Appendices

Appendix A.

Introduction:
The survey content is summarised below and notes:

- The survey block, which is the categories or sections of questions as they appeared to participants
- Scale name, which is the name of the construct or concept captured
- Subscales, which are any subordinate construct under an overarching (or superordinate) construct
- Cronbach's alpha (α), which are reliability statistics for the consistency of questions together when more than three questions were used for a scale or subscale
- Number of questions
- Reverse questions, which are questions that were recoded so that all questions of a scale or subscale had the same directional relationship with the construct of interest
- Original questions, which are questions that were formed ad hoc by the research team for the purpose of this research
- Example of questions
- Character of response, which were scale, open text, multiple choice or yes/no responses.
- Other relevant information

LPC survey

Survey Block	No.	Scale Name	Subscales	α (Cronbach's alpha)	Number of Questions	Reverse Questions	Original Questions	Example(s) of Questions	Character of response (Scale, open text, multiple choice, Yes/No)	Other Relevant Information
Eligibility screen	1	LPC candidate	N/A	N/A	1	N/A	All	'Are you a current Legal Practice Course (LPC) student?'	Yes/No	
	2	Age	N/A	N/A	1	N/A	All	'How old are you?'	Open text response	

	3	Sex	N/A	N/A	1	N/A	All	'What was your sex registered at birth?'	3 multiple choice items: Male/Female/Prefer not to say	
	4	Ethnicity	N/A	N/A	1	N/A	All	'Please select your ethnic group:'	19 multiple choice items: 'English, Welsh, Scottish, Irish, or British', 'Irish', 'Gypsy or Irish Traveller', 'Roma', 'Any other White background (please specify)', 'White and Black Caribbean', 'White and Black African', 'White and Asian', 'Any other Mixed background (please specify)', 'Indian', 'Pakistani', 'Bangladeshi', 'Chinese', 'Other Asian background (please specify)', 'Caribbean', 'African background', 'Any other Black, Black British, or Caribbean background (please specify)', 'Arab', 'Other ethnic group (please write in).	
	5	Religion	N/A	N/A	1	N/A	All	'What is your religion?'	9 multiple choice items: 'No religion', 'Christian', 'Buddhist', 'Hindu', 'Jewish', 'Muslim', 'Sikh', 'Other	

									'(please write in)', 'Prefer not to say'.	
Demographic information	1	Focal identity	N/A	N/A	1	N/A	All	'What would you consider to be your social identity?'	Open text response	
	2	Age	N/A	N/A	1	N/A	All	'How old are you?'	Open text response	
	3	Nationality	N/A	N/A	1	N/A	All	'What is your nationality?'	Open text response	
	4	Student status (Home/International)	N/A	N/A	1	N/A	All	'During your legal education, were you classed as a home or an international student?'	3 multiple choice items: 'Home', 'International', 'Other (please specify)'	
	5	Gender identity	N/A	N/A	1	N/A	All	'Is the gender you identify with the same as your sex registered at birth?'	Yes/No (please specify)/Prefer not to say	
	6	Sexual orientation	N/A	N/A	1	N/A	All	'Which of the following best describes your sexual orientation'	5 multiple choice items: 'Straight/heterosexual', 'gay or lesbian', 'bisexual', 'other (please specify)' and 'prefer not to answer'.	
	7	Relationship status	N/A	N/A	1	N/A	All	'Please select your relationship status:'	12 multiple choice items: 'Married', 'in a registered civil partnership', 'separated, but still legally married', 'divorced', 'formerly in	

								a civil partnership which is now dissolved', 'separated, but still legally in a civil partnership', 'widowed', 'surviving partner from a registered civil partnership', 'in a relationship but not married or in a civil partnership', 'Single', 'Other (please specify)', 'Prefer not to say'.	
8	Race (in own words)	N/A	N/A	1	N/A	All	'In your own words, what do you call your ethnic group?	Open text response	
9	Social class	N/A	N/A	1	N/A	All	'How would you describe your social class at the age of 14?'	5 multiple choice items: 'Upper class', 'middle class', 'working class', 'lower class', and 'prefer not to say'.	6 (no response)
10	Father's highest education	N/A	N/A	1	N/A	All	'What was your father's (or equivalent legal guardian's) highest educational level/degree attained at the time when you were 14 years old?'	12 multiple choice items: 'No educational qualifications', 'GCSE/O-level or equivalent', 'AS level or equivalent', 'A-level or equivalent', 'Some college, no degree', 'Undergraduate degree', 'Master's degree', 'Advanced	

								graduate degree or Ph.D.', 'Don't know or not applicable', 'Prefer not to answer'.	
	11	Mother's highest education	N/A	N/A	1	N/A	All	'What was your mother's (or equivalent legal guardian's) highest educational level/degree attained at the time when you were 14 years old?'	12 multiple choice items: 'No educational qualifications', 'GCSE/O-level or equivalent', 'AS level or equivalent', 'A-level or equivalent', 'Some college, no degree', 'Undergraduate degree', 'Master's degree', 'Advanced graduate degree or Ph.D.', 'Don't know or not applicable', 'Prefer not to answer'.	
	12	Father's occupation	N/A	N/A	1	N/A	All	'What was your father's (or equivalent legal guardian's) occupation when you were 14?'	12 multiple choice items: 'Managerial', 'professional', 'technical', 'sales', 'admin', 'service', 'farming', 'production', 'labourer', don't know', 'Prefer not to say', and 'Did not work'.	
	13	Mother's occupation	N/A	N/A	1	N/A	All	'What was your mother's (or equivalent legal guardian's) occupation when you were 14?'	12 multiple choice items: 'Managerial', 'professional', 'technical', 'sales', 'admin', 'service', 'farming', 'production', 'labourer', don't know',	

							'Prefer not to say', and 'Did not work'.	
14	English as the first language	N/A	N/A	1	N/A	All	'Is English your first language?'	Yes/No (please specify)	
15	English proficiency (Wei et al., 2012)	N/A	Calculated without accent measure: For first lang = .95; For not first lang = .94	7	N/A	N/A	'How would you rate your listening ability?' and 'how would you rate your speaking ability?'	Scale: 1 (Not at all competent) to 6 (extremely competent).	Native speakers of English were not asked the question about English accent (i.e., 'how would you rate your English accent?').
16	Accent	N/A	N/A	1	N/A	All	How would you describe your accent?	Scale: 1 (Very thick non-English accent) to 4 (English accent).	
17	Mental health condition	N/A	N/A	1	N/A	All	'Have you been diagnosed with any mental health conditions (e.g., depression, anxiety)?'	Yes (please explain)/No	
18	Disability condition	N/A	N/A	1	N/A	All	'Have you been diagnosed with any learning disability (e.g., dyslexia, dyspraxia, ADHD)?'	Yes (please explain)/No	
19	University Attended	N/A	N/A	1	N/A	All	'Which university did you attend for your undergraduate degree?'	Open text response	

20	Undergraduate degree subject	N/A	N/A	1	N/A	All	'Was your undergraduate degree in Law/Jurisprudence?'	3 multiple choice items: 'Yes, in law only', 'Yes, law combined with another subject', 'No'	
21	Undergraduate degree subject (2)	N/A	N/A	1	N/A	All	'What subject was your undergraduate degree in?'	Open text response	
22	GDL enrolment	N/A	N/A	1	N/A	All	'Did you take the Graduate Diploma in Law (GDL)?'	Yes/No (please specify)	
23	GDL grade	N/A	N/A	1	N/A	All	'What grade did you achieve on the GDL?'	4 multiple choice items: 'Distinction', 'Commendation', 'Pass', 'Fail'	
24	LPC Stage	N/A	N/A	1	N/A	All	'What stage of the LPC are you currently on?'	2 multiple choice items: 'Stage 1', 'Stage 2'	
25	LPC provider	N/A	N/A	1	N/A	All	'Who is your LPC provider?'	Open text response	
26	LPC funding	N/A	N/A	1	N/A	All	'How is your LPC funded? Please select all that apply'	6 multiple choice items: 'I am funding it myself', 'friends or family are helping me fund it', 'I have a scholarship', 'it is funded by an employer or future employer', 'other' (please specify) and 'prefer not to answer'.	

	27	LPC employment	N/A	N/A	1	N/A	All	'Do you already have legal employment in place, contingent on you passing the LPC?'	7 multiple choice items: 'Yes - employment I will only be able to begin if I get a specific grade', 'Yes - employment I have begun and will only be allowed to continue if I get a specific grade', Yes – employment I have begun and will be allowed to continue if I pass', 'No - I have employment lined up which is not contingent on the LPC', 'No - I do not have employment lined up', 'Other (please specify)'.	
Contextual factors	1	Contextual support (Lent et al., 2013)	N/A	.82	16	Items 10, 11, 12, 13, 14 & 15	N/A	'I have access to a "role model" in the legal profession (i.e., someone I can look up to and learn from by observing)', 'I get encouragement from my friends for pursuing my legal education/career' and 'I feel pressure from	Scale: 1 (Do not agree at all) to 5 (Completely agree).	

	#	Name						Item	Scale	
								parents or other important people to change/abandon my decision to pursue a legal education/career in favour of another field'		
	2	Financial constraint (Smith et al., 2020)	N/A	.91	3	N/A	N/A	'I have had serious financial worries' and 'I have not been able to do things I like because of a shortage of money'	Scale: 1 (Never) to 5 (All of the time).	
	3	Postcode (socioeconomic background)	N/A	N/A	1	N/A	All	'What was the first part of the postcode of your primary residence before going to university (i.e. the part of the postcode identifying your town or district, such as EX1, SW14, B11, BH27, E4, HU3)? If you did not live in the UK, please enter NA'	Open text response	
	4	Free school meals (socioeconomic background)	N/A	N/A	1	N/A	All	'Did you participate in the UK free school	5 multiple choice items: 'Yes in secondary school	

							meals scheme in primary school or secondary school?'.	only', 'yes in both primary and secondary school', 'no (but I did attend school in the UK)', 'no (but I attended school outside the UK)' and 'I don't know'.	
5	Studying law part/full time	N/A	N/A	1	N/A	All	'Are you currently studying law full time or part time?'	2 Multiple choice items: 'full time' and 'part time' (with a textbox asking participants to briefly specify the percentage of time they studied on their law course e.g., 50%).	
6	Paid work whilst studying	N/A	N/A	1	N/A	All	'Do you currently undertake paid work (i.e., a part-time or full-time job) while studying for the LPC?'	Yes (please give job title)/No	
7	Early education (Anderson-Butcher et al., 2012)	3: academic press (items 1 – 4), academic motivation (items 7, 9, 10, 11, 12 & 13) and school connectedness (14 – 17)	Overall scale = .93; Academic Press = .90; Academic Motivation = .86; School Connectedness = .86.	14 (20 in total including original items)	N/A	Items 5, 6, 8, 18, 19 & 20.	Academic press (e.g., 'My teachers provided helpful feedback to students about their academic performance'), academic motivation (e.g., 'I liked the challenges of learning new	Scale: 1 (Strongly disagree) to 5 (Strongly agree).	

								things in school/college') and school connectedness (e.g., 'I had meaningful relationships with teachers at my schools/colleges).		
	8	Early education (textual response)	N/A	N/A	1	N/A	All	'If your answers above would differ significantly between your previous schools (e.g., your middle school and secondary school or sixth form college), or if your answers have been significantly impacted by the Covid pandemic, please explain how below'.	Open text response	
	9	Parental Involvement (Barwegen, Falciani, Putnam, Reamer & Stair, 2004)	N/A	.85	8	N/A	N/A	'During my early education, my parents or primary carer(s)…'asked me about schoolwork', 'reviewed information sent home from school' and	Scale: 1 (Strongly disagree) to 5 (Strongly agree).	

							expected me to be involved in extra-curricular activities such as clubs or sports'.		
10	Primary/Nursery	N/A	N/A	1	N/A	All	'Did you attend pre-school or nursery when you were a child?'	Yes/No/Don't know	
11	Type of secondary school attended	N/A	N/A	1	N/A	All	'What type of secondary school did you attend? Please select all that apply.'	6 multiple choice items: 'a state school other than a grammar school in the United Kingdom', 'a fee-paying school other than a grammar school in the United Kingdom', 'a fee-paying grammar school in the United Kingdom', 'a state grammar school in the United Kingdom', 'a school outside the United Kingdom' (please specify) and 'other' (please specify).	
12	Taking GCSEs (or equivalent)	N/A	N/A	1	N/A	All	'Did you take GCSEs, or equivalent international or vocational exams? Select all that apply'.	3 multiple choice items: 'I took GCSEs', 'I took equivalent international exams', and 'I took equivalent vocational exams.'	For participants who selected that they took GCSEs, follow-up questions were asked to know their

#	Label						Question	Response	Notes
									grades in maths, English language, and literature.
13	GCSE (or equivalent) grades	N/A	N/A	3	N/A	All	'Please indicate for each subject the grade that it was awarded in' (e.g., Maths, English Language and English Literature).	Open text response	
14	University entry exams (A-levels, Access to Higher Education Diploma or equivalent international or vocational exams)	N/A	N/A	1	N/A	All	'Did you take A-levels, an Access to Higher Education Diploma, or equivalent international or vocational exams?'.	4 multiple choice items: 'I took A-levels', 'I took an Access to Higher Education Diploma', 'I took equivalent international or Scottish exams', and 'I took equivalent vocational exams.'	For all participants, a follow-up question was asked for them to write down their subjects and grades for the exams they completed.
15	University entry exam grades	N/A	N/A	7	N/A	All	'Please indicate for each subject the grade that it was awarded.'	Open text response	
16	Exams and Effects of the Pandemic	N/A	N/A	1	N/A	All	'Did you take national exams for your A levels (or equivalent qualifications) or were your exams cancelled because of the pandemic?'	5 multiple choice items: 'I took national exams (or equivalent for international/vocational alternatives)', 'my exams were cancelled', 'my grades	

								were based on teacher predictions', and 'my grades were awarded another way' (please specify), and 'other' (please specify).	
17	UCAS points	N/A	N/A	1	N/A	All	'How many UCAS Tariff points did you achieve for your university entry?	Open text response	
18	Knowledge/contact with the legal profession	N/A	N/A	1	N/A	All	Do you have friends or family members who are legal professionals? Please select all that apply.'	6 multiple choice items: 'yes (at least one parent/guardian is a legal professional)', 'yes (at least one sibling is a legal professional)', 'yes (I have at least one friend who is a legal professional)', 'yes (I have at least one friend who has a parent/guardian who is a legal professional)', 'yes (other; please specify)', and 'no'.	
19	Why choose to study law	N/A	N/A	1	N/A	All	'Why did you decide to study law?'	Open text response	
20	Job Outlook (Barron, 2022; PhD thesis)	N/A	.60	4 (7 in total including original items)	Item 4	Items 5 - 7	'The legal job market is strong' and 'It is easy to find a job in law'	Scale: 1 (Strongly disagree) to 5 (Strongly agree).	

	21	Friendship Diversity (Hall, Nishina & Lewis, 2017)	N/A	.84	3	N/A	N/A	how many of your friends have a different social identity from you?', 'how many of your friends are from a different ethnicity/race than you?' and 'how many of your friends are from a different culture than you?'	Scale: 1 (None) to 4 (A lot).	
Learning Experiences /Social interaction	1	Discrimination (Schmitt et al., 2003)	N/A	.93	5	N/A	N/A	'I have experienced discrimination during my law degree (of any form, e.g., on the basis of ethnicity/race, gender, religion, social class, etc)' and 'I feel that I receive unequal treatment at my law school'.	Scale: 1 (Strongly disagree) to 7 (Strongly agree).	
	2	Institutional support (Pike & Kuh, 2006)	N/A	.84	3 (items 4 - 6) (7 in total including original items)	N/A	Item 7 (Items 1 – 3 from Liddle's scale)	'The atmosphere in my law school for students like me is oppressive' and 'Students like me consider my law school a	Scale: 1 (Strongly disagree) to 7 (Strongly agree).	

								comfortable place to study'		
	3	Student-faculty relationship (Micari & Pazos, 2012)	N/A	.88	6 (9 in total including original items)	N/A	Items 4, 8 & 9	'The teaching staff are the kind of professionals I would like to emulate, regardless of the career I end up pursuing' and 'the teaching staff have had respect for my academic abilities'	Scale: 1 (Strongly disagree) to 5 (Strongly agree).	
	4	CARI (Tormay, 2021)	3: affiliation/warmth (items 1 – 6), assertion/status (items 7 – 11) & attachment/safety (items 12 – 15)	Overall scale = .97; Aff/War = .95; Ass/Sta = .95; Att/Saf = .94.	15	N/A	N/A	Affiliation/warmth (e.g., 'Warm'), assertion/status (e.g., 'Influential') and attachment/safety (e.g., 'Inspiring confidence')	Scale: 1 (Not at all) to 7 (Very much)	
	5	Learning Experiences	4: performance accomplishments (items 1, 5, 7, 15 & 16), vicarious learning (items 2, 6, 12 & 13), verbal persuasion	Overall scale = .81; Per acc = .84; Vic lea = .74; Ver per = .73; Phy aro = .57.	17	Items 4, 9 & 14	N/A	performance accomplishments (e.g., 'I have performed well in my law modules and assessments'), vicarious learning (e.g., 'I have seen	Scale: 1 (Strongly disagree) to 6 (Strongly agree).	

		(items 3, 8, 10, 11 & 17) & physiological arousal (items 4, 9 & 14)					people like me succeed in legal education'), verbal persuasion (e.g., 'People whom I respect have encouraged me to work hard in law modules and assessments') and physiological arousal (e.g., 'I have felt nervous while solving legal problems')	
6	Representation	N/A	.91	8	Items 1, 2 & 5	All 6	'There are not many people like me within the legal profession' and 'people like me are equally represented across different sectors of the legal profession'	Scale: 1 (Strongly disagree) to 7 (Strongly agree)	
7	Sense of belonging (BCBS; Toland et al., 2022)	N/A	.94	11	N/A	N/A	'I have felt like my contributions during activities in law classes mattered to other students/candidates' and 'I have felt like other students/candidates encouraged me to do well'	Scale: 1 (Strongly disagree) to 4 (Strongly agree).	

