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NEW COLLEGE OF THE HUMANITIES: URBAN LAWYERS MENTORSHIP EVALUATION

CONTENTS

1. Introduction	3
2. Participant Context.....	4
3. Pre-Programme Survey Findings	9
4. Post-Programme Survey Findings	16
5. Pre vs Post Programme Survey Findings	24
6. Conclusion	36

1. INTRODUCTION

In 2021, the NCH partnered with Urban Lawyers¹ to create a six-week law mentorship programme for Year 12 students interested in pursuing a career in law. The programme was designed to “equip students with an academic understanding of the law and its career pathways, and to provide students with an opportunity to identify, comprehend and develop their leadership voice”²

During the programme, students were introduced to practising barristers, Dr Tunde Okewale, Mass Ndow-Nije, and Professor Alistair Hodge, in addition to current law students from NCH.

The sessions were delivered every Wednesday from 17:00 to 18:30 online, starting from Wednesday 24th February 2021 until Wednesday 31st March 2021.

The programme was evaluated using pre- and post-programme questionnaires. 26 students completed the pre-programme questionnaire, and 18 students completed the post-programme questionnaire.

In this report, we present findings from both questionnaires. Section 2 provides some contextual data of the participants. Section 3 presents findings from the pre-programme survey, Section 4 from the post-programme survey, and Section 5 offers some comparison across both surveys.

¹ <https://urbanlawyers.co.uk/>

² <https://www.nchlondon.ac.uk/about-us/academic-handbook/widening-participation/aspiring-students/opportunities/>

2. PARTICIPANT CONTEXT

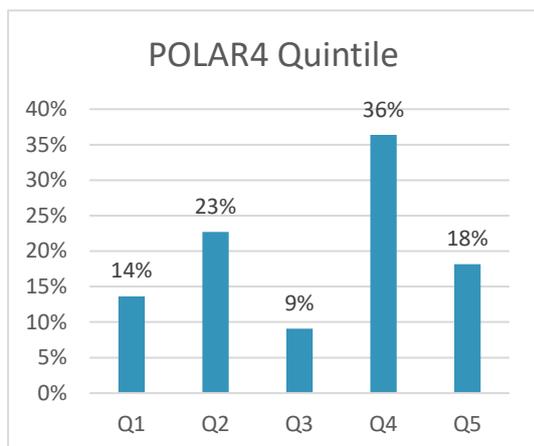


Figure 1 POLAR4 Quintiles

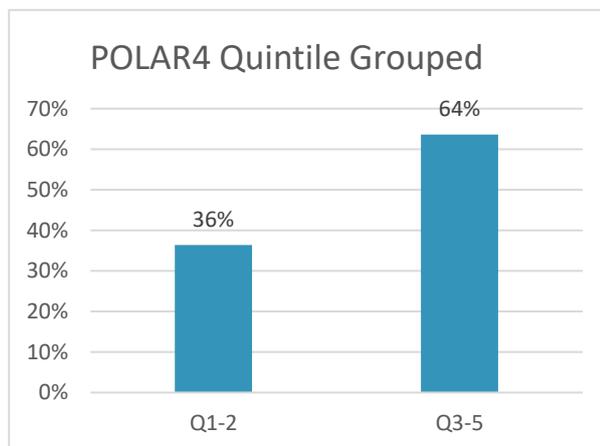


Figure 2 POLAR4 Quintile Grouped

As shown in figures 1 and 2, the largest proportion of respondents (36%) were in POLAR4 Q4 and the smaller proportion of respondents (9%) were in POLAR4 Q3. Students from POLAR4 Q1+2 comprise 36% of the total cohort, with the remaining 64% from Q3-5.

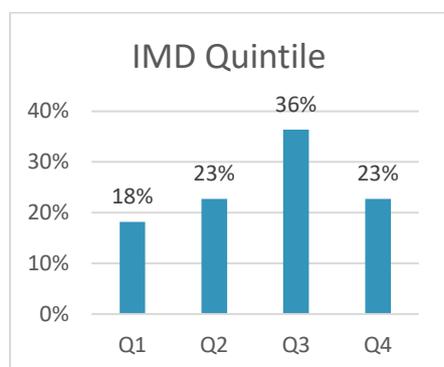


Figure 3 IMD Quintile

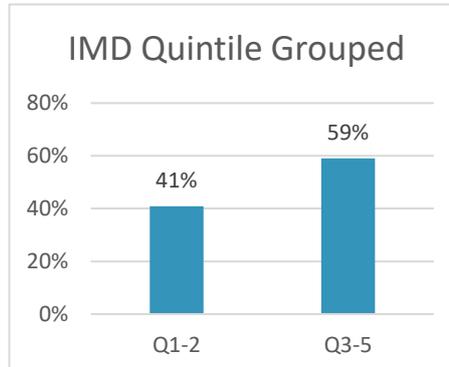


Figure 4 IMD Quintile Grouped

As shown in figures 3 and 4, 36% of respondents were in IMD Q3. 23% of respondents were in IMD Q2 and 23% of respondents were in IMD Q4. Students from IMD Q1-2 comprised 41% of the cohort, while those from Q3-5 comprised 59%.

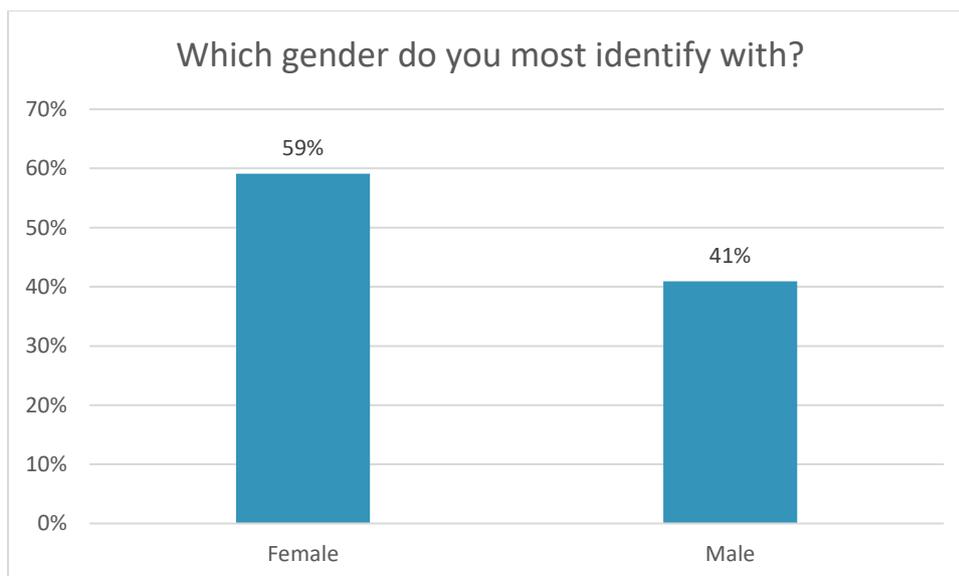


Figure 5 Gender

As shown in figure 5, the majority of respondents (59%) identified as female.

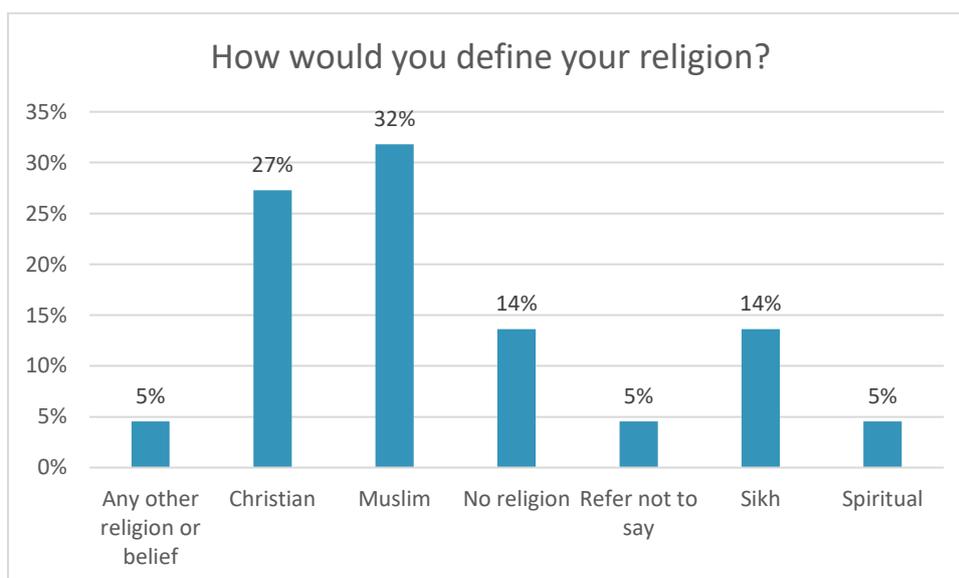


Figure 6 How would you define your religion?

Almost one third of students (32%) defined their religion as Muslim and more than one quarter of students defined their religion as Christian. 14% of respondents defined their religion as Sikh and 14% of respondents had no religion.

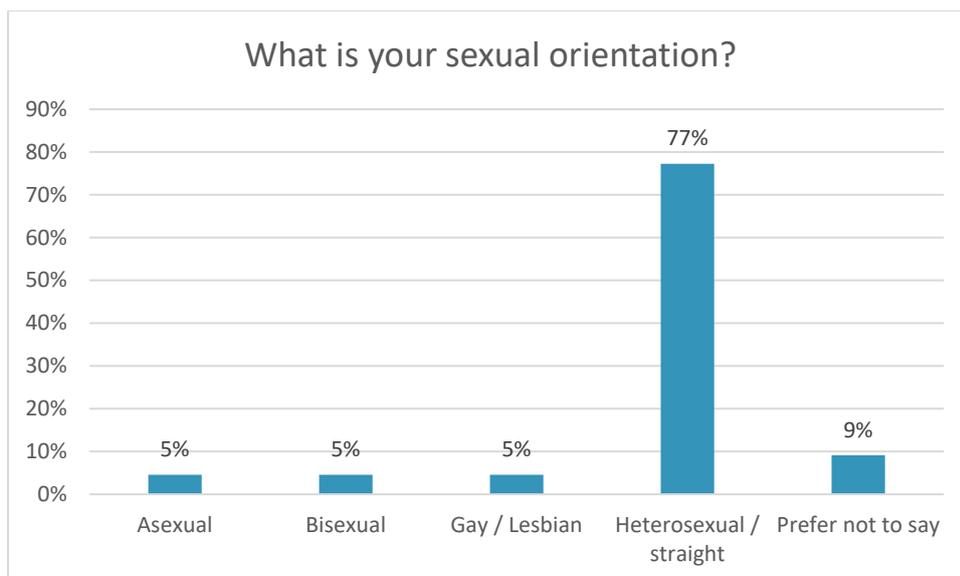


Figure 7 What is your sexual orientation?

More than three quarters of students (77%) identified as heterosexual whilst 5% of respondents were each asexual, bisexual and gay. 9% of respondents responded that they would prefer not to say.

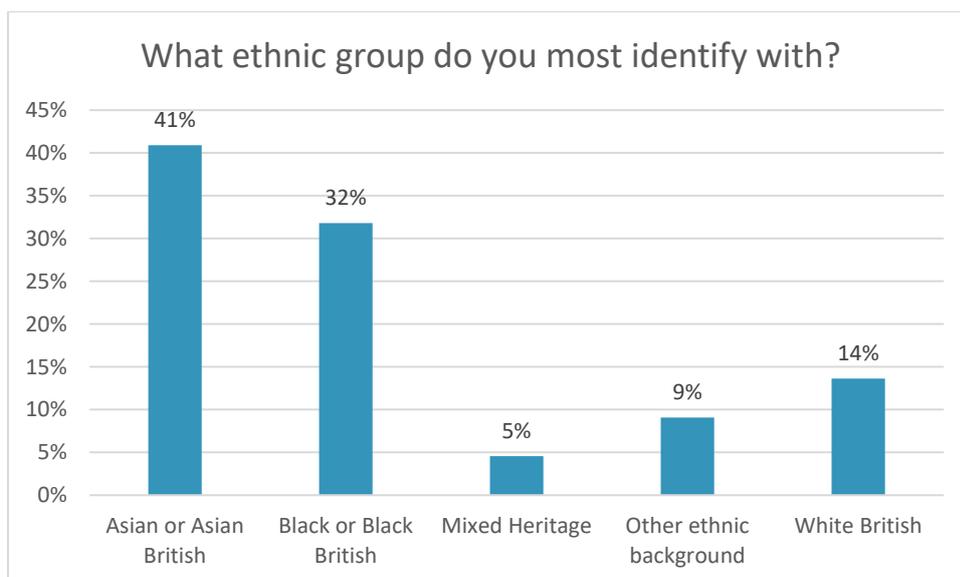


Figure 8 What ethnic group do you most identify with?

The largest proportion of respondents (41%) were Asian or Asian British and 31% of respondents were Black or Black British. 14% of respondents were White British, 9% were from another ethnic background and 5% were mixed heritage.

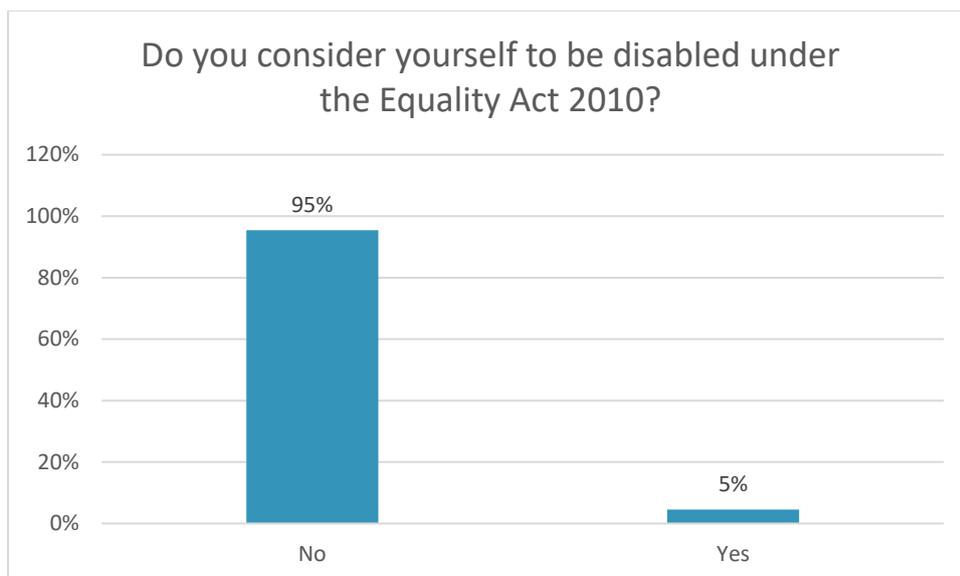


Figure 9 Do you consider yourself to be disabled* under the Equality Act 2010?

As shown in figure 9, the vast majority of respondents (95%) did not consider themselves to have a disability, whilst 5% of respondents did.

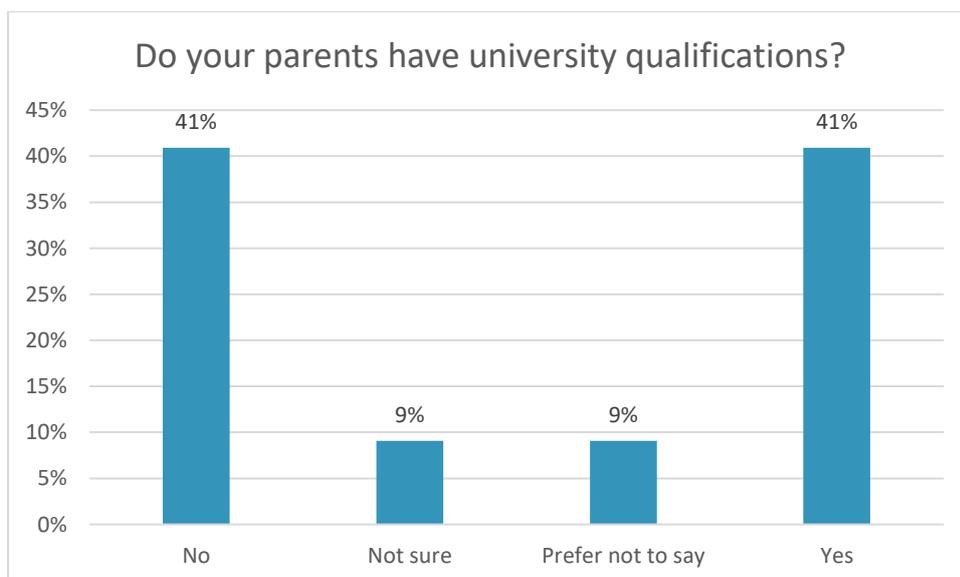


Figure 10 Do your parents have university qualifications?

Equal proportions of respondents' (41%) parents had university qualifications as those whose parents did not. 9% of respondents did not know whether or not their parents had university qualifications and 9% of students responded that they would prefer not to say.

None of the respondents had experience with the social care system or were estranged from their families.

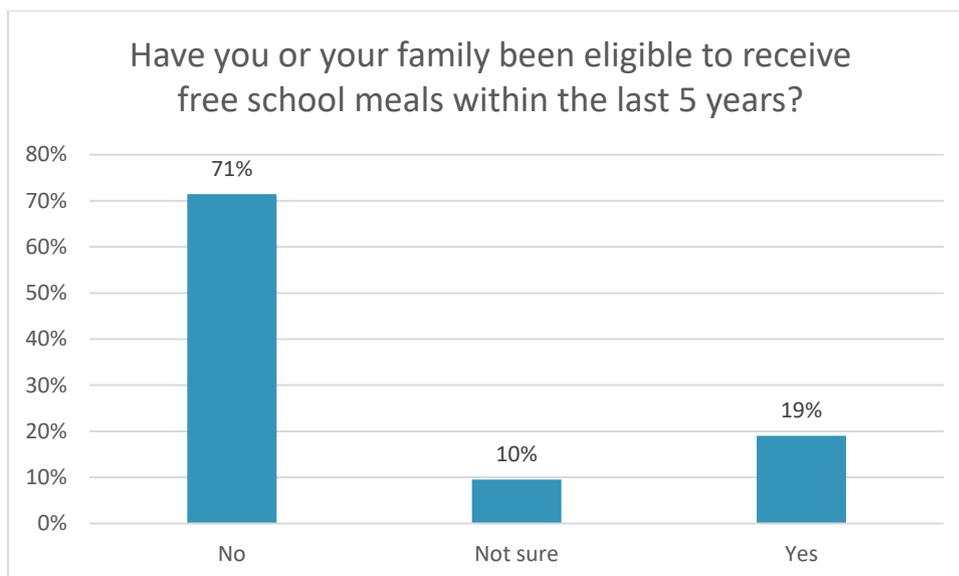


Figure 11 Have you or your family been eligible to receive free school meals within the last 5 years?

The majority of students (71%) had not been eligible to receive free school meals within the last 5 years, and neither had their families. In comparison, 19% of respondents were either eligible themselves, or their families were eligible, to receive free school meals within the last 5 years. 10% of students were not sure whether they or their families had been eligible to receive free school meals.

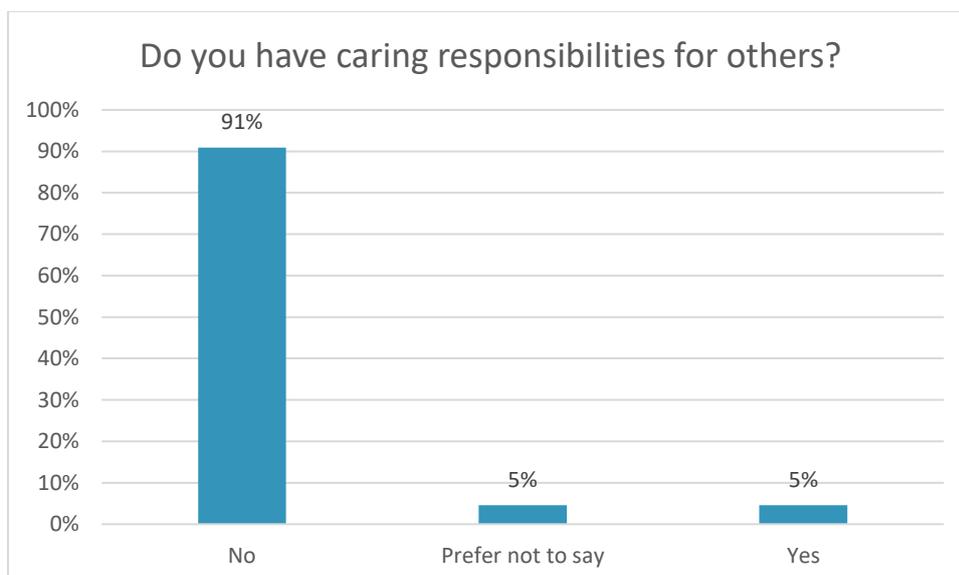


Figure 12 Do you have caring responsibilities for others?

Almost all of the respondents, 91%, did not have caring responsibilities, whilst 5% of respondents did have caring responsibilities and 5% responded that they would prefer not to say. None of the respondents were from a military family and none had refugee status.

3. PRE-PROGRAMME SURVEY FINDINGS

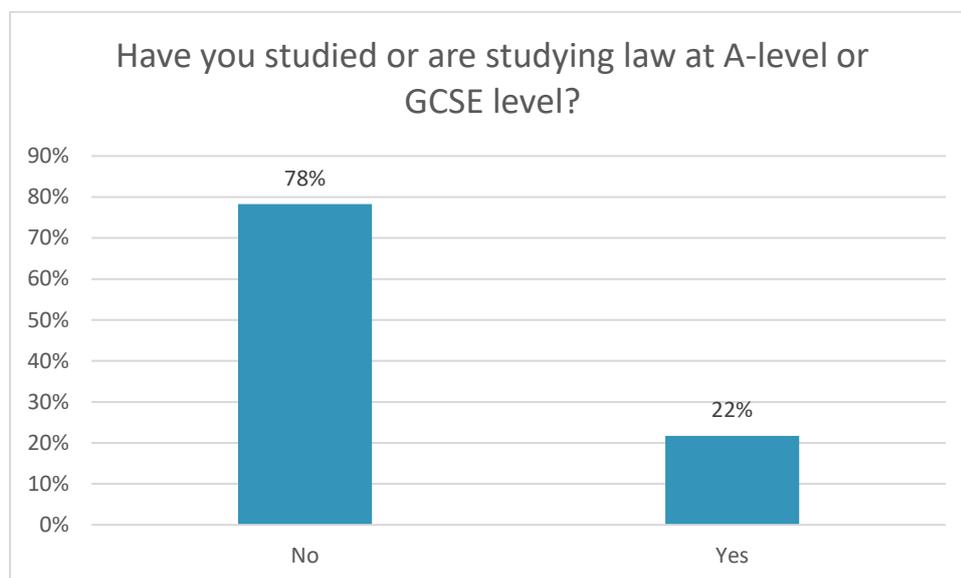


Figure 13 Have you studied or are studying law at A-level or GCSE level?

More than three quarters of respondents (78%) were not studying and had not previously studied law at A-level or GCSE level. However, 22% of respondents either had studied or were studying law at A-level or GCSE level.

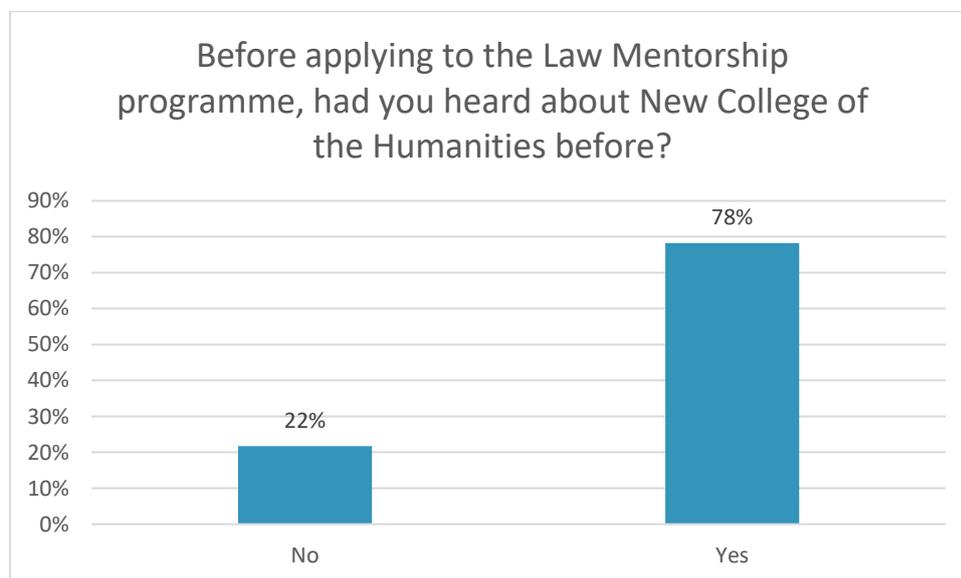


Figure 14 Before applying to the Law Mentorship programme, had you heard about New College of the Humanities before?

As shown in figure 14, more than three quarters of respondents (78%) had heard about New College of the Humanities before applying to the Law Mentorship programme, whilst 22% of respondents had not.

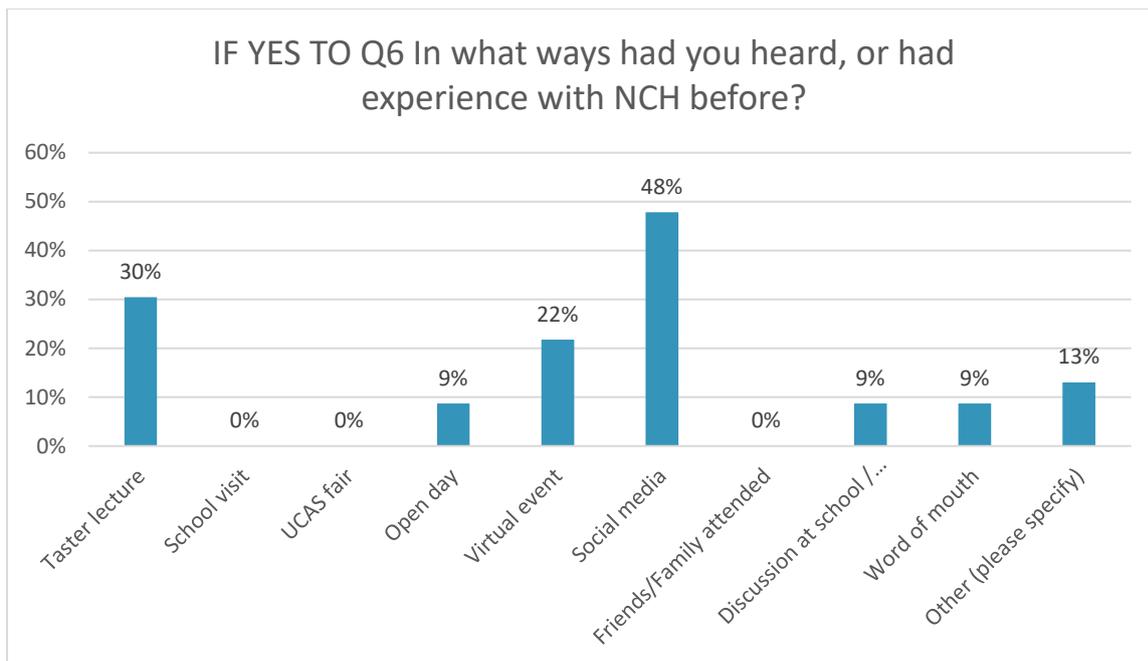


Figure 15 IF YES TO Q6 In what ways had you heard, or had experience with NCH before?

Of those who had heard about New College of the Humanities before applying to the Law Mentorship programme, almost half of respondents had heard of or had experience of NCH through social media and almost one third of respondents had had experience with NCH through taster lectures. 22% of respondents had taken part in virtual events with NCH and 13% of respondents had other experience with NCH.

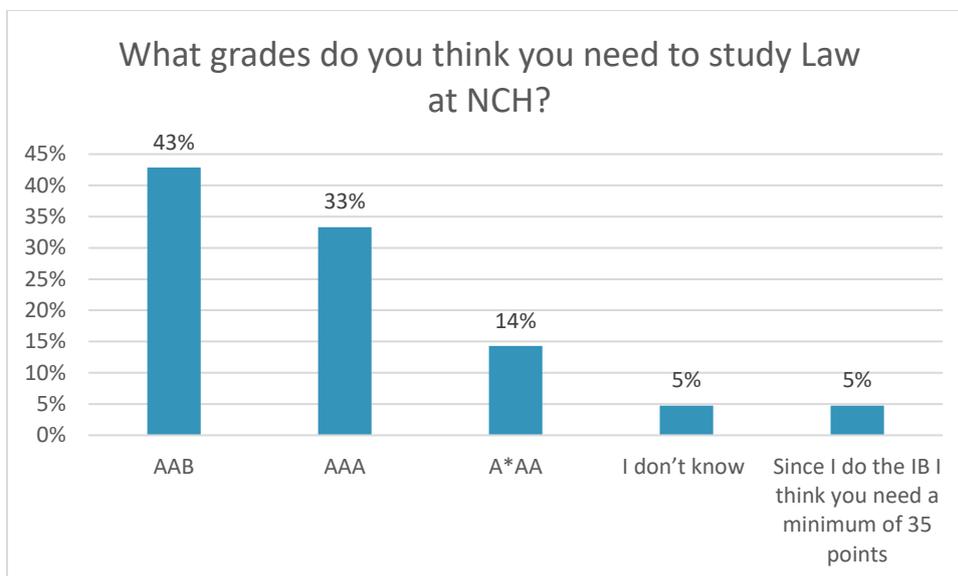


Figure 16 What grades do you think you need to study Law at NCH?

As shown in figure 16, a significant proportion of respondents (43%) thought you needed to achieve AAB at A Level to study Law at NCH. One third of students believed they needed grades AAA to study Law at NCH and 14% of respondents thought they would need A*AA to study.

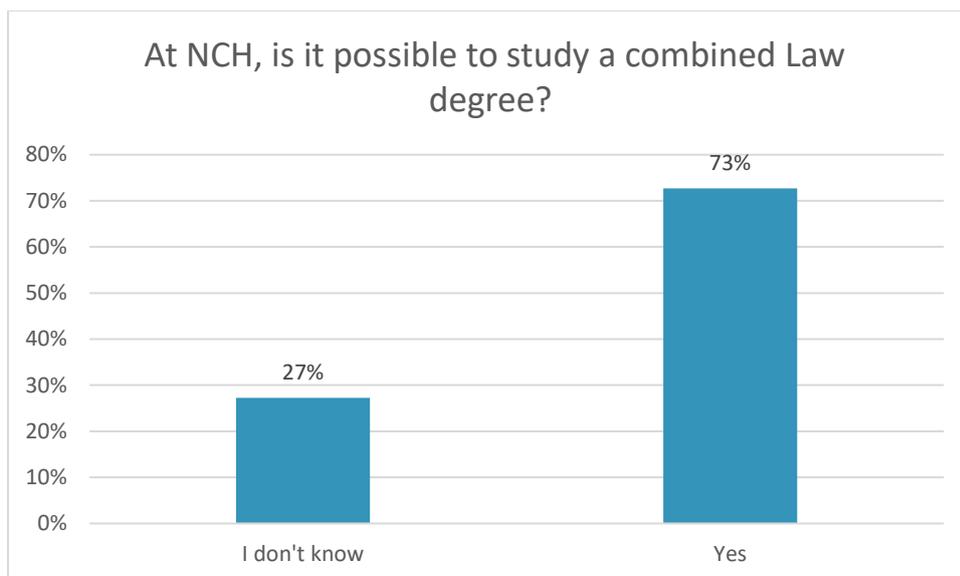


Figure 17 At NCH, is it possible to study a combined Law degree?

