

POWER & CHANGE

GCSE Attainment Raising Programme

The
University of
Law

Abi Pritch-Williams – Senior Access Manager
Rebecca Harland – WP Evaluation Officer

**WE SUPPORT
YOUR AMBITION**



WHO ARE WE?

- Specialist university provider
- **Multiple locations:**
Birmingham, Bristol, Leeds, London Bloomsbury, Manchester, Nottingham **or online**
- WP team
- **First wave institution – ABCS Q1 Access Target**

LAW
BUSINESS
CRIMINOLOGY
POLICING
PSYCHOLOGY



WHAT IS THE PROGRAMME?

- Year 10 and 11
- Small group sessions
- Focused on skills and the curriculum
- Designed to support GCSE grades (English and Business)
- Provide an insight into Higher Education
- Exclusive access to us via our tutors and students

How was it designed?

- In partnership with the school
- Mutually agreed on aims, amount of sessions, evaluation
- School proposed exact skill focus and topic suggestions (in consultation with heads of English and Business)
- ULaw incorporated study skills materials for the schools final approval.



THE SESSIONS

They are designed and delivered by our academic tutors

Year 10

- 7 sessions in school
- Focus on reading and writing skills
- Topics linked to the Law such as police powers, pardons and socio-economic rights

Year 11

- 3 sessions in school
- Focus on critical thinking and speaking
- Topics linked to Business such as trademarks, copyright and business strategy
- Visit to our London Bloomsbury Campus



THE OUTCOME MAPPING PROCESS

NERUPI Level 2

BECOME - Increase confidence in their capacity to progress onto higher education

PRACTICE - Develop study skills through educational projects which encourage active learning

UNDERSTAND - Broaden understanding of subject knowledge and its wider applications

TASO Attainment-raising MOAT*

Mapped out type (skills and attainment) and sub-type of activity (subject-specific workshop) and drew on most relevant outcomes:

- Increased cognitive study strategies
- Increased critical thinking/critical engagement with information
- Increased academic self-efficacy

*We undertook the MOAT-mapping as part of the HEAT evaluation tool

PROGRAMME THEORY OF CHANGE

[Link to ToC](#)

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EVALUATION PLANNING

Pre, midpoint and post-programme surveys

- Includes TASO ASQ validated scales on cognitive strategies, academic self-efficacy and higher education expectations
- Participants only

GCSE progress and outcomes vs. non-participant cohort

Data collected directly from the school

Longitudinal tracking via the HEAT service

Data provided by the school to support tracking of HE progression



ANY QUESTIONS?

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