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| TASO Access and Success Questionnaire (ASQ) |
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**Access and Success Questionnaire (ASQ)**

**Introduction**

The Access and Success Questionnaire (ASQ) is designed to help the higher education sector to better evaluate its access and student success activities by providing a set of validated scales that can be used to measure key intermediate outcomes these activities aim to improve.

The intermediate outcomes and their respective scale names are provided below, alongside a definition and the population for which the scale is relevant.

Scales that are relevant to activities prior to entry into higher education and work for learners in schools, sixth-forms, or colleges, or young people not in education, are labelled as *Access (pre-entry)*. Scales that are relevant to activities engaging learners in higher education and work for them are labelled as *Success (post-entry)*.

All scales refer to *higher education*, in recognition of the wide variety of options at this level of education. Since some of the activities being evaluated may relate specifically to universities (or higher education colleges), alternative scales are provided when relevant.

All scales have undergone a multi-stage process of testing and validation. The [note on the validation process for the ASQ](https://taso.org.uk/wp-content/uploads/TASO_validation-process-for-ASQ.pdf) outlines these steps and the [rapid evidence review](https://s33320.pcdn.co/wp-content/uploads/TASO-Report-%E2%80%93-Intermediate-outcomes-for-higher-education-access-and-success_stg4.pdf) highlights the strength of evidence behind each respective scale in terms of their association with access and success in higher education.

The prompts for each scale have also been tested. Where relevant, simpler wording is provided for use with younger learners, or any respondents you think may benefit from this.

When using the scales, please ensure that you:

* Use all items (statements) of a scale, where relevant.
* Do not alter the order in which the items appear or their wording.
* Do not change the prompt shown to participants.
* Do not change the response options or their numerical coding.

It is very important that responses are collected for all items of a scale, so the scales have been kept as short as possible. Despite this, standard ethical considerations apply, so please do not force responses, especially in the online administration of the scales. Instead, try to minimise item non-response by keeping overall surveys short and providing clear, age-appropriate instructions at the start. The TASO [research ethics guidance](https://taso.org.uk/evidence/research-ethics-guidance/) on ethical evaluation provides further insight into these considerations.

The scales in the ASQ capture a range of outcomes, but they may not capture the specific intended outcome of your activity. You should only use the scales that capture the outcome(s) relevant to the evaluation of your student access or student success programme. Further guidance on identifying relevant outcomes through a Theory of Change process can be found on the [TASO website](https://taso.org.uk/evidence/evaluation-guidance-resources/toc/).

**Access and Success Questionnaire (ASQ)**

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| **Scale**  | **Relevance** | **Definition** |  |
|  | **Academic self-efficacy**  | Access (pre-entry) | Individuals’ confidence in their own ability and skills necessary to perform well academically in higher education. |  |
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|  | **Cognitive strategies**  | Access (pre-entry) or Success (post-entry) | The approaches individuals use to complete academic tasks and to prepare for and successfully learn.  |  |
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|  | **Higher education expectations** | Access (pre-entry) | The extent to which individuals expect to go to higher education. |  |
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|  | **Knowledge of higher education** | Access (pre-entry) | Individuals' knowledge about obtaining a place in higher education and what studying there might be like. |  |
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|  | **Sense of belonging, access/pre-entry** | Access (pre-entry) | 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. |  |
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|  | **Metacognitive strategies**  | Success (post-entry) | The approaches individuals use to monitor, plan and direct their own learning.  |  |
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|  | **Sense of belonging, success/post-entry** | Success (post-entry) | The extent to which individuals feel connected to the higher education environment, peers, and others, and part of the community. |  |

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| **Academic self-efficacy** |  |

**Definition**

Individuals’ confidence in their own ability and skills necessary to perform well academically in higher education.

**Relevance**

Access (pre-entry)

This is a scale for use with learners in schools, sixth-forms, or colleges, or young people not in education. Suitable for use with Year 7 - Year 13.

**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.

**Items**

1. I am confident that I can get the exam results required to progress to higher education.
2. I have the academic ability to do well in higher education.
3. I could manage with the level of study required in higher education.

**Response options, with coding**

Strongly disagree (1) – Disagree (2) – Neither agree nor disagree (3) – Agree (4) – Strongly agree (5)

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| **Academic self-efficacy - university alternative** |  |

**Alternative**

If the access activity relates specifically to university, then you may use the alternative version of the scale.

**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.

**Items**

1. I am confident that I can get the exam results required to progress to university.
2. I have the academic ability to do well at university.
3. I could manage with the level of study required at university.

**Response options, with coding**

Strongly disagree (1) – Disagree (2) – Neither agree nor disagree (3) – Agree (4) – Strongly agree (5)

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| **Cognitive strategies** |  |

**Definition**

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

**Relevance**

Access (pre-entry) or Success (post-entry)

This is a scale for use with either learners in schools, sixth-forms, or colleges (Year 7 - Year 13), or young people not in education, or with students in higher education (of any age).

**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.

**Items**

1. I can tell which information is most important when I study.
2. I can tell how reliable information is when I read something.
3. I can clearly explain my ideas, even when writing about complicated things.
4. I can confidently explain my ideas when talking to others.

**Response options, with coding**

Strongly disagree (1) – Disagree (2) – Neither agree nor disagree (3) – Agree (4) – Strongly agree (5)

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| **Higher education expectations** |  |

**Definition**

The extent to which individuals expect to go to higher education.

This is a single-item question, and therefore not a scale.

**Relevance**

Access (pre-entry)

This item is for use with learners in schools, sixth-forms, or colleges, or young people not in education. Suitable for use with Year 7 - Year 13. The prompt is suitable for learners or all ages.

**Prompt (for learners of 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.

**Item**

1. I am thinking about going to higher education in the future.

**Response options, with coding**

Strongly disagree (1) – Disagree (2) – Neither agree nor disagree (3) – Agree (4) – Strongly agree (5)

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| **Higher education expectations – university alternative** |  |

**Alternative**

If the access activity relates specifically to university, then you may use the alternative version of the scale.

**Prompt (for learners of 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.

**Item**

1. I am thinking about going to university in the future.

**Response options, with coding**

Strongly disagree (1) – Disagree (2) – Neither agree nor disagree (3) – Agree (4) – Strongly agree (5)

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| **Knowledge of higher education** |  |

**Definition**

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

**Relevance**

Access (pre-entry)

This is a scale for use with learners in schools, sixth-forms, or colleges, or young people not in education. Suitable for use with Year 7 - Year 13. The prompt is suitable for learners or all ages.

**Prompt (for learners of 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.

**Items**

1. I know what studying in higher education would be like.
2. I know how studying in higher education is different from studying in school or at college.
3. I believe that if I apply to higher education, I will get a place.

**Response options, with coding**

Strongly disagree (1) – Disagree (2) – Neither agree nor disagree (3) – Agree (4) – Strongly agree (5)

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| **Knowledge of higher education - university alternative**  |  |

**Alternative**

If the access activity relates specifically to university, then you may use the alternative version of the scale.

**Definition**

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

**Prompt (for learners of 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.

**Items**

1. I know what studying at university would be like.
2. I know how studying at university is different from studying in school or at college.
3. I believe that if I apply to university, I will get a place.

**Response options, with coding**

Strongly disagree (1) – Disagree (2) – Neither agree nor disagree (3) – Agree (4) – Strongly agree (5)

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| **Sense of belonging, access/pre-entry** |  |

**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.

**Relevance**

Access (pre-entry)

This is a scale for use with learners in schools, sixth-forms, or colleges, or young people not in education. Suitable for use with Year 7 - Year 13. The prompt is suitable for learners or all ages.

**Prompt (for learners of 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.

**Items**

1. Higher education is for people like me.
2. I would fit in well academically with others in higher education.
3. I would fit in well socially with others in higher education.

**Response options, with coding**

Strongly disagree (1) – Disagree (2) – Neither agree nor disagree (3) – Agree (4) – Strongly agree (5)

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| --- | --- |
| **Sense of belonging, access/pre-entry - university alternative** |  |

**Alternative**

If the access activity relates specifically to university, then you may use the alternative version of the scale.

**Prompt**

The following statements relate to how you might feel about becoming a student at university. Please think about each statement and indicate the extent to which you agree or disagree.

**Items**

1. University is for people like me.
2. I would fit in well academically with others at university.
3. I would fit in well socially with others at university.

**Response options, with coding**

Strongly disagree (1) – Disagree (2) – Neither agree nor disagree (3) – Agree (4) – Strongly agree (5)

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| **Metacognitive strategies** |  |

**Definition**

The approaches individuals use to monitor, plan, and direct their own learning.

**Relevance**

Success (post-entry)

This is a scale for use with students (of any age) in higher education.

**Prompt**

The following statements are about your learning. Please think about how you go about learning and studying normally. Then indicate to what extent you agree or disagree with each statement.

**Items**

1. I can tell when I have understood a concept or idea.
2. I can motivate myself to study when I need to.
3. I try to use ways of studying that have worked for me before.
4. When I am done with studying, I can tell if I have learned what I wanted to learn.
5. I think of several ways to solve an academic problem and then choose the best way.

**Response options, with coding**

Strongly disagree (1) – Disagree (2) – Neither agree nor disagree (3) – Agree (4) – Strongly agree (5)

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| **Sense of belonging, success/post-entry** |  |

**Definition**

The extent to which individuals feel connected to the higher education environment, peers, and others, and part of the community.

**Relevance**

Success (post-entry)

This is a scale for use with students (of any age) in higher education.

**Prompt**

The following statements relate to how you feel about currently being a student in higher education. Please think about each statement and indicate the extent to which you agree or disagree.

**Items**

1. I feel I belong in higher education.
2. I made the right decision in choosing to study at this higher education institution.
3. I feel supported by this higher education institution.
4. I see myself as part of the community at this higher education institution.

**Response options, with coding**

Strongly disagree (1) – Disagree (2) – Neither agree nor disagree (3) – Agree (4) – Strongly agree (5)

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| **Sense of belonging, success/post-entry - university alternative** |  |

**Alternative**

If the activity relates specifically to university, then you may use the alternative version of the scale.

**Definition**

The extent to which individuals feel connected to the university environment, peers, and others, and part of the community.

**Prompt**

The following statements relate to how you feel about currently being a student at university. Please think about each statement and indicate the extent to which you agree or disagree.

**Items**

1. I feel I belong at university.
2. I made the right decision in choosing to study at this university.
3. I feel supported by this university.
4. I see myself as part of the university community.

**Response options, with coding**

Strongly disagree (1) – Disagree (2) – Neither agree nor disagree (3) – Agree (4) – Strongly agree (5)

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| **Sense of belonging, success/post-entry - college alternative** |  |

**Alternative**

If the activity relates specifically to a further education college, then you may use the alternative version of the scale.

**Definition**

The extent to which individuals feel connected to the college environment, peers, and others, and part of the community.

**Prompt**

The following statements relate to how you feel about currently being a higher education student at this college. Please think about each statement and indicate the extent to which you agree or disagree.

**Items**

1. I feel I belong in higher education.
2. I made the right decision in choosing to study higher education at this college.
3. I feel supported by this college.
4. I see myself as part of the higher education community at this college.

**Response options, with coding**

Strongly disagree (1) – Disagree (2) – Neither agree nor disagree (3) – Agree (4) – Strongly agree (5)