Almost three quarters of students thought that it was possible to study a combined Law degree at NCH, whilst 27% of respondents did not know.

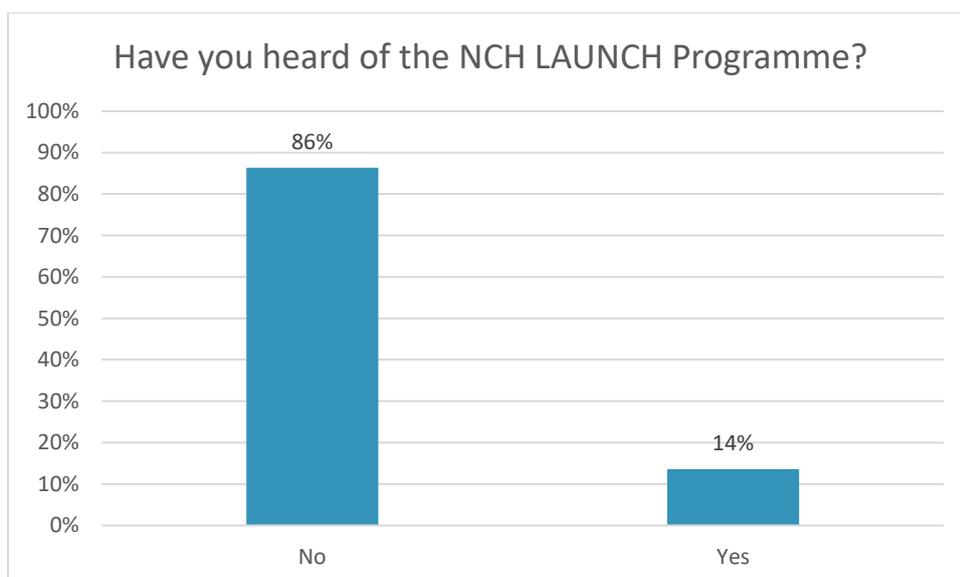


Figure 18 Have you heard of the NCH LAUNCH Programme?

The vast majority of respondents, 86%, had not heard of the NCH LAUNCH programme, whilst 14% of respondents had heard of the programme.

Those who had heard of NCH LAUNCH described it as a programme which, 'teaches practical ways of dealing with your career and your businesses.' Students felt that the purpose of the NCH LAUNCH programme was to help students complete internship applications and improve their CVs. Another student added that the purpose of the LAUNCH programme was to 'catapult our personal development'.

Students were asked what they thought an average week of teaching and learning at NCH might include. A number of students responded that they thought it would include lectures, seminars, tutorials and essays. Students also thought that an average week of teaching and learning would include groupwork, readings and extracurricular activities such as society meetings. Students expected an average week to consist of 8-9 hours

of study and one student thought an average week would include 2 lectures a day, whilst another thought it would include 2-3 lectures and seminars a week. One student said they thought teaching and learning at NCH would be like 'a normal school day but with more free time'.

Students were asked what currently appeals to them most about NCH as an institution. Students responded that there were a number of advantages to NCH being a small university. For example, it will be easier for students to ask for help and communicate in class, and NCH seems like a 'very personal, and close caring environment'. Students noted that student satisfaction scores are very high and NCH has a welcoming and friendly atmosphere and focuses on the students' needs. Students also said that the location of NCH is one of the factors that currently appeals to them most as it is 'very accessible', and NCH offers the 'flexibility to take combined degrees'. Students added that 'there is a wide variety of courses to choose from'. A final reason that students found NCH appealing was 'their online presence' as 'your website contains all the information required for me to get to know more about your institution'.

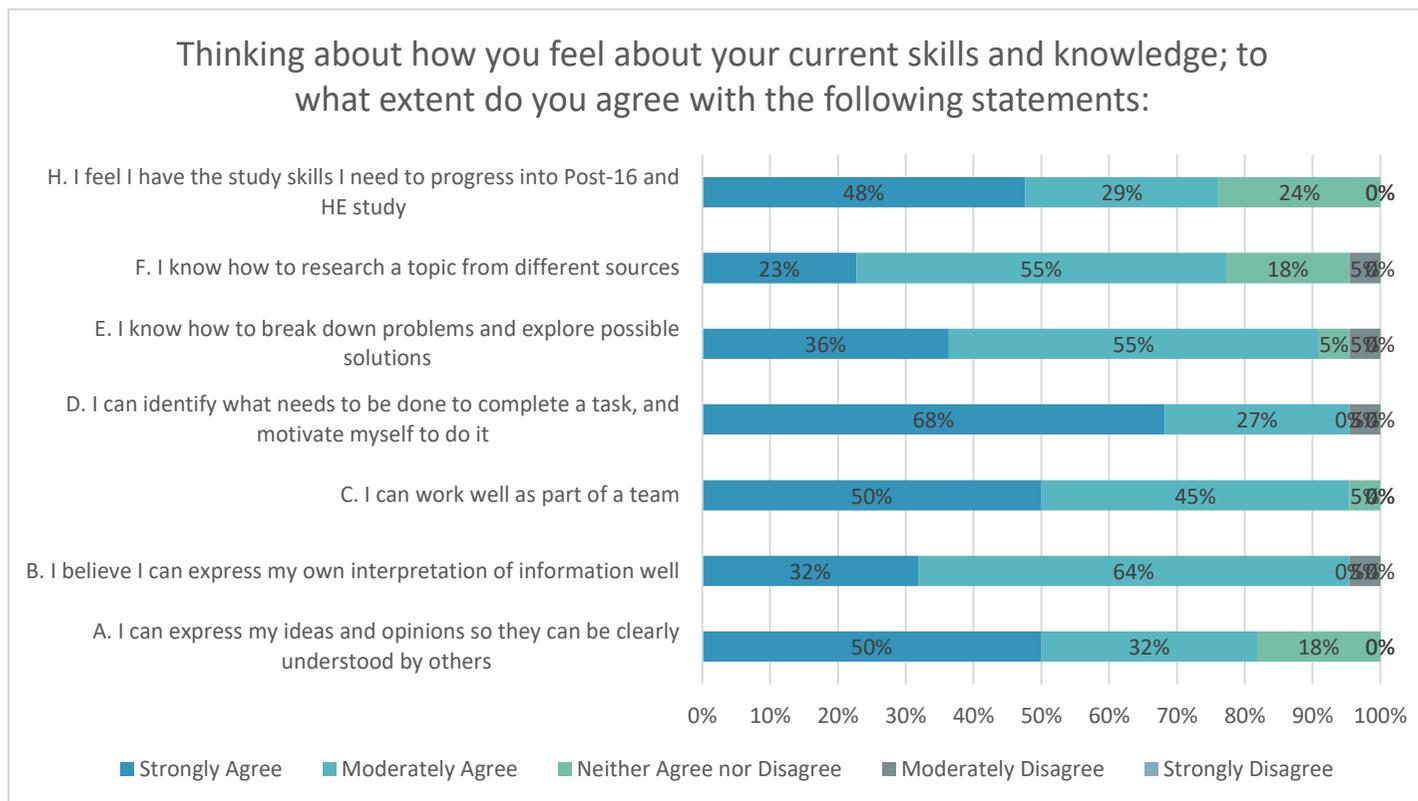


Figure 19 Thinking about how you feel about your current skills and knowledge; to what extent do you agree with the following statements:

Students responded positively to the statements presented in figure 19. In particular, the majority of respondents (68%) strongly agreed that they could identify what needs to be done to complete a task and motivate themselves to do it. 96% of respondents either moderately or strongly agreed that they believed they could express their own interpretation of information well. Half of students strongly agreed that they could work well as part of a team and half of students strongly agreed that they can express their ideas and opinions so they can be clearly understood by others. In comparison, a significant proportion of respondents (24%) neither agreed nor disagreed that they felt that they had the study skills they needed to progress into post-16 and higher education study.

Thinking about how you feel about continuing your studies after school / college; to what extent do you agree with the following statements:

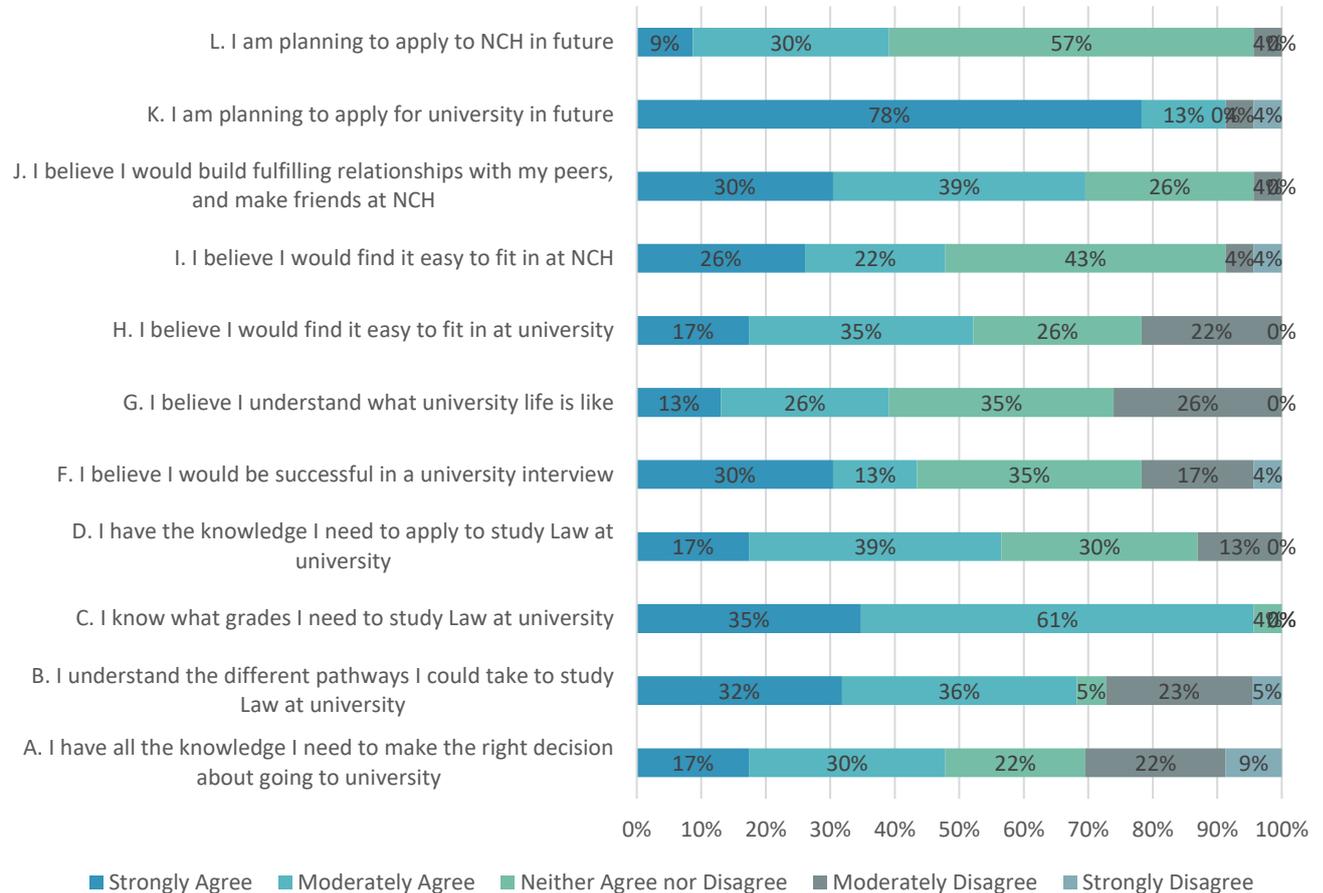


Figure 20 Thinking about how you feel about continuing your studies after school / college; to what extent do you agree with the following statements:

As shown in figure 20, the vast majority of respondents (78%) strongly agreed that they were planning to apply to university in the future, whilst 9% of respondents strongly agreed that they were planning to apply to NCH in the future. 96% of respondents either moderately or strongly agreed that they knew what grades they needed to study Law at university and 69% of respondents either moderately or strongly agreed that they believed they would build fulfilling relationships with their peers and make friends at NCH. However, 9% of respondents strongly disagreed that they had all the knowledge they needed to make the right decision about going to university. More than half of respondents (57%) neither agreed nor disagreed that they were planning to apply to NCH in future and 43% of respondents neither agreed nor disagreed that they believed they would find it easy to fit in at NCH.

Students were asked about the difference between a barrister and solicitor. Whilst some students responded that they did not know, a number of students responded that barristers are advocates of law and ‘they stand in court and represent the client’. Respondents added that ‘barristers tend to be self-employed’, however they could be ‘employed under a bar’. In comparison, students said that solicitors ‘work mostly in the firm/office setting’ and ‘will advise their clients, conduct negotiations, draft legal documents etc.’. Students added that ‘a

solicitor is the first point of contact for a client' and 'a solicitor supports the barrister'. Other differences between barristers and solicitors that students noted were that 'you need to take a bar test and completed a pupillage to become a barrister', whereas 'you take the LPC after your law degree' to become a solicitor. Students also said that 'a barrister can be identified by wearing a peruke (wig) and gown' and, using a medical analogy, compared a solicitor to a GP and a barrister to a neurosurgeon.

Students were asked what a jury is and all of the students offered a response. Students responded that a jury is 12 members of the general public, selected randomly from the electoral list, and 'completely unrelated to the alleged criminal act'. Students said that the role of the jury is to 'sit in the courtroom' and 'decide whether someone is guilty or not guilty in a criminal trial' based on the evidence presented to them during trial. A number of students stated that the jury must be 'unbiased' and come to an 'impartial verdict'. Students added that a jury must 'come to a unanimous judgement'. All of the students responded that a jury is necessary for criminal proceedings.

Students were asked to name one difference between the justice systems in the USA, and England and Wales. Almost half of students responded that they did not know any differences between the justice systems, although a number of students offered responses. A popular response amongst students was that the 'death penalty has been completely abolished in the United Kingdom', whereas it is legal in some US states. Another popular response was that 'in the USA there is no distinction between barristers and solicitors, unlike in England and Wales.' Students also responded that 'the US doesn't have a Tribunal system, but the UK does for some cases' and 'the UK has an unwritten, uncodified constitution but the USA has a written constitution with Amendments.' Students noted that 'in the US, the judges are appointed for life whereas in England and Wales, it is till the age of 70' and one student said that 'the justice system is flawed in the US', whilst another said, 'there's more of a political aspect involved in the US justice system'.

Students were asked what the age of criminal liability is in England and Wales. Slightly more than half of respondents said that the age of criminal liability is 10, three respondents believed the age of criminal liability to be 18 and three students thought that it was 16. A couple of students thought that the age of criminal liability is 11 and some students said that they were unsure.

Students were asked to identify the elements of the crime of murder. Some students responded that they did not know, but a number of students offered responses. Students said that *actus reus* (human conduct) and *mens rea* (guilty conscience) must be present for a crime, and for murder there must be the intent to kill. Students also said that there must be 'harm caused' and that 'there are two kinds of murder charges - manslaughter and murder.' One student said that there were two components to the crime of murder, 'one concerns the act itself while the other considers the state of mind in which the act was contemplated and committed.' Students said that the murder must be 'intentional and planned' and there 'must be a motive'. Students also said that 'weapon, motive, witnesses, timeframe, chain of events', suspects, location, DNA analysis and suspects need to be considered'.

