# **Aspire Higher Attainment Survey Question Bank**

Updated: 22/09/23

The Aspire Higher Question Bank contains sample and example questions and answer scales that you could use in your evaluation questionnaires.

These questions that can be used to measure the impact of your activity and are particularly effective when used in pre and post activity questionnaires. The question bank is split into sections to help you navigate based on the aim of your activity (e.g. decision to go to university or attitudes to learning).

Some questions in this document are validated questions. This means that the questions and answer scales have undergone a multi-step process to ensure it captures the outcome it wants to measure. It is intended to be used with the populations stated and as written.

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# **Aspire Higer Questions**

## **Higher Education Decisions**

### Knowledge of Higher Education

|  |  |
| --- | --- |
| Statement | Likert Scale |
| I understand the benefits of going to university | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I know the differences between getting a degree, apprenticeship etc. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I understand the possible routes into Higher Education | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I know about the steps after Year 11 that lead to university. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| If I were to go to university, I know what I would like to study | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I understand how my GCSE results could affect my choices after Year 11. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I understand the financial support available at university | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I am confident I would fit in at university | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |

### Likelihood of application

|  |  |
| --- | --- |
| Statement | Likert Scale |
| How likely are you to apply to university in the future? | Not very likely | Unlikely | Neither likely of unlikely | Likely | Very likely |

###

### Influence on HE decision making.

|  |  |
| --- | --- |
| Statement | Likert Scale |
| Who, if any one, has influenced your desire to attend, or not attend university? | Parents/Guardians | Siblings | Extended family | Teacher | Friends | Public Figure | Other (such as careers officer) |

### Main concern with attending university

|  |  |
| --- | --- |
| Statement | Likert Scale |
| What would be your main concern if you were to attend university? | Money | Maintaining Grades | Distance from home | Meeting new people | I have no concerns |

## **Future education choices**

|  |  |
| --- | --- |
| Statement | Likert |
| I know what subjects I would like to pick for options. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I know what subjects I would like to pick for A-Levels. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I know what I would like to study at university. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I know what career I would like to have. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I know what I would like to do after my GCSEs | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I could cope with the level of study required at university. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |

## **Studying**

### Study Habits

|  |  |
| --- | --- |
| Statement | Likert |
| I set aside regular time for studying each day outside of school. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I do not read notes I made in class, once the class is over. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I have difficulty concentrating when I study. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I'd rather get through homework fast than do it perfect. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| Good grades are important to me. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I remember little of what I study. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I prefer to study by myself.  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I prefer to study with others. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |

### Study Support

|  |  |
| --- | --- |
| Statement | Responses |
| If you are having trouble understanding something, which of these groups of people do you feel you could ask? | Parents | Sibling | Friends | Teachers | Other |

|  |  |
| --- | --- |
| Statement | Likert |
| I have people I can go to for study skills support. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I regularly discuss school and schoolwork with my parents/carers. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| My teachers support me to do well. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I feel comfortable asking my teachers for help. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I have a designated space to study at home. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |

### Study Attitudes

|  |  |
| --- | --- |
| Statement | Likert |
| At school, I work as hard as I can. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I don’t let a bad mark affect my confidence. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I feel optimistic about my exams. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| My least favourite subject is the one I find most difficult. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| My favourite subject is the one I find the easiest. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |

|  |  |
| --- | --- |
| Statement | Likert |
| I feel confident in [name of subject or skill] | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I feel confident about my GCSEs. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I am confident that I can achieve the grade I want in [subject] | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I have the skills I need to achieve the grades I want. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I am happy with the grades I am getting. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I am motivated to do well in my studies. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I know how to improve [my skills/my grade in subject] | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I am motivated to achieve the grade I want. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |

# **Validated Scales**

## **TASO Access and Success Questionnaire (ASQ)**https://taso.org.uk/evidence/evaluation-guidance-resources/access-and-success-questionnaire/

When using the TASO validated scales, please make sure to use the associated prompt.

### Academic Self-Efficacy (Years 7 – 13)

**Definition:** Individuals’ confidence in their own ability and skills necessary to perform well academically at university.

**Prompt:** The following statements relate to how you feel about studying in higher education from an academic perspective. Higher education includes university, higher education in a further education college or other provider, or degree apprenticeships. Please think about each statement and indicate the extent to which you agree or disagree.

