FUTURE QUEST

ANNUAL REPORT

2022/23

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Executive Summary

Secondary and college delivery

During the summer of 2022, the team structure for Future Quest Secondary was altered significantly to optimise workloads, which involved the creation of the Programme and Activity Development (PAD) team. To better understand the activities we have on offer, we undertook a major piece of work to catalogue and evaluate the benefit of everything we have provided. At the same time, we worked to re-classify activities on HEAT to ensure consistency of recording. Through this, we dramatically reduced the number of unique activities we provide, without compromising the breadth or impact of our programme.

Additionally, in 2022/23 we began prioritising schools based on their student population and their previous engagement with us. This allowed us to concentrate resources where they would provide the most benefit. Combined with the above activity mapping work, we began offering activity menus to schools from which teachers could choose sessions that met their needs. Our engagement figures for this year suggest this work has been successful in enabling us to reach more young people.

In 2022/23, Future Quest worked with 35 schools and 2 sixth-form centres as well as the 2 further education colleges in our area. We delivered 245 distinct activities to 11,306 students. This is an 11% increase in the number of students we were able to support. In secondary schools, we also increased the number of engagements (instances of a young person attending a single activity) by 20% to 25,109.

In 2021/22, we provided 20,937 secondary engagements (instances of a young person attending a single activity), and in 2022/23, this increased to 25,109. This is a 4,172 (20%) increase. Moreover, 6,531 students (61%) participated in 3 or more activities, with 72% of Future Quest participants in high-priority schools reaching this standard. This is a considerable increase on last year.

Primary delivery

Future Quest Primary was offered to 19 schools, representing 4,075 children. 987 pupils logged at least 30 hours of activity and graduated from the programme, which is a 25% increase from 2021/22. We continued to offer a diverse portfolio of sessions to high-priority schools, such as Book Explorers, Future Me, and various other workshops, campus visits and

assemblies. Overall feedback was consistently positive. We have made the decision not to continue offering Children's University to primary children after this year, and to work on aligning the primary programme better with the secondary programme.

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1 Introduction

Future Quest is the Bristol-area outreach partnership of universities and colleges, led by UWE Bristol. Our aim is to increase the progression rates of underrepresented learners to tertiary education and meaningful employment by delivering sustained and progressive programmes of outreach intervention. We take an innovative approach to outreach, focusing on exposing young people to their future 'possible selves' (Harrison, 2018). Our aim is to build the knowledge, skills and self-belief young people need to raise their expectations about future education and employment.

Future Quest was originally formed to deliver Uni Connect-funded activities. We have since diversified to work with different organisations delivering targeted outreach to young people across Bristol and the wider area. In 2022/23, we worked with primary schools to offer Children's University alongside original projects. We worked with Health Education England to offer programmes of activity for young people interested in healthcare, and are pleased to work with external partners to provide evaluation support on a consultative basis. A diagram of Future Quest's programme structure for 2021/22 can be found in Appendix A.

This report describes the activities and other work carried out by Future Quest for the academic year 2022/23 as well as evaluation carried out.

2 Uni Connect programme

First and foremost, Future Quest is the Uni Connect partnership for Bristol and South Gloucestershire, funded by Office for Students (OfS). The final planned phase of the Uni Connect programme, phase 3, began in August 2021 and will continue until July 2025.

The four aims of Phase 3 (as described in the Uni Connect Phase 3 guidance) are:

- Contribute to reducing the gap in higher education participation between the most and least represented groups
- Equip young and adult learners from underrepresented groups to make an informed choice about their options in relation to the full range of routes into and through higher education and to minimise the barriers they may face when choosing the option that will unlock their potential
- Support a strategic local infrastructure of universities, colleges and other partners that can cut through competitive barriers, offer an efficient and low-burden route for schools and colleges to engage, and address outreach 'cold spots' for underrepresented groups
- Contribute to a stronger evidence base in respect of 'what works' in higher education outreach and strengthen evaluation practice across the sector.

Priority students for Uni Connect are identified by ward, using a methodology designed by Office for Students which examines POLAR3 as well as rates of young participation in higher education, considering previous attainment and ethnicity.

In 2022/23, 5436 (48%) students who participated in a Future Quest activity came from a Uni Connect target ward. This represents a 24% increase in the number of target students reached, and a 7pp increase in the proportion of target students among all students we saw.

3 Team restructure

In late 2022, Future Quest finalised a restructure of our team to optimise workloads. This involved the creation of multiple roles:

- Management of secondary and college delivery was split, with each area having their own manager. As of 2023/24, this change has been reversed.
- Activity creation and management now sits with the Programme and Activity Development (PAD) team.
- We have launched our Student Voice project to give young people the opportunities to share their feelings and experiences.

A diagram of the new team structure can be found at Appendix A.

3.1 Programme and Activity Development (PAD)

Following a review of team operations, the project coordination for secondary and college was split and became focused on two areas: relationship management and delivery, and programme and activity development. Due to future OfS funding being allocated for attainment raising and NHS (Health Education England) funding us to deliver three healthcare programmes, we identified a need for more resources to focus on development of these programmes and activities.

From 2022/2023, the PAD team was formed with the following responsibilities:

- to contribute towards the proposal for the attainment raising programme
- to develop sessions alongside Future Quest managers, academic colleagues, and healthcare students and professionals
- to review the quality of existing activities being delivered across the programme, ensuring all are mapped to appropriate learner outcomes on the Future Quest progression framework. To make changes to activities where necessary following the receipt of feedback or testing of new activities
- to update and maintain records of all activities, session plans and their resource kits
- to work in collaboration with Future Quest staff to collect and review feedback from facilitators, participants and school staff following delivery of activities

- to provide training and briefings to Future Quest staff on the preparation and delivery of new or amended activities
- to contribute to the development of the Future Quest websites where needed.

3.2 Student voice

Student Voice was launched in January 2023 as an experimental aspect of the Future Quest programme. Our first objective was to gain an understanding of what the current mechanisms there were for young people to have their voice heard, at school, in their communities and by local government. Those in primary education are less likely to have access to student voice activity (Hickman Dunne et al., 2022), and there is little provision specifically for those facing socio-economic disadvantage. We developed and delivered various activities to give our target young people the chance to have their voices heard.

We understand that not all children and young people have the confidence to speak in larger groups of their peers, or to present their ideas in front of those in positions of authority. This means data on student perceptions tend to skew towards the most confident and articulate young people. As such, we sought to make our work as accessible as possible, by allowing feedback orally, in written form, through games and anonymous voting.

3.2.1 Super ME!

The Super ME! programme was developed to understand how readily primary-school children can name their own strengths, things about themselves they were proud of, how their teacher praises them, and their role models. These themes can feed into higher attainment so understanding children's experiences directly will support our activity development and offering.

In this pilot delivery, we engaged with over 200 children in years 2-5 from 5 local primary schools. Children were read the book *Rosie Revere, Engineer*, before a class discussion where they identified Rosie's strengths, the impact of a relative laughing at Rosie's invention falling apart, and identifying how her great aunt encouraged her. Children then worked individually alongside up to 4 peers to complete a workbook relating these themes to their own lives. Each of these groups was facilitated by a

member of Future Quest staff who had also completed the booklet to model positive self-talk. They then showed this to their group, employing positive oracy skills and confidence to present themselves, and to listen to others in the group. The Future Quest staff member spent time talking to each pupil, actively listening and showing that they were interested in what they were saying, thereby showing respect for the children's opinions.

"I liked how all the people were free for us to talk to and were willing to have a chat."

Year 4 pupil

"The booklets were creative and I can't wait to get mine back!"

Year 4 pupil

"It was lovely to see the children reflect on moments when they have been proud of both themselves and others and I was impressed with their memory of events that have happened to them."

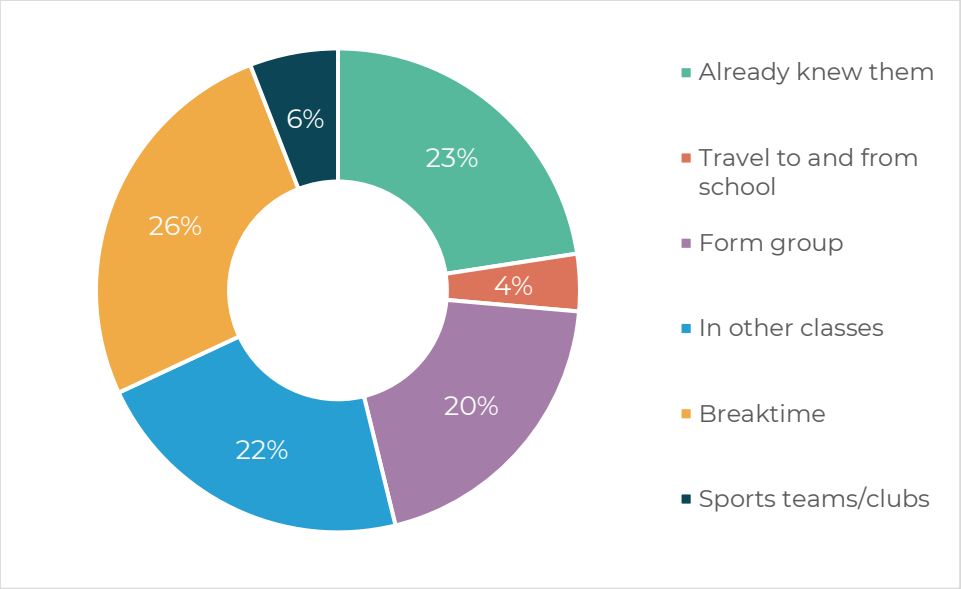
Teacher

Super ME! provided valuable learning as well as reinforcing some of our original assumptions. Firstly, broadening our definition of student voice to include writing, drawing, and speaking meant that we could maximise engagement. Secondly, while working with smaller groups means the need for higher numbers of staff, this delivery model is a visible demonstration that we really care what young people have to say.

