ONE DEGREE

One Degree Programme Report 2022

SEPTEMBER 2022

One Degree

Authors: Thomas Jones and Philip Wilson and Roger
Wynne-Dyke
Quality Assured by: York Consulting

One Degree Programme
Analysis of the 2022 cohort

CONTENTS

SUMMARY

Background

York Consulting has evaluated the One Degree programme every year since 2014, evidencing its impact and measuring student perceptions of the charity. This report details the latest findings from the 2022 cohort of students.

The 2022 cohort for the One Degree programme consisted of 73 students, all from Woodside High School. Of those:

- 43 (59%) identified as female and 30 (41%) identified as male.

- 39 (53%) meet the criteria for pupil premium funding, 32 (43%) were learning English as an additional language, and seven students (9%) had special educational needs (SEN).

GCSE attainment

Students in the 2022 cohort performed well in their summer GCSE exams across all three subjects. Over half (52%, 38 of 73) of students achieved a pass in all three of their English language, English literature and Math GCSEs in the summer. Subject-level results include:

- Over two-thirds attained a pass in English literature (71%, 52) or English language (70%, 51), with 60% achieving a pass in both English subjects.

- Just under two-thirds (63%, 46) of students achieved a pass in Maths.

This represents positive progression from the combined prediction grades[1] by subject where lower proportions of students were predicted a pass, especially in Maths. Specifically, two-thirds (67%) of English Language, three-fifths (59%) of English Literature and just under a half (46%) of maths students were predicted a pass.

Since participating in the programme, around half of the students showed improvements in their actual GCSE exam grades from their combined prediction grades across each subject:

- **Maths:** over half (54%, 37 of 69) of students performed better in their Maths GCSE exam than their combined prediction grade, while 6% (4 students) maintained the same grade and 41% (28 students) performed worse.

- **English language**: an equal proportion (46%, 32) of students either improved or performed worse compared with their combined prediction grade, with a small proportion (7%, 5 students) sustaining their predicted grade.

- **English literature:** actual results were improved for nearly half (48%, 33) of students, 13% (9 students) stayed the same and 39% (27 students) performed worse than expected.

---

[1] The teacher-assessed, mock prediction and actual mock exam grades were combined to create an average predicted grade for each student for each subject before joining the programme, coined the 'combined prediction grade'. See the methodology section (page 6) for a detailed explanation of the grade comparative analysis.

Students who showed an improvement from their combined prediction grades tended to achieve higher GCSE results on average compared with those who either maintained their combined prediction grade or declined.

Across all three delivery groups, students who attended hybrid sessions showed the most improvements for each subject from their combined prediction grade compared to the other two delivery groups. For example, in Maths, 65% of students who attended hybrid sessions showed improvement compared to those who attended in-person sessions only (36% improved) and online-only sessions (26% improved).

Session attendance

On average, each One Degree session was attended by slightly under half (47%) of all registered students. Session attendance declined across the lifespan of the programme, with the first session (January 15th) gaining the highest attendance (80%) to the last session (June 4th) with just over half of registered students (52%) attending.

Average student attendance for One Degree sessions by subject and delivery group was as follows:

- 60% of English (3 out of 5) and Math (3.6 out of 6) sessions were attended.

- 65% of in-person sessions (4.5 out of 7), 51% of online sessions (2.6 out of 5), and 10% of supported learning sessions were attended (although these may have been designed to be more selective).

Pre- and post-programme attitudinal surveys

Prior to starting the One Degree programme, 45 students completed an attitudinal survey, and 29 students completed a slightly varied version after finishing the One Degree programme. Of those, 17 students provided a survey response to the pre- and post-programme survey and this selected sample was used for the majority of analysis to make direct comparisons.

Desired grade attainment

Students were asked about their grade expectations for both English and Maths GCSEs that they would hope to achieve, before and after participating in the One Degree programme. Expectations for grade attainment were reduced and students were likely to be more realistic in post-programme responses. For example, for Maths, 65% (11 of 17) expected to achieve at least a grade 6 or higher, though fewer students (35%, 6) felt this was achievable after completing the programme. This reality check may have helped them to focus on important areas in order to achieve at least a grade 4.

Self-esteem

Most of the statements show an improvement over time (nine of the ten) with one showing a decline from pre to post. However, these changes are very small. Students were more likely to agree that 'I feel that I have a number of good qualities'. However, they were less likely to disagree with negative statements such as 'I certainly feel useless at times' and 'At times, I think I am no good at all'.

Analysis showed that there were **no statistically significant differences** between students' pre-and post-programme ratings to any statements for Rosenberg's 10-item self-esteem scale.

Educational achievement and confidence

On average, **students felt slightly more successful in their education performance after participating in the One Degree programme** than they did at the start.

A significant difference was found in two statements (out of the 12) about perceptions of education confidence between the pre- and post-programme responses. Results showed students felt that they were **significantly more likely** to **'put more time aside for studying'** and to **'set goals and monitor their education progress'**. Through the support of the One Degree programme, students may have had greater opportunities to put time aside for revision and become more self-aware of the progress they were making towards achieving a pass (grade 4 or higher) in their English and Math GCSEs.

School and home life

Statements about a student's **sense of school community** showed a mixed picture with three statements showing increased agreement, two declining and one unchanged. Students were more likely to agree that 'it is okay for me to have different views' compared to a lower level of agreement with 'I feel like I belong to my local community out of school'.

Statements about a student's **school life and future opportunities** showed a mixed picture with three statements showing increased agreement, and two unchanged. Students were more likely to agree that 'I am positive about my future' compared to a lower level agreement with 'There are lots of career options open to me in the future'.

Students were asked about their **relationships with their family members and parents/carers and their home life** before and after participating in the programme. It is encouraging to see generally high levels of agreement in students' ratings about their family dynamics such as understanding each other better and doing fun things together. There were small improvements in three of the four statements, with no change in the other.

Analysis showed that there were **no significant differences** found between students' pre- and post-programme responses to any statements asking about their relationships with teachers and classmates, their sense of cohesion as a school community, or their school life and optimism for future opportunities after leaving school.

Perceptions about One Degree

Starting One Degree: students were asked about how they felt before starting the One Degree programme. 41% (7 of 17) said that they were feeling anxious about starting the programme. Qualitative feedback suggests that some students were uncertain about what the programme was going to involve as they "have not done something like this before", whereas others felt that the programme was going to be quite challenging and therefore were anxious about how well they are going to do.

A third (35%, 6) of students surveyed said that they were looking forward to starting the programme. They stated that they were most looking forward to receiving additional academic support, learning with new teachers, and achieving better GCSE results.

Finishing One Degree: in the post-programme survey, students were asked about how they felt about finishing the One Degree programme. Without exception, all students (100%) surveyed said that they enjoyed participating in the programme, with three-quarters (76%, 13 of 17) stating that they feel more confident and feel more positive about their future as a result.

Favourite part of One Degree: in-person lessons (76%) were named as students' favourite part of the One Degree programme, closely followed by the food provided (71%) and the in-person mentoring (65%). Qualitative feedback on the most helpful parts of the programme tells a similar story, with students often mentioning mentoring and in-person sessions for Maths.

What could have been better about One Degree: online lessons and online mentoring were selected by the fewest students as their favourite part of the programme (18%, 3 of 17). Student feedback highlights online tutoring could have been improved, with some stating that they found it to be confusing, not always easy to use and the least helpful part of the programme.

Likelihood to recommend One Degree: Without exception, all students who responded (16) said that they would recommend the One Degree programme to a friend.

Conclusion

One Degree has improved the exam grades of participating students who wanted additional support to pass their English and Maths GCSE exams. Compared with combined predicted grades, more students passed than were predicted to. This is especially true in Maths.

When considering the attitudes of One Degree participants before and after the programme, there is evidence of positive attitude change to learning and self. In particular, One Degree helps students to be realistic about their likely exam grades and helps them learn how to learn, with evidence that students 'put more time aside for studying' and 'set goals and monitor their education progress'.

Students are very positive and complimentary about in-person sessions including the lessons, mentors and working in small mentor groups, and food provided. Perfecting the fit of the online delivery of One Degree support in ways that students can effectively engage with will be a priority going forwards.

1   INTRODUCTION AND CONTEXT

One Degree

One Degree is an academic mentoring charity based in London. Since 2009, the charity has worked to improve the GSCE 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 student's overall personal development.

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.

Implications of the Covid-19 pandemic

In a typical year, One Degree runs between 15 to 20 in-person sessions (including mentoring, guest speakers, sports activities, and the provision of food to ensure holistic support) at its participating schools. Previous programme years of 2020 and 2021 ran during the Covid-19 pandemic and resulting national lockdowns, which disrupted the summer exam series for GCSEs. For this reason, during the last two years, all One Degree support moved online, with sessions delivered through interactive learning. In addition, the complexities caused by the Covid-19 pandemic meant that only one school participated in the One Degree programme (Woodside High School), including this year's programme.

It was announced that in 2022, all summer exams for GCSEs will resume for the first time since 2019. This has granted One Degree the opportunity to provide and deliver programme support to students both in-person and online. As such, for the first time, the One Degree programme has delivered support sessions through three delivery groups:

- **Hybrid (n=43):** students who have attended both in-person and online sessions during the One Degree programme. This was the main group that received the full experience that One Degree has to offer.

- **In-person (n=11):** some students did not wish to make use of the scheduled online sessions and preferred to make use of the in-person sessions only.

- **Online only (n=19)**: some students either fell away from the 'hybrid' group or chose to use only the on-demand online learning side of One Degree via the One Degree Network. This delivery group also includes students who did not meet the criteria to start One Degree in January 2022.

York Consulting

York Consulting is one of the UK's leading socio-economic research and evaluation consultancies. We have evaluated the One Degree programme every year since 2013, evidencing its impact and measuring student perceptions of the charity. This report details the latest findings from the 2022 cohort of students.

Methodology

GCSE result analysis

For this research, York Consulting completed secondary analysis of student GCSE grades (teacher-assessed, predicted and actual mock results, and actual exam results achieved). This allows us to measure how student grades have changed before and after participating in the One Degree programme.

In August 2022, Woodside High School provided the GCSE results for English literature, English language and Maths for all students who had taken part in the One Degree programme. The final GCSE results were accompanied by the students' 'teacher-assessed' grades, their predicted mock exam grades and their actual mock grades. For the purposes of analysis, a baseline grade was needed to compare with the actual GCSE results. As such, the teacher-assessed, mock prediction and actual mock exam grades were combined to create an average predicted grade for each student for each subject before joining the programme, coined the 'combined prediction grade'.

In order to create an average of the three prediction grades and compare this average to actual GCSE results, each GCSE grade was transformed into a numerical score, as presented in Table 1. For instance, if 'Pupil A' was predicted to achieve a grade of '3+' in Maths, the grade would score '3.25'. If the same pupil was provided with three different predicted grades for Maths, such as a '3+', '4-' and a '4', these grades would score 3.25, 3.75 and 4 respectively. These grades are then combined to a total sum and then divided by the number of available predicted grades, which in this case is three (3.25 + 3.75 + 4.00 = 11.00 / 3 = 3.67). The combined prediction grade of 3.67 would then be compared with Pupil A's actual exam results for Maths, for instance, a grade of 4 – equal to a grade score of 4.00. The difference between the two grade scores would become the mean score difference, which is an improvement of +0.33 in this example.

Table 1. GCSE grade scoring system	
GCSE Grade	**Equivalent score**
U	0
1-	0.75
1	1.00
1+	1.25
2-	1.75
2	2.00
2+	2.25
3-	2.75
3	3.00
3+	3.25
4-	3.75
4	4.00
4+	4.25
5-	4.75

One Degree Programme
Analysis of the 2022 cohort

5	5.00
5+	5.25
6-	5.75
6	6.00
6+	6.25
7-	6.75
7	7.00
7+	7.25
8-	7.75
8	8.00
8+	8.25
9-	8.75
9	9.00
9+	9.25

Source: York Consulting analysis, 2022.

Attitudinal pre- and post-programme survey analysis

In addition to the secondary analysis of student GCSE grades, students completed an attitudinal survey 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 surveys used are included as appendices to this report. It should be noted that the pre-programme survey had a larger response rate with 45 complete responses compared to 29 responses for the post-programme.

For this year, we were able to match a selected number of young people (n=17) who have provided survey responses to the 'pre' and 'post' surveys. As such, we were able to make direct comparisons, for example, identifying 'Pupil A' and comparing their perception of self-esteem of the course at the start and completion.

2   ONE DEGREE STUDENT COHORT: 2022

Cohort background

The 2022 cohort for the One Degree programme consisted of 73 students, all from Woodside High School. Of those, 59% identified as female as shown in Table 2. The female gender split is historically consistent with cohorts in previous years in 2019 (58%) and 2020 (56%). Notably, the female gender split differs when broken down by the three delivery groups with the majority identified as female within the hybrid (67%) and in-person (73%) groups, while a third (32%) are identified as female in the online-only group.

Table 2. One Degree student cohort by gender		
Gender	**Count**	**%**
Male	30	41%
Female	43	59%
Total	**73**	**100%**

Source: York Consulting analysis, 2022.

The One Degree programme selected Year 11 students who were classified by the school as 'borderline' and in need of additional academic support in order to pass their English language, English literature and/or Maths GCSE. This could be linked to a number of characteristics including learning English as an additional language (59%) or being identified as more disadvantaged such as students who meet the criteria for pupil premium funding (53%) or students with special educational needs (SEN) (10%).

Table 2.1. One Degree student cohort by protected characteristics		
Protected characteristics	**Count**	**%**
English as an additional language (n=54)*	32	59% (of 54)
Pupil premium (n=73)	39	53%
Special educational needs (n=73)	7	10%

Source: York Consulting analysis, 2022.

Note: there was no data available for those who were learning English as an additional language in the online-only group and therefore, the base for this row refers to 54 students.

