



Specialist Evidence, Evaluation & Research
Collaborative HE by Applied Inspiration



ACCELERATE LONDON (NCH): PRE- AND POST- SURVEY DATA ANALYSIS

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1. INTRODUCTION

During July and August 2020, NCH delivered Accelerate London: Pre-University Programmes in Law, a summer school for talented students in their penultimate year of secondary education (Year 12 in the English education system), led by the internationally acclaimed Faculty of Law. Due to restrictions pertaining to the Covid-19 pandemic, the 2020 Accelerate Law programme was delivered online, at no cost.

The course comprised 2 hours of teaching on Monday, Wednesday and Friday, with independent study projects on Tuesday and Thursday. The course ran twice over the summer period:

- Monday 20th July to Friday 24th July 2020
- Monday 3rd August to Friday 7th August 2020

Both weeks were oversubscribed and ran at full capacity.

Participating students were invited to complete a survey both before and after engagement with Accelerate London. There were 99 respondents to the pre-course survey, of whom one denied permission for the use of his/her data and was thus eliminated from the analysis, leaving 98 respondents. The post-course survey received 67 responses.

The survey data was then cleaned and analysed by the SEER/Applied Inspiration team. The findings from this analysis are presented in this document.

% are rounded to the nearest whole number.

SEER/Applied Inspiration has also presented findings from qualitative data, collected from participating students' reflective writing following the summer school.

2. PRE-COURSE: KNOWLEDGE AND EXPERIENCE OF NCH AND THE DISCIPLINE OF LAW

Asked whether they had taken A level or GCSE law, 81% of respondents said "No", compared with 19% who said "Yes". Most respondents (74%) had heard of or experienced NCH before taking part in Accelerate London, and indicated through the following ways:

In what ways had you heard, or had experience with NCH before? Please select all that apply

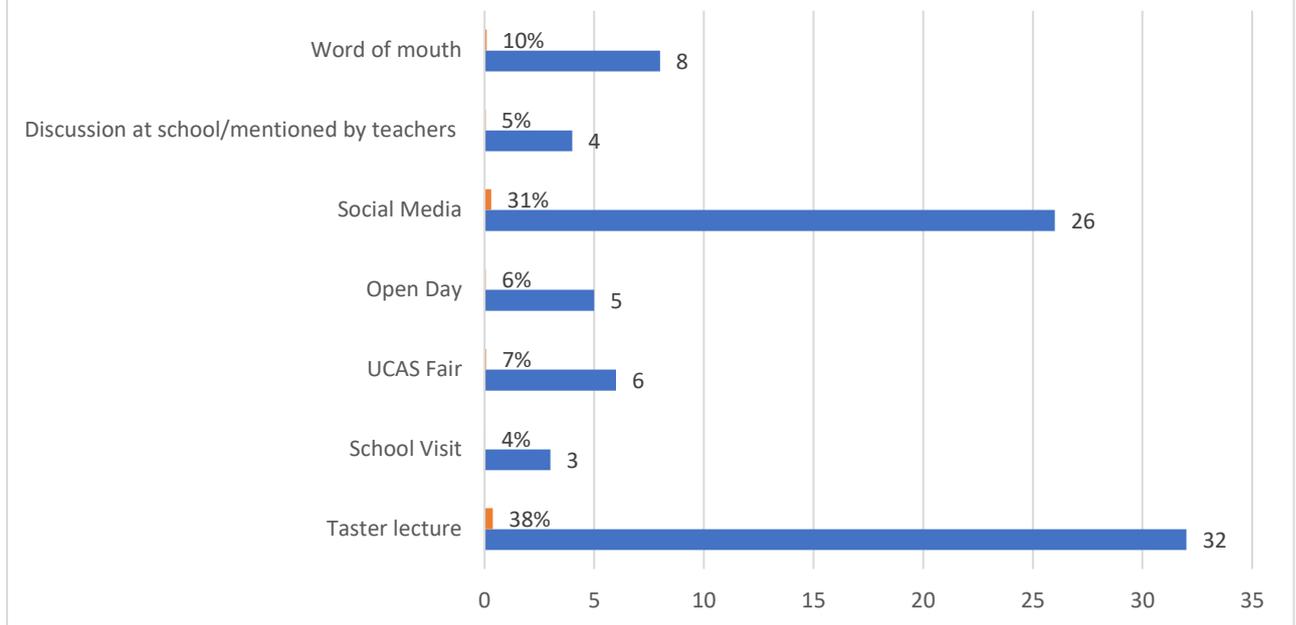


Figure 1 Pre-Course Survey Question 6 “In what ways had you heard, or had experience with NCH before? Please select all that apply.

Figure 1 shows the most popular means by which respondents had experienced/heard of NCH was through a Taster Lecture (38%), followed by Social Media (31%).

When asked what grades students thought were needed to study Law at NCH, responses ranged from A*AA to BBB. 37% of respondents stated they thought the grade requirements were AAB, and this formed the modal category.

Most respondents (72%) thought it was possible to study for a combined law degree at NCH. 26% did not know and 2% answered no.

87% of respondents had not heard of the Launch programme. Of the 13% of respondents who indicated they had heard of the Launch programme, the following descriptions were provided:

- It's a programme that provides practical skills that helps the student make the best use of their academic education
- Combining different teaching with that of the law course to give you an additional qualification alongside your degree
- It prepares you for the realities of work, instead of just the academic aspects
- The program provides practical skills that help students make the best of their academic education
- It's a programme of multiple skills students learn for when they graduate
- Life After NCH Programme developing soft skills to boost employability such as enterprise, CV writing workshops etc.
- Help with your future whilst studying at university.

Figure 2 Question 10, pre-course survey “Please could you describe what you think the LAUNCH Programme is?”

Most respondents (93%) had not heard of nor used CANVAS before. 2% of respondents had used CANVAS before and 5% had heard of CANVAS but had not yet used it. Of those who had heard of CANVAS, the following descriptions were offered:

- online platform to get information and collaborate with others
- A tool for gaining information.
- an online learning forum, similar to Google classroom or Moodle
- I have received an email and the way I can describe CANVAS is that it is a place that stores e-learning or work
- Textbook site

Figure 3 Question 12, pre-course survey, “Please could you describe what you think CANVAS is?”

