FUTURE QUEST

ANNUAL REPORT

2021/22

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UWE Bristol | University of the West of England

University of BRISTOL

Executive Summary

This report details the activity carried out by Future Quest in academic year 2021/22.

Secondary and college delivery

In terms of delivery, this was a successful year for us. We engaged with 12,654 young people and adults across 60 primary schools, secondary schools and colleges in Bristol, South Gloucestershire, North Somerset and Bath and North East Somerset. Of particular note was our work in secondary schools and colleges, where we engaged with 10,247 young people.

In line with Uni Connect's stated target for 2021/22, we were required to have at least one interaction with 20% of young people living in Uni Connect target wards; for us this was 2,528 students. By offering assemblies to large groups of schools, we were able to surpass this and engage with 4,631 students, or 34.72% of all students living in Uni Connect target wards in our schools.

There is some evidence emerging that impact on likelihood of progression peaks after 6 outreach activities. We intend to investigate this in future by offering young people 3 activities a year (reaching 6 activities over 2 years). Of the young people we saw in 2021/22, 2,827 students (27.58%) engaged in 3 or more interactions, with 1,253 students (13.32%) reaching or surpassing the ideal 6 interactions ever in 2021/22.

Strategic Outreach

In 2021/22, Future Quest led on the creation of the Outreach Impact Network, bringing together widening participation organisations from across the region to interrogate and close outreach gaps. Understanding gained through this collaboration has led to the creation of targeted programmes for young people from Global Majority backgrounds, as well as a project of small group mentoring in core subjects for students around the 3/4 borderline at GCSE. Another project, developed by Bristol Achieve, links final-year college students with year 7s to provide mentoring and role modelling.

Work into collaboration on data is ongoing, which we expect to benefit all stakeholders by giving greater insight into which types of intervention are effective in which areas.

Future Quest Primary

UWE Bristol's partnership with Children's University came under Future Quest's remit from 2021/22. 12 primary schools in South Gloucestershire took part in the scheme to promote extracurricular activity and self-led learning. 792 children attended a 'graduation', where they were able to celebrate their achievement with teachers, friends and family.

In addition to Children's University, Future Quest piloted a number of projects aimed at children from year 3 to year 6, including confidence and trust workshops created as a direct result of research into children's mental health after Covid lockdowns.

Challenges and future plans

Achievement of project goals as outlined above shows the success of Future Quest's work and suggests the impact of our outreach is positive. We know, for example, that access to information about university tends to lead to higher proportions of young people progressing to higher education in general, and that small-group work to build confidence contributes to improved educational outcomes in general, but it is harder to demonstrate causality for our young people specifically. The HESA track report for 2021/22 shows early indications that intervention from Future Quest has a long-term impact on young people's pathways after compulsory education, though this picture is complicated by a number of factors. Evidencing impact is a clear target for Future Quest. The difficulties we have encountered are largely because of changing priorities from Uni Connect: recording of data has been inconsistent, and the different target cohorts prohibit comparison across the years. Where we have had more control over our priorities, or have had consistent aims across multiple years, we are more able to show impact (for example in Future Quest Healthcare). This is despite Uni Connect being by far the longest-running element of the programme.

As a result of this, we have identified a clear need to create our own programme plan for the next 5 years, which may be complemented by funder targets but which stands on its own. We are in the process of creating a detailed plan for evidencing impact over this time and will continue to build on our links with researchers at UWE Bristol, the University of Bristol and within the wider academic community. This will contribute considerably to making Future Quest sustainable in the long term. Moreover, it will provide us with the knowledge we need to make the best decisions for the young people with whom we work.

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1 Introduction

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

Future Quest was originally formed to deliver Uni Connect-funded activities, but has since diversified to work with different organisations delivering targeted outreach to various groups of young people across Bristol and the wider area. In addition to Uni Connect, we also work with primary schools to offer Children's University alongside original projects. We work with Health Education England to offer a programme of activity for students interested in healthcare professions, 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 each constituent Future Quest project for the academic year 2021/22. Where available, any relevant evaluation will also be included. It is important to note, however, that due to both organisational and funding requirement changes, data collection and evaluation practices were not uniformly implemented. From meta-analysis of this report, a central need has emerged for Future Quest to take more control of the evaluation we do, rather than rely on the expectations of our funders. As will be noted in section 8.1: Targets and future plans, Future Quest will produce a detailed 5-year plan for managing and demonstrating the impact of our programme, based on the work we have already begun in 2022/23.

2 Uni Connect programme

The original sole funder of Future Quest, Uni Connect remains an important strand of our work, encompassing and informing the majority of outreach at secondary and college level. Phase 3 of the Uni Connect programme began in August 2021 and will continue until July 2025. This phase aims to build on the successes of the last two years.

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 2020/21, 41% of students who participated in Future Quest activities at secondary or college level (4,389 individuals) were identified as coming from a Uni Connect target ward. This amounts to 34.72% of all young people living in target wards in the Bristol and South Gloucestershire area, considerably more than the 20% target set out by Office for Students. In order to reach this target and in line with the work of other partnerships, schools in the Future Quest area were offered whole-school or large-group assemblies. This enabled us to quickly reach the required target, and then spend the rest of the year focusing our resources on more intensive interactions which benefitted a smaller number of students.

3 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 forms Future Quest College.

In 2021/22, Future Quest worked with 34 schools and 12 sixth-form centres to deliver 460 activities to 9,406 total students. Delivery within these schools was carried out by Project Coordinators and interns who created activities and presented them to various year groups. While most of the sessions were run in-school, 47 were delivered externally, mostly as campus visits to UWE Bristol or the University of Bristol.

3.0.1 Meaningful engagement and meeting targets

There is some emerging evidence that the optimum number of outreach activities for a young people during their time at school is 6. This appears to be the point at which likelihood of progression is maximised, and after which any effect is diminished. Based on this, and in order to test the theory, Future Quest will be evaluating activity based on number of interactions. This section examines Future Quest's outreach activity in 2021/22 on this basis.

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**.

It is important to note that this analysis is for illustrative purposes only at this time. Meaningful engagement was not a factor in our delivery in 2021/22.

Overall, school engagement varied considerably depending on institution circumstances and needs, from 1 interaction to over 2,000. On average, 491 interactions were delivered to 227 students at each institution. Students participating in the Future Quest Healthcare provision completed a programme of up to 6 activities. These students have been excluded from the following analysis, and will be treated separately below.

The average number of activities encountered by each student tends towards 1, however there is a small number who completed over 10 activities in a single year. Between these extremes, 2,169 students (23.06%) participated in 3 or more core activities. Additionally, 1,253 students (13.32%) recorded six or more interactions with Future Quest over the course of their education.