4. POST-PROGRAMME SURVEY FINDINGS

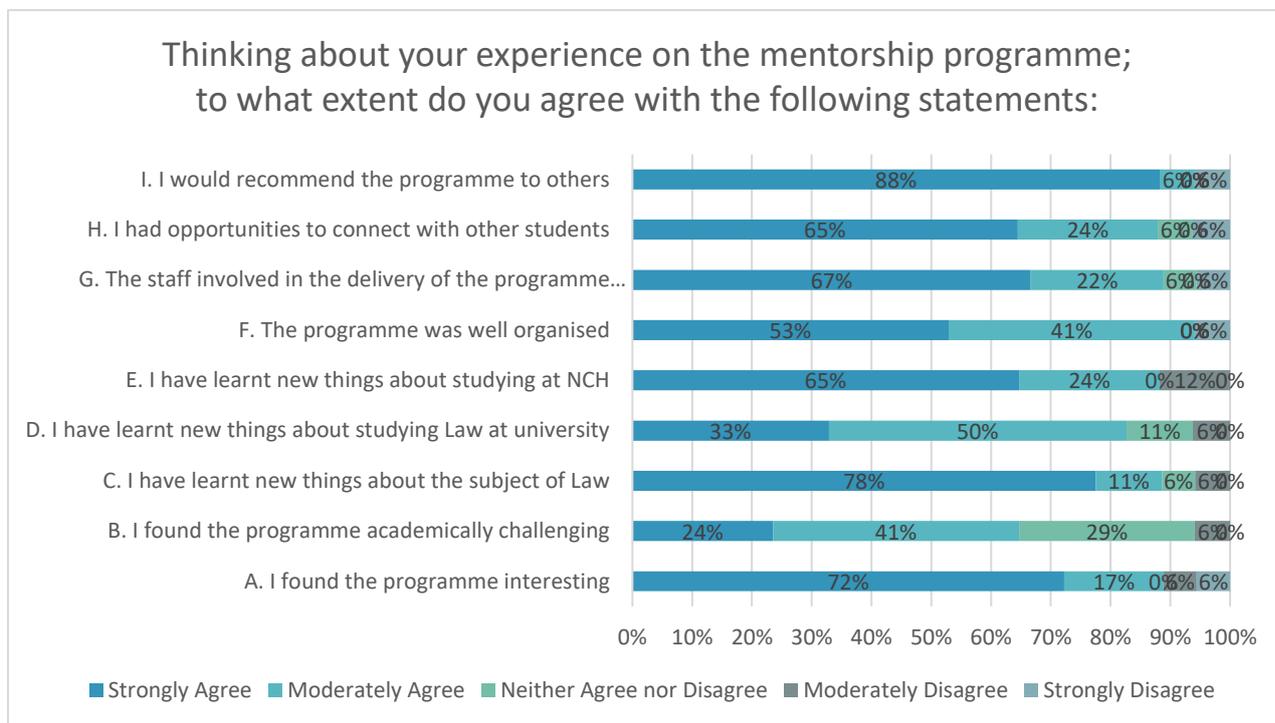


Figure 21 Thinking about your experience on the mentorship programme; to what extent do you agree with the following statements

Figure 21 demonstrates that students generally found the mentorship programme very positive. 88% of respondents strongly agreed that they would recommend the programme to others. 94% of respondents either moderately or strongly agreed that the programme was well organised and 94% of respondents either moderately or strongly agreed that they would recommend the programme to others. However, 29% of respondents neither agreed nor disagreed that they found the programme academically challenging and 12% of respondents moderately disagreed that they had learnt new things about studying at NCH.

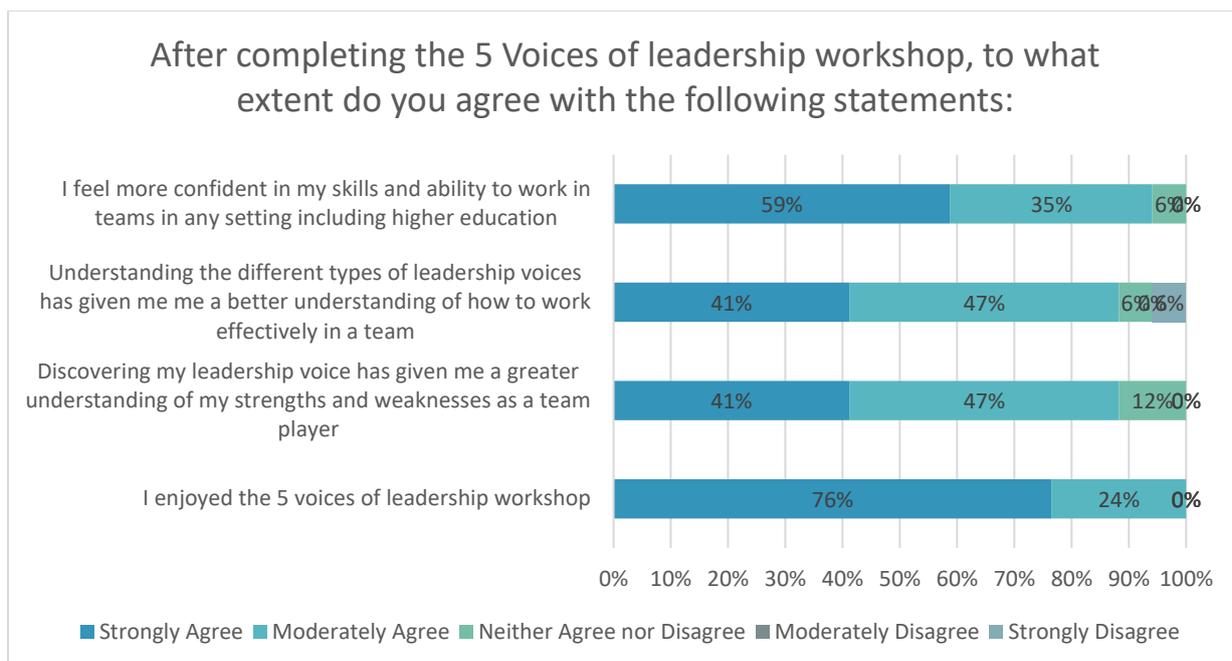


Figure 22 After completing the 5 Voices of leadership workshop, to what extent do you agree with the following statements:

All of the respondents either moderately or strongly agreed that they enjoyed the 5 voices of leadership workshop, 76% of which strongly agreed. 59% of respondents strongly agreed that they felt more confident in their skills and ability to work in teams in any setting including higher education, and a further 35% of respondents moderately agreed. However, 6% of respondents strongly disagreed that understanding the different types of leadership voices had given them a better understanding of how to work effectively in a team.

Students were asked what their favourite part of the programme was. A number of students said that the mock trial was their favourite part of the programme, particularly preparing for the trial, as students 'felt like a real lawyer analysing witness statements with my teammates'. Other students said that their favourite part of the programme was 'working and networking with other students, staff, and guest speakers' as they got to meet people with similar interests. Some students said that their favourite part of the programme was the 5 voices of leadership as they had 'a chance to understand our leadership styles'. Students also enjoyed 'the advocacy session with Alistair Hodge' and 'the cross-examination workshop with Alistair Hodge', along with 'learning the fundamentals of law'.

Students were asked what they thought could be improved in the programme. Students responded that they thought the structure of the court trial could be improved as students felt that the timing of it could be improved and it could be 'divided into two so that more people could be able to defend or prosecute.' Students suggested that sessions could be 15 to 30 minutes longer and 'recorded and distributed' to students after the event. Students found that the workbook could be 'misinforming' and there could have been 'more fun educational activities'. One student commented that week 2 'wasn't as engaging as the other sessions' and could be improved.

Students were asked what would be their biggest 'take-away' piece of information or learning from their time on the Law Mentorship Programme. Students responded that their biggest take-aways would be that there is 'no such thing as a 'stupid' question', the importance of making connections and 'what is involved in studying law and serving in court'. Students also said that they learned that 'your background doesn't hinder your opportunity for success' and that 'Law is much more versatile than one may initially think, both academically

and in terms of a law-based career.' Students also learned 'about the court systems and the law in general', such as 'finally knowing the difference between a barrister and a solicitor', 'the meaning of *Mens Rea* and *Actus Reus*' and the difference between murder and manslaughter.

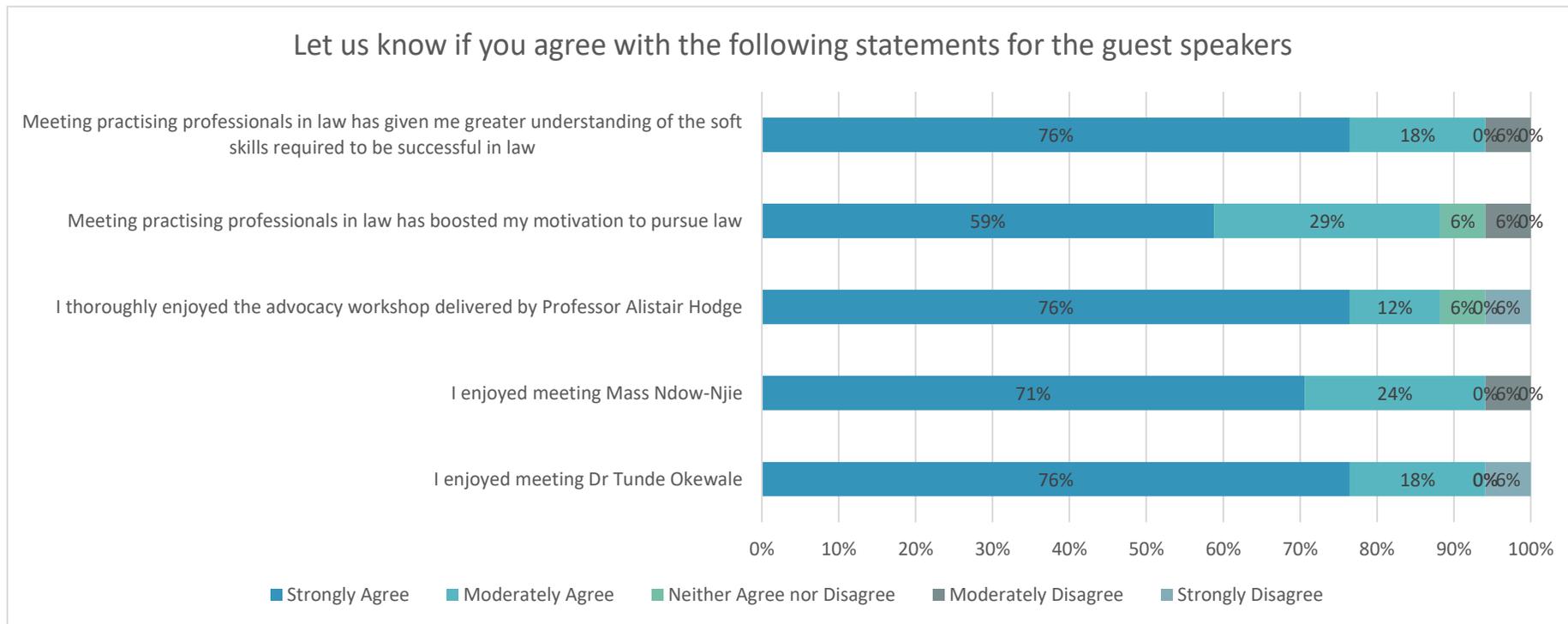


Figure 23 Let us know if you agree with the following statements for the guest speakers

As shown in figure 23, 94% of respondents either moderately or strongly agreed that they enjoyed meeting Dr Tunde Okewale, the majority of whom strongly agreed. Similarly, 94% of respondents either moderately or strongly agreed that meeting practising professionals in law has given them greater understanding of the soft skills required to be successful in law. Meanwhile, 6% of respondents strongly disagreed that they enjoyed meeting Dr Tunde Okewale and 6% of respondents strongly disagreed that they thoroughly enjoyed the advocacy workshop delivered by Professor Alistair Hodge.

Students were asked what their biggest ‘take away’ from Dr Tunde Okewale's session was. Students responded that their biggest takeaways were ‘to never let anything get in my way of achieving my goals’, and ‘success means different things for different people.’ Students also said that their biggest takeaways from the session were ‘that you should always ask for help and expanding your network and connections will be very useful’ and ‘don’t take rejection personally’. Students said that they learned

'that the law is accessible to all' and not to 'let your background define your future'. Students said that they admired him and 'the ambition and drive he had to pursue his career.'

Students were asked what the biggest 'take away' from Mass Ndow-Njie's session was for them. A number of students responded that their biggest takeaway was 'to take defeat well and move on' and 'you don't need to go to a world-renowned university to be the best lawyer', 'instead work hard in any situation you are in', 'your ethnic background doesn't prevent you from being successful'. Students said that they found their leadership voices and 'how I can use it to be more effective in a team'. They added that they found Mass Ndow-Njie inspiring and 'his story was assuring and admirable'.

Students were asked what the biggest 'take away' from Professor Alistair Hodge's session was for them. Students responded that their biggest takeaway was 'how to effectively cross-examine' and 'the different ways that open and closed questions can be used by the prosecution and defence.' Students also said that 'confidence is a key thing required to make your speech more convincing' and 'Alistair Hodge provided me into a bigger insight into the legal system.' Students commented that 'his charisma provided great insight into the kind of person a lawyer could be' and 'he was very inspiring'.

Students were asked whether there was anything they disliked from the guest speakers. Almost all respondents said that there was nothing that they disliked and shared that they found the sessions 'informative', 'captivating' and 'amazing'. However, one student said that whilst 'it was great we had lots of representation from the panel', 'people's socioeconomic and racial backgrounds do generally determine our futures unfortunately because of the way the country is, so focusing on a few success stories and saying anyone can do anything is unrealistic and unfair'. Another student said that they 'would have liked longer sessions to accommodate more time for some of them to speak'.

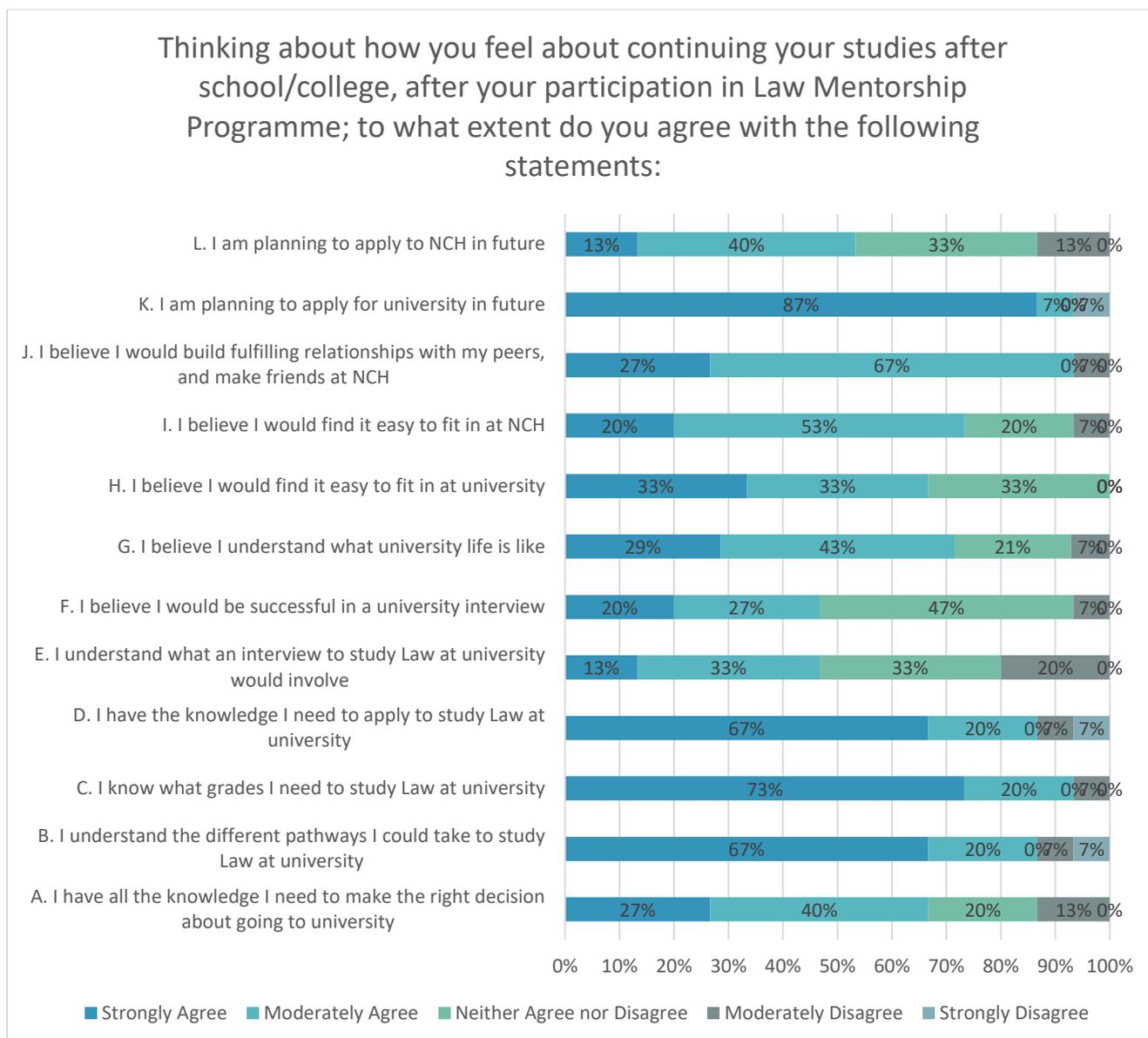


Figure 24 Thinking about how you feel about continuing your studies after school/college, after your participation in Law Mentorship Programme; to what extent do you agree with the following statements:

As shown in figure 24, most respondents (87%) strongly agreed that they were planning to apply for university in the future and a further 7% moderately agreed with the statement. 93% of respondents either moderately or strongly agreed that they knew what grades they needed to study Law at university and 94% of respondents either moderately or strongly agreed that they believed they would build fulfilling relationships with their peers and make friends at NCH. However, 9% of respondents strongly disagreed that they understood the different pathways they could take to study Law at university and 20% of respondents moderately disagreed that they understood what an interview to study Law at university would involve.