Students were asked what they thought a typical week of study at NCH might include. The top four responses were:

- 1) Lectures: 62 participants (32% of respondents),
- 2) Seminars: 46 participants (24% of respondents),
- 3) Independent Study: 27 participants (14%),
- 4) Tutorials: 25 participants (13%)

Where students selected ‘Other’ they volunteered the following descriptions:

- *‘a flexible schedule, incorporating extra-curricular activities throughout the week, with the option of taking minors/other courses that sparks interest to us.’*
- *‘Likely in-depth topic info and then, in the latter quarter of the lesson, a quiz to apply this knowledge.’*
- *‘Liberal Arts style teaching and many different subjects combined’*
- *‘Lessons in your major and minor subject, three-quarters focusing on your major and one-quarter on your minor, a lecture a week on each, major/minor/specialism)’*

When asked what currently appealed most about NCH as an institution, students responded:

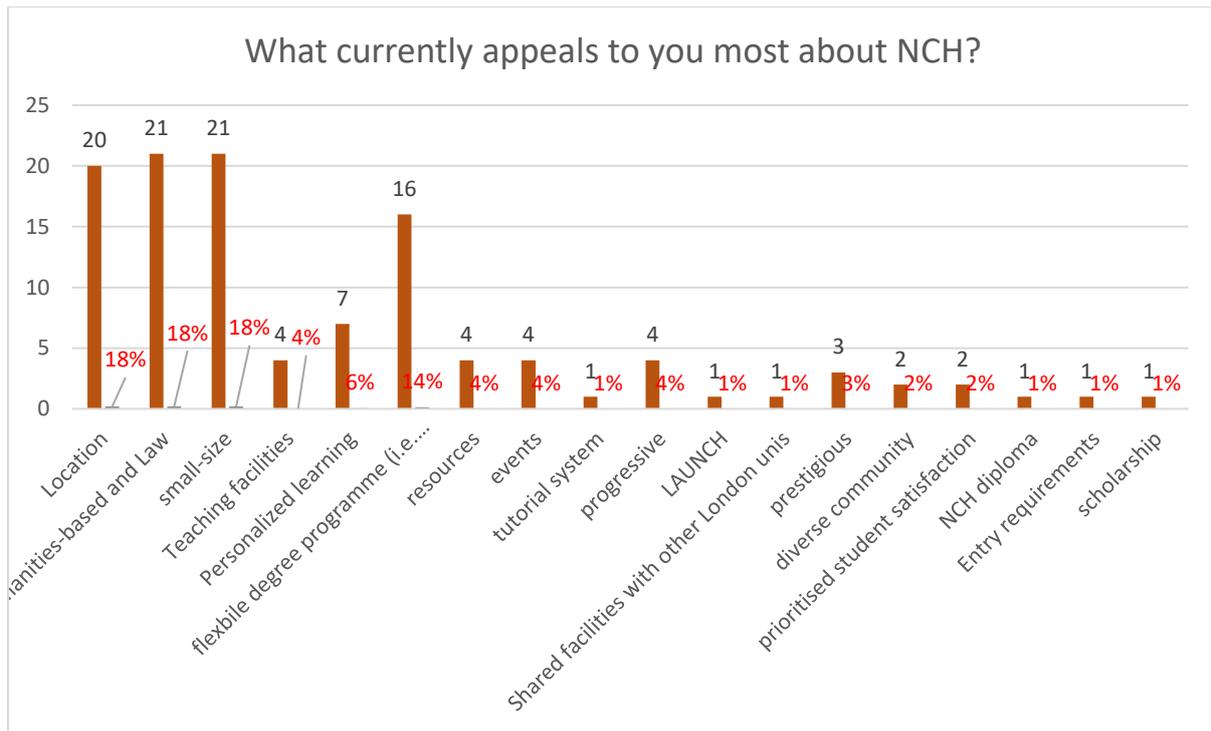


Figure 4 Question 13, pre-course survey 'What currently appeals to you most about NCH as an institution?'

In particular, students responded that they were attracted to NCH because of its specialism in the humanities and law, its London location, the availability of flexible degree programmes and its small size.

Figure 5, below, shows student responses to a series of statements regarding their current (pre-Accelerate participation) skills and knowledge. It demonstrates that the vast majority of students agreed strongly or moderately with each statement but with a significant minority of students (24%) indicating they felt they lacked the study skills to progress at a post-16/HE level.