Table 1: Number of students seen per school in 2021/22, number of students participating in 3 or more activities in 2021/22 and number of students participating in 6 or more activities ever

School name	Total interactions 2021/22	Total students 2021/22	3+ activities 2021/22	6+ activities ever
Oasis Academy Brightstowe	2045	312	142	311
St Katherine's School	1465	607	309	43
St Bede's Catholic College	1442	733	150	49
Bristol Metropolitan Academy	1359	554	326	11
Yate Academy	1326	589	1	16
Ashton Park School	1320	659	121	81
Chew Valley School	1102	308	149	106
St Mary Redcliffe and Temple School	1015	500	28	115
Patchway Community School	966	480	178	25
Bristol Cathedral Choir School	937	533	108	21
Chipping Sodbury School	866	343	125	147
Broadlands Academy	847	352	116	0
Mangotsfield School	780	564	4	7
Redland Green School	684	228	228	14
Winterbourne Academy	664	304	60	0
Downend School	541	534	1	96
John Cabot Academy	409	194	32	19
St Brendan's Sixth Form College	326	244	0	35
Abbeywood Community School	280	263	0	21
Bristol Free School	208	203	2	0
Bradley Stoke Community School	188	188	0	0
St Bernadette Catholic Secondary School	179	132	0	23
Brimsham Green School	159	79	1	6
Digitech Studio School	156	67	23	10
Oasis Academy Brislington	154	74	39	0

Bristol Brunel Academy	144	14	14	14
Bedminster Down School	134	48	0	1
Orchard School Bristol	126	30	0	15
Norton Hill Academy	71	14	0	8
Merchants' Academy	51	28	0	0
Bridge Learning Campus	50	32	1	0
Cotham School	42	29	2	0
The City Academy Bristol	35	14	0	7
Oasis Academy John Williams	16	15	0	0
Hanham Woods Academy	11	11	0	5

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

The data above demonstrate the tension between needing to meet Uni Connect's target and meaningful engagement: Yate Academy, for example, had a high number of interactions but virtually no sustained engagement, while Redland Green had fewer interactions but the third highest number of students participating in 3 or more activities.

3.1 Future Quest Healthcare

3.1.1 Background to the programme

In 2020/21, Future Quest was engaged by Health Education England (a subsidiary body of the Department for Health and Social Care) to deliver its Access to Medicine, Allied Professions and Pharmacy programme. The aim of this programme is to support young people from key groups to explore and access careers in healthcare. These key groups included those from Uni Connect target wards, those who do not have a family history of entering HE (first generation), looked-after children, young carers, those eligible for free school meals, those with a disability and those with black and mixed black heritage. Students were also selected who had an interest in healthcare or science, or who did not have a firm plan for their future and also had the potential to study medicine, pharmacy and the allied health professions.

Health Education England partners with other providers such as the Medical Schools Council, Sutton Trust and the Social Mobility Foundation to deliver different Access to Medicine programmes across the country. Future Quest differs from these programmes, which focus on supporting post-16 students to access medical schools, as we introduce students to a range of healthcare careers from a younger age. In line with all Future Quest activity, the Access to Medicine programme seeks to widen students' understanding of the

variety of pathways open to them, and encourage them to make informed choices about their education.

In 2021/22, Future Quest Healthcare moved into its second year. Selected year 10 students were offered a Healthcare Options talk by the UWE Widening Access team, followed by FutureXplorer sessions in physiotherapy, occupational therapy, radiography, paramedic science and pharmacy. The University of Bristol provided a Bristol Medics session to introduce students to practising medics and medical students. Students in year 11 were offered mentoring through Brightside.

3.1.2 Student characteristics

Only 2 of the 5 schools in cohort 1 (Oasis Academy Brightstowe and John Cabot Academy) chose to continue offering the programme into year 11. Additionally, only Oasis Academy Brightstowe engaged a new cohort of year 10 students. The other 11 schools to participate in cohort 2 in 2021/22 were all new.

In total, 660 students participated in Access to Medicine and the Professions in 2021/22. Of these, 147 (22.27%) were target students according to the funding agreement. It was decided not to single out students on the basis of meeting target criteria because there was no single school where there were sufficient target students to form a cohort. By including any interested student, we were able to provide support to 19 different institutions, including the target students. It would not have been possible to resource support for only the 147 target students. Though 513 students were not priority under Health Education England's criteria, the tables below show that the majority did live in an area with below-average rates of progression to higher education. Supporting these students does therefore align with broader Future Quest aims.

Table 2: Number of participants in Future Quest Healthcare 2021/22 by school

School name	Total participants
Oasis Academy Brightstowe	170
Yate Academy	119
City of Bristol College	53
Fairfield High School	47
Oasis Academy Brislington	32
St Bede's Catholic College	30
Orchard School Bristol	30
Writhlington School	29

Hayesfield Girls School	28
Ashton Park School	26
St Brendan's Sixth Form College	22
Bedminster Down School	20
St Mary Redcliffe and Temple School	20
Norton Hill Academy	14
The City Academy Bristol	13
Bristol Metropolitan Academy	3
St Bernadette Catholic Secondary School	2
Oldfield School	1
South Gloucestershire and Stroud College	1

Table 3: 2021/22 cohort by socioeconomic factors

Factor	Number of students
Care experienced	26
Attends a school below Attainment 8 score at GCSE	0
Attends a school below Progress 8 score at GCSE	0
Attends a school with high FSM eligibility (27.7%+)	265
Living in a geographical area classed as POLAR4 quintile 1 and 2	459
Young carer	4
Parents do not have a university degree	26
Eligible for FSM, 16-19 Bursary Fund, Discretionary Learner Support or means tested benefits	136
Estranged from parents/guardians	0
Asylum seeker or refugee	0

Gender and ethnicity data are currently only available for students identified as belonging to a target group. We were unable to gather data on additional needs and disability in this year.

Table 4: 2021/22 cohort by gender

Year	2020/21	2021/22
Female	44	82
Male	21	30
Other	0	1

Undisclosed	23	34
Total	88	147

There was a considerable increase in the proportion of female students who met target criteria in 2021/22, even though teachers were asked to consider a gender balance when choosing shortlisted students. A number more male students applied and participated, but did not meet target criteria. We will continue to monitor this characteristic with future cohorts to determine if there is a need for additional support or further targeting.

Table 5: 2021/22 cohort by ethnicity

Ethnicity	*2020/21*	*2021/22*
Asian: Indian	0	1
Asian: Bangladeshi	1	2
Asian: Chinese	0	0
Asian: Pakistani	0	1
Asian: Any other	1	2
Black: African	0	8
Black: Caribbean	0	2
Black: Other	1	0
Mixed: White & Black Caribbean	0	4
Mixed: White & Black African	0	0
Mixed: White & Asian	0	2
Mixed: Any other	2	1
White: British	28	28
White: Gypsy or Irish Traveller	0	0
White: Irish	0	0
White: Any other	3	4
Other: Arab	1	3
Other: Any other	0	1
Undisclosed or unknown	51	88
Non-white total	6	27
Total	88	147