Students were asked again about the difference between a barrister and a solicitor. Students responded that 'a barrister advocates for their clients in court whereas a solicitor advocates for their client by advising them and preparing their legal documentation'. Students also shared that a barrister is 'self-employed' and 'undergoes a pupillage', whereas a solicitor is employed and 'undergoes a training contract and also SQE in the future'. Students noted that 'a solicitor is your first point of contact for legal advice' and compared the difference between a solicitor and barrister to that between a GP and surgeon.

For comparative purposes, here are the responses to the same question asked in the pre-programme survey:

Students were asked about the difference between a barrister and solicitor. Whilst some students responded that they did not know, a number of students responded that barristers are advocates of law and they 'they stand in court and represent the client'. Respondents added that 'barristers tend to be self-employed', however they could be 'employed under a bar'. In comparison, students said that solicitors 'work mostly in the firm/office setting' and 'will advise their clients, conduct negotiations, draft legal documents etc.'. Students added that 'a solicitor is the first point of contact for a client' and 'a solicitor supports the barrister'. Other differences between barristers and solicitors that students noted were that 'you need to take a bar test and completed a pupillage to become a barrister', whereas 'you take the LPC after your law degree' to become a solicitor. Students also said that 'a barrister can be identified by wearing a peruke (wig) and gown' and, using a medical analogy, compared a solicitor to a GP and a barrister to a neurosurgeon.

Students were asked again to define the term jury. Students responded that a jury is a 'body of 12 people' who are 'an impartial and impartially selected group' who are 'members from the public with no criminal record'. Students said that the role of the jury is to 'listen to a case' and, '(usually) unanimously', 'decide the verdict'. One student said that 'anyone above 18 can be called to court as a Jury.'

For comparative purposes, here are the responses to the same question asked in the pre-programme survey:

Students were asked what a jury is and all of the students offered a response. Students responded that a jury is 12 members of the general public, selected randomly from the electoral list, and 'completely unrelated to the alleged criminal act'. Students said that the role of the jury is to 'sit in the courtroom' and 'decide whether someone is guilty or not guilty in a criminal trial' based on the evidence presented to them during trial. A number of students stated that the jury must be 'unbiased' and come to an 'impartial verdict'. Students added that a jury must 'come to a unanimous judgement'. All of the students responded that a jury is necessary for criminal proceedings.

All of the students responded that a jury is necessary for criminal proceedings, which is the same as the responses from the pre-programme survey.

Students were asked again to name one difference between the justice systems in the USA and England and Wales. A popular response amongst students was that 'the U.S. does not have a tribunal system as the U.K. does for certain disputes'. Students also responded that 'The USA does not have barristers and solicitors, they have an amalgamation of the two.' One student noted that whilst the 'UK has a fusion of powers in the political aspect of our state', 'in the US there's a separation of powers, where the judiciary system is separate.' Students also discussed the differences in terminology between USA and England and Wales, for example, 'legal professionals are not called attorneys in England and Wales, but they are in the USA'.

For comparative purposes, here are the responses to the same question asked in the pre-programme survey:

Students were asked to name one difference between the justice systems in the USA and England and Wales. Almost half of students responded that they did not know any differences between the justice systems, although a number of students offered responses. A popular response amongst students was that the 'death penalty has been completely abolished in the United Kingdom', whereas it is legal in some US states. Another popular response was that 'in the USA there is no distinction between barristers and solicitors, unlike in England and Wales.' Students also responded that 'the US doesn't have a Tribunal system but the UK does for some cases' and 'the UK has an unwritten, uncodified constitution but the USA has a written constitution with Amendments.' Students noted that 'in the US, the judges are appointed for life whereas in England and Wales, it is till the age of 70' and one student said that 'the justice system is flawed in the US', whilst another said 'there's more of a political aspect involved in the US justice system'.

All of the respondents said that the age of criminal liability in England and Wales is 10. This differs from responses to the same question in the pre-programme survey where just over half of respondents said the age of criminal liability is 10, and others were either unsure or suggested a range of ages from 11-18.

Students were asked again what the elements of the crime of murder are. Almost all students responded that the elements of the crime of murder are *Mens Rea* (the intention to kill or inflict grievous bodily harm) and *Actus Reus* (the unlawful act of killing another or causing severe harm). For comparative purposes, here are the responses to the same question asked in the pre-programme survey:

Students were asked to identify the elements of the crime of murder. Some students responded that they did not know, but a number of students offered responses. Students said that actus reus (human conduct) and mens rea (guilty conscience) must be present for a crime, and for murder there must be the intent to kill. Students also said that there must be 'harm caused' and that 'there are two kinds of murder charges - manslaughter and murder.' One student said that there were two components to the crime of murder, 'one concerns the act itself while the other considers the state of mind in which the act was contemplated and committed.' Students said that the murder must be 'intentional and planned' and there 'must be a motive'. Students also said that 'weapon, motive, witnesses, timeframe, chain of events', suspects, location, DNA analysis and suspects need to be considered'.

5. PRE VS POST PROGRAMME SURVEY FINDINGS

In this section, we have compiled responses from selected pre- and post- survey questions for purposes of easy comparison.

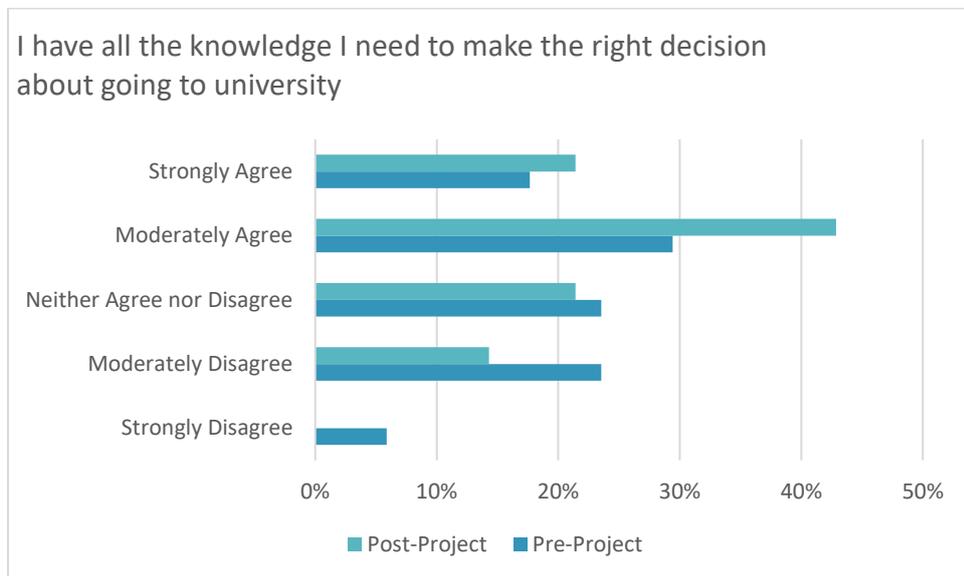


Figure 25 Pre vs. Post: I have all the knowledge I need to make the right decision about going to university

We see from Figure 25, in comparison with pre-activity findings, students’ knowledge for making the right decision about going to university increased. Whereas 6% of students strongly disagreed with this statement pre-activity, 0% strongly disagreed after. The proportion of students who strongly agreed or moderately agreed also increased over the course of the project.

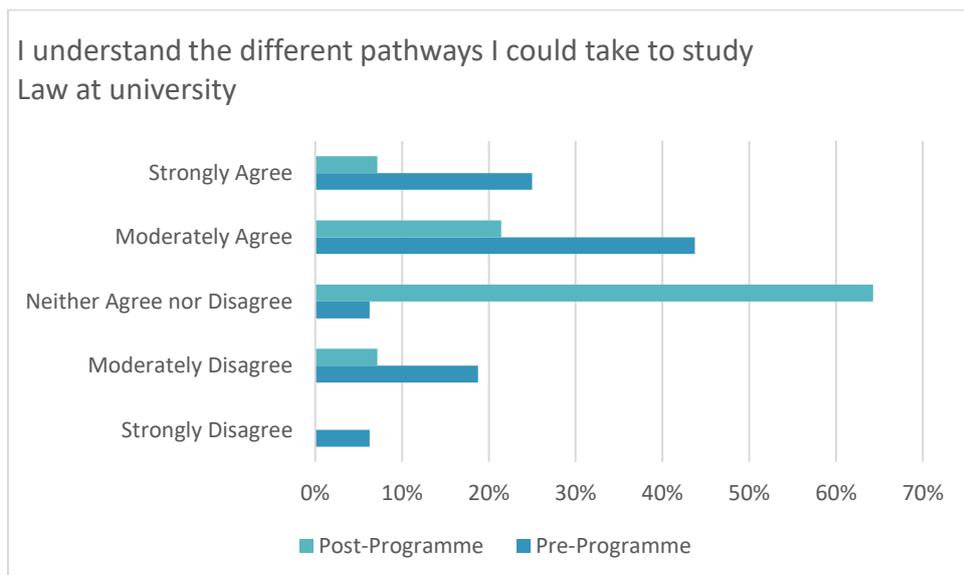


Figure 26 Pre vs. Post: I understand the different pathways I could take to study Law at university

The proportion of students who neither agreed nor disagreed that they understood the different pathways they could take to study Law at university significantly increased post-programme, from 6% pre-programme to 64% after. Whilst the percentage of students who moderately or strongly disagreed decreased after the programme, with 6% of students strongly disagreeing pre-programme and none of the students strongly disagreed post-programme, the proportion of students who moderately or strongly agreed also decreased. The proportion of students who strongly agreed with the statement decreased from 25% pre-programme to 7% after completion.

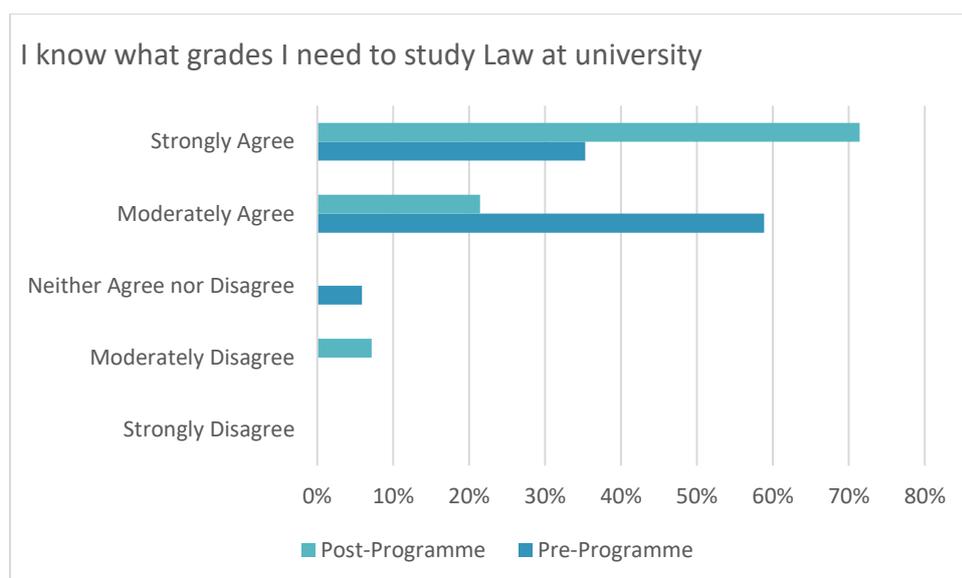


Figure 27 Pre vs. Post: I know what grades I need to study Law at university

As shown in figure 27, significantly more students were sure they knew what grades they needed to study Law at university, as 35% of students strongly agreed pre-programme whilst 71% of students strongly agreed post-programme. However, none of the students moderately or strongly disagreed with the statement pre-programme, whilst 7% of students moderately disagreed post-programme.

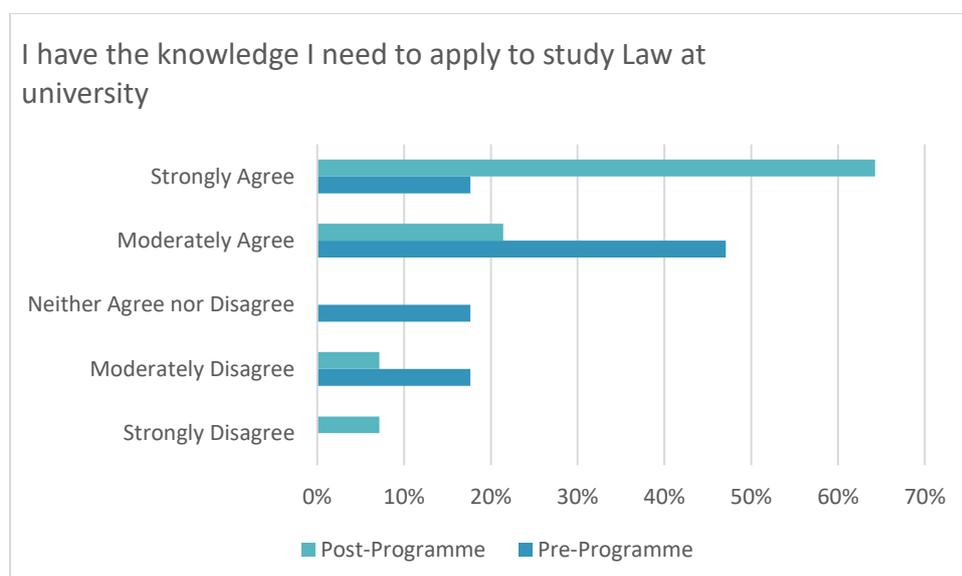


Figure 28 Pre vs. Post: I have the knowledge I need to apply to study Law at university

A much larger proportion of students were sure that they had the knowledge they needed to apply to study Law at university after completion of the programme. 18% of respondents strongly agreed with the statement pre-programme whilst 64% of students strongly agreed post-programme. However, the proportion of students who strongly disagreed with the statement increased from 0% to 7% post-programme.

