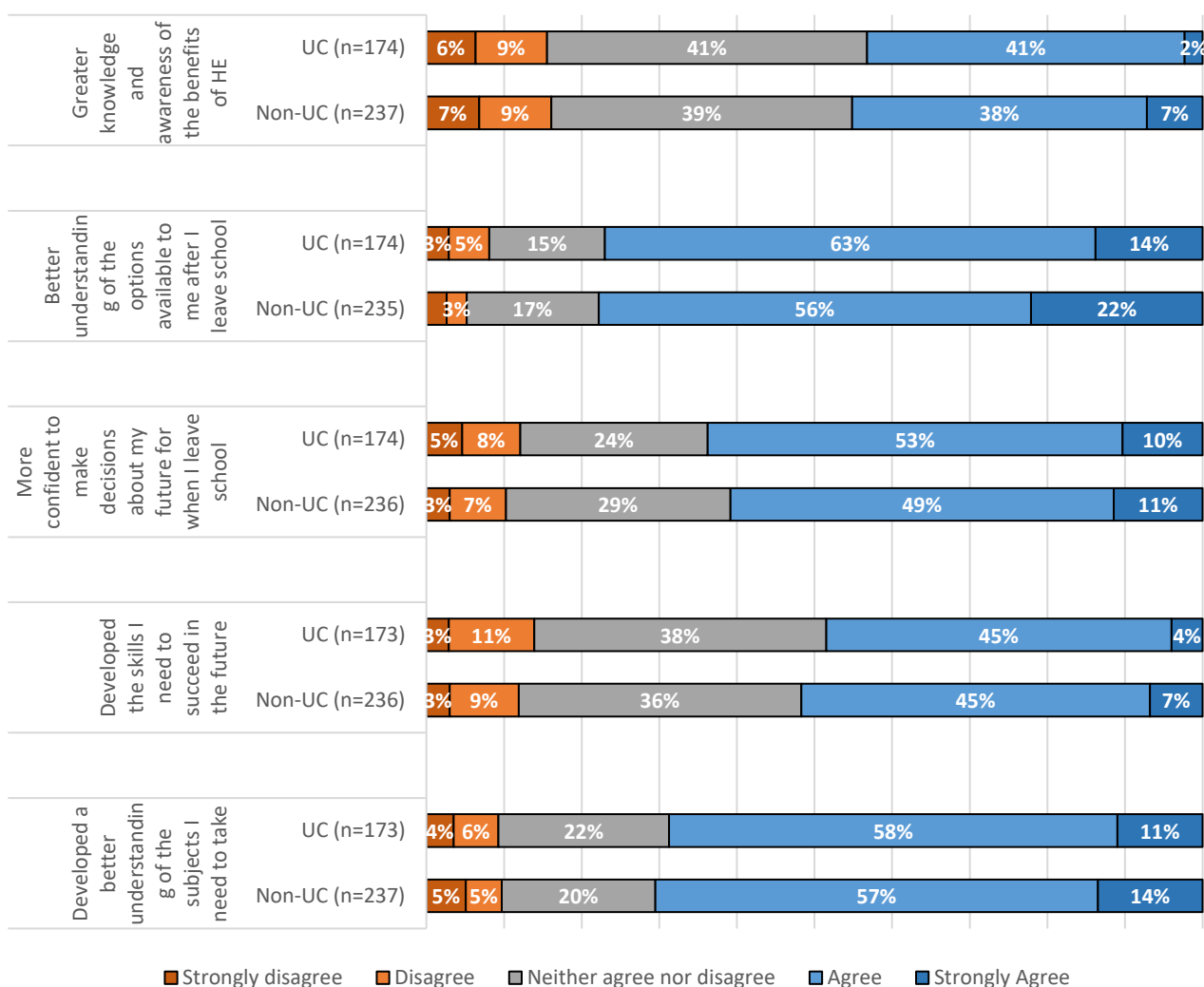


Figure 22: Year 11 responses to the outcome questions split by UC target learners and non-UC

Year 12

A total of 26 Year 12 responses were received from students attending five schools (table 13 below). The low number of responses received from this year group mean that any comparisons should be made with caution.

Table 13: Year 12 responses by school

School	Total responses
School B	11
School D	2
School E	9
School H	4
Total	26

The majority of students felt they had improved on four of the six skills. The most improved skill was independent research and the least improved skills were teamwork and problem solving (table 14 below). In the open text 'other' option, public speaking was also mentioned by one student.