Student predicted grades

The combined predicted grades varied by subject. With two-thirds (67%) of English language, three-fifths (59%) of English literature and just under a half (46%) of maths predicted a pass (Table 2.1a).

The delivery groups were different in terms of combined predicted grades. Compared to the hybrid group, the in-person group was more likely to be predicted a grade 3 or below for all subjects and the online-only group was more likely to be predicted a grade 4 or higher for all subjects.

Table 2.1a. Prediction grades by subject by delivery group						
	English language		English literature		Maths	
Combined predicted grade	Count	%	Count	%	Count	%
Grade 9 to 4	46	67%	41	59%	32	46%
Grade 3 or below	23	33%	28	41%	37	54%
Hybrid						
Grade 9 to 4	30	70%	26	60%	19	44%
Grade 3 or below	13	30%	17	40%	24	56%
In-person						
Grade 9 to 4	3	27%	2	18%	2	18%
Grade 3 or below	8	73%	9	82%	9	82%
Online-only						
Grade 9 to 4	13	87%	13	87%	11	73%
Grade 3 or below	2	13%	2	13%	4	27%

Source: York Consulting analysis, 2022. Base: One Degree students (n=69), Hybrid (n=43), Online only (n=15), In person only (n=11).

Student aspirations for One Degree

During the interview phase for the One Degree programme, students were asked about their ambitions for their English and Maths GCSE exam grades, as well as their future careers and sectors of interest after finishing their GCSEs and the main reason(s) why they wanted to participate in the programme. Notably, more than two-thirds (68%) of registered One Degree students said that they wanted to be involved with the programme to attain better GCSE grades, with a smaller proportion (13%) highlighting that better grades would lead to greater education and career opportunities (Table 2.3).

Student feedback indicated common areas of English and Maths GCSE exams that were found to be challenging before participating in the programme, and where students would like additional support. In English, students frequently mentioned struggling with specific aspects of English literature such as critical thinking and story analysis (e.g. for Macbeth, An Inspector Calls and Christmas Carol) and aspects of English language such as creative writing, structured writing and unseen poetry. For Maths, topics such as algebra, graphs, bearings and circle theorems were all commonly mentioned, with some students quoting that they found 'everything' in the Maths curriculum to be challenging.

Without exception, all registered students (100%) reported that they wanted to achieve at least a pass (Grade 4 or above) in either English, Maths or both. The average GCSE grade that students desired to achieve was between Grade 6 to 7 (see Table 2.2).

There was a variety of future careers and sectors viewed as desirable by One Degree students. The most desired careers/sectors were based in the Arts, Drama and Law (9%), closely followed by photography (7%). A full list of careers/sectors is provided in Table 2.4.

Table 2.2. Desired pass percentage (Grade 9-4) by subject					
Subject	Count of those who desired to attain pass	%	Mean expected grade	Min	Max
English	53	100%	6.79	4	9
Maths	53	100%	6.41	4	9

Source: York Consulting analysis, 2022. Base: 53 registered students – *"What English/Maths grade do you want?"*

Table 2.3. Main reason(s) for participating in the One Degree programme		
Reason provided	Count	%
Better grade attainment	38	68%
Better grade attainment & greater education and career opportunities	7	13%
Greater education and career opportunities	3	5%
Personal development	2	4%
Other	2	4%
Not sure/Don't know	4	7%

Total	56	100%

Source: York Consulting analysis, 2022. Base: 56 registered students – *"Tell us why you would like to be on One Degree."*

Table 2.4. Desired careers and sectors post-GCSEs		
Career/sector	**Count**	**%**
Arts and Drama	5	9%
Law	5	9%
Photography	4	7%
Aviation	3	6%
Business	3	6%
Catering	3	6%
Sports	3	6%
Veterinary science	3	6%
Dentistry	2	4%
Fashion	2	4%
Hair and beauty	2	4%
Health and social care	2	4%
Help and/or support others	2	4%
Journalism	2	4%
Politics	2	4%
Social media	2	4%
Architecture	1	2%
Engineering	1	2%
Music	1	2%
Teaching	1	2%
Don't know/Not sure	5	9%
Total	**54**	**100%**

Source: York Consulting analysis, 2022. Base: Registered students (n=56) – *"If money wasn't important, what's your ideal job?"*

3   ANALYSIS OF GCSE RESULTS

Overall student cohort

Across the One Degree cohort, at least half (52%, 38 of 73) of students achieved a pass in all three of their English language, English literature and Math GCSEs in summer, as shown in Figure 3.

More than two-thirds of One Degree students attained a pass in English literature (71%, 52) or language (70%, 51), with 60% achieving a pass in both English subjects. Nearly two-thirds (63%, 46) of students achieved a pass in Maths, with over half (56%) of students attained a pass in both their English Language and Maths GCSEs.

Figure 3. Pass percentage (Grade 9-4) by single and combined GCSE subjects.
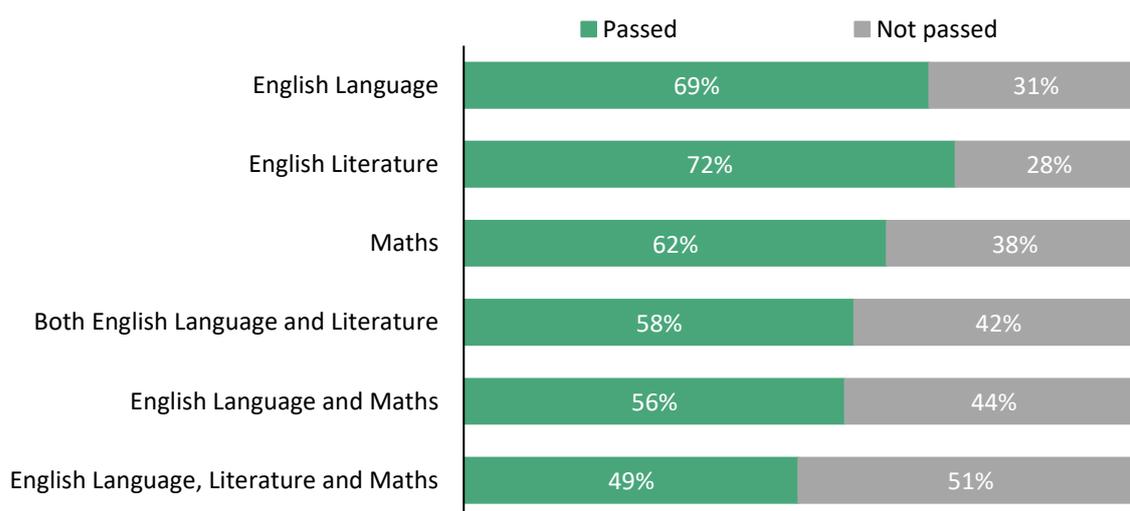
Source: York Consulting analysis, 2022. Base: all 2022 One Degree students (n=73).

Across the One Degree cohort, the mean grade attained for each GCSE subject is slightly above grade 4 (Table 3). This suggests that, on average, One Degree students achieved the minimum grade requirement for a pass in English language, English literature and Maths. With that said, the standard deviation across each subject (1.70 to 1.96) indicates that the majority of students (~68%) attained a result between grade 2 to grade 6. A detailed breakdown of all GCSE grades attained for each subject is provided in the next section.

When comparing how well the One Degree student cohort has performed in their collective Key Stage 4 results through Attainment 8, the mean score was 44 which meets the threshold for grade 5. In terms of educational progress, a Progress 8 score of -0.24 indicates that the One Degree student cohort made around 25% less progress on average at Key Stage 4 compared to other students nationally with similar starting points.

Table 3. Descriptive statistics for actual GCSE exam results by subject						
Subjects	**Mean**	**Median**	**Standard deviation**	**Min**	**Max**	**Total**
Actual results						
English Language	4.62	4.00	1.70	U	9	73
English Literature	4.47	5.00	1.74	U	8	73
Maths	4.12	4.00	1.96	1	9	73
Wider GCSE performance measures						
Attainment 8[2]	43.96	43.00	16.28	6	86	73
Progress 8[3]	-0.24	0.00	0.87	-2.25	1.9	73

Source: York Consulting analysis, 2022.

English language

Table 3.1 shows a breakdown of the number of One Degree students that achieved each grade in their English language GCSE.

Table 3.1. Frequency of actual exam grades for English language				
Actual exam grades for English language	**Count**	**%**	**Number of passes (Grade 9-4)**	**% with passes (Grade 9-4)**
9	1	1%		
8	3	4%		
7	7	10%		
6	8	11%		
5	20	27%		
4	12	16%	**51**	**70%**
3	17	23%		
2	4	5%		
1	0	0%		
U	1	1%		
Total	**73**	**100%**		

Source: York Consulting analysis, 2022.

---

[2] Attainment 8 is a measure showing the average academic performance of a secondary school. It is calculated by adding together pupils' highest scores across eight government approved school subjects including mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list. Each individual grade a pupil achieves is assigned a point score, which is then used to calculate a pupil's Attainment 8 score

[3] Progress 8 compares pupils' key stage 4 results to those of other pupils nationally with similar prior attainment. Progress 8 scores will be centred around 0, with most schools within the range of -1 to +1.

The results show that the majority (70%, 51 of 73) achieved a pass of grade 4 or above, while nearly a quarter (23%, 17 of 73) of students achieved a grade 3 and therefore marginally missed out on a pass. Four students achieved a top-level grade (grade 8 or 9) and one student attained an unsatisfactory 'U' grade.

Table 3.2 shows that a smaller proportion of One Degree students achieved a pass in English language (70%) compared to the Greater London area (81%) and nationally (77%). Notably, the pass rate for students who attended online-only sessions (84%, 13 of 15) is proportionately higher than both hybrid sessions (72%, 31 of 43) and in-person only sessions (36%, 4 of 11).

Table 3.2. Pass percentage (Grade 9-4) for English language actual exam grades by delivery group, county and national level	
	Pass % (Grade 9-4)
All One Degree students	**70%**
	Hybrid	72%
	In-person only	36%
	Online only	84%
Greater London	**81%**
England	**77%**

Source: York Consulting analysis, 2022.

Overall, a slightly higher proportion (70%, 48 of 69) of One Degree students achieved a grade 4 or higher in their English language GCSE compared to their combined prediction grade (63%, 46 of 69). This is the difference of 7% or two additional students (see Figure 3.1). An equal proportion of students who were predicted to either pass (grade 4 or higher) or not pass (grade 3 or below) showed improvement from their combined prediction grade (see Table 3.3).

Students who attended hybrid sessions appeared to have made the most progress in their exam performance, with slightly more than half (53%) of students bettering their combined prediction grade. There was no difference in the proportion of students who attended in-person or online-only sessions[4] who achieved a pass in their actual GCSE result compared to their combined prediction grades. With that said, nearly three-quarters (73%) of students who attended in-person sessions were predicted to not pass their English language GCSE compared to 13% of those who attended online-only sessions.

---

[4] Four individuals within the online only group were not included in the comparison due to limited data availability for their combined prediction grades. As such, there are only 15 out of 19 One Degree students included in the online only group for this comparison analysis.

Figure 3.1. Number of passes achieved (Grade 9-4) for combined prediction grades and actual exam results for English language by delivery group.
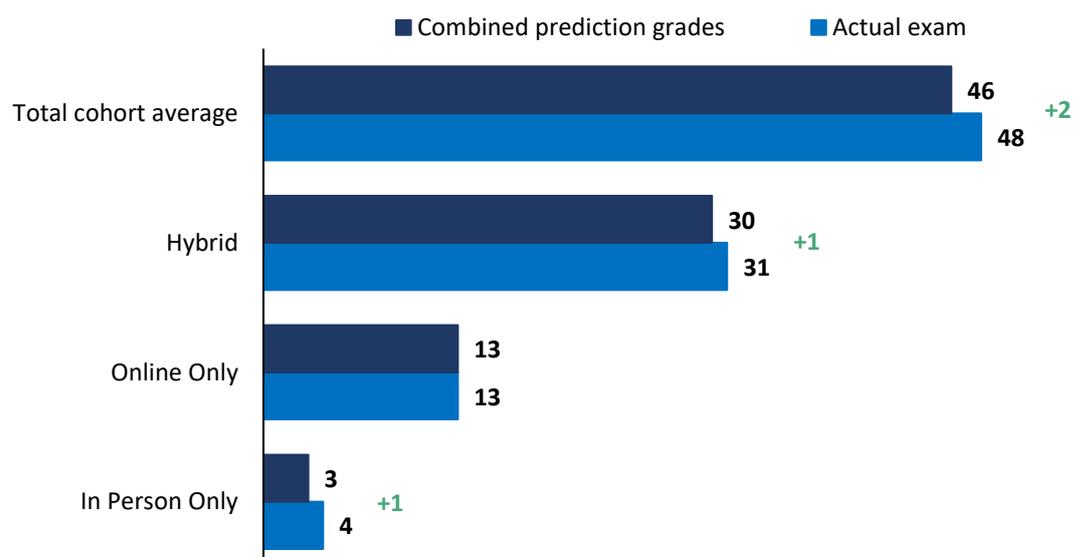
Source: York Consulting analysis, 2022. Base: One Degree students (n=69), Hybrid (n=43), Online only (n=15), In person only (n=11).

Table 3.3. Grade change between combined prediction grades and actual exam results for English language by delivery group					
Combined predicted grade	**Count**	**%**	**Improved**	**Sustained**	**Declined**
Grade 9 to 4	46	67%	21	5	20
Grade 3 or below	23	33%	11	0	12
Hybrid					
Grade 9 to 4	30	70%	16	0	14
Grade 3 or below	13	30%	7	0	6
In-person					
Grade 9 to 4	3	27%	1	0	2
Grade 3 or below	8	73%	3	0	5
Online-only					
Grade 9 to 4	13	87%	4	5	4
Grade 3 or below	2	13%	1	0	1

Source: York Consulting analysis, 2022. Base: One Degree students (n=69), Hybrid (n=43), Online only (n=15), In person only (n=11).

English literature

Table 3.4 shows a breakdown of the number of One Degree students that achieved each grade in their English literature GCSE. The results show that 71% (52 of 73) achieved a pass of grade 4 or above. Similarly to English language results, three students achieved a top-level grade (grade 8 or 9) and only one student attained an unsatisfactory 'U' grade.

Table 3.4. Frequency of actual exam grades for English literature				
Actual exam grades for English literature	Count	%	Number of passes (Grade 9-4)	% with passes (Grade 9-4)
9	0	0%		
8	3	4%		
7	5	7%		
6	13	18%		
5	16	22%	52	71%
4	15	21%		
3	11	15%		
2	7	10%		
1	2	3%		
U	1	1%		
Total	**73**	**100%**		

Source: York Consulting analysis, 2022.

Table 3.5 shows that the proportion of One Degree students who achieved a pass in their English literature GCSE was below the average for the Greater London area (83%) and nationally (78%). In terms of how the One Degree sessions were delivered, the vast majority (86%, 37 of 43) of students who attended hybrid sessions achieved a pass, which was proportionately higher compared to the other two delivery groups.

Table 3.5. Pass percentage (Grade 9-4) for English literature actual exam grades by delivery group, county and national level		
		Pass % (Grade 9-4)
All One Degree students		**71%**
	Hybrid	86%
	In-person only	27%
	Online only	67%
Greater London		**83%**
England		**78%**

Source: York Consulting analysis, 2022.

A higher proportion (14%, 9 of 69) of students achieved a pass or better in their English literature GCSE compared to their combined prediction grade. Students who attended the hybrid sessions appeared to have made the most progress in their exam performance, particularly those who were predicted to not pass (see Table 3.6). In comparison, students who attended online-only sessions[5] remotely made the least progress in bettering their combined prediction grade. With that said, 87% (13 of 15) were predicted to achieve at least a grade 4 or higher.

Figure 3.2. Number of passes achieved (Grade 9-4) for combined prediction grades and actual exam results for English literature by delivery group.
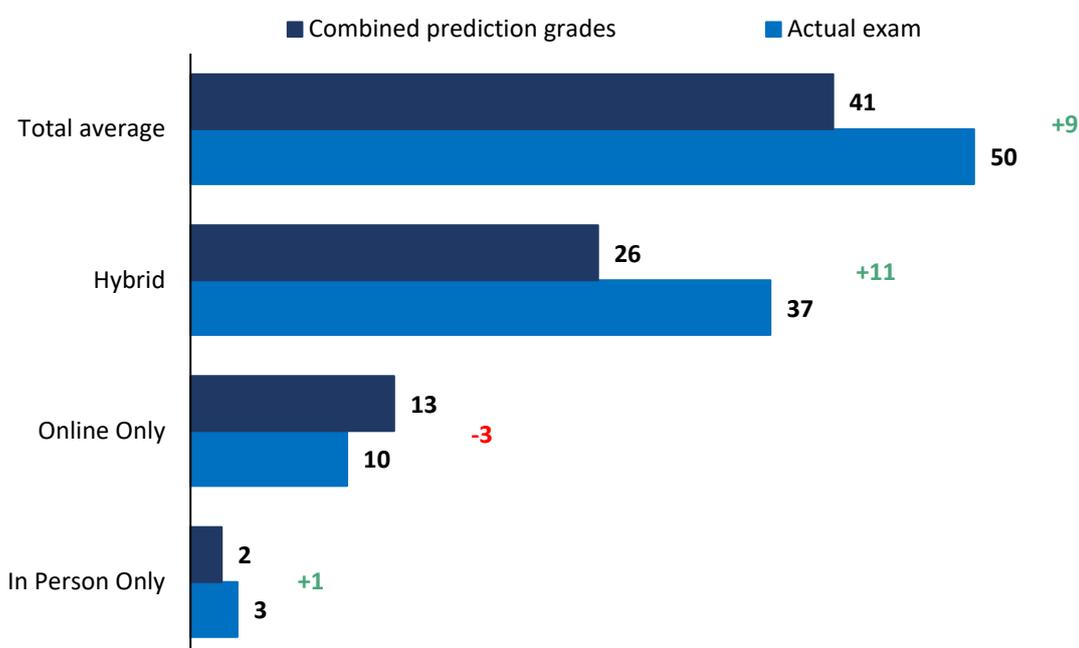
Source: York Consulting analysis, 2022. Base: One Degree students (n=69), Hybrid (n=43), Online only (n=15), In person only (n=11).

Table 3.6. Grade change between combined prediction grades and actual exam results for English literature by delivery group					
Combined predicted grade	**Count**	**%**	**Improved**	**Sustained**	**Declined**
Grade 9 to 4	41	59%	16	4	21
Grade 3 or below	28	41%	17	5	6
Hybrid					
Grade 9 to 4	26	60%	14	1	11
Grade 3 or below	17	40%	13	1	3
In-person					
Grade 9 to 4	2	18%	0	0	2

[5] Four individuals within the online only group were not included in the comparison due to limited data availability for their combined prediction grades. As such, there are only 15 out of 19 One Degree students included in the online only group for this comparison analysis.

Grade 3 or below	9	82%	3	4	2
Online-only					
Grade 9 to 4	13	87%	2	3	8
Grade 3 or below	2	13%	1	0	1

Source: York Consulting analysis, 2022. Base: One Degree students (n=69), Hybrid (n=43), Online only (n=15), In person only (n=11).

Maths

Table 3.7 shows a breakdown of the number of One Degree students that achieved each grade in their Maths GCSE.

Table 3.7. Frequency of actual exam grades for Maths amongst One Degree cohort				
Actual exam grades for Maths	**Count**	**%**	**Number of passes (Grade 9-4)**	**% with passes (Grade 9-4)**
9	2	3%		
8	2	3%		
7	4	5%		
6	9	12%		
5	11	15%	46	63%
4	18	25%		
3	12	16%		
2	7	10%		
1	8	11%		
U	0	0%		
Total	**73**	**100%**		

Source: York Consulting analysis, 2022.

The results show that nearly two-thirds (63%, 46 of 73) of students achieved a pass of grade 4 or above. Four students achieved a top-level grade (grade 8 or 9) but no students attained an unsatisfactory 'U' grade.

Table 3.8 shows that the proportion of One Degree students who achieved a pass in their Maths GCSE was substantially below the average for the Greater London area (80%) and national (75%). The pass percentages vary substantially between delivery groups, with more than three-quarters (79%, 15 of 19) of students who attended online-only sessions passed their Maths GCSE compared to two-thirds (67%, 29 of 43) of students who attended hybrid sessions and fewer than one-fifth (18%, 2 of 11) in-person only sessions.

Table 3.8. Pass percentage (Grade 9-4) for Maths actual exam grades by delivery group, county and national level	
	Pass % (Grade 9-4)

One Degree Programme
Analysis of the 2022 cohort

All One Degree students		63%
	Hybrid	67%
	In-person only	18%
	Online only	79%
Greater London		80%
England		75%

Source: York Consulting analysis, 2022.

Figure 3.3 shows that a higher proportion (17%, 11 of 69) of students achieved a pass or better in their Maths GCSE compared to their combined prediction grade. Students who attended the hybrid sessions appeared to have made the most progress in their exam performance, specifically those who were not predicted to pass their Maths GCSE (79%, 19 of 24 students, see Table 3.9). In comparison, more students who attended online-only sessions remotely faired worse (7 of 15 declined versus 5 improved) in their GCSE exam compared with their combined prediction grade.

Figure 3.3. Number of passes achieved (Grade 9-4) for combined prediction grades and actual exam results for Maths by delivery group.
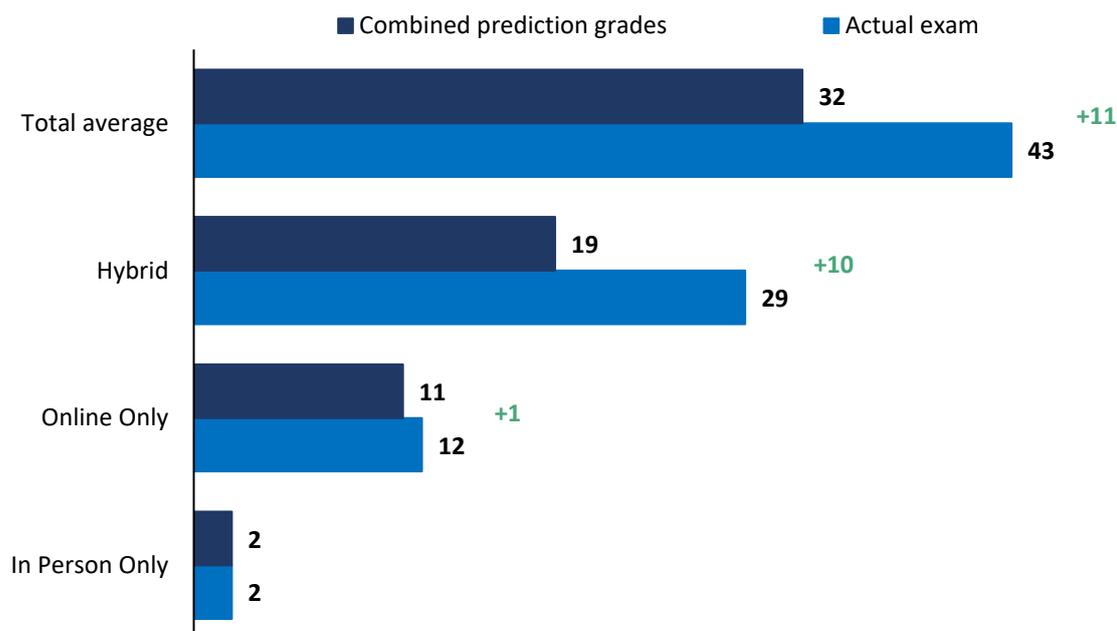
Source: York Consulting analysis, 2022. Base: One Degree students (n=69), Hybrid (n=43), Online only (n=15), In person only (n=11).

Table 3.9. Grade change between combined prediction grades and actual exam results for English literature by delivery group					
Combined predicted grade	**Count**	**%**	**Improved**	**Sustained**	**Declined**
Grade 9 to 4	32	46%	15	2	15
Grade 3 or below	37	54%	22	2	13
Hybrid					
Grade 9 to 4	19	44%	9	0	10
Grade 3 or below	24	56%	19	0	5
In-person					
Grade 9 to 4	2	18%	2	0	0
Grade 3 or below	9	82%	2	1	6
Online-only					
Grade 9 to 4	11	73%	4	2	5
Grade 3 or below	4	27%	1	1	2

Source: York Consulting analysis, 2022. Base: One Degree students (n=69), Hybrid (n=43), Online only (n=15), In person only (n=11).

GCSE results compared to combined predicted grades

Figure 3.4 shows an individual's grade change for all One Degree students between the combined prediction grade and their actual exam results for all three GCSE subjects. While Maths had the lowest proportion of passes (Grade 9-4) out of the three subjects, the most progress was made with over half (54%, 37 of 69) of students bettering their combined predicted grade, whilst 6% (4 students) maintained the same grade and 41% (28 students) performed worse.

In English language, Figure 3.4 shows that an equal proportion (46%, 32) of students improved or performed worse than their combined prediction grade, with a small proportion (7%, 5 students) sustaining their predicted grade. In English literature, actual results were improved for nearly half (48%, 33) of students, 13% (9 students) stayed the same and 39% (27 students) performed worse than expected.

Table 3.10 presents the average grade attainment among students who improved, sustained or declined and the average actual grade difference between those who have improved and declined. Interestingly, the proportion of students who showed an improvement from their combined prediction grade tended to fair better in their actual GCSE grade attainment compared with those who either sustained or declined. The largest disparity in grade attainment was observed in Math GCSE grades, where students who had shown an improvement from their combined grades attained nearly two and a half grades higher (i.e. a grade 3+ versus a grade 6) than those who declined from their combined prediction grade. This pattern also extends to both English subjects. Simply put, students who showed an improvement tended to achieve higher GCSE results compared with those who either maintained their combined prediction grade or declined.

Figure 3.4. GCSE exam results compared to combined prediction grades by subject.

Source: York Consulting analysis, 2022. Base: One Degree students (n=69), Hybrid (n=43), Online only (n=15), In person only (n=11).

Table 3.10. Average grade attainment for grade change, by subject			
Subject	**Improved grade**	**Sustained grade**	**Declined grade**
English language	5.62	5.80	3.53
English literature	5.15	4.62	3.72
Maths	5.50	3.93	3.15

Source: York Consulting analysis, 2022. Base: One Degree students (n=69), Hybrid (n=43), Online only (n=15), In person only (n=11).

Figure 3.5 shows the same information as Figure 3.4 but is further broken down by gender. Notably, around half of female students (21 or 22 of 42) performed better for both English subjects than their combined prediction grade – a higher proportion by 10 percentage points when compared to males. However, a greater proportion of male students (56%, 15 of 27) showed the most improvement for their Maths GCSE when compared to their individual combined prediction grade.