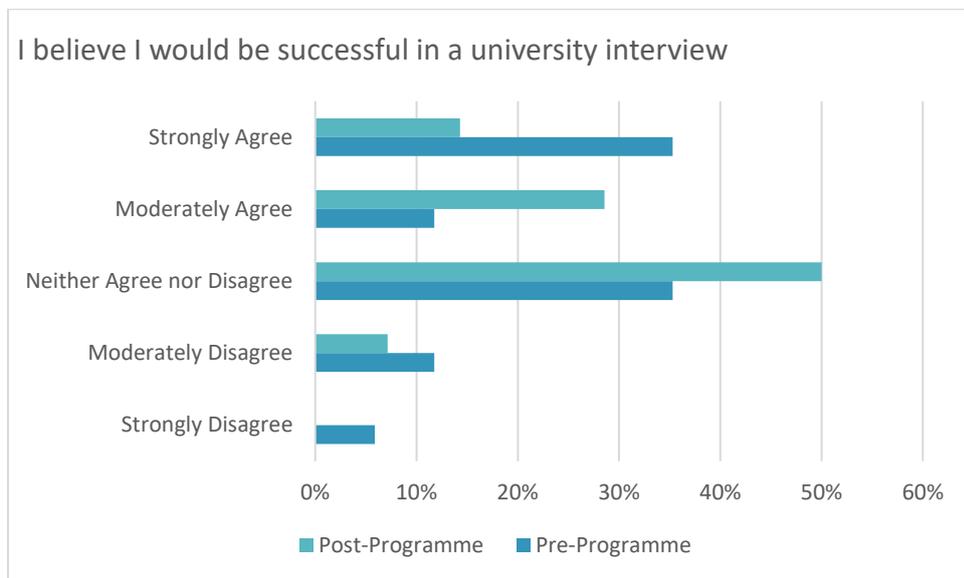


Figure 29 Pre vs. Post: I believe I would be successful in a university interview

As shown in figure 29, the proportion of respondents who moderately agreed that they believed they would be successful in a university interview significantly increased from 12% to 29% post-programme. However, the proportion of students who neither agreed nor disagreed with the statement also increased from 35% pre-programme to 50% post-programme.

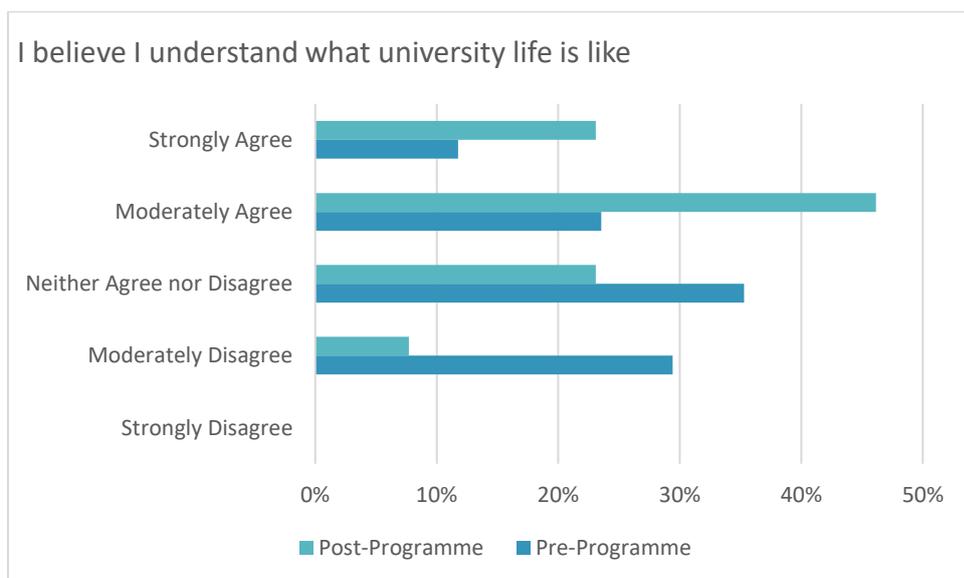


Figure 30 Pre vs. Post: I believe I understand what university life is like

In comparison with pre-activity findings, the proportion of students who believed they understood what university life is like increased. 12% of students strongly agreed and 24% of students moderately agreed pre-programme whilst 46% of students moderately agreed and 23% strongly agreed post-programme. The proportion of students who moderately disagreed also decreased from 29% to 8%.

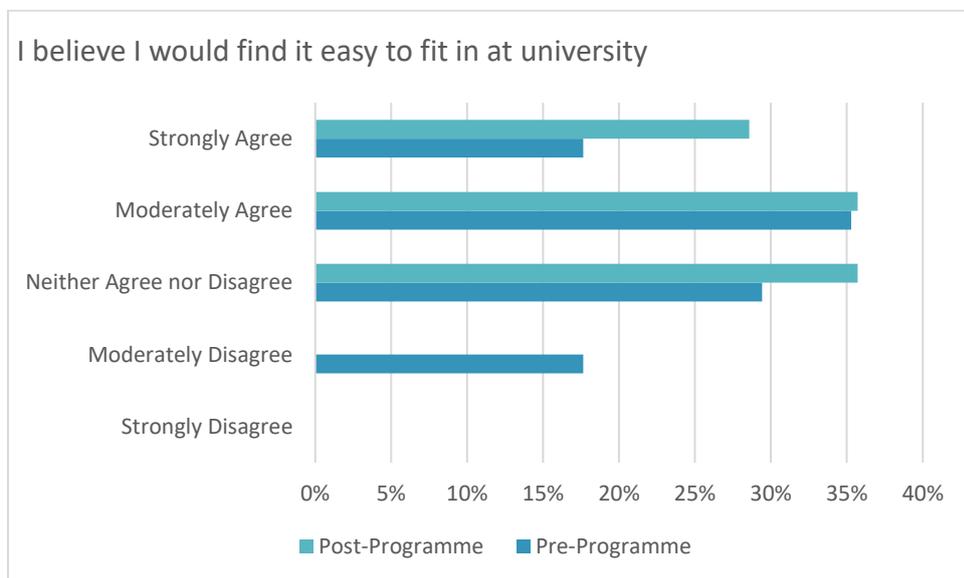


Figure 31 Pre vs. Post: I believe I would find it easy to fit in at university

As shown in figure 31, the proportion of students who strongly agreed that they believed they would find it easy to fit in at university significantly increased after the programme from 18% to 29%. The percentage of students who moderately disagreed with the statement decreased from 18% pre-programme to 0% post-programme.

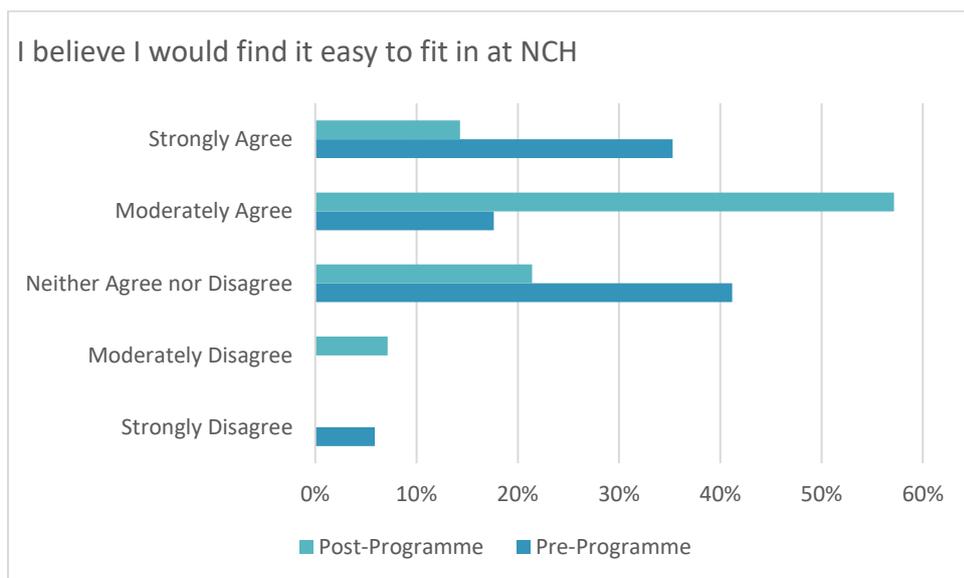


Figure 32 Pre vs. Post: I believe I would find it easy to fit in at NCH

The proportion of students who moderately agreed that they believed they would find it easy to fit in at NCH significantly increased from 18% pre-programme to 57% post-programme. However, the proportion of students who strongly agreed with the statement decreased from 35% pre-programme to 14% post-programme.

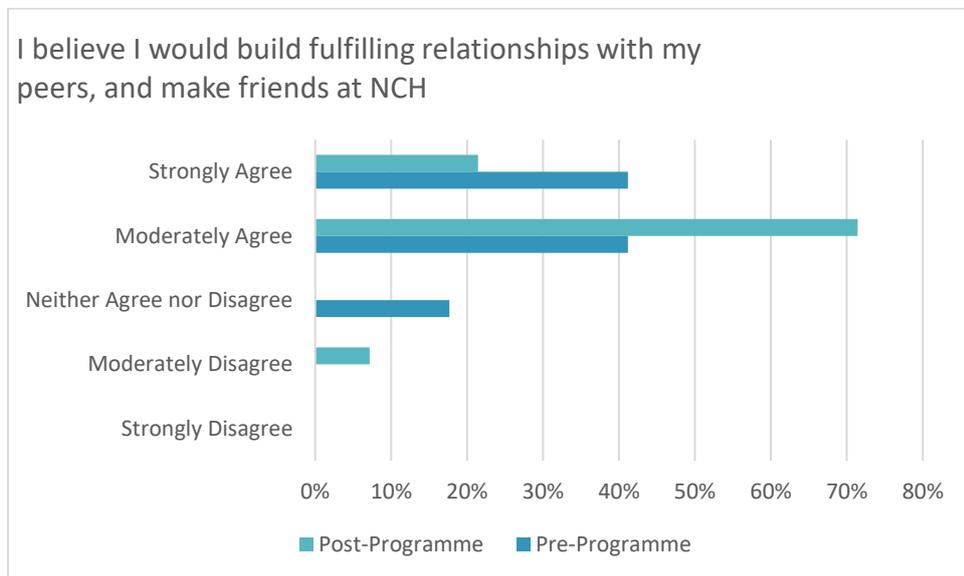


Figure 33 Pre vs. Post: I believe I would build fulfilling relationships with my peers, and make friends at NCH

As shown in figure 33, the proportion of students who moderately agreed that they believed they would build fulfilling relationships with their peers and make friends at NCH significantly increased from 41% to 71% after the programme. However, the proportion of students who strongly agreed with the statement decreased and the proportion of students who moderately disagreed increased from 0% to 7%.

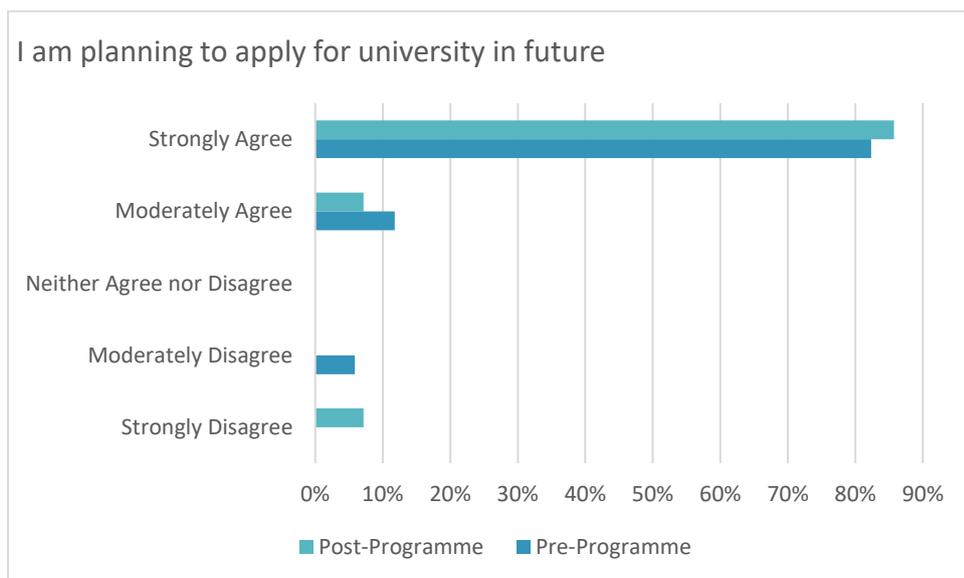


Figure 34 Pre vs. Post: I am planning to apply for university in future

As shown in figure 34, students were more confident in their decision on whether they were going to apply to university in future post-programme. The proportion of students who strongly agreed that they were planning to apply increased from 82% to 86% and the proportion of students who strongly disagreed that they were planning to apply increased from 0% to 7% post-programme.

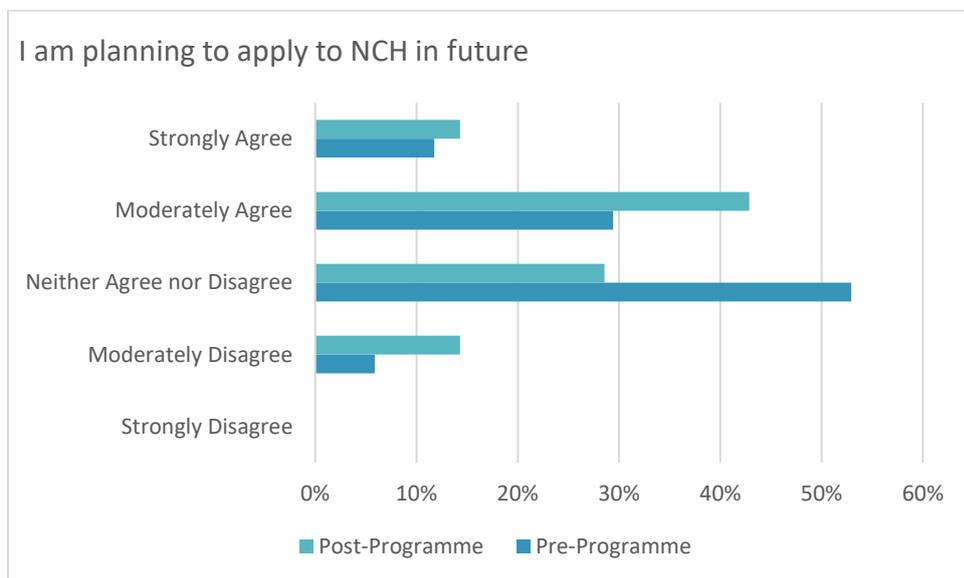


Figure 35 Pre vs. Post: I am planning to apply to NCH in future

The proportion of students who were planning to apply to NCH in future increased after completing the programme. 29% of students moderately agreed and 12% strongly agreed that they were planning on applying pre-programme, whilst 43% of students moderately agreed and 14% strongly agreed post-programme. However, the proportion of students who moderately disagreed increased from 6% to 14%.