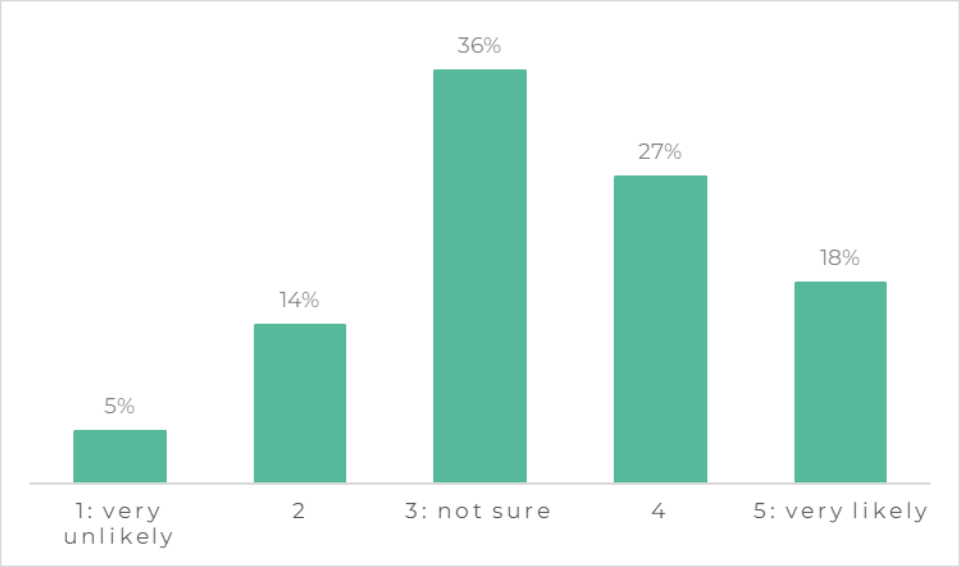
Students were asked to self-declare their ethnicity, which accounts for the large number of respondents in both cohorts who chose not to disclose. Nevertheless, the 2021/22 cohort is much more ethnically diverse than 2020/21, with 18% of students identifying as coming from non-White ethnic backgrounds compared to 7% the previous year. Even considering the small sample size of the first cohort, this is a significant increase and better reflects the local population. Of particular note is the number of students from any Black background who participated: 7% in 2021/22 compared to 1% (1 student) in 2020/21. For future data collection, ethnicity data will form part of the data sharing agreements and will be collected under public task to allow more accurate reporting of ethnicity.

3.1.2 Baseline survey results

As part of enrolment in the Access to Medicine and the Professions programme, students were required to complete a baseline survey. This was similar to the survey provided in 2020/21, though some questions were removed based on analysis from the first cohort. Because of the small sample size and unusual circumstances of 2020/21, it is not possible to draw conclusions from comparing results across the two cohorts. Additionally, there was no endline survey for the year 11 students in cohort 1.

Despite having professed an interest in healthcare, less than half reported that they thought it was likely they would pursue further study or a career in the sector (45% responding 4/5). The mean likelihood is 3.4 out of 5.

Chart 1: How likely is it that you will pursue further study or a career in healthcare? (%)



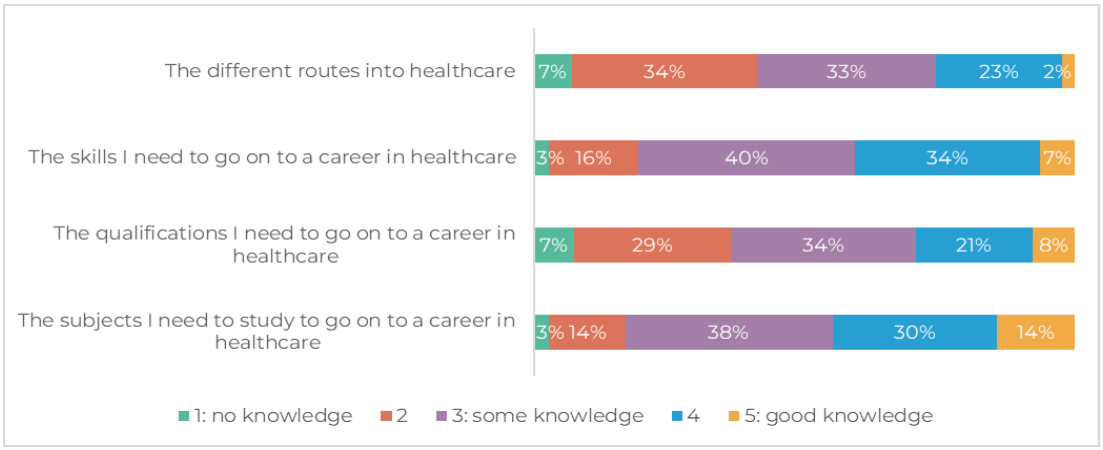
Base=214

Further questions sought to understand students' confidence and knowledge of various aspects of healthcare pathways and careers. In all questions, less than half

of respondents gave 4/5, indicating good knowledge, with the largest portion indicating 3 (some knowledge).

The questions with the most students indicating limited or no knowledge (1/2) were around specific pathways and qualifications. This indicates students had already gathered general ideas about what they needed, but were still unsure about specific actions they needed to take.

Chart 2: Confidence in knowledge of pathways into healthcare (%)



Base=214

Regarding the six core values in the NHS constitution, students broadly reported high levels of confidence in showing an understanding of meaning. Unlike in 2020/21, students were not asked their awareness of the values in general, as this was determined to be more appropriate for post-16. It is therefore worth noting that, as previously, it is likely students were reporting confidence in their own ability to interpret the values, rather than necessarily what the constitution means by these values.

Chart 3: Confidence in understanding of NHS values (rated out of 5)



Base=214

This survey has been offered to the same students in 2023, once they have completed the pre-16 programme. Future evaluation will examine changes in responses to indicate impact of the programme.

3.1.3 FutureXplorer

FutureXplorer was developed in 2020/2021 when Future Quest took over the running of UWE Bristol's BoxEd programme. Originally linked to the school curriculum and promoting courses available at UWE Bristol, Future Quest adapted the programme to focus on ultimate career options. Sessions are practical and immersive, providing a realistic insight into what activities students might expect to carry out in their future careers. There is a strong focus on transferable soft skills and strengths, encouraging students to consider their own skills and strengths in the process. Each session is delivered by a member of the Future Quest team, along with either a current UWE Bristol or University of Bristol student or a professional working in the target area.

In 2021/22, this was aimed at students on the pre-16 Access to Medicine and the Professions programme who received sessions on paramedic science, diagnostic radiography, physiotherapy, occupational therapy and pharmacy. 28 sessions were delivered in 7 schools to 132 students. The majority of sessions were delivered in schools with the use of career-specific resource kits provided by the Future Quest team. Due to time constraints, one school's students were instead offered an immersion day at UWE Bristol's Glenside Campus, which focused on the same healthcare careers, but in a higher education setting with access to more resources. Students enjoyed the 'hands-on' elements throughout the day, seeing a range of equipment used by healthcare students and professionals and learning about the different allied health profession roles.

As part of the programme, students completed a reflective journal, a random sample of which was taken for use as qualitative feedback. This is detailed in section 3.1.5: Impact of the programme.

3.1.4 HE Explore & Apply mentoring

In 2021/22, Future Quest engaged Brightside Online Mentoring to deliver HE Explore & Apply to Year 11 students on the Access to Medicine and the Professions programme. Over a 6-week period, students were matched with a healthcare professional or healthcare student to explore their career aspirations, learn about higher education student life and plan and set goals towards a possible future healthcare career. Students were able to access the secure platform via an app or the web at a time that suited them. 19 students from 2 schools took up this offer.