Figure 3.5. GCSE exam results compared to combined prediction grades by subject and gender.
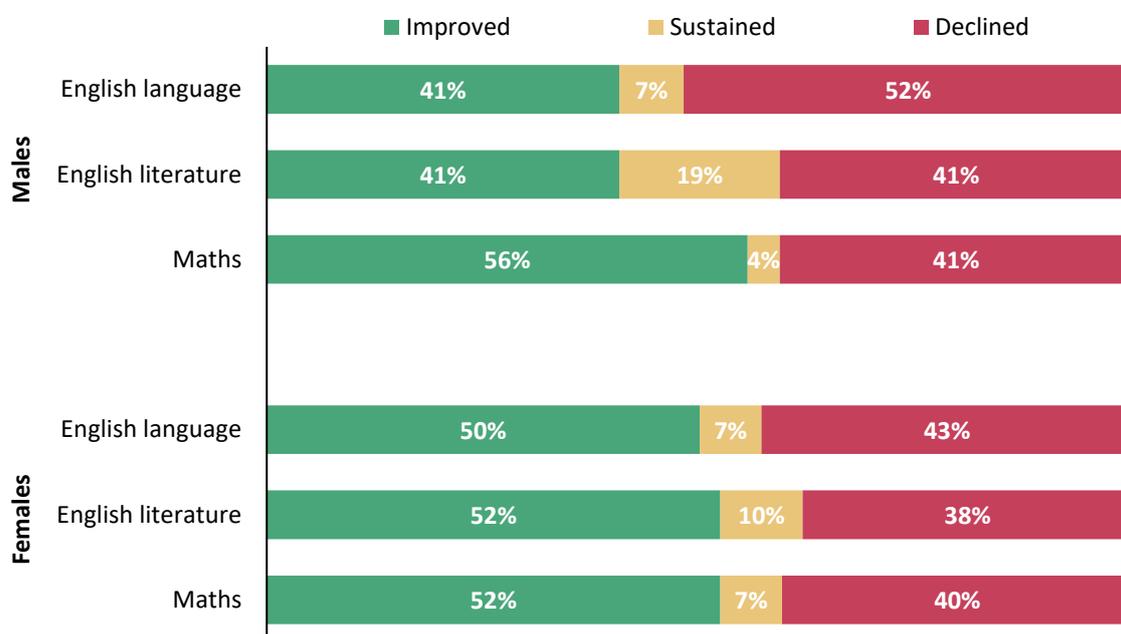
Source: York Consulting analysis, 2022. Base: One Degree students (n=69), Males (n=27), Females (n=42).

Figure 3.6 shows the same information as Figure 3.4 but is further broken down by delivery group.

Figure 3.6. GCSE exam results compared to combined prediction grades by subject and delivery group.
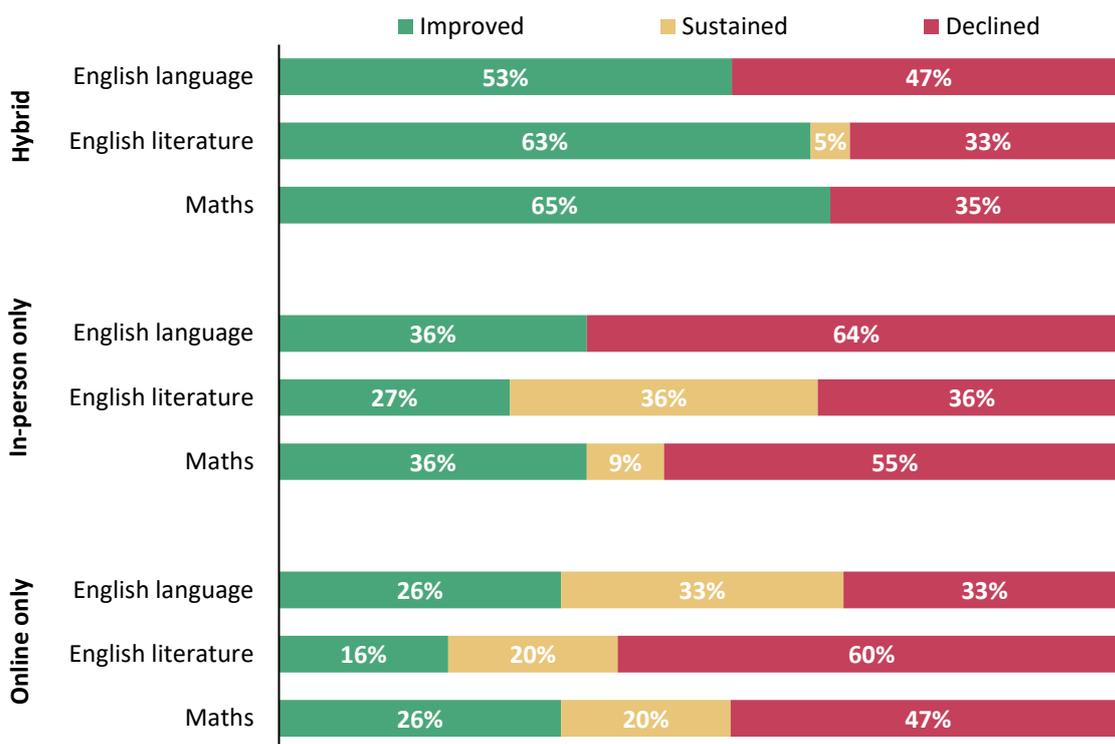
Source: York Consulting analysis, 2022. Base: One Degree students (n=69) including Hybrid (n=43), Online only (n=15), In person only (n=11).

Across all three delivery groups, students who attended hybrid sessions showed the most improvements for each subject from their individual combined prediction grade compared to the other two delivery groups. It is notable to point out that the majority of students who attended single delivery approaches, either in-person or online only sessions, either sustained or performed worse in their actual GCSE exams when compared with their combined prediction grade, across all three subjects. This is especially observed for English literature, with 72% of those attending in-person sessions and 80% of those attending online-only sessions respectively. With that said, the bases for single delivery approaches of in-person (11) and online (15) are vastly smaller compared with hybrid (43).

Session attendance

Figure 3.7 shows the average percentage proportion of all registered One Degree students (n=56) whose attendance was recorded for each session for the lifespan of One Degree in 2022. Overall, on average, each session was attended by slightly under half (47%) of all registered students. Session attendance declined across the lifespan of the programme, with the first session (January 15th) attaining the highest attendance (80%) to the last session (June 4th) attaining just over half of registered students (52%). Figure 3.7 shows a linear line highlighting the declining time trend. The session with the fewest student attendance (7th May, 4%) was for a supported learning session (as highlighted in Table 3.9).

Figure 3.7. Average percentage session attendance for all One Degree students (2022).
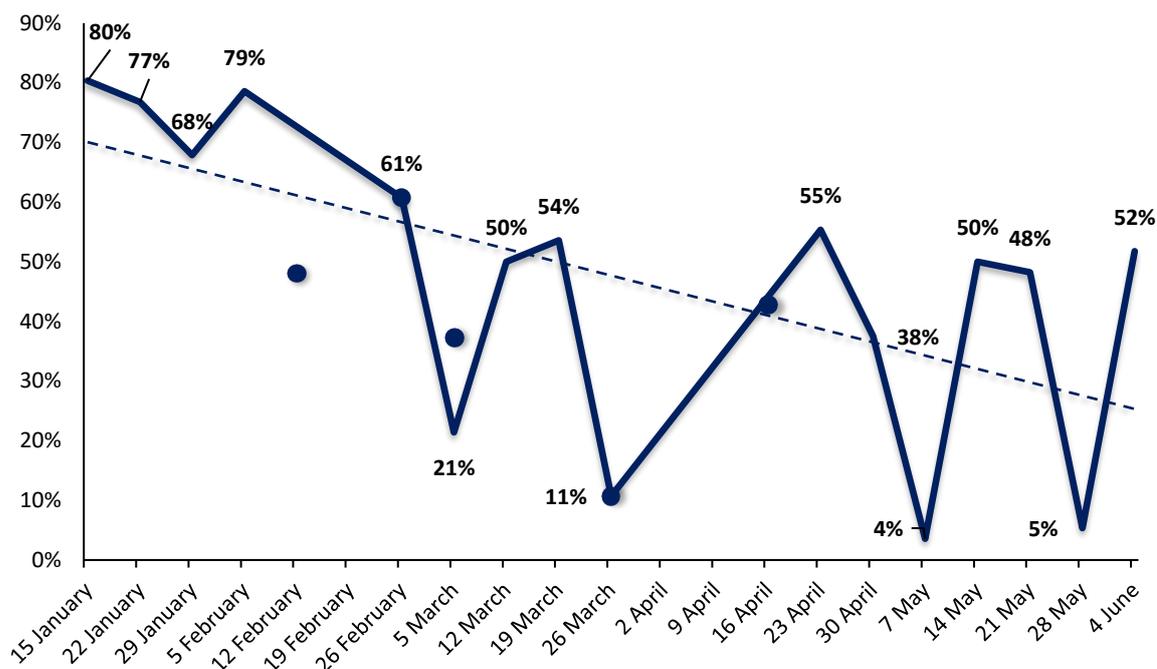
Source: York Consulting analysis, 2022. Base: Registered students (n=56).

Registered student attendance of One Degree sessions by subject is presented in Table 3.8. On average, 60% of all English (3 of 5) and Maths (3.6 of 6) sessions were attended. Over the lifespan of One Degree in 2022, as shown in the time trend column, student attendance for the first English session (January 15th) started at 80% and declined to 50% for the last session (14th May). For Math sessions, attendance started at 77% (22nd January) and fell to 52% (4th June). For the one session held to support students for both English and Maths, slightly under half (48%) of students attended this session.

Table 3.11. Average session attendance by subject			
Subject	**Average session attendance**	**%**	**Time trend**
English (max = 5)	3.02	60%	
Maths (max = 6)	3.61	60%	
Dual English and Maths (max = 1)		48%	

Source: York Consulting analysis, 2022. Base: Registered students (n=56).

Table 3.12 shows the same information as Table 3.8 but is presented by delivery mode. On average, around two-thirds (65%) of in-person sessions were attended by registered students (4.5 of 7), whereas half (51%) of online-only sessions were attended (2.6 of 5). Only a few students attended the four supported learning sessions with an average of 10%.

Table 3.12. Average session attendance by delivery mode			
Session delivery	**Average session attendance**	**%**	**Time trend**
In-person (max = 7)	4.54	65%	
Online (max = 5)	2.57	51%	
Supported learning (max = 4)	0.41	10%	
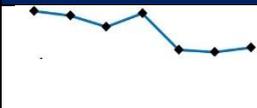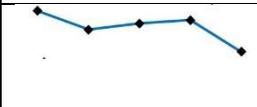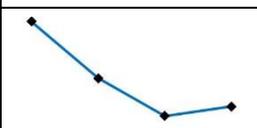
Source: York Consulting analysis, 2022. Base: Registered students (n=56).

Analysis summary

Students in the 2022 cohort performed well in their summer GCSE exams across all three subjects. Over half (52%, 38 of 73) of students achieved a pass in all three of their English language, English literature and Math GCSEs in the summer. Subject-level results include:

- Over two-thirds attained a pass in English literature (71%, 52) or English language (70%, 51), with 60% achieving a pass in both English subjects.

- Just under two-thirds (63%, 46) of students achieved a pass in Maths.

This represents positive progression from the combined prediction grades[6] by subject where lower proportions of students were predicted a pass, especially in Maths. Specifically, two-thirds (67%) of English Language, three-fifths (59%) of English Literature and just under a half (46%) of maths students were predicted a pass.

Since participating in the programme, around half of the students showed improvements in their actual GCSE exam grades from their combined prediction grades across each subject:

- **Maths:** over half (54%, 37 of 69) of students performed better in their Maths GCSE exam than their combined prediction grade, while 6% (4 students) maintained the same grade and 41% (28 students) performed worse.

- **English language**: an equal proportion (46%, 32) of students either improved or performed worse compared with their combined prediction grade, with a small proportion (7%, 5 students) sustaining their predicted grade.

- **English literature:** actual results were improved for nearly half (48%, 33) of students, 13% (9 students) stayed the same and 39% (27 students) performed worse than expected.

---

[6] The teacher-assessed, mock prediction and actual mock exam grades were combined to create an average predicted grade for each student for each subject before joining the programme, coined the 'combined prediction grade'. See the methodology section (page 6) for a detailed explanation of the grade comparative analysis.

Students who showed an improvement from their combined prediction grades tended to achieve higher GCSE results on average compared with those who either maintained their combined prediction grade or declined.

Across all three delivery groups, students who attended hybrid sessions showed the most improvements for each subject from their combined prediction grade compared to the other two delivery groups. For example, in Maths, 65% of students who attended hybrid sessions showed improvement compared to those who attended in-person sessions only (36% improved) and online-only sessions (26% improved).

Session attendance

On average, each One Degree session was attended by slightly under half (47%) of all registered students. Session attendance declined across the lifespan of the programme, with the first session (January 15th) gaining the highest attendance (80%) to the last session (June 4th) with just over half of registered students (52%) attending.

Average student attendance for One Degree sessions by subject and delivery group was as follows:

- 60% of English (3 out of 5) and Math (3.6 out of 6) sessions were attended.

- 65% of in-person sessions (4.5 out of 7), 51% of online sessions (2.6 out of 5), and 10% of supported learning sessions were attended (although these may have been designed to be more selective).

4   ANALYSIS OF PRE- AND POST-PROGRAMME ATTITUDINAL SURVEYS

Prior to starting the One Degree programme, 45 students completed an attitudinal survey, and 29 students completed a slightly varied version after finishing the One Degree programme, as shown in Table 4. Both versions of the survey can be found in the annexes.

For this year, we were able to match a selected number of young people (n=17) who have provided survey responses to the 'pre' and 'post' surveys. As such, the following analysis only includes the 17 students (16 in the hybrid group, one in the in-person group) with matched survey responses as we were able to make direct comparisons. For example, identifying 'Pupil A' and comparing their perception of self-esteem of the course at the start and completion.

Cohort profile

Students were asked to provide their gender to highlight any similarities or differences within the data across the gender spectrum. Notably, around two-thirds (65%, 11 of 17) identified as female in the pre-programme survey, with this figure increasing to three-quarters (76%, 13 of 17) in the post-programme survey.

It should be noted that the female gender split is greater than the overall One Degree cohort for 2022 (59%) and historically greater compared with previous years in 2019 (58%) and 2020 (56%). However, due to the small number of male students who provided both pre- and post-programme responses, any comparative analysis of survey responses based on gender would not be deemed meaningful.

Table 4. Gender preference of One Degree students for the pre- and post-programme survey				
Preferred gender	**Total survey sample**		**Matched**	
	Pre	**Post**	**Pre**	**Post**
Male	15	10	3	3
Female	27	18	11	13
Non-binary/Undefined	3	1	3	1
Total	**45**	**29**	**17**	**17**

Source: York Consulting analysis, 2022. Base: Pre-programme survey (n=45), post-programme survey (n=29), matched pre- and post-programme survey sample (n=17). "What is your gender?"

Student aspirations

Students were asked about their grade expectations for both English and Maths GCSEs that they would hope to achieve, before and after participating in the One Degree programme. Responses were coded and grouped into three grade boundaries, grade 4 to 5, grade 6 to 7 and grade 8 to 9, as shown in Figure 4. Before starting the One Degree programme, 85% (14 of 17) were expected to achieve at least a grade 6 or higher in English and around two-thirds (65%, 11 of 17) for Maths. This is consistent for all students (45) who completed the pre-programme survey, with 87% (39 of 45) and 67% (30 of 45) expected to achieve a grade 6 or higher in English and Maths.

However, after completing the programme, fewer students felt that this was still achievable with 71% (12) expecting a grade 6 or higher for English and around a third (35%, 6) for Maths. This could be due to a number of factors outside the control of the programme, though it should be noted that the One Degree programme helps students to have greater self-awareness of themselves, their future aspirations and their current academic performance. With this in mind, through the support from One Degree, students may have attained more realistic expectations of their academic performance and what grades would be reasonably achievable in their GCSE exams.

Figure 4. Desired GCSE exam results before and after the One Degree programme, by subject.
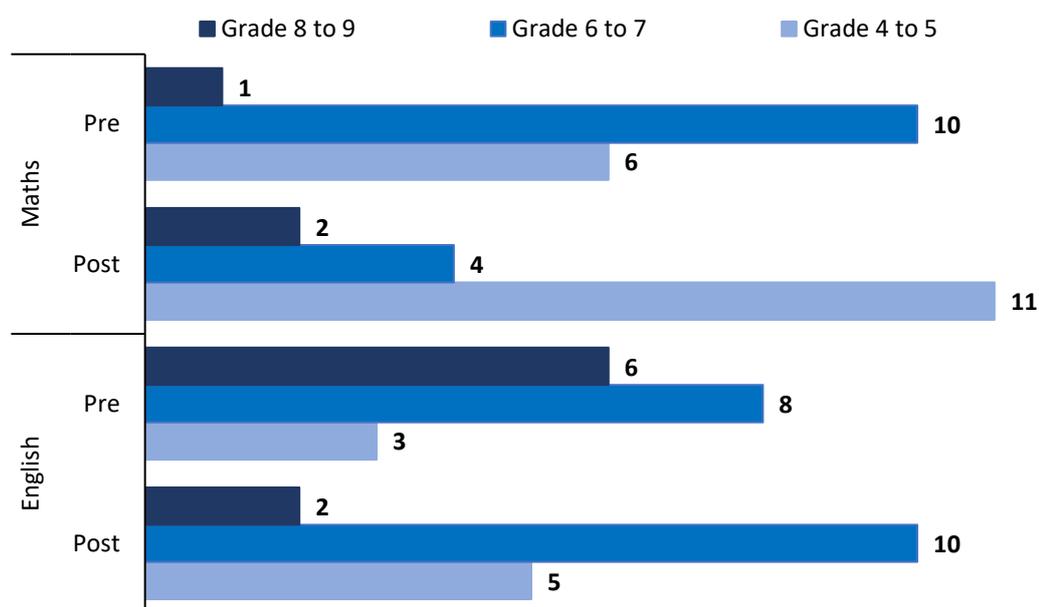
Source: York Consulting analysis, 2022. Base: Matched pre- and post-programme survey samples (n=17). "What English/Maths GCSE grade do you hope to achieve?"

In both surveys, students were asked about their future ambitions for their next destination immediately after finishing their GCSEs (16 years old), after turning 18 years old, and also their career and sectors of interest.

In the pre-programme survey, nearly half (47%, 8 of 17) of students wanted to pursue A-levels, closely followed by vocational qualifications (25%, 4) once GCSE exams have been completed (as shown in Table 4.1); broadly in line with all students who completed the pre-programme survey (58% and 24% respectively).

However, student interest in vocational qualifications grew over the lifespan of One Degree with half (53%, 9) now considering this path and a third (35%, 6) considering studying A-levels; consistent with all pre-programme responses (55% and 35% respectively). The proportion of students who did not know what they wanted to do after GCSEs decreased from 24% (4) to 6% (1) over the course of One Degree.

Table 4.2 shows that post-18 destinations for the same cohort remained the same between pre- and post-programme responses, with 59% (10) planning on going to university and a smaller proportion considering full-time employment (12%, 2); in line with all pre-programme responses (59% and 14% respectively).

There was a variety of future careers and sectors viewed as desirable by One Degree students, as shown in Table 4.3. The most desired careers/sectors across pre- and post-programme responses were in film, TV, radio or photography and law, politics or government, with over half of students considering these sectors for a future career. No substantial observed changes in desired careers were identified over time.

Table 4.1. Desired student destinations post-GCSEs (16 years old)		
Destination	Pre	Post
Study A Levels	8	6
Study vocational qualifications, such as BTECs or T Levels	4	9
Do an apprenticeship or traineeship	1	1
I don't know	4	1

Source: York Consulting analysis, 2022. Base: Matched pre- and post-programme survey samples (n=17). "Which of these do you think you are most likely to do after you finish your GCSEs?"

Table 4.2. Desired student destinations post-GCSEs (18 years old)		
Destination	Pre	Post
Go to university	10	10
Do an apprenticeship or traineeship	1	1
Get a job	2	2
Start my own business	3	1
I don't know	1	3

Source: York Consulting analysis, 2022. Base: Matched pre- and post-programme survey samples (n=17). "Which of these do you think you are most likely to do after you have turned 18?"

Table 4.3. Desired careers and sectors post-GCSEs		
Career/sectors	Pre	Post
Accounting, finance or insurance	3	5
Animal, agriculture or environment	1	2
Childcare, education or training	3	6
Construction	1	1
Craft, design or architecture	5	5
Energy and utilities (e.g. water, waste management)	0	1
Engineering	2	3
Film, TV, radio or photography	9	10
Hair, beauty or wellbeing	3	4
Hospitality and catering	3	3
IT, software and computer services	3	4

Law, politics and government	5	9
Manufacturing	1	1
Marketing and advertising	1	1
Museums, libraries, galleries or heritage	1	1
Music, performance or visual arts	6	5
Retail and customer services	1	2
Scientific research	1	2
Security or emergency services	0	1
Social care	2	2
Sports, leisure or tourism	3	3
Transport or distribution	0	2
Something else	4	4
I don't know	0	1

Source: York Consulting analysis, 2022. Base: Matched pre- and post-programme survey samples (n=17). "Thinking about the future, which job areas could you see yourself working in?"

Self-esteem

Beyond improving GCSE attainment, One Degree has a clear mission to improve the self-belief of all students who attend its programme. For this reason, students were asked about their general sense of self-worth using Rosenberg's 10-item self-esteem scale (RSE)[7], both before and after the programme took place. Using the RSE enables us to make a direct comparison between an individual's general sense of self-esteem over time.

Most of the statements (nine of the ten) show an improvement over time with one showing a decline from pre to post. However, these changes are very small. Students were more likely to agree that 'I feel that I have a number of good qualities'. However, they were less likely to disagree with negative statements such as 'I certainly feel useless at times' and 'At times, I think I am no good at all'.

A paired samples *t*-test allows us to powerfully compare a group's composite mean score for each statement between their pre- and post-programme responses and precisely report whether the mean difference between the two scores is significantly different or not. If there is a significant difference found, this can be indicative of an influential factor or intervention between the two time-points, such as the support provided through the One Degree programme.

The results of the paired samples *t*-test for each statement are presented in Table 4.4. Across the ten statements of the RSE, students' self-esteem did not significantly improve over the course of participating in the One Degree programme. Observed differences for

---

[7] Rosenberg's 10-item self-esteem (RSE) is a scale used to measure young people's perception of their general self-worth. Rosenberg, M. (1965). Rosenberg self-esteem scale (RSE). Acceptance and commitment therapy. Measures package, 61(52), 18.

each statement fall within two standard deviations (i.e. variance) of the cohort's mean score, indicating that the observed score difference was not enough to be statistically significant (see Table A and B in Annex B for the full paired samples *t*-test analysis output).

Table 4.4 Paired *t*-test for Rosenberg's 10-item self-esteem measure			
Rosenberg's 10-item self-esteem statements	Mean score difference	Paired *t*-test	p-value (one-tail)
I feel that I'm valued, at least equally with others.	+0.24	-1.00	0.17
I feel that I have a number of good qualities.	+0.12	-0.52	0.30
I am able to do things as well as most other people.	+0.12	-0.57	0.29
I take a positive attitude toward myself.	+0.29	-1.32	0.10
On the whole, I am satisfied with myself.	+0.29	-1.23	0.12
I feel that I am a failure.	+0.06	-0.14	0.44
I feel I do not have much to be proud of.	-0.29	1.16	0.13
I wish I could have more respect for myself.	+0.41	-1.38	0.09
I certainly feel useless at times.	+0.06	-0.20	0.42
At times, I think I am no good at all.	+0.12	-0.52	0.30

Source: York Consulting analysis, 2022. Base: Matched pre- and post-programme survey samples (n=17).
"Below are a number of statements which people sometimes make about themselves. Please read each statement carefully and tick the box that best fits with how strongly you agree or disagree."
Note: green-shaded statements highlight positive feelings of self-worth, whereas red-shaded statements highlight negative feelings.
Note 2: Scoring system for green-shaded statements: "Strongly agree" = 3, "Agree" = 2, "Disagree" = 1, "Strongly disagree" = 0. Scoring system for red-shaded statements: "Strongly agree" = 0, "Agree" = 1, "Disagree" = 2, "Strongly disagree" = 3.

Education achievement and confidence

Students were asked to rate their sense of educational achievement to date on a scale between 0 to 10, with 0 being very low levels of success to 10 being very high levels of success, before and after taking part in the One Degree programme. Simply put, this allows us to capture a snapshot of how successful a student feels about their academic performance up to that moment and see if this has changed since participating in the programme. Self-reported ratings were compared and the rating difference for each individual is presented in Figure 4.1.

On average, students felt slightly more successful in their education performance after participating in the One Degree programme than they did at the start – as indicated by the green dashed line in Figure 4.1. Notably, 10 out of the 17 students (58%) reported a higher rating in their post-programme response, whereas five (29%) reported a lower rating. Two students did not change their rating.

To better understand the reasons behind any change in perception of educational achievement to date, students were also asked a series of 12 statements about their

confidence for learning and studying before and after taking part in the programme. Seven of the 12 statements showed a positive improvement, four showed a decline and one showed no change. Students were more likely to agree that 'I take notes while studying for my GCSEs' and 'I like to revisit my notes when preparing for my GCSE exams'. However, they were more likely to disagree both before and after One Degree that 'I contribute regularly to class discussions'.

A paired samples *t*-test was used to analyse the observed differences for each statement, with the results presented in Table 4.5.

Two out of the 12 statements showed a significant difference between the pre- and post-programme responses. Specifically, the results showed that One Degree students felt that they were significantly more likely to put more time aside for studying and were more likely to set goals and monitor their education progress. Through the support of the One Degree programme, students may have had greater opportunities to put time aside for revision and become more self-aware of the progress they were making towards achieving a pass (grade 4 or higher) in their English and Math GCSEs. With that said, increased studying behaviours and improved attitudes to learning would typically coincide with the run-up to GCSE exams.

Figure 4.1. Time difference in self-reported scores of education achievement to date by individual student before and after the One Degree programme.
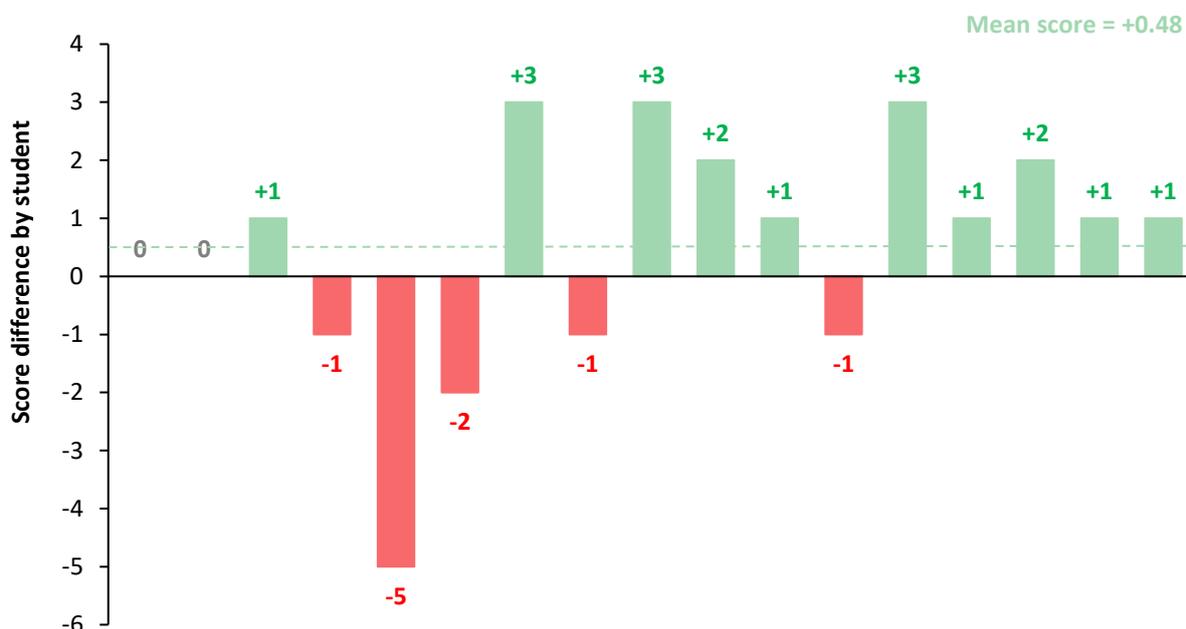
Source: York Consulting analysis, 2022. Base: Matched pre- and post-programme survey samples (n=17). "On a scale between 0 to 10, with 0 being very low levels of success to 10 being very high levels of success, how you feel about your education achievement (for example, grades, awards, knowledge and skills) in school to date?"