3. PRE-COURSE: YOUR SKILLS

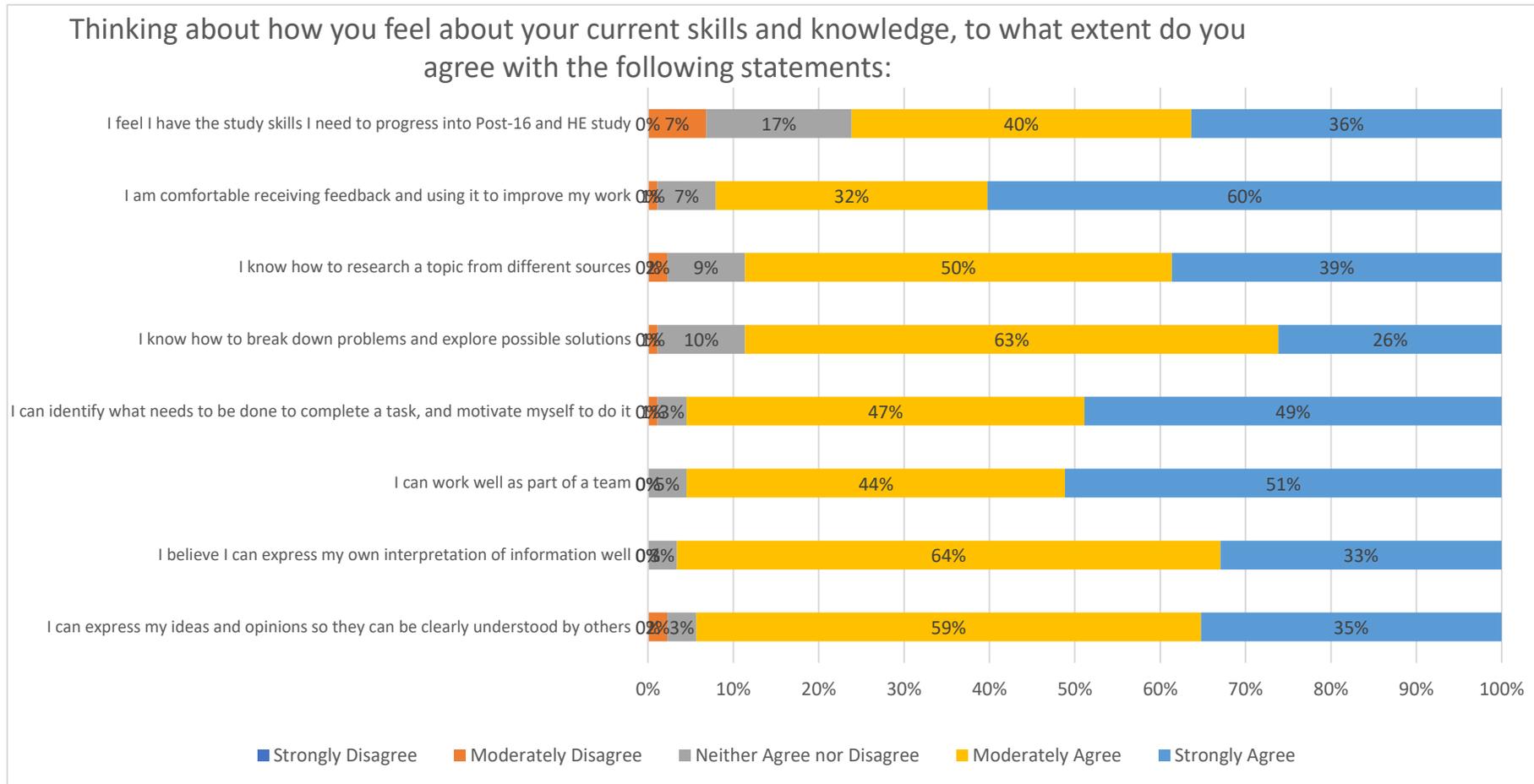
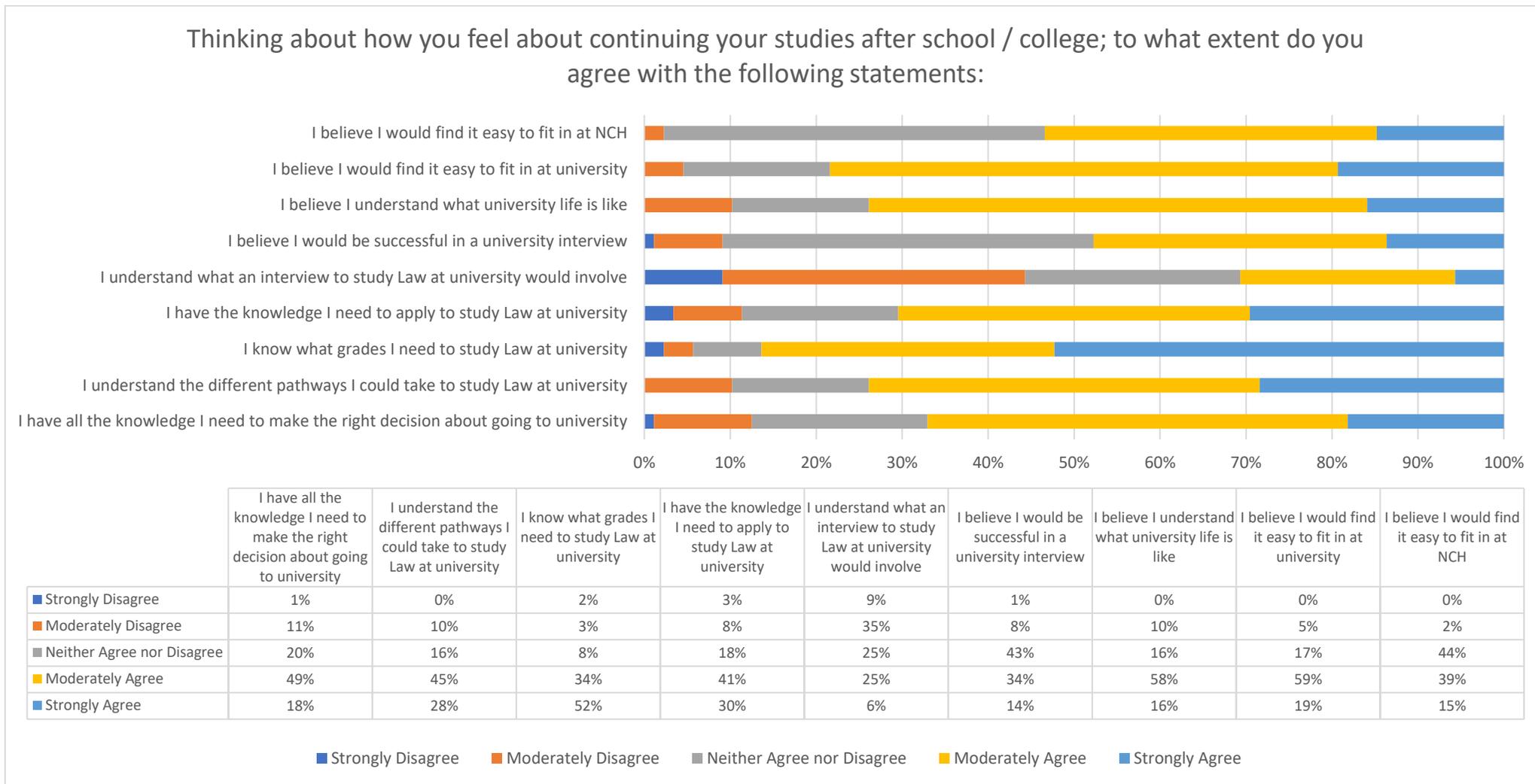


Figure 5, pre-course survey, to what extent do you agree...

4. PRE COURSE: PROGRESSING TO HIGHER EDUCATION

Figure 6 pre-course survey, Thinking about how you feel about continuing your studies after school / college; to what extent do you agree with the following statements:



5. PRE COURSE: ADDITIONAL ABOUT YOU

Most participants identified as female (77 female to 12 male). Religious affiliation was identified as shown below, showing most students as either Christian or with no religion.