Table 14: Year 12 skills

Skill	Student count	Proportion
Study skills	16	61.5%
Revision skills	14	53.8%
Independent research	22	84.6%
Teamwork	13	50.0%
Communication	16	61.5%
Problem solving	13	50.0%

Figure 23 shows the responses to the outcome questions – over half of all students agreed or strongly agreed with all five. Having a better understanding of the options available after leaving school was the most positive outcome (80.0% agreed), whilst knowledge and awareness of the benefits of HE and developing skills to succeed were the least positive (56.0% agreed or strongly agreed with both statements), a large proportion (40.0% and 32% respectively) were unsure about these two statements. There were insufficient data to compare responses from students by contact hours.

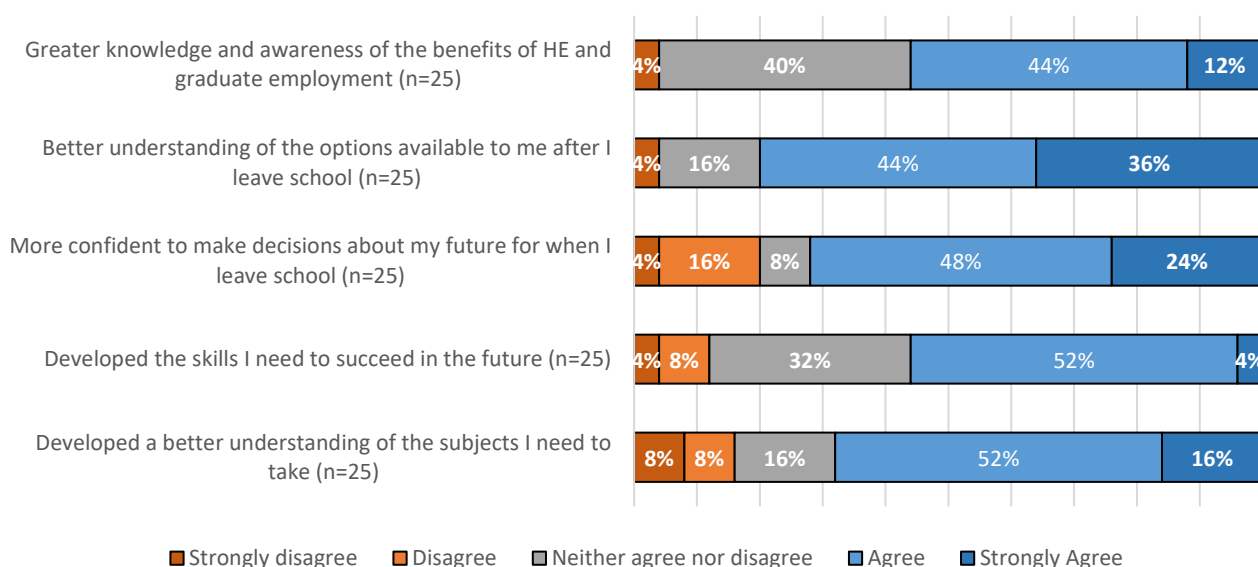


Figure 23: Year 12 responses to outcome questions – all students

Year 13

A total of 40 Year 13 responses were received from students attending four schools (table 15 below). Thirty-one students had taken part in one or more activities since September 2021, ten students said they had not participated in any. The low number of responses received from this year group mean that any comparisons should be treated with caution.

Table 15: Year 13 responses by school

School	Total responses
School B	16
School C	18
School F	3
School H	3
Total	40

Students were asked if they had decided what they wanted to do next after Year 13, the majority (77.5%) did know what they wanted to do whilst the rest had not decided or were unsure. Of those that knew what they wanted to do next, two thirds had applied to study at university.

The majority of students felt they had improved on three of the six skills since September. As for Year 12, the most improved skill was independent research and the least improved was problem solving and teamwork (table 16 below), which was the same as for Year 12 students.

Table 16: Year 13 skills

Skill	Student count	Proportion
Study skills	20	50.0%
Revision skills	28	70.0%
Independent research	32	80.0%
Teamwork	14	35.0%
Communication	24	60.0%
Problem solving	14	35.0%

Figure 24 shows the responses to the outcome questions, over half of all students agreed or strongly agreed with four out of five. As for Year 12, having a better understanding of the options available after leaving school was the most positive outcome (75.0% agreed), whilst knowledge and awareness of the benefits of HE and graduate employment was the least positive (42.5.0% agreed or strongly agreed) and a large proportion (43.0%) were unsure about this statement. There were insufficient data to compare responses from students by contact hours.

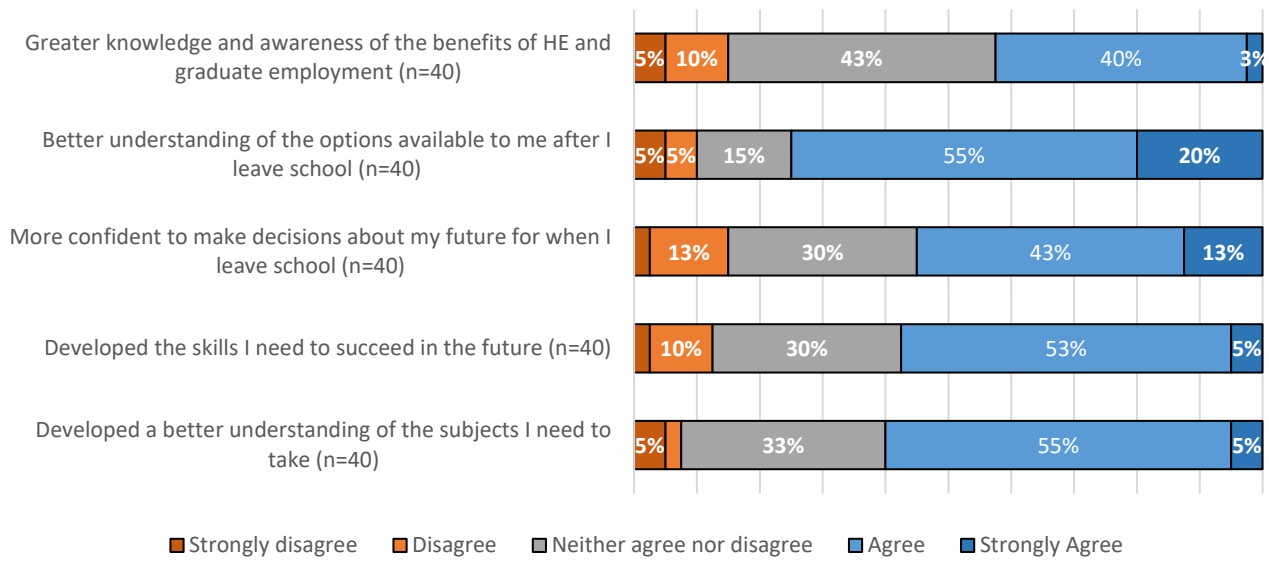


Figure 24: Year 13 responses to outcome questions – all students

College Level 3 Year 1

A total of 45 Level 3 Year 1 responses were received from students attending College A. The low number of responses received from this year group mean that any comparisons should be made with caution.

The majority of students felt they had improved on five of the six skills. The most improved was communication and the least improved was revision skills (table 17 below). In the open text 'other' option, confidence was also mentioned by one student.

Table 17: Level 3 Year 1 skills

Skill	Student count	Proportion
Study skills	26	57.8%
Revision skills	14	31.1%
Independent research	28	62.2%
Teamwork	27	60.0%
Communication	34	75.6%
Problem solving	30	66.7%

Figure 25 shows the responses to the outcome questions, over half of all students agreed or strongly agreed with all five. Having a better understanding of the subjects/course needed and how they link to careers was the most positive outcome (57.8% agreed), whilst having developed the skills needed to succeed in the future was the least positive (51.1% agreed or strongly agreed), a large proportion (40.0%) were unsure about this statement. There were insufficient data to compare responses from students by contact hours.