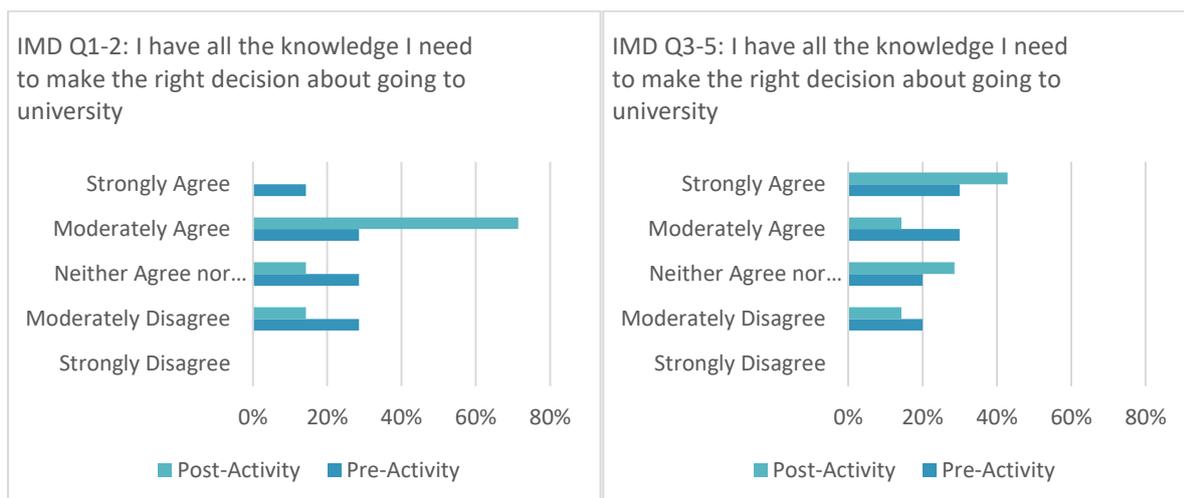


Figure 37 IMD Q1-2: Pre vs. Post: I have all the knowledge I need to make the right decision about going to university

Figure 37 IMD Q3-5: Pre vs. Post: I have all the knowledge I need to make the right decision about going to university

The proportion of respondents in IMD Q1-2 who moderately agreed that they had all the knowledge they needed to make the right decision about going to university significantly increased from 29% to 71%, whilst the proportion of respondents who strongly agreed decreased from 14% to 0%. In comparison, the proportion

of respondents in IMD Q3-5 who strongly agreed with the statement increased from 30% to 43%. The proportion of respondents in IMD Q3-5 how neither agreed nor disagreed also increased from 20% to 29%.

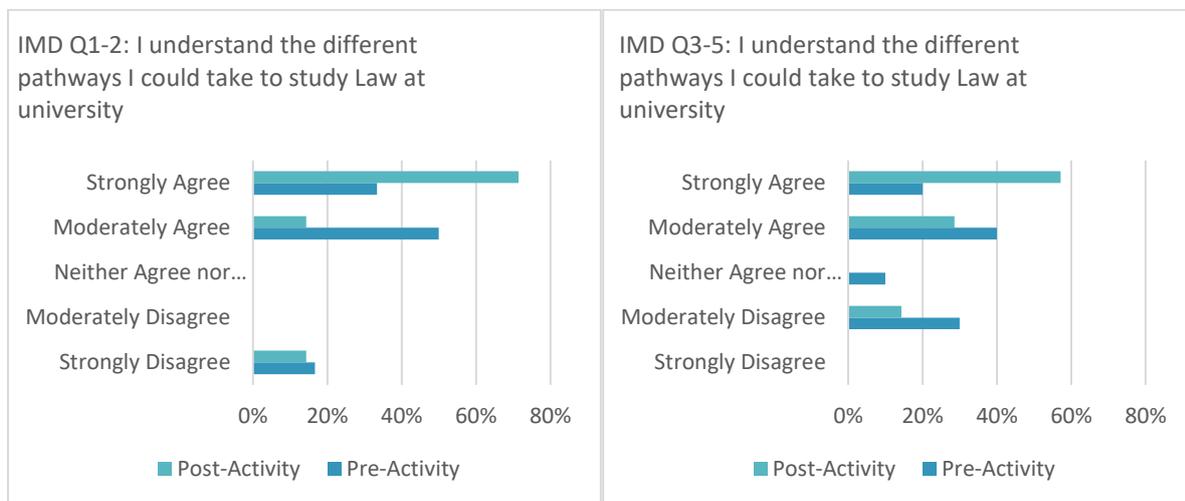


Figure 39 IMD Q1-2: Pre vs. Post: I understand the different pathways I could take to study Law at university

Figure 39 IMD Q3-5: Pre vs. Post: I understand the different pathways I could take to study Law at university

As shown in figures 38 and 39, the proportion of respondents in IMD Q1-2 who strongly agreed that they understood the different pathways they could take to study Law at university increased from 33% to 71%, although 14% of respondents still strongly disagreed post-programme. Meanwhile, the proportion of respondents in IMD Q3-5 who strongly agreed with the statement also increased from 20% to 57%. However, 14% of respondents in IMD Q3-5 moderately disagreed with the statement post-programme.

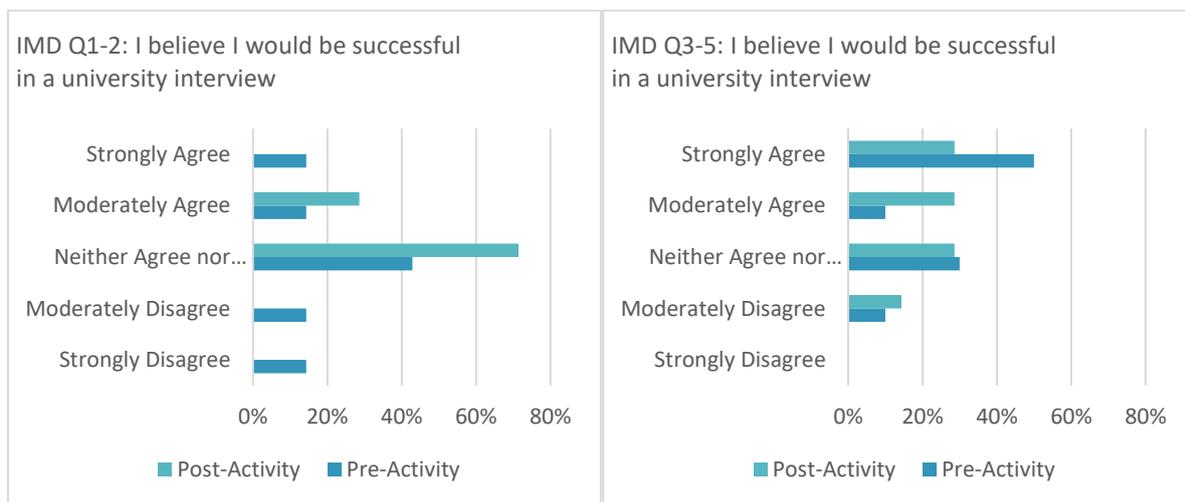


Figure 41 IMD Q1-2: Pre vs. Post: I believe I would be successful in a university interview

Figure 41 IMD Q3-5: Pre vs. Post: I believe I would be successful in a university interview

All of the respondents in IMD Q1-2 either moderately agreed or neither agreed nor disagreed that they believed they would be successful in a university interview post-activity. Of which, 71% neither agreed nor disagreed and 29% moderately agreed. In comparison, 29% of respondents in IMD Q3-5 strongly agreed and 14% moderately disagreed post-activity.

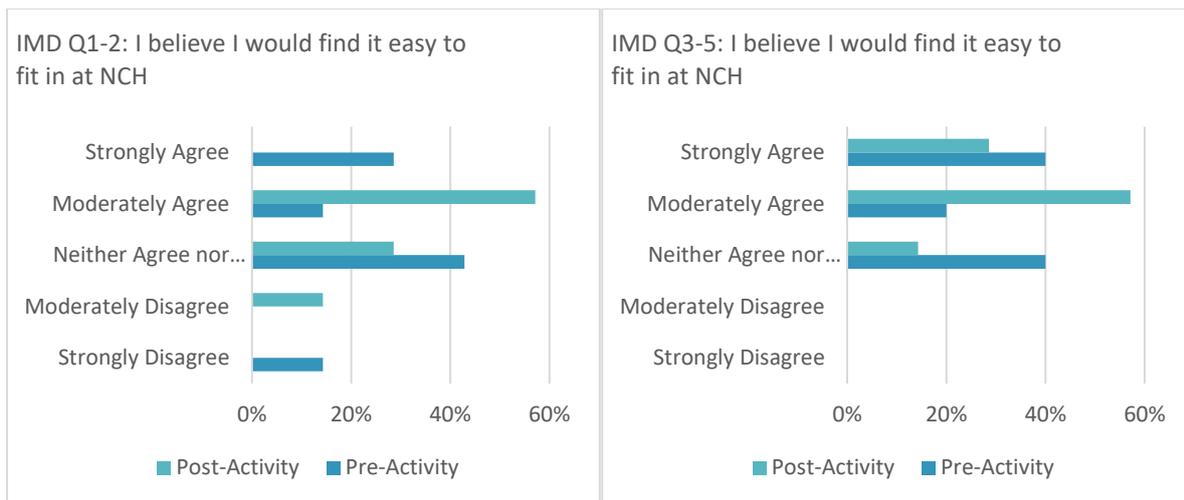


Figure 43 IMD Q1-2: Pre vs. Post: I believe I would find it easy to fit in at NCH

Figure 43 IMD Q3-5: Pre vs. Post: I believe I would find it easy to fit in at NCH

As shown in figures 42 and 43, most respondents in IMD Q1-2 moderately agreed that they believed they would find it easy to fit in at NCH post-activity. However, 14% of respondents in IMD Q1-2 moderately disagreed with the statement. Similarly, 57% of respondents in IMD Q3-5 moderately agreed with the statement post-programme, whilst 29% also strongly agreed.

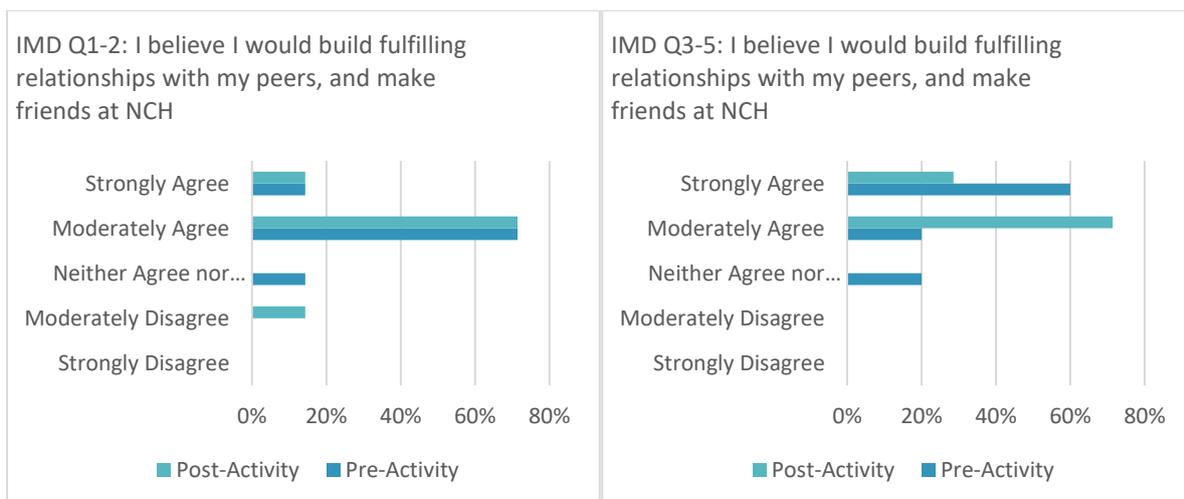


Figure 45 IMD Q1-2: Pre vs. Post: I believe I would build fulfilling relationships with my peers, and make friends at NCH

Figure 45 IMD Q3-5: Pre vs. Post: I believe I would build fulfilling relationships with my peers, and make friends at NCH

Responses in from students' in IMD Q1-2 as to how much they agreed with the statement that they believe they would build fulfilling relationships with their peers, and make friends at NCH was rather unchanged post-activity in comparison to pre-activity. However, 14% of respondents neither agreed nor disagreed with the statement pre-programme whilst 14% of respondents moderately disagreed post-programme. In comparison, all students in IMD Q3-5 either moderately or strongly agreed with the statement post-programme, with the proportion of respondents strongly agreeing decreasing and the proportion who moderately agreed significantly increasing from 20% to 71%.

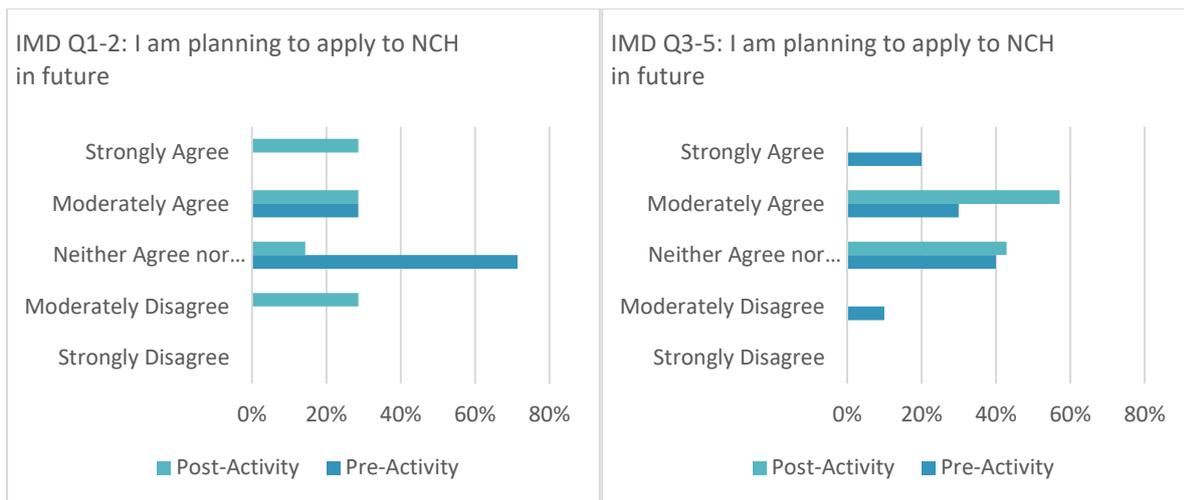


Figure 47 IMD Q1-2: Pre vs. Post: I am planning to apply to NCH in future

Figure 47 IMD Q3-5: Pre vs. Post: I am planning to apply to NCH in future

As shown in figures 46 and 47, the proportion of students in IMD Q1-2 who strongly agreed and moderately disagreed that they were planning to apply to NCH in future increased after the programme, whilst the proportion of students who neither agreed nor disagreed significantly decreased from 71% to 14%. In comparison, the proportion of students in IMD Q3-5 who moderately agreed and neither agreed nor disagreed with the statement increased post-programme.

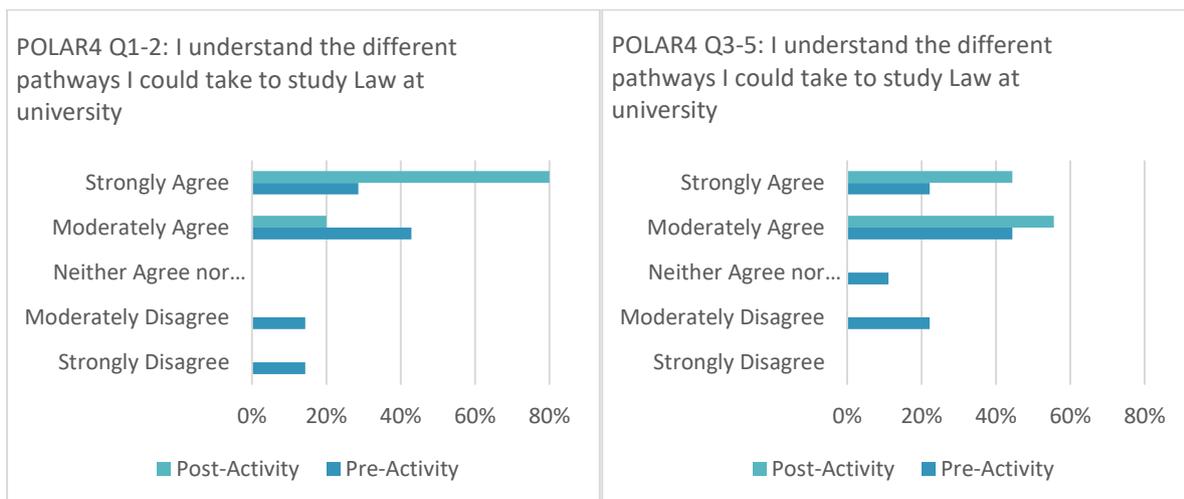


Figure 49 POLAR4 Q1-2: Pre vs. Post: I understand the different pathways I could take to study Law at university

Figure 49 POLAR4 Q3-5: Pre vs. Post: I understand the different pathways I could take to study Law at university

Whilst all of the students either moderately or strongly agreed that they understood the different pathways they could take to study Law at university in both POLAR4 Q1-2 and Q3-5, the proportion of students who strongly agreed increased much more substantially in POLAR4 Q1-2, from 29% to 80%. The proportion of students who moderately agreed with the statement decreased in POLAR4 Q1-2 from 43% to 20% whilst the proportion of students who moderately agreed increased in POLAR4 Q3-5 from 44% to 56% post-programme.

