

One Degree Programme Report 2021

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One Degree

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One Degree
Analysis of pre and post programme perceptions of 2021 cohort

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1 CONTEXT

One Degree

- 1.1 One Degree is an academic mentoring charity based in London. Since 2009 the charity has worked to improve the GCSE performance and self-belief of students from disadvantaged backgrounds primarily through intensive academic mentoring in English and Maths. One Degree also provides life skills training, talks by inspirational speakers and sports activities to help with students overall personal development.
- 1.2 The charity works with a number of participating schools and volunteer mentors to deliver improved outcomes for young people. It is their belief that regular and consistent learning alongside GCSE preparation embeds the practice, planning, time management and confidence required by learners to boost attainment.

Providing support through covid

- 1.3 In a typical year, One Degree run 15-20 in-person sessions (including mentoring, guest speakers, sports activities and the provision of food to ensure holistic support) at its participating schools. However, the 2021 programme ran during the covid-19 pandemic and resulting second national lockdown. For this reason, all One Degree support moved online, with sessions delivered through interactive learning. In addition, complexities caused by the pandemic meant just one school took part in this year's programme (Woodside High School).

York Consulting

- 1.4 York Consulting is one of the UK's leading socio-economic research and evaluation consultancies. We have evaluated the One Degree programme every year for the past few years, evidencing impact and measuring student perceptions of the charity. This report details findings from the 2021 cohort of students.

Methodology and how to read this report

- 1.5 For this research, students were asked about their feelings on a range of topics both before and after the programme took place. This enabled us to measure the potential impacts of the One Degree programme. The full questionnaires used are included as appendices to this report. It is important to note that the 'pre' and 'post' cohort of students were not the same group of young people so direct comparisons, for example identifying 'Pupil A' and comparing their perception of the course at start and completion, cannot be drawn. The pre-programme questionnaire also had a larger response rate, with n=25 responses, compared to n=11 for the post-programme. This has been indicated in notes below charts.
- 1.6 Students were asked to provide their gender to highlight any similarities or differences within the data across the gender spectrum. There was an even mix of genders across both pre and post programme responses and no significant data differences between genders were identified.

2 FINDINGS

Mental Health

- 2.1 Perhaps unsurprisingly, the ongoing difficulties caused by the coronavirus pandemic have negatively impacted upon the mental health of many young people attending the One Degree programme.

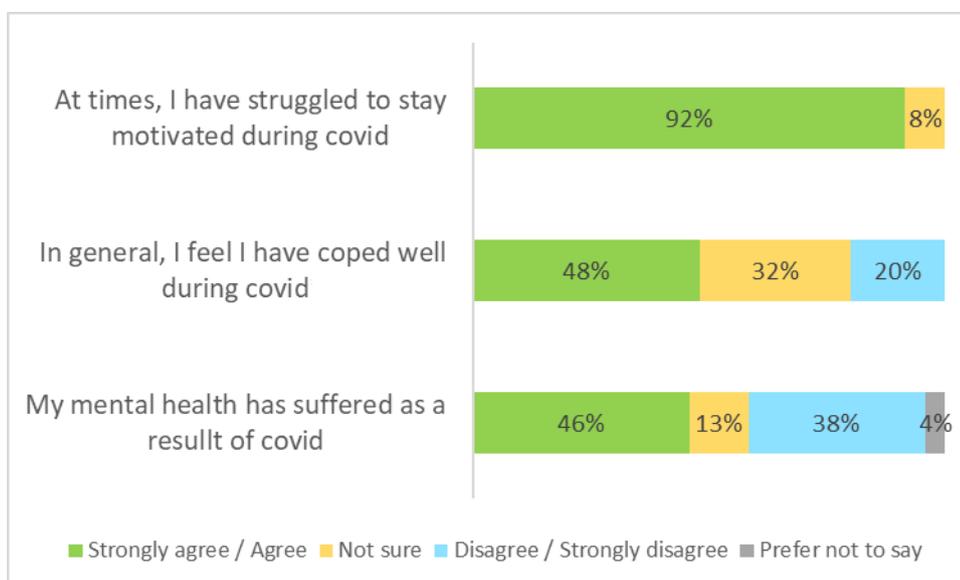


Figure 1 – Mental health during the covid pandemic

Source: “We would like to understand how you feel you have coped during the coronavirus pandemic. Read the statements below and tick the box that best matches how you feel” (Q3)

Base: 25

- 2.2 As seen in figure 1, 92% of young people surveyed have struggled to stay motivated during covid. Almost half say their mental health has suffered as a result of covid and just over half were unsure or disagreed that they coped well during this time.

Self-belief

- 2.3 Far from focusing solely on improving attainment and GCSE grades, One Degree has a clear mission to improve the self-belief of those attending its programmes. For this reason, young people were asked about their general sense of self both before and after the programme took place. This enables comparison between young people’s sense of self, both before and after the programme took place.

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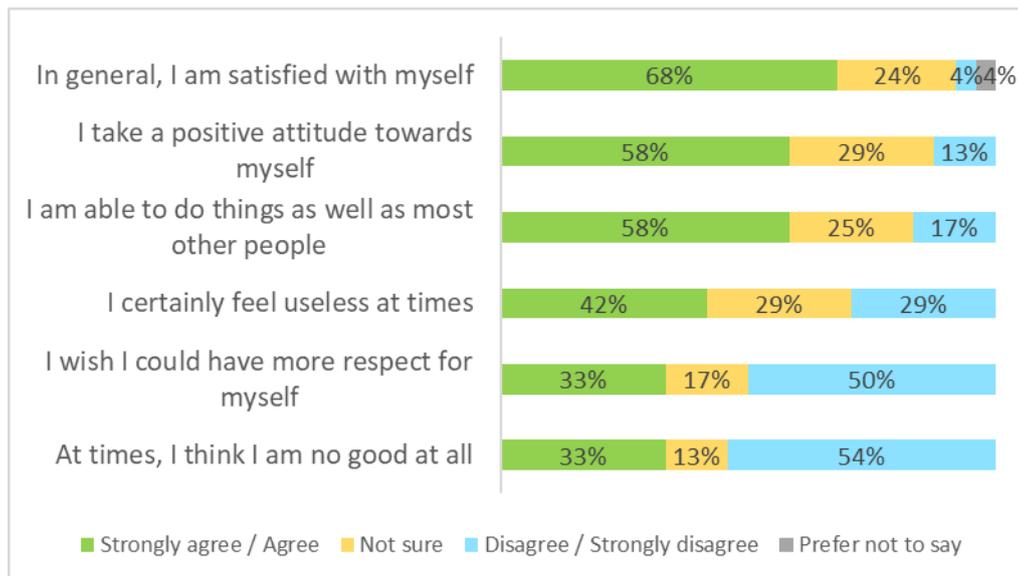


Figure 1 – Self-perception prior to completion of the One Degree programme
“Below are a number of statements that people sometimes make about themselves. Read the statements below and tick the box that best matches how you feel” (Q4)
Base: 25

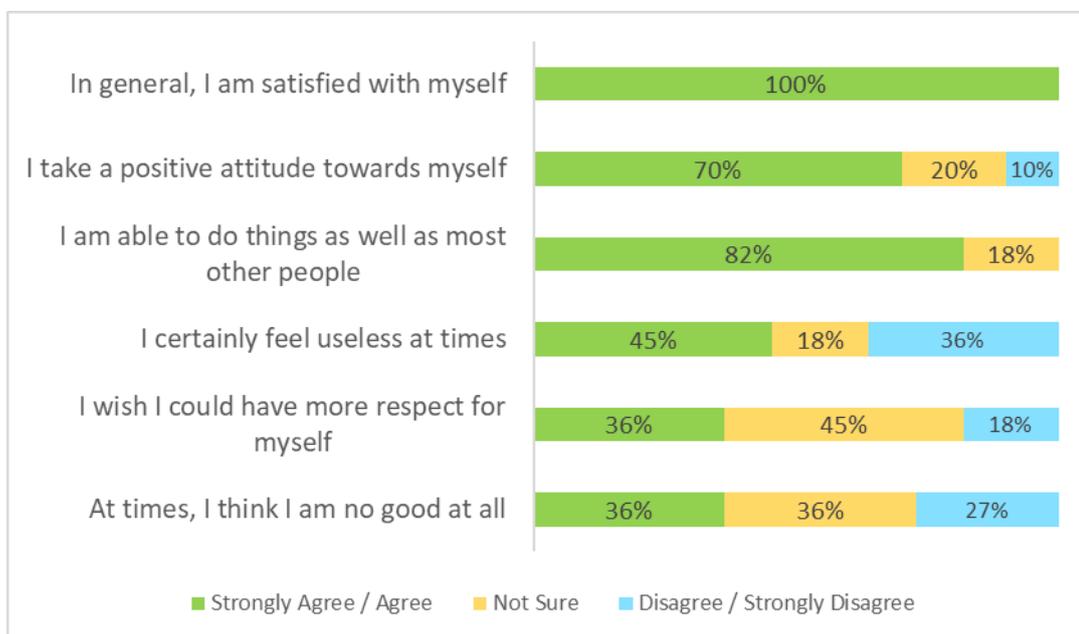


Figure 3 - Self-perception upon completion of the One Degree programme
“Below are a number of statements that people sometimes make about themselves. Read the statements below and tick the box that best matches how you feel” (Q3 - Post)
Base: 11
NB: Responses are ordered to match the frequency of responses in figure 2.

2.4 As seen in figure 2, prior to the One Degree programme, over two thirds of young people feel generally satisfied with themselves, while 58% take a positive attitude towards themselves and feel they are able to do things as well as other people. Just a third think they are no good at all or that they wish they could have more respect for themselves. This highlights that young people generally have a positive attitude

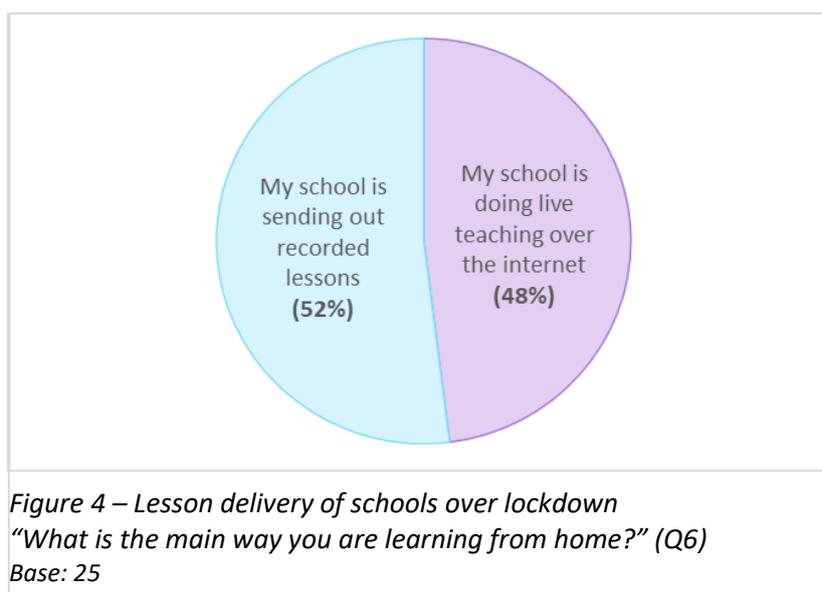
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towards themselves, although a third may struggle with occasional self-belief and/or a lack of confidence.

- 2.5 Of those completing the post-programme survey, 100% of young people reported feeling satisfied with themselves in a general sense. 82% feel able to do most things as well as other people, and 70% take a positive attitude towards themselves. These represent a 24 and 12 percentage point increase (respectively) on young people's sense of self prior to the One Degree programme.
- 2.6 It is worth noting that a similar proportion of young people wish they had more respect for themselves - and that at times, they think they are no good at all – than prior to the start of the One Degree programme. This may highlight an underlying lack of confidence or sense of self.

School

- 2.7 The One Degree programme was rolled out during the second national UK lockdown (February-May 2021). This lockdown period saw national school closures from 4th January and the shift to online learning for the majority of pupils¹. Just one pupil consulted as part of this research was still physically attending school over the lockdown period – all others were learning from home during this time.
- 2.8 To understand how learning in lockdown was primarily delivered, students were asked how their school was providing lessons during this time. There was an almost equal split between live teaching and the sharing of pre-recorded lessons.



¹ The only pupils exempt from this were those classed as vulnerable and children of key workers.

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2.9 In addition, students were asked what style of teaching would best suit them if it were offered by their school. The suggestions given were in line with lesson types provided by One Degree, including live lessons, group video calls, and individual online tasks.

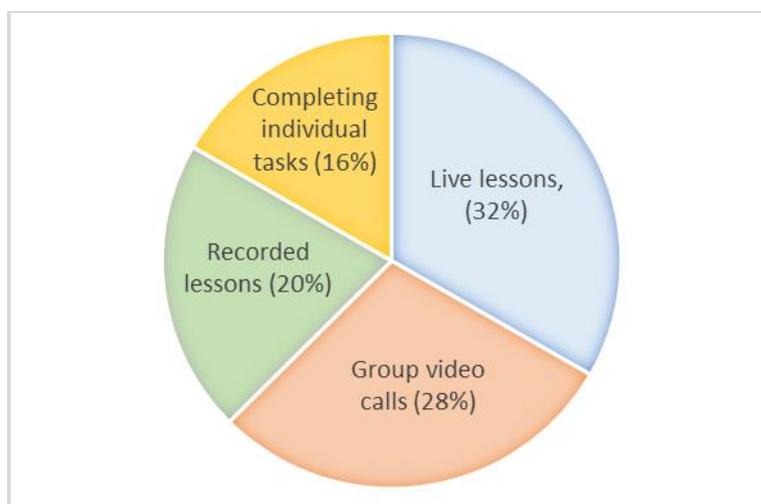


Figure 5 – Learning types which, if offered, would best suit those on the One Degree programme
“If it was offered by your school, what style of online learning would suit you best?” (Q9)
Base: 25
NB: This pie chart adds to 96% -the remaining 4% was ‘sharing what I have learned through videos or presentations’. As this was selected by just 1 respondent it was not included in the chart.

- 2.10 A third of students said they would learn best from live lessons while just under a third would prefer the use of group video calls. One fifth would learn best from recorded lessons and just 16% would prefer to complete individual tasks.
- 2.11 To understand general perceptions of school during the lockdown period, students were asked to describe how they felt about various aspects of learning from home.

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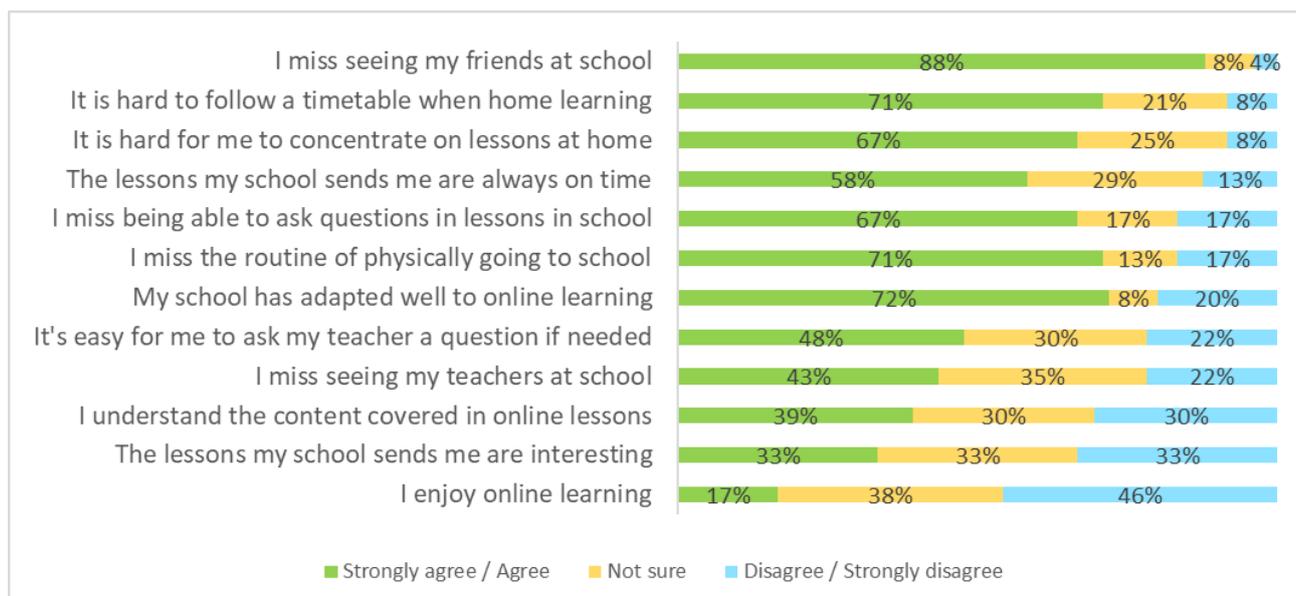


Figure 6
“Read the statements below and tick the box that best matches how you feel” (Q7)
“We would like to understand if there is anything you miss about physically attending school. Read the statements below and tick the box that best matches how you feel” (Q8)
 Base: 25

- 2.12 Most students miss the interactivity of school attendance, including seeing their friends in person and asking questions in class. 67% struggle to concentrate during lessons at home and just 17% enjoy online learning.
- 2.13 In January, the government announced that all school exams for 2021 would be cancelled. Given that One Degree is an academic mentoring charity, it can be assumed that young people who have signed up for the programme are keen to improve their academic performance and may have mixed feelings about the lack of end-of-year GCSE assessments. To capture this, students were asked how they felt about GCSE examinations being cancelled this year.

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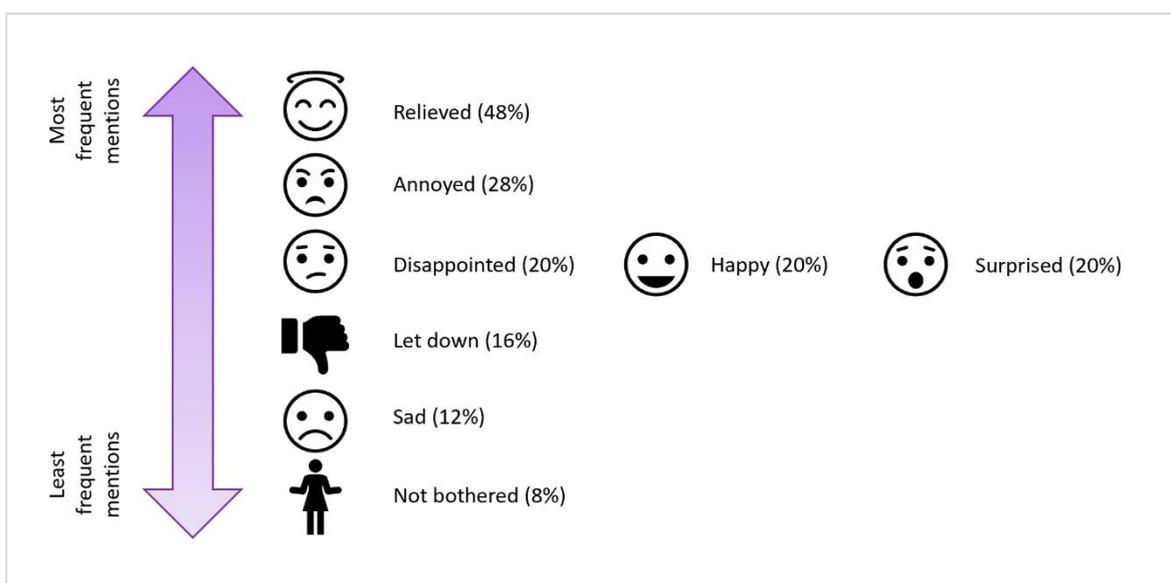


Figure 7
 “How do you feel about your GCSE exams being cancelled this year? You can tick more than one”
 (Q10)
 Base: 25
 NB: 4% of respondents were angry at the lack of exams. As this represents just 1 respondent it was not included in the chart.

2.14 Almost half of students surveyed felt relieved that examinations were cancelled this year. Over a quarter expressed annoyance, while a fifth said they were disappointed, happy and/or surprised that exams were cancelled. Smaller proportions said they felt let down and/or sad.

Grades

Expected grades (self-reported)

2.15 As an academic mentoring charity, a priority for One Degree is to focus on the improvement of GCSE performance. Therefore, those enrolling in the One Degree programme have a vested interest in improving their GCSE grades.

2.16 Before the start of the One Degree programme, students were asked what grades they expected to achieve in their end-of-year exams for English and Maths.

	Average expected grade	Lowest expected grade	Highest expected grade	Mode	Median
English	5.96	4=*	8	6	6
Maths	5.62	4=*	8	4=*	5.5

Table 1
 “What grade do you expect to achieve in your end-of-year exam for English?” (Q11)
 “What grade do you expect to achieve in your end-of-year exam for Maths?” (Q12)
 Base: 25
 * The = sign denotes different levels within the new 1=9 grading system: 4+ is the higher end, 4= is the middle and 4- is the lower end.

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- 2.17 As a whole, students expected to achieve higher grades in English, with most expecting a grade 6 in their end-of-year exams and the overall expected grade being slightly higher than that of Maths. In Maths, students most commonly expected to get a 4= in their end-of-year exam.
- 2.18 Students were also asked to provide their expected grades in the post-programme survey. The grades given were generally equal to or lower than those predicated in the pre-programme findings. This may be explained by the difference in respondent group – the ‘pre’ and ‘post’ cohort of students were not the same group of young people – meaning direct comparisons cannot be drawn. It may also reflect a change of perception amongst the young people surveyed – those who previously expected to achieve grades that were unrealistically high may have gained a more accurate goal to aspire towards, as a result of the programme.

Expected grades (teacher assessed)

- 2.19 In addition to the primary research completed about perceptions of One Degree, York Consulting completed secondary analysis of student grades (predicted, teacher-assessed and grades achieved) to measure how these were affected by participation in the One Degree programme.
- 2.20 In August 2021, Woodside High School provided the GCSE results for all students who had taken part in the One Degree programme. The final GCSE results were accompanied with the students’ predicted and ‘teacher-assessed’ grades².
- 2.21 For the purposes of analysis, only teacher-assessed and final grades were used. The teacher-assessed grades were generally higher than predicted grades. The school recommended that teacher-assessed grades be used for analysis.
- 2.22 It is important to establish the grades achieved by Woodside students before demonstrating their attainment (‘distance travelled’). For English, 81% of the cohort achieved a grade 4 (a passing grade) or above. Specifically, 45% achieved a grade 4, 30% a grade 5 and 6% a grade 6. Of the 19% achieving less than a pass, 16% achieved a grade 3 and 3% got a grade 2.
- 2.23 Table 2 shows the ‘distance travelled’ between teacher assessed and actual grades achieved for the One Degree cohort in their English Language GCSE. Just under two-thirds saw an increase in their English grade, while a third saw their result increase by 1 or more grades.

² Due to the ongoing disruptions caused by the coronavirus pandemic, teacher-assessed grades were introduced as a way for teachers to provide an accurate prediction of student grades. These were used in lieu of normal exams. To calculate these grades, teachers can draw on a range of evidence when determining grades, including mock exams, coursework, essays and/or in-class tests.

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ENGLISH		
Grade decrease	24	36%
Grade improvement	43	64%
Increase of 1 or more grades	22	33%
Increase of 2 or more grades	6	9%
<p><i>Table 2</i> <i>Base: 63</i> <i>Source: School One Degree data, 2021</i></p>		

2.24 Analysis was also conducted on the number of students who did not have teacher-assessed grades of 4 or more (a GCSE pass) for English but achieved this in their final exam.

ENGLISH		
Students with teacher-assessed grades of 3+ or less	40	63%
Students with teacher-assessed grades of 3+ or less achieving final grade of 4 or more	32	50%
<p><i>Table 3</i> <i>Base: 63</i> <i>Source: School One Degree data, 2021</i></p>		

2.25 Table 3 illustrates that although 40 pupils received teacher-assessed grades of 3+ or less (not a pass grade), 32 of these (representing 50% of the overall cohort) went on to achieve an English grade of 4 or more (a pass). This means 50% of the cohort were not predicted to pass their GCSE English, but now have, since participating in the One Degree programme.

2.26 The same analysis was conducted on the students Maths results. In terms of grades achieved, results were more variable than for English, with 75% of the cohort achieving a grade 4 or higher. Specifically, of those passing their GCSEs, 33% achieved a grade 4, 27% a grade 5 and 11% a grade 6. 5% achieved a grade 7, the highest achieved by the cohort across both English and Maths. Of those not passing their Maths GCSE, 16% achieved a grade 3, 6% a grade 2 and 3% a grade 1.

2.27 As with English, Table 4 shows the 'distance travelled' between teacher assessed and actual grades achieved for the One Degree cohort in their Maths GCSE.

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MATHS		
Grade decrease	18	27%
Grade improvement	49	73%
Increase of 1 or more grades	28	42%
Increase of 2 or more grades	7	10%

Table 4
Base: 64
Source: School One Degree data, 2021

- 2.28 Almost three quarters of pupils saw an improvement in their maths grade due to their involvement in the One Degree programme. Of this, over two-fifths improved by at least 1 grade. 10% increased by 2 or more grades.
- 2.29 Lastly, Analysis was also conducted on the number of students who did not have teacher-assessed grades of 4 or more (a GCSE pass) for their Maths grade but achieved this in their final exam.

MATHS		
Students with teacher-assessed grades of 3+ or less	47	73%
Students with teacher-assessed grades of 3+ or less achieving final grade of 4 or more	31	48%

Table 5
Base: 64
Source: School One Degree data, 2021

2.30 Table 5 shows that 47 pupils received teacher-assessed grades of 3+ or less (not a passing grade), 31 of these (representing 48% of the overall cohort) went on to achieve a Maths grade of 4 or higher. This means 48% of the cohort were not predicted to pass their Maths GCSE but now have as a result of the One Degree programme.

2.31 Table 6 summarises the data presented above.

		ENGLISH		MATHS	
		Number	%	Number	%
ACTUAL GRADES	Grade improvement	43	64%	49	73%
	Increase of 1+ grades	22	33%	28	42%
	Increase of 2+ grades	6	9%	7	10%
	Those with TA grades of 3+ or less achieving 4 at actual	32	50%	31	48%

Table 6
Source: School One Degree data, 2021

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Table 6b summarises the accumulated presented above based on raw data.

	Eng. Lang	Eng. Lit.	Maths	Eng. Lang.	Eng. Lit.	Maths
All Predicted vs Actual	62	6	40	54	44	51
	92.54%	8.96%	59.70%	80.60%	65.67%	76.12%
All TA vs Actual	23		17	54	44	51
	34.33%		25.37%	80.60%	65.67%	76.12%
Core Predicted vs Actual	21		14	19	17	18
	100.00%		66.67%	90.48%	80.95%	85.71%
Core TA vs Actual	6		9	19	17	18
	28.57%		42.86%	90.48%	80.95%	85.71%
			35.71%			88.10%

Table 6b

Source: School One Degree data, 2021

Table 6 and 6b considerations:

- Our analysis focuses on ‘distance travelled’, or progress achieved, between teacher-assessed (TA) and actual grades. To enable this, only pupils with both a TA and actual grade could be included within our non-raw analysis, as the absence of data for TA or actual grades impacts calculations for the cohort as a whole.
- Within the dataset sent by Woodside, three students were missing their TA Maths grade and four were missing their TA English grade. At the start of our analysis, they were removed from the dataset as their ‘distance travelled’ couldn’t be captured accurately within the data – again, including them would impact the accuracy of the ‘distance travelled’ for the remaining cohort.
- The data 6 matches our analysis for the TA grades (as the base size is the same for both sets of data), but there is a slight discrepancy for the Actual grades – our analysis has removed n=7 pupils for the calculations (n=3 for Maths and n=4 for English), while 6b data has included them, causing a small difference in base size, and thus in % calculations.
- It is important to note that the change in base sizes has only a nominal impact on the overall %s reported – it affects them by 1-2% (i.e., the attached says 76.12% of pupils achieved a grade of 4+ in maths – in our analysis this figure is 75%).

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Family

- 2.32 Working in the most deprived areas of London, One Degree provides support to disadvantaged students who may struggle with their home life as well as with academic performance in school. To provide support with both academic performance and self-belief, it is useful for One Degree to know about the home and family lives of those attending its programmes.
- 2.33 Students were asked if any of their family members had suffered with covid. There was a roughly even split, with 40% saying yes and 60% saying no. It is highly likely that the 40% of students whose family had suffered with covid will have been impacted by this sickness so close to home - it may have affected their grades, their ability to concentrate during home learning and/or or their motivation to study for GCSEs.
- 2.34 To assess the impact of lockdown on their family and home lives, students were also asked to provide their feelings on their family during covid.

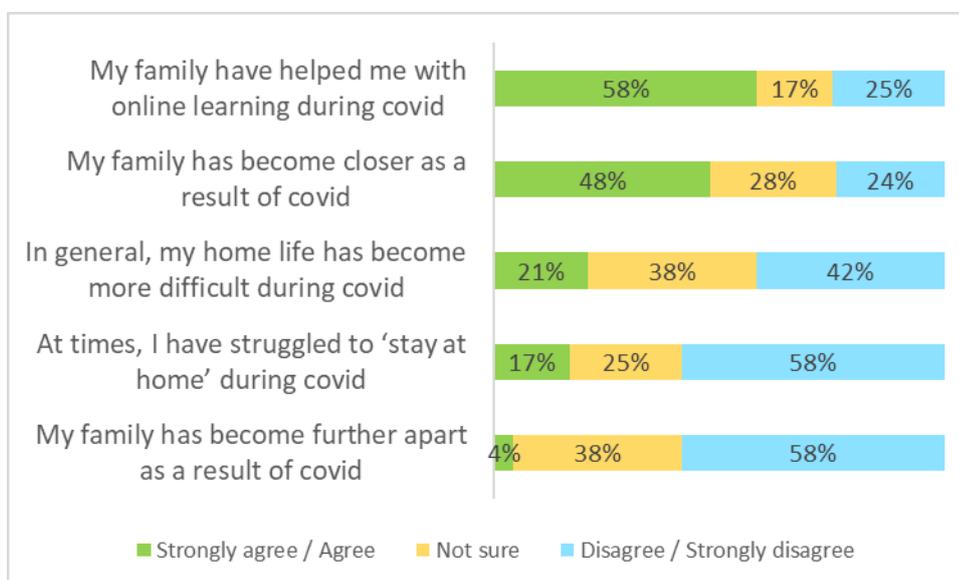


Figure 8
"Read the statements below and tick the box that best matches how you feel"
(Q14)
Base: 25

- 2.35 Over half of students received help with online learning from their family during the covid lockdown, with nearly half saying their family has become closer as a result of covid. However, it is important to note that 21% say their home life has become more difficult during covid, highlighting the difficult situation many young people have faced during this time.

Perceptions of One Degree

- 2.36 Students were asked to describe the extent of their knowledge about the One Degree programme prior to starting.



- 2.37 Roughly half of those surveyed hadn't heard of the One Degree programme at all before joining.
- 2.38 For the 50% of students that were aware of One Degree prior to starting the 2021 programme, many focused on its potential to improve their grades. There was also an awareness of the programme boosting self-belief and improving motivation, with a student saying it's 'a place where people can achieve more than they think'.
- 2.39 To understand the most appealing aspects of the One Degree programme, students were asked which parts of the course they were most looking forward to. They were provided with a list of options and could choose more than one when answering.

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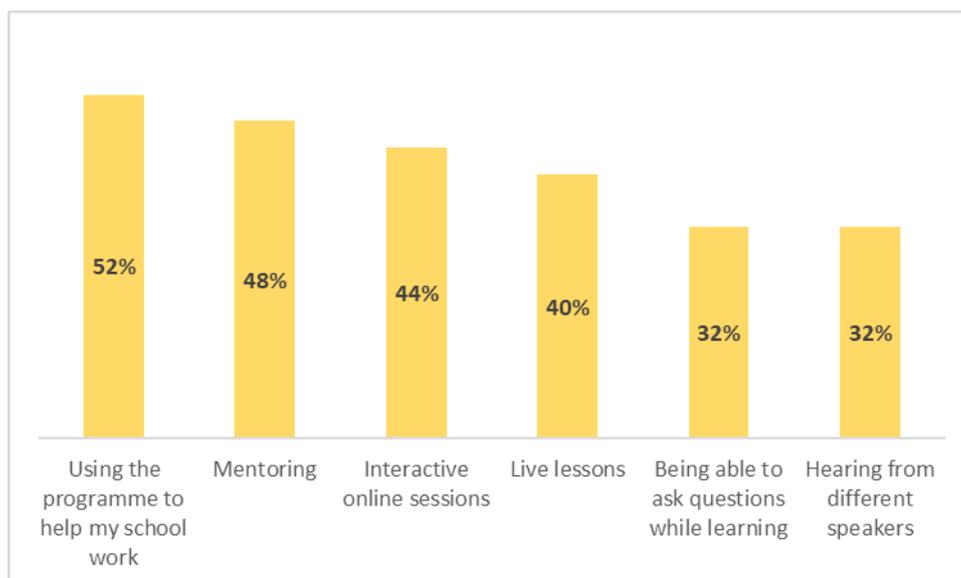


Figure 11

“What parts of the One Degree programme are you looking forward to? You can pick more than one” (Q16)

Base: 25

- 2.40 Over half of students looked forward to One Degree helping with their schoolwork. Improving academic performance is already a key focus of the programme (and therefore presumably important to those enrolling on it) but help with schoolwork may be especially important this year given the ongoing disruptions to learning.
- 2.41 Mentoring and the provision of interactive online lessons were other key components of the programme that students looked forward to.
- 2.42 To enable comparison between aspects of the programme that young people looked forward to and the aspects they ended up enjoying most, in the post-programme survey, students were asked to provide their favourite part of the One Degree programme.

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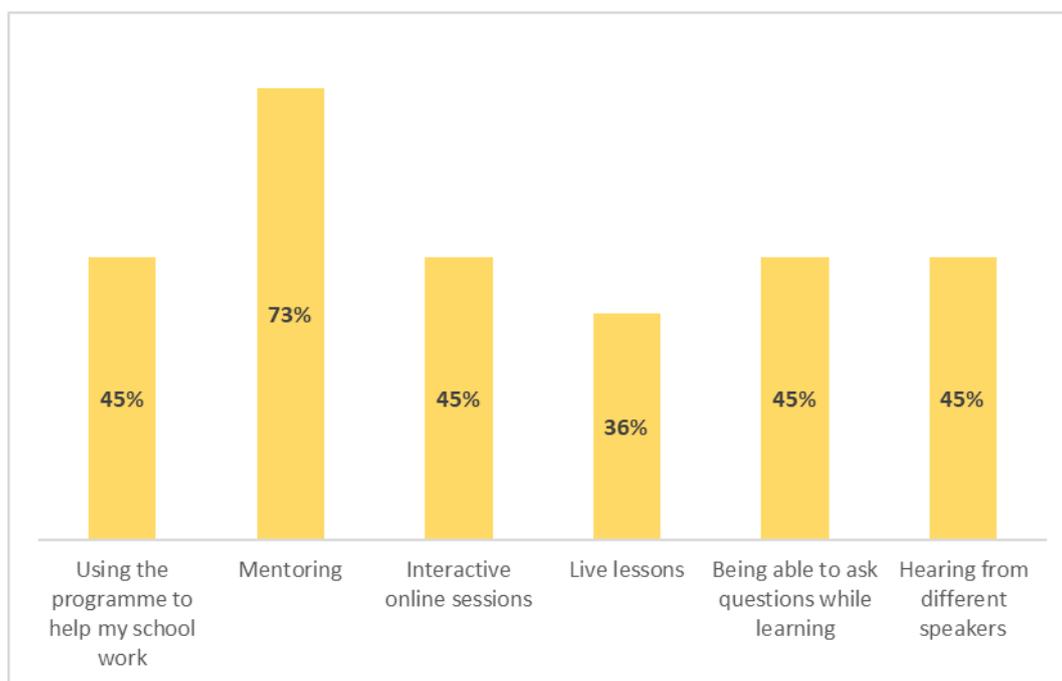


Figure 12

“What were your favourite parts of the One Degree programme?” (Q7 - Post)

Base: 11

NB: Responses are ordered to match the frequency of responses in figure 11.

- 2.43 Roughly three-quarters of young people completing the survey said that mentoring was their favourite part of the One Degree programme. Almost half said all other aspects were useful, apart from the live lessons - just over a third said this was their favourite part of the programme.
- 2.44 Before completing the programme, students were asked to provide their aspirations for the course.

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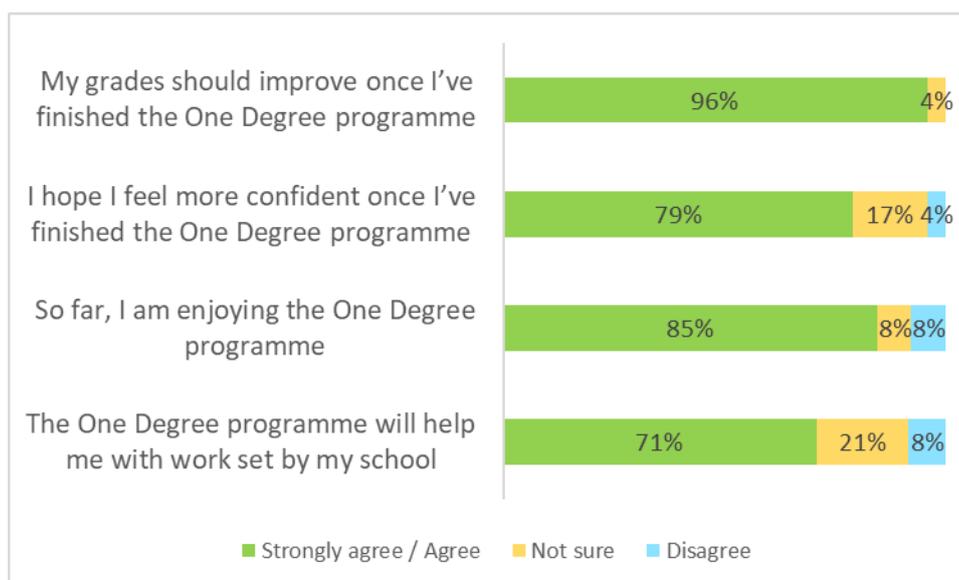


Figure 13
"Read the statements below and tick the box that best matches how you feel"
(Q17)
Base: 25

- 2.45 Almost all students believe that their grades should improve as a result of participation in the One Degree programme. This is in accordance with their pre-existing knowledge of One Degree – many knew that the programme helps others with their grades, so perhaps logically, there is confidence that it will help their grades improve.
- 2.46 71% believe that the programme will help them with work set by their school – while this represents a majority of those surveyed it is worth noting that this was the lowest majority, and 29% of students were unsure about or disagreed with this statement. This highlights a potential worry that the One Degree course will not align closely with the specific work set by their school.
- 2.47 Lastly, students were asked what they hoped to get out of the One Degree programme. They were provided with an open text box, allowing them to freely describe their aspirations for the programme. These have been coded into categories and displayed below.

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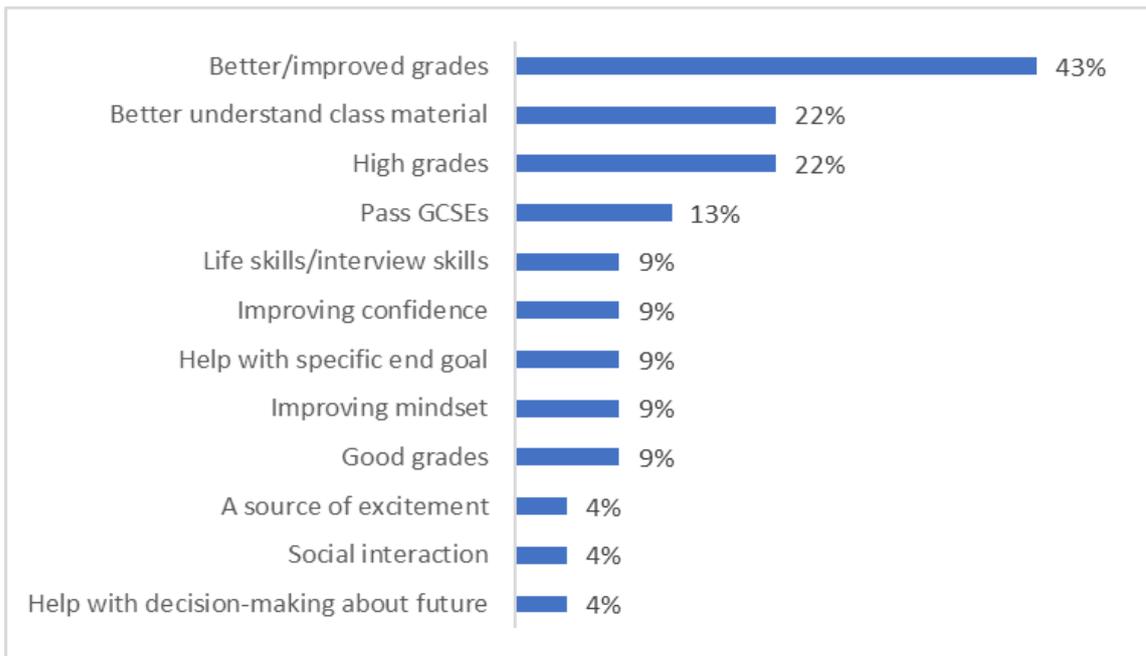