3.2.2 Secondary voice

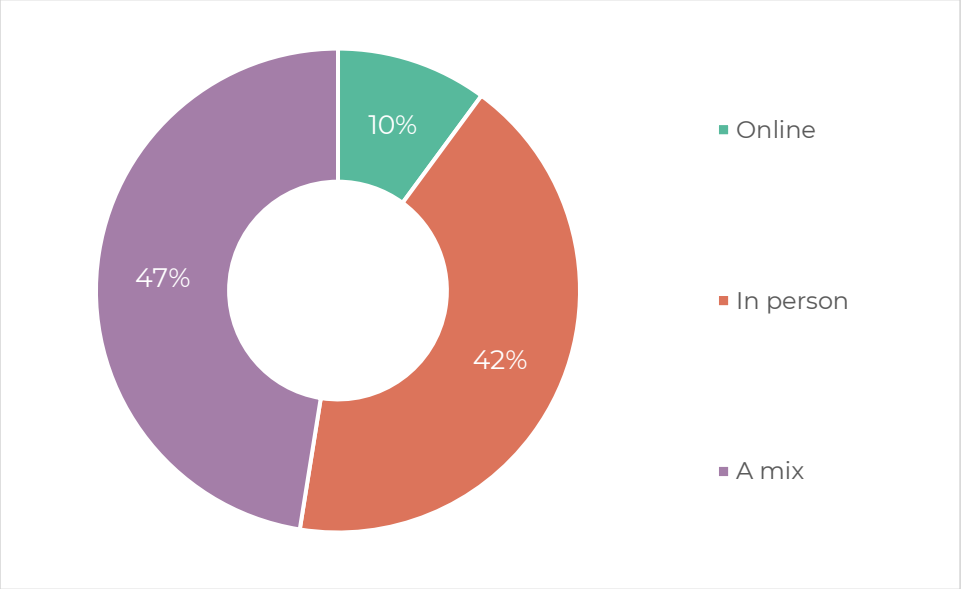
In the summer term of 2023, we ran a dot-voting exercise during campus visits. We received over 1,200 votes from young people in years 8-12, on questions that focused on school life and expectations of university. Students were asked 2 of a possible 8 questions. They then placed magnets on a board to indicate their answers. The responses are recorded below:

Chart 1: Where did you meet your friends in school?



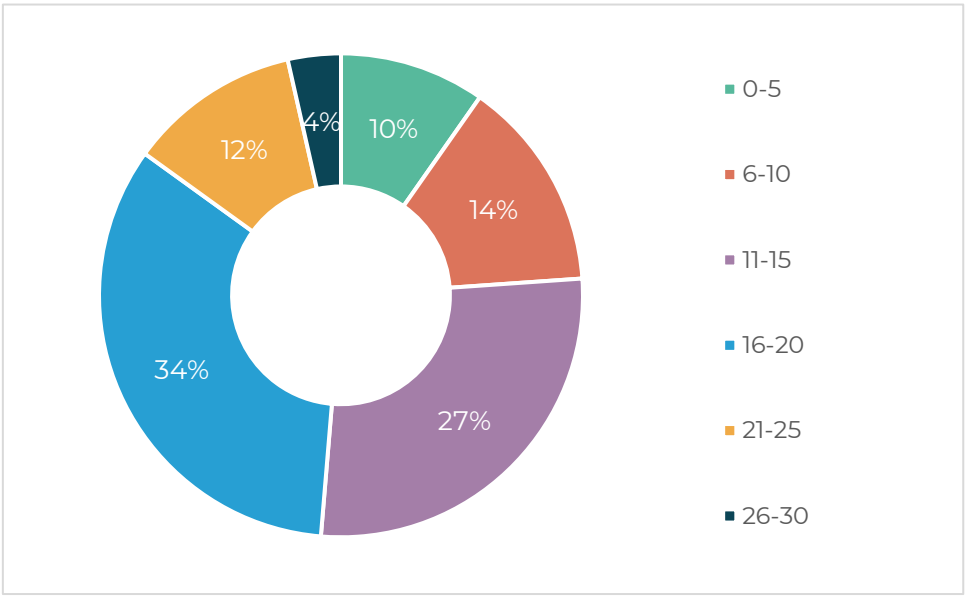
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Chart 2: Would you rather have school classes online or in person?



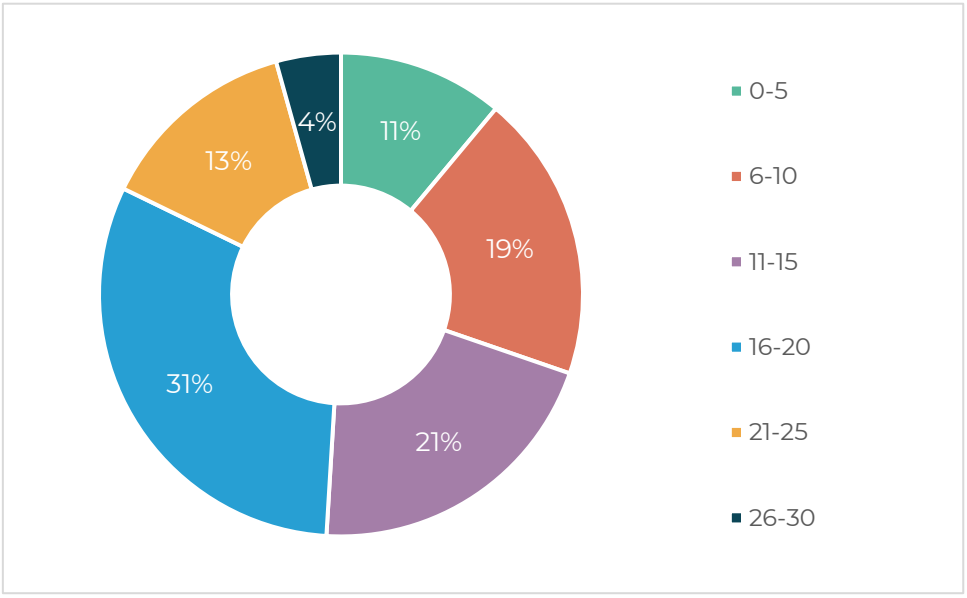
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Chart 3: How many weekly in-person teaching hours would you want at university?



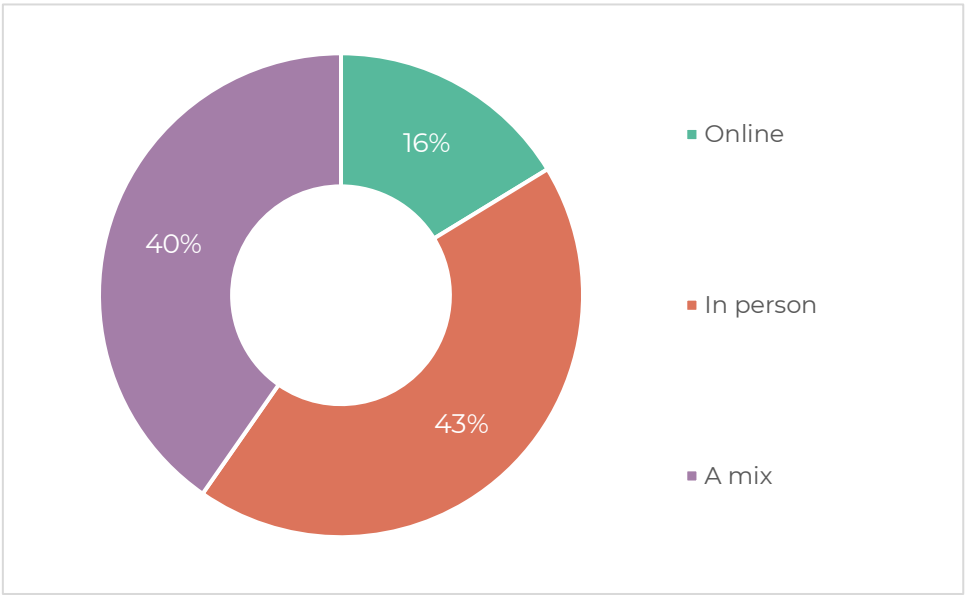
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Chart 4: how many hours so you expect to spend on university campus every week?