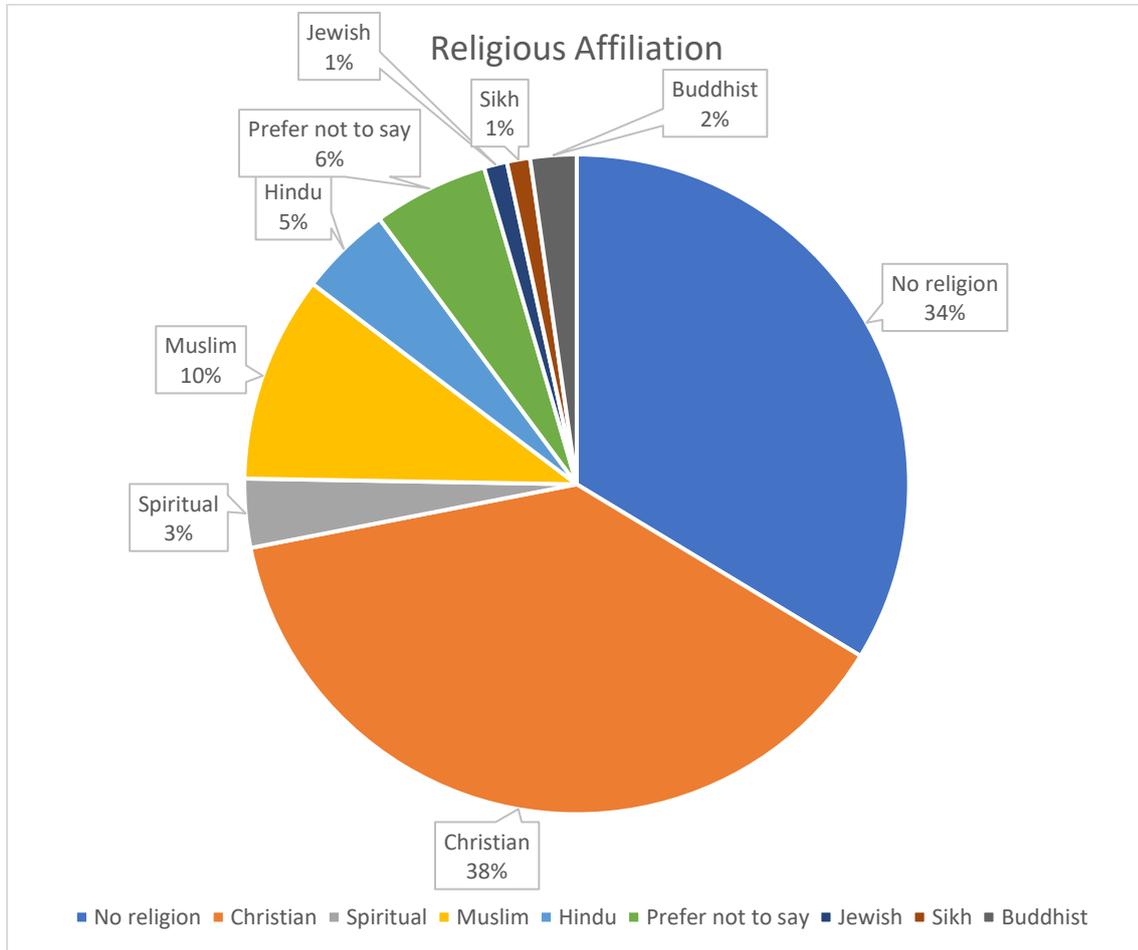


Figure 7 Religious Affiliation

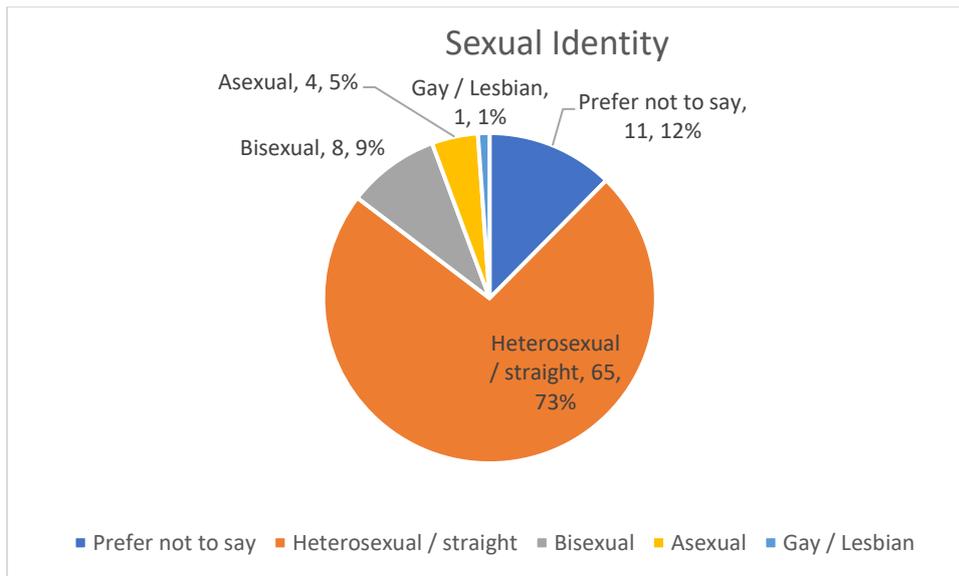


Figure 8 Sexual identity

Figure 8 shows student statements regarding their sexual identity. Figure 9 (below) shows student statements regarding their ethnic group.

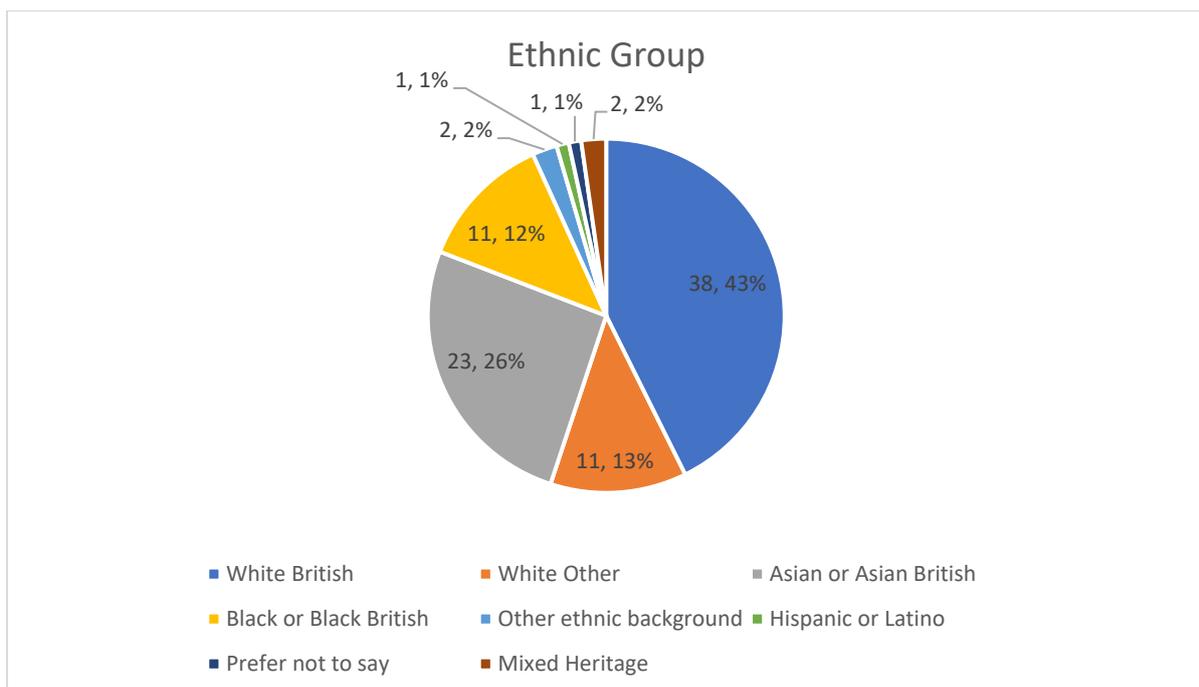


Figure 9 Ethnic identity

Figure 10 below provides further data regarding student characteristics:

Do you consider yourself to have a disability?	Yes = 2 (2%) No = 87 (98%)
Do you have caring responsibilities?	Yes = 5 (6%) No = 82 (94%)
Have you had experience within the social care-system? Or would you define yourself as estranged from your family?	Yes = 2 (2%) No = 85 (97%) Prefer not to say = 1 (1%)