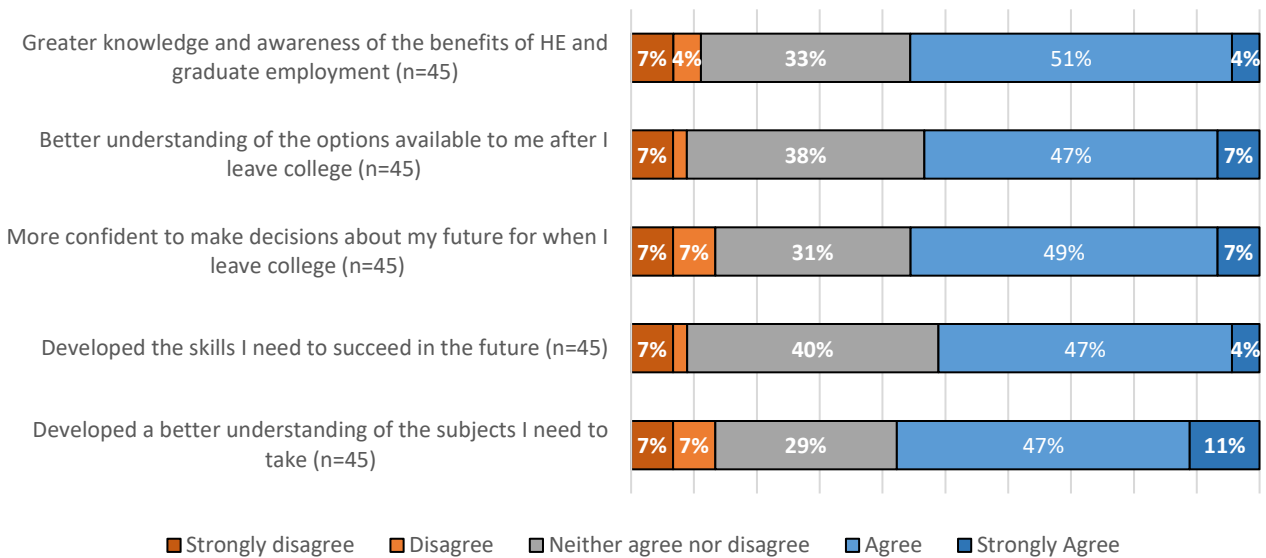


Figure 25: Level 3 Year 1 responses to outcome questions – all students

College Level 3 Year 2

A total of 20 Level 3 Year 2 responses were received from students attending College A. The very low number of responses received from this year group mean that any comparisons should be made with caution.

The majority of students felt they had improved on five of the six skills. As for Level 3 Year 1 the least improved was revisions skills (table 18 below).

Table 18: Level 3 Year 2 skills

Skill	Student count	Proportion
Study skills	14	70.0%
Revision skills	7	35.0%
Independent research	14	70.0%
Teamwork	11	55.0%
Communication	14	70.0%
Problem solving	14	70.0%

Figure 26 shows the combined responses to the outcome questions, there were insufficient data to compare responses from students that had not taken part in any activities with those that had. Over half of all students agreed or strongly agreed with each of the statements that comprised the outcome questions. Being more confident to make decisions about the future after college was the most positive outcome (70.0% agreed), whilst between 60.0% and 65.0% agreed or strongly agreed with the other four outcome questions.