	8	Complementary fit (Prasad et al., 2017)	N/A	.81	6	Item 3	N/A	'The modules available have matched my interests' and 'my modules have not really been what I would have liked to study'	Scale: 1 (Strongly disagree) to 7 (Strongly agree).	
	9	Supplementary fit (Prasad et al., 2017)	N/A	.82	6	Item 3	N/A	the social activities (including clubs and societies) have suited me' and 'my ideas of fun have not been shared by the students/candidates around me'	Scale: 1 (Strongly disagree) to 7 (Strongly agree).	
	10	Curriculum fit	N/A	.64	3	Items 1 & 2	All 3	'The curriculum has ignored realities that are important for people like me' and 'what we have been taught is appropriate for the interests and abilities of people like me'	Scale: 1 (Strongly disagree) to 7 (Strongly agree).	
	11	Stigma consciousness (Pinel, 1999)	N/A	.75	9	Items 1, 3, 4, 5, 6, 8	N/A	'I have never worried that my behaviours will be viewed as stereotypical of my identity' and 'I have almost	Scale: 1 (Strongly disagree) to 7 (Strongly agree).	

								never thought about my identity when I interacted with people'		
	12	Stereotype vulnerability (Spencer, 1993)	N/A	.94	8	N/A	N/A	'Some people believe that you have less academic ability because of your identity' and 'you face unfair evaluations in legal assessments because of your identity'	Scale: 1 (Never) to 5 (Almost always).	
	13	Identity management	N/A	.90	6	N/A	All 6	'I have had to change how I presented myself for people to like me' and 'I have had to find ways of presenting my identity in positive ways to have good interactions with other people'.	Scale: 1 (Strongly disagree) to 7 (Strongly agree).	
	14	Identification (Postmes et al., 2013)	N/A	.88	4	N/A	N/A	'I am happy that I will become a legal professional', 'I feel solidarity with legal professionals' and 'becoming a legal professional is an	Scale: 1 (Strongly disagree) to 7 (Strongly agree).	

							important part of how I see myself'		
	15	Levels of legal education	N/A	N/A	1	N/A	All	If applicable, please indicate which level(s) of legal education (i.e., Undergraduate Law Degree/GDL/LPC, etc.) you associate with any negative experiences set out in the preceding questions and why? You can provide as much or little detail as you like.	Open text response	
	16	Educational activities	N/A	N/A	1	N/A	All	Roughly how many hours of lectures, seminars, tutorials or workshops do you attend each week?	Open text response	
	17	Preparation for legal education	N/A	N/A	1	N/A	All	Roughly how many hours a week do you spend on work related to your legal education (including assessments, and	Open text response	

								class and assessment preparation)?		
	18	Career support	N/A	.90	5	N/A	All	'Holding career fairs' and 'providing good career mentoring schemes'	Scale: 1 (Strongly disagree) to 7 (Strongly agree).	
Wellbeing	1	Life satisfaction (Haslam et al., 2018)	N/A	N/A	1	N/A	N/A	'All things considered, how satisfied are you with life during your law degree?'	Scale: 1 (Completely dissatisfied) to 7 (Completely satisfied)	
	2	Stress/burnout (Haslam et al., 2018; Steffens et al., 2014)	N/A	.76	6	N/A	N/A	'I feel like I am working too hard' and 'I feel exhausted'	Scale: 1 (Do not agree at all) to 7 (Completely agree).	
	3	Depression (Kroenke et al., 2009)	N/A	.91	8	N/A	N/A	'Little interest or pleasure in doing things' and 'feeling bad about yourself, or that you are a failure, or have let yourself or your family down'	Scale: 1 (Not at all) to 4 (Nearly every day).	
	4	Anxiety (Williams, 2014)	N/A	.94	7	N/A	N/A	'Not being able to stop or control worrying' and 'worrying too much about different things'	Scale: 1 (Not at all) to 4 (Nearly every day)	
	5	Self-esteem (Haslam et al., 2018; Rosenberg, 1965)	N/A	.79	5	Items 3 & 5	N/A	Include 'on the whole, I am satisfied with myself' and	Scale: 1 (Strongly disagree) to 5 (Strongly agree)	

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								'sometimes I feel that I am useless'		
Assessment, SCCT variables & Attainment	1	Assessment fit 1	N/A	.16	4	Items 1 & 4	All 4	'The way I express myself has a negative impact on how my assessments are graded' and 'I have found that I am able to effectively demonstrate my ability through assessments'	Scale: 1 (Strongly disagree) to 7 (Strongly agree)	I have not taken any assessments yet scale option (scale number 8)
	2	Assessment fit 2	N/A	N/A	5	N/A	All 5	'Which of the following types of assessments have you taken in the past?' Types of assessments included: 'oral examinations', 'closed book written examinations', 'open book written examinations', 'coursework assessments' and 'assessments based on role-playing/simulation in real-life situations (e.g.,	5 multiple choice items: 'oral examinations', 'closed book written examinations', 'open book written examinations', 'coursework assessments' and 'assessments based on role-playing/simulation in real-life situations (e.g., mooting/negotiation)'.	

							mooting/negotiation)'		
	3	Assessment fit 3	N/A	.48	5	N/A	All 6	'Indicate which assessment types of the five types listed above [i.e., 'oral examinations', 'closed book written examinations', 'open book written examinations', 'coursework assessments' and 'assessments based on role-playing/simulation in real-life situations (e.g., mooting/negotiation)] were effective in allowing participants demonstrate their skills and strengths'	Scale: 1 (Strongly disagree) to 7 (Strongly agree)	
	4	Self-efficacy (Lent et al., 2013; academic milestones scale)	N/A	.87	7	N/A	N/A	'Successfully complete my undergraduate degree' and 'Take and pass the Solicitors Qualifying	Scale: 0 (Not confident at all) to 9 (Totally confident)	

							Examination (SQE 1 and 2)'		
	5	Coping-efficacy (Lent et al., 2013; barrier-coping scale)	N/A	.90	7	N/A	N/A	'Cope with a lack of support from teaching staff' and 'balance the pressures of studying law with the desire to have free time for fun and other activities'	Scale: 0 (Not confident at all) to 9 (Totally confident)	
	6	Persistence (Lent et al., 2013)	N/A	.83	7	N/A	N/A	'I think that earning a degree in law is a realistic goal for me' 'I intend to take and pass a Legal Practice Course (LPC) to become a solicitor', and 'I intend to take and pass a CILEX Professional Qualification (CILEX) to become a legal executive or specialist lawyer'	Scale: 1 (Strongly disagree) to 5 (Strongly agree)	
	7	Field of law	N/A	N/A	1	N/A	All	'Which field of law are you hoping to practice in (e.g., crime, family, commercial)?'	Open text response	

8	Outcome expectations (Lent et al., 2013)	N/A	.92	10	N/A	N/A	'… do work that I would find satisfying', '… receive a good job offer' and '… do work that can "make a difference" in people's lives'	Scale: 0 (Strongly disagree) to 9 (Strongly agree)	
9	Interests (Lent et al., 2013)	N/A	.84	5	N/A	N/A	'Working on a project involving law and legal principles' and 'Reading academic articles, judgments and case notes, or books about law'	Scale: 1 (Very low interest) to 5 (Very high interest)	
10	Satisfaction (Lent et al., 2013)	N/A	.90	7	N/A	N/A	'For the most part, I am enjoying my academic assignments in law', 'I enjoy the level of intellectual stimulation in my law modules' and 'I feel satisfied with my decision to do a law degree'	Scale: 1 (Strongly disagree) to 5 (Strongly agree)	
11	Desired UNI attainment	N/A	N/A	1	N/A	All	'What degree classification were you aiming to achieve during	4 multiple choice items: 'First class (1)', 'Upper second class	

							your university degree? If you do not have a UK degree, please select the option that best matches the classification you were aiming for.'	(2.1)', 'Lower second class (2.2)', 'Third (3)'.	
	12	University attainment	N/A	N/A	1	N/A	All	'What degree classification did you achieve during your university degree? If you do not have a UK degree, please select the option that best matches your original classification'	4 multiple choice items: 'First class (1)', 'Upper second class (2.1)', 'Lower second class (2.2)', 'Third (3)'.	
	13	Average UNI mark	N/A	N/A	1	N/A	All	'What was your approximate average mark in official university assignments during your degree that led to the degree classification provided above (e.g., 67, 71, 58)? If you do not have a UK degree, please provide any additional	Open text response	

							information that you think is relevant'		
	14	Attainment 1	N/A	.87	5	N/A	All	'What was your average classification in open-book exams?' and 'What was your average classification in oral exams?'	4 multiple choice items: 'First class (1)', 'Upper second class (2.1)', 'Lower second class (2.2)', 'Third (3)'.	Not applicable/Don't remember scale option (scale number 6)
	15	LPC attainment 1	N/A	N/A	1	N/A	All	'What classification are you aiming to achieve on the LPC?'	4 multiple choice items: 'Distinction', 'Commendation', 'Pass', 'Fail'.	
	16	LPC attainment 2	N/A	N/A	1	N/A	All	'What classification do you expect to achieve on the LPC?'	4 multiple choice items: 'Distinction', 'Commendation', 'Pass', 'Fail'.	
	17	LPC attainment 3	N/A	N/A	1	N/A	All	'What is your current average grade on LPC assignments?'	6 multiple choice items: '80+', '70-79', '60-69', '50-59', '40-49', '39 and lower'.	
	18	LPC attainment 4	N/A	N/A	2 (not a scale, but just options)	N/A	All	'Are you sitting LPC modules for the first time, or are you repeating some modules?'	2 multiple choice items: 'Sitting all modules for the first time/Resitting (please explain)'	
Law identity	1	Legal work experience	N/A	N/A	5 (not a scale, but just options)		All	'Have you had any legal work experience? Please select all that apply.'	5 multiple choice items: 'Yes, paid work experience (please explain)', 'Yes, unpaid work experience	

								(please explain)', 'No, I have not yet had work experience', 'I have paid work experience lined up', and 'I have unpaid work experience lined up'.	
	2	Representation	N/A	.81	3	Item 1	All 3	'There are not many people like me within the legal profession' and 'people like me are equally represented across different sectors of the legal profession'	Scale: 1 (Strongly disagree) to 7 (Strongly agree)	
	3	Status	N/A	.89	5	Items 4 & 5	All 5	'People like me are valued within the legal profession' and 'people like me are negatively evaluated within the legal profession'	Scale: 1 (Strongly disagree) to 7 (Strongly agree)	
	4	Prototypicality (Hoffmann et al., 2020)	N/A	.83	5 (8 in total including original items)	Item 8	Items 6 - 8	'I would feel good if someone described me as likely to become a typical legal professional' and 'I have more in common with legal professionals	Scale: 1 (Strongly disagree) to 7 (Strongly agree)	

							than non-legal professionals'		
5	Identification (Postmes et al., 2013)	N/A	.88	4	N/A	N/A	'I am happy that I will become a legal professional', 'I feel solidarity with legal professionals' and 'becoming a legal professional is an important part of how I see myself'	Scale: 1 (Strongly disagree) to 7 (Strongly agree)	
6	Identity threat	N/A	.87	6	Items 1, 2, 4, 5 & 6	All 6	include 'people like me are always perceived as under-achieving in the legal profession' and 'people like me are always perceived as competent in the legal profession'	Scale: 1 (Strongly disagree) to 7 (Strongly agree)	Scored in a way where higher scores mean less threat to be in direction with the rest of the law identity variables.

UG survey

Survey Block	No.	Scale Name	Subscales	α (Cronbach's alpha)	Number of Questions	Reverse Questions	Original Questions	Example(s) of Questions	Character of response (Scale, open text, multiple choice, Yes/No)	Other Relevant Information
Eligibility screen	1	UG candidate	N/A	N/A	1	N/A	All	'Are you a current undergraduate law student?'	Yes/No	
	2	Uni Year	N/A	N/A	1	N/A	All	'What year of your law degree are you in?'	5 multiple choice items: 'Year 1', 'Year 2', 'Year 3', 'Year 4', 'Other' (please specify)	
	3	Future Solicitor	N/A	N/A	1	N/A	All	'Are you planning to qualify as a solicitor in the future?'	Yes/No	
	4	Age	N/A	N/A	1	N/A	All	'How old are you?'	Open text response	
	5	Sex	N/A	N/A	1	N/A	All	'What was your sex registered at birth?'	3 multiple choice items: Male/Female/Prefer not to say	
	6	Ethnicity	N/A	N/A	1	N/A	All	'Please select your ethnic group'	19 multiple choice items: 'English, Welsh, Scottish, Irish, or British', 'Irish', 'Gypsy or Irish Traveller', 'Roma', 'Any other White background (please specify)', 'White and Black Caribbean', 'White and Black African', 'White and Asian', 'Any other Mixed background (please	

									specify)', 'Indian', 'Pakistani', 'Bangladeshi', 'Chinese', 'Other Asian background (please specify)', 'Caribbean', 'African background', 'Any other Black, Black British, or Caribbean background (please specify)', 'Arab', 'Other ethnic group (please write in).	
	7	Religion	N/A	N/A	1	N/A	All	'What is your religion?'	9 multiple choice items: 'No religion', 'Christian', 'Buddhist', 'Hindu', 'Jewish', 'Muslim', 'Sikh', 'Other (please write in)', 'Prefer not to say'.	
Demographic information	1	Focal identity	N/A	N/A	1	N/A	All	'What would you consider to be your social identity?'	Open text response	
	2	Nationality	N/A	N/A	1	N/A	All	'What is your nationality?'	Open text response	
	3	Student status (Home/International)	N/A	N/A	1	N/A	All	'During your legal education, were you classed as a home or an international student?'	3 multiple choice items: 'Home', 'International', 'Other (please specify)'	
	4	Gender identity	N/A	N/A	1	N/A	All	'Is the gender you identify with the same as your sex registered at birth?'	Yes/No (please specify)/Prefer not to say	
	5	Sexual orientation	N/A	N/A	1	N/A	All	'Which of the following best describes your sexual orientation'	5 multiple choice items: 'Straight/heterosexual', 'gay or lesbian', 'bisexual', 'other	

								(please specify)' and 'prefer not to answer'.	
6	Relationship status	N/A	N/A	1	N/A	All	'Please select your relationship status'	12 multiple choice items: 'Married', 'in a registered civil partnership', 'separated, but still legally married', 'divorced', 'formerly in a civil partnership which is now dissolved', 'separated, but still legally in a civil partnership', 'widowed', 'surviving partner from a registered civil partnership', 'in a relationship but not married or in a civil partnership', 'Single', 'Other (please specify)', 'Prefer not to say'.	
7	Race (in own words)	N/A	N/A	1	N/A	All	'In your own words, what do you call your ethnic group?	Open text response	
8	Social class	N/A	N/A	1	N/A	All	'How would you describe your social class at the age of 14?'	5 multiple choice items: 'Upper class', 'middle class', 'working class', 'lower class', and 'prefer not to say'.	6 (No response)
9	Father's highest education	N/A	N/A	1	N/A	All	'What was your father's (or equivalent legal	12 multiple choice items: 'No	

							guardian's) highest educational level/degree attained at the time when you were 14 years old?'	educational qualifications', 'GCSE/O-level or equivalent', 'AS level or equivalent', 'A-level or equivalent', 'Some college, no degree', 'Undergraduate degree', 'Master's degree', 'Advanced graduate degree or Ph.D.', 'Don't know or not applicable', 'Prefer not to answer'.	
	10	Mother's highest education	N/A	N/A	1	N/A	All	'What was your mother's (or equivalent legal guardian's) highest educational level/degree attained at the time when you were 14 years old?'	12 multiple choice items: 'No educational qualifications', 'GCSE/O-level or equivalent', 'AS level or equivalent', 'A-level or equivalent', 'Some college, no degree', 'Undergraduate degree', 'Master's degree', 'Advanced graduate degree or Ph.D.', 'Don't know or not applicable', 'Prefer not to answer'.	
	11	Father's occupation	N/A	N/A	1	N/A	All	'What was your father's (or equivalent legal guardian's) occupation when you were 14?'	12 multiple choice items: 'Managerial', 'professional', 'technical', 'sales',

#	Construct						Question	Response options	Notes
								'admin', 'service', 'farming', 'production', 'labourer', don't know', 'Prefer not to say', and 'Did not work'.	
12	Mother's occupation	N/A	N/A	1	N/A	All	'What was your mother's (or equivalent legal guardian's) occupation when you were 14?'	12 multiple choice items: 'Managerial', 'professional', 'technical', 'sales', 'Admin', 'Service', 'Farming', 'Production', 'Labourer', 'Don't know', 'Prefer not to say', 'Did not work'.	
13	English as the first language	N/A	N/A	1	N/A	All	'Is English your first language?'	Yes/No (please explain).	
14	English proficiency (Wei et al., 2012)	N/A	Calculated without accent measure: For first lang = .91 For not first lang = .92	7	N/A	N/A	'How would you rate your listening ability?' and 'how would you rate your speaking ability?'	Scale: 1 (Not at all competent) to 6 (extremely competent).	Native speakers of English were not asked the question about English accent (i.e., 'how would you rate your English accent?').
15	Accent	N/A	N/A	1	N/A	All	'How would you describe your accent?'	Scale: 1 (Very thick non-English accent) to 4 (English accent).	
16	Mental health condition	N/A	N/A	1	N/A	All	'Have you been diagnosed with any mental health	Yes (please explain)/No	

							conditions (e.g., depression, anxiety)?'		
17	Disability condition	N/A	N/A	1	N/A	All	'Have you been diagnosed with any learning disability (e.g., dyslexia, dyspraxia, ADHD)?'	Yes (please explain)/No	
18	Current university attendance	N/A	N/A	1	N/A	All	'Which university are you currently attending for your undergraduate law degree?'	Open text response	
19	Other universities attended	N/A	N/A	1	N/A	All	'Have you attended any other universities?'	Yes (please explain)/No	
20	Nature of University Degree	N/A	N/A	1	N/A	All	'Is your degree in law, or law combined with another subject?'	3 multiple choice items: 'Yes, in law only', 'Yes, law combined with another subject', 'No'	
21	Law degree funding	N/A	N/A	1	N/A	All	'How is your law degree funded? Please select all that apply'	6 multiple choice items: 'I am funding it myself', 'friends or family are helping me fund it', 'I have a scholarship', 'it is funded by an employer or future employer', 'other' (please specify) and 'prefer not to answer'.	
22	Apprenticeship	N/A	N/A	1	N/A	All	'Are you studying for an undergraduate degree in law as part of an Apprenticeship?'	Yes/No	

Category	#	Measure		α	Items	Reverse items	Applicable	Question	Response
	23	Place on course	N/A	N/A	1	N/A	All	'Have you secured a place on a Solicitors Qualifying Exam (SQE) Course yet?'	Yes/No
Contextual factors	1	Contextual support (Lent et al., 2013)	N/A	.81	16	Items 10, 11, 12, 13, 14 & 15	N/A	'I have access to a "role model" in the legal profession (i.e., someone I can look up to and learn from by observing)', 'I get encouragement from my friends for pursuing my legal education/career' and 'I feel pressure from parents or other important people to change/abandon my decision to pursue a legal education/career in favour of another field'	Scale: 1 (Do not agree at all) to 5 (Completely agree).
	2	Financial constraint (Smith et al., 2020)	N/A	.88	3	N/A	N/A	'I have had serious financial worries' and 'I have not been able to do things I like because of a shortage of money'	Scale: 1 (Never) to 5 (All of the time).
	3	Postcode (socioeconomic background)	N/A	N/A	1	N/A	All	'What was the first part of the postcode of your primary residence before going to university (i.e., the part of the postcode identifying your town or district, such as EX1, SW14, B11, BH27, E4, HU3)? If you did not live in the UK, please enter NA'	Open text response.
	4	Free school meals (socioeconomic background)	N/A	N/A	1	N/A	All	'Did you participate in the UK free school meals scheme in primary school or secondary school?'.	5 multiple choice items: 'Yes in secondary school only', 'yes in both

								primary and secondary school', 'no (but I did attend school in the UK)', 'no (but I attended school outside the UK)' and 'I don't know'.	
	5	Studying law part/full time	N/A	N/A	1	N/A	All	'Are you currently studying law full time or part time?'	2 Multiple choice items: 'full time' and 'part time' (with a textbox asking participants to briefly specify the percentage of time they studied on their law course e.g., 50%).	
	6	Paid work whilst studying	N/A	N/A	1	N/A	All	'Do you currently undertake paid work (i.e., a part-time or full-time job) alongside your legal education? On average, how many hours a week do you do paid work during, and outside of term time?'	Yes (please give job title)/No	
	7	Early education (Anderson-Butcher et al., 2012)	3: academic press (items 1 – 4), academic motivation (items 7, 9, 10, 11, 12 & 13) and school connectedness (14 – 17)	Overall scale = .93; Academic Press = .87; Academic Motivation = .83; School Connectedness = .87	14 (20 in total including original items)	N/A	Items 5, 6, 8, 18, 19 & 20.	Academic press (e.g., 'My teachers provided helpful feedback to students about their academic performance'), academic motivation (e.g., 'I liked the challenges of learning new things in school/college') and school connectedness (e.g., 'I had meaningful	Scale: 1 (Strongly disagree) to 5 (Strongly agree).	

							relationships with teachers at my schools/colleges).		
8	Early education (textual response)	N/A	N/A	1	N/A	All	'If your answers above would differ significantly between your previous schools (e.g., your middle school and secondary school or sixth form college), or if your answers have been significantly impacted by the Covid pandemic, please explain how below'.	Open text response	
9	Parental Involvement (Barwegen, Falciani, Putnam, Reamer & Stair, 2004)	N/A	.88	8	N/A	N/A	'During my early education, my parents or primary carer(s)…'asked me about schoolwork', 'reviewed information sent home from school' and expected me to be involved in extra-curricular activities such as clubs or sports'.	Scale: 1 (Strongly disagree) to 5 (Strongly agree).	
10	Primary/Nursery	N/A	N/A	1	N/A	All	'Did you attend pre-school or nursery when you were a child?'	Yes/No/Don't know.	
11	Type of secondary school attended	N/A	N/A	1	N/A	All	'What type of secondary school did you attend? Please select all that apply.'	6 multiple choice items: 'a state school other than a grammar school in the United Kingdom', 'a fee-paying school other than a grammar school in the United Kingdom',	