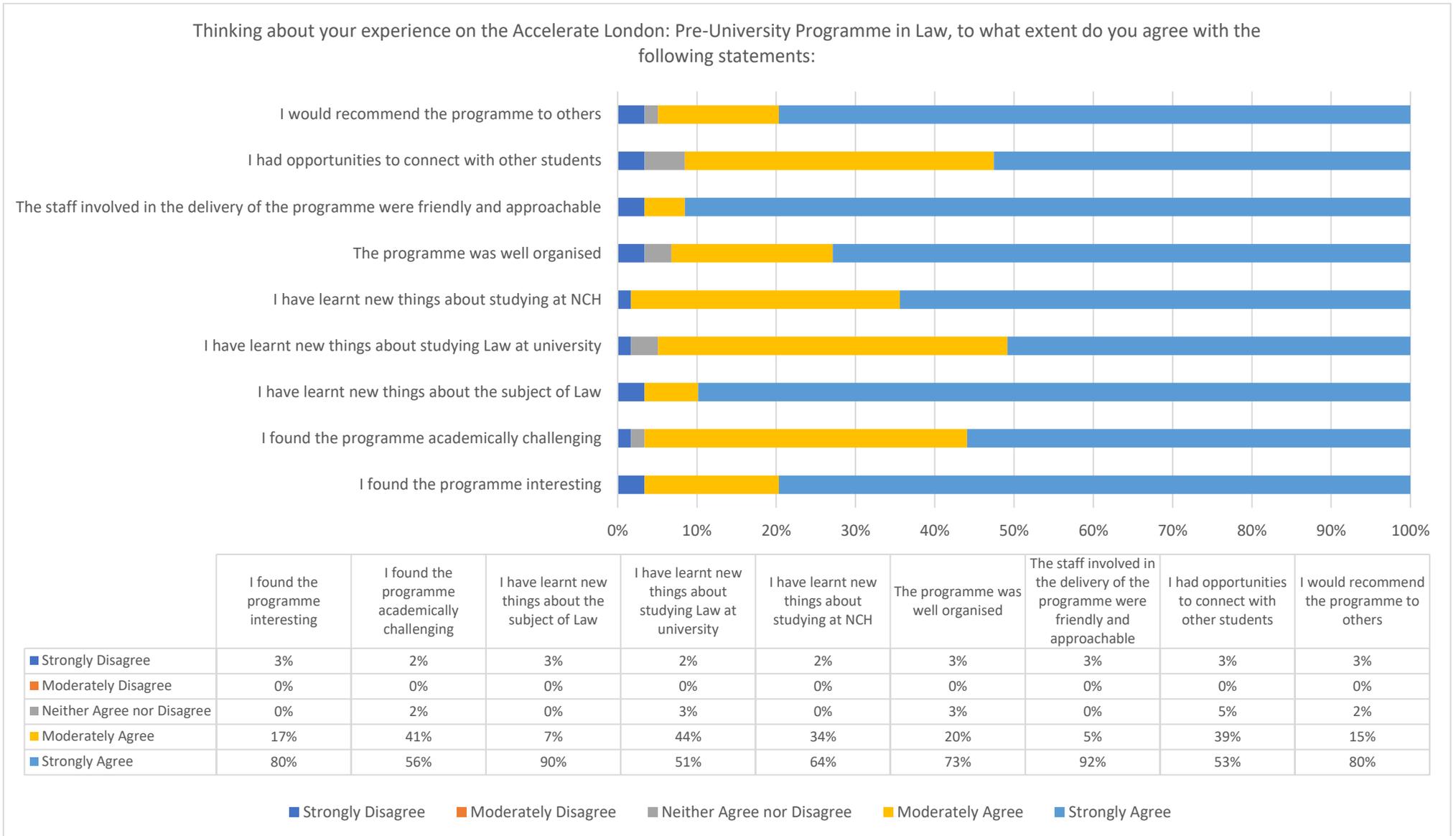
Have you, or your family been eligible to receive free school meals within the last 5 years?	Yes = 21 (24%) No = 60 (68%) Not sure = 5 (6%) Prefer not to say = 2 (2%)
Are you from a military family	Yes = 2 (2%) No = 86 (98%)
Do you currently have Refugee Status?	Yes = 1 (98%) No = 86 (1%) Not sure = 1 (1%)
Do your parents have University qualifications?	Yes = 40 (45%) No = 39 (44%) Not sure = 9 (10%) Prefer not to say = 1 (1%)

Figure 10 Additional Student Characteristics

6. POST-COURSE: REFLECTING ON ACCELERATE LONDON

Following completion of Accelerate: London, students were asked to state their level of agreement/disagreement with a series of statements regarding their experiences of the course. The results are shown below in Figure 11. They show that most students 'strongly agreed' with the statements, which reflected positively on the experience of Accelerate London participation. In particular, a large majority of students reported that they found the staff very friendly and approachable and that they had learnt a lot about the law.

Figure 11 Thinking about your experience on the Accelerate London: Pre-University Programme in Law; to what extent do you agree with the following statements:



Students were asked to identify the aspects of the course they enjoyed the most. The results are shown below in Figure 12.

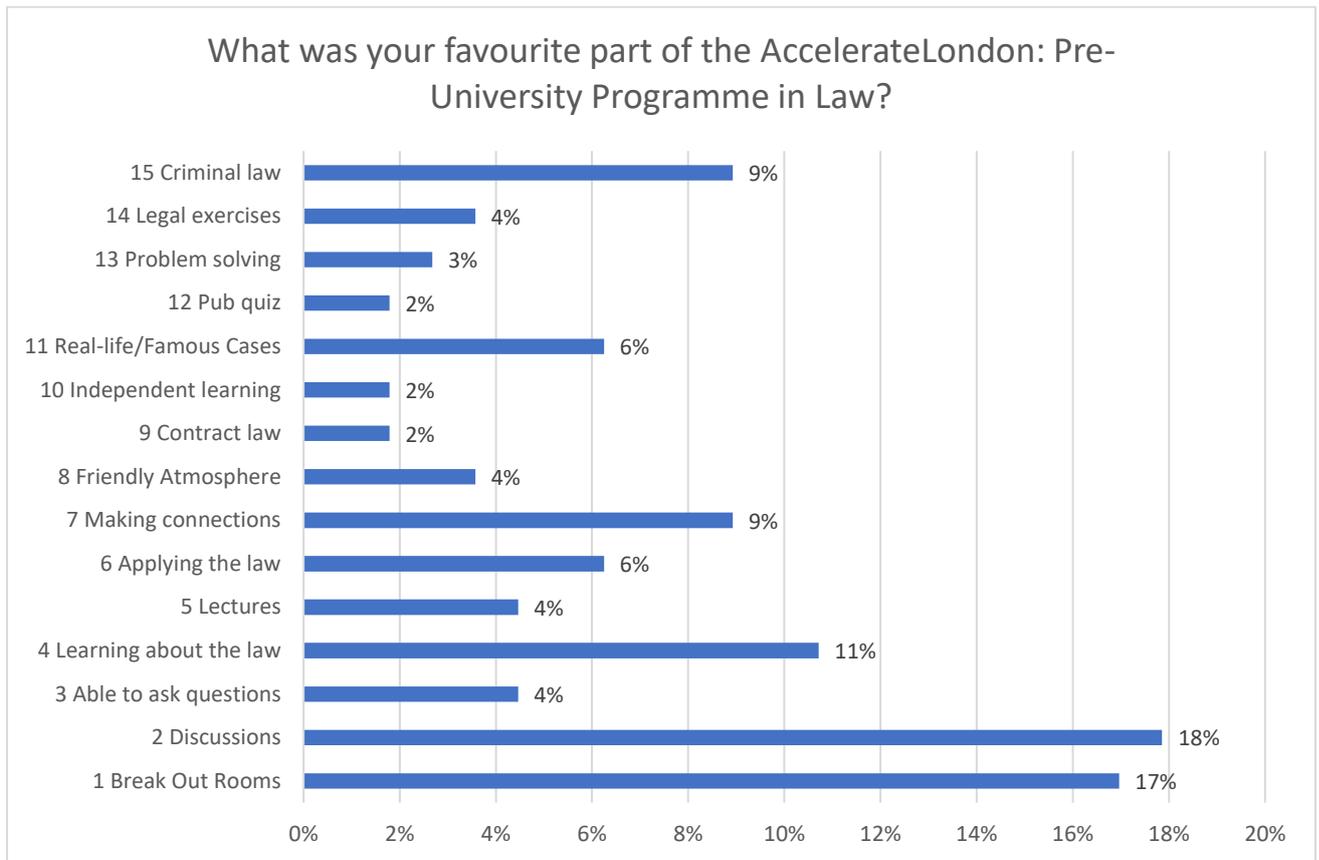


Figure 12 Favourite Part of Accelerate London

From Figure 12, we can see that students particularly enjoyed the interactive and sociable elements of the course (break out rooms, discussions, making connections) as well as learning about the law.

Figure 13 shows student responses to a request for feedback regarding any recommended improvements to the course.

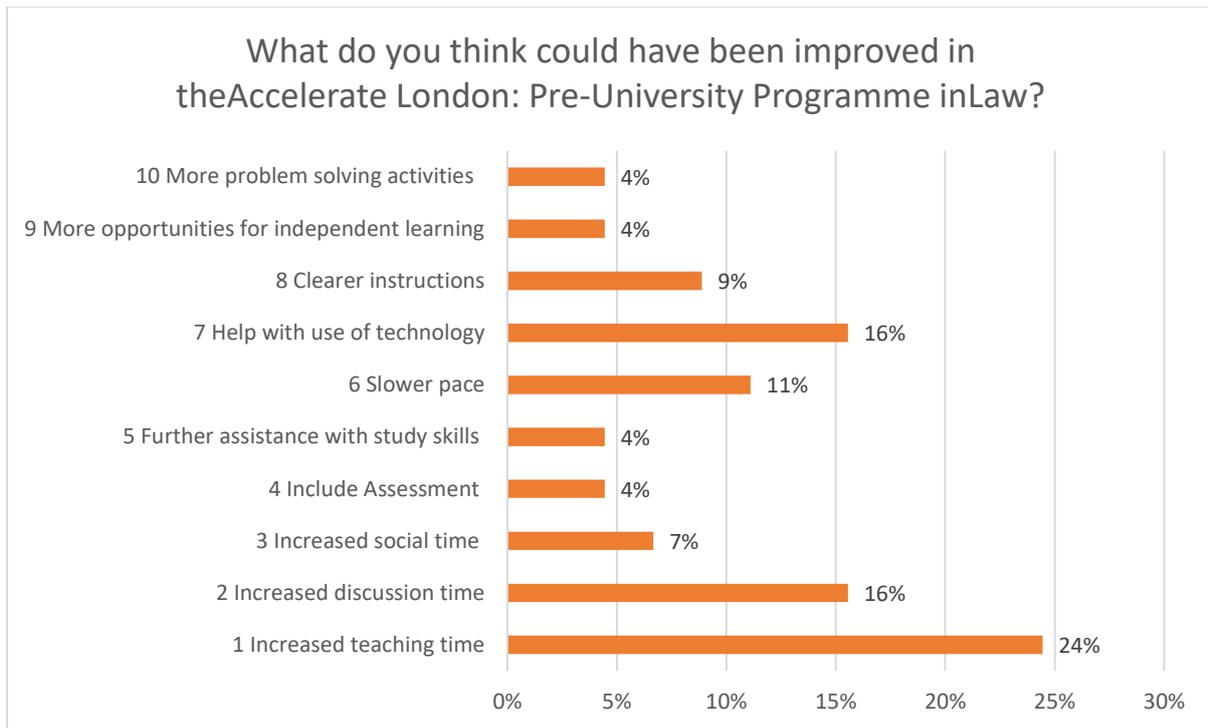


Figure 13 Suggestions for Improvements

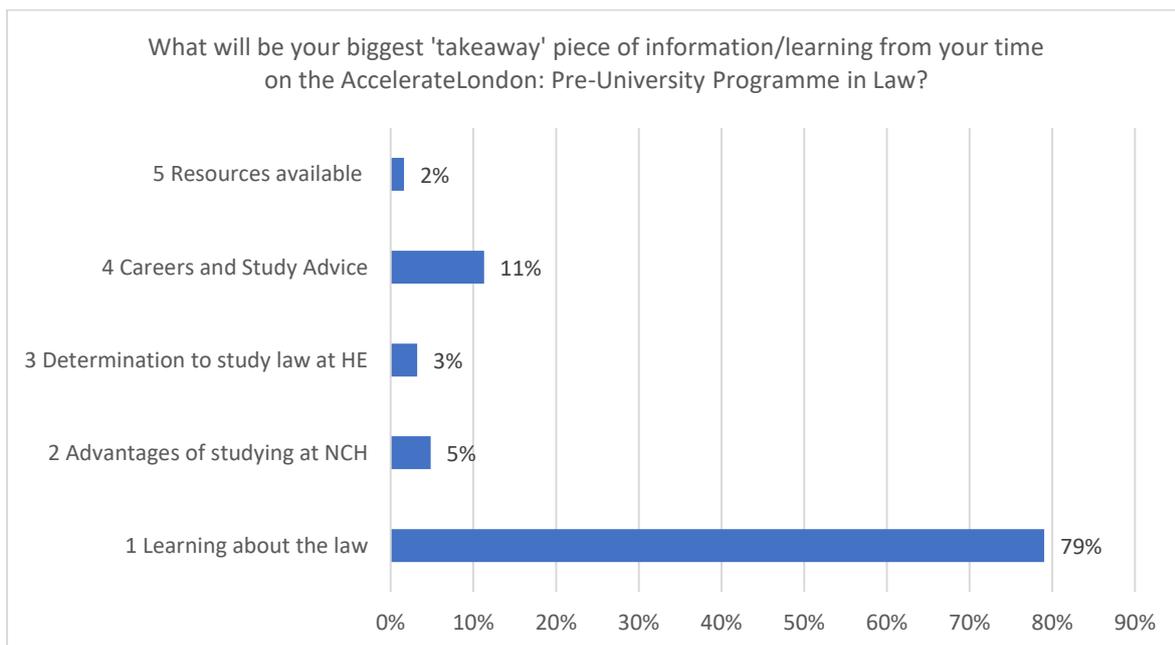


Figure 14 Biggest 'take away'

Figure 14, above, is a response from students regarding what they would 'take away' from their participation. Overwhelmingly, students felt they had learnt a lot about the law, with many mention specific aspects such as the importance of language in making a legal case, the meaning of *mens rea*, and the distinction between murder and manslaughter. In terms of careers and study advice, students mentioned that the course had taught them that it is okay not to know everything as long as you are prepared to put in the work and that there are many career options available with a law degree. One student mentioned that there were plenty of resources, namely websites, available for studying the law. Several said that participation on the course had convinced them that

they wanted to study law. Finally, several students mentioned the advantages of studying at NCH, including 'NCH is a great, small community that offers great graduate prospects and flexible learning'.