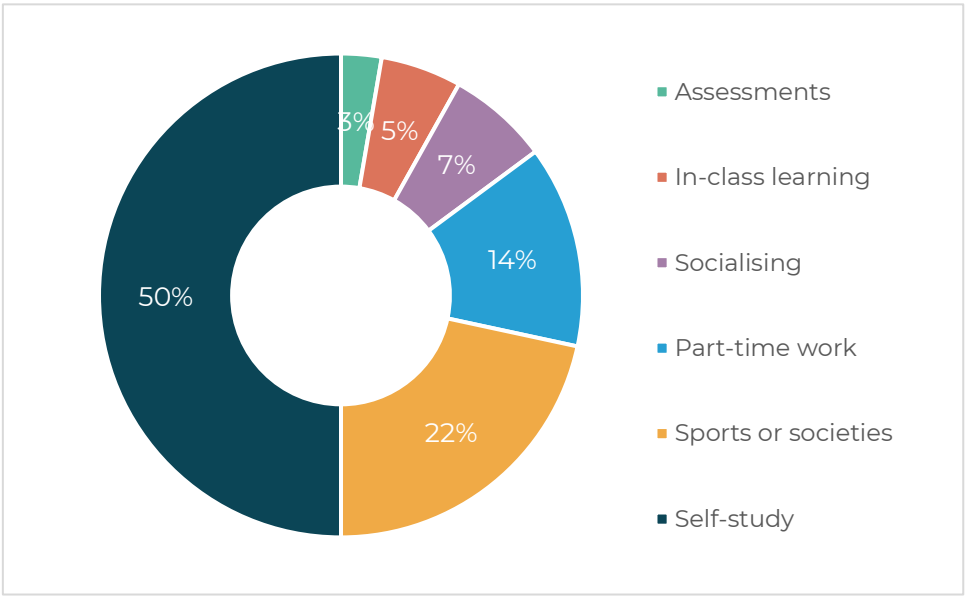
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Chart 5: Would you rather have university classes online or in person?



Base=129

Chart 6: What do you expect to spend most of your time doing at university?



Base=74

Our goal here was to see if there was a gap between what secondary school students expected from university and what the provision is like. These questions were developed with UWE's Student Voice and Academic Policy team, who had identified specific misapprehensions among first-

year university students. This team owns the data above so analysis is not included in this report. Nevertheless, metatextual analysis of the results gives useful insight to the success of this method of collection. It is clear that this is a useful technique for gathering large amounts of data over a short time period, especially as these sessions can be repeated at various campus visits. Burden on facilitators is low, making this a flexible option. However, the fluctuating base number illustrates the challenge with this type of data collection: it is difficult to compare responses without knowing how similar the populations are for each question. This level of detail is not always necessary, especially when combined with large sample sizes, but it is important to bear in mind when considering possible future uses. In 2023/24 and beyond, we are expanding our use of dot voting to gather feedback for a broader range of Student Voice activities.

4 Future Quest Secondary

Future Quest Secondary encompasses all activities delivered from Year 7 to 11 (pre-16 provision). It also includes post-16 delivery within schools and sixth-form colleges. Outreach in further education colleges is described in the section Future Quest College below.

During the summer of 2022, we undertook a major piece of work to optimise activity information recorded on HEAT. This involved consolidating titles which offered the same support to different groups (e.g., 'Mentoring – School A' and 'Mentoring – School B'), which significantly reduced duplication of data. Additionally, the PAD team created menus of activities which were offered to schools, removing those for which there was no evidence of effectiveness or with excessively high resource burden.

In 2022/23, Future Quest worked with 35 schools and 2 sixth-form centres to deliver 245 distinct activities to 10,684 students. This is compared with 2021/22's 460 activities to 9,406 students. In 2021/22, we provided 20,937 engagements (instances of a young person engaging with a single activity), and in 2022/23, this increased to 25,109. This is a 4,172 (20%) increase. Most of these (205) were delivered in-school, with 41 off-site activities. These were mainly visits to university campuses.

4.1 Data collection

As a result of weaknesses in our data collection identified in 2021/22, we took a new approach to working with schools and colleges this year. We have now moved to using public task exclusively for student records. This allows us to gather all student data directly from secondary schools and colleges, thereby ensuring our records match those held centrally on the National Pupil Database.

Because this was the first year of direct data collection, we had to complete a number of processes to ensure we were compliant with UK GDPR and UWE Bristol policies. This meant we were unable to send the data requests to schools until December. Nevertheless, we were pleased that 23 schools provided us with information on their current students, and 6 also provided attainment data for students who had taken exams in the 2021/22 cycle. This offers us the chance to create comparison groups and deepen our understanding of the impact we have on young people; we have already begun this analysis. We look forward to improving the collection system to make it easier for schools to send us the information we require. Already this collection has enabled us to be more confident in

the information we are returning to funders, and has reduced the burden of data cleaning.

4.2 Meaningful engagement

As introduced in the previous annual report for 2021/22, we have been investigating the relationship between number of outreach interventions and rates of progression to higher education. In line with anecdotal evidence and the recommendations of OfS, initial analysis shows that likelihood of progression to by 19 increases somewhat with each activity a young person attends. Crucially, from 6 activities, this increased likelihood is statistically significant. From this point, however, there is no significant increase in progression rates.[1] This supports our definition of meaningful engagement given below.

For the purposes of this analysis, 'meaningful engagement' is defined in two ways:

- **participation in 3 activities during 2021/22**. This number has been chosen on the understanding that we will likely be engaging with a young person for at least two years: either year 10 and year 11 **or** year 12 and 13. This allows us to reach the ideal 6 interactions, regardless of whether the student continues with Future Quest into college/sixth form, or whether they have had any interaction with us before.
- **participation in more than 6 Future Quest activities at any time**.

This potential trend was not identified until late in 2022/23. Thus, as in the previous report, this analysis is merely for illustration and is not representative of delivery priorities for this academic year. We will continue to monitor progression data with this in mind.

On average, 761 interactions were delivered to 325 students at each institution. Participants in Future Quest Healthcare, a separate programme of multiple activities, have been excluded from this analysis and are detailed below.

[1] Up to a maximum of 10 activities. Since our inception, a number of students have completed 11 or more activities, but there are insufficient data to have confidence in associated progression rates so these have been excluded from analysis.

4.2.1 School targeting

In 2022/23, we revised our method of targeting schools to better meet the needs of our target young people. To do this, we looked at various relevant measures of disadvantage, using Uni Connect data alongside newer measures such as TUNDRA and IMD. We examined both population of target students and proportion, as well as historical school engagement, to divide schools into high, medium and low priority. Medium- and high-priority schools were given an enhanced offer and first refusal for more resource-intensive activities.

In 2021/22, Future Quest participants attended an average of around 1 activity each, well below our retrospective target. This year, however, our consolidated offer resulted in a considerable improvement. Overall, students attended 2.34 activities in 2022/23, with high-priority schools averaging 2.73 activities. Of these, 3 schools had an average of over 5 activities per student. This demonstrates that we have been successful, not only in targeting the most activities at schools with the greatest need, but also in offering those students a full programme of activity which will support them to achieve the best possible outcomes.

In total, 6,531 students (61%) participated in 3 or more core activities. Additionally, 1,652 students (15%) recorded six or more interactions with Future Quest over the course of their education. This represents a slight increase (2.14pp) in the number of Future Quest students reaching 6 activities this year, but a considerable increase (38pp) in the number of students attending 3 or more activities in a single year. In real terms, we tripled the number of students with whom we had meaningful engagement this year.

Table 1: Number of students seen per school in 2022/23, number of students participating in 3 or more activities in 2022/23 and number of students participating in 6 or more activities ever

School/college name	Total interactions 22/23	Total students 22/23	3+ activities 22/23	6+ activities ever
Ashton Park School	860	442	433	95
Bedminster Down School	205	205	205	0
Blaise High School	160	160	0	0
Brimsham Green School	127	127	0	1

Bristol Metropolitan Academy	1192	231	231	224
Broadlands Academy	1361	409	256	0
Chew Valley School	31	31	0	9
City of Bristol College	238	111	44	23
Cotham School	911	454	228	25
Digitech Studio School	112	93	19	0
Downend School	2141	635	248	253
Hanham Woods Academy	732	356	308	13
John Cabot Academy	906	546	181	0
Mangotsfield School	451	451	0	0
Oasis Academy Brightstowe	37	37	0	0
Oasis Academy Brislington	966	483	483	7
Oasis Academy John Williams	309	216	31	0
Orchard School Bristol	1429	627	397	16
South Gloucestershire and Stroud College	170	64	53	9
St Bede's Catholic College	666	157	153	122
St Bernadette Catholic Secondary School	791	171	171	17
St Brendan's Sixth Form College	1609	1603	774	161
St Katherine's School	2957	744	557	185
St Mary Redcliffe and Temple School	2960	449	418	417
The Castle School	1782	720	720	0
The City Academy Bristol	213	213	213	10
Winterbourne Academy	730	529	201	1
Yate Academy	702	288	207	64

Schools with fewer than 10 students participating in Future Quest activities have been removed from this table.