Figure 14

“What are you hoping to get out of the One Degree programme?” (Q18)

Base: 25

2.48 By far, an improvement in grades was the most common goal of those enrolled on the One Degree course. However, students also noted a desire to improve their mindset and confidence as a result of participation in One Degree. Several are considering their post-16 journeys, wanting support with college applications and interviews. Lastly, students want to develop life skills for the future and hope to get this out of the One Degree course.

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Post-programme findings

2.49 After the end of the programme, young people were asked about their perceptions of the course, with specific questions about the balancing of One Degree content alongside their schoolwork.

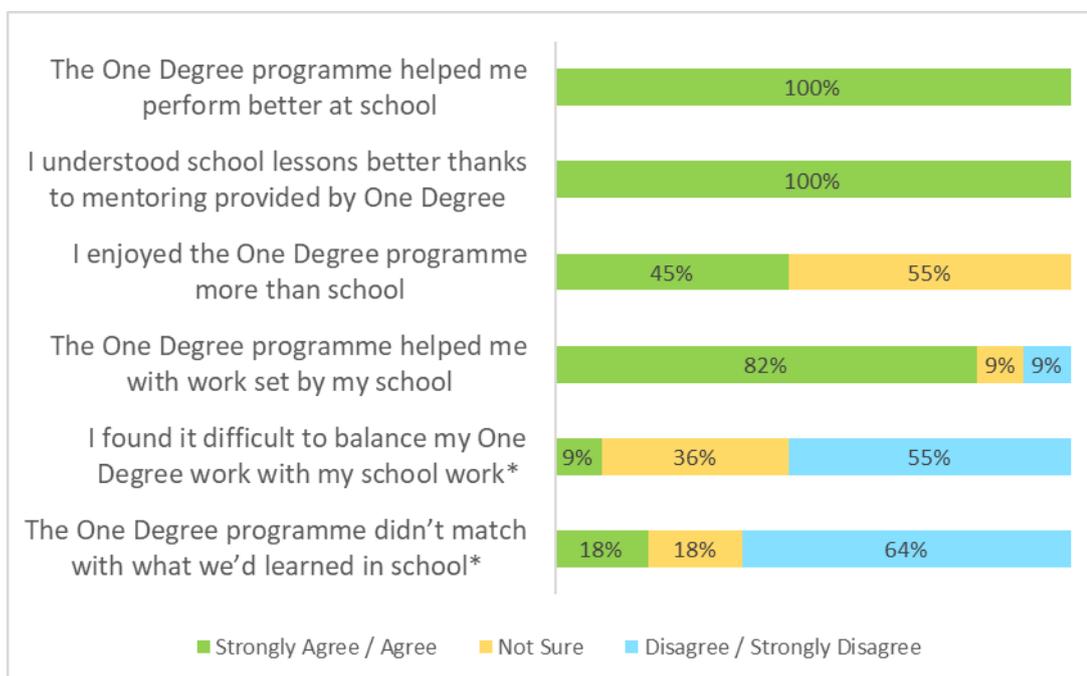


Figure 15

“In March, schools returned to teaching face-to-face. We would like to understand how that worked alongside the One Degree programme. Please read the statements below and tick the box that best matches how you feel” (Q4 - Post)

Base: 11

*Note: * = ‘Reverse polarity’ questions. These are deliberately worded with conflicting wording to the other questions to cross-check consistency in the responses. This means the ‘disagree’ response does not equate to a ‘negative’ answer.*

2.50 All students surveyed said that One Degree helped them perform better at school and that they understood lessons better thanks to mentoring by One Degree. In addition, 82% say the programme helped them with work set by their school and 64% said the content matched what they’d learned in school.

2.51 Students were also asked to provide their feelings about the One Degree programme upon completion.

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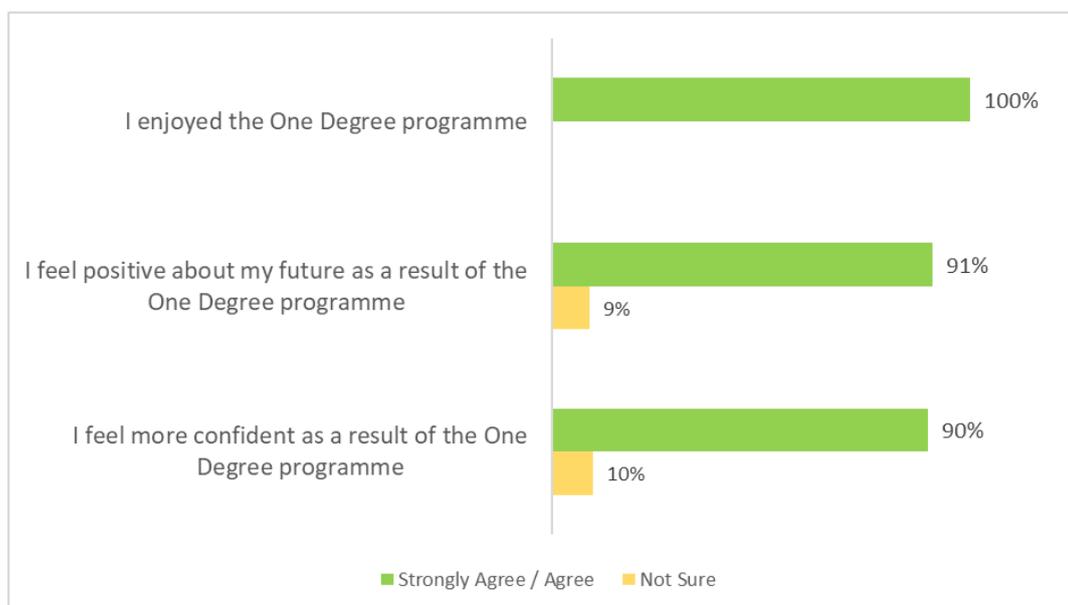


Figure 16
“Read the statements below and tick the box that best matches how you feel” (Q8 - Post)
 Base: 11

- 2.52 All students enjoyed the One Degree programme while 91% feel positive about their future as a result of taking the course. 90% feel more confident as a result of the One Degree programme.
- 2.53 Students were also asked if they would recommend One Degree to a friend - all of those surveyed said they would recommend the One Degree programme to a friend and 50% said they would like to be a One Degree ambassador next year.
- 2.54 Lastly, students were asked to describe the most helpful part of the One Degree programme. The size of the words below corresponds to the frequency of mentions.



Figure 17
“What was the most helpful part of the One Degree programme?” (Q9 - Post)
 Base: 11

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2.55 By far, mentoring and 1:1 sessions with mentors were named as students' favourite aspect of the One Degree programme (named by 5 and 3 pupils respectively). The ability to ask questions and an improvement in confidence were also listed as favourite parts of the course.

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APPENDIX 1

Introduction

This is a survey to help us understand your views before the 2021 One Degree programme starts. The questions are about you, how your school and home has been affected by covid, and what you hope to get out of the One Degree programme.

The information you give in the survey will not be shared with anybody else and we won't put your name in our reports. The survey will take about 5 minutes to complete. We just want your honest opinion - there are no right or wrong answers.

Thank you very much for helping us. Your views are very important.

About you

A. Please indicate if you are [SINGLE CHOICE]:

- Male
- Female
- Undefined
- Transgender female
- Transgender male
- Gender fluid
- Non-binary
- Other (Please specify)

B. Read the statements below and tick the box that best matches how you feel.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Prefer not to say
In general, I feel I have coped well during covid						
At times, I have struggled to feel motivated during covid						
My mental health has suffered as a result of covid						

School

C. What is the main way you are currently learning through school? [SINGLE CHOICE]

- I physically go into school
- I am learning from home

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D. *[Only ask if Q3=2]*

What is the main way you are learning from home? [SINGLE CHOICE]

- My school is sending out recorded lessons
- My school is doing live teaching over the internet

E. Read the statements below and tick the box that best matches how you feel.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
My school has adapted well to online learning					
The lessons my school sends me are always on time					
The lessons my school sends me are interesting					
It is easy for me to ask my teacher a question if I need to					
I enjoy online learning					
I understand the content covered within online lessons					
It is hard for me to concentrate on lessons when learning from home					
I find it hard to keep to a timetable when learning from home					

F. *[Only ask if Q3=2]*

We would like to understand if there is anything you miss about physically attending school.

G. Read the statements below and tick the box that best matches how you feel.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
I miss seeing my friends at school					
I miss seeing my teachers at school					
I miss the routine of physically going to school					
I miss being able to ask questions in lessons in school					

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H. If it was offered by your school, what style of online learning would suit you best?

[SINGLE CHOICE]

- Live lessons
- Recorded lessons
- Group video calls with other students (e.g. to complete group projects)
- Sharing what I've learned through presentations or videos
- Completing individual online tasks
- Timed assessments

I. How do you feel about your GCSE exams being cancelled this year? You can tick more than one. [MULTI CHOICE]

- Disappointed
- Annoyed
- Sad
- Angry
- Let down
- Not bothered
- Relieved
- Happy
- Surprised

Your home life

We would now like to ask some questions about your home and family life.

J. Have any of your family members had covid? [SINGLE CHOICE]

- Yes
- No

K. Read the statements below and tick the box that best matches how you feel.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
My family has become closer as a result of covid					
My family has become further apart as a result of covid					
In general, my home life has become more difficult during covid					
At times, I have struggled to 'stay at home' during covid					

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My family have helped me with online learning during covid					
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Expectations of the One Degree programme

L. What do you know about the One Degree programme? [OPEN TEXT]

What parts of the One Degree programme are you looking forward to? You can pick more than one [MULTI CHOICE].

- Live lessons
- Being able to ask questions while learning
- Mentoring
- Interactive online sessions
- Hearing from different speakers
- Using the programme to help my school work

M. Read the statements below and tick the box that best matches how you feel.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
I'm looking forward to starting the One Degree programme					
I hope I feel more confident once I've finished the One Degree programme					
The One Degree programme will help me with work set by my school					
My grades should improve once I've finished the One Degree programme					

N. What are you hoping to get out of the One Degree programme? [OPEN TEXT]

Thank you!

Thank you for completing the survey! Please click the 'Submit' button below to finish your survey.

APPENDIX 2

Introduction

You may remember that we sent you a survey before you started your One Degree programme. We asked about your school, your home life, and what you wanted to get out of the One Degree programme.

We'd now like to understand your feelings on the programme now that it's finished.

Just like before, the information you give in the survey will not be shared with anybody else and we won't put your name in our reports. The survey will take about 5 minutes to complete. We just want your honest opinion - there are no right or wrong answers.

Thank you very much for helping us. Your views are very important.

Background information

A. Unique code: [OPEN TEXT]

About you

B. Please indicate if you are [SINGLE CHOICE]:

- Male
- Female
- Undefined
- Transgender female
- Transgender male
- Gender fluid
- Non-binary
- Other (Please specify)

C. Below are a number of statements that people sometimes make about themselves.

Read the statements below and tick the box that best matches how you feel.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Prefer not to say
In general, I am satisfied with myself						
At times, I think I am no good at all						
I am able to do things as well as most other people						

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I wish I could have more respect for myself						
I certainly feel useless at times						
I take a positive attitude towards myself						

School

D. In March, schools returned to teaching face-to-face. We would like to understand how that worked alongside the One Degree programme.

Please read the statements below and tick the box that best matches how you feel.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
The One Degree programme helped me perform better at school					
I enjoyed the One Degree programme more than school					
I understood school lessons better thanks to mentoring provided through One Degree					
The One Degree programme didn't match with what we'd learned in school					
I found it difficult to balance my One Degree work with my school work					
The One Degree programme helped me with work set by my school					
My grades have improved thanks to the One Degree programme					

E. What grade do you expect to achieve in your end-of-year exam for English? [OPEN TEXT]

F. What grade do you expect to achieve in your end-of-year exam for Maths? [OPEN TEXT]

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Expectations of the One Degree programme

G. What were your favourite parts of the One Degree programme? You can pick more than one [MULTI CHOICE].

- Live lessons
- Being able to ask questions while learning
- Mentoring
- Interactive online sessions
- Hearing from different speakers
- Using the programme to help my school work

H. Read the statements below and tick the box that best matches how you feel.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
I really enjoyed the One Degree programme					
I feel more confident as a result of the One Degree programme					
I feel more positive about my future as a result of the One Degree programme					

I. What was the most helpful part of the One Degree programme? [OPEN TEXT]

J. Would you recommend the One Degree programme to a friend? [OPEN TEXT]

Thank you!

Thank you for completing the survey! Please click the 'Submit' button below to finish your survey.