Figure 15 Continuing your studies

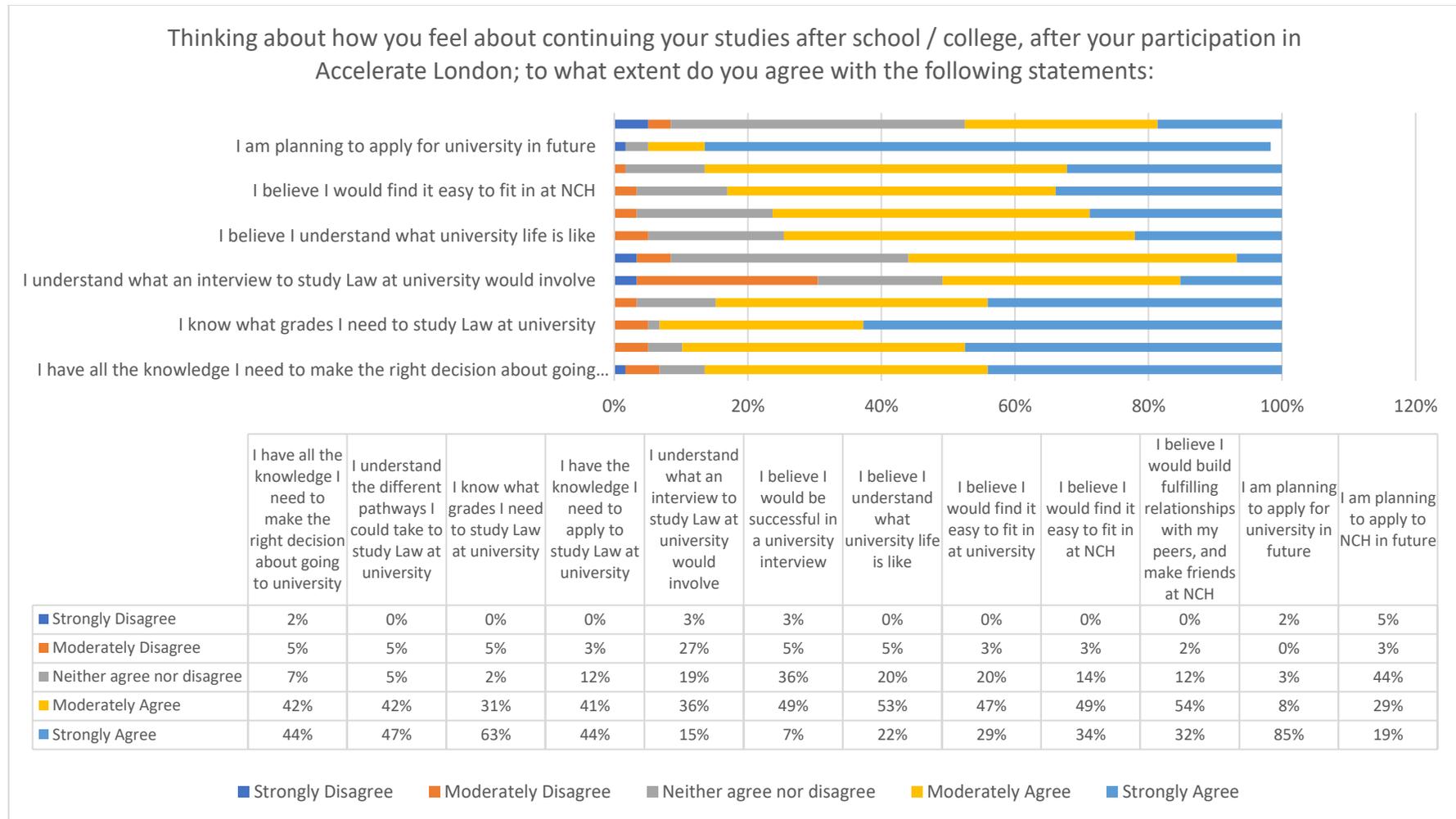


Figure 15 shows students' responses to a range of statements relating to their feelings regarding their continuing studies into HE. It shows that a large majority of students are planning to apply to university, of which around half are confident they will apply to NCH in the future. Students generally feel confident about the process of applying to HE and fitting in once they get there. Confidence at interview is not as high as in other categories.

Finally, Figure 16 shows student responses to the question, 'Which of the following best describes the improvement for you in relation to your knowledge of the law?'. Categories a-d are detailed below.