There was a mixed reaction to the mentoring app; from a teacher perspective, one positive was that students were able to select the person they were speaking to. Teachers reported a good level of engagement and enjoyment

from those who use the app. However, it was noted that not all students engaged with the app, and one or two had technical issues to begin with. From the students' perspective, while they liked the idea, it did not always work as they had hoped:

"My details took ages to get into... the advice given wasn't as helpful as it could have been. I would have liked to ask more focused questions, rather than spending time getting to know each other"
(Y11 student)

Others voiced concern over the asynchronism of the app, thinking it may have been better to have been on the app at the same time as the mentor, in order to be able to ask more questions and follow up the answers. In response, Brightside Mentoring has been complemented by a coaching session from Inclusive Futures. Schools can now choose which of these they think will be most useful for their students.

3.1.5 Impact of the programme

This analysis has been drawn from the HEE pilot evaluation carried out by the Personal Finance Research Centre at the University of Bristol.

The biggest impact of the programme to date is in introducing the participants to a wider range of allied healthcare professions than they were aware of previously, and giving a reasonable idea of what they might involve as a career. The students who were interviewed were mostly intending to study medicine, however, were positive about finding out more about other healthcare pathways.

"Before the course, I didn't really know a lot about the allied health professions... [There was] a lot of information about the different routes, not just being a doctor, but paramedic science, or music therapy. They're all part of medicine, just different paths"
(Y11 student)

Data from the reflective journals also confirmed this. A number of students who had initially only indicated an interest in medicine, also reported an interest in a career in other allied health professions, such as pharmacy, physiotherapy or occupational therapy.

3.2 Progression to HE

The HESA Track report for 2021/22 was released in June 2023. This contains information on students who took part in any Future Quest activities in any year who started a higher education in the UK in 2021/22. In this latest report, 2,500[1] students were tracked, including those whose **expected HE entry year** was 2021, and those whose expected HE entry year was 2020 but who had not previously been found in the HE population.

The latest report contains Future Quest data for the last 3 years (expected HE entry years 2019/20-2021/22). It also contains national data for HE progressions in 2019/20 and 2020/21. National data for 2021/22 have not yet been released.

Table 6: Key reference dates for students by academic year (for reference)

Year 7	*Year 11*	*Year 13*	*Expected HE entry year*	*Expected graduation year*
2010/11	2014/15	2016/17	2017/18	2020/21
2011/12	2015/16	2017/18	2018/19	2021/22
2012/13	2016/17	2018/19	2019/20	2022/23
2013/14	2017/18	2019/20	2020/21	2023/24

[1] According to HESA's dashboard: Due to the provisions of the Data Protection Act 1998, HESA implements a strategy in published and released tabulations designed to prevent the disclosure of personal information about any individual. This strategy involves rounding all numbers to the nearest multiple of 5. A summary of this strategy is as follows:

1. All numbers are rounded to the nearest multiple of 5
2. Any number less than 2.5 is rounded to 0
3. Halves are always rounded upwards (e.g. 2.5 is rounded to 5)
4. Percentages based on fewer than 22.5 individuals are suppressed and are represented by "SUPP"
5. Averages based on 7 or fewer individuals are suppressed
6. The above requirements apply to headcounts, FPE and FTE data

Total figures are also subject to this rounding methodology, the consequence of which is that the sum of numbers in each row or column will rarely match precisely the total shown. Average values, proportions and FTE values prepared by HESA are not subject to the above strategy, and will be calculated on precise raw numbers. However, percentages calculated on populations which contain 22.5 or fewer individuals will be suppressed and represented as 'SUPP' as will averages based on populations of 7 or fewer.

2014/15 2018/19 2020/21 2021/22 2024/25

Years are based on expected progression with a standard 3-year degree.

3.2.1 Overall participant progression

2,575 students who had participated in Future Quest activities had a recorded expected HE entry date of 2021 and had given permission to be tracked. Of these, 2,520 had not yet been found in previous HE populations.

Table 7: Count of Future Quest participants progressing to HE by expected entry year

Expected HE entry year	Cohort size	# earlier cohort	# entry first year	# entry second year	# later entry	Total
2018	220	0	70	30	30	130
2019	675	40	210	65	75	390
2020	2145	80	555	380	0	1015
2021	2575	55	760	0	0	815

Table 8: Percentage of Future Quest participants progressing to HE by expected entry year

Expected HE entry year	% earlier cohort	% entry first year	% entry second year	% later entry	Total
2018	0	31.82	13.64	13.64	59.09
2019	5.93	31.11	9.63	11.11	57.78
2020	3.73	25.87	17.72	0	47.32
2021	2.14	29.51	0	0	31.65

The tables above show that the numbers of students who are progressing to university after having participated in Future Quest activities is steadily increasing, with 760 students entering HE immediately after leaving compulsory education. Examining the data for previous years, we can expect this number to climb with further data releases.

As we build a picture of HE progression over multiple years, it is tempting to begin drawing conclusions about the impact of Future Quest overall on HE progression rates. Any such evaluation must be taken with caution, though, due to the frequently changing nature of delivery during the early years of Uni Connect.

With the above in mind, it is worth looking at entry rates for the 2020 and 2021 cohorts, compared with previous years. 2020 was the first year affected by Coronavirus lockdowns in the UK, and had lower entry rates in the first year despite a much larger cohort size. By the second year, a further 17.72% of the cohort had progressed to HE, bringing overall progression rates more in line with

previous years. 2021 has only slightly lower progression in the first year than 2018 and 2019. It is possible that ongoing uncertainty caused by the pandemic is a factor, along with the turbulence experienced by these students in the last years of their schooling. It will be interesting to continue monitoring these cohorts to gain a better understanding of how the pandemic affected progression.

3.2.2 Cohort characteristics

Chart 4: Distribution of underrepresentation measures for Future Quest students expected to enter HE in 2021

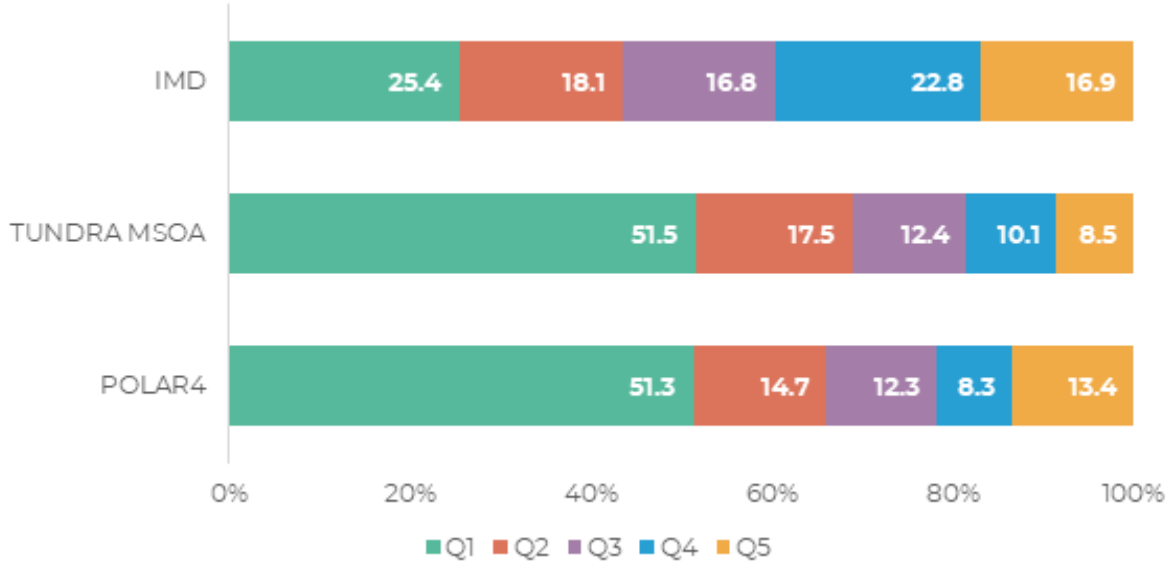


Table 9: Percentage of tracked cohort entering HE in 2021 by underrepresentation measure