#	Name						Question	Response	Notes
								'a fee-paying grammar school in the United Kingdom', 'a state grammar school in the United Kingdom', 'a school outside the United Kingdom' (please specify) and 'other' (please specify).	
12	Taking GCSEs (or equivalent)	N/A	N/A	1	N/A	All	'Did you take GCSEs, or equivalent international or vocational exams? Select all that apply'.	3 multiple choice items: 'I took GCSEs', 'I took equivalent international exams', and 'I took equivalent vocational exams.'	For participants who selected that they took GCSEs, follow-up questions were asked to know their grades in maths, English language, and literature.
13	GCSE (or equivalent) grades	N/A	N/A	3	N/A	All	Please indicate for each subject the grade that it was awarded in (e.g., Maths, English Language and English Literature).	Open text response	
14	University entry exams (A-levels, Access to Higher Education Diploma or equivalent international or vocational exams)	N/A	N/A	1	N/A	All	'Did you take A-levels, an Access to Higher Education Diploma, or equivalent international or vocational exams?'	4 multiple choice items: 'I took A-levels', 'I took an Access to Higher Education Diploma', 'I took equivalent international or Scottish exams', and 'I	For all participants, a follow-up question was asked for them to write down their subjects and grades for the

								took equivalent vocational exams.'	exams they completed.
15	University entry exam grades	N/A	N/A	Up to 7	N/A	All	Please indicate for each subject the grade that it was awarded.	Open text response.	
16	Exams and Effects of the Pandemic	N/A	N/A	1	N/A	All	'Did you take national exams for your A levels (or equivalent qualifications) or were your exams cancelled because of the pandemic?'	5 multiple choice items: 'I took national exams (or equivalent for international/vocational alternatives)', 'my exams were cancelled', 'my grades were based on teacher predictions', and 'my grades were awarded another way' (please specify), and 'other' (please specify).	
17	UCAS points	N/A	N/A	1	N/A	All	'How many UCAS Tariff points did you achieve for your university entry?'	Open text response.	
18	Knowledge/contact with the legal profession	N/A	N/A	1	N/A	All	'Do you have friends or family members who are legal professionals? Please select all that apply.'	6 multiple choice items: 'yes (at least one parent/guardian is a legal professional)', 'yes (at least one sibling is a legal professional)',	

Category	#	Construct						Item	Scale	
									'yes (I have at least one friend who is a legal professional)', 'yes (I have at least one friend who has a parent/guardian who is a legal professional)', 'yes (other; please specify)', and 'no'.	
	19	Motivation to study law	N/A	N/A	1	N/A	All	'Why did you decide to study law?'	Open text response	
	20	Job Outlook (Barron, 2022; PhD thesis)	N/A	.71	4 (7 in total including original items)	Item 4	Items 5 - 7	'The legal job market is strong' and 'It is easy to find a job in law'	Scale: 1 (Strongly disagree) to 5 (Strongly agree).	
	21	Friendship Diversity (Hall, Nishina & Lewis, 2017)	N/A	.84	3	N/A	N/A	'How many of your friends have a different social identity from you?', 'how many of your friends are from a different ethnicity/race than you?' and 'how many of your friends are from a different culture than you?'	Scale: 1 (None) to 4 (A lot).	
Learning Experiences /Social interaction	1	Discrimination (Schmitt et al., 2003)	N/A	.91	5	N/A	N/A	'I have experienced discrimination during my law degree (of any form, e.g., on the basis of ethnicity/race, gender, religion, social class, etc)' and 'I feel that I receive unequal treatment at my law school'.	Scale: 1 (Strongly disagree) to 7 (Strongly agree).	

	2	Institutional support (Pike & Kuh, 2006)	N/A	.90	3 (items 4 - 6) (7 in total including original items)	N/A	Item 7 (Items 1 – 3 from Liddle's scale)	'The atmosphere in my law school for students like me is oppressive' and 'Students like me consider my law school a comfortable place to study'	Scale: 1 (Strongly disagree) to 7 (Strongly agree).	
	3	Student-faculty relationship (Micari & Pazos, 2012)	N/A	.89	6 (9 in total including original items)	N/A	Items 4, 8 & 9	The teaching staff are the kind of professionals I would like to emulate, regardless of the career I end up pursuing' and 'the teaching staff have had respect for my academic abilities'	Scale: 1 (Strongly disagree) to 5 (Strongly agree).	
	4	CARI (Tormay, 2021)	3: affiliation/warmth (items 1 – 6), assertion/status (items 7 – 11) & attachment/safety (items 12 – 15)	Overall scale = .97; Aff/War = .94; Ass/Sta = .94; Att/Saf = .97	15	N/A	N/A	Affiliation/warmth (e.g., 'Warm'), assertion/status (e.g., 'Influential') and attachment/safety (e.g., 'Inspiring confidence')	Scale: 1 (Not at all) to 7 (Very much)	
	5	Learning Experiences	4: performance accomplishments (items 1, 5, 7, 15 & 16), vicarious learning (items 2, 6, 12 & 13), verbal persuasion (items 3, 8, 10, 11 & 17) & physiological	Overall scale = .80; Per acc = .82; Vic lea = .72; Ver per = .78; Phy aro = .67	17	Items 4, 9 & 14	N/A	Performance accomplishments (e.g., 'I have performed well in my law modules and assessments'), vicarious learning (e.g., 'I have seen people like me succeed in legal education'), verbal persuasion (e.g., ' People whom I respect have encouraged me to work hard in law modules and assessments') and	Scale: 1 (Strongly disagree) to 6 (Strongly agree).	

							arousal (items 4, 9 & 14)		physiological arousal (e.g., 'I have felt nervous while solving legal problems')
	6	Representation	N/A	.86	8	Items 1, 2, 5, 7, 8	All 8	'There are not many people like me within the legal profession' and 'people like me are equally represented across different sectors of the legal profession'	Scale: 1 (Strongly disagree) to 7 (Strongly agree)
	7	Sense of belonging (BCBS; Toland et al., 2022)	N/A	.92	11	N/A	N/A	'I have felt like my contributions during activities in law classes mattered to other students/candidates' and 'I have felt like other students/candidates encouraged me to do well'	Scale: 1 (Strongly disagree) to 4 (Strongly agree).
	8	Complementary fit (Prasad et al., 2017)	N/A	.78	6	Item 3	N/A	'The modules available have matched my interests' and 'my modules have not really been what I would have liked to study'	Scale: 1 (Strongly disagree) to 7 (Strongly agree).
	9	Supplementary fit (Prasad et al., 2017)	N/A	.80	6	Item 3	N/A	'The social activities (including clubs and societies) have suited me' and 'my ideas of fun have not been shared by the students/candidates around me'	Scale: 1 (Strongly disagree) to 7 (Strongly agree).
	10	Curriculum fit	N/A	.67	3	Items 1 & 2	All 3	'The curriculum has ignored realities that are important for people like me' and 'what we have been taught is appropriate	Scale: 1 (Strongly disagree) to 7 (Strongly agree).

								for the interests and abilities of people like me'		
	11	Stigma consciousness (Pinel, 1999)	N/A	.74	9	Items 1, 3, 4, 5, 6, 8	N/A	'I have never worried that my behaviours will be viewed as stereotypical of my identity' and 'I have almost never thought about my identity when I interacted with people'	Scale: 1 (Strongly disagree) to 7 (Strongly agree).	
	12	Stereotype vulnerability (Spencer, 1993)	N/A	.94	8	N/A	N/A	'Some people believe that you have less academic ability because of your identity' and 'you face unfair evaluations in legal assessments because of your identity'	Scale: 1 (Never) to 5 (Almost always).	
	13	Identity management	N/A	.91	6	N/A	All 6	'I have had to change how I presented myself for people to like me' and 'I have had to find ways of presenting my identity in positive ways to have good interactions with other people'.	Scale: 1 (Strongly disagree) to 7 (Strongly agree).	
	14	Identification (Postmes et al., 2013)	N/A	.89	4	N/A	N/A	'I am happy that I will become a legal professional', 'I feel solidarity with legal professionals' and 'becoming a legal professional is an important part of how I see myself'	Scale: 1 (Strongly disagree) to 7 (Strongly agree).	
	15	Educational activities	N/A	N/A	1	N/A	All	'Roughly how many hours of lectures, seminars,	Open text response	

Category	#	Name						Question	Scale	
								tutorials or workshops do you attend each week?'		
	16	Preparation for legal education	N/A	N/A	1	N/A	All	'Roughly how many hours a week do you spend on work related to your legal education (including assessments, and class and assessment preparation)?'	Open text response	
	17	Career support	N/A	.87	5	N/A	All	'The university is preparing me to enter the legal profession by…holding career fairs and providing good career mentoring schemes'.	Scale: 1 (Strongly disagree) to 7 (Strongly agree).	
Wellbeing	1	Life satisfaction (Haslam et al., 2018)	N/A	N/A	1	N/A	N/A	'All things considered, how satisfied are you with life during your law degree?'	Scale: 1 (Completely dissatisfied) to 7 (Completely satisfied)	
	2	Stress/burnout (Haslam et al., 2018; Steffens et al., 2014)	N/A	.72	6	N/A	N/A	'I feel like I am working too hard' and 'I feel exhausted'	Scale: 1 (Do not agree at all) to 7 (Completely agree).	
	3	Depression (Kroenke et al., 2009)	N/A	.91	8	N/A	N/A	'Little interest or pleasure in doing things' and 'feeling bad about yourself, or that you are a failure, or have let yourself or your family down'	Scale: 1 (Not at all) to 4 (Nearly every day).	
	4	Anxiety (Williams, 2014)	N/A	.92	7	N/A	N/A	'Not being able to stop or control worrying' and 'worrying too much about different things'	Scale: 1 (Not at all) to 4 (Nearly every day)	

	5	Self-esteem (Haslam et al., 2018; Rosenberg, 1965)	N/A	.78	5	Items 3 & 5	N/A	'On the whole, I am satisfied with myself' and 'sometimes I feel that I am useless'	Scale: 1 (Strongly disagree) to 5 (Strongly agree)	
Assessment , SCCT variables & Attainment	1	Assessment fit 1	N/A	.18	4	Items 1 & 4	All 4	'The way I express myself has a negative impact on how my assessments are graded' and 'I have found that I am able to effectively demonstrate my ability through assessments'	Scale: 1 (Strongly disagree) to 7 (Strongly agree)	I have not taken any assessments yet scale option (scale number 8)
	2	Assessment fit 2	N/A	N/A	5	N/A	All 5	'Which of the following types of assessments have you taken in the past?'	5 multiple choice items: 'oral examinations', 'closed book written examinations', 'open book written examinations', 'coursework assessments' and 'assessments based on role-playing/simulation in real-life situations (e.g., mooting/negotiation)'.	
	3	Assessment fit 3	N/A	.47	5	N/A	All 5	'Indicate which assessment types of the five types listed above [i.e., 'oral examinations', 'closed book written examinations', 'open book written examinations', 'coursework assessments' and 'assessments based	Scale: 1 (Strongly disagree) to 7 (Strongly agree)	

							on role-playing/simulation in real-life situations (e.g., mooting/negotiation)] were effective in allowing participants demonstrate their skills and strengths'		
	4	Self-efficacy (Lent et al., 2013; academic milestones scale)	N/A	.89	7	N/A	N/A	'I am confident that I can...Successfully complete my undergraduate degree' and 'Take and pass the Solicitors Qualifying Examination (SQE 1 and 2)'	Scale: 0 (Not confident at all) to 9 (Totally confident)	
	5	Coping-efficacy (Lent et al., 2013; barrier-coping scale)	N/A	.91	7	N/A	N/A	'I am confident that I can...Cope with a lack of support from teaching staff' and 'balance the pressures of studying law with the desire to have free time for fun and other activities'	Scale: 0 (Not confident at all) to 9 (Totally confident)	
	6	Persistence (Lent et al., 2013)	N/A	.82	7	N/A	N/A	'I think that earning a degree in law is a realistic goal for me' 'I intend to take and pass a Legal Practice Course (LPC) to become a solicitor', and 'I intend to take and pass a CILEX Professional Qualification (CILEX) to become a legal executive or specialist lawyer'	Scale: 1 (Strongly disagree) to 5 (Strongly agree)	
	7	Field of law	N/A	N/A	1	N/A	All	'Which field of law are you hoping to practice in (e.g.,	Open text response	

								crime, family, commercial)?'	
	8	Outcome expectations (Lent et al., 2013)	N/A	.93	10	N/A	N/A	'Completing my law degree and the SQE will likely allow me to...do work that I would find satisfying', '... receive a good job offer' and '... do work that can "make a difference" in people's lives'	Scale: 0 (Strongly disagree) to 9 (Strongly agree)	
	9	Interests (Lent et al., 2013)	N/A	.81	5	N/A	N/A	'I am interested in...Working on a project involving law and legal principles' and 'Reading academic articles, judgments and case notes, or books about law'	Scale: 1 (Very low interest) to 5 (Very high interest)	
	10	Academic Satisfaction (Lent et al., 2013)	N/A	.91	7	N/A	N/A	'For the most part, I am enjoying my academic assignments in law', 'I enjoy the level of intellectual stimulation in my law modules' and 'I feel satisfied with my decision to do a law degree'	Scale: 1 (Strongly disagree) to 5 (Strongly agree)	
	11	Desired UNI attainment	N/A	N/A	1	N/A	All	'What degree classification are you aiming to achieve during your university degree? If you do not have a UK degree, please select the option that best matches the classification you were aiming for.'	4 multiple choice items: 'First class (1)', 'Upper second class (2.1)', 'Lower second class (2.2)', 'Third (3)'.	
	12	University attainment	N/A	N/A	1	N/A	All	'What degree classification do you realistically think you will achieve in your	4 multiple choice items: 'First class (1)', 'Upper second class	

								university law degree? If you do not have a UK degree, please select the option that best matches your original classification'	(2.1)', 'Lower second class (2.2)', 'Third (3)'.	
	13	Average UNI mark	N/A	N/A	1	N/A	All	'What is your approximate average mark in official university assignments (e.g., 67, 71, 58)? If you do not have a UK degree, please provide any additional information that you think is relevant'	Open text response	
	14	Attainment 1	N/A	.88	5	N/A	All	'What is your average classification in open-book/closed-book/written/oral/roleplaying exams?'	4 multiple choice items: 'First class (1)', 'Upper second class (2.1)', 'Lower second class (2.2)', 'Third (3)'.	Not applicable/Don't remember scale option (scale number 6)
	15	SQE attainment 1	N/A	N/A	1	N/A	All	'What mark would you hope to achieve in the SQE?'	5 multiple choice items: 'Easily pass', 'just pass', 'maybe pass/maybe fail', 'just fail' and 'badly fail'.	
	16	SQE attainment 2	N/A	N/A	1	N/A	All	'What mark do you realistically expect to achieve on the SQE?'	5 multiple choice items: 'Easily pass', 'just pass', 'maybe pass/maybe fail', 'just fail' and 'badly fail'.	
	17	Module resits	N/A	N/A	1	N/A	All	'Have you had to re-sit any of your law modules?'	Yes (please explain)/No	
Law identity	1	Legal work experience	N/A	N/A	5		All	'Have you had any legal work experience?'	Yes (please explain)/No	

2	Representation	N/A	.81	3	Item 1	All 3	'There are not many people like me within the legal profession' and 'people like me are equally represented across different sectors of the legal profession'	Scale: 1 (Strongly disagree) to 7 (Strongly agree)	
3	Status	N/A	.87	5	Items 4 & 5	All 5	'People like me are valued within the legal profession' and 'people like me are negatively evaluated within the legal profession'	Scale: 1 (Strongly disagree) to 7 (Strongly agree)	
4	Prototypicality (Hoffmann et al., 2020)	N/A	.85	5 (8 in total including original items)	Items 6 – 8	Items 6 - 8	'I would feel good if someone described me as likely to become a typical legal professional' and 'I have more in common with legal professionals than non-legal professionals'	Scale: 1 (Strongly disagree) to 7 (Strongly agree)	
5	Identification (Postmes et al., 2013)	N/A	.88	4	N/A	N/A	'I am happy that I will become a legal professional', 'I feel solidarity with legal professionals' and 'becoming a legal professional is an important part of how I see myself'	Scale: 1 (Strongly disagree) to 7 (Strongly agree)	
6	Identity threat	N/A	.88	6	Items 1, 2, 4, 5 & 6	All 6	Include 'people like me are always perceived as under-achieving in the legal profession' and 'people like me are always	Scale: 1 (Strongly disagree) to 7 (Strongly agree)	Scored in a way where higher scores mean less threat to be in direction with

							perceived as competent in the legal profession'		the rest of the law identity variables.

Past LPC survey

Survey Block	No.	Question	Subscales	α (Cronbach's alpha)	No of Questions or Selection	Reverse Questions	Original Questions	Example(s) of Question	Character of Response (Scale, open text, multiple choice, Yes/No)
Demographic information	1	Focal identity	N/A	N/A	1	N/A	All	'What would you consider to be your social identity?'	Open text response
	2	Age	N/A	N/A	1	N/A	All	'What is your age?'	Open text response
	3	Nationality	N/A	N/A	1	N/A	All	'What is your nationality?'	Open text response
	4	Student status (Home/International)	N/A	N/A	1	N/A	All	'During your legal education, were you classed as a home student or an international student?'	3 multiple choice items: 'Home', 'International', 'Other (please specify)'
	5	Sex	N/A	N/A	1	N/A	All	'What was your sex registered at birth?'	3 multiple choice items: Male/Female/Prefer not to say
	6	Gender identity	N/A	N/A	1	N/A	All	'Is the gender you identify with the same as your sex registered at birth?'	Yes/No (please specify)/Prefer not to say
	7	Sexual orientation	N/A	N/A	1	N/A	All	'Which of the following best describes your sexual orientation?'	5 multiple choice items: 'Straight/heterosexual', 'gay or lesbian', 'bisexual', 'other (please specify)' and 'prefer not to answer'.
	8	Relationship status	N/A	N/A	1	N/A	All	'During your Legal Practice Course (LPC), what was	12 multiple choice items: 'Married', 'in a registered civil

Survey Block	No.	Question	Subscales	α (Cronbach's alpha)	No of Questions or Selection	Reverse Questions	Original Questions	Example(s) of Question	Character of Response (Scale, open text, multiple choice, Yes/No)
								your relationship status?'	partnership', 'separated, but still legally married', 'divorced', 'formerly in a civil partnership which is now dissolved', 'separated, but still legally in a civil partnership', 'widowed', 'surviving partner from a registered civil partnership', 'in a relationship but not married or in a civil partnership', 'Single', 'Other (please specify)', 'Prefer not to say'.
	9	Ethnicity	N/A	N/A	1	N/A	All	'Please select your ethnic group'	19 multiple choice items: 'English, Welsh, Scottish, Irish, or British', 'Irish', 'Gypsy or Irish Traveller', 'Roma', 'Any other White background (please specify)', 'White and Black Caribbean', 'White and Black African', 'White and Asian', 'Any other Mixed background

Survey Block	No.	Question	Subscales	α (Cronbach's alpha)	No of Questions or Selection	Reverse Questions	Original Questions	Example(s) of Question	Character of Response (Scale, open text, multiple choice, Yes/No)
									(please specify)', 'Indian', 'Pakistani', 'Bangladeshi', 'Chinese', 'Other Asian background (please specify)', 'Caribbean', 'African background', 'Any other Black, Black British, or Caribbean background (please specify)', 'Arab', 'Other ethnic group (please write in).
	10	Race (in own words)	N/A	N/A	1	N/A	All	'In your own words, what do you call your ethnic group?'	Open text response.
	11	Social class	N/A	N/A	1	N/A	All	'How would you describe your social class at the age of 14?'	5 multiple choice items: 'Upper class', 'middle class', 'working class', 'lower class', and 'prefer not to say'.
	12	Father's highest education	N/A	N/A	1	N/A	All	'What was your father's (or equivalent legal guardian's) highest educational level/degree attained at the time when you were 14 years old?'	12 multiple choice items: 'No educational qualifications', 'GCSE/O-level or equivalent', 'AS level or equivalent', 'A-level or equivalent', 'Some college, no degree', 'Undergraduate degree', 'Master's degree', 'Advanced