**Prompt for younger learners:** The following statements relate to how you feel about studying in higher education from an academic perspective. Higher education includes university, higher education in a further education college or other provider, or degree apprenticeships. The statements are about your results, both before and during higher education if you were to go, and what would be expected of you in terms of studying in higher education. Please think about each statement and indicate the extent to which you agree or disagree.

|  |  |
| --- | --- |
| Statement | Likert Scale |
| I am confident that I can get the exam results required to progress to higher education. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I have the academic ability to do well in higher education. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I could manage with the level of study required in higher education.  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |

### Academic self-efficacy – university alternative (Years 7 – 13)

**Definition:** Individuals’ confidence in their own ability and skills necessary to perform well academically at university.

Prompt: The following statements relate to how you feel about studying at university from an academic perspective. Please think about each statement and indicate the extent to which you agree or disagree.

**Prompt for younger learners:** The following statements relate to how you feel about studying at university from an academic perspective. This is about your results, both before and while at university if you were to go, and what would be expected of you in terms of studying at university. Please think about each statement and indicate the extent to which you agree or disagree.

|  |  |
| --- | --- |
| Statement | Likert Scale |
| I am confident that I can get the exam results required to progress to university. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I have the academic ability to do well at university. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I could manage with the level of study required at university. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |

### Cognitive strategies (Years 7 – 13, young people not in education, or students in higher education)

**Definition:** The approaches individuals use to complete academic tasks and to prepare for and successfully learn.

**Prompt:** The following statements are about how you study. Please think about how you go about learning and studying generally and indicate to what extent you agree or disagree with each statement.

**Prompt for younger learners:** The following statements are about how you study. Please think about how you learn and what you do when you study. Then indicate to what extent you agree or disagree with each statement.

|  |  |
| --- | --- |
| Statement | Likert Scale |
| I can tell which information is most important when I study.  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I can tell how reliable information is when I read something. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I can clearly explain my ideas, even when writing about complicated things. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I can confidently explain my ideas when talking to others. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |

### Higher Education Expectations (Years 7 – 13)

**Definition:** The extent to which individuals expect to go to higher education. This is a single-item question, and therefore not a scale.

**Prompt (for all ages):** This question is about whether you’re thinking about going to higher education. There is no right or wrong answer, the important thing is to respond honestly about what you think. Higher education includes university, higher education in a further education college or other provider, or degree apprenticeships.

|  |  |
| --- | --- |
| Statement | Likert Scale |
| I am thinking about going to higher education in the future.  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |

### Higher Education Expectations – university alternative (Years 7 – 13)

**Definition:** The extent to which individuals expect to go to higher education. This is a single-item question, and therefore not a scale.

**Prompt (for all ages):** This question is about whether you’re thinking about going to university. There is no right or wrong answer, the important thing is to respond honestly about what you think.

|  |  |
| --- | --- |
| Statement | Likert Scale |
| I am thinking about going to university in the future.  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |

### Knowledge of Higher Education (Years 7-13)

**Definition:** Individuals' knowledge about obtaining a place in higher education and what studying there might be like.

**Prompt (for all ages):** The following statements are about what you know and how you feel about going to higher education. Please think about each statement and indicate to what extent you agree or disagree. Higher education includes university, higher education in a further education college or other provider, or degree apprenticeships.

|  |  |
| --- | --- |
| Statement | Likert Scale |
| I know what studying in higher education would be like.  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I know how studying in higher education is different from studying in school or at college.  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I believe that if I apply to higher education, I will get a place.  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |

### Knowledge of Higher Education – university alternative (Years 7-13)

**Definition:** Individuals' knowledge about obtaining a place in higher education and what studying there might be like.