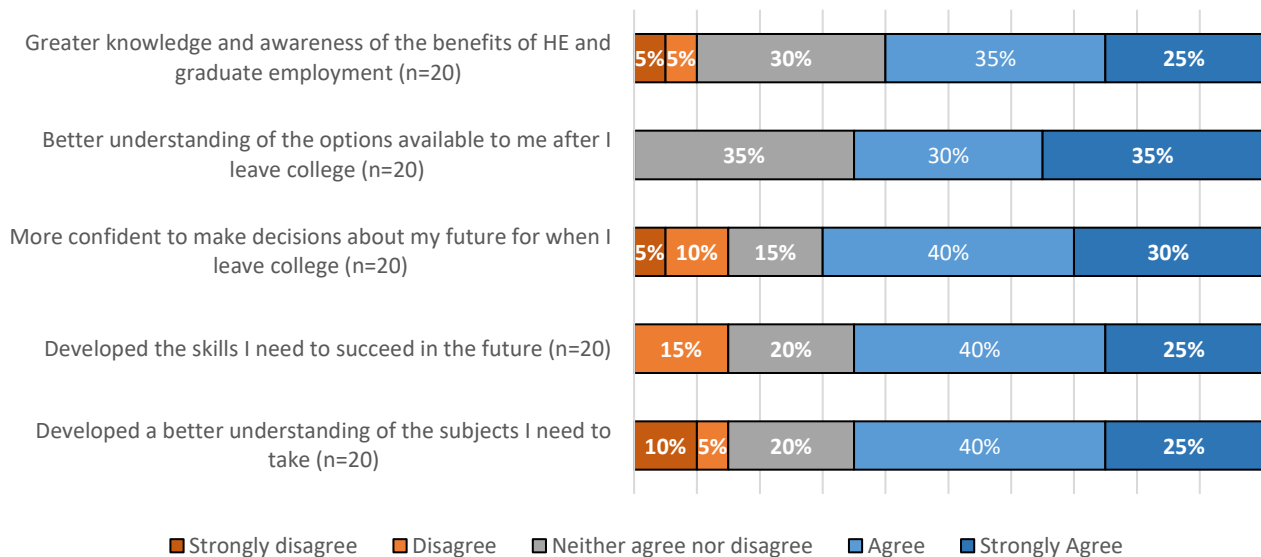


Figure 26: Level 3 Year 2 responses to outcome questions – all students

3. Conclusions and recommendations

The outcome survey was sent to all LiNCHigher target schools and colleges, however not all engaged with the survey, most of the data considered in this report were received from six schools and one college from a possible 12 schools and three colleges. Therefore, the findings cannot be used to draw generalisable conclusions across all schools and colleges in the county. Each school/college received different levels of outreach intervention making it difficult to make overall conclusions about the impact of the activities on the intended outcomes. However, there are some recurring themes that were noted in the End of Year Phase 2 report³ and echoed in subsequent activity-specific evaluations that emerged in this evaluation report. These are lack of exam readiness – particularly revision techniques, lack of learners' confidence in their skills and abilities and the importance of raising HE aspirations by improving or modifying the culture within a school or college.

Students selected the skills they had improved upon during the academic year. Younger students in Years 9 and 10 felt their communication skills had improved the most whilst revision skills (Year 9) and problem solving (Year 10) were the least improved. Year 11 students, however, reported that their revision skills were the most improved: possibly due to it being their GCSE examination year. Both Years 12 and 13 indicated their independent research skills had improved the most, whilst teamwork and problem solving had improved the least. However, the number of survey responses for both these year groups were low. Similarly low numbers of responses were received from college students. Of those that did respond, revision skills were the least improved across both Level 3 Year 1 and 2 – around a third reported an improvement during the academic year.

Students that had participated in an activity or activities, regardless of the duration of contact hours in total, had all received as a minimum, a general HE information session. Incremental hours were developed in layers, with additional workshops, motivational speakers, further HE information sessions and campus visits to universities or colleges. The amount of contact time was also dependent on the school attended and in some cases the contact time sub-group comprised students almost entirely from one school. For example, of the Year 9 students that received one to three hours of activities, 84.9% were from School G. This makes it difficult to say with certainty how many hours are optimum for a particular outcome as it is equally likely it was the specific activity that had the impact as the number of contact hours.

Out of the five NERUPI outcome questions, students across all school year groups were most positive about having a better understanding of the options available to them after leaving school (NERUPI B), the proportion that agreed this had improved since the beginning of the academic year increased incrementally with each year group up to Year 12 (Year 9 – 69.8% to Year 12 – 80.0%) but fell for Year 13 – 75%. College students were less positive about understanding the options available to them, a lower proportion agreed this was the case than any of the school year groups (Level 3 Year 1 – 53.4% and Level 3 Year 2 – 65.0%).

Students were least positive that they had developed a greater knowledge and awareness of the benefits of HE and graduate employment (NERUPI A). Less than half of the students across all the school year groups agreed that their knowledge had increased since September 2021, except for Year 12 where 56.0% agreed. As might be expected Year 9, the youngest students that participated in the survey, and therefore likely to have less knowledge of HE than the older year groups, agreed the least (38.0%). College students overall were slightly more positive for this outcome: Level 3 Year 1 – 55.5%, Level 3 Year 2 – 60.0%.

³ Rose, A. and Mallinson, L. (2021) End of Phase 2 Uni Connect impact evaluation report to LiNCHigher, Phase-2-UC-evaluation-report_Anonymised_Oct21.pdf

Year 11 students who attended schools without a sixth form reported a greater knowledge of the benefits of HE and graduate employment than those attending schools with a sixth form. For example, 58.4% of students that responded from School C without sixth form provision agreed with this statement compared to 39.5% of those from School E with a sixth form. This is most likely to be due to the careers lead within these schools focusing on Years 9 to 11, as opposed to schools with sixth forms where the emphasis is on the older year groups. This was previously noted in the End of Year Phase 2 report.

Developing the skills needed for the future (NERUPI D) was also an area where less improvement was reported by students across all year groups. The proportion agreeing that they had developed their skills ranged from 39.9% for Year 10 students to 57.5% for Year 13. The proportion of Level 3 Year 1 students that agreed was 51.1% and for Level 3 Year 2 it was 65.0%.

For both the NERUPI A and D outcome questions a large proportion of students were unsure and neither agreed nor disagreed they had a greater knowledge of the benefits of HE or had developed the skills they need for the future. For NERUPI outcome A, this ranged from 39.9% in Year 11 to 42.5% in Year 13 and for outcome D between 30.0% in Year 13 to 44.8% in Year 10. For college Level 3 Year 1 it was 33.3% and 40.0% and for Level 3 Year 2 30.0% and 20.0% respectively.

The responses to the outcome questions split by UC and non-UC learners were very similar across Years 9 to 11. Overall, UC learners in Year 9 were marginally more positive than their non-UC counterparts; the reverse was true for Year 10 and 11. UC students are likely to have less exposure to HE than their non-UC counterparts, this means in practice, non-UC students are building on their existing knowledge, whilst UC students are developing their knowledge. For the UC learners to be similarly positive in their responses to the outcome questions suggests that the outreach interventions they have participated in are having the intended progressive impact.

Recommendations

Based on the evaluation data available, the evaluators suggest LiNCHigher consider the following recommendations in relation to future outreach interventions and assessment of impact:

- For the outcome survey to be truly beneficial, all LiNCHigher target schools and colleges need to fully participate. Partial data is insufficient to draw general conclusions regarding the impact of the UC programme.
- To address the gap in knowledge of the benefits of HE and graduate employment (NERUPI A), include more general HE information sessions for all students across all year groups.
- Deliver more and effective revision skills sessions to college students at all levels as improvement in this area over the year was extremely low.
- As previously recommended (End of Phase 2 report), schools with sixth forms should consider having two career leads: one for Years 9 to 11 and one for Years 12 and 13.

Final comments

Whilst not specifically evidenced in this report, the lack of engagement by some schools and colleges in the outcome survey adds weight to previous findings that a better understanding of the opportunities and benefits of HE/further study in these schools and colleges by Senior Leadership Teams would improve the school/college culture and be beneficial to their students. The recurring themes, lack of revision skills, exam readiness and the lack of learners' confidence in their skills and abilities, that come through strongly in this evaluation report have been noted in previous reports. However, reassuringly it is evident that the outreach activities delivered through LiNCHigher under the Uni Connect programme are having a positive impact on most students.

Appendix A – End of year outcome survey

Over the past school year, you will have taken part in a number of LiNCHigher activities. We would like to ask you a few questions about how effective the activities have been. This is a short survey and will take you no more than 10 minutes to complete.

All the information that we will collect will be used for research purposes only. You can notify LiNCHigher at any time if you would like us to delete your personal data. LiNCHigher@bishopg.ac.uk

Q1. Which of the following LiNCHigher activities have you taken part in this school year (since September 2020)? Select all that apply.

- AirProducts / Enterprise Challenge
- Apprenticeships talks
- Campus visits (to a university or a college)
- Careers Fair
- Employability workshop
- Exam revision workshop
- Finance workshop
- First Steps
- Goal Mapping
- Human Utopia
- Introduction to Higher Education workshop
- Let's Pitch It
- Marginal Gains
- Motivational speaker
- My Perfect University
- NatWest Dream Bigger / Enterprise Challenge
- Next Steps
- Preparation for Higher Education
- Study Skills workshop
- Talk the Talk
- None of the above
- Other

Q2. Have you taken part in any of the Online Learning Platform activities? (via <https://linchigherlearning.co.uk/>)

- Yes
- No
- Not sure

Please provide the following details:

Q3. Your name:

Q4. Your home postcode:

Q5 Are you:

- Female
- Male
- Other
- Prefer not to say

About your school:

Q6. Which school do you attend?

Q7. Which year of study are you in?

Year 11 and 13 students only

Q8. Have you decided what you want to do next when you finish your current studies?

- Yes
- No
- I'm still unsure

Q9. Please tell us which school or college (or other e.g. apprenticeship) that you are hoping to attend in September 2021.

We would like to know how effective you think the activities have been.

Q10. Thinking about the LiNCHigher activities you have taken part in this school year (since September 2020), please select the most appropriate response to the questions below according to how much you agree or disagree with the following statements:

- Since September I have developed greater knowledge and awareness of the benefits of Higher Education and graduate employment
- Since September I have gained a better understanding of the options available to me after I leave school
- Since September I feel more confident to make decisions about my future for when I leave school
- Since September I have developed skills I need to succeed in the future

Q11. Please select all the skills you feel you have improved in this school year:

- Study skills
- Revision skills
- Independent research skills
- Teamwork
- Communication
- Problem solving
- Other

And finally,

Q12. Since September I have developed a better understanding of the subjects I need to take and how they link to careers I may be interested in.