As a result of our targeting, our high-priority schools again show the greatest proportion of meaningful engagements, with 72% of students in

these schools attending 3 or more activities in 2022/23, and 22% having 6 or more activities recorded with us ever. Medium-priority schools had the lowest proportion of students attending 3 activities. This is consistent with our understanding of schools' capacities: lower-priority schools tend to have more resource to engage with us. Our targeting of high-priority schools ensured we were able to provide outreach to these students despite barriers to strategic engagement, but medium-priority schools require additional support as well. This medium-priority group contains the schools with lowest historic engagement, regardless of student population. This makes it perhaps the most diverse and challenging group to engage. We will continue to monitor and work on providing support to young people in these schools.

4.3 Future Quest College

Alongside the secondary programme, Future Quest also works within the two further education colleges in Bristol and South Gloucestershire: City of Bristol College and South Gloucestershire and Stroud (SGS) College. Delivery at these institutions is organised by Future Quest coordinators employed directly by the colleges, unlike the schools where activity is organised through staff who work at UWE and University of Bristol.

This year, A-Level students were targeted for delivery, with sessions designed to give students progression information relevant to their subject choices. For some sessions, especially those concerning pathways such as 'Apprenticeships', 'Choosing a Uni' and 'Next Steps', we encouraged students to fill in a feedback form. For each of these, we received between 72 and 110 responses. Overall, 60% or over of the students involved left feedback which indicates they engaged with the session and met the learning objectives. When asked about what they had learnt, we could see some clear points they had taken from the sessions.

"I've learned about different unis and that they can have different modules."

SGS student

"[I've learned] what apprenticeships can offer that are similar and different to universities."

SGS student

4.3 Future Quest Healthcare

2022/23 was the third year of the Future Quest Healthcare programme funded by Health Education England. The overall aim of the project was to support Year 11 students from 12 local schools to explore healthcare professions. This was achieved by increasing their understanding about the range of options available to them, while supporting them with their post-16 options and choices.

A funding aim for 2022/23 was to increase marketing of the Healthcare programme and make it more appealing to a wider range of individuals, in line with the expanded remit of the project. A large part of this was developing the Future Quest Healthcare website to include useful information such as pathways and blogs by current students. The site also has links to other external websites, such as the Oliver McGowan trust, Charlie Waller Organisation, Mind, Changed Bristol and Second Step. Alongside the website, we advertised physically by communicating with college coordinators, heads of department and study coaches as well as using posters. We also did this electronically through weekly college newsletters and relevant digital channels.[2] Through this, we aimed to expand our student pool to individuals doing courses which match entry requirements for various UWE Bristol healthcare courses.

The Healthcare programme this year comprised 3 strands: Access to Medicine, Allied Professions and Pharmacy, which we have been running since 2020, alongside new offers tailored to Learning Disability and Mental Health Nursing, and Midwifery. All participants were invited to the same welcome event at the beginning of the programme, and one of multiple wrap-up events when they had completed activity. Between these, the programmes offered sessions allowing participants to learn more about the different professions.

4.3.1 Student characteristics

In total, 483 students from 17 institutions participated in Future Quest Healthcare in 2022/23, including 53 from schools with which we did not carry out other activity. When applying to participate in the programme, young people were asked to provide certain information about themselves,

[2] More information on our communications strategy for 2022/23 can be found in the Communications and Engagement section.

to help us prioritise students from groups which are currently underrepresented in healthcare.

Table 2: Number of participants in Future Quest Healthcare 2022/23 by school

School/college name	Total students
Ashton Park School	23
Bedminster Down School	19
City of Bristol College	59
Cotham School	14
Hanham Woods Academy	11
Hayesfield Girls' School	22
Norton Hill Academy	17
Oasis Academy Brightstowe	14
Patchway Community School	22
South Gloucestershire and Stroud College	46
St Bede's Catholic College	110
St Brendan's Sixth Form College	12
St Mary Redcliffe and Temple School	37
The City Academy Bristol	29
Writhlington School	21

Schools with fewer than 10 participants have been excluded.

Table 3: 2022/23 cohort by socioeconomic factors

Factor	Number of students
Care experienced	59
Attends a school with high FSM eligibility (23.8%+)	153
Living in a geographical area classed as POLAR4 quintile 1 and 2	205
Eligible for FSM or in receipt of Pupil Premium	84
Students with Black Heritage	47
Students with a Disability	19
Students who are Care Experienced	52
First Generation HE students	35

Students from non-target areas	40

As in previous years, we did not exclude or in any way discourage non-target students from applying to participate. It appears to be as a result of our improved communications that we attracted the highest proportion yet of target students. Because of data anonymisation, we are unable to discern precisely how many participants fell into a target category, but it is at least 90%. This is an increase of over 70pp on 2021/22.

Table 4: 2021/22 and 2022/23 cohorts by gender

Year	2021/22	2021/22
Female	82	183
Male	30	49
Other	1	0
Undisclosed	34	89
Total	147	321

Gender data for the two years shown cannot be compared directly, as 2021/22 only included those students identified as target for Access to Medicine, whereas this year contains all participating students. However, it is still notable that considerably more female students participated than male; indeed, 3.73 times as many in 2022/23. This is a larger disparity than last year, when 2.73 times the number of female students participated as did male students.

Table 5: 2021/22 cohort by ethnicity

Ethnicity	2021/22	2021/22
Asian: Indian	1	16
Asian: Bangladeshi	2	0
Asian: Chinese	0	2
Asian: Pakistani	1	5
Asian: Any other	2	8
Black: African	8	32
Black: Caribbean	2	3
Black: Other	0	3
Mixed: White & Black Caribbean	4	3

Mixed: White & Black African	0	1
Mixed: White & Asian	2	3
Mixed: Any other	1	2
White: British	28	70
White: Gypsy or Irish Traveller	0	0
White: Irish	0	0
White: Any other	4	10
Other: Arab	3	0
Other: Any other	1	0
Undisclosed or unknown	88	153
Global majority total	27	78
Total	147	321

Again, data collection for 2022/23 differs from 2021/22. In this case, ethnicity data was provided by schools rather than self-declared as previously. It also only includes schools where we carried out other Future Quest activity. Nevertheless, 24% of students identified as coming from global majority backgrounds in comparison to 18% in 2021/22, and 7% in 2020/21. We have seen a positive increase again this year and are especially pleased to see we are attracting so many students from diverse backgrounds. We will continue to target students of Black or Mixed Black heritage, as this group remains underrepresented in healthcare.

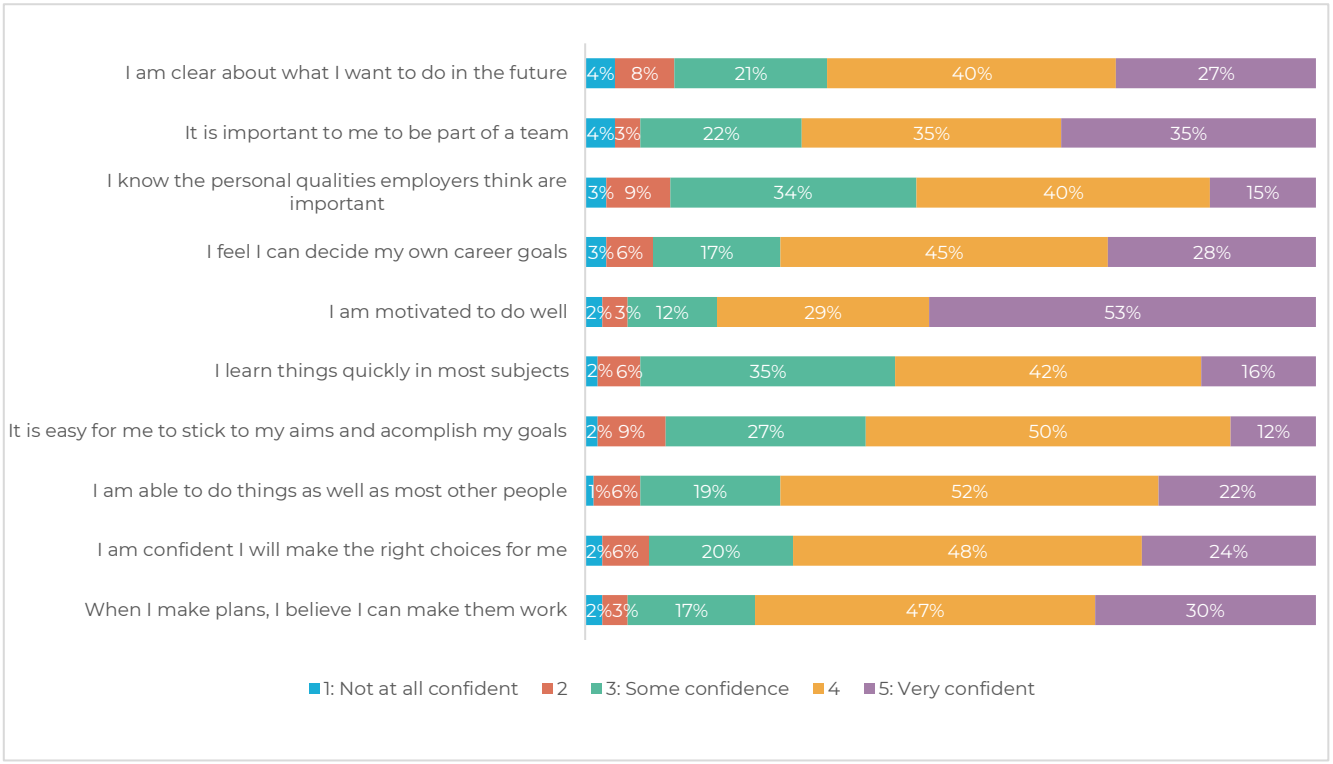
4.3.2 Baseline survey results

When starting on the Access to Medicine and the Professions programme, participating students were expected to complete a baseline survey. An endline survey was also administered, containing the same questions as the baseline, however analysis is not included here. Due to difficulties ensuring attendance across the programme, there are very few respondents who completed both surveys, and we are looking into ways of improving this going forward. Here, we examine the 172 responses collected, which accounts for 36% of all participants on the Future Quest Healthcare programme.

Initial questions sought to find out what other outreach participants had encountered at school. 149 young people (87%) responded that they

had never participated in any outreach projects, while 17 identified Future Quest and 6 identified another service. Additionally, 10 stated they had taken part in the Healthcare programme in year 10 or 11. It is perhaps unsurprising that so few respondents were aware of having participated in outreach activities, despite our extensive reach in 2021/22. When we have asked this question previously, we have found students are unaware of Future Quest even when we have recorded activities with them. This suggests we need to improve our brand recognition among the young people we work with.

Chart 7: 'You and your future career'



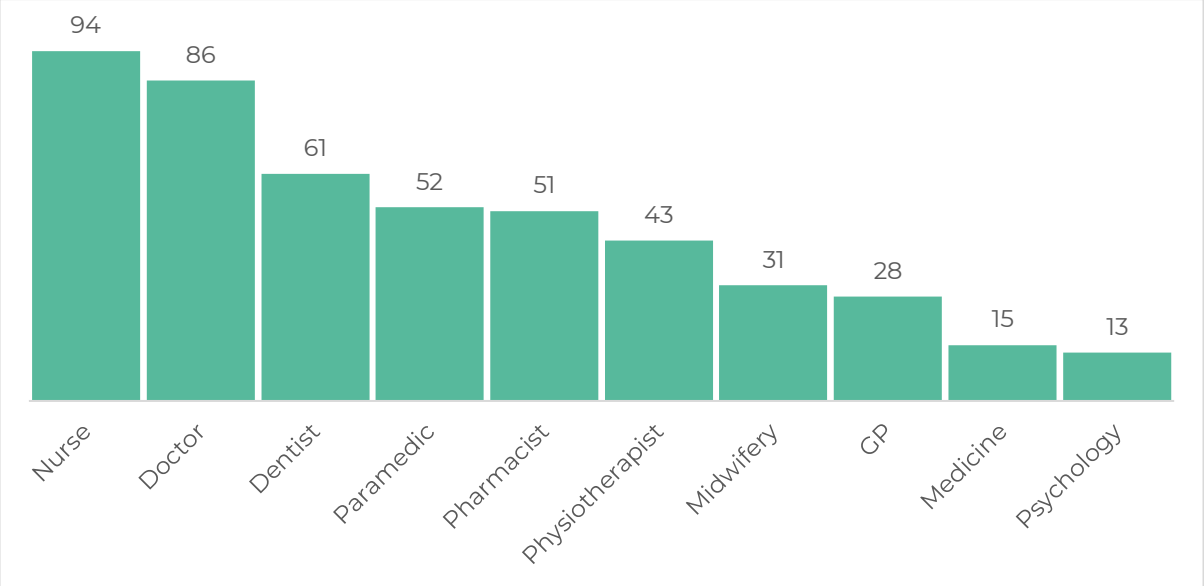
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Students were asked 10 questions about skills and qualities useful for their future careers. Across all 10 questions, the majority of responses were between '3: Some confidence' and '5: Very confident'. The modal response was 4, accounting for 43% of all responses.

The most confidence was indicated in the question 'I am motivated to do well', where 82% of young people responded positively (either rated 4 or 5); the response of '5: Very confident' accounted for 53% of all responses. The smallest percentage of positive responses was for the question 'I know the personal qualities employers find important' with 55%. Nevertheless, all statements received mainly positive responses, indicating participants had

high levels of confidence going into the programme. This is perhaps because more confident students were more likely to self-select for this offer.

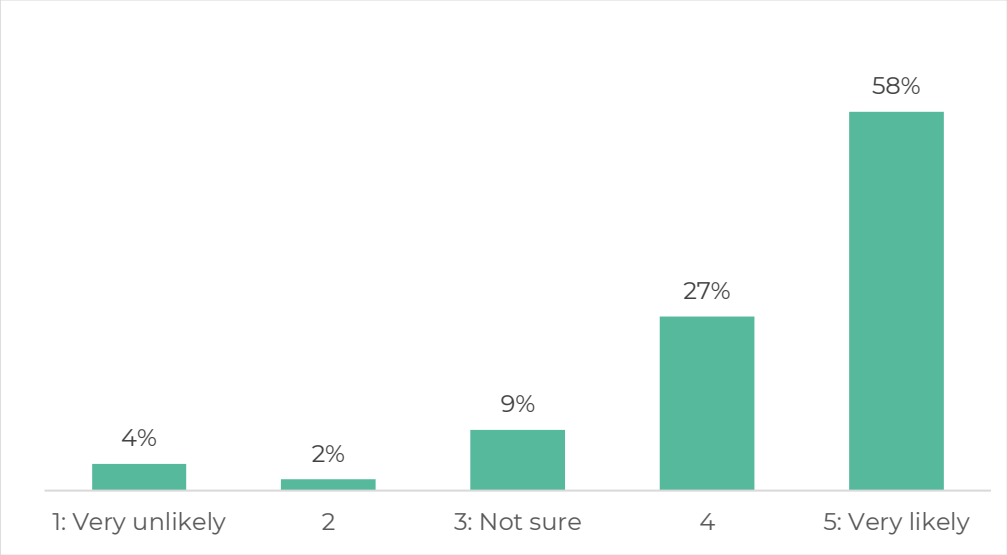
Chart 8: List any Healthcare careers you can think of



Base=172

On average, respondents listed 5 Healthcare careers. These have been grouped into categories and the most popular shown here. That this only sums to 443, out of 884 total responses, demonstrates the wide variety of careers students could name before beginning the programme.

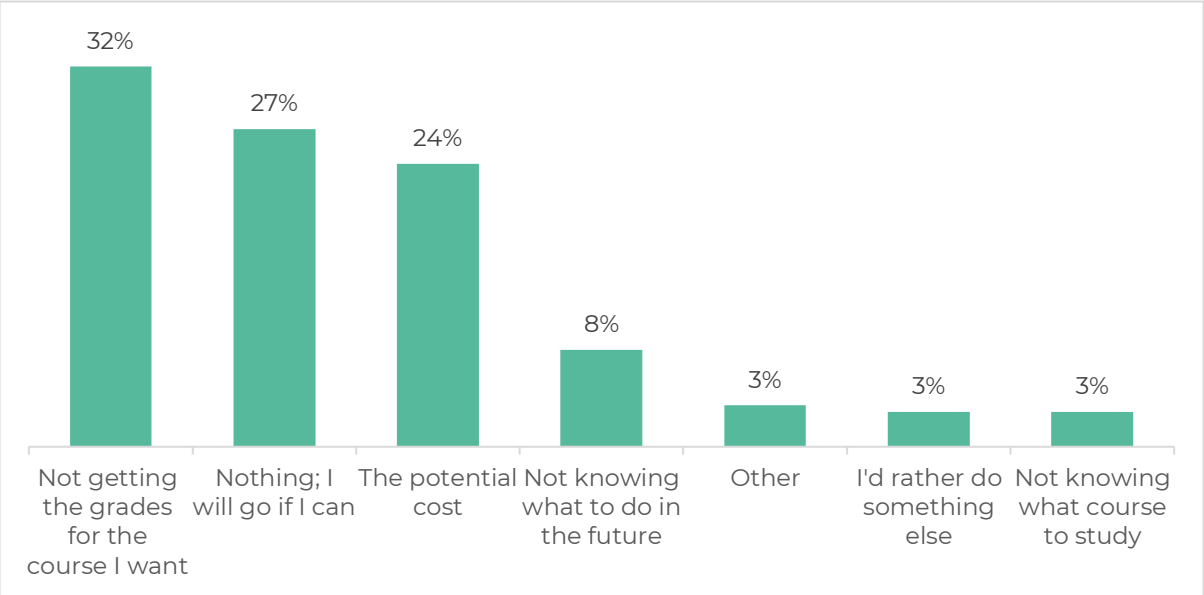
Chart 9: 'I think I am likely to study a higher education (university) course'