**Prompt (for all ages):** The following statements are about what you know and how you feel about going to university. Please think about each statement and indicate to what extent you agree or disagree.

|  |  |
| --- | --- |
| Statement | Likert Scale |
| I know what studying at university would be like.  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I know how studying at university is different from studying in school or at college.  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I believe that if I apply to university, I will get a place.  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |

### Sense of belonging – access/pre-entry (Years 7 – 13)

**Definition:** The extent to which individuals think they would feel connected to the higher education environment, peers, and others, if they were to progress to higher education

**Prompt (for all ages):** The following statements relate to how you might feel about becoming a student in higher education. Please think about each statement and indicate the extent to which you agree or disagree. Higher education includes university, higher education in a further education college or other provider, or degree apprenticeships.

|  |  |
| --- | --- |
| Statement | Likert Scale |
| Higher education is for people like me. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I would fit in well academically with others in higher education.  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I would fit in well socially with others in higher education.  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |

### Sense of belonging – access/pre-entry university alternative (Years 7-13)

**Prompt (for all learners):** The following statements relate to how you might feel about becoming a student in higher education. Please think about each statement and indicate the extent to which you agree or disagree. Higher education includes university, higher education in a further education college or other provider, or degree apprenticeships.

|  |  |
| --- | --- |
| Statement | Likert Scale |
| University is for people like me. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I would fit in well academically with others at university.  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I would fit in well socially with others at university.  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |

## **Academic Emotion – Social Support Scale**

Burić, I., Sorić, I., Penezić, Z., (2016) “Emotion regulation in academic domain: Development and validation of the academic emotion regulation questionnaire (AERQ)”, Personality and Individual Differences, 96, pp 138-147.

|  |  |
| --- | --- |
| Statement | Likert Scale |
| When I′m nervous about an exam, I talk about it with someone who is close to me. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| When school demands frustrate me, I share my troubles with friends. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| When I feel miserable due to poor grades, I pour out my troubles to someone. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| When I feel bad due to failure at school, I talk about it with my friends. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |

## **General Self-Efficacy**

Chen, G., Gully, S. M., & Eden, D. (2001). Validation of a new general self-efficacy scale. *Organizational research methods*, 4(1), pp. 62-83.

|  |  |
| --- | --- |
| Statement | Likert Scale |
| I will be able to achieve most of the goals that I set for myself. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| When facing difficult tasks, I am certain that I will accomplish them. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| In general, I think that I can obtain outcomes that are important to me. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I believe I can succeed at most any endeavor to which I set my mind. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I will be able to successfully overcome many challenges. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I am confident that I can perform effectively on many different tasks. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| Compared to other people, I can do most tasks very well. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| Even when things are tough, I can perform quite well. | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |

Schwarzer, R., & Jerusalem, M., 1995. "Generalized Self-Efficacy scale" in. J. Weinman, S. Wright, & M. Johnston, Measures in health psychology: A user's portfolio. Causal and control beliefs. Pp. 35-37

|  |  |
| --- | --- |
| Statement | Likert Scale |
| I can always manage to solve difficult problems if I try hard enough | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| If someone opposes me, I can get what I want | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| It is easy for me to stick to my aims and accomplish my goals | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I am confident that I could deal with unexpected events | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| Thanks to my resourcefulness, I know how to handle unforeseen circumstances | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I can solve most problems if I invest the necessary effort | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I can remain calm when facing difficulties because I can rely on my coping abilities | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| When I am confronted with a problem, I can usually find several solutions | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| If I am in trouble, I can usually find several solutions | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| No matter what comes my way, I am usually able to handle it | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |

## **Students’ Sense of Belonging Scale (Partial)**

Chiu, M., Wing-Yin Chow, Mol, S., 2015. "Students' sense of belonging at school in 41 countries: Cross-cultural variability", Journal of Cross-Cultural Psychology. 47 (2)

|  |  |
| --- | --- |
| Statement | Likert Scale |
| I feel close to my classmates | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I can share my problems with my classmates | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| We usually have a good time with my friends | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I feel lonely in my class | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| We often help each other in class | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |

## **The Short Warwick-Edinburgh Mental Well-being Scale (SWEMWBS)**

Tennant, R., Hiller, L., Fishwick, R., Platt, S., Joseph, S., Weich, S., Parkingson, J., Secker, J., & Stewart-Brown, S., 2007. "The Warwick-Edinburgh Mental Well-being scale (WEMWBS): Development and UK Validation", Health and Quality of Life Outcomes. 5 (1) pp.63

|  |  |
| --- | --- |
| Statement | Likert Scale |
| I've been feeling optimistic about the future | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I've been feeling useful | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I've been feeling relaxed | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I've been dealing with problems well | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I've been thinking clearly | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I've been feeling close to other people | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| I've been able to make up my mind about things | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |