

Future Risk and Current Reality

What young people from low HE participation areas are saying about university

This report looks at all the pre-stage evaluation forms completed by learners participating in mid-high intensity outreach activity with the Higher Horizons Uni Connect partnership 2024/25 in response to the question “Do you have any questions about university?”. The question is general and used across all our activities regardless of activity type.

From over 10,000 rows of data we have nearly 2000 free text responses to the question. Having completed a thematic analysis of such responses we identify the top 10 topics of query learners raised. In so doing we highlight what are the primary concerns learners have about higher education and tied to that we have insight into how they perceive it. This in turn might help us better understand the young people we work with, but also help us understand the problems the sector faces in areas where participation is low.

Each topic has a commentary exploring sub-themes, presents quotes in support of them, and has recommendations. The recommendations are based entirely on these pre-evaluation responses and in many cases much outreach delivery does what is raised. We hope outreach practitioners find the contents either insightful and informative for future intervention design, or confirmatory and validating with regard to their current endeavours.

Please note that only where a phrase is in double inverted commas, or speech marks, is it a direct quote from a learner. Where a question mark grammatically ought to be in a quote but is missing, is where the author is adhering to the comment's original format.

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WHAT DIDN'T QUITE MAKE THE TOP 10

SUPPORT & WELLBEING

Perhaps surprisingly the topic of Support & Wellbeing was at the bottom of the list we generated from the learners' responses. The prevalence of mental health worries, the cost of living, and the well-reported levels of backlogged SEND and neurodivergent diagnoses, as well as the prospect of being away from home, and all of this in a post-Covid social media ridden identitarian age would lead one to expect responses in this category to be more frequent.

However, support and wellbeing ties in with some of the other concerns and themes raised. Should the costs and finance prove overwhelming, the course too challenging, etc, support would be needed. There is a year divide too, with younger learners asking more about the social and family aspect of their wellbeing, older learners asking about more practical elements such as funding and services available.

In the free text responses, there is an awareness that staying at university entails "family time being taken away" and being away from the comforts of home such as pets. Learners talk of "missing family". Because of the limited resources of the learners we work with, many will have few experiences to draw from that have taken place outside the context of their immediate family; for many they either do things as a family, or not at all. The other side of this is the friends they will make, or the lack of them; a fear of loneliness and being "left to your own devices" sits alongside those who ask "what are the people like?" and what happens if you start "feeling out of place" and what is the risk of "not getting accepted?"

Mention is made of the support universities will provide in securing work experience, placements, and 'introductions'. This is not a big theme, but something to factor when universities talk of encouraging placements and students arranging their own placements. Learners coming from a background with few contacts and few networking norms do not want to be left to their own devices. With regard to university finance, some learners who go beyond how much it costs but contemplate what support there is available for cost and finance make mention of sponsorship, scholarship, and funding.

Some learners ask what support is available for learners with certain “conditions” and from certain “groups” (e.g. care leavers). Coming as they do from under-represented groups and minorities, by their very nature these queries are small in number. Carers and care leavers never come in big cohorts and this reminds us not to over-quantify the qualitative; the marginalised are unlikely to dominate a list of topics or themes, but this does not render them less important, hence this topic's worthy mention outside ‘the top 10’.

THE TOP 10 TOPICS

10. SETTING & LOCATION

Geography is a factor for many, but especially for younger learners from years 7-9. As a topic it comes through in different ways.

Distance

Some learners attending a campus visit see the first obstacle being how one would get to the university's location. For a group where driving is unlikely and in areas where local transport links are poor this is a pertinent issue. Others focus less on the transport aspect but the distance from family with it being “too far away” and are keen to explore somewhere nearby “so I don’t have to move far away from my family”. Learners ask both ‘how do I get here?’ and ‘how do I go home?’.

Scale

Some learners find the size of university campuses and complexes overwhelming and the term ‘big’ recurs frequently;

“why so big?”

“is it big?”

“why is it so big?”

“Do you have to use all the buildings/campus when working/studying there?”

They also express fears of getting lost asking “how long does it take to know your way around?”. The switch from one big building or a contained set of buildings to a large campus or a sprawl of city buildings can be daunting.

Choice

It is not obvious to our learners that staying on campus or living at university isn't mandatory, even if studying at a local university. The established portrayal of university is one of resident students and that message is embedded in young people's perception of higher education. Combined with their current predicament as school pupils where so much of what they do is mandatory, they can assume that moving away from home is some kind of forced relocation. Coming from backgrounds with limited means, that has given them fewer social and cultural experiences and more dependency on family and the familiar, the prospect is not always an exciting one. This is addressed more in the topic of Accommodation & Living.

Recommendations

LAG often involves showing the pathways and routes into higher education, but there is practical value in referring to the actual routes to places of higher education; how to get there physically will help make HE more accessible and tangible.

- Stress optional nature of student accommodation and identify alternatives.
- **Break down university into digestible chunks**, stressing the practical links between buildings and core elements of campus. On subject taster days provide a *spatial* taste of the subject and how in reality students do not know or use the whole campus.
- **Discuss how students get to and from campus**, and how they keep in touch with home/family.

9. DOUBT & SUSPICION

This topic includes those who are provoked by the question and fight it, not only advising that they have no questions, but they have none because they are not going;

"I don't and I'm not going"

"No I don't want to go"

"No because im not thinking of going"

"No, I'm not going"

They are suspicious of HE, suspicious of the question, and suspicious of our agenda, questioning the event;

"It's really confusing and pointless right now because I'm just finished with Year 7"

"Why do I need to know if I'm only in Year 7?"

"Are you just here to advertise your uni?"

They also resent the evaluation;

"Why is this a question?"

"Why do you want my information if I do not intend to go here in the future"

This group have ruled it out from the outset with one proclaiming "I DO NOT REALLY WANT TO ATTEND". There are others who have not ruled it out, but find it too much to handle and find themselves struggling to identify or know what questions to ask;

"Why is it so confusing"

"Help me I don't understand"

"I know nothing at all"

These learners are not combative, but similarly feel that they are not in a position to contemplate higher education and therefore feel that they are not in a position to answer a question which presupposes that they are.

Recommendations

Disarm the learners through **transparency**, explaining Higher Horizons, its mission, and its credentials. Open and close with reference to the organisation rather than the university at which a deliverer is based. Where providing examples, and where possible, provide more than one and vary them to avoid accusations of bias and when conducting campus tours frame it in terms of what universities often have and what to consider/look out for when considering a higher education provider. It is important to note that these are pre-event suspicions and reservations being expressed *before* they participated in what was most likely an impartial outreach activity.

8. SCHOOL & UNIVERSITY

While this topic is lower in the list, it possibly underlies other topics; when they want to know how big a campus is, how hard the work is, what the timetable is like, or how many subjects they can take it is in the context of what they already know and have experienced at their current school or college level.

The outright comparative questions “is it the same as college?” or “is it similar to school?” are frequently asked. The specific comparison most often sought is the degree to which university is rules-bound, generally, asking “is it laid back?” and “do students have more freedom here?”, but also specifically, especially with regards to clothes, social habits, and phone usage;

“is there a dress code and are the teachers strict?”

“how strict will university be?”

“can you vape?”

“can we wear anything we want”

“are we allowed to use phones outside of lectures”

Alongside this are questions about the punitive culture or otherwise of university, and what penalties, consequences, and punishments are involved, asking “do you get in trouble” and “what happens when you are late to class”. Learners are coming to us from an extreme environment that limits not

just what they want to do, but what they need to do, going to the toilet being the ultimate example;

“how many times a day do we get a free pass?”

“Can we go to the toilet whenever we want?”

Some learners fully aware that university is different from school ask questions such as “how will I fully cope”, what ways are there of “adapting to the changes” and what “effort” is needed in any “transitioning”.

Recommendations

While extolling the freedom university life provides we need to also acknowledge that this is because those attending are adults and not imply that it is ‘better’ than school; learners will infer this by themselves. While this radical break in culture and norms **will be exciting for some, for others it will be daunting.**

7. DIFFICULTY & CHALLENGE

The next topic, undoubtedly related to the general school vs university topic (“Is university harder than high school”), is the level of difficulty anticipated by the learners. In the context of current study struggles and the awareness of this being a ‘higher’ level (“how more difficult is it?”), there is a real fear of just how hard it will be;

“Are the courses hard?”

“Is it as hard as it seems?”

“Are the lessons difficult?”

“Is the work hard?”

And it can get personal, some ask in a detached fashion about the challenge level involved, others tie it closely to how they perceive their own abilities and then contemplate the consequences – both academically and mentally;

“Will the work be too hard for me?”

“Is it stressing and overwhelming?”

“I think everything is really hard”

“Will it be really hard? I want to be a lawyer but my mum said that it might be a bit hard”

“What happens when you fail an assessment?”

The use of the word ‘when’ rather than ‘if’ is telling. Others suspect it will be difficult to even get in in the first place;

“how hard is it to get in”

“is university hard to get into and complete?”

“is it difficult to get into a university and is it stressful?”

Recommendations

In highlighting how different a university is from school, some **perspective management** is required, reminding and reassuring learners that they themselves will be different from who and how they are now; they will be older, wiser and more experienced, and the level of education will be at a level commensurate with that.

6. APPLICATIONS & ENTRY

Besides learners querying how hard it is to get in, many ask about the process itself;

“How would you apply?”

“How do I get in?”

"How would I actually apply to uni"

Others focus less on the process and more on the requirements;

"What grades do I need?"

"How do I find out the qualifications to apply"

"What is required to enter uni"

And some intent on a particular institution or subject ask about the process or grades required for those specific cases, anticipating variation in requirements and process;

"How do I apply to a uni in Canada"

"What grades do you need to be a police"

"what do you need to pass to do game development"

While some aim high, some are contemplating worst case scenarios, exercising healthy caution or demonstrating a lack of confidence. For some learners life decisions are high-risk with results day having a cliff-edge feel to it;

"Can I still do what I want to do if I don't get the grades?"

"What if we don't get a high grades what would happen"

"If I don't get into a university on results day, what do I do?"

Learners want to know before committing to a route or pathway whether at the end of it they could end up getting stranded. This was a sentiment that was evident across all years.

Finally, there is a strong contingent, mostly from years 7-10, who are not asking if they can go or how, but are asking if it is mandatory;

"Do you have to go?"

"Do you have to go to university?"

"Do you have to go to uni or is it your decision"

Recommendations

As well as learners wanting to know the nuts and bolts of the process and the requirements, they are keenly aware that application and entry is something over which they do not exercise control. **A stress on what agency learners do have in the process**, from the option to enter the process in the first place to the options that exist should Plan A or Plan B not succeed, need to be outlined.

5. CAREERS & OUTCOMES

This topic features frequently and comments are often made alongside comments tied to finance and costs (is it worth it?), difficulty and challenge (again, is it worth it?), application and entry (do I need it?) and time and duration (can I get there quicker?).

Some learners ask about the success a degree can bring in general terms ("does going to uni give me a better chance of success?"), but more pervasive is a specifically functionalist view of university that weighs up the material cost and material benefits of going;

"...is it worth the money?"

"Will I become rich?"

"Will it offer me a better standard of living after"

"Does the knowledge from uni allow me to buy a BMW E35"

"Do we get more money from Jobs when we do Uni?"

Others place university in the context of the careers they want to do and whether a degree is needed for certain occupations. These range from hair stylist to astronaut, lawyer to vet, pilot to interior designer, and beautician to paramedic. Some occupations may appear obvious in their not needing a degree, others obvious to the contrary, but what is clear is how these learners are aspiration-abundant but pathway-poor. This is apparent when discussing specific jobs, but also in general fundamental terms;

"If you want to get a job in the future, do you have to go to university? If you don't need to, but want to, can you still go?"

"Do we need a degree"

"Do you have to go to university to go to every job?"

"Do you have to go to uni or is it for certain jobs?"

Note how we are fighting myths running in different directions; removing myths that push young people away from university, but also addressing myths that might suggest that university is mandatory or the only route through which to get a job. What is a rite of passage for a more middle class learner is a cliff edge for a learner from a low-participation area;

"what happens if you don't go to university"

The idea of the cliff edge reflects how decision-making is a risk calculation. Learners want reassurance to the point of guarantee;

"What is the point of university if you can't get the job you want?"

"HOW DO I KNOW I WILL ACTUALLY GET SOMETHING OUT OF IT"

Recommendations

In quantitative findings learners consistently associate graduate status with more desirable employment. However, behind this lie extreme stances. That association is too weak for some, they want guarantees. For others that association is too rigid, viewing it as mandatory for survival. Others view it in very narrow terms of material wealth or a specific job when the desirable objects and the careers of the future may be ones not yet imagined. That a degree can enhance job prospects is not news for them and they do not need this revealing to them. Indeed, they do not come with no concept of this, but rather a very fixed and often narrow or extreme concept of it. A successful intervention in this area is one again of **perspective management** that moderates, nuances, and broadens their outlook.

4. TIMINGS & DURATION

A topic that features in our top 5 and nearly enters the top 3, which might not be immediately obvious, is regarding timings and duration. Nearly 1 in 10 free text questions were on this topic. While some learners as we have seen struggle to envisage university spatially, often pointing to its size, they also struggle to understand it in terms of time.

A frequent question asked is about duration – how long a student takes to study for a degree;

“How long do you stay there for?”

“How long do you stay at university?”

“How long do you do it”

“How many years will it take to get a degree?”

Words such as ‘have to’ and ‘need’ hint at frustration or a lack of patience, resenting extra years in education or simply in a rush to get to where they want to be;

“How long do you need to be there for?”

"How many years do you have to do"

"Do you have to be in university for long?"

"How long do you have to stay there for?"

Some come outright complaining about it;

"It takes too much time"

"why does studying dentistry take so long?"

Others struggle to place it sequentially, asking when you start it or asking about the staging of the various qualifications;

"is it better to go earlier or later?"

"What age do you have to be to apply?"

"can you go straight to university after high school if you got good grades"

The younger years query which GCSE's are needed and the role GCSE's play and there is some confusion about the order of qualifications.

Another set of related questions surround the typical day or typical week of a student. The length of the day and the frequency of contact hours and how many of the days of the week are taken up with study are topics of interest;

"What time does university start and finish?"

"Times (What time it starts ends or lessons lengths)"

"How does a uni timetable work?"

"How long do you spend in a university (hours per week or how many days)?"

"What are the timetables like?"

"Would there be classes available for my timescale?"

Besides trying to envisage a typical day, we cannot rule out the pertinence of this question being tied to a learner's need to navigate commitments at home or to part time jobs. The last quote on 'my timescale' hints at this.

Recommendations

There is scope for more perspective management with reference to the 'long game' and it being part of a career journey. Such conversations can tie in with **expectation management** where degrees don't secure destinations, but open up pathways that still need traversing. **Discussion and examples of university timetabling** might on the surface appear dry and bureaucratic, but to many learners would be of interest and reassurance.

3. ACCOMMODATION & LIVING

University as a place where you live as well as study is a concept that learners, especially in Year 7, find difficult to comprehend;

"do you need to sleepover night?"

"Do you have to stay overnight at uni?"

"Do you have to live there?"

"Do I have to live on campus?"

Note how the question can be querying the reality but also the *necessity*. Operating in an educational environment that has rules and parameters, and where parents and teachers make the decisions, we have already seen how some view their very application and enrolment as something that is potentially mandatory, so they view certain aspects of university once you are there as compulsory too, including whether you live there and with that whether you move away from home;

"Do you have to move away to go to university?"

"Do I have to stay away from home if I go to university?"

Learners not only want to know “where will I live” but need to know what their options are, including that of staying at home and commuting. It would be easy to assume that the common perception of university as a middle-class rite of passage is being imposed on young working-class people here. This might be the case once they enrol and navigate the norms of university. Indeed, it might be more of a participation issue than an access one. The striking feature of learners responses here is not the middle class model of university living, but the American one. We might have to consider how they are more likely to watch an American TV programme or film than they are to converse and mix with any domestic middle class peers. On nearly thirty occasions learners from fifteen different schools used the terms ‘dorm’, ‘dorms’, and ‘dorm rooms’. British universities rarely use this terminology, preferring ‘halls’. Frequently, learners ask about who they’ll be sharing a room with;

“Do you have room-mates?”

“Do I have room-mates?”

“Do you get to pick who you’re with in dorms?”

Again, it is an American model of shared rooms they are referring to; while shared rooms do feature in British HE, it is not the convention.

Other queries revolve around the cost, some querying whether there are charges, others asking how much those charges are;

“Do you have to pay for dorm rooms?”

“Do you have to pay for a dorm?”

“How much do we have to pay for dorm rooms?”

“How much is accommodation?”

“Do you have to pay for the food?”

“What type of food do you serve, and at what prices”

What marks this differently from cost queries tied to tuition fees is that they tend to know of the latter as they are what comes through in the news and media coverage of higher education. The vast majority don't ask *if* they pay towards it. For food and accommodation, however, they are in an even darker and mysterious place not knowing how much but also whether you pay at all.

Recommendations

Just as cost and finance is often dealt with in a **myth-busting** fashion in the delivery of outreach, a similar approach might be necessary with regard to accommodation, stressing how it is not mandatory, how commuting is an option, and that it might not be how they have seen it presented on TV or in film.

2. COST & FINANCE

Cost and finance is the second biggest source of queries that precede an outreach intervention, and it might even be first if we consider related indirect queries such as wellbeing, accommodation, difficulty and challenge, etc. When learners list concerns about HE rather than focusing on one, finance tends to be in that list, and where cost is the only concern mentioned it is the only one where on occasion learners will state explicitly that it is their only and overriding concern;

"Money, Wonga, Cash"

"Money management and nothing else"

"The only concern I have is how much it might cost"

There is a small minority who might ask whether one pays to go to university, but overwhelmingly learners have received the message that there is a price tag attached. Questions tied to cost and finance that start with the phrase 'how much' occur nearly seventy times;

"How much money is it?"

"How much is it?"

Others ask more pointedly how expensive it is;

"Is it expensive?"

"Would it cost a lot?"

While some don't query the expense, but state it as a fact or as a given;

"University is very expensive"

"Its too much money"

"Money, costs a lot to go"

The high cost brings into play themes of risk, asking "what happens" and "what if" there is no money or money runs out. And in and amongst these worries is the word "debt";

"What if I'm left with lots of debt?"

"Don't wanna be in debt"

"Will it put me in crippling debt"

Learners may see higher education as a way out of hardship, but also as a way of falling further into hardship and compounding their and their family's financial worries, with one querying if "it would affect my family benefits?". When weighing the cost and then the risk the learners then question the value of such a route;

"Being overqualified, debt"

"is it worth the money"

One learner asking “how much will it cost, will it help with my career?” poses two questions, but in a telling order; when the young people we work with contemplate the opportunity they also, and have to, contemplate the risk.

Some learners come to terms with the costs, but want information on the processes and how to cope and manage their finances. Many are aware of student loans and want more information on these;

“What age do you have to apply?”

“How do student loans work?”

“How does student loan work exactly?”

Meanwhile others are exploring what universities can do for them, asking about scholarships, or what they can do themselves. Indeed, some contemplate working part-time alongside their studies, but query how this can be practically done and done without harming their academic success;

“Is it possible to healthily juggle university and a job at the same time and still do well?”

“Can I be in university and have a job at the same time?”

Learners are seeing problems, obstacles, and are asking “what happens” to them, but are also asking about their options, and seeking solutions;

“Is there a way to make it affordable”

Recommendations

Learners arrive for the most part aware that there is a cost to higher education, and they come expecting bad news. Many see HE as providing certain debt in exchange for uncertain success; it seems a poor deal. For those for whom it is a concern, it can be an overriding concern, for some the

only concern. Crack the messaging on finance and learners will be willing to embrace the opportunity that HE brings and we see this with current IAG programmes where PRE and POST quantitative findings present a turnaround on HE finance knowledge and a greater willingness to contemplate HE. They want to know the costs, not sugar-coated, but also want solutions and the key is persuading them that, with costs and challenges accepted and trade-offs elaborated, **what appears as a 'poor deal' can be a 'good deal'**; outreach practitioners need to make the hard-nosed business case.

1. COURSES & LEARNING

The number one topic of query regarding higher education is on courses, learning, teaching, and the subjects one can study; 1 in 5 free text comments at the pre-evaluation stage touch on this.

Many of the questions simply ask if universities or a university offer a course or degree in certain subjects or in fields relevant to certain sectors and industries (e.g. engineering, medicine, drama, gymnastics, nursing, forensics, football, etc.). The contrast with school comes through when they ask whether they have a choice over what to study and ask how many subjects they study;

"How many courses can you do at maximum"

"Do you get to decide your subjects?"

"Can you go to a university about 1 thing?"

"Can you learn anything at university?"

Whereas many of the differences observed on a university campus could be attributed to becoming an adult, the academic differences are stark and offer a genuine contrast with school and what they have known of education thus far.

Another major theme is types of courses, specifically degree apprenticeships. Comments do not tend to express a preference or any intention, but reveal an interest and an awareness of the qualifications out there, even if it is vague. Sometimes it is a term that they have heard and that might be all they know;

"what is a degree in apprenticeship?"

"What is a degree apprenticeship?"

Others want a comparison asking "how is a university degree different to an apprenticeship degree?" and querying whether they are of the "same value". They frequently, however, query the relative merits and sequencing of other qualifications ranging from GCSE options, what is double or triple science for example, to the difference between A Levels and T levels, to some asking about PhDs and masters qualifications. Learners are trying to make links and join the dots in a muddy qualification landscape;

"If I do an apprenticeship do I need to go to university?"

"How many courses can be offered? Can you get a PhD in most of them?"

"Do Oxbridge do apprenticeships?"

"Why does university do degrees and why does apprentice also have a degree?"

It is perhaps understandable for a Y7 learner dipping their toes into the scene to state "I don't know what a degree, a master degree, A levels and an apprenticeship is" and similarly for a Year 8 learner to ask "How do masters, degrees and diplomas work?"; note how the order of qualifications is often not correct. Confusion and bewilderment is not exclusive to the younger learners with one Y12 student participating in our Steps2Medicine programme, a programme that tends to attract highly driven and academically discerning learners, asking "what is the difference between a diploma, degree, masters and a 'single honours'?".

In addition to these key themes, are questions about grades required, and others asking about how many exams take place and how much homework there is. What is striking is the lack of questions about the nature of learning and study at higher education level, beyond qualification and subject. The problem here is that they cannot always identify what they don't know and while excluded as a 'topic' because of its vagueness and generality, one of the most common questions asked is about what university 'is like'. Many

learners approach higher education with preconceived ideas, but others come with a clean slate and a blank canvas. Perhaps one of the reasons why our campus visits are so successful in securing large positive quantitative shifts is because learners get a general inexplicable 'feel' for what it 'is like' and this can be as important, if not more so, than any IAG that seeks to debunk or correct any specific misconceptions.

Recommendations

To satisfy learners on courses and subjects available we need to **signpost** them towards the best research options and sources on higher education providers (e.g. UCAS, university websites, etc.).

Navigating the qualification landscape, some **qualification matrix or timeline** might be helpful for young learners to not just get to grips with what certain qualifications are, but how they relate to each other.

Finally, while caution should be exercised making claims that university is 'better' than school, studying something you have chosen and specialising in what you are most passionate about, is **one of the biggest positives** of higher education that should not be missed when relaying its benefits.

CONCLUSION

The learners we work with see the benefits and opportunities of higher education but have to weigh it up with the perceived risk involved. Securing enthusiasm for HE means exploring options that help to minimise, mitigate or manage that risk. What courses to do, how difficult it is going to be, how hard the application, what careers lie ahead of it, and how much it is going to cost are topics where this risk-benefit analysis is asking fundamentally; is it worth it?

Learners struggle to envisage higher education academically, spatially, and chronologically. The idea of studying one or two subjects only, doing so of your own choosing, is a radical departure from their experience of education to this point. Doing so on a large campus or across a city in a place bearing no resemblance to either school or home is daunting. Then there is the time vortex higher education presents where normal and typical time references disappear and what becomes of the hours of the day, the days of the week, and what and how many years are involved are a mystery.

While we have School & University as a discrete topic of its own where learners have explicitly made or queried comparison, in reality it forms part of a wider implicit overarching theme that brings in studying, space, and time; how does university relate to their current (school-based) reality?

Practitioners are needing to make both a business case and a context case for higher education mirroring what is most preoccupying the minds of young people from low participation areas, both addressing future risk and acknowledging current reality.

ANNEX 1

The top 10 topics raised in free text comments by learners before participating in a Higher Horizons outreach event in 2024/25:

1. Courses & Learning
2. Cost & Finance
3. Accommodation & Living
4. Timings & Duration
5. Careers & Outcomes
6. Applications & Entry
7. Difficulty & Challenge
8. School & University (direct comparison)
9. Doubt & Suspicion
10. Setting & Location

Support & Wellbeing was outside the top 10 but is mentioned as it can be of particular relevance for under-represented and marginalised groups who will unavoidably be in a minority and few in number.