Quintile	*% POLAR4*	*% TUNDRA*	*% IMD*
1	23.2	22.8	22.1
2	33.0	32.2	32.2
3	39.1	40.1	30.6
4	38.1	39.8	29.5
5	39.8	42.3	40.3

There is no control group for this cohort, and national comparisons are only available for 2-year entry rates from 2019 (i.e., combined participation rate for students whose expected HE entry years were 2018 and 2019). It is therefore not possible to make a direct comparison. However, it is worth noting that this

national 2-year entry rate was 29.5% for POLAR4 Q1 students. Our immediate entry rate is only slightly below that, and previous years suggest we can expect to see at least a 10% increase in the next report, making our 2-year entry rate nearly 40% for POLAR4 Q1 students.

3.2.3 Degree classification

In 2021, 78.1% of all degrees awarded were firsts or 2:1s. Students with TUNDRA Q1 home postcodes were slightly less likely to achieve good honours, at 75.3%. Future Quest participants were marginally less likely to achieve good honours overall than the national average, at 77.8%. This is not surprising considering the fact that we actively work with students most likely to experience barriers to education. What is surprising, though, is that 80% of Future Quest participants coming from TUNDRA Q1 achieved good honours, nearly 5% higher than the national average.

It is still too early in the programme to say what the causes for this might have been, but we will be interested to build on this datapoint in future. As we develop a control group, we will be able to monitor the intervention received and gather feedback through surveys and interviews. Examples of possible causes we may examine are:

- more support received to choose the right course, leading to better engagement
- development of study skills and confidence which allow the student to perform as well as they can
- improved understanding of what to expect at university
- greater determination to succeed as a result of intervention.

4 Strategic outreach

For Phase 3 of Uni Connect, Office for Students expected partnerships to undertake work to identify and address outreach 'cold spots' in their local area. As a result, Future Quest led on the formation of the Outreach Impact Network, including various regional stakeholders to collaborate on mapping outreach in Bristol and South Gloucestershire.

Our work with national bodies, such as Health Education England and Children's University, has also allowed us to expand our reach and gain a greater understanding of the breadth of need within the area. Strategic outreach such as Access to Medicine and the Professions have been developed to align to the progression framework, ensuring that activities meet the learning outcomes within it. Specific information, advice and guidance activities related to careers in Healthcare have been developed in collaboration with Widening Access teams at UWE Bristol and the University of Bristol to be delivered to underrepresented groups identified as target students within that programme.

4.1 Outreach Impact Network

The Outreach Impact Network was established in 2021/22 as a result of Office for Students priorities for Uni Connect partnerships to undertake work to identify cold spots in outreach provision.

Regional stakeholders participating in the network include the West of England Combined Authority, Bristol WORKS within Bristol City Council, STEM Ambassador Network, DETI, UWE Bristol and the University of Bristol. The network has developed its terms of reference and set out a phased approach to its work.

4.1.1 Outreach Advisory Group

As part of the Outreach Impact Network, the Outreach Advisory Group was formed to make recommendations for future outreach based on the knowledge gained through collaboration. As a result of this, Future Quest has supported the development of projects tailored to meet the needs of underrepresented learners. An example of this is a project developed by Bristol Achieve, linking together year 13 students from a college to act as mentors for year 7 students, supporting the development of self-confidence and speaking skills for both groups of students.

In addition, discussions with schools and other outreach organisations led to the creation of a project for black, Asian and minority ethnic (Global Majority) groups of learners, focusing on fostering confidence and pride in themselves and their communities. In 2021/22, then, Future Quest began work on Global Majority Mentoring, with delivery beginning in 2022/23.

4.1.2 Outreach Insights working group

The groundwork completed during 2021/22 has precipitated creation of an Outreach Insights working group. This smaller, data-led collective will meet from 2022/2023 to develop a common dataset mapping individual students, school and college populations, to help us develop an understanding of what provision already exists in the region. This group will also have a focus on what evidence exists of the impact of outreach interventions as well as evidence of need of IAG and outreach.

We envisage the work of the Outreach Insights group will support the development and delivery of intervention. The remit of this group will include creating targets and offering training to employers and other partners on evaluative standards. We will also create, and support the creation of, outcomes-based of activity. The overarching goal of this group is therefore to lead on a region-wide prioritisation of evidence-based outreach, informed by a comprehensive understanding of the diverse needs of our area.

4.2 External evaluation

Under our strategic outreach priorities and as a result of increasing our evaluation resource, Future Quest began to support our partners with the development of their own evaluative activities and frameworks in 2021/22.

Future Quest has designed and delivered training to the local WECA Careers Hub team in developing theories of change, progression frameworks, building impactful programmes and evaluation.

WECA also commissioned Future Quest to support the development and evaluation of programmes funded by the Careers and Enterprise Company: Effective Transitions and the Green Futures Fund.

5 Future Quest College

In addition to the post-16 provision detailed above, Future Quest operates within the two further education colleges in Bristol and South Gloucestershire. These are City of Bristol College (COBC) and South Gloucestershire and Stroud (SGS) College. Unlike schools, where activity coordination is organised by members of Future Quest staff based at UWE Bristol and the University of Bristol, further education provision is managed by staff employed directly by the colleges.

In 2021/22, 110 activities were delivered in the two colleges to 1068 students. Of these, 841 (78.75%) were young students and 229 (21.44%) were classified as mature. In line with funding for compulsory and adult courses, a student was classified as young if they were 18 or under on 31 August 2021.

5.1 Adult support

As part of the Uni Connect Phase 3 guidance for 2021/22, Future Quest was instructed to engage with adult learners from disadvantaged backgrounds as well as young people. At SGS, timetables did not permit specific adult outreach, but Level 3 students were able to benefit from existing activities.

At COBC, a full-time member of staff was engaged to work with students on post-19 courses. Adult support was largely centred on three groups:

- students on Access to Higher Education courses
- students on Level 2 English and maths courses (including GCSE)
- students on Level 1 or 2 ESOL courses.

These groups were identified as ones where students were likely to have the greatest desire and capacity to progress to higher education. The Access to Higher Education programme is, as the name suggests, designed specifically to support adult learners to gain the qualifications needed to go on to higher education. There is therefore little need to promote the benefits of continued study; the support required is more practical. 1-1 sessions were offered to assist students with choosing a course, and with writing personal statements. Within English and maths and ESOL, the support needed by students tended to be more similar to that provided to young students: elaboration of pathways, dispelling of myths and campus visits.

Unfortunately, due to staff changes and the removal of funding for adult outreach, this provision was only available for this academic year, and no evaluation of progression rates was possible. It is nonetheless worth considering investigation of this cohort if Future Quest becomes able to support adults again.

5.2 Student targeting

Because the Future Quest College provision was managed by staff within the two further education institutions, close analysis of populations was possible to target students. At both institutions, there were two areas of focus for young student support:

- students studying A Levels
- students on courses with below-expected rates of HE progression.

At SGS, non-A-Level support was focused on students studying Level 3 Sports Science, while City of Bristol worked with students on Level 3 Health and Social Care, Animal Care and Business.

All students were offered similar support, including impartial information presentations, 1-1 advice and guidance, and help with writing personal statements. At SGS particularly, staff were confident that the programme of activities worked cohesively to support young people. Of particular note were sessions designed to build 'soft skills' which complemented pathway-specific support. These were seen as especially important in 2021/22, as students adapted again to largely classroom-based learning and post-lockdown life.

"We also have a resilience and confidence building session, that's imperative as well following on from everything that's happened in the past couple of years, building that confidence, you know. I know a lot of students that won't even answer the phone because they're so used to communicating in text format, for example so we equip them with those skills as well."
Future Quest Progression Coordinator, SGS College

Overall, the majority of support offered to young students was at Level 3, because of the need to demonstrate immediate results. However, staff acknowledged that much of their work was with students who were already most likely to progress to higher education in the next academic year, rather than supporting students to consider pathways they may not have thought about before.

"Most of the time I feel like I'm giving people a boost who are already quite switched on and keen for HE... Let's say I change tack and focused all my energies on Level 2... I might not be able to show that progression for 2 or 3 years down the line."
Future Quest Progression Coordinator, City of Bristol College

A long-term plan would be required to justify supporting students with less-immediate progression options.

As part of Future Quest's shift away from exclusively funder-led work, we were able to give more support to students who are further away from progressing to the next stage. As such, both colleges engaged a careers advisor to work within existing careers teams. Feedback from staff suggests that these roles have more freedom to engage with young people at all levels. Because immediate progression is not the goal of this position, colleagues have been able to work with students on pathways which may take many years to complete. This is a benefit to students we have not previously been able to provide.

6 Future Quest Primary

In order to address the need to start outreach as early as possible, in 2021/22 Future Quest added a further strand to its outreach programme with a focus on primary-aged children. Future Quest Primary now runs several innovative projects to support children to engage with opportunities, meet role models and find out more about themselves and their future possibilities. A partnership was formed with South Gloucestershire Council to support the project in South Gloucestershire primary schools.

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. These activities range from coordinated clubs and classes to online or at-home challenges, ensuring access to activities regardless of financial barriers. To encourage participation, pupils who log 30 hours over an academic year are invited to graduate at in-school ceremonies attended by parents and peers. Nationally, Children's University runs in over 1,000 schools in 66 local authorities.

According to the Children's University website, "research shows that participation in extra-curricular activities can positively impact on attainment, increase a pupil's positive identification with school, and build self-confidence and resilience." The lack of access to these opportunities experienced by children from disadvantaged backgrounds contributes to an attainment gap between the most and least disadvantaged students which persists throughout their educational journey. The aims of Children's University are therefore closely aligned with those of Future Quest. Children's University has had a longstanding relationship with UWE Bristol, and responsibility for this partnership came to Future Quest in 2021/22.

In accordance with the terms of funding from South Gloucestershire Council, all primary schools in South Gloucestershire were offered the opportunity to engage with Future Quest Primary activities. 12 schools elected to participate. 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.

6.1.1 Delivery adaptations

As this was the first year of the project, there were a number of difficulties with initial setup. Some schools struggled to sign their pupils up for Children's

University and in-person support was required from Future Quest Coordinators. As a result, some children were not able to log their activities until well into the year. To ensure this did not disadvantage pupils, the 30-hour requirement for graduation was waived. Instead, all pupils were offered participation certificates. This ensured children remained motivated to participate even if they could not reach the threshold due to administrative issues.

Feedback from staff supported the belief that this promoted accessibility of the programme, and so Future Quest intends to continue using participation as the sole requirement for graduation in new schools. Pupils in returning schools will be required to log 30 hours in order to graduate.

6.1.2 Pupil targeting and engagement

In addition to targeting pupils of greatest need for specific outreach, all children eligible for Free School Meals at participating schools were provided with a Children's University passport at no cost. All other passports were provided at half price to reduce barriers to participation as far as possible.

Future Quest worked to validate all holiday activities and food (HAF) programmes in South Gloucestershire as Children's University Learning Destinations. HAF programmes are government-funded provisions to ensure children from low-income households receive healthy food and are able to participate in activities during the school holidays. They are open to all children who receive benefits-related free school meals, as well as other groups whom the local authority deems would benefit from the offer. Additionally, Future Quest organised or facilitated STEM activities with partners at UWE Bristol including DETI. These activities took place both in school and on campus, offering increased opportunities to engage with a higher education environment and academics. Overall, 8 schools took part in these workshops, with entire year groups from year 3 to year 6 participating.

6.1.3 Evaluation of engagement

Overall, 107,285 hours were logged on the Children's University system, and 2,180 pupils enrolled. 792 children (36.33%) attended a graduation ceremony in the 12 schools. A number of pupils were enrolled but never participated in any activities, but it is not currently possible to see how many there were.

All outreach provided was in line with the learning outcomes laid out in the appropriate phase of Future Quest's progression framework (Appendix B). Pupil engagement suggests a high level of success for the programme, however two activity areas have been identified with were accessed less by children:

- **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. Future

Quest Primary aims 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 aims to work with schools to increase participation in these areas by 10% in 2022/23.

6.2 Targeted outreach

Participating schools with a high allocation of pupil premium funding were also to select groups to participate in targeted activities. Activity provided under these programmes was accredited to the Children's University system.

6.2.1 Book Explorers

In 2021/22, Future Quest Primary worked with UWE Volunteering to pilot Book Explorers. The pilot of this was run in 3 targeted schools and benefited 94 children.

Over the course of five weeks, 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.

"[I learned] don't stop doing what you love because you've lost something... It really helped me."
Primary-school pupil

"The students have become more comfortable with the UWE students through the weeks. Week 1 they were hesitant as university is not a natural reach for a lot of our students, so they don't necessarily know someone who goes to university or they might not know someone who has been a student. They were hesitant on what the student was going to be like, but after week one they realised the UWE students were funny, and were still quite young. The student could then see them as similar pathways they might want to follow."
Deputy head, primary school

6.2.2 Future Me

Working with UWE Education, Future Quest Primary began work in 2021/22 on a workshop to support the development of outreach provision at primary level. This was based on previous research which discussed the benefits of pairing education students with faculty students to create innovative outreach to benefit young people and university students. The project progressed to a pilot phase in 2021/22. Initial Teacher Education students were paired with a student from a UWE Bristol faculty to plan and deliver a hands-on session to allowing the children to meet role models, try different subjects and learn about the skills needed in different subjects and careers. 120 children engaged in this pilot – Future Me Architecture.

6.2.3 Confidence and trust workshops

After Coronavirus restrictions were lifted, South Gloucestershire Council sent questionnaires to each of their primary schools to investigate the impact of lockdowns on pupils. One of the findings was that children were expressing unusually low levels of confidence and unusually poor mental health. As a result, Future Quest developed workshops focusing on building these skills. The workshops were run in two schools which were determined to have the highest need.

6.2.4 Active Leaders

Active Leaders is a national organisation focused on building confidence, leadership and workplace experience in young people within an active setting. In 2021/22, Future Quest collaborated with Active Leaders on their University Active Leaders project.

Over the course of 4 days, student volunteers from UWE Bristol's Sports Leadership programme developed a programme of activities aimed at years 5 and 6, incorporating techniques from different sports. At the end of the week, a total of 90 pupils from 3 South Gloucestershire primary schools spent a morning participating in the programmes designed by the students. 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.

7 Communications and Engagement

At the beginning of 2021/22, the Communications and Engagement team conducted an evaluation of Future Quest's online presence and found specific areas where standard industry practice was not being implemented to greatest effect. It was discovered that information provided on our website and through social media was not sufficiently personal to attract engagement. Additionally, use of social media did not showcase Future Quest's values effectively and consistently. As a result, a communications strategy was created. The four overarching objectives were:

- 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.

To achieve these objectives, social media channels were used to showcase the work being undertaken by the team each week. The aim of this was to further engage with schools, and to allow parents and carers to see what sessions were being delivered in their child's school. We also had a number of different campaigns to raise awareness of opportunities in the area and an A-Z of careers.

Due to the uncertainty caused by Coronavirus during the planning stage for 2021/22, no specific targets were placed on these. It was recognised that factors outside our control could nullify any measurable target placed on our objectives. Instead, we sought to use this year as an experimental phase and simply monitored the impact of our new approach.

On the website and on Instagram, we launched a 'Meet the Team' initiative, where team members were asked to supply a short biography and photograph. The purpose of this was to make Future Quest more relatable to students, and to give prospective collaborators a better idea of our values as a partnership. The

success of this approach is demonstrated by the fact that it has attracted a high amount of traffic on the website, and upon launch became the Instagram post with the second-highest engagement for May.

We also took time to increase communications to schools and colleges by launching a monthly newsletter. This allowed schools and colleges to see the wider work that Future Quest was undertaking and hear about other ways that they could get involved.

7.1 2022/23 restructure

The announcement of Uni Connect funding cuts in June 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 measures detailed above had increased engagement, the benefit was not considered great enough to justify their continued implementation. As such, there has unfortunately been no in-depth analysis of the impact of these changes.

From 2022, the focus of the Communications and Engagement team is on maintaining an online presence which provides the information students and other stakeholders might require, but which requires only low-level maintenance. Responsibility for school communications (general information, data updates and requests) has been shifted from Communications and Engagement to sit with individual Project Coordinators. We anticipate that this will improve relationships with these schools, as coordinators have the knowledge to individualise communications and maximise engagement.

The majority of the Communications and Engagement team's efforts will in future be focused on fundraising. We have begun to do considerable work into the best ways to engage with potential funders, and are beginning to form long-term targets. Most pressingly, from 2022/23 we are seeking to build a large database of low-level, ad-hoc donors. In the long term, we are working across the partnership to define a lifecycle of a Future Quest student, whereby we engage with a young person and support them in their progression to work. Once they enter work and are able to articulate the benefit of Future Quest, and are motivated to work with us in supporting the next generation of young people, either by monetary donation or by volunteering their time to engage with schools and colleges.

8 Targets and future plans

As has been demonstrated at various points throughout this report, the greatest barrier faced in evaluation of the Future Quest programme has been the lack of consistency in approach and methodology required by Office for Students. Where we have had greater freedom to prioritise students according to our own knowledge (for example in Future Quest Healthcare and Future Quest Primary), impact has been much easier to demonstrate, despite these projects having run for a shorter time than our Uni Connect activity.

The changes to our structure and partnership goals between 2021/22 and 2022/23 have especially made it clear that, in order for us to continue providing meaningful support to the students who most stand to benefit, it is necessary for us to create, and be supported to create, our own long- and mid-term targets based on robust evidence which is relevant to our region.

8.1 Data and evaluation

We have consistently struggled to gather sufficient data from schools to allow us to track participants for evaluation. We continue to work with institutions to stablish data sharing practices that are sustainable for all parties.

The majority of information received from schools was collected under the lawful basis of consent. However, from 2022/23, Future Quest has moved to using public task exclusively for student records. This allows us to gather all student data from secondary schools and colleges, thereby ensuring our records match those held centrally on the National Pupil Database. Gathering data for all students at the start of the year, and then associating them with activities if they participate, also allows us to form a large control group as there will inevitably be students who do not participate. Early indications are that this is contributing to a much more robust dataset, though there are still a number of issues which we will continue to monitor and report on as they become relevant.

Additionally, Future Quest have worked hard in 2022/23 to implement and update processes with regard to data collection, storage and sharing. This forms part of our planning process and will allow us to deepen our relationships with stakeholders while remaining secure that we are treating the sensitive data we hold in accordance with all legislation. We are continuing to consider options for primary schools: though age is not a barrier to collecting information under public task, the different nature of our work with this age group means we anticipate greater resistance to providing the level of detail we require.

8.1.1 Impact plan

To combat the issues encountered in the production of this report, we will produce a detailed impact plan for the next 5 years. This will include the current priorities enumerated in the report above, as well as strategies to determine,

monitor and change our targeting in an evidence-based manner. This impact plan will supersede and amend the existing evaluation plan. This will contribute considerably to making Future Quest sustainable in the long term. Moreover, it will provide us with the knowledge we need to make the best decisions for the young people with whom we work.

We have already begun work to help us target students, by developing our own aggregated measure of disadvantage. Unlike existing measures, this uses the most up-to-date datasets and combines characteristics based on our understanding of the intersectionality of barriers faced by our young people. Sample data analysis suggests that this measure is effective, and refers to roughly the student populations we would expect. Further analysis of this is ongoing and we expect to begin using it in an experimental capacity alongside existing measures from 2023/24.

8.2 Uni Connect

In 2022/23, Future Quest's priorities as laid out by Office for Students have shifted in line with the timeline for Phase 3. We are no longer able to use Uni Connect funds to support adults in further education, including those with Education, Health and Care Plans. Uni Connect directs that funding be used for students in years 10-13 (or equivalent in FE colleges).

The focus for Office for Students from 2023/24 will be on 'raising attainment'. 2022/23 is to be used for preparing to deliver this work. Future Quest, along with other Uni Connect partnerships nationally, is working with the Centre for Education and Youth (CfEY) to ensure our plans are deliverable and that evaluation is embedded across the programme.

8.3 Targeted outreach

We continue to work with Health Education England on the Access to Medicine and the Professions programme and have secured further funding for a Learning Disability and Mental Health Nursing pathway programme that follows a similar approach, as well as supporting another Health Education England/UWE Bristol collaboration on Midwifery pathways. As the Future Quest Healthcare strand of work continues to grow, we will seek collaborations with stakeholders to support the growth of other sector-linked outreach activity.

Future Quest has also developed Future Fundamentals. This is small-group support offered to specific learners identified as sitting around the 3/4 borderline in core GCSE subjects. Learning Leaders are UWE Bristol students with expertise in the relevant subjects.

8.4 Future Quest Primary

For the Primary programme, Future Quest's targets are specific. For the Children's University programme, targets as laid out above are:

- increase the number of validated activities in the category **understanding of HE** by 10%
- increase participation in activities associated with categories **careers**, and **enterprise, leadership and citizenship** by 10%

Additionally, the Primary team has sought to repeat the success of Book Explorers by running it twice during 2022/23, thereby enabling us to reach double the number of pupils in 6 schools.