Base=172

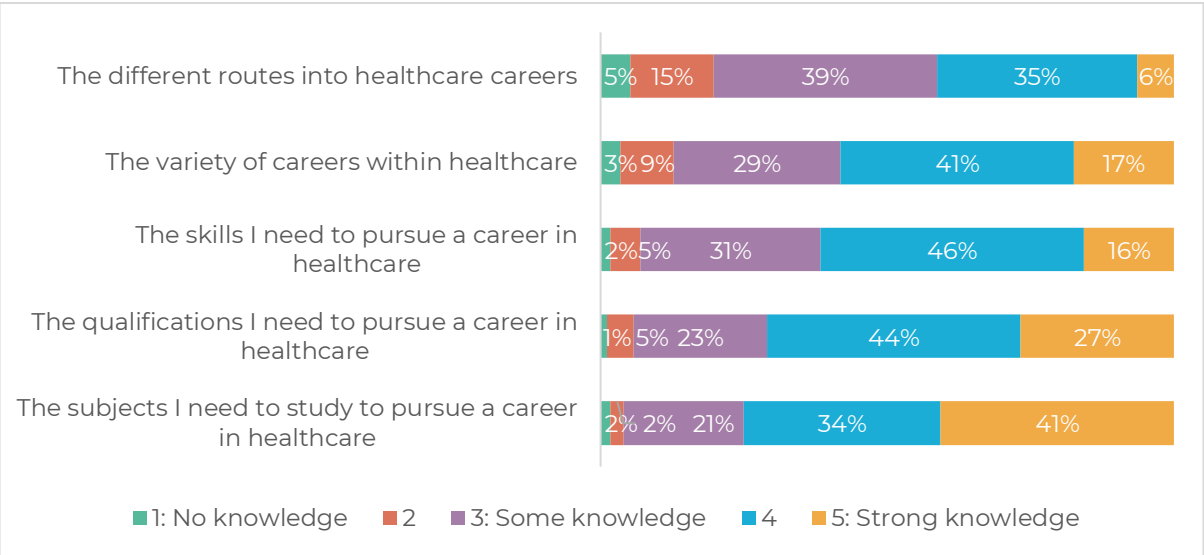
Over half (58%) of students thought it was '5: Very likely' that they would go on to study a higher education course. This indicates that students who self-select for the Future Quest Healthcare programme are more likely to already plan on higher education. Ideally, we would target more students who do not have plans to progress to higher education, but there are a number of barriers to engaging with these young people. Further investigation will be necessary to determine the factors surrounding this, and if it is beneficial for us to change our targeting.

Chart 10: 'What, if anything, would most put you off applying to study a higher education (university) course?'



Base=172

Chart 11: How knowledgeable do you feel about the following aspects of Healthcare careers?



Base=172

Questions were asked to find out more about students' confidence and knowledge of different aspects of healthcare pathways and careers. Another question was added to the survey this year under this section: '[I feel knowledgeable about] the variety of careers within healthcare'. Across all 5 questions, the modal response was 4 out of 5, with all questions

receiving over 50% positive responses. This is in comparison to last year where less than half of participants gave 4/5, with the largest portion indicating '3: Some knowledge'.

The questions with the most students indicating limited or no knowledge (1/2) dealt the different routes into healthcare careers and the variety of careers within the sector. This indicates that the students were aware of what they required to go into these roles, but were unsure of the range of options from which to choose. This matches feedback from participants gathered in interviews: though students found information sessions interesting, they wanted greater specificity around pathways and course entry requirements.

"I'd have liked to have done something practical – what grades to you need, what you'll be doing...more advanced [information] really."

College student

130 students (76%) stated they were not aware of the 6 values of the NHS Constitution. Previously the values were listed and respondents stated whether they were aware or not, but these were removed for 2022/23, as it was felt students were providing confidence in their own ability to interpret the values rather than what the constitution really means. In this survey, the question was presented as 'Are you aware of the six core values at the heart of the NHS constitution?', with 3 answer options: 'Yes', 'No' or 'Not sure'.

4.4 Progression to higher education

Since 2018, Uni Connect partnerships have received annual data on their students' progression to higher education from a report created by HEAT and the Higher Education Statistics Agency (HESA). This allows us to see details about how many of our students from different backgrounds went on to higher education, and when they did so. In October 2023, it was announced that Jisc, of which HESA now forms part, were reviewing how to improve the HESA Track report we receive. As part of this work, we have been informed that the report for 2022/23 will not be released until August 2024 at the earliest. Additional data analysis has also been requested from UCAS's Outreach Evaluator. This section of the report will be updated once data become available.

4.5 Attainment raising

Following OfS guidance, the focus for Uni Connect partnerships from 2023/24 will be on attainment raising. 2022/23 was used to develop this work. We undertook a programme called Future Fundamentals: running in a block of 6 weeks, the programme covered mathematics, science and English and helped students working towards their core GCSEs. The objectives of the programme were:

- to raise young people's attainment in mathematics
- to allow young people to hear from different voices and encounter different role models
- to provide opportunities for student ambassadors to share their passion for the subject, their plans for the future, and how they will use the skills and knowledge in real life.

5 Strategic outreach

The Outreach Impact Network of regional stakeholders has been the bedrock of the strategic outreach work we have undertaken. The network has, in 2022/2023, begun to develop a common dataset that maps individual students and school and college populations. Members have begun feeding in existing data and requests for what they would like to be able to access in to tailor their interventions. This work has seen some systemic barriers and is working together to understand them before seeking more national understanding of the systems and datasets that exist that could aid us in benchmarking and developing outcomes.

Our strategic outreach has also enabled us to work with new year 7-9 students, offering them access to some of our Healthcare-related and metacognition activities to prepare them for their options and to think about how academic achievement maps on to career choice. Through our relationship with the Bristol Education Partnership (BEP), we were able to run a pilot online mentoring programme with year 9s, matching them with UWE Bristol Student Ambassadors to give them a virtual space to discuss some of their barriers to learning. It has proved so successful that UWE will run this pilot with the same school with some of their trainee teachers.

Future Quest Healthcare, being funded by Health Education England, falls under our strategic outreach provision. Specific IAG activities related to careers in healthcare have been developed in collaboration with university Widening Access teams to be delivered to underrepresented groups identified as target students within that programme and the website has been relaunched to offer more IAG to young people.

6 Future Quest Primary

Future Quest's Primary programme continued to build on the success of several projects delivered to children aged 7-11. Over the past two years, these sessions and opportunities have supported young people to engage, meet role models and find out more about themselves and future possibilities. As was the case last year, the bulk of activity carried out at primary level was as part of our Children's University provision. In addition, we expanded our offer of workshops designed to promote young people's self-confidence.

6.1 Children's University

Children's University is a national charity which aims to promote a positive relationship with learning by celebrating extra-curricular activities inside and outside school. Local provision is organised by partners including local authorities, universities and other charities. Pupils in participating schools are enrolled onto Children's University and receive a passport to record extra-curricular activities ranging from coordinated clubs and classes to online or at-home challenges. This ensures access to a wide range of activities regardless of financial or other barriers. This contributes to minimising the attainment gap which affects the most disadvantaged students throughout their educational journey.

As in 2021/22, South Gloucestershire Council provided the majority of Future Quest Primary's budget to offer Children's University in its primary schools. Supplemented by central Future Quest funding, we were able to offer the programme to 19 schools across Bristol and South Gloucestershire engaged with the Childrens University programme, representing 4,075 young people.[3] Pupils at these schools were supported to enrol onto Children's University and access their online passport system to log extracurricular activities. In-school graduation ceremonies were held at the end of the year for participation students who had logged at least 30 hours of activity over the year.

6.1.1 Pupil targeting and engagement

We encouraged participation within our targeted schools through a variety of routes. All children eligible for Free School Meals received funding for a

[3] Number rounded by Children's University online portal.

Children's University passport, and all other passports were issued at half price. Future Quest also provided 1-1 support for the facilitating teachers involved in the programme. A support network was created by various participating schools Children's University Clubs and whole-school Children's University afternoons. The purpose of these was to provide time and resources for all young people to engage in validated activities, opening access to those who might have limited access to opportunities.

Holiday activities and food (HAF) programmes across South Gloucestershire continued to be validated as Children's University Learning Destinations by Future Quest in 2022/23. The HAF programmes are open to all children who receive benefits-related Free School Meals, along with other groups the local authority deems would benefit from the offer.

6.1.2 Evaluation of engagement

Table 6: Children's University participation rates by year

Year	Number of sign-ups	Number of graduations
2021/22	2,180	792
2022/23	4,075	987

This year, we expanded our provision to sign 53.50% more young people to the Children's University platform. This represents both the 7 new schools and an increased presence in our existing schools. Additionally, our intervention enabled 19.76% more children to graduate. Though this is a 12.10pp drop in the proportion of students graduating, we are satisfied that this is an overall improvement on last year. Due to 2021/22 being the first full year of Children's University delivery, the usual 30-hour minimum requirement for graduation was waived; it was reinstated in 2022/23, meaning we only captured those young people with good engagement.