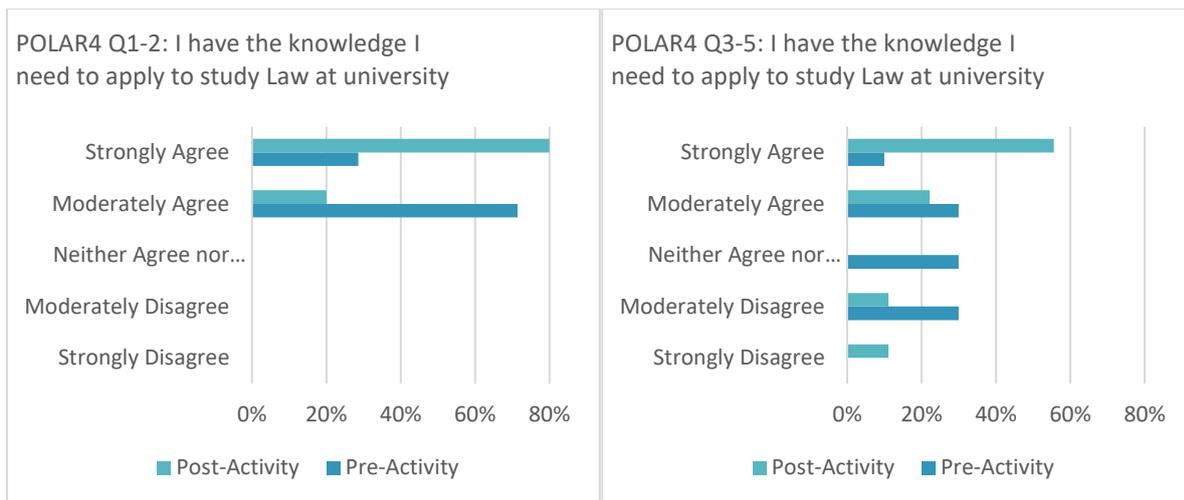


Figure 51 POLAR4 Q1-2: Pre vs. Post: I have the knowledge I need to apply to study Law at university

Figure 51 POLAR4 Q3-5: Pre vs. Post: I have the knowledge I need to apply to study Law at university

As shown in figures 50 and 51, all of the students in POLAR4 Q1-2 strongly or moderately agreed that they have the knowledge they needed to apply to study Law at university both pre-activity and post-activity. However, the proportion of students in POLAR4 Q1-2 who strongly agreed with the statement increased from 29% to 80%. Similarly, the proportion of students in POLAR4 Q3-5 who strongly agreed with the statement increased from 10% to 56%, however, the proportion of students who strongly disagreed increased from 0% to 11%.

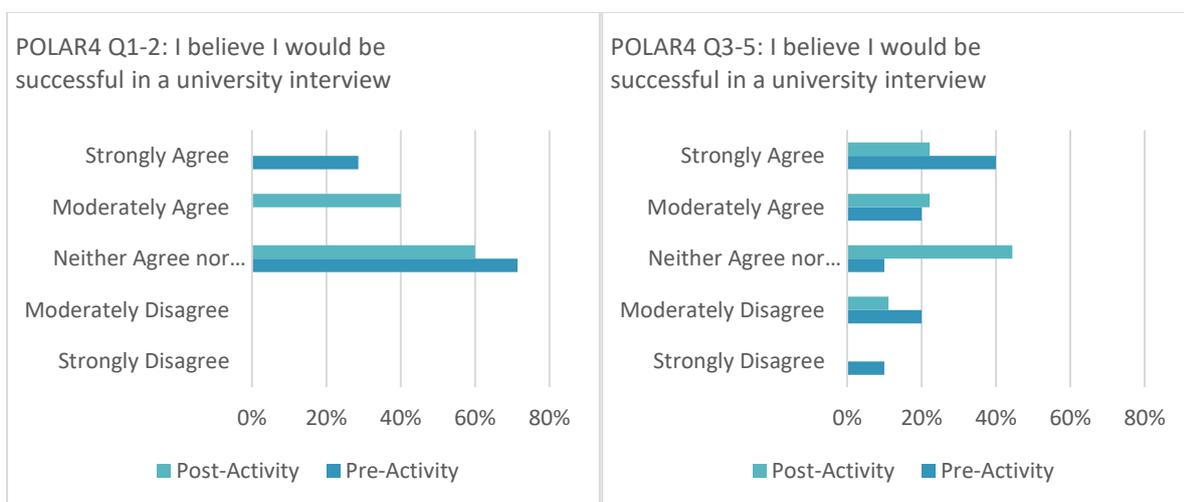


Figure 53 POLAR4 Q1-2: Pre vs. Post: I believe I would be successful in a university interview

Figure 53 POLAR4 Q3-5: Pre vs. Post: I believe I would be successful in a university interview

The proportion of students in POLAR4 Q1-2 who moderately agreed that they believed they would be successful in a university interview significantly increased from 0% to 40% whilst the proportion of respondents who strongly agreed decreased from 29% to 0%. In comparison, the proportion of students in IMD Q3-5 who neither agreed nor disagreed with the statement significantly increased from 10% to 44%.

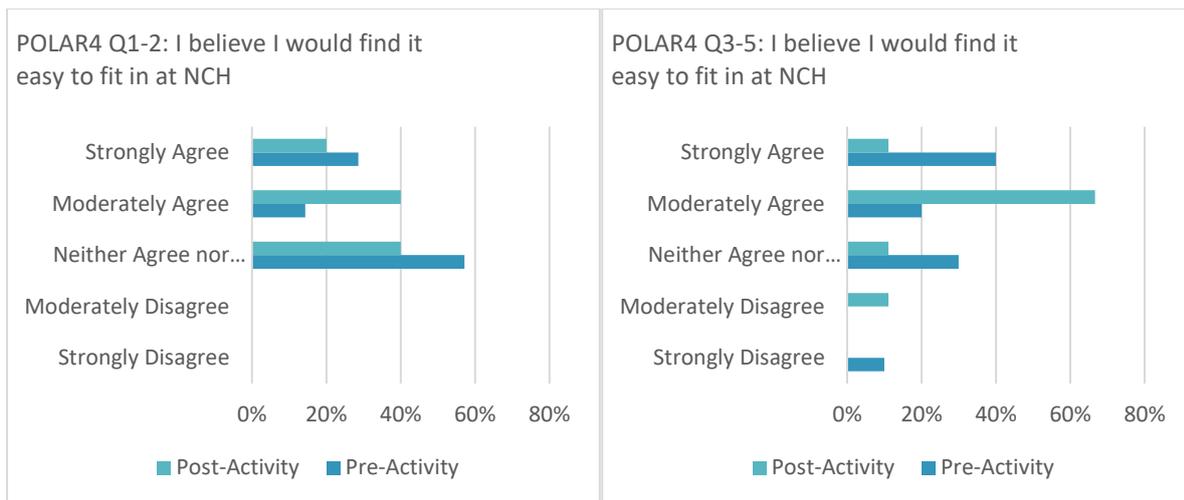


Figure 55 POLAR4 Q1-2: Pre vs. Post: I believe I would find it easy to fit in at NCH

Figure 55 POLAR4 Q3-5: Pre vs. Post: I believe I would find it easy to fit in at NCH

As shown in figures 54 and 55, the proportion of respondents in POLAR4 Q1-2 who moderately agreed that they believed they would find it easy to fit in at NCH significantly increased from 14% to 40%, whilst the proportions who strongly agreed and neither agreed nor disagreed decreased. Similarly, the proportion of respondents in POLAR4 Q3-5 who moderately agreed with the statement significantly increased from 20% to 67%. However, the proportion of students who moderately disagreed increased from 0% to 11%.

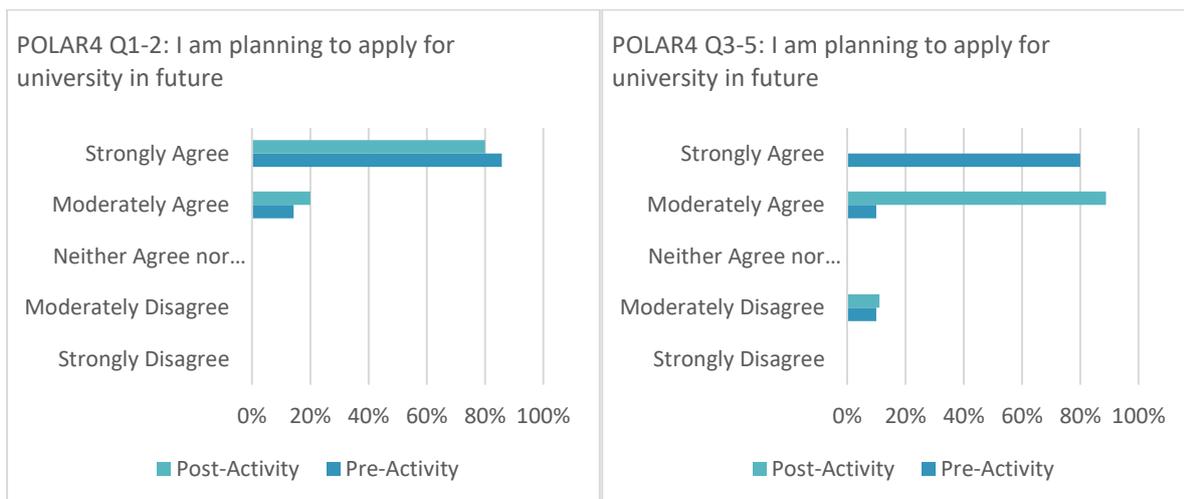


Figure 57 POLAR4 Q1-2: Pre vs. Post: I am planning to apply for university in future

Figure 57 POLAR4 Q3-5: Pre vs. Post: I am planning to apply for university in future

All of the respondents in POLAR4 Q1-2 either strongly or moderately agreed that they were planning to apply for university in future, both pre-activity and post activity. However, the proportion of respondents in POLAR4 Q1-2 who strongly agreed decreased from 86% to 80% and the proportion who moderately agreed increased from 14% to 20%. Similarly, the proportion of respondents in POLAR4 Q3-5 who strongly agreed decreased from 80% to 0% and the proportion who moderately agreed increased from 10% to 89%.

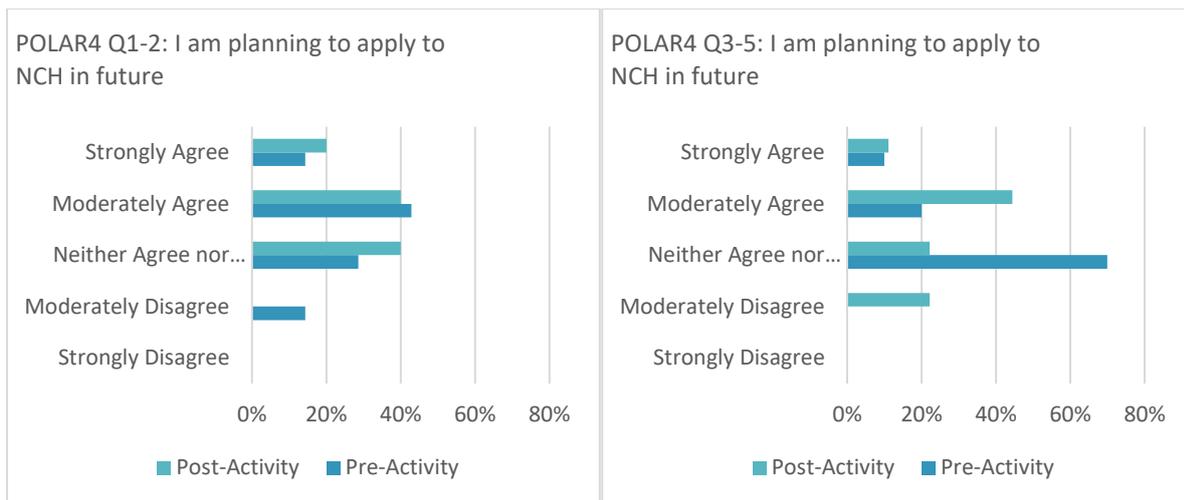


Figure 59 POLAR4 Q1-2: Pre vs. Post: I am planning to apply to NCH in future

Figure 59 POLAR4 Q3-5: Pre vs. Post: I am planning to apply to NCH in future

As shown in figures 58 and 59, the proportion of students in POLAR4 Q1-2 who strongly agreed that they were planning to apply to NCH in future increased from 14% to 20%. However, the proportion of students in POLAR4 Q1-2 who moderately agreed decreased and the proportion of students who neither agreed nor disagreed increased. In comparison, the proportion of students in POLAR4 Q3-5 who moderately agreed increased from 20% to 44% whilst the proportion of students in POLAR4 Q3-5 who moderately disagreed with the statement increased from 0% to 22%.

6. CONCLUSION

As shown in this report, student participants were from a diversity of socio-economic and cultural backgrounds. Furthermore, 41% of participants were from families whose parents did not have university qualifications. The majority of participants had not studied GCSE or A Level Law and, whilst most students had heard of NCH previously, participation in the Urban Lawyers Mentorship programme enabled students to find out more about studying at NCH, including the LAUNCH programme, entry requirements and the variety of degree programmes on offer.

The findings presented in this report demonstrate positive student participant experiences on the programme; 88% of participants strongly agreed that they would recommend the programme to others, 78% strongly agreed that they had learnt new things about the subject of Law, and 72% strongly agreed that they found the programme interesting. Furthermore, 76% strongly agreed that meeting practising professionals in law had given them a greater understanding of the soft skills required to be successful in law.

Comparison of key pre- and post-survey responses demonstrates positive impacts for students. Students' perception of their own knowledge for making the right decisions about going to university increased. Students also increased their understanding of the different pathways they could take to study Law at university. Students' self-belief that they would be successful at interview increased, as did understandings of what student life would be like.

At the same time, there were a few negative findings revealed through a comparative analysis; a small number of students, for example, strongly or moderately disagreed post-programme that they had the knowledge they needed to apply to study Law at university. One student also felt, post-project, that he/she would not fit easily into NCH.

The proportion of students agreeing or strongly agreeing that they were planning to apply to NCH increased from pre- to post-programme.

Comparative findings disaggregated by IMD quintiles reveal some interesting findings, although population sizes are small. For instance, students from IMD Q3-5 were more confident than their comparator group that they had all the knowledge they needed to make the right decision about going to university both pre- and post-project, although both cohorts saw an increase in confidence levels. Students from IMD Q3-5 were also more confident that they would be successful in a university interview than those from IMD Q1-2, for both pre- and post- surveys. However, students from IMD Q1-2 saw a bigger, positive, shift post-survey in terms of planning to apply to NCH in the future.

Disparities between cohorts from POLAR4 Q1-2 and Q3-5 are not as stark although, again, population sizes are small. Students from POLAR4 Q1-2 appear to show similar, or sometimes greater, levels of confidence and understanding than their comparator group. Both groups generally demonstrated the programme to have had a positive impact.