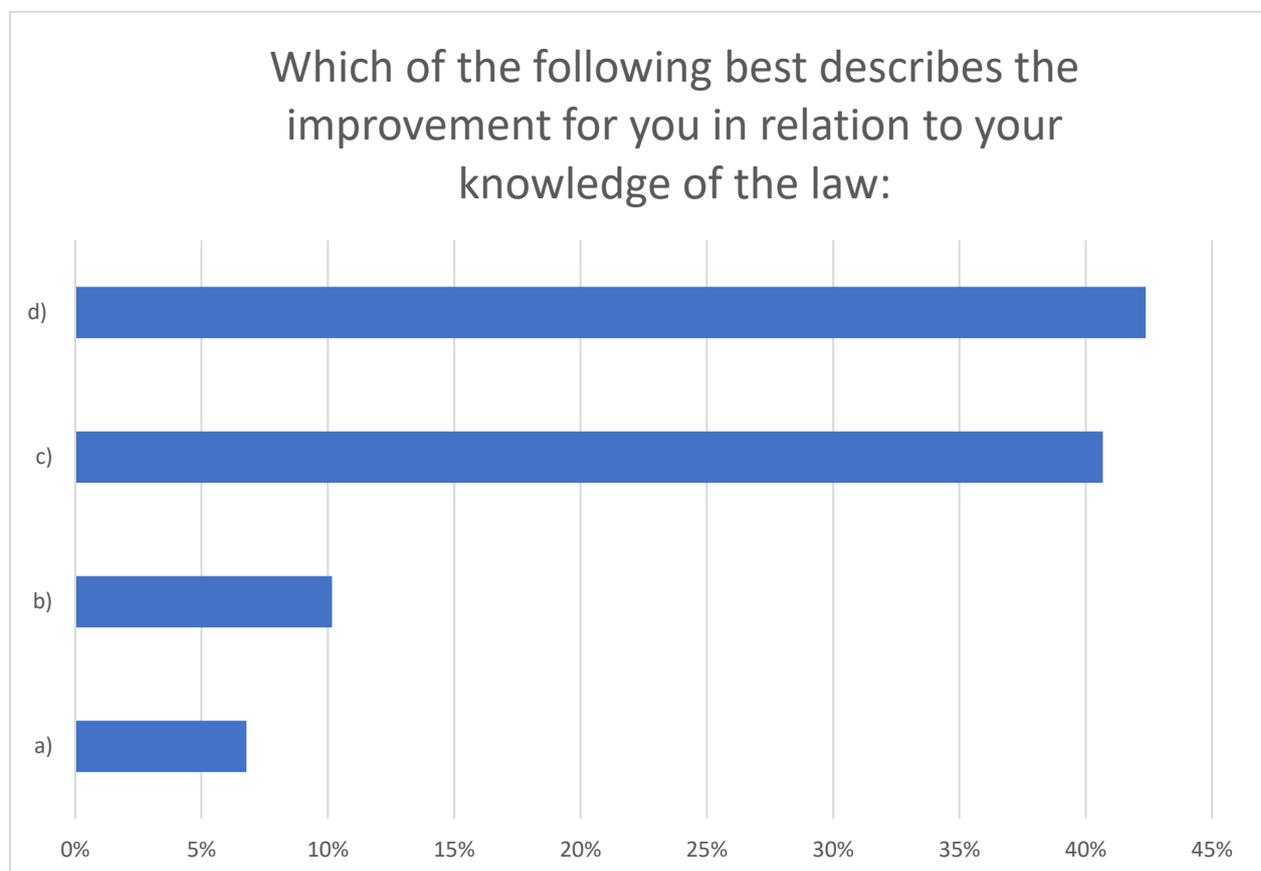


Figure 16 Improvements in knowledge of the law

- a) Your knowledge of the legal system and the common law (Law made by the courts)
- b) Your knowledge of the legal system and how the courts produce rules that provide a framework by which lawyers can advise clients on aspects of criminal and contract law in order to bring those problems to a resolution.
- c) Your knowledge of the legal system and how the doctrine of precedent is important in providing the opportunity for our most senior courts to produce rules in relation to criminal and contract law that not only allows lawyers to provide advice to clients but also to provide a framework by which disputes, both criminal and civil, can be resolved.

- d) Your knowledge of the legal system and the structure of the courts. By having a clearer picture of the courts and the doctrine of precedent you have improved your understanding of where different laws come from in England and Wales and how judge made rules in relation to criminal and contract law provide lawyers with the ability to be able to advise clients in matters of criminal and contract law, which allows disputes to be resolve

APPENDIX

Values /Counts for Figure 5.

	A. I can express my ideas and opinions so they can be clearly understood by others	B. I believe I can express my own interpretation of information well	I can work well as part of a team	D. I can identify what needs to be done to complete a task, and motivate myself to do it	E. I know how to break down problems and explore possible solutions	F. I know how to research a topic from different sources	G. I am comfortable receiving feedback and using it to improve my work	H. I feel I have the study skills I need to progress into Post-16 and HE study
Strongly Disagree	0	0	0	0	0	0	0	0
Moderately Disagree	2	0	0	0	1	1	2	1
Neither Agree nor Disagree	3	3	4	3	9	8	6	15
Moderately Agree	52	56	39	41	55	44	28	35
Strongly Agree	31	29	45	43	23	34	53	32

Values/Counts for Figure 6.

	I have all the knowledge I need to make the right decision about going to university	I understand the different pathways I could take to study Law at university	I know what grades I need to study Law at university	I have the knowledge I need to apply to study Law at university	I understand what an interview to study Law at university would involve	I believe I would be successful in a university interview	I believe I understand what university life is like	I believe I would find it easy to fit in at university	I believe I would find it easy to fit in at NCH
Strongly Disagree	1	0	2	3	8	1	0	0	0
Moderately Disagree	10	9	3	7	31	7	9	4	2
Neither Agree nor Disagree	18	14	7	16	22	38	14	15	39
Moderately Agree	43	40	30	36	22	30	51	52	34
Strongly Agree	16	25	46	26	5	12	14	17	13

Values/Counts for Figure 11

	A. I found the programme interesting	B. I found the programme academically challenging	C. I have learnt new things about the subject of Law	D. I have learnt new things about studying Law at university	E. I have learnt new things about studying at NCH	F. The programme was well organised	G. The staff involved in the delivery of the programme were friendly and approachable	H. I had opportunities to connect with other students	I. I would recommend the programme to others
Strongly Disagree	2	1	2	1	1	2	2	2	2
Moderately Disagree	0	0	0	0	0	0	0	0	0
Neither Agree nor Disagree	0	0	0	0	0	0	0	0	0
Moderately Agree	10	24	4	26	20	12	3	23	9
Strongly Agree	47	33	53	30	38	43	54	31	47

Values/Counts for Figure 12

1 Break Out Rooms	2 Discussions	3 Able to ask questions	4 Learning about the law	5 Lectures	6 Applying the law	7 Making connections	8 Friendly Atmosphere	9 Contract law	10 Independent learning	11 Real-life/Famous Cases	12 Pub quiz	13 Problem solving	14 Legal exercises	15 Criminal law
19	20	5	12	5	7	10	4	2	2	7	2	3	4	10

Values/Counts for Figure 13

1 Increased teaching time	2 Increased discussion time	3 Increased social time	4 Include Assessment	5 Further assistance with study skills	6 Slower pace	7 Help with use of technology	8 Clearer instructions	9 More opportunities for independent learning	10 More problem solving activities
11	7	3	2	2	5	7	4	2	2

Values/Counts for Figure 14

1 Learning about the law	2 Advantages of studying at NCH	3 Determination to study law at HE	4 Careers and Study Advice	5 Resources available
49	3	2	7	1

Values/Counts for Figure 15

	I have all the knowledge I need to make the right decision about going to university	I understand the different pathways I could take to study Law at university	I know what grades I need to study Law at university	I have the knowledge I need to apply to study Law at university	I understand what an interview to study Law at university would involve	I believe I would be successful in a university interview	I believe I understand what university life is like	I believe I would find it easy to fit in at university	I believe I would find it easy to fit in at NCH	I believe I would build fulfilling relationships with my peers, and make friends at NCH	I am planning to apply for university in future	I am planning to apply to NCH in future
Strongly Disagree	1	0	0	0	2	2	0	0	0	0	1	3
Moderately Disagree	3	3	3	2	16	3	3	2	2	1	0	2
Neither agree nor disagree	4	3	1	7	11	21	12	12	8	7	2	26
Moderately Agree	25	25	18	24	21	29	31	28	29	32	5	17
Strongly Agree	26	28	37	26	9	4	13	17	20	19	50	11

Values/Counts for Figure 16

a)	4
b)	6
c)	24
d)	25