In the 2021/22 report, the following areas of lower engagement were identified:

- Understanding of HE: there were fewer activities available to children in this category, perhaps representing an administrative barrier which does not reflect desire of children to engage with this type of learning. We aimed to increase the number of validated activities in this category by 10% in 2022/23.
- Careers and enterprise, leadership and citizenship: these two categories had fewer hours logged than others, despite not having

fewer activities. The team aimed to work with schools to increase participation in these areas by 10% in 2022/23.

This year we were able to work towards these goals by increasing the number and variety of activities we delivered to reach more students. By focusing on the targeted programme and developing it, we were able to implement these aims through the planning and delivery of our sessions, such as delivering themes tied to higher education as well as careers and enterprise. We delivered twice as many Book Explorers sessions and introduced campus visits which fell under the category 'understanding of HE'.

6.2 Targeted outreach

Based on positive feedback and high engagement in targeted outreach activities in 2021/22, Future Quest Primary continued to offer a diverse portfolio of sessions to high-priority schools. Activity provided under these programmes was accredited to the Children's University system.

6.2.1 Book Explorers

The Primary team sought to repeat the success of Book Explorers by running it twice during 2022/23. Over two separate blocks of 5-week sessions, UWE Bristol student volunteers went into schools to read stories with a small group of children. In addition to enjoying stories together, the purpose of the programme was to model possible selves by giving children the chance to find out more about the volunteers. Pupils were encouraged to examine their own hopes for their future.

Book Explorers attracted a lot of interest from schools, so we had to carefully consider which institutions should be given priority. Schools were asked to submit an expression of interest, detailing why they felt the programme would benefit their students. Along with ensuring we had accurate information about school populations, we were able to see that the teachers had considered the commitment involved with the programme and then were able to deliver to schools we were sure would benefit from it.

The pilot session in 2021/22 allowed us to make positive and beneficial changes to the programme when it was then run again this year. Acting on feedback, Future Quest Primary staff held briefings with class teachers before each programme began to clarify what the sessions involved and make sure participating groups were appropriate. We also

undertook work to build better relationships with student ambassadors. We were lucky last year that we had an ambassador from the same country as a student who was identified by the school as needing additional support. By pairing them up to work together in their first language, the child was able to read for the first time in English. This is a massive achievement, and one which we intend to expand upon in future.

Table 7: Number of schools and pupils participating in Book Explorers by year

Year	Number of schools	Number of young people
2021/22	3	94
2022/23	7	231

Overall, we reached nearly 2.5 times as many students this year as in 2021/22, and delivered to 7 different schools over the course of the year.

During the first delivery in November, 33 UWE Bristol student volunteers participated. During the March delivery, a larger group of 48 was recruited. Feedback was overwhelmingly positive:

"My biggest take from the project was a realisation of the impact a few hours of volunteering could have on a recipient's life. The look of glee and amazement as we explored one story to another was priceless."

UWE student volunteer

Support from the Future Quest team, as well as a sense of seeing a difference in their groups' engagement from week to week, were cited as positive aspects of the programme. A number of volunteers from the first tranche returned to participate later in the year, and some have returned in 2023/24.

Feedback from schools and student volunteers has been overwhelmingly positive.

"The Book Explorers project has been absolutely fantastic. The children have found it fascinating to speak to adults who aren't their parents or a teacher and find out about their lives, and it has promoted some really positive conversations about university, aspiration and reading. I would definitely recommend the project to other schools and hope

that our school will participate in the project again next year."

Teacher, Lyde Green Primary School

6.2.2 Future Me

Another Future Quest session which was piloted last year was Future Me, working alongside UWE Education to pair initial teacher training students with a student from a UWE Bristol faculty to plan and deliver a hands-on session to primary school pupils. This project allowed the children to meet role models, try different subjects and learn about the skills needed in different subjects and careers.

In 2021/22, only one subject area (Architecture) was involved in the pilot. In 2022/23, Future Me had support from 44 students delivering sessions on subject areas such as Music Technology, Fine Art and Law. UWE Bristol students benefitted from their involvement by gaining experience of teamwork to create an innovative outreach session and supporting the development of outreach provision at primary level. Activities were delivered to 390 students in 5 schools.

6.2.3 Workshops, campus visits and assemblies

As a result of our strong relationships with local schools, Future Quest Primary was approached by various experts at UWE Bristol. Together, we developed a selection of innovative play-based workshops in collaboration with experts at UWE Bristol, which have been delivered across our schools. These have focused on helping children understand their strengths and feel proud of their differences. Additionally, they offer increased opportunities to engage with higher education academics and a campus environment. 382 children from year 3 to year 6 participated in 8 schools. As part of these collaborative workshops, students from 3 schools received a tour around the UWE Frenchay Campus. They learned about subject areas such as Environmental Science and got to meet academics and current students. An additional 46 students attended an Applied Science visit.

We also continued to collaborate with Active Leaders. This is a national organisation focused on building confidence, leadership and workplace experience in young people within an active setting. The University Active Leaders Project took student volunteers from UWE Bristol's Sports Leadership programme and supported them to develop a

programme of activities aimed at years 5 and 6 incorporating techniques involved in different sports. Students had 4 days to plan the session, and at the end of the week a total of around 90 pupils from 3 South Gloucestershire primary schools spent a morning participating in the programmes they had created. The university students demonstrated the leadership skills they had been building by guiding children through their activities, and the primary-school pupils benefitted from experiencing a range of sports that they had perhaps not encountered before.

We supported the Antarctic Fire Angels, a group of female firefighters who have completed missions to the Antarctic for charity. The Angels visited schools in Bristol and South Gloucestershire and talk about their missions and challenge stereotypes around careers for certain genders. They reached 2,556 children in 8 different schools. Finally, we worked with UWE Bristol academics from the Centre for Appearance Research to deliver a session called Everybody's Different. This was a board game with questions and prompts to encourage discussion about how we treat people with visible differences. Teacher feedback from these workshops was especially positive:

"The activity was very relevant to things children are experiencing at the moment. It linked to the PSHE curriculum and the children really engaged throughout the session."

Teacher

6.3 Future plans

The main goal for the Primary programme going into 2023/24 is to better align with the secondary programme. This has meant undertaking work to develop a Theory of Change.

For 2023/24, the Future Quest Primary programme is offered to a select number of schools in South Gloucestershire and Bristol, based on their previous engagement as well as specific factors:

- Number of pupils in receipt of Free School Meals
- Number of pupils with special educational needs and disabilities (SEND)
- Number of looked after children (LAC)
- Number of pupils with English as an additional language (EAL)
- Members of specific Multi-Academy Trusts.

We have made the decision not to continue offering Children's University after this year. This is partially motivated by the loss of funding from South Gloucestershire Council, but also because we want to focus our efforts on young people we identify as priority. This means developing a programme that takes place entirely in school to minimise barriers to access. Additionally, we want to support specific groups who were not eligible for free Children's University passports, such as children from families with no recourse to public funds, such as asylum seekers.

Our long-term intention for the Primary programme is to offer acute support to specific children in particular hardship as well as meet Future Quest's overarching aim of supporting all young people from areas of educational disadvantage. We are expanding on this year's success of matching children with student volunteers from similar backgrounds, and are also offering extra sessions to children in one school experiencing housing uncertainty.

7 Communications and Engagement

7.1 2022/23 restructure

The announcement of Uni Connect funding cuts in June 2022 precipitated considerable changes within the Communications and Engagement team. Other Uni Connect partnerships had largely only employed one person to manage social media, marketing and communications, while Future Quest had expanded to three staff members. While the 2021/22 measures detailed in last year's report increased engagement, the benefit was not considered great enough to justify their continued implementation.

Internal communications

In 2022/23, the focus for Communications and Engagement was on communication within the team. The need for regular clear lines of communication was identified as a consequence of the restructure that occurred at the beginning of 2022/23. Various new procedures were implemented, with the overarching goals of:

- increasing colleagues' awareness of other elements of the programme
- improving access to collaborative opportunities across the team
- avoiding duplication of work.

Regular team meetings and longer team planning sessions were instigated. These gave all team members the chance to offer their opinions on strategic change and to update colleagues on their area of work. Additionally, this offered a chance for non-UWE team members to join in person, increasing cohesion.

Additionally, weekly internal newsletters were used to share updates on a more regular basis. These in particular have been well received, with staff commenting that they have noted the absence of these on the rare occasions they have not been sent.

External communications

From 2022, the focus of the Communications and Engagement team moved to maintaining an online presence which provides the signposting information students and other stakeholders might require, but which requires only low-level maintenance. A piece of work was undertaken to ensure all our safeguarding policies, risk assessments and other related documentation were clearly placed on the website. This has reduced the burden on teachers looking to book sessions, and particularly campus visits, with us.