Survey Block	No.	Question	Subscales	α (Cronbach's alpha)	No of Questions or Selection	Reverse Questions	Original Questions	Example(s) of Question	Character of Response (Scale, open text, multiple choice, Yes/No)
									graduate degree or Ph.D.', 'Don't know or not applicable', 'Prefer not to answer'.
	13	Mother's highest education	N/A	N/A	1	N/A	All	'What was your mother's (or equivalent legal guardian's) highest educational level/degree attained at the time when you were 14 years old?'	12 multiple choice items: 'No educational qualifications', 'GCSE/O-level or equivalent', 'AS level or equivalent', 'A-level or equivalent', 'Some college, no degree', 'Undergraduate degree', 'Master's degree', 'Advanced graduate degree or Ph.D.', 'Don't know or not applicable', 'Prefer not to answer'.
	14	Father's occupation	N/A	N/A	1	N/A	All	'What was your father's (or equivalent legal guardian's) occupation when you were 14?'	12 multiple choice items: 'Managerial', 'professional', 'technical', 'sales', 'admin', 'service', 'farming', 'production', 'labourer', don't know', 'Prefer not to say', and 'Did not work'.
	15	Mother's occupation	N/A	N/A	1	N/A	All	'What was your mother's (or equivalent legal guardian's)	12 multiple choice items: 'Managerial', 'professional', 'technical', 'sales',

Survey Block	No.	Question	Subscales	α (Cronbach's alpha)	No of Questions or Selection	Reverse Questions	Original Questions	Example(s) of Question	Character of Response (Scale, open text, multiple choice, Yes/No)
								occupation when you were 14?'	'Admin', 'Service', 'Farming', 'Production', 'Labourer', 'Don't know', 'Prefer not to say', 'Did not work'.
	16	Religion	N/A	N/A	1	N/A	All	'What was your religion while studying for the LPC?'	9 multiple choice items: 'No religion', 'Christian', 'Buddhist', 'Hindu', 'Jewish', 'Muslim', 'Sikh', 'Other (please write in)', 'Prefer not to say'.
	17	English as the first language	N/A	N/A	1	N/A	All	'Is English your first language?'	Yes/No (please explain).
	18	English proficiency (Wei et al., 2012)	N/A	Calculated without accent measure: For first lang = .93; For not first lang = .90	1	N/A	N/A	'How would you rate your listening ability?' and 'how would you rate your speaking ability?'	Scale: 1 (Not at all competent) to 6 (extremely competent).
	19	Accent	N/A	N/A	1	N/A	All	'How would you describe your accent?'	Scale: 1 (Very thick non-English accent) to 4 (English accent).
	20	Mental health condition	N/A	N/A	1	N/A	All	'Have you been diagnosed with any mental health conditions (e.g., depression, anxiety)?'	Yes (please explain/No

Survey Block	No.	Question	Subscales	α (Cronbach's alpha)	No of Questions or Selection	Reverse Questions	Original Questions	Example(s) of Question	Character of Response (Scale, open text, multiple choice, Yes/No)
	21	Disability condition	N/A	N/A	1	N/A	All	'Have you been diagnosed with any learning disability (e.g., dyslexia, dyspraxia, ADHD)?'	Yes (please explain)/No
	22	University Attended	N/A	N/A	1	N/A	All	'Which university did you attend for your undergraduate degree?'	Open text response
	23	Nature of University Degree	N/A	N/A	1	N/A	All	'Was your undergraduate degree in Law/Jurisprudence? If not, what subject?'	3 multiple choice items: 'Yes, in law only', 'Yes, law combined with another subject', 'No'
	24	GDL course	N/A	N/A	1	N/A	All	'Did you take the Graduate Diploma in Law (GDL)?'	Yes/No (please explain)
	25	GDL grade	N/A	N/A	1	N/A	All	'What grade did you achieve on the GDL?'	4 multiple choice items: 'Distinction', 'Commendation', 'Pass', 'Fail'.
	26	LPC provider	N/A	N/A	1	N/A	All	'Who was your LPC provider?'	Open text response
	27	Year of LPC	N/A	N/A	1	N/A	All	'What year (/which years) did you take the LPC course?'	Open text response
	28	LPC assessment	N/A	N/A	1	N/A	All	'What year did you sit the LPC assessments?'	Open text response

Survey Block	No.	Question	Subscales	α (Cronbach's alpha)	No of Questions or Selection	Reverse Questions	Original Questions	Example(s) of Question	Character of Response (Scale, open text, multiple choice, Yes/No)
	29	LPC funding	N/A	N/A	1	N/A	All	'How was your LPC funded?'	6 multiple choice items: 'I am funding it myself', 'friends or family are helping me fund it', 'I have a scholarship', 'it is funded by an employer or future employer', 'other (please specify)' and 'prefer not to say'.
	30	LPC employment	N/A	N/A	1	N/A	All	'During your LPC, did you have employment in place, contingent on you passing the LPC?'	7 multiple choice items: 'Yes – I will only be able to begin if I get a particular grade on the LPC (with a textbox for grade specification)', 'yes – I will be able to begin if I pass the LPC', 'yes – I have already begun that I will be able to continue if I get a particular grade on the LPC (with a textbox for grade specification)', 'yes – I have already begun that I will be able to continue if I pass the LPC', 'no – I have employment lined up

Survey Block	No.	Question	Subscales	α (Cronbach's alpha)	No of Questions or Selection	Reverse Questions	Original Questions	Example(s) of Question	Character of Response (Scale, open text, multiple choice, Yes/No)
									which is not contingent on the LPC', 'no – I do not have employment lined up' and 'other (please specify)'.
Contextual factors	1	Contextual support (Lent et al., 2013)	N/A	.79	16	Items 10, 11, 12, 13, 14 & 15	N/A	'I have access to a "role model" in the legal profession (i.e., someone I can look up to and learn from by observing)', 'I get encouragement from my friends for pursuing my legal education/career' and 'I feel pressure from parents or other important people to change/abandon my decision to pursue a legal education/career in favour of another field'	Scale: 1 (Do not agree at all) to 5 (Completely agree).
	2	Financial constraint (Smith et al., 2020)	N/A	.92	1	N/A	N/A	'I have had serious financial worries' and 'I have not been able to do things I like	Scale: 1 (Never) to 5 (All of the time).

Survey Block	No.	Question	Subscales	α (Cronbach's alpha)	No of Questions or Selection	Reverse Questions	Original Questions	Example(s) of Question	Character of Response (Scale, open text, multiple choice, Yes/No)
								because of a shortage of money'	
	3	Postcode (socioeconomic background)	N/A	N/A	1	N/A	All	'What was the first part of the postcode of your primary residence before going to university?'	Open text response.
	4	Free school meals (socioeconomic background)	N/A	N/A	1	N/A	All	'Did you participate in the UK free school meals scheme in primary school or secondary school?'	5 multiple choice items: 'Yes in secondary school only', 'yes in both primary and secondary school', 'no (but I did attend school in the UK)', 'no (but I attended school outside the UK)' and 'I don't know'.
	5	Current career	N/A	N/A	1	N/A	All	'What is your current employment status?'	7 multiple choice items: 'Working in a large law firm', 'Working in-house for a large business/organisation's legal department', 'Working for a small or medium law firm', Working in-house for a small business/organisation'

Survey Block	No.	Question	Subscales	α (Cronbach's alpha)	No of Questions or Selection	Reverse Questions	Original Questions	Example(s) of Question	Character of Response (Scale, open text, multiple choice, Yes/No)
									s legal department', 'Working in a nonlegal career (please specify)', 'Currently not working', 'Other (please specify)'.
	6	Field of law	N/A	N/A	1	N/A	All	'What field of law do you work in (e.g., commercial, crime, family)?'	Open text response.
	7	LPC study mode (part/full time)	N/A	N/A	1	N/A	All	'Did you study for the LPC full time or part time?'	2 multiple choice items: 'full time' and 'part time' (with a textbox asking participants to briefly specify the percentage of time they studied on their law course e.g., 50%).
	8	Paid work whilst studying	N/A	N/A	1	N/A	All	'Did you undertake paid work (i.e., a part-time or full-time job) while studying for the LPC?'	Yes (please give job title)/No
	9	Early education (Anderson-Butcher et al., 2012)	3: academic press (items 1 – 4), academic motivation (items 7, 9, 10, 11, 12 & 13) and	Overall scale = .93; Academic Press = .90;	14 (20 in total including original items)	N/A	Items 5, 6, 8, 18, 19 & 20.	Academic press (e.g., 'My teachers provided helpful feedback to students about their academic	Scale: 1 (Strongly disagree) to 5 (Strongly agree).

Survey Block	No.	Question	Subscales	α (Cronbach's alpha)	No of Questions or Selection	Reverse Questions	Original Questions	Example(s) of Question	Character of Response (Scale, open text, multiple choice, Yes/No)
			school connectedness (14 – 17)	Academic Motivation = .86; School Connectedness = .86.				performance'), academic motivation (e.g., 'I liked the challenges of learning new things in school/college') and school connectedness (e.g., 'I had meaningful relationships with teachers at my schools/colleges).	
	10	Early education (textual response)	N/A	N/A	1	N/A	All	'If your answers above would differ significantly between your previous schools (e.g., your middle school and secondary school or sixth form college), please explain how below.'	Open text response.
	11	Parental Involvement (Barwegen, Falciani, Putnam, Reamer & Stair, 2004)	N/A	.82	8	N/A	N/A	'During my early education, my parents or primary carer(s)...'asked me about schoolwork', 'reviewed information sent	Scale: 1 (Strongly disagree) to 5 (Strongly agree).

Survey Block	No.	Question	Subscales	α (Cronbach's alpha)	No of Questions or Selection	Reverse Questions	Original Questions	Example(s) of Question	Character of Response (Scale, open text, multiple choice, Yes/No)
								home from school' and expected me to be involved in extra-curricular activities such as clubs or sports'.	
	12	Primary/Nursery attendance	N/A	N/A	1	N/A	All	'Did you attend pre-school or nursery when you were a child?'	Yes/No/Don't know.
	13	Type of secondary school attended	N/A	N/A	1	N/A	All	'What type of secondary school did you attend?'	6 multiple choice items: 'a state school other than a grammar school in the United Kingdom', 'a fee-paying school other than a grammar school in the United Kingdom', 'a fee-paying grammar school in the United Kingdom', 'a state grammar school in the United Kingdom', 'a school outside the United Kingdom' (please specify) and 'other' (please specify).
	14	Taking GCSEs (or equivalent)	N/A	N/A	1	N/A	All	'Did you take GCSEs, or equivalent international or	3 multiple choice items: 'I took GCSEs', 'I took equivalent international exams',

Survey Block	No.	Question	Subscales	α (Cronbach's alpha)	No of Questions or Selection	Reverse Questions	Original Questions	Example(s) of Question	Character of Response (Scale, open text, multiple choice, Yes/No)
								vocational exams? Select all that apply'	and 'I took equivalent vocational exams.'
	15	GCSE (or equivalent) grade	N/A	N/A	Up to 3	N/A	All	'Please indicate for each subject the grade that it was awarded in (e.g., Maths, English Language and English Literature).'	Open text response.
	16	University entry exams (A-levels, Access to Higher Education Diploma or equivalent international or vocational exams)	N/A	N/A	1	N/A	All	'Did you take A-levels, an Access to Higher Education Diploma, or equivalent international or vocational exams?'	4 multiple choice items: 'I took A-levels', 'I took an Access to Higher Education Diploma', 'I took equivalent international or Scottish exams', and 'I took equivalent vocational exams.'
	17	University entry exam grades	N/A	N/A	Up to 7	N/A	All	'Please indicate for each subject the grade that it was awarded'.	Open text response.
	18	Exams and effects of pandemic	N/A	N/A	1	N/A	All	'Did you take national exams for your A levels (or equivalent qualifications) or were your exams cancelled because of the pandemic?'	5 multiple choice items: 'I took national exams (or equivalent for international/vocational alternatives)', 'my exams were cancelled', 'my grades

Survey Block	No.	Question	Subscales	α (Cronbach's alpha)	No of Questions or Selection	Reverse Questions	Original Questions	Example(s) of Question	Character of Response (Scale, open text, multiple choice, Yes/No)
									were based on teacher predictions', and 'my grades were awarded another way' (please specify), and 'other' (please specify).
	19	UCAS points	N/A	N/A	1	N/A	All	'How many UCAS Tariff points did you achieve for your university entry?'	Open text response.
	20	Knowledge/contact with the legal profession	N/A	N/A	Up to 5	N/A	All	'Do you have friends or family members who are legal professionals? Select all that apply.'	6 multiple choice items: 'yes (at least one parent/guardian is a legal professional)', 'yes (at least one sibling is a legal professional)', 'yes (I have at least one friend who is a legal professional)', 'yes (I have at least one friend who has a parent/guardian who is a legal professional)', 'yes (other; please specify)', and 'no'.
	21	Motivation to study law	N/A	N/A	1	N/A	All	'Why did you decide to study law?'	Open text response.

Survey Block	No.	Question	Subscales	α (Cronbach's alpha)	No of Questions or Selection	Reverse Questions	Original Questions	Example(s) of Question	Character of Response (Scale, open text, multiple choice, Yes/No)
	22	Job Outlook (Barron, 2022; PhD thesis)	N/A	.80	4 (7 in total including original items)	Item 4	Items 5 - 7	'The legal job market is strong' and 'It is easy to find a job in law'	Scale: 1 (Strongly disagree) to 5 (Strongly agree).
	23	Friendship Diversity (Hall, Nishina & Lewis, 2017)	N/A	.82	3	N/A	N/A	'How many of your friends have a different social identity from you?', 'how many of your friends are from a different ethnicity/race than you?' and 'how many of your friends are from a different culture than you?'	Scale: 1 (None) to 4 (A lot).
Learning Experiences /Social interaction	1	Discrimination (Schmitt et al., 2003)	N/A	.92	5	N/A	N/A	'I have experienced discrimination during my law degree (of any form, e.g., on the basis of ethnicity/race, gender, religion, social class, etc)' and 'I feel that I receive unequal treatment at my law school'.	Scale: 1 (Strongly disagree) to 7 (Strongly agree).

Survey Block	No.	Question	Subscales	α (Cronbach's alpha)	No of Questions or Selection	Reverse Questions	Original Questions	Example(s) of Question	Character of Response (Scale, open text, multiple choice, Yes/No)
	2	Institutional support (Pike & Kuh, 2006)	N/A	.91	3 (items 4 -6) (7 in total including original items)	N/A	Item 7 (Items 1 – 3 from Liddle's scale)	'The atmosphere in my law school for students like me is oppressive' and 'Students like me consider my law school a comfortable place to study'	Scale: 1 (Strongly disagree) to 7 (Strongly agree).
	3	Student-faculty relationship (Micari & Pazos, 2012)	N/A	.91	6 (9 in total including original items)	N/A	Items 4, 8 & 9	'The teaching staff are the kind of professionals I would like to emulate, regardless of the career I end up pursuing' and 'the teaching staff have had respect for my academic abilities'.	Scale: 1 (Strongly disagree) to 5 (Strongly agree).
	4	CARI (Tormay, 2021)	3: affiliation/warmth (items 1 – 6), assertion/status (items 7 – 11) & attachment/safety (items 12 – 15)	Overall scale = .98; Aff/War = .97; Ass/Sta = .96; Att/Saf = .95.	15	N/A	N/A	'Affiliation/warmth (e.g., 'Warm'), assertion/status (e.g., 'Influential') and attachment/safety (e.g., 'Inspiring confidence')	Scale: 1 (Not at all) to 7 (Very much)
	5	Learning Experiences	4: performance accomplishments (items 1, 5, 7, 15 & 16),	Overall scale = .82; Per acc = .76; Vic lea = .71;	17	Items 4, 9 & 14	N/A	'Performance accomplishments (e.g., 'I have performed well in	Scale: 1 (Strongly disagree) to 6 (Strongly agree).

Survey Block	No.	Question	Subscales	α (Cronbach's alpha)	No of Questions or Selection	Reverse Questions	Original Questions	Example(s) of Question	Character of Response (Scale, open text, multiple choice, Yes/No)
			vicarious learning (items 2, 6, 12 & 13), verbal persuasion (items 3, 8, 10, 11 & 17) & physiological arousal (items 4, 9 & 14)	Ver per = .78; Phy aro = .73.				my law modules and assessments'), vicarious learning (e.g., 'I have seen people like me succeed in legal education'), verbal persuasion (e.g., 'People whom I respect have encouraged me to work hard in law modules and assessments') and physiological arousal (e.g., 'I have felt nervous while solving legal problems')	
	6	Representation	N/A	.90	8	Items 1, 2, 5, 7, 8	All 8	'There are not many people like me within the legal profession' and 'people like me are equally represented across different sectors of the legal profession'	Scale: 1 (Strongly disagree) to 7 (Strongly agree)
	7	Sense of belonging (BCBS; Toland et al., 2022)	N/A	.94	11	N/A	N/A	'I have felt like my contributions during activities in	Scale: 1 (Strongly disagree) to 4 (Strongly agree).

Survey Block	No.	Question	Subscales	α (Cronbach's alpha)	No of Questions or Selection	Reverse Questions	Original Questions	Example(s) of Question	Character of Response (Scale, open text, multiple choice, Yes/No)
								law classes mattered to other students/candidates' and 'I have felt like other students/candidates encouraged me to do well'	
	8	Complementary fit (Prasad et al., 2017)	N/A	.81	6	Item 3	N/A	'The modules available have matched my interests' and 'my modules have not really been what I would have liked to study'.	Scale: 1 (Strongly disagree) to 7 (Strongly agree).
	9	Supplementary fit (Prasad et al., 2017)	N/A	.84	6	Item 3	N/A	'The social activities (including clubs and societies) have suited me' and 'my ideas of fun have not been shared by the students/candidates around me'.	Scale: 1 (Strongly disagree) to 7 (Strongly agree).
	10	Curriculum fit	N/A	.68	3	Items 1 & 2	All 3	'The curriculum has ignored realities that are important for people like me' and 'what we have been taught is appropriate for the	Scale: 1 (Strongly disagree) to 7 (Strongly agree).

Survey Block	No.	Question	Subscales	α (Cronbach's alpha)	No of Questions or Selection	Reverse Questions	Original Questions	Example(s) of Question	Character of Response (Scale, open text, multiple choice, Yes/No)
								interests and abilities of people like me'.	
	11	Stigma consciousness (Pinel, 1999)	N/A	.80	9	Items 1, 3, 4, 5, 6, 8	N/A	'I have never worried that my behaviours will be viewed as stereotypical of my identity' and 'I have almost never thought about my identity when I interacted with people'.	Scale: 1 (Strongly disagree) to 7 (Strongly agree).
	12	Stereotype vulnerability (Spencer, 1993)	N/A	.92	8	N/A	N/A	'Some people believe that you have less academic ability because of your identity' and 'you face unfair evaluations in legal assessments because of your identity'	Scale: 1 (Never) to 5 (Almost always).
	13	Identity management	N/A	.94	6	N/A	All 6	'I have had to change how I presented myself for people to like me' and 'I have had to find ways of presenting my identity in positive	Scale: 1 (Strongly disagree) to 7 (Strongly agree).

Survey Block	No.	Question	Subscales	α (Cronbach's alpha)	No of Questions or Selection	Reverse Questions	Original Questions	Example(s) of Question	Character of Response (Scale, open text, multiple choice, Yes/No)
								ways to have good interactions with other people'.	
	14	Identification (Postmes et al., 2013)	N/A	.88	4	N/A	N/A	'I am happy that I will become a legal professional', 'I feel solidarity with legal professionals' and 'becoming a legal professional is an important part of how I see myself'.	Scale: 1 (Strongly disagree) to 7 (Strongly agree).
	15	Levels of legal education	N/A	N/A	1	N/A	All	'If applicable, please indicate which level(s) of legal education (i.e., Undergraduate Law Degree/GDL/LPC, etc.) you associate with any negative experiences set out in the preceding questions and why?'	Open text response
	16	Educational activities	N/A	N/A	1	N/A	All	'Roughly how many hours of lectures, seminars, tutorials or workshops do you attend each week?'	Open text response

Survey Block	No.	Question	Subscales	α (Cronbach's alpha)	No of Questions or Selection	Reverse Questions	Original Questions	Example(s) of Question	Character of Response (Scale, open text, multiple choice, Yes/No)
	17	Preparation for legal education	N/A	N/A	1	N/A	All	'Roughly how many hours a week do you spend on work related to your legal education (including assessments, and class and assessment preparation)?'	Open text response
	18	Career support	N/A	.88	5	N/A	All	'The university is preparing me to enter the legal profession by…holding career fairs and providing good career mentoring schemes'.	Scale: 1 (Strongly disagree) to 7 (Strongly agree).
Wellbeing	1	Life satisfaction (Haslam et al., 2018)	N/A	N/A	1	N/A	N/A	'All things considered, how satisfied are you with life during your law degree?'	Scale: 1 (Completely dissatisfied) to 7 (Completely satisfied).
	2	Stress/burnout (Haslam et al., 2018; Steffens et al., 2014)	N/A	.82	6	N/A	N/A	'I feel like I am working too hard' and 'I feel exhausted'	Scale: 1 (Do not agree at all) to 7 (Completely agree)
	3	Depression (Kroenke et al., 2009)	N/A	.92	8	N/A	N/A	'Little interest or pleasure in doing things' and 'feeling bad about yourself,	Scale: 1 (Not at all) to 4 (Nearly every day)

Survey Block	No.	Question	Subscales	α (Cronbach's alpha)	No of Questions or Selection	Reverse Questions	Original Questions	Example(s) of Question	Character of Response (Scale, open text, multiple choice, Yes/No)
								or that you are a failure, or have let yourself or your family down'	
	4	Anxiety (Williams, 2014)	N/A	.95	7	N/A	N/A	'Not being able to stop or control worrying' and 'worrying too much about different things'	Scale: 1 (Not at all) to 4 (Nearly every day)
	5	Self-esteem (Haslam et al., 2018; Rosenberg, 1965)	N/A	.87	5	Items 3 & 5	N/A	Include 'on the whole, I am satisfied with myself' and 'sometimes I feel that I am useless'	Scale: 1 (Strongly disagree) to 5 (Strongly agree)
Assessment, SCCT variables & Attainment	1	Assessment fit 1	N/A	.79	4	Items 1 & 4	All 4	'The way I express myself has a negative impact on how my assessments are graded' and 'I have found that I am able to effectively demonstrate my ability through assessments'	Scale: 1 (Strongly disagree) to 7 (Strongly agree)
	2	Assessment fit 2	N/A	N/A	5	N/A	All 5	'Which of the following types of assessments have you taken in the past?'	5 multiple choice items: 'oral examinations', 'closed book written examinations', 'open

Survey Block	No.	Question	Subscales	α (Cronbach's alpha)	No of Questions or Selection	Reverse Questions	Original Questions	Example(s) of Question	Character of Response (Scale, open text, multiple choice, Yes/No)
									book written examinations', 'coursework assessments' and 'assessments based on role-playing/simulation in real-life situations (e.g., mooting/negotiation)'.
	3	Assessment fit 3	N/A	.47	5	N/A	All 5	'Indicate which assessment types of the five types listed above were effective in allowing participants demonstrate their skills and strengths'	Scale: 1 (Strongly disagree) to 7 (Strongly agree)
	4	Self-efficacy (Lent et al., 2013; academic milestones scale)	N/A	.84	7	N/A	N/A	'I am confident that I can…Successfully complete my undergraduate degree' and 'Take and pass the Solicitors Qualifying Examination (SQE 1 and 2)'	Scale: 0 (Not confident at all) to 9 (Totally confident)
	5	Coping-efficacy (Lent et al., 2013;	N/A	.87	7	N/A	N/A	'I am confident that I can…Cope with a lack of support	Scale: 0 (Not confident at all) to 9 (Completely confident)

Survey Block	No.	Question	Subscales	α (Cronbach's alpha)	No of Questions or Selection	Reverse Questions	Original Questions	Example(s) of Question	Character of Response (Scale, open text, multiple choice, Yes/No)
		barrier-coping scale)						from teaching staff' and 'balance the pressures of studying law with the desire to have free time for fun and other activities'	
	6	Persistence goals (Lent et al., 2013)	N/A	.80	7	N/A	N/A	'I think that earning a degree in law is a realistic goal for me' 'I intend to take and pass a Legal Practice Course (LPC) to become a solicitor', and 'I intend to take and pass a CILEX Professional Qualification (CILEX) to become a legal executive or specialist lawyer'	Scale: 1 (Strongly disagree) to 5 (Strongly agree)
	7	Field of law	N/A	N/A	1	N/A	All	'Which field of law are you hoping to practice in? (e.g., crime, family, commercial?'	Open text response.
	8	Outcome expectations (Lent et al., 2013)	N/A	.92	10	N/A	N/A	'Completing my law degree and the SQE will likely allow me to...do work that I would find	Scale: 0 (Strongly disagree) to 9 (Strongly agree)

Survey Block	No.	Question	Subscales	α (Cronbach's alpha)	No of Questions or Selection	Reverse Questions	Original Questions	Example(s) of Question	Character of Response (Scale, open text, multiple choice, Yes/No)
								satisfying', '… receive a good job offer' and '… do work that can "make a difference" in people's lives'	
	9	Interests (Lent et al., 2013)	N/A	.84	5	N/A	N/A	'I am interested in…Working on a project involving law and legal principles' and 'Reading academic articles, judgments and case notes, or books about law'	Scale: 1 (Very low interest) to 5 (Very high interest)
	10	Satisfaction (Lent et al., 2013)	N/A	.88	7	N/A	N/A	'For the most part, I am enjoying my academic assignments in law', 'I enjoy the level of intellectual stimulation in my law modules' and 'I feel satisfied with my decision to do a law degree'	Scale: 1 (Strongly disagree) to 5 (Strongly agree)
	11	Desired UNI attainment	N/A	N/A	1	N/A	All	'What degree classification were you aiming to achieve during your university degree?'	4 multiple choice items: 'First class (1)', 'Upper second class (2.1)', 'Lower second class (2.2)', 'Third (3)'.

Survey Block	No.	Question	Subscales	α (Cronbach's alpha)	No of Questions or Selection	Reverse Questions	Original Questions	Example(s) of Question	Character of Response (Scale, open text, multiple choice, Yes/No)
	12	University attainment	N/A	N/A	1	N/A	All	'What degree classification did you achieve during your university degree?'	4 multiple choice items: 'First class (1)', 'Upper second class (2.1)', 'Lower second class (2.2)', 'Third (3)'.
	13	Average UNI mark	N/A	N/A	1	N/A	All	'What was your approximate average mark in official university assignments during your degree that led to the degree classification provided above?'	Open text response.
	14	Attainment 1	N/A	.83	5	N/A	All	'What was your average classification in open-book exams?' and 'What was your average classification in oral exams?'	4 multiple choice items: 'First class (1)', 'Upper second class (2.1)', 'Lower second class (2.2)', 'Third (3)'.
	15	LPC attainment 1	N/A	N/A	1	N/A	All	'What classification were you aiming to achieve on the LPC?'	4 multiple choice items: 'Distinction', 'Commendation', 'Pass', 'Fail'.
	16	LPC attainment 2	N/A	N/A	1	N/A	All	'What classification did you expect to achieve on the LPC?'	4 multiple choice items: 'Distinction', 'Commendation', 'Pass', 'Fail'.

Survey Block	No.	Question	Subscales	α (Cronbach's alpha)	No of Questions or Selection	Reverse Questions	Original Questions	Example(s) of Question	Character of Response (Scale, open text, multiple choice, Yes/No)
	17	LPC classification	N/A	N/A	1	N/A	All	'What classification did you achieve on the LPC?'	4 multiple choice items: 'Distinction', 'Commendation', 'Pass', 'Fail'.
	18	LPC attainment 3	N/A	N/A	1	N/A	All	'What was your approximate average grade on LPC assignments?'	6 multiple choice items: '80+', '70-79', '60-69', '50-59', '40-49', '39 and lower'.
	19	Module resits	N/A	N/A	2	N/A	All	'Did you pass all LPC modules the first time, or did you need to repeat some modules?'	2 multiple choice items: 'Repeated some modules (please explain)', 'Passed all modules.'
Law identity	1	Legal work experience	N/A	N/A	5	N/A	All	'Have you had any legal work experience? Please select all that apply.'	Yes (please explain)/No.
	2	Representation	N/A	.88	3	Item 1	All 3	'There are not many people like me within the legal profession' and 'people like me are equally represented across different sectors of the legal profession'	Scale: 1 (Strongly disagree) to 7 (Strongly agree)
	3	Status	N/A	.91	5	Items 4 & 5	All 5	'People like me are valued within the legal profession'	Scale: 1 (Strongly disagree) to 7 (Strongly agree)

Survey Block	No.	Question	Subscales	α (Cronbach's alpha)	No of Questions or Selection	Reverse Questions	Original Questions	Example(s) of Question	Character of Response (Scale, open text, multiple choice, Yes/No)
								and 'people like me are negatively evaluated within the legal profession'	
	4	Prototypicality (Hoffmann et al., 2020)	N/A	.37	5 (8 in total including original items)	Item 8	Items 6 - 8	'I would feel good if someone described me as likely to become a typical legal professional' and 'I have more in common with legal professionals than non-legal professionals'	Scale: 1 (Strongly disagree) to 7 (Strongly agree)
	5	Identification (Postmes et al., 2013)	N/A	.84	4	N/A	N/A	'I am happy that I will become a legal professional', 'I feel solidarity with legal professionals' and 'becoming a legal professional is an important part of how I see myself'	Scale: 1 (Strongly disagree) to 7 (Strongly agree)
	6	Identity threat	N/A	.92	6	Items 1, 2, 4, 5 & 6	All 6	Include 'people like me are always perceived as under-achieving in the legal profession' and 'people like me are	Scale: 1 (Strongly disagree) to 7 (Strongly agree)

Survey Block	No.	Question	Subscales	α (Cronbach's alpha)	No of Questions or Selection	Reverse Questions	Original Questions	Example(s) of Question	Character of Response (Scale, open text, multiple choice, Yes/No)
								always perceived as competent in the legal profession'	

Timepoint 2 survey

Survey Block	No.	Scale	Subscales	α (Cronbach's alpha)	Number of Questions or Selections	Reverse Questions	Original Questions	Example(s) of Question
Final or overall grade on the LPC	1	What was your final grade classification for your LPC?	N/A	N/A	1	N/A	All	Five multiple-choice items: 'Distinction', 'Commendation', 'Pass', 'Fail', and 'Final grade undetermined as I have examination/modules to retake'.
	2	What was your overall numeric grade on the LPC (e.g., 60, 67, 79, 85, etc)?	N/A	N/A	1	N/A	All	Open text response.
	3	Which grade range did your numeric grade on the LPC fall into?	N/A	N/A	1	N/A	All	Six multiple-choice items: '80+', '70-79', '60-69', '50-59', '40-49', and '39 and lower'.
Module grades	1	Which grades did you achieve on modules you did in Stage 1 of the LPC? Please include modules alongside each grade.	N/A	N/A	Up to eight modules	N/A	All	Five multiple-choice items: 'Distinction', 'Commendation', 'Pass', 'Fail', and 'Final grade undetermined as I have examination/modules to retake'.
	2	Which grades did you achieve on modules you did in Stage 2 of the LPC? Please include modules	N/A	N/A	Up to eight modules	N/A	All	Five multiple-choice items: 'Distinction', 'Commendation', 'Pass', 'Fail', and 'Final grade undetermined as I have examination/modules to retake'.

Survey Block	No.	Scale	Subscales	α (Cronbach's alpha)	Number of Questions or Selections	Reverse Questions	Original Questions	Example(s) of Question
		alongside each grade.						
Feedback block	1	Were you satisfied with your final LPC grade?	N/A	N/A	1	N/A	All	Open text response.
	2	Are there any factors that you think helped or hindered your final LPC grade?	N/A	N/A	1	N/A	All	Open text response.
	3	Do you want to share anything about your experiences during the LPC or your plans to enter the legal profession?	N/A	N/A	1	N/A	All	Open text response.
	4	Do you have any feedback on any questions in this survey?	N/A	N/A	1	N/A	All	Open text response.

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Appendix B.
LPC sample

Introduction:

The analysis of variance tests below (ANOVAs) examined the differences between the categorical variable of Ethnicity on other outcome variables, such as social class, contextual support, performance accomplishments, discrimination, etc. The test is significant when the p-value is equals to or lesser than .05.

Table keys:
- F: f-value
- df: degree of freedom
- p: p-value
- η_p^2 : partial eta-squared (effect size)
- M: mean
- SD: standard deviations

Background variables
Table 1. Analysis of variance (ANOVA) results for ethnic differences in background variables.

Variable	F	df	p	η_p^2
Social class (at age 14)^	3.33	3,483	.020	.020
Father's occupation	1.05	3,352	.371	.009
Mother's occupation	.081	3,303	.970	.001
English proficiency	5.54	3,494	<.001	.033

^= Cases for option 6 (Prefer not to say) excluded

Table 2. Means and standard deviations for background variables based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	SD	M	SD	M	SD	M	SD
Social class (at age 14)	2.39	0.58	2.33	0.64	2.52	0.70	2.70*	0.75
Father's occupation	3.19	2.18	3.05	1.81	3.68	2.37	3.55	2.39
Mother's occupation	3.80	1.84	3.82	1.95	3.91	2.11	3.68	1.80
English proficiency	5.57	0.64	5.54	0.50	5.25*	0.97	5.39	0.71

*= Significantly different from White.

Contextual factors
Table 3. Analysis of variance (ANOVA) results for ethnic differences in contextual factors.

Variable	F	df	p	η_p^2
Contextual support	8.66	3,495	<.001	.050
Financial constraint	1.43	3,495	.234	.009
Academic press (early education)	6.05	3,495	<.001	.035
Academic motivation (early education)	4.91	3,495	.002	.029

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School connectedness (early education)	2.78	3,495	.041	.017
Parental involvement	4.04	3,495	.007	.024
UCAS points	2.93	3,381	.034	.023
Job outlook	2.05	3,495	.106	.012
Friendship diversity	16.32	3,495	<.001	.090

Table 4. Means and standard deviations for contextual factors based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Contextual support	3.66	0.60	3.45	0.52	3.34*	0.60	3.42*	0.66
Financial constraint	2.92	1.14	3.12	1.22	3.16	1.16	3.09	1.15
Academic press (early education)	4.66	1.07	4.39	1.38	4.42	1.02	3.83*	1.55
Academic motivation (early education)	4.70	1.00	4.27*	1.31	4.40*	0.92	4.18*	1.36
School connectedness (early education)	4.65	1.16	4.13*	1.35	4.52	1.06	4.20*	1.45
Parental involvement	3.74	0.86	3.72	0.77	3.43*	0.93	3.50	0.95
UCAS points	144.64	37.00	168.44*	53.59	144.77	50.47	123.20	22.69
Job outlook	2.98	0.74	3.00	0.85	2.78	0.81	3.01	0.74
Friendship diversity	2.32	0.69	3.08*	0.73	2.74*	0.71	2.53	0.83

*= Significantly different from White.

Learning experiences

Table 5. Analysis of variance (ANOVA) results for ethnic differences in Learning experiences.

Variable	*F*	*df*	*p*	η_p^2
Performance accomplishments	4.61	3,495	.003	.027
Vicarious learning	0.46	3,495	.710	.003
Verbal persuasion	1.24	3,495	.294	.007
Physiological arousal	0.65	3,495	.583	.004

Table 6. Means and standard deviations for learning experiences based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Performance accomplishments	4.66	0.77	4.49	0.70	4.35*	0.83	4.50	0.71
Vicarious learning	4.02	1.07	3.89	1.05	4.03	0.95	4.21	1.18
Verbal persuasion	4.44	0.91	4.64	0.64	4.34	0.85	4.61	1.02
Physiological arousal	2.80	0.85	2.83	0.94	2.92	1.06	2.71	1.03

*= Significantly different from White.

Social interaction variables

Table 7. Analysis of variance (ANOVA) results for ethnic differences in social interaction variables.

Variable	*F*	*df*	*p*	η_p^2
Discrimination	16.07	3,495	<.001	.089

Institutional support	0.07	3,495	.975	.000
Student-faculty relationship	1.99	3,495	.115	.012
Affiliation/warmth (CARI)	1.79	3,495	.148	.011
Assertion/status (CARI)	1.04	3,495	.375	.006
Attachment/safety (CARI)	1.22	3,495	.301	.007
Representation	33.31	3,495	<.001	.168
Meta-perception of communication ability	14.28	3,495	<.001	.080
Meta-perception of language ability	11.25	3,495	<.001	.064
Sense of belonging	3.76	3,495	.011	.022
Complementary fit	3.07	3,495	.028	.018
Supplementary fit	2.13	3,495	.095	.013
Curriculum fit	11.91	3,495	<.001	.067
Stigma consciousness	12.21	3,495	<.001	.069
Stereotype vulnerability	10.71	3,495	<.001	.061
Identity management	10.66	3,495	<.001	.061
Identification	4.09	3,495	.007	.024
Institutional career support	1.23	3,495	.299	.007

Table 8. Means and standard deviations for social interaction variables based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	SD	M	SD	M	SD	M	SD
Discrimination	2.60	1.52	3.39*	1.74	3.54*	1.49	4.02*	2.06
Institutional support	4.24	1.39	4.17	1.33	4.26	1.43	4.15	1.61
Student-faculty relationship	3.72	0.70	3.67	1.06	3.56*	0.80	3.49	0.73
Affiliation/warmth (CARI)	4.92	1.27	5.06	1.57	4.68	1.33	4.53	1.46
Assertion/status (CARI)	4.57	1.37	4.99	1.60	4.45	1.47	4.64	1.48
Attachment/safety (CARI)	5.02	1.38	5.22	1.44	4.78	1.51	4.80	1.73
Representation	4.46	1.44	3.63*	1.37	3.27*	1.13	2.70*	1.10
Meta-perception of communication ability	2.37	1.54	2.64	1.63	3.43*	1.74	3.42*	1.88
Meta-perception of language ability	1.72	1.31	1.76	1.42	2.38*	1.53	2.90*	1.89
Sense of belonging	3.01	0.55	2.92	0.43	2.84*	0.58	2.80*	0.53
Complementary fit	5.12	0.96	5.11	0.94	4.82*	0.96	4.87	1.11
Supplementary fit	4.59	1.08	4.23	1.01	4.36	1.05	4.32	1.13
Curriculum fit	4.64	1.11	4.68	1.21	4.03*	0.98	3.86*	1.39
Stigma consciousness	3.70	0.89	3.98	0.87	4.01*	0.97	4.66*	0.96
Stereotype vulnerability	1.62	0.82	1.88	0.82	2.04*	0.97	2.30*	1.12
Identity management	2.92	1.30	3.45	1.37	3.58*	1.35	3.85*	1.26
Identification	4.78	1.23	4.72	0.83	4.45*	1.27	4.13*	1.20
Institutional career support	4.63	1.38	4.38	1.31	4.46	1.34	4.92	1.25

*= Significantly different from White.

Wellbeing variables

Table 9. Analysis of variance (ANOVA) results for ethnic differences in wellbeing variables.

Variable	F	df	p	η_p^2
Life satisfaction	3.02	3,495	.029	.018
Stress/burnout	1.55	3,495	.200	.009
Depression	2.76	3,495	.042	.016
Anxiety	1.43	3,495	.234	.009
Self-esteem	5.34	3,495	.001	.031

Table 10. Means and standard deviations for wellbeing variables based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	SD	M	SD	M	SD	M	SD
Life satisfaction	4.59	1.36	4.32	1.46	4.14*	1.50	4.45	1.61
Stress/burnout	4.58	1.11	4.44	1.02	4.82	1.07	4.60	1.04
Depression	2.27	0.76	2.36	0.71	2.47*	0.75	2.54	0.85
Anxiety	2.45	0.81	2.64	0.86	2.61	0.84	2.43	0.86
Self-esteem	3.79	0.81	3.70	0.61	3.45*	0.82	3.56	0.82

*= Significantly different from White.

Social and cognitive variables

Table 11. Analysis of variance (ANOVA) results for ethnic differences in social and cognitive variables.

Variable	F	df	p	η_p^2
Self-efficacy	2.87	3,495	.036	.017
Persistence	6.01	3,495	<.001	.035
Outcome expectations	4.74	3,495	.003	.028
Interests	3.65	3,495	.013	.022
Satisfaction	2.53	3,495	.057	.015

Table 12. Means and standard deviations for social and cognitive variables based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	SD	M	SD	M	SD	M	SD
Self-efficacy	6.97	1.50	7.13	1.24	6.59*	1.38	7.28	1.48
Persistence	4.25	0.62	4.41	0.55	4.00*	0.79	4.41	0.63
Outcome expectations	7.65	1.55	8.16	1.45	7.19*	1.83	8.16	1.71
Interests	3.87	0.69	3.90	0.58	3.63*	0.73	3.86	0.69
Satisfaction	3.96	0.78	3.89	0.63	3.73*	0.76	3.83	0.84

*= Significantly different from White.

Law identity variables

Table 13. Analysis of variance (ANOVA) results for ethnic differences in law identity variables.

Variable	F	df	p	η_p^2
Representation	23.90	3,495	<.001	.126
Status	20.40	3.495	<.001	.110
Prototypicality	3.53	3,495	.015	.021
Identification	6.18	3.495	<.001	.036

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| Identity threat | 14.15 | 3,495 | <.001 | .079 |

Table 14. Means and standard deviations for law identity variables based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Representation	4.40	1.42	3.76*	1.39	3.43*	1.19	2.82*	1.18
Status	4.91	1.13	4.50	1.17	4.24*	0.89	3.68*	0.92
Prototypicality	4.56	1.12	4.32	0.81	4.18*	1.02	4.39	1.12
Identification	5.35	1.12	5.21	0.85	4.86*	1.14	5.54	1.21
Identity threat	4.70	1.18	4.27	1.28	4.18*	0.93	3.58*	0.67

*= Significantly different from White.

Sensitivity: General

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UG sample
Background variables
Table 1. Analysis of variance (ANOVA) results for ethnic differences in background variables.

Variable	F	df	p	η_p^2
Social class (at age 14)	6.42	3,658	<.001	.028
Father's occupation	.130	3,456	.943	.001
Mother's occupation	2.80	3,408	.040	.020
English proficiency	1.82	3,658	.141	.008

Table 2. Means and standard deviations for background variables based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	SD	M	SD	M	SD	M	SD
Social class (at age 14)	2.59	0.64	2.56	0.91	2.35*	0.67	2.70	0.73
Father's occupation	3.58	2.23	3.56	2.53	3.43	2.16	3.62	2.36
Mother's occupation	4.05	2.03	3.91	2.11	3.31*	1.91	3.59	1.72
English proficiency	5.52	0.64	5.57	0.48	5.41	0.75	5.60	0.61

*= Significantly different from White.

Contextual factors
Table 3. Analysis of variance (ANOVA) results for ethnic differences in contextual factors.

Variable	F	df	p	η_p^2
Contextual support	4.02	3,678	.008	.018
Financial constraint	1.55	3,678	.199	.007
Academic press (early education)	1.55	3,678	.199	.007
Academic motivation (early education)	1.10	3,678	.350	.005
School connectedness (early education)	.850	3,678	.467	.004
Parental involvement	.153	3,678	.928	.001
UCAS points	2.04	3,498	.108	.012
Job outlook	2.44	3,678	.063	.011
Friendship diversity	13.02	3,678	<.001	.054

Table 4. Means and standard deviations for contextual factors based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	SD	M	SD	M	SD	M	SD
Contextual support	3.62	0.59	3.47	0.40	3.46*	0.58	3.66	0.65
Financial constraint	2.84	1.05	2.89	1.18	2.74	1.12	3.08	1.13
Academic press (early education)	4.61	1.03	4.23*	1.22	4.60	1.01	4.65	1.12
Academic motivation (early education)	4.64	0.98	4.41	0.95	4.54	0.94	4.68	0.87
School connectedness (early education)	4.56	1.22	4.43	1.14	4.48	1.20	4.74	1.11
Parental involvement	3.68	0.83	3.65	0.89	3.69	1.39	3.77	0.87
UCAS points	151	38.9	155	38.2	142*	36.8	144	23.7
Job outlook	2.87	0.75	2.74	0.86	2.78	0.68	3.06	0.94

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| Friendship diversity | 2.43 | 0.69 | 3.01* | 0.78 | 2.73* | 0.76 | 2.63* | 0.64 |

*= Significantly different from White.

Learning experiences

Table 5. Analysis of variance (ANOVA) results for ethnic differences in Learning experiences.

Variable	F	df	p	η_p^2
Performance accomplishments	4.80	3,678	.003	.021
Vicarious learning	2.62	3,678	.050	.011
Verbal persuasion	1.64	3,678	.178	.007
Physiological arousal	.082	3,678	.970	0

Table 6. Means and standard deviations for learning experiences based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	SD	M	SD	M	SD	M	SD
Performance accomplishments	4.51	0.75	4.32	0.59	4.25*	0.84	4.38	0.88
Vicarious learning	3.82	1.03	3.76	1.02	4.02*	1.06	4.09*	1.02
Verbal persuasion	4.45	0.93	4.33	0.92	4.52	0.94	4.68	0.80
Physiological arousal	2.70	0.96	2.67	0.83	2.73	0.98	2.68	1.03

*= Significantly different from White.

Social interaction variables

Table 7. Analysis of variance (ANOVA) results for ethnic differences in social interaction variables.

Variable	F	df	p	η_p^2
Discrimination	11.14	3,678	<.001	.047
Institutional support	1.29	3,678	.277	.006
Student-faculty relationship	1.46	3,678	.224	.006
Affiliation/warmth (CARI)	0.59	3,678	.620	.003
Assertion/status (CARI)	2.20	3,678	.087	.010
Attachment/safety (CARI)	2.11	3,678	.097	.009
Representation	53.19	3,678	<.001	.191
Meta-perception of communication ability	18.54	3,678	<.001	.076
Meta-perception of language ability	16.95	3,677	<.001	.070
Sense of belonging	2.96	3,678	.031	.013
Complementary fit	4.78	3,678	.003	.021
Supplementary fit	5.54	3,678	<.001	.024
Curriculum fit	15.11	3,678	<.001	.063
Stigma consciousness	28.91	3,678	<.001	.113
Stereotype vulnerability	12.53	3,678	<.001	.053
Identity management	10.58	3,678	<.001	.045
Identification	3.13	3,678	.025	.014
Institutional career support	1.45	3,678	.227	.006

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Table 8. Means and standard deviations for social interaction variables based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	SD	M	SD	M	SD	M	SD
Discrimination	2.51	1.51	3.11*	1.64	3.22*	1.63	3.27*	1.75
Institutional support	4.56	1.42	4.13	1.29	4.45	1.35	4.41	1.49
Student-faculty relationship	3.74	0.79	3.55	0.79	3.69	0.70	3.57	0.85
Affiliation/warmth (CARI)	4.87	1.24	4.84	1.13	4.89	1.33	4.66	1.36
Assertion/status (CARI)	4.82	1.38	4.48	1.37	4.87	1.31	4.45*	1.58
Attachment/safety (CARI)	5.02	1.35	4.51*	1.43	4.98	1.34	4.75	1.59
Representation	4.55	1.46	3.39*	1.03	3.52*	1.06	2.72*	1.32
Meta-perception of communication ability	2.49	1.58	3.14*	1.51	3.51*	1.70	3.33*	1.65
Meta-perception of language ability	1.72	1.26	1.89	1.26	2.65*	1.78	2.06	1.54
Sense of belonging	2.95	0.55	2.77*	0.58	2.83*	0.54	2.89	0.56
Complementary fit	5.02	0.94	4.75	0.82	4.71*	0.93	4.96	1.10
Supplementary fit	4.77	1.07	4.27*	0.97	4.46*	1.02	4.52	1.04
Curriculum fit	4.79	1.22	4.01*	1.26	4.19*	0.98	4.22*	1.38
Stigma consciousness	3.59	0.90	4.06*	0.89	3.95*	0.88	4.62*	0.94
Stereotype vulnerability	1.57	0.83	1.74	0.78	1.94*	0.95	2.14*	1.00
Identity management	2.92	1.35	3.41*	1.20	3.51*	1.41	3.58*	1.43
Identification	4.77	1.29	4.45	0.99	4.51*	1.15	4.41*	1.47
Institutional career support	5.11	1.22	4.77	1.34	5.05	1.27	5.30	1.46

*= Significantly different from White.

Wellbeing variables

Table 9. Analysis of variance (ANOVA) results for ethnic differences in wellbeing variables.

Variable	F	df	p	η_p^2
Life satisfaction	3.10	3,678	.026	.014
Stress/burnout	1.31	3,678	.270	.006
Depression	2.42	3,678	.065	.011
Anxiety	1.09	3,678	.355	.005
Self-esteem	5.12	3,678	.002	.022

Table 10. Means and standard deviations for wellbeing variables based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	SD	M	SD	M	SD	M	SD
Life satisfaction	4.76	1.32	4.24*	1.46	4.53	1.36	4.43	1.41
Stress/burnout	4.59	1.06	4.75	1.05	4.77	0.98	4.66	1.07
Depression	2.35	0.77	2.50	0.72	2.53*	0.71	2.41	0.81
Anxiety	2.47	0.82	2.61	0.88	2.55	0.80	2.38	0.87
Self-esteem	3.76	0.85	3.41*	0.60	3.54*	0.79	3.49*	0.96

*= Significantly different from White.

Social and cognitive variables

Table 11. Analysis of variance (ANOVA) results for ethnic differences in social and cognitive variables.

Variable	F	df	p	η_p^2
Self-efficacy	6.18	3,678	<.001	.027
Persistence	4.34	3,678	.005	.019
Outcome expectations	4.42	3,678	.004	.019
Interests	4.60	3,678	.003	.020
Satisfaction	7.03	3,678	<.001	.030

Table 12. Means and standard deviations for social and cognitive variables based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	SD	M	SD	M	SD	M	SD
Self-efficacy	6.42	1.42	6.71	1.47	6.16	1.66	7.07*	1.74
Persistence	3.86	0.64	3.97	0.57	3.72*	0.74	4.04*	0.80
Outcome expectations	7.73	1.41	7.59	1.59	7.33*	1.84	8.07	1.53
Interests	3.94	0.63	3.83	0.69	3.72*	0.70	3.88	0.69
Satisfaction	4.03	0.75	3.90	0.68	3.73*	0.76	3.78*	0.94

*= Significantly different from White.

Law identity variables

Table 13. Analysis of variance (ANOVA) results for ethnic differences in law identity variables.

Variable	F	df	p	η_p^2
Representation	45.21	3,678	<.001	.167
Status	40.15	3,678	<.001	.151
Prototypicality	3.81	3,678	.010	.017
Identification	5.33	3,678	.001	.023
Identity threat	22.50	3,678	<.001	.091

Table 14. Means and standard deviations for law identity variables based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	SD	M	SD	M	SD	M	SD
Representation	4.28	1.38	3.23*	1.27	3.47*	1.25	2.47*	1.28
Status	4.83	1.12	4.05*	1.00	4.13*	0.92	3.53*	1.08
Prototypicality	4.47	1.04	4.10	1.18	4.22*	1.12	4.16*	1.17
Identification	5.34	1.07	5.14	0.86	4.97*	1.20	5.01*	1.23
Identity threat	4.53	1.22	3.82*	1.05	4.05*	1.04	3.45*	1.04

*= Significantly different from White.

Past LPC sample

Background variables

Table 1. Analysis of variance (ANOVA) results for ethnic differences in background variables.

Variable	F	df	p	η_p^2
Social class (at age 14)	.810	3,214	.490	.011
Father's occupation	1.04	3,185	.376	.017
Mother's occupation	1.28	3,150	.285	.025
English proficiency	.402	3,212	.752	.006

Table 2. Means and standard deviations for background variables based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	SD	M	SD	M	SD	M	SD
Social class (at age 14)	2.57	0.59	2.54	0.66	2.31	0.63	2.62	0.52
Father's occupation	3.49	2.17	4.11	1.36	2.67	1.92	2.83	1.47
Mother's occupation	4.03	1.93	3.11	1.69	2.80	1.30	3.86	1.77
English proficiency	5.61	0.60	5.78	0.39	5.61	0.70	5.71	0.57

*= Significantly different from White.

Contextual factors

Table 3. Analysis of variance (ANOVA) results for ethnic differences in contextual factors.

Variable	F	df	p	η_p^2
Contextual support	.398	3,214	.754	.006
Financial constraint	.091	3,208	.965	.001
Academic press (early education)	.906	3,214	.439	.013
Academic motivation (early education)	.892	3,214	.446	.012
School connectedness (early education)	1.24	3,214	.297	.017
Parental involvement	.192	3,214	.902	.003
UCAS points	.057	3,163	.982	.001
Job outlook	1.71	3,214	.165	.023
Friendship diversity	16.14	3,214	<.001	.185

Table 4. Means and standard deviations for contextual factors based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	SD	M	SD	M	SD	M	SD
Contextual support	3.54	0.57	3.54	0.66	3.38	0.42	3.63	0.43
Financial constraint	2.67	1.18	2.79	1.06	2.78	1.07	2.58	0.66
Academic press (early education)	4.40	1.17	4.92	0.84	4.37	1.13	4.56	0.85
Academic motivation (early education)	4.46	1.08	4.82	0.96	4.18	0.95	4.65	0.59
School connectedness (early education)	4.23	1.34	4.83	0.93	4.48	0.96	4.69	0.69
Parental involvement	9.06	4.35	8.38	4.53	9.15	3.56	8.23	2.94
UCAS points	135	50.9	132	52.9	144	70.4	135	38.5
Job outlook	2.98	0.87	3.12	0.74	2.46*	0.93	3.12	1.0

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Friendship diversity	2.19	0.60	2.79*	0.66	3.26*	0.84	2.79*	0.75

*= Significantly different from White.

Learning experiences

Table 5. Analysis of variance (ANOVA) results for ethnic differences in Learning experiences.

Variable	F	df	p	η_p^2
Performance accomplishments	2.18	3,214	.091	.030
Vicarious learning	.657	3,214	.580	.009
Verbal persuasion	3.32	3,214	.021	.044
Physiological arousal	.519	3,214	.670	.007

Table 6. Means and standard deviations for learning experiences based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	SD	M	SD	M	SD	M	SD
Performance accomplishments	4.71	0.67	4.68	0.42	5.18*	0.65	4.72	0.62
Vicarious learning	3.59	1.06	3.56	1.04	3.96	1.15	3.88	0.68
Verbal persuasion	4.19	1.04	4.17	0.91	4.95*	0.48	4.82	0.73
Physiological arousal	3.34	1.10	3.08	1.05	3.44	1.17	3.67	0.98

*= Significantly different from White.

Social interaction variables

Table 7. Analysis of variance (ANOVA) results for ethnic differences in social interaction variables.

Variable	F	df	p	η_p^2
Discrimination	.250	3,214	.861	.003
Institutional support	.276	3,214	.842	.004
Student-faculty relationship	.848	3,214	.469	.012
Affiliation/warmth (CARI)	.861	3,214	.462	.012
Assertion/status (CARI)	.827	3,213	.480	.012
Attachment/safety (CARI)	.887	3,214	.449	.012
Representation	6.04	3,214	.001	.078
Meta-perception of communication ability	.414	3,214	.743	.006
Meta-perception of language ability	1.09	3,214	.354	.015
Sense of belonging	1.48	3,214	.221	.020
Complementary fit	.351	3,214	.789	.005
Supplementary fit	.089	3,214	.966	.001
Curriculum fit	2.17	3,214	.093	.029
Stigma consciousness	1.85	3,214	.139	.025
Stereotype vulnerability	.421	3,213	.738	.006
Identity management	.818	3,214	.485	.011
Identification	.571	3,214	.635	.008
Institutional career support	.535	3,213	.659	.007

Table 8. Means and standard deviations for social interaction variables based on ethnicity.

Sensitivity: General

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Variable	White		Mixed		Asian		Black	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Discrimination	2.52	1.60	2.52	1.61	2.26	1.26	2.88	1.56
Institutional support	4.02	1.41	3.79	1.48	4.15	1.83	4.33	0.76
Student-faculty relationship	3.55	0.82	3.69	0.80	3.88	0.66	3.45	0.30
Affiliation/warmth (CARI)	4.52	1.39	4.83	1.52	5.09	1.14	4.56	1.41
Assertion/status (CARI)	4.35	1.47	4.35	1.85	4.95	1.15	4.05	1.04
Attachment/safety (CARI)	4.92	1.37	4.81	1.65	5.52	1.34	4.72	1.02
Representation	4.34	1.69	3.31*	1.11	3.21*	1.51	2.54*	0.94
Meta-perception of communication ability	2.35	1.47	2.31	1.32	2.77	1.79	2.62	1.30
Meta-perception of language ability	1.70	1.22	1.42	0.79	2.00	1.47	1.12	0.35
Sense of belonging	2.80	0.60	2.95	0.61	3.13*	0.54	2.85	0.26
Complementary fit	5.23	0.98	5.08	0.61	5.37	1.07	5.46	0.46
Supplementary fit	4.41	1.19	4.50	1.25	4.42	1.24	4.60	0.61
Curriculum fit	4.72	1.19	4.69	1.01	4.56	1.47	3.62*	0.97
Stigma consciousness	3.55	1.01	3.56	1.17	3.24	1.32	4.32*	0.93
Stereotype vulnerability	1.40	0.67	1.29	0.43	1.43	0.48	1.61	0.51
Identity management	2.69	1.43	2.85	1.53	2.27	1.26	3.23	1.19
Identification	4.49	1.45	4.06	1.10	4.65	1.75	4.16	0.96
Institutional career support	4.01	1.44	3.60	1.00	4.28	1.59	3.85	1.30

*= Significantly different from White.

Wellbeing variables

Table 9. Analysis of variance (ANOVA) results for ethnic differences in wellbeing variables.

Variable	*F*	*df*	*p*	η_p^2
Life satisfaction	.175	3,214	.913	.002
Stress/burnout	.372	3,214	.773	.005
Depression	.538	3,214	.657	.007
Anxiety	.572	3,214	.634	.008
Self-esteem	.120	3,214	.948	.002

Table 10. Means and standard deviations for wellbeing variables based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Life satisfaction	4.70	1.46	4.85	0.80	4.46	1.39	4.62	0.92
Stress/burnout	4.00	1.22	4.13	1.15	3.94	1.31	4.43	1.27
Depression	2.03	0.76	1.88	0.68	2.26	1.03	2.00	0.78
Anxiety	2.22	0.87	2.04	0.74	2.23	1.05	1.86	0.77
Self-esteem	3.83	0.90	3.82	0.59	3.78	0.85	3.65	0.76

*= Significantly different from White.

Social and cognitive variables

Table 11. Analysis of variance (ANOVA) results for ethnic differences in social and cognitive variables.

Variable	F	df	p	η_p^2
Self-efficacy	1.37	3,214	.252	.019
Persistence	.812	3,214	.488	.011
Outcome expectations	1.52	3,214	.210	.021
Interests	.648	3,214	.585	.009
Satisfaction	.403	3,214	.751	.006

Table 12. Means and standard deviations for social and cognitive variables based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	SD	M	SD	M	SD	M	SD
Self-efficacy	7.02	1.39	6.42	1.05	6.52	1.78	7.30	0.87
Persistence	4.35	0.59	4.30	0.45	4.58	0.48	4.46	0.43
Outcome expectations	7.32	1.66	7.51	1.35	6.35	2.54	6.88	1.96
Interests	3.82	0.72	3.66	0.62	3.91	0.62	3.55	0.33
Satisfaction	4.00	0.79	4.20	0.75	4.15	0.74	3.96	0.34

*= Significantly different from White.

Law identity variables

Table 13. Analysis of variance (ANOVA) results for ethnic differences in law identity variables.

Variable	F	df	p	η_p^2
Representation	5.58	3,212	.001	.073
Status	2.56	3,212	.056	.035
Prototypicality	1.32	3,212	.269	.018
Identification	.041	3,212	.989	.001
Identity threat	2.75	3,212	.044	.037

Table 14. Means and standard deviations for law identity variables based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	SD	M	SD	M	SD	M	SD
Representation	3.86	1.70	2.89*	1.27	2.72*	1.43	2.12*	0.43
Status	4.44	1.34	3.95	1.23	3.88	1.81	3.38*	0.77
Prototypicality	4.24	1.30	3.58	0.85	4.23	1.07	3.78	0.90
Identification	5.30	1.17	5.19	0.94	5.33	1.02	5.28	1.09
Identity threat	4.50	1.43	4.42	1.24	3.90	1.63	3.21*	0.56

*= Significantly different from White.

Appendix C.
LPC sample

Introduction:

The analysis of co-variance (ANCOVA) tests below examined the differences between the categorical variable of Ethnicity on other outcome variables (such as, social class, contextual support, performance accomplishments, discrimination, etc), controlling for the variable of student status, that is, home vs international students. In other words, we included student status (home vs. international students) into the previous analyses conducted in Appendix B to see if the results will stay the same. The results below show that the variable of student status does not significantly change the results. The test is significant when the p-value is equals to or lesser than .05.

Table keys:
- F: f-value
- df: degree of freedom
- p: p-value
- η_p^2 : partial eta-squared (effect size)
- M: mean
- SD: standard deviations

Background variables

Table 1. Analysis of co-variance (ANCOVA) results for ethnic differences in background variables controlling for student status (home vs international students).

Variable	F	df	p	η_p^2
Social class (at age 14)	3.47	3,482	.016	.021
Father's occupation	1.06	3,351	.365	.009
Mother's occupation	0.08	3,302	.969	.001
English proficiency	5.56	3,493	<.001	.033

Table 2. Means and standard deviations for background variables based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	SD	M	SD	M	SD	M	SD
Social class (at age 14)	2.39	0.58	2.33	0.64	2.52*	0.70	2.70*	0.75
Father's occupation	3.19	2.18	3.05	1.81	3.68*	2.37	3.55	2.39
Mother's occupation	3.80	1.84	3.82	1.95	3.91	2.11	3.68	1.80
English proficiency	5.57	0.64	5.54	0.50	5.25*	0.97	5.39	0.71

*= Significantly different from White.

Contextual factors

Table 3. Analysis of co-variance (ANCOVA) results for ethnic differences in contextual factors controlling for student status (home vs international students).

Variable	F	df	p	η_p^2
Contextual support	8.65	3,494	<.001	.050
Financial constraint	1.42	3,494	.235	.009
Academic press (early education)	6.04	3,494	<.001	.035
Academic motivation (early education)	4.91	3,494	.002	.029
School connectedness (early education)	2.78	3,494	.041	.017
Parental involvement	4.04	3,494	.007	.024
UCAS points	3.08	3,380	.028	.024
Job outlook	2.04	3,494	.107	.012
Friendship diversity	16.29	3,494	<.001	.090

Table 4. Means and standard deviations for contextual factors based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	SD	M	SD	M	SD	M	SD
Contextual support	3.66	0.60	3.45	0.52	3.34*	0.60	3.42*	0.66
Financial constraint	2.92	1.14	3.12	1.22	3.16	1.16	3.09	1.15
Academic press (early education)	4.66	1.07	4.39	1.38	4.42	1.02	3.83*	1.55
Academic motivation (early education)	4.70	1.00	4.27*	1.31	4.40*	0.92	4.18*	1.36
School connectedness (early education)	4.65	1.16	4.13*	1.35	4.52	1.06	4.20*	1.45
Parental involvement	3.74	0.86	3.72	0.77	3.43*	0.93	3.50	0.95
UCAS points	144.64	37.00	168.44*	53.59	144.77	50.47	123.20	22.69
Job outlook	2.98	0.74	3.00	0.85	2.78*	0.81	3.01	0.74
Friendship diversity	2.32	0.69	3.08*	0.73	2.74*	0.71	2.53	0.83

*= Significantly different from White.

Learning experiences

Table 5. Analysis of co-variance (ANCOVA) results for ethnic differences in Learning experiences controlling for student status (home vs international students).

Variable	F	df	p	η_p^2
Performance accomplishments	4.60	3,494	.003	.027
Vicarious learning	0.46	3,494	.709	.003
Verbal persuasion	1.25	3,494	.292	.008
Physiological arousal	0.65	3,494	.584	.004

Table 6. Means and standard deviations for learning experiences based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	SD	M	SD	M	SD	M	SD
Performance accomplishments	4.66	0.77	4.49	0.70	4.35*	0.83	4.50	0.71

Vicarious learning	4.02	1.07	3.89	1.05	4.03	0.95	4.21	1.18
Verbal persuasion	4.44	0.91	4.64	0.64	4.34	0.85	4.61	1.02
Physiological arousal	2.80	0.85	2.83	0.94	2.92	1.06	2.71	1.03

*= Significantly different from White.

Social interaction variables

Table 7. Analysis of co-variance (ANCOVA) results for ethnic differences in social interaction variables controlling for student status (home vs international students).

Variable	F	df	p	η_p^2
Discrimination	16.05	3,494	<.001	.089
Institutional support	0.07	3,494	.975	.000
Student-faculty relationship	1.98	3,494	.115	.012
Affiliation/warmth (CARI)	1.79	3,494	.148	.011
Assertion/status (CARI)	1.04	3,494	.375	.006
Attachment/safety (CARI)	1.22	3,494	.301	.007
Representation	33.46	3,494	<.001	.169
Meta-perception of communication ability	14.49	3,494	<.001	.081
Meta-perception of language ability	11.37	3,494	<.001	.065
Sense of belonging	3.76	3,494	.010	.022
Complementary fit	3.07	3,494	.028	.018
Supplementary fit	2.13	3,494	.095	.013
Curriculum fit	11.91	3,494	<.001	.067
Stigma consciousness	12.24	3,494	<.001	.069
Stereotype vulnerability	10.69	3,494	<.001	.061
Identity management	10.73	3,494	<.001	.061
Identification	4.09	3,494	.007	.024
Institutional career support	1.23	3,494	.299	.007

Table 8. Means and standard deviations for social interaction variables based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	SD	M	SD	M	SD	M	SD
Discrimination	2.60	1.52	3.39*	1.74	3.54*	1.49	4.02*	2.05
Institutional support	4.24	1.39	4.17	1.33	4.26	1.43	4.15	1.61
Student-faculty relationship	3.72	0.70	3.67	1.06	3.56	0.80	3.49	0.73
Affiliation/warmth (CARI)	4.92	1.27	5.06	1.57	4.68	1.33	4.53	1.46
Assertion/status (CARI)	4.57	1.37	4.99	1.60	4.45	1.47	4.64	1.48
Attachment/safety (CARI)	5.02	1.38	5.22	1.44	4.78	1.51	4.80	1.73
Representation	4.46	1.44	3.63*	1.37	3.27*	1.13	2.70*	1.10
Meta-perception of communication ability	2.37	1.54	2.64	1.63	3.43*	1.74	3.42*	1.88
Meta-perception of language ability	1.72	1.31	1.76	1.42	2.38*	1.53	2.90*	1.89
Sense of belonging	3.01	0.55	2.92	0.43	2.84*	0.58	2.80	0.53
Complementary fit	5.12	0.96	5.11	0.94	4.82*	0.96	4.87	1.11

Supplementary fit	4.59	1.08	4.23	1.01	4.36	1.05	4.32	1.13
Curriculum fit	4.64	1.11	4.68	1.21	4.03*	0.98	3.86*	1.39
Stigma consciousness	3.70	0.89	3.98	0.87	4.01*	0.97	4.66*	0.96
Stereotype vulnerability	1.62	0.82	1.88	0.82	2.04*	0.97	2.30*	1.12
Identity management	2.92	1.30	3.45	1.37	3.58*	1.35	3.85*	1.26
Identification	4.78	1.23	4.72	0.83	4.45*	1.27	4.13*	1.20
Institutional career support	4.63	1.38	4.38	1.31	4.46	1.34	4.92	1.25

*= Significantly different from White.

Wellbeing variables

Table 9. Analysis of co-variance (ANCOVA) results for ethnic differences in wellbeing variables controlling for student status (home vs international students).

Variable	F	df	p	η_p^2
Life satisfaction	3.02	3,494	.029	.018
Stress/burnout	1.55	3,494	.200	.009
Depression	2.75	3,494	.042	.016
Anxiety	1.43	3,494	.234	.009
Self-esteem	5.34	3,494	.001	.031

Table 10. Means and standard deviations for wellbeing variables based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	SD	M	SD	M	SD	M	SD
Life satisfaction	4.59	1.36	4.32	1.46	4.14*	1.50	4.45	1.61
Stress/burnout	4.58	1.11	4.44	1.02	4.82	1.07	4.60	1.04
Depression	2.27	0.76	2.36	0.71	2.47*	0.75	2.54	0.85
Anxiety	2.45	0.81	2.64	0.86	2.61*	0.84	2.43	0.86
Self-esteem	3.79	0.81	3.70	0.61	3.45*	0.82	3.56	0.82

*= Significantly different from White.

Social and cognitive variables

Table 11. Analysis of co-variance (ANCOVA) results for ethnic differences in social and cognitive variables controlling for student status (home vs international students).

Variable	F	df	p	η_p^2
Self-efficacy	2.89	3,494	.035	.017
Persistence	6.05	3,494	<.001	.035
Outcome expectations	4.73	3,494	.003	.028
Interests	3.65	3,494	.013	.022
Satisfaction	2.52	3,494	.057	.015

Table 12. Means and standard deviations for social and cognitive variables based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	SD	M	SD	M	SD	M	SD
Self-efficacy	6.97	1.50	7.13	1.24	6.59*	1.38	7.28	1.48
Persistence	4.25	0.62	4.41	0.55	4.00*	0.79	4.41	0.63

Outcome expectations	7.65	1.55	8.16	1.45	7.19*	1.83	8.16	1.71
Interests	3.87	0.69	3.90	0.58	3.63*	0.73	3.86	0.69
Satisfaction	3.96	0.78	3.89	0.63	3.73*	0.76	3.83	0.84

*= Significantly different from White.

Law identity variables

Table 13. Analysis of co-variance (ANCOVA) results for ethnic differences in law identity variables controlling for student status (home vs international students).

Variable	*F*	*df*	*p*	η_p^2
Representation	23.89	3,494	<.001	.127
Status	20.36	3,494	<.001	.110
Prototypicality	3.54	3,494	.015	.021
Identification	6.18	3,494	<.001	.036
Identity threat	14.12	3,494	<.001	.079

Table 14. Means and standard deviations for law identity variables based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Representation	4.40	1.42	3.76*	1.39	3.43*	1.19	2.82*	1.18
Status	4.91	1.13	4.50	1.17	4.24*	0.89	3.68*	0.92
Prototypicality	4.56	1.12	4.32	0.81	4.18*	1.02	4.39	1.12
Identification	5.35	1.12	5.21	0.85	4.86*	1.14	5.54	1.21
Identity threat	4.70	1.18	4.27	1.28	4.18*	0.93	3.58*	0.67

*= Significantly different from White.

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UG sample

Background variables

Table 1. Analysis of co-variance (ANCOVA) results for ethnic differences in background variables controlling for student status (home vs international students).

Variable	F	df	p	η_p^2
Social class (at age 14)	6.71	3,657	<.001	.030
Father's occupation	.126	3,460	.945	.001
Mother's occupation	2.94	3,412	.033	.021
English proficiency	2.22	3,677	.084	.010

Table 2. Means and standard deviations for background variables based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	SD	M	SD	M	SD	M	SD
Social class (at age 14)	2.59	0.64	2.56	0.91	2.35*	0.67	2.70	0.73
Father's occupation	3.58	2.23	3.56	2.53	3.43	2.16	3.62	2.36
Mother's occupation	4.05	2.03	3.91	2.11	3.31*	1.91	3.59	1.72
English proficiency	5.52	0.64	5.57	0.48	5.41	0.75	5.60	0.61

*= Significantly different from White.

Contextual factors

Table 3. Analysis of co-variance (ANCOVA) results for ethnic differences in contextual factors controlling for student status (home vs international students).

Variable	F	df	p	η_p^2
Contextual support	4.41	3,677	.004	.019
Financial constraint	1.32	3,677	.267	.006
Academic press (early education)	1.72	3,677	.163	.008
Academic motivation (early education)	1.10	3,677	.350	.005
School connectedness (early education)	.850	3,677	.467	.004
Parental involvement	.154	3,677	.927	.001
UCAS points	2.04	3,497	.108	.012
Job outlook	2.44	3,677	.063	.011
Friendship diversity	13.11	3,677	<.001	.055

Table 4. Means and standard deviations for contextual factors based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	SD	M	SD	M	SD	M	SD
Contextual support	3.62	0.59	3.47	0.40	3.45*	0.57	3.68	0.65
Financial constraint	2.84	1.05	2.84	1.21	2.76	1.10	3.07	1.11
Academic press (early education)	4.62	1.03	4.23*	1.20	4.60	1.01	4.65	1.12
Academic motivation (early education)	4.64	0.98	4.41	0.95	4.54	0.94	4.68	0.87
School connectedness (early education)	4.56	1.22	4.43	1.14	4.48	1.20	4.74	1.11
Parental involvement	3.68	0.83	3.65	0.89	3.69	1.39	3.77	0.87
UCAS points	151	38.9	155	38.2	142*	36.8	144	23.7

Job outlook	2.87	0.75	2.74	0.86	2.78	0.68	3.06	0.94
Friendship diversity	2.43	0.69	3.01*	0.78	2.73*	0.76	2.63	0.64

*= Significantly different from White.

Learning experiences

Table 5. Analysis of co-variance (ANCOVA) results for ethnic differences in Learning experiences controlling for student status (home vs international students).

Variable	F	df	p	η_p^2
Performance accomplishments	4.81	3,677	.003	.021
Vicarious learning	2.63	3,677	.049	.012
Verbal persuasion	1.65	3,677	.177	.007
Physiological arousal	.082	3,677	.970	0

Table 6. Means and standard deviations for learning experiences based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	SD	M	SD	M	SD	M	SD
Performance accomplishments	4.51	0.75	4.32	0.59	4.25*	0.84	4.38	0.88
Vicarious learning	3.82	1.03	3.76	1.02	4.02*	1.06	4.09*	1.02
Verbal persuasion	4.45	0.93	4.33	0.92	4.52	0.94	4.68	0.80
Physiological arousal	2.70	0.96	2.67	0.83	2.73	0.98	2.68	1.03

*= Significantly different from White.

Social interaction variables

Table 7. Analysis of co-variance (ANCOVA) results for ethnic differences in social interaction variables controlling for student status (home vs international students).

Variable	F	df	p	η_p^2
Discrimination	11.30	3,677	<.001	.048
Institutional support	1.29	3,677	.278	.006
Student-faculty relationship	1.47	3,677	.222	.006
Affiliation/warmth (CARI)	0.59	3,677	.620	.003
Assertion/status (CARI)	2.20	3,677	.087	.010
Attachment/safety (CARI)	2.11	3,677	.097	.009
Representation	53.74	3,677	<.001	.192
Meta-perception of communication ability	18.99	3,677	<.001	.078
Meta-perception of language ability	17.07	3,677	<.001	.070
Sense of belonging	2.97	3,677	.031	.013
Complementary fit	4.77	3,677	.003	.021
Supplementary fit	5.55	3,677	<.001	.024
Curriculum fit	15.09	3,677	<.001	.063
Stigma consciousness	28.90	3,677	<.001	.113
Stereotype vulnerability	12.53	3,677	<.001	.053
Identity management	10.58	3,677	<.001	.045
Identification	3.13	3,677	.025	.014
Institutional career support	1.45	3,677	.227	.006

Sensitivity: General

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Table 8. Means and standard deviations for social interaction variables based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	SD	M	SD	M	SD	M	SD
Discrimination	2.51	1.51	3.11*	1.64	3.22*	1.63	3.27*	1.75
Institutional support	4.56	1.42	4.13	1.29	4.45	1.35	4.41	1.49
Student-faculty relationship	3.74	0.79	3.55	0.79	3.69	0.70	3.57	0.85
Affiliation/warmth (CARI)	4.87	1.24	4.84	1.13	4.89	1.33	4.66	1.36
Assertion/status (CARI)	4.82	1.38	4.48	1.37	4.87	1.31	4.45*	1.58
Attachment/safety (CARI)	5.02	1.35	4.51*	1.43	4.98	1.34	4.75	1.59
Representation	4.55	1.46	3.39*	1.03	3.52*	1.06	2.72*	1.32
Meta-perception of communication ability	2.49	1.58	3.14*	1.51	3.51*	1.70	3.33*	1.65
Meta-perception of language ability	1.72	1.26	1.89	1.26	2.65*	1.78	2.06	1.54
Sense of belonging	2.95	0.55	2.77	0.58	2.83*	0.54	2.89	0.56
Complementary fit	5.02	0.94	4.75	0.82	4.71*	0.93	4.96	1.10
Supplementary fit	4.77	1.07	4.27*	0.97	4.46*	1.02	4.52	1.04
Curriculum fit	4.79	1.22	4.01*	1.26	4.19*	0.98	4.22*	1.38
Stigma consciousness	3.59	0.90	4.06*	0.89	3.95*	0.88	4.62*	0.94
Stereotype vulnerability	1.57	0.83	1.74	0.78	1.94*	0.95	2.14*	1.00
Identity management	2.92	1.35	3.41*	1.20	3.51*	1.41	3.58*	1.43
Identification	4.77	1.29	4.45	0.99	4.51*	1.15	4.41*	1.47
Institutional career support	5.11	1.22	4.77	1.34	5.05	1.27	5.30	1.46

*= Significantly different from White.

Wellbeing variables

Table 9. Analysis of co-variance (ANCOVA) results for ethnic differences in wellbeing variables controlling for student status (home vs international students).

Variable	F	df	p	η_p^2
Life satisfaction	3.09	3,677	.027	.014
Stress/burnout	1.31	3,677	.271	.006
Depression	2.42	3,677	.065	.011
Anxiety	1.09	3,677	.355	.005
Self-esteem	5.11	3,677	.002	.022

Table 10. Means and standard deviations for wellbeing variables based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	SD	M	SD	M	SD	M	SD
Life satisfaction	4.76	1.32	4.24*	1.46	4.53	1.36	4.43	1.41
Stress/burnout	4.59	1.06	4.75	1.05	4.77*	0.98	4.66	1.07
Depression	2.35	0.77	2.50	0.72	2.53*	0.71	2.41	0.81
Anxiety	2.47	0.82	2.61	0.88	2.55	0.80	2.38	0.87
Self-esteem	3.76	0.85	3.41*	0.60	3.54*	0.79	3.49*	0.96

*= Significantly different from White.

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Social and cognitive variables

Table 11. Analysis of co-variance (ANCOVA) results for ethnic differences in social and cognitive variables controlling for student status (home vs international students).

Variable	F	df	p	η_p^2
Self-efficacy	6.29	3,677	<.001	.027
Persistence	4.40	3,677	.004	.019
Outcome expectations	4.42	3,677	.004	.019
Interests	4.62	3,677	.003	.020
Satisfaction	7.04	3,677	<.001	.030

Table 12. Means and standard deviations for social and cognitive variables based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	SD	M	SD	M	SD	M	SD
Self-efficacy	6.42	1.42	6.71	1.47	6.16*	1.66	7.07*	1.74
Persistence	3.86	0.64	3.97	0.57	3.72*	0.74	4.04	0.80
Outcome expectations	7.73	1.41	7.59	1.59	7.33*	1.84	8.07	1.53
Interests	3.94	0.63	3.83	0.69	3.72*	0.70	3.88	0.69
Satisfaction	4.03	0.75	3.90	0.68	3.73*	0.76	3.78*	0.94

*= Significantly different from White.

Law identity variables

Table 13. Analysis of co-variance (ANCOVA) results for ethnic differences in law identity variables controlling for student status (home vs international students).

Variable	F	df	p	η_p^2
Representation	45.34	3,677	<.001	.167
Status	40.19	3,677	<.001	.151
Prototypicality	3.80	3,677	.010	.017
Identification	5.33	3,677	.001	.023
Identity threat	22.52	3,677	<.001	.091

Table 14. Means and standard deviations for law identity variables based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	SD	M	SD	M	SD	M	SD
Representation	4.28	1.38	3.23*	1.27	3.47*	1.25	2.47*	1.28
Status	4.83	1.12	4.05*	1.00	4.13*	0.92	3.53*	1.08
Prototypicality	4.47	1.04	4.10	1.18	4.22*	1.12	4.16*	1.17
Identification	5.34	1.07	5.14	0.86	4.97*	1.20	5.01*	1.23
Identity threat	4.53	1.22	3.82*	1.05	4.05*	1.04	3.45*	1.04

*= Significantly different from White.

Past LPC sample

Background variables

Table 1. Analysis of co-variance (ANCOVA) results for ethnic differences in background variables controlling for student status (home vs international students).