Table 4.5. Paired *t*-test for education confidence			
Statements	Mean score difference	Paired *t*-test	p-value (one-tail)
I tend to set aside a regular time each week to study.	+0.53	-2.24	0.02

I take notes while studying for my GCSEs.	+0.24	-1.17	0.13
I like to revisit my notes when preparing for my GCSE exams.	+0.18	-1.00	0.17
I often search for further information when I come across something that puzzles me.	-0.18	0.46	0.33
When I have trouble understanding an example, I tend to go over it again until I understand it.	-0.06	0.25	0.40
I tend to set goals for my learning and monitor my progress to ensure that I achieve my goals.	+0.76	-3.79	<0.01
I feel a sense of belonging in school.	+0.41	-1.44	0.08
I think English lessons are interesting.	-0.24	1.00	0.17
I think Math lessons are interesting.	+0.29	-1.00	0.17
I enjoy learning in school.	-0.29	-0.57	0.29
I contribute regularly to class discussions.	0.00	0	0.5
I share learning materials (e.g. notes, links, multimedia) with other classmates to help them prepare for their GCSEs.	+0.47	-1.51	0.08

Source: York Consulting analysis, 2022. Base: Matched pre- and post-programme survey samples (n=17). "Thinking more about how you learn and study. To what extent do you agree or disagree with the following statements?"

Note: statistically significant statements are shaded in green.

Perceptions of school and home life

Over the last two academic years, most students have had to adapt and shift to online learning from home in preparation for their GCSE exams, linked to national lockdowns due to the Covid-19 pandemic. As such, students were asked a series of statements before and after the programme to better understand their perceptions of the relationships that they have with their teachers and classmates and their overall sense of cohesion in a school community, as these social factors can be influential to educational performance and willingness to learn/study. In addition, students were also asked about their perceptions of school life and their sense of future optimism that school can bring them.

There were positive differences from pre to post attitudes (see Table 4.6), with higher levels of agreement for statements like 'I get on well with my teachers', 'In general, I get on with other pupils in my class' and 'My teachers know me well' when compared with 'My teachers understand how I like to learn best' and 'In school, I am happy to work with any of my classmates during lessons'.

Overall, there were no significant differences found between students' pre- and post-programme responses to any statements asking about their relationships with teachers and classmates (Table 4.6).

No significant differences were found in students' responses before and after taking part in the programme about their sense of cohesion as a school community (Table 4.7) or their school life and optimism for future opportunities after leaving school (Table 4.8). Most statements observed an improvement in mean score ratings.

Table 4.6. Paired *t*-test for social relationships with teachers and classmates			
Statements	**Mean score difference**	***t* statistic**	**p-value (one-tail)**
I get on well with my teachers.	+0.24	-1.46	0.08
My teachers know me well.	+0.18	-0.72	0.24
My teachers understand how I like to learn best.	+0.41	-1.69	0.06
In general, I get on with other pupils in my class.	+0.18	-0.82	0.21
In school, I am happy to work with any of my classmates during lessons.	+0.12	-0.39	0.35

Source: York Consulting analysis, 2022. Base: Matched pre- and post-programme survey samples (n=17). "Thinking about the relationships that you have with teachers and your classmates. To what extent do you agree or disagree with the following statements?"

Statements about a student's sense of school community showed a mixed picture with three statements showing increased agreement, two declining and one unchanged. Students were more likely to agree that 'it is okay for me to have different views' compared to a lower level of agreement with 'I feel like I belong to my local community out of school'.

No significant differences were found in students' responses before and after taking part in the programme about their sense of cohesion as a school community (Table 4.7).

Table 4.7. Paired *t*-test for sense of school community			
Statements	**Mean score difference**	***t* statistic**	**p-value (one-tail)**
It is okay for people to have different views.	+0.12	-0.62	0.27
I believe I can learn from the experiences of other people.	-0.06	0.25	0.40
People from different backgrounds get on well together in my school.	-0.06	0.32	0.37
I feel part of my school community.	+0.18	-1.14	0.13
I feel like I belong to my local community out of school.	+0.35	-1.24	0.12
When I get into an argument with someone, I try to find a solution.	0.00	0.00	0.50

Source: York Consulting analysis, 2022. Base: Matched pre- and post-programme survey sample (n=17). "And reflecting more specifically on the sense of community in school. To what extent do you agree or disagree with the following statements?"

Statements about a student's school life and future opportunities showed a mixed picture with three statements showing increased agreement, and two unchanged. Students were more likely to agree that 'I am positive about my future' compared to a lower level of agreement with 'There are lots of career options open to me in the future'.

No significant differences were found in students' responses before and after taking part in the programme about their school life and optimism for future opportunities after leaving school (Table 4.8).

Table 4.8. Paired *t*-test for optimism about school life and future opportunities			
Statements	**Mean score difference**	***t* statistic**	**p-value (one-tail)**
I ask for help if I have problems or worries at school.	+0.24	-1.46	0.08
I am a more confident person because of the experiences I have at school.	+0.24	-1.07	0.15
I am positive about my future.	0.00	0.00	0.50
I have a lot of education achievements to be proud of.	+0.24	-0.85	0.21
There are lots of career options open to me in the future.	0.00	0.00	0.50

Source: York Consulting analysis, 2022. Base: Matched pre- and post-programme survey samples (n=17). "And thinking about your school life and opportunities available to you. To what extent do you agree or disagree with the following statements?"

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 the students attending its programme.

Students were asked about their relationships with their family members and parents/carers and their home life before and after participating in the programme. It is encouraging to see generally high levels of agreement in students' ratings about their family dynamics such as understanding each other better and doing fun things together. There were small improvements in three of the four statements, with no change in the other.

The results of a paired *t*-test for each statement presented in Table 4.9 indicates that overall, there were no significant differences found between pre- and post-programme responses for any of the statements.

Table 4.9. Paired *t*-test for life at home			
Statements	**Mean score difference**	***t* statistic**	**p-value (one-tail)**
I think my family understands each other well	+0.18	-0.90	0.19
My parents/carers understand me	+0.06	-0.29	0.39
My family help me out when I have problems	0.00	0.00	0.50
My family and I do fun things together	+0.12	-0.48	0.32

Source: York Consulting analysis, 2022. Base: Matched pre- and post-programme survey samples (n=17). "Below are some statements about your life at home. To what extent do you agree or disagree with the following statements?"

Perceptions about One Degree

Students were asked about how they felt before starting the One Degree programme. Around forty-one per cent of those surveyed (7 of 17) said that they were feeling anxious about starting the programme. Qualitative feedback suggests that some students were uncertain about what the programme was going to involve as they "*have not done something like this before",* whereas others felt that the programme was going to be quite challenging and therefore anxious about how well they are going to do.

Slightly more than a third (35%, 6) said that they were looking forward to starting the programme, with 53% (24 of 45) of all pre-programme responses. They stated that they were most looking forward to receiving additional academic support, learning with new teachers, and achieving better GCSE results. Around a quarter (24%) said that they were not sure how they were feeling about starting the programme.

Table 4.10. Feelings about starting the One Degree programme		
Statements	**Count**	**%**
Anxious but know what to expect	2	12%
Anxious and not sure what to expect	5	29%
Looking forward to it but don't know what to expect	6	35%
Not sure	4	24%

Source: York Consulting analysis, 2022. Base: Matched pre-programme survey sample only (n=17). "How are you feeling about starting the One Degree programme?"

In the post-programme survey, students were asked about how they felt about finishing the One Degree programme. Without exception, all students (100%) surveyed said that they enjoyed participating in the programme, with three-quarters (76%, 13 of 17) stating that they feel more confident and feel more positive about their future as a result. This is broadly in line with all post-programme responses; 96% enjoyed participating (28 of 29), 76% (22 of 29) feel more confident and 83% (24 of 29) feel more positive about their future.

Table 4.11. Feelings about finishing the One Degree programme						
Statements	**Strongly agree / Agree**		**Strongly Disagree / Disagree**		**Not Sure**	
	Count	**%**	**Count**	**%**	**Count**	**%**
I enjoyed the One Degree programme	17	100%	0	0%	0	0%
I feel more confident as a result of the One Degree programme	13	76%	2	12%	2	12%
I feel positive about my future as a result of the One Degree programme	13	76%	1	6%	3	18%

Source: York Consulting analysis, 2022. Base: Matched post-programme survey sample only (n=17). "Below are some statements about the One Degree programme. To what extent do you agree or disagree with the following statements?"

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, with the results presented for all post-programme responses and the matched sample in Table 4.12.

Overall of those surveyed, in-person lessons (76%) were named as students' favourite part of the One Degree programme, closely followed by the food provided (71%) and the in-person mentoring (65%); broadly in line with all post responses. Qualitative feedback on the most helpful parts of the programme tells a similar story, with students often mentioning mentoring and in-person sessions for Maths (as shown in Figure 4.2). Wider feedback from all post responses highlights that they found working in small mentor groups and the use of mentors extremely helpful as it allowed them to better communicate with each other and understand more complicated topics.

Online lessons and mentoring were selected by the fewest students as their favourite part of the programme (18%, 3 of 17); in line with all post responses. Student feedback highlights online tutoring could have been improved, with some stating that they found it to be 'confusing', not always easy to use and the 'least helpful' part of the programme. There was nothing more specific or in-detail mentioned by students about online mentoring or lessons in their feedback.

Table 4.12. Favourite parts of the One Degree programme				
Statements	**Matched sample (n=17)**		**All post-programme responses (n=29)**	
	Count	**%**	**Count**	**%**
In-person lessons	13	76%	22	76%
Food	12	71%	22	76%
In-person mentoring	11	65%	19	66%
Hearing from different guest speakers	10	59%	19	66%
Transport	9	53%	17	59%
Using the programme to help with my schoolwork	9	53%	15	52%
Online lessons	3	18%	4	14%
Online mentoring	3	18%	3	10%

Source: York Consulting analysis, 2022. Base: Matched post-programme survey sample only (n=17). "What were your favourite parts of the One Degree programme?"

Note: Multi-response question.

Figure 4.2. Word cloud of most helpful parts of the One Degree programme.
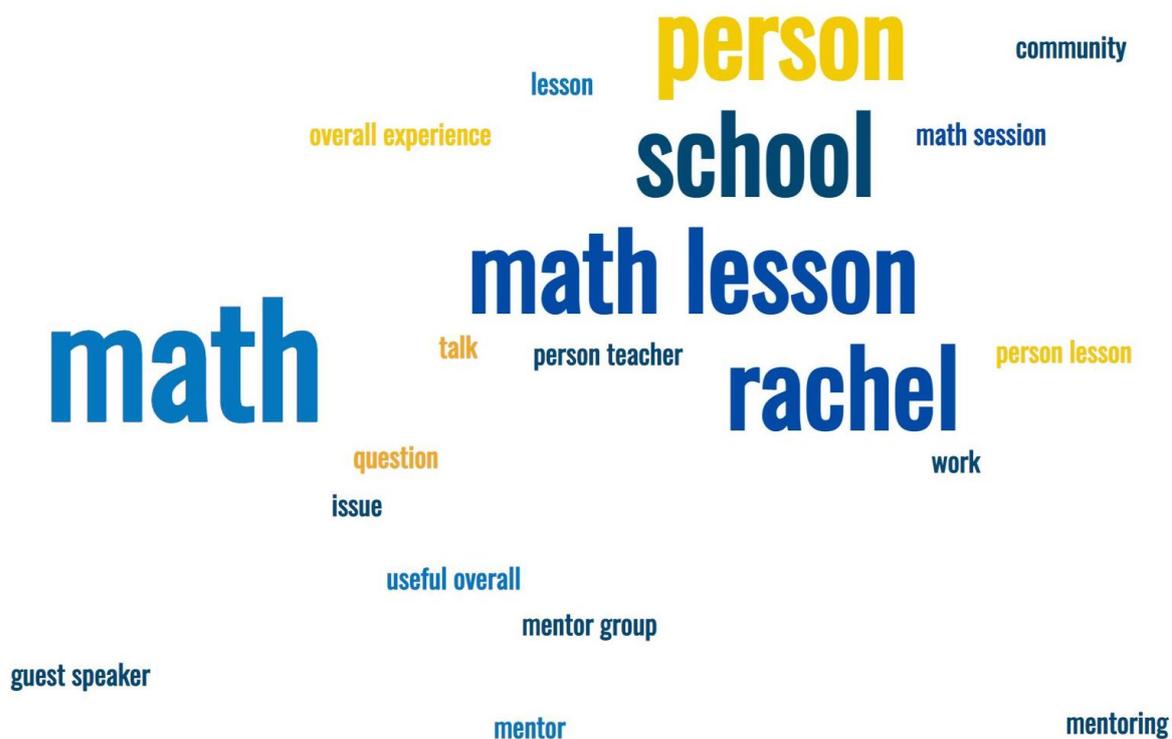
Source: York Consulting analysis, 2022. Base: Matched post-programme survey sample only (n=17). "What was the most helpful part of the One Degree programme?"

Without exception, all the students who responded (16) to the question said that they would likely recommend the One Degree programme to a friend.

Table 4.13. Would you recommend the One Degree programme to a friend?		
	Count	%
Yes	16	100%
No	0	0%

Source: York Consulting analysis, 2022. Base: Matched post-programme survey sample only (n=16). "Would you recommend the One Degree programme to a friend?"