Since the creation of the Future Quest website, there has been a function to sign up to our mailing list. The newsletter associated with this, aimed primarily at teachers and students, was not found to have much impact, likely because it came from a generic address not associated with the people schools deal with on a daily basis. This year, responsibility for all school communications (general information, data updates and requests) shifted from Communications and Engagement to Project Coordinators. This has supported the building of strong relationships between Coordinators and their schools; the activity spotlight, which provides explanation of particular sessions we offer, has in particular been successful at driving bookings.

The newsletter accessed through the Future Quest website has been repurposed to increase awareness of Future Quest's work to a wider audience, including alumni, local businesses and other outreach organisations. The content was created using the 4 aims identified in 2021/22:

- to showcase **what Future Quest is**. Through our evaluation of the website and comparison with similar organisations around the country, we found that our online presence did not sufficiently

portray the work of the people in the team. This made it difficult for students and stakeholders alike to relate to our content
- to showcase **what Future Quest has to offer**. Prior to 2021, our social media (specifically Twitter and Instagram) was used sporadically, rather than as an intentional tool to promote our work and increase engagement
- to seek out **opportunities for collaboration**. As part of the diversification of Future Quest's offer, we know it will become increasingly necessary to seek funding and collaborative opportunities from new sources. In 2021/22, the goal was to explore collaboration possibilities in a strategic manner, to determine the nature of collaboration that is of greatest benefit to Future Quest
- to engage and build **relationships with stakeholders**. Following from our goal of creating new relationships, we seek to strengthen the relationships we already have. In 2021/22, this meant using social media to celebrate joint successes, such as sessions delivered by or with partner organisations.

Unlike previously, when newsletter content was general to appeal to as many groups as possible, we now use segmentation of the audience to tailor specific communications to different sectors. We have also collaborated with other UWE teams to promote our activity and newsletter: after the first of these communications, we gained 67 new sign-ups in 24 hours. This was the highest traffic received so far, and our audience has continued to grow since then.

9 Conclusion

In 2022/23, Future Quest has increased our reach to have interactions with more individuals across secondary and primary, and also to have meaningful, sustained engagement with thousands more young people. Our team restructure, along with the work undertaken to streamline our secondary activity menus and prioritise schools, means we are now more able to target resources where they are most needed, and to maximise the positive impact of these interactions. We look forward to continuing to embed this throughout the programme.

Future Quest Primary has continued to develop in exciting ways, and we are excited to evidence how the work done at these early stages of education flows into our secondary provision. This work is crucial to building a comprehensive delivery programme to meet the needs of local young people.

Available data suggest we have created, and are constantly strengthening, an holistic programme of activity that supports young people from childhood through to adulthood. It is unfortunate that progression data analysis has been delayed, but we are looking forward to receiving in-depth information on our students who have passed through UCAS since our inception. Relevant details will be included in this report before its final publication, and we anticipate also providing a short report on our impact over all years.

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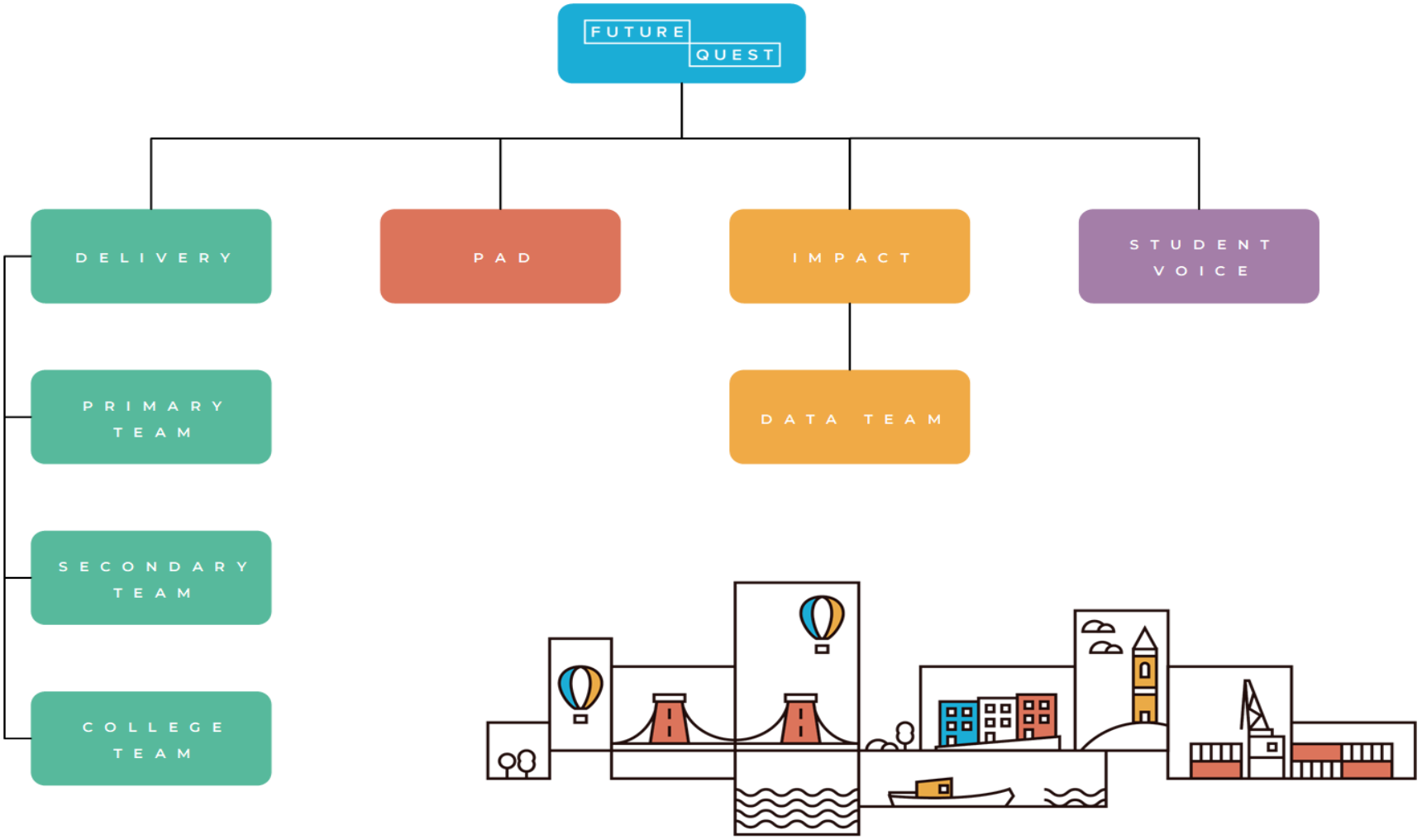
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Appendix A: Future Quest programme structure 2021/22



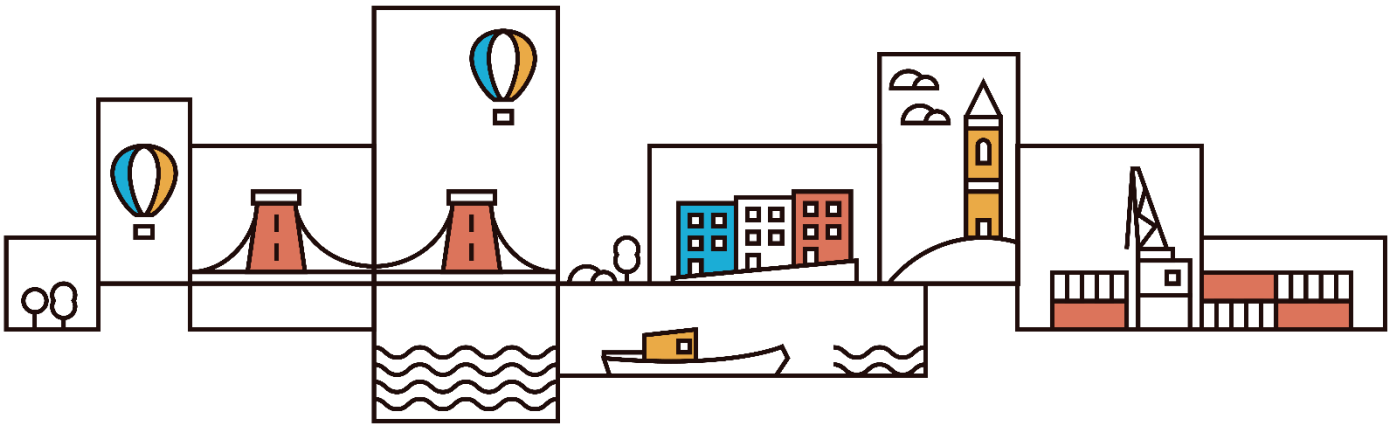
Appendix B: Future Quest progression framework



The phases are designed not to prescribe age, in acknowledgement of the fact that young people will develop their understanding of possible selves at different rates. However, the associated learner outcomes inform Future Quest delivery at primary, KS3, KS4 and post-16 respectively.

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