9 Conclusion

Future Quest's activities in 2021/22 supported and reached 12,654 young people and adults through a wide selection of interactions targeted towards specific groups. Across our programme, we have been able to demonstrate consistent success against funder-led targets, and have focused on activities which align with our partnership goals.

We were able to surpass our target for Uni Connect by a considerable margin, even while building meaningful, sustained relationships with thousands of young people. We look forward to analysing endline data for cohort 2 on the Access to Medicine and the Professions programme, and anticipate that we will be able to demonstrate a positive impact for this programme. Finally, while we will not be able to show impact of the primary programme against current targets until these children have reached GCSEs, feedback from teachers and pupils suggests there has been a notable improvement in levels of confidence, motivation and agency. Overall, then, current evidence suggests that our work is supporting young people in the development of their possible selves from year 3 to year 13.

While we are able to use proxy evidence to suggest the impact of our outreach is positive, we have struggled to demonstrate this in a concrete manner. It is now of primary importance that we implement a robust plan for gathering and evaluation of data to allow us to truly understand the benefit of the programme. Furthermore, we need to continue working with academic colleagues to maintain an understanding of research surrounding widening participation. By building these links, we will be able to situate ourselves within current discourses and maximise the support we provide to the young people in our region.

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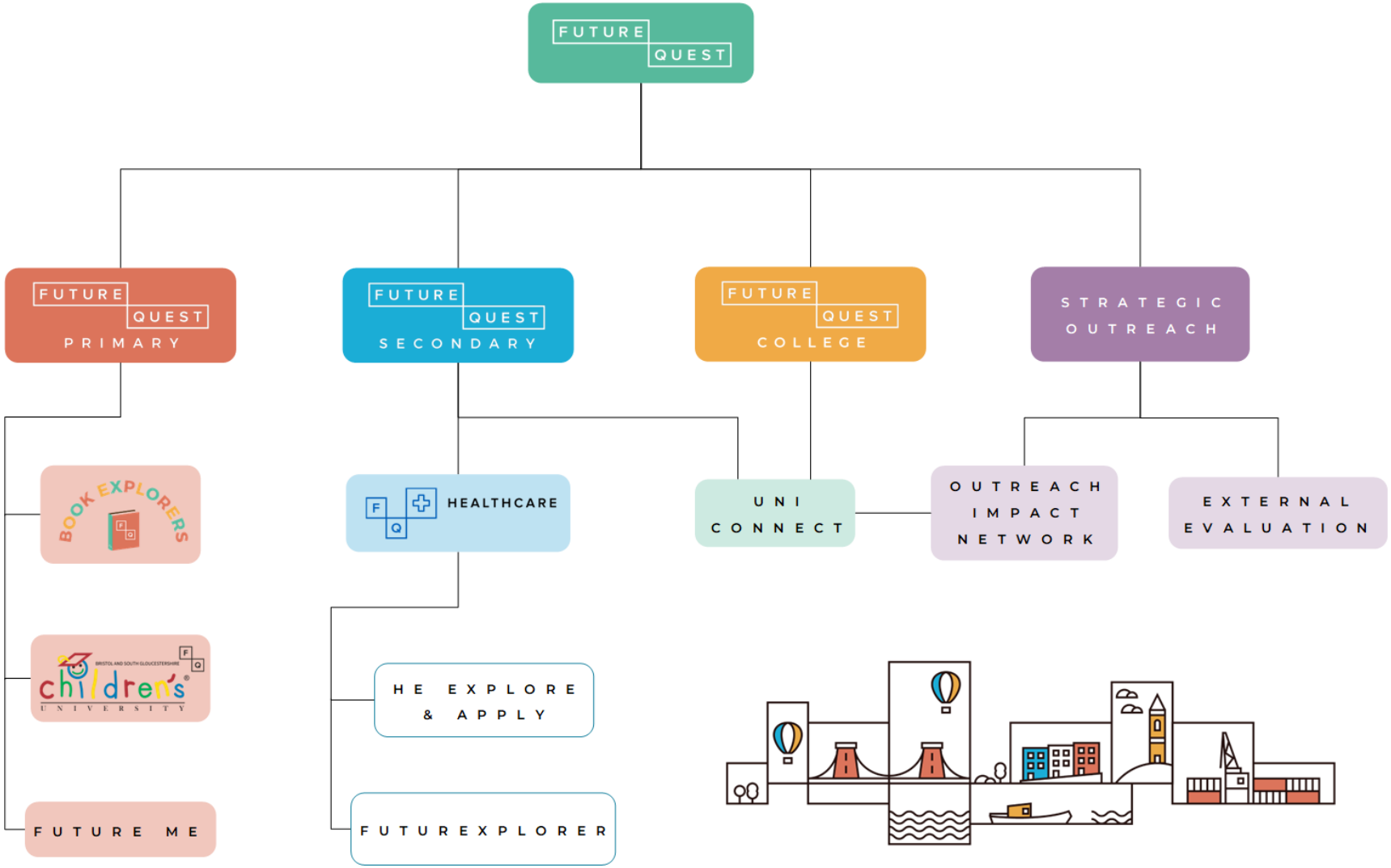
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Appendix A: Future Quest programme structure 2021/22



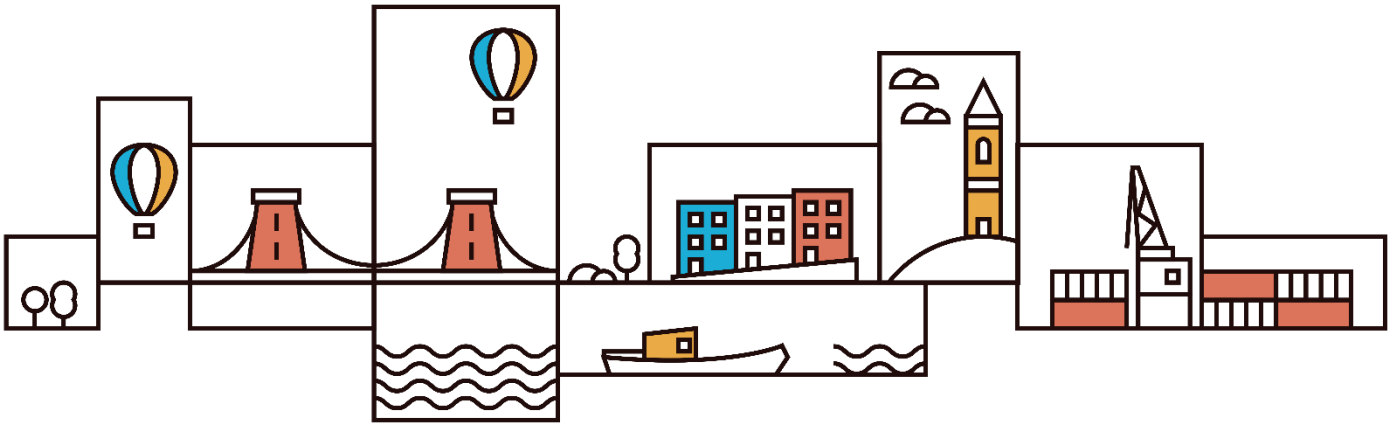
Appendix B: Future Quest progression framework



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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