ANNEX A: PAIRED SAMPLES T-TEST ANALYSIS OUTPUT

Rosenberg's 10-item self-esteem scale

Table A. Mean scores and standard deviations for Rosenberg's 10-item self-esteem scale				
Rosenberg's 10-item self-esteem statements	Pre-programme		Post-programme	
	Mean score	Standard deviation	Mean score	Standard deviation
I feel that I'm valued, at least equally with others.	1.59	0.51	1.82	0.28
I feel that I have a number of good qualities.	2.00	0.63	2.12	0.61
I am able to do things as well as most other people.	1.94	0.43	2.06	0.56
I take a positive attitude toward myself.	1.65	0.87	1.94	0.56
On the whole, I am satisfied with myself.	1.59	0.51	1.88	0.61
I feel that I am a failure.	1.65	0.99	1.71	1.1
I feel I do not have much to be proud of.	1.65	0.49	1.35	0.49
I wish I could have more respect for myself.	1.18	1.03	1.59	0.63
I certainly feel useless at times.	1.12	0.99	1.18	0.78
At times, I think I am no good at all.	1.12	0.61	1.24	0.69

Note: Scoring system for green-shaded statements: "Strongly agree" = 3, "Agree" = 2, "Disagree" = 1, "Strongly disagree" = 0. Scoring system for red-shaded statements: "Strongly agree" = 0, "Agree" = 1, "Disagree" = 2, "Strongly disagree" = 3.

Table B. Paired *t*-test for Rosenberg's 10-item self-esteem measure			
Rosenberg's 10-item self-esteem statements	Mean score difference	Paired *t*-test	p-value (one-tail)
I feel that I'm valued, at least equally with others.	+0.24	-1.00	0.17
I feel that I have a number of good qualities.	+0.12	-0.52	0.30
I am able to do things as well as most other people.	+0.12	-0.57	0.29
I take a positive attitude toward myself.	+0.29	-1.32	0.10
On the whole, I am satisfied with myself.	+0.29	-1.23	0.12
I feel that I am a failure.	+0.06	-0.14	0.44
I feel I do not have much to be proud of.	-0.29	1.16	0.13
I wish I could have more respect for myself.	+0.41	-1.38	0.09

I certainly feel useless at times.	+0.06	-0.20	0.42
At times, I think I am no good at all.	+0.12	-0.52	0.30

Educational confidence

Table C. Mean scores and standard deviations for educational confidence				
	Pre-programme		Post-programme	
Statements	**Mean score**	**Standard deviation**	**Mean score**	**Standard deviation**
I tend to set aside a regular time each week to study.	1.29	0.87	1.82	0.33
I take notes while studying for my GCSEs.	2.00	0.46	2.24	0.16
I like to revisit my notes when preparing for my GCSE exams.	2.18	0.25	2.35	0.23
I often search for further information when I come across something that puzzles me.	2.12	0.65	1.94	0.53
When I have trouble understanding an example, I tend to go over it again until I understand it.	2.00	0.25	1.94	0.43
I tend to set goals for my learning and monitor my progress to ensure that I achieve my goals.	1.06	0.43	1.82	0.4
I feel a sense of belonging in school.	1.41	1	1.82	0.4
I think English lessons are interesting.	2.00	0.5	1.76	0.56
I think Math lessons are interesting.	1.24	1.14	1.53	0.57
I enjoy learning in school.	1.94	0.37	1.65	0.57
I contribute regularly to class discussions.	1.41	0.38	1.41	0.63
I share learning materials (e.g. notes, links, multimedia) with other classmates to help them prepare for their GCSEs.	1.47	0.64	1.94	0.56

Note: Scoring system for statements: "Strongly agree" = 3, "Agree" = 2, "Disagree" = 1, "Strongly disagree" = 0.

Table D. Paired *t*-test for education confidence			
Statements	**Mean score difference**	**Paired *t*-test**	**p-value (one-tail)**
I tend to set aside a regular time each week to study.	+0.53	-2.24	0.02
I take notes while studying for my GCSEs.	+0.24	-1.17	0.13
I like to revisit my notes when preparing for my GCSE exams.	+0.18	-1.00	0.17
I often search for further information when I come across something that puzzles me.	-0.18	0.46	0.33

When I have trouble understanding an example, I tend to go over it again until I understand it.	-0.06	0.25	0.40
I tend to set goals for my learning and monitor my progress to ensure that I achieve my goals.	+0.76	-3.79	<0.01
I feel a sense of belonging in school.	+0.41	-1.44	0.08
I think English lessons are interesting.	-0.24	1.00	0.17
I think Math lessons are interesting.	+0.29	-1.00	0.17
I enjoy learning in school.	-0.29	-0.57	0.29
I contribute regularly to class discussions.	0.00	0	0.5
I share learning materials (e.g. notes, links, multimedia) with other classmates to help them prepare for their GCSEs.	+0.47	-1.51	0.08

Note: Scoring system for statements: "Strongly agree" = 3, "Agree" = 2, "Disagree" = 1, "Strongly disagree" = 0.

School and home life

Table E. Mean scores and standard deviations for relationships with teachers and classmates				
	Pre-programme		Post-programme	
Statements	**Mean score**	**Standard deviation**	**Mean score**	**Standard deviation**
I get on well with my teachers.	2.06	0.43	2.29	0.22
My teachers know me well.	1.88	0.74	2.06	0.43
My teachers understand how I like to learn best.	1.35	0.62	1.76	0.44
In general, I get on with other pupils in my class.	2.00	0.5	2.18	0.4
In school, I am happy to work with any of my classmates during lessons.	1.59	1	1.71	0.6

Note: Scoring system for statements: "Strongly agree" = 3, "Agree" = 2, "Disagree" = 1, "Strongly disagree" = 0.

Table F. Paired *t*-test for social relationships with teachers and classmates			
Statements	**Mean score difference**	**_t_ statistic**	**p-value (one-tail)**
I get on well with my teachers.	+0.24	-1.46	0.08
My teachers know me well.	+0.18	-0.72	0.24
My teachers understand how I like to learn best.	+0.41	-1.69	0.06
In general, I get on with other pupils in my class.	+0.18	-0.82	0.21

In school, I am happy to work with any of my classmates during lessons.	+0.12	-0.39	0.35

Table G. Mean scores and standard deviations for sense of school community				
Statements	**Pre-programme**		**Post-programme**	
	Mean score	**Standard deviation**	**Mean score**	**Standard deviation**
It is okay for people to have different views.	2.29	0.47	2.41	0.26
I believe I can learn from the experiences of other people.	2.29	0.35	2.24	0.44
People from different backgrounds get on well together in my school.	2.24	0.32	2.18	0.15
I feel part of my school community.	1.76	0.57	1.94	0.18
I feel like I belong to my local community out of school.	1.35	0.74	1.71	0.47
When I get into an argument with someone, I try to find a solution.	2.06	0.68	2.06	0.31

Note: Scoring system for statements: "Strongly agree" = 3, "Agree" = 2, "Disagree" = 1, "Strongly disagree" = 0.

Table H. Paired *t*-test for sense of school community			
Statements	**Mean score difference**	**_t_ statistic**	**p-value (one-tail)**
It is okay for people to have different views.	+0.12	-0.62	0.27
I believe I can learn from the experiences of other people.	-0.06	0.25	0.40
People from different backgrounds get on well together in my school.	-0.06	0.32	0.37
I feel part of my school community.	+0.18	-1.14	0.13
I feel like I belong to my local community out of school.	+0.35	-1.24	0.12
When I get into an argument with someone, I try to find a solution.	0.00	0.00	0.50

Table I. Mean scores and standard deviations for optimism about school life and future opportunities				
Statements	**Pre-programme**		**Post-programme**	
	Mean score	**Standard deviation**	**Mean score**	**Standard deviation**
I ask for help if I have problems or worries at school.	1.65	0.49	1.88	0.49
I am a more confident person because of the experiences I have at school.	1.59	0.76	1.82	0.65

I am positive about my future.	2.00	0.5	2.00	0.63
I have a lot of education achievements to be proud of.	1.59	0.76	1.82	0.78
There are lots of career options open to me in the future.	1.76	0.44	1.76	0.57

Note: Scoring system for statements: "Strongly agree" = 3, "Agree" = 2, "Disagree" = 1, "Strongly disagree" = 0.

Table J. Paired *t*-test for optimism about school life and future opportunities			
Statements	Mean score difference	*t* statistic	p-value (one-tail)
I ask for help if I have problems or worries at school.	+0.24	-1.46	0.08
I am a more confident person because of the experiences I have at school.	+0.24	-1.07	0.15
I am positive about my future.	0.00	0.00	0.50
I have a lot of education achievements to be proud of.	+0.24	-0.85	0.21
There are lots of career options open to me in the future.	0.00	0.00	0.50

Table K. Mean scores and standard deviations for life at home				
Statements	Pre-programme		Post-programme	
	Mean score	Standard deviation	Mean score	Standard deviation
I think my family understands each other well	2.24	0.31	2.41	0.51
My parents/carers understand me	2.35	0.37	2.41	0.51
My family help me out when I have problems	2.47	0.26	2.47	0.39
My family and I do fun things together	2.35	0.49	2.47	0.39

Note: Scoring system for statements: "Strongly agree" = 3, "Agree" = 2, "Disagree" = 1, "Strongly disagree" = 0.

Table L. Paired *t*-test for life at home			
Statements	Mean score difference	*t* statistic	p-value (one-tail)
I think my family understands each other well	+0.18	-0.90	0.19
My parents/carers understand me	+0.06	-0.29	0.39
My family help me out when I have problems	0.00	0.00	0.50
My family and I do fun things together	+0.12	-0.48	0.32

One Degree UK 2021: Pre-programme Survey

Introduction

We would like to ask you some questions about you, school life and your views about starting the One Degree programme. Thank you for taking the time to give us some feedback.

This survey will take about 15 minutes to complete.

The answers you give to the survey questions will be completely anonymous. This means that your teachers, parents and other pupils will not know what you have written.

Please answer as honestly as you can.

How to complete the survey:

- Please read each question and any instructions carefully.
- For most of the questions you will be asked to tick one or more boxes.
- For some questions, you will be asked to write in the open space.
- Please answer all of the questions on each page.
- If you are unsure about any of the questions or how to answer them, please ask your teacher for help.

Don't forget: This is not a test and there are no right or wrong answers. We just want to know what you really think.

This research is being conducted by a company called York Consulting. You can find out more about the company, including their Privacy Policy, on this website: https://www.yorkconsulting.co.uk/

About yourself

Q1   What is your…?

Unique ID:

School name:

Q2   What is your gender?

◯ Male
◯ Female
◯ Undefined
◯ Transgender female
◯ Transgender male
◯ Gender fluid
◯ Non-binary
◯ Other

Other (please specify)

Q3   What is your ethnic group?*Please select one option the best aligns your ethnic group or background.*

- ( ) **White** English, Welsh, Scottish, Northern Irish or British
- ( ) Irish
- ( ) Gypsy or Irish Traveller
- ( ) Any other White background
- ( ) **Mixed or Multiple ethnic groups** White and Black Caribbean
- ( ) White and Black African
- ( ) White and Asian
- ( ) Any other Mixed or Multiple ethnic background
- ( ) **Asian or Asian British** Indian
- ( ) Pakistani
- ( ) Bangladeshi
- ( ) Chinese
- ( ) Any other Asian background
- ( ) **Black, African, Caribbean or Black British** African
- ( ) Caribbean
- ( ) Any other Black, African or Caribbean background
- ( ) **Other ethnic group** Arab
- ( ) Any other ethnic group
- ( ) None of these
- ( ) Other

Other (please specify)

[   ]

Q4   What is the main language spoken **at home**?

[   ]

Thinking about the future

Q5   What English GCSE grade do you hope to achieve?*Please select one option only*

- ◯ 9
- ◯ 8
- ◯ 7
- ◯ 6
- ◯ 5
- ◯ 4
- ◯ 3
- ◯ 2
- ◯ 1
- ◯ I don't know

Q6   What Math GCSE grade do you hope to achieve?*Please select one option only*

- ◯ 9
- ◯ 8
- ◯ 7
- ◯ 6
- ◯ 5
- ◯ 4
- ◯ 3
- ◯ 2
- ◯ 1
- ◯ I don't know

Q7   Which of these do you think you are **most likely** to do after you **finish your GCSEs?**

- ◯ Study A Levels
- ◯ Study vocational qualifications, such as BTECs or T Levels
- ◯ Do an apprenticeship or traineeship
- ◯ Something else (please tell us in the box below)
- ◯ I don't know

Please tell us what else you are likely to do after you turn 18 years old?

[   ]

Q8 Which of these do you think you are **most likely** to do after you have **turned 18?**

○ Go to university
○ Do an apprenticeship or traineeship
○ Get a job
○ Start my own business
○ Something else (please tell us in the box below)
○ I don't know

Please tell us what else you are likely to do after you turn 18 years old?

Q9   Thinking about the future, which job areas could you see yourself working in?*Please select **all options** that you would consider.*

- [ ] Accounting, finance or insurance
- [ ] Animal, agriculture or environment
- [ ] Childcare, education or training
- [ ] Construction
- [ ] Craft, design or architecture
- [ ] Enery and utilities (e.g. water, waste management)
- [ ] Engineering
- [ ] Film, TV, radio or photography
- [ ] Hair, beaury or wellbeing
- [ ] Hospitality and catering
- [ ] IT, software and computer services
- [ ] Law, politics and government
- [ ] Manufacturing
- [ ] Marketing and advertising
- [ ] Museums, libraries, galleries or heritage
- [ ] Music, performance or visual arts
- [ ] Retail and customer services
- [ ] Scientific research
- [ ] Security or emergency services
- [ ] Social care
- [ ] Sports, leisure or tourism
- [ ] Transport or distribution
- [ ] Something else (please tell us in the box below)
- [ ] I don't know

Please tell us which other job area(s) you could see yourself working in:

Education achievement

Q10   On a scale between 0 to 10, with 0 being very low levels of success to 10 being very high levels of success, how you feel about your education achievement (for example, grades, awards, knowledge and skills) in school **to date?**

○ 10 (very high levels of achievement)
○ 9
○ 8
○ 7
○ 6
○ 5 (medium levels of achievement)
○ 4
○ 3
○ 2
○ 1 (very low levels of achievement)

Q11   On a scal between 0 and 10, how do you feel that your education achievement in school **to date** is down to...