Variable	F	df	p	η_p^2
Social class (at age 14)	.801	3,210	.495	.011
Father's occupation	1.02	3,181	.384	.017
Mother's occupation	1.14	3,146	.333	.023
English proficiency	.319	3,217	.811	.004

Table 2. Means and standard deviations for background variables based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	SD	M	SD	M	SD	M	SD
Social class (at age 14)	2.57	0.59	2.54	0.66	2.31	0.63	2.62	0.52
Father's occupation	3.49	2.17	4.11	1.36	2.67	1.92	2.83	1.47
Mother's occupation	4.03	1.93	3.11	1.69	2.80	1.30	3.86	1.77
English proficiency	5.61	0.60	5.78	0.39	5.61	0.70	5.71	0.57

*= Significantly different from White.

Contextual factors

Table 3. Analysis of co-variance (ANCOVA) results for ethnic differences in contextual factors controlling for student status (home vs international students).

Variable	F	df	p	η_p^2
Contextual support	.457	3,219	.712	.006
Financial constraint	.119	3,213	.949	.002
Academic press (early education)	.906	3,219	.439	.012
Academic motivation (early education)	.872	3,219	.457	.012
School connectedness (early education)	1.32	3,219	.269	.018
Parental involvement	.240	3,219	.868	.003
UCAS points	.058	3,168	.982	.001
Job outlook	1.72	3,218	.164	.023
Friendship diversity	16.42	3,219	<.001	.184

Table 4. Means and standard deviations for contextual factors based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	SD	M	SD	M	SD	M	SD
Contextual support	3.54	0.57	3.54	0.66	3.38	0.42	3.63	0.43
Financial constraint	2.67	1.18	2.79	1.06	2.78	1.07	2.58	0.66
Academic press (early education)	4.40	1.17	4.92	0.84	4.37	1.13	4.56	0.85
Academic motivation (early education)	4.46	1.09	4.82	0.96	4.18	0.95	4.65	0.59
School connectedness (early education)	4.22	1.35	4.83	0.93	4.48	0.96	4.69	0.69
Parental involvement	9.15	4.33	8.38	4.53	9.15	3.56	8.23	2.94
UCAS points	135	50.9	132	52.9	144	70.4	135	38.5

Job outlook	2.98	0.87	3.12	0.74	2.46*	0.93	3.12	1.0
Friendship diversity	2.18	0.60	2.79*	0.66	3.26*	0.84	2.79*	0.75

*= Significantly different from White.

Learning experiences

Table 5. Analysis of co-variance (ANCOVA) results for ethnic differences in Learning experiences controlling for student status (home vs international students).

Variable	F	df	p	η_p^2
Performance accomplishments	1.94	3,219	.124	.026
Vicarious learning	.540	3,219	.655	.007
Verbal persuasion	3.13	3,219	.027	.041
Physiological arousal	.510	3,219	.676	.007

Table 6. Means and standard deviations for learning experiences based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	SD	M	SD	M	SD	M	SD
Performance accomplishments	4.73	0.67	4.68	0.42	5.18*	0.65	4.72	0.62
Vicarious learning	3.63	1.06	3.56	1.04	3.96	1.15	3.88	0.68
Verbal persuasion	4.21	1.02	4.17	0.91	4.95*	0.48	4.82	0.73
Physiological arousal	3.36	1.11	3.08	1.05	3.44	1.17	3.67	0.98

*= Significantly different from White.

Social interaction variables

Table 7. Analysis of co-variance (ANCOVA) results for ethnic differences in social interaction variables controlling for student status (home vs international students).

Variable	F	df	p	η_p^2
Discrimination	.248	3,219	.863	.003
Institutional support	.272	3,219	.846	.004
Student-faculty relationship	.846	3,219	.470	.011
Affiliation/warmth (CARI)	.729	3,219	.536	.010
Assertion/status (CARI)	.859	3,219	.463	.012
Attachment/safety (CARI)	.887	3,219	.449	.012
Representation	6.43	3,219	.001	.081
Meta-perception of communication ability	.455	3,219	.714	.006
Meta-perception of language ability	1.09	3,219	.353	.015
Sense of belonging	1.37	3,219	.254	.018
Complementary fit	.358	3,219	.783	.005
Supplementary fit	.082	3,219	.970	.001
Curriculum fit	2.21	3,219	.087	.029
Stigma consciousness	1.91	3,219	.129	.025
Stereotype vulnerability	.427	3,219	.734	.006
Identity management	.830	3,219	.479	.011
Identification	.728	3,219	.536	.010
Institutional career support	.594	3,219	.620	.008

Sensitivity: General

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Table 8. Means and standard deviations for social interaction variables based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	SD	M	SD	M	SD	M	SD
Discrimination	2.49	1.60	2.52	1.61	2.26	1.26	2.88	1.56
Institutional support	4.02	1.41	3.79	1.48	4.15	1.83	4.33	0.76
Student-faculty relationship	3.56	0.81	3.69	0.80	3.88	0.66	3.45	0.3
Affiliation/warmth (CARI)	4.55	1.40	4.83	1.52	5.09	1.14	4.56	1.41
Assertion/status (CARI)	4.35	1.47	4.35	1.85	4.95	1.15	4.05	1.04
Attachment/safety (CARI)	4.92	1.37	4.81	1.65	5.52	1.34	4.72	1.02
Representation	4.40	1.70	3.31*	1.11	3.21*	1.51	2.54*	0.94
Meta-perception of communication ability	2.32	1.47	2.31	1.32	2.77	1.79	2.62	1.30
Meta-perception of language ability	1.69	1.22	1.42	0.79	2.00	1.47	1.12	0.35
Sense of belonging	2.81	0.60	2.95	0.61	3.13*	0.54	2.85	0.26
Complementary fit	5.23	0.98	5.08	0.61	5.37	1.07	5.46	0.46
Supplementary fit	4.43	1.19	4.5	1.25	4.42	1.24	4.60	0.61
Curriculum fit	4.73	1.19	4.69	1.01	4.56	1.47	3.62*	0.97
Stigma consciousness	3.52	1.01	3.56	1.17	3.24	1.32	4.32*	0.93
Stereotype vulnerability	1.40	0.67	1.29	0.43	1.43	0.48	1.61	0.51
Identity management	2.65	1.42	2.85	1.53	2.27	1.26	3.23	1.19
Identification	4.54	1.44	4.06	1.10	4.65	1.75	4.16	0.96
Institutional career support	4.01	1.44	3.60	1.00	4.28	1.59	3.85	1.30

*= Significantly different from White.

Wellbeing variables

Table 9. Analysis of co-variance (ANCOVA) results for ethnic differences in wellbeing variables controlling for student status (home vs international students).

Variable	F	df	p	η_p^2
Life satisfaction	.196	3,219	.899	.003
Stress/burnout	.409	3,219	.746	.006
Depression	.546	3,219	.651	.007
Anxiety	.513	3,219	.674	.007
Self-esteem	.146	3,219	.932	.002

Table 10. Means and standard deviations for wellbeing variables based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	SD	M	SD	M	SD	M	SD
Life satisfaction	4.74	1.45	4.85	0.80	4.46	1.39	4.62	0.92
Stress/burnout	3.97	1.22	4.13	1.15	3.94	1.31	4.43	1.27
Depression	2.01	0.76	1.88	0.68	2.26	1.03	2.00	0.78
Anxiety	2.19	0.87	2.04	0.74	2.23	1.05	1.86	0.77
Self-esteem	3.86	0.90	3.82	0.59	3.78	0.85	3.65	0.76

*= Significantly different from White.

Social and cognitive variables

Table 11. Analysis of co-variance (ANCOVA) results for ethnic differences in social and cognitive variables controlling for student status (home vs international students).

Variable	F	df	p	η_p^2
Self-efficacy	1.41	3,219	.241	.019
Persistence	.750	3,219	.524	.010
Outcome expectations	1.54	3,219	.206	.021
Interests	.738	3,219	.531	.010
Satisfaction	.331	3,219	.803	.005

Table 12. Means and standard deviations for social and cognitive variables based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	SD	M	SD	M	SD	M	SD
Self-efficacy	7.05	1.41	6.42	1.05	6.52	1.78	7.30	0.87
Persistence	4.36	0.59	4.30	0.45	4.58	0.48	4.46	0.43
Outcome expectations	7.33	1.66	7.51	1.35	6.35*	2.54	6.88	1.96
Interests	3.83	0.72	3.66	0.62	3.91	0.62	3.55	0.33
Satisfaction	4.02	0.78	4.20	0.75	4.15	0.74	3.96	0.34

*= Significantly different from White.

Law identity variables

Table 13. Analysis of co-variance (ANCOVA) results for ethnic differences in law identity variables controlling for student status (home vs international students).

Variable	F	df	p	η_p^2
Representation	5.99	3,217	.001	.076
Status	2.83	3,217	.040	.038
Prototypicality	1.48	3,217	.220	.020
Identification	.063	3,217	.979	.001
Identity threat	2.89	3,217	.037	.038

Table 14. Means and standard deviations for law identity variables based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	SD	M	SD	M	SD	M	SD
Representation	3.86	1.70	2.89*	1.27	2.72*	1.43	2.12*	0.43
Status	4.44	1.34	3.95	1.23	3.88	1.81	3.38*	0.77
Prototypicality	4.24	1.30	3.58	0.85	4.23	1.07	3.78	0.90
Identification	5.30	1.17	5.19	0.94	5.33	1.02	5.28	1.09
Identity threat	4.50	1.43	4.42	1.24	3.90	1.63	3.21*	0.56

*= Significantly different from White.

Sensitivity: General

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Appendix D.
LPC sample

Introduction:

To effectively compare attainment across assessments with different grading structures, we calculated Z scores (a statistical measurement of a score's relationship to the mean in a group of scores) for each participant on each assessment. A Z score of 0 indicates that a participant's score on the assessment is equal to the mean score in the cohort (ie an average score). A Z score of 1 indicates that a participant's score on the assessment is equal to one standard deviation above the mean score in the cohort (above average). And a Z score of –1 indicates that a participant's score on the assessment is equal to one standard deviation below the mean score in the cohort (below average). The test is significant when the p-value is equals to or lesser than .05.

Table keys:

- *Z*: z score
- *LCI*: lower confidence intervals
- *UCI*: upper confidence intervals
- *p*: p-value

Note. Standard error (SE) in parentheses.

Ethnicity	GCSE				A-Level				Final UG mark				Current LPC mark			
	Z	LCI	UCI	p	Z	LCI	UCI	p	Z	LCI	UCI	p	Z	LCI	UCI	p
White	.15 (.06)	.03	.27	.01*	.03 (.06)	-.09	.15	.62	.06 (.06)	-.06	.18	.34	-.03 (.06)	-.15	.09	.65
Black	-.37 (.31)	-.97	.23	.22	-.55 (.31)	-1.2	.06	.08	-.66 (.31)	-1.3	-.04	.04*	.18 (.32)	-.44	.81	.57
Asian	-.53 (.11)	-.75	-.3	<.001*	-.19 (.12)	-.42	.03	.10	-.09 (.12)	-.32	.14	.46	.05 (.12)	-.18	.28	.67
Mixed	.14 (.23)	-.31	.59	.54	.64 (.23)	.18	1.09	.006*	-.14 (.23)	-.60	.32	.56	.11 (.24)	-.36	.57	.64

* = Significant Z score

UG sample

Ethnicity	GCSE				A-Level				Current UG mark			
	Z	LCI	UCI	p	Z	LCI	UCI	p	Z	LCI	UCI	p
White	.09 (.06)	-.02	.21	.09	.09 (.06)	-.02	.20	.12	.13 (.06)	.02	.24	.02*
Black	-0.16 (.14)	-.44	.13	.28	-0.11 (.14)	-.39	.17	.45	-.19 (.14)	-.47	.09	.19

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| Asian | -0.22 (.10) | -.41 | -.02 | .03* | -.26 (.10) | -.46 | -.07 | .008* | -.22 (.10) | -.41 | -.02 | .03* |
| Mixed | <.01 (.20) | -.39 | .40 | .99 | .17 (.20) | -.23 | .56 | .41 | -.43 (.20) | -.82 | -.03 | .03* |

* = Significant Z score

Past LPC sample

Ethnicity	GCSE				A-Level				Final UG mark				Final LPC mark			
	Z	LCI	UCI	p	Z	LCI	UCI	Z	LCI	UCI	p	Z	LCI	UCI	p	
White	-.03 (.08)	-.20	.13	.70	-.03 (.08)	-.19	.14	.04 (.08)	-.13	.20	.64	0 (.08)	-.16	.17	.97	
Black	.57 (.45)	-.31	1.46	.20	.27 (.45)	-.62	1.16	-.67 (.45)	-1.55	.21	.13	.06 (.45)	-.83	.95	.90	
Asian	.11 (.50)	-.88	1.10	.83	.15 (.50)	-.85	1.14	-.67 (.50)	-1.65	.31	.18	.36 (.50)	-.63	1.36	.47	
Mixed	.16 (.35)	-.54	.86	.65	.23 (.36)	-.48	.93	.06 (.35)	-.63	.76	.86	-.28 (.36)	-.98	.43	.44	

GCSE and A-Level to UCAS tariff point score conversion

GCSE and A-Level Grade	UCAS Point equivalency
A*	56
A	48
B	40
C	32
D	24
E	16
9	56
8	52
7	48
6	40
5	36
4	32
3	24
2	16

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Appendix E.
LPC sample

Introduction:

The chi-square tests below examined whether the categorial variable of ethnicity and other categorical variables in the survey (such as student status, legal work experience, etc) are independent in influencing he test statistics. Each chi-square test has crosstabulations which is a contingency table that form two dimensions of the categorical variables. In other words, the chi-squared tests aimed to test if two dimensions (e.g., ethnicity and student status) are independent of each in influencing the test score. The test is significant when the p-value is equals to or lesser than .05.

Table keys:

- $\chi2$: chi-square statistics
- df: degree of freedom
- p: p-value

Table 1. Pearson Chi-Square ($\chi2$) results for ethnic differences in variables

Variable	$\chi2$	df	p
Student Status	57.29	6,499	<.001*
Legal Work Experience	6.29	3,497	.098
Future Legal Work Experience lined-up	3.09	3,499	.378
Legal employment in place	37.84	18,499	.004
Free school meals scheme	66.54	12, 462	<.001*
Pre-school/Nursery attendance	14.81	3,465	.002*
Secondary school type	40.40	12,499	<.001*
Know someone in legal profession	5.49	3,499	.139

 * = Significant Chi-Square

Table 2. Crosstabulations (descriptive statistics) of the relationship between Ethnicity and Student status

		Ethnicity								Total	
		White		Mixed		Asian		Black		Total	
		N	%	N	%	N	%	N	%	N	%
Student status	A home student	310	93.4%	22	88.0%	79	71.2%	19	61.3%	430	86.2%
	An international student	15	4.5%	2	8.0%	28	25.2%	11	35.5%	56	11.2%

	Partly as a home student and partly as an international student	7	2.1%	1	4.0%	4	3.6%	1	3.2%	13	2.6%
Total		332	100.0%	25	100.0%	111	100.0%	31	100.0%	499	100.0%

Table 3. Crosstabulations of the relationship between Ethnicity and free school meals scheme participation

		Ethnicity								Total	
		White		Mixed		Asian		Black			
		N	%	N	%	N	%	N	%	N	%
Free school meals scheme participation	Yes, in primary school only	19	6.1%	1	4.5%	7	7.1%	3	10.0%	30	6.5%
	Yes, in secondary school only	11	3.5%	1	4.5%	2	2.0%	0	0.0%	14	3.0%
	Yes, in both primary and secondary school	20	6.4%	2	9.1%	12	12.2%	3	10.0%	37	8.0%
	No, but I did attend school in the UK	234	75.0%	14	63.6%	43	43.9%	10	33.3%	301	65.2%
	No, I attended school outside the UK	28	9.0%	4	18.2%	34	34.7%	14	46.7%	80	17.3%
Total		312	100.0%	22	100.0%	98	100.0%	30	100.0%	462	100.0%

Table 4. Crosstabulations (descriptive statistics) of the relationship between Ethnicity and Legal Work Experience prior to or during their legal education

		Ethnicity								Total	
		White		Mixed		Asian		Black			
		N	%	N	%	N	%	N	%	N	%
Legal Work Experience	Yes	275	83.1%	20	80.0%	83	75.5%	29	93.5%	407	81.9%
	No	56	16.9%	5	20.0%	27	24.5%	2	6.5%	90	18.1%
Total		331	100.0%	25	100.0%	110	100.0%	31	100.0%	497	100.0%

Table 5. Crosstabulations (descriptive statistics) of the relationship between Ethnicity and Future Legal Work Experience Lined Up

| | | Ethnicity | | | | | | | | Total | |
| | | White | | Mixed | | Asian | | Black | | | |
		N	%	N	%	N	%	N	%	N	%
Future Legal Work Experience Lined Up	Yes	25	7.5%	4	16.0%	12	10.8%	2	6.5%	43	8.6%
	No	307	92.5%	21	84.0%	99	89.2%	29	93.5%	456	91.4%
Total		332	100.0%	25	100.0%	111	100.0%	31	100.0%	499	100.0%

Table 6. Crosstabulations (descriptive statistics) of the relationship between Ethnicity and Legal Employment in Place.

| | | Ethnicity | | | | | | | | Total | |
| | | White | | Mixed | | Asian | | Black | | | |
		N	%	N	%	N	%	N	%	N	%
Do you already have legal employment in place, contingent upon you passing the LPC?	Yes, employment I will only be able to begin if I get a particular grade	24	7.2%	2	8.0%	5	4.5%	2	6.5%	33	6.6%
	Yes, employment I have begun and will only be allowed to continue if I get a particular grade	4	1.2%	0	0.0%	1	0.9%	1	3.2%	6	1.2%
	Yes, employment I have begun and will be allowed to continue if I pass	40	12.0%	2	8.0%	8	7.2%	1	3.2%	51	10.2%
	Yes, employment I will be able to begin if I pass	131	39.5%	8	32.0%	24	21.6%	6	19.4%	169	33.9%
	No, I have employment lined up which	21	6.3%	1	4.0%	10	9.0%	4	12.9%	36	7.2%

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	is not contingent on the LPC									
	No, I do not have employment lined up	99	29.8%	11	44.0%	61	55.0%	17	54.8%	188	37.7%
	Other (please explain)	13	3.9%	1	4.0%	2	1.8%	0	0.0%	16	3.2%
Total		332	100.0%	25	100.0%	111	100.0%	31	100.0%	499	100.0%

Table 7. Crosstabulations (descriptive statistics) of the relationship between Ethnicity and Nursery/Preschool attendance

		Ethnicity								Total	
		White		Mixed		Asian		Black			
		N	%	N	%	N	%	N	%	N	%
Did you attend pre-school or nursery when you were a child?	Yes	274	88.1%	22	88.0%	73	74.5%	30	96.8%	399	85.8%
	No	37	11.9%	3	12.0%	25	25.5%	1	3.2%	66	14.2%
Total		311	100.0%	25	100.0%	98	100.0%	31	100.0%	465	100.0%

Table 8. Crosstabulations (descriptive statistics) of the relationship between Ethnicity and Type of Secondary School Attended

		Ethnicity								Total	
		White		Mixed		Asian		Black			
		N	%	N	%	N	%	N	%	N	%
Secondary school type	Private	79	23.8%	5	20.0%	20	18.0%	7	22.6%	111	22.2%
	Grammar	39	11.7%	6	24.0%	10	9.0%	0	0.0%	55	11.0%
	State	207	62.3%	13	52.0%	68	61.3%	18	58.1%	306	61.3%
	Other	3	0.9%	1	4.0%	8	7.2%	5	16.1%	17	3.4%
	Mixture	4	1.2%	0	0.0%	5	4.5%	1	3.2%	10	2.0%
Total		332	100.0%	25	100.0%	111	100.0%	31	100.0%	499	100.0%

Table 9. Crosstabulations (descriptive statistics) of the relationship between Ethnicity and Knowing Someone in the Legal Profession

		Ethnicity								Total	
		White		Mixed		Asian		Black			
		N	%	N	%	N	%	N	%	N	%
	Yes	103	31.0%	11	44.0%	40	36.0%	15	48.4%	169	33.9%

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Do you know someone in the legal profession?	