	10	9	8	7	6	5	4	3	2	1	0
Your ability to learn	○	○	○	○	○	○	○	○	○	○	○
Effort and time invested to learning	○	○	○	○	○	○	○	○	○	○	○
Role of parents/carers or teachers	○	○	○	○	○	○	○	○	○	○	○

How do you feel about yourself

The next few questions are about how you feel about yourself, generally and/or in school.

Q12   Below are a number of statements which people sometimes make about themeselves. Please read each statement **carefully** and tick the box that **best fits** with how strongly you agree or disagree.

	Strongly agree	Agree	Disagree	Strongly disagree
On the whole, I am satisfied with myself.	○	○	○	○
At times, I think I am no good at all.	○	○	○	○
I feel that I have a number of good qualities.	○	○	○	○
I am able to do things as well as most other people.	○	○	○	○
I feel I do not have much to be proud of.	○	○	○	○
I certainly feel useless at times.	○	○	○	○
I feel that I'm a valued, at least equally with others	○	○	○	○
I wish I could have more respect for myself.	○	○	○	○
I feel that I am a failure.	○	○	○	○
I take a positive attitude toward myself.	○	○	○	○

Q13   Thinking more about how you learn and study. To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Disagree	Strongly disagree
I tend to set aside a regular time each week to study.	◯	◯	◯	◯
I take notes while studying for my GCSEs.	◯	◯	◯	◯
I like to revisit my notes when preparing for my GCSEs exams.	◯	◯	◯	◯
I often search for further information when I come across something that puzzles me.	◯	◯	◯	◯
When I have trouble understanding an example, I tend to go over it again until I understand it.	◯	◯	◯	◯
I tend to set goals for my learning and monitor my progress to ensure that I achieve my goals.	◯	◯	◯	◯
I feel a sense of belonging in school.	◯	◯	◯	◯
I think English lessons are interesting.	◯	◯	◯	◯
I think Math lessons are interesting.	◯	◯	◯	◯
I enjoy learning in school.	◯	◯	◯	◯
I contribute regularly to class discussions.	◯	◯	◯	◯
I share learning materials (e.g. notes, links, multimedia) with other classmates to help them prepare for their GCSEs.	◯	◯	◯	◯

Q14 Thinking about the relationships that you have with teachers and your classmates. To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Disagree	Strongly disagree
I get on well with my teachers.	◯	◯	◯	◯
My teachers know me well.	◯	◯	◯	◯
My teachers understand how I like to learn best.	◯	◯	◯	◯
In general, I get on with other pupils in my class.	◯	◯	◯	◯
In school, I am happy to work with any of my classmates during lessons.	◯	◯	◯	◯

Q15 And reflecting more specifically on the sense of community in school. To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Disagree	Strongly disagree
It is okay for people to have different views.	◯	◯	◯	◯
I believe I can learn from the experiences of other people.	◯	◯	◯	◯
People from different backgrounds get on well together in my school.	◯	◯	◯	◯
I feel part of my school community.	◯	◯	◯	◯
I feel like I belong to my local community out of school.	◯	◯	◯	◯
When I get into an argument with someone, I try to find a solution.	◯	◯	◯	◯

Q16   And thinking about your school life and opportunities available to you. To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Disagree	Strongly disagree
I ask for help if I have problems or worries at school.	○	○	○	○
I am a more confident person because of the experiences I have at school.	○	○	○	○
I am positive about my future.	○	○	○	○
I have a lot of academic achievements to be proud of.	○	○	○	○
There are lots of career options open to me in the future.	○	○	○	○

Life at home

Q17   Below are some statements about your life at home. To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Disagree	Strongly disagree
I think my family understands each other well	○	○	○	○
My parents/carers understands me	○	○	○	○
My family help me out when I have problems	○	○	○	○
My family and I do fun things together	○	○	○	○

Starting the One Degree programme

The next few questions are about how you feel about starting the One Degree programme and what you are hoping to get out of the programme.

Q18   How are you feeling about starting the One Degree programme?

○ Anxious and not sure what to expect
○ Anxious but know what to expect
○ Not sure
○ Looking forward to it but don't know what to expect
○ Looking forward to it and know what to expect

Q19   What are the main reasons why you are feeling anxious about starting the One Degree programme?

```

```

Q20   Please tell us what you are looking forward to the most about starting the One Degree programme:

```

```

Q21   On a scale of 1 to 4, where 1 is "not at all confident" and 4 is "very confident", how **confident do you feel** that the One Degree programme will help you to...?

	1 - Not at all confident	2 - Somewhat confident	3 - Quite confident	4 - Very confident	Don't know
Cope with the demands of your English and/or Maths GCSE	○	○	○	○	○
Maintain motivation throughout your English and/or Maths GCSEs	○	○	○	○	○
Achieve a Grade 4 or better in your English and/or Maths GCSE exams	○	○	○	○	○

Thank you

Thank you for completing the survey!

Please click the **'Submit'** button below to finish.

ANNEX C: POST-PROGRAMME SURVEY

One Degree UK 2022: post-programme survey

Introduction

We would like to ask you some questions about you, school life and your views about finishing the One Degree programme. Thank you for taking the time to give us some feedback.

This survey will take about 15 minutes to complete.

The answers you give to the survey questions will be completely anonymous. This means that your teachers, parents and other pupils will not know what you have written.

Some of the questions will be the same or similar to a survey you completed when you first started the One Degree programme. This is to see if your answers have changed since then.

Please answer as honestly as you can.

How to complete the survey:

- Please read each question and any instructions carefully.
- For most of the questions you will be asked to tick one or more boxes.
- For some questions, you will be asked to write in the open space.
- Please answer all of the questions on each page.
- If you are unsure about any of the questions or how to answer them, please ask your teacher for help.

Don't forget: This is not a test and there are no right or wrong answers. We just want to know what you really think.

This research is being conducted by a company called York Consulting. You can find out more about the company, including their Privacy Policy, on this website: https://www.yorkconsulting.co.uk/

About yourself

Q1   What is your One Degree ID number? This will be a number from **1 to 80**. If you do not remember your ID number, please use your full name instead.

[   ]

Q2   What is the name of your school?

[   ]

Q3   What is your gender?

- ◯ Male
- ◯ Female
- ◯ Undefined
- ◯ Transgender female
- ◯ Transgender male
- ◯ Gender fluid
- ◯ Non-binary
- ◯ Other

Other (please specify)

[   ]

Thinking about the future

Q4   What English GCSE grade do you hope to achieve? *Please select one option only*

- ◯ 9
- ◯ 8
- ◯ 7
- ◯ 6
- ◯ 5
- ◯ 4
- ◯ 3
- ◯ 2
- ◯ 1
- ◯ I don't know

Q5   What Math GCSE grade do you hope to achieve? *Please select one option only*

- ◯ 9
- ◯ 8
- ◯ 7
- ◯ 6
- ◯ 5
- ◯ 4
- ◯ 3
- ◯ 2
- ◯ 1
- ◯ I don't know

Q6   Which of these do you think you are **most likely** to do after you **finish your GCSEs?**

○ Study A Levels

○ Study vocational qualifications, such as BTECs or T Levels

○ Do an apprenticeship or traineeship

○ Something else

○ Don't know

Please tell us what else you are likely to do after you finish your GCSEs?

```

```

Q7 Which of these do you think you are **most likely** to do after you have **turned 18?**

- ○ Go to university
- ○ Do an apprenticeship or traineeship
- ○ Get a job
- ○ Start my own business
- ○ Something else
- ○ I don't know

Please tell us what else you are likely to do after you turn 18 years old?

[   ]

Q8   Thinking about the future, which job areas could you see yourself working in? *Please select all options that you would consider.*

- [ ] Accounting, finance or insurance
- [ ] Animal, agriculture or environment
- [ ] Childcare, education or training
- [ ] Construction
- [ ] Craft, design or architecture
- [ ] Energy and utilities (e.g. water, waste management)
- [ ] Engineering
- [ ] Film, TV, radio or photography
- [ ] Hair, beauty or wellbeing
- [ ] Hospitality and catering
- [ ] IT, software and computer services
- [ ] Law, politics and government
- [ ] Manufacturing
- [ ] Marketing and advertising
- [ ] Museums, libraries, galleries or heritage
- [ ] Music, performance or visual arts
- [ ] Retail and customer services
- [ ] Scientific research
- [ ] Security or emergency services
- [ ] Social care
- [ ] Sports, leisure or tourism
- [ ] Transport or distribution
- [ ] Something else
- [ ] I don't know

Please tell us which other job area(s) you could see yourself working in:

Education achievement

Q9   On a scale between 0 to 10, with 0 being very low levels of success to 10 being very high levels of success, how you feel about your education achievement (for example, grades, awards, knowledge and skills) in school **to date?**

○ 10 (very high levels of
○ achievement)

○ 9

○ 8

○ 7

○ 6

○ 5 (medium levels of
○ achievement)

○ 4

○ 3

○ 2

○ 1

○ 0 (very low levels of achievement)

How do you feel about yourself

The next few questions are about how you feel about yourself, generally and/or in school.

Q10   Below are a number of statements which people sometimes make about themselves. Please read each statement **carefully** and tick the box that **best fits** with how strongly you agree or disagree.

	Strongly agree	Agree	Disagree	Strongly disagree
On the whole, I am satisfied with myself.	◯	◯	◯	◯
At times, I think I am no good at all.	◯	◯	◯	◯
I feel that I have a number of good qualities.	◯	◯	◯	◯
I am able to do things as well as most other people.	◯	◯	◯	◯
I feel I do not have much to be proud of.	◯	◯	◯	◯
I certainly feel useless at times.	◯	◯	◯	◯
I feel that I'm valued, at least equally with others.	◯	◯	◯	◯
I wish I could have more respect for myself.	◯	◯	◯	◯
I feel that I am a failure.	◯	◯	◯	◯
I take a positive attitude toward myself.	◯	◯	◯	◯

Q11   Thinking more about how **you learn and study**. To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Disagree	Strongly disagree
I tend to set aside a regular time each week to study.	○	○	○	○
I take notes while studying for my GCSEs.	○	○	○	○
I like to revisit my notes when preparing for my GCSE exams.	○	○	○	○
I often search for further information when I come across something that puzzles me.	○	○	○	○
When I have trouble understanding an example, I tend to go over it again until I understand it.	○	○	○	○
I tend to set goals for my learning and monitor my progress to ensure that I achieve my goals.	○	○	○	○
I feel a sense of belonging in school.	○	○	○	○
I think English lessons are interesting.	○	○	○	○
I think Math lessons are interesting.	○	○	○	○
I enjoy learning in school.	○	○	○	○
I contribute regularly to class discussions.	○	○	○	○
I share learning materials (e.g. notes, links, multimedia) with other classmates to help them prepare for their GCSEs.	○	○	○	○

Q12 Thinking about the relationships that you have with **teachers and your classmates**. To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Disagree	Strongly disagree
I get on well with my teachers.	○	○	○	○
My teachers know me well.	○	○	○	○
My teachers understand how I like to learn best.	○	○	○	○
In general, I get on with other pupils in my class.	○	○	○	○
In school, I am happy to work with any of my classmates during lessons.	○	○	○	○

Q13 And reflecting more specifically on the **sense of community in school**. To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Disagree	Strongly disagree
It is okay for people to have different views.	○	○	○	○
I believe I can learn from the experiences of other people.	○	○	○	○
People from different backgrounds get on well together in my school.	○	○	○	○
I feel part of my school community.	○	○	○	○
I feel like I belong to my local community out of school.	○	○	○	○
When I get into an argument with someone, I try to find a solution.	○	○	○	○

Q14 And thinking about your **school life and opportunities available** to you. To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Disagree	Strongly disagree
I ask for help if I have problems or worries at school.	○	○	○	○
I am a more confident person because of the experiences I have at school.	○	○	○	○
I am positive about my future.	○	○	○	○
I have a lot of education achievements to be proud of.	○	○	○	○
There are lots of career options open to me in the future.	○	○	○	○

Life at home

Q15   Below are some statements about your **life at home.** To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Disagree	Strongly disagree
I think my family understands each other well	○	○	○	○
My parents/carers understands me	○	○	○	○
My family help me out when I have problems	○	○	○	○
My family and I do fun things together	○	○	○	○

Finishing the One Degree programme

The next few questions are about how you feel about finishing the One Degree programme.

Q16   Below are some statements about the One Degree programme. To what extent do you agree or disagree with the following statements?

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

Q17   What were your favourite parts of the One Degree programme? *Please select **all options** that you enjoyed.*

- [ ] In-person lessons
- [ ] In-person mentoring
- [ ] Online lessons
- [ ] Online mentoring
- [ ] Hearing from different guest speakers
- [ ] Food
- [ ] Transport
- [ ] Using the programme to help with my schoolwork

Q18   Were there any parts of the One Degree programme that you enjoyed the least or could have been improved? *Please write your comments in the box below.*

Q19   What was the most helpful part of the One Degree programme? *Please write your comments in the box below.*

Q20   Would you recommend the One Degree programme to a friend? *Please write your comments in the box below.*

Q21   Would you like to be a One Degree ambassador and help with future programmes? In return, you will receive ongoing support and mentoring.

○ Yes
○ No

Thank you

Thank you for completing the survey!

Please click the **'Submit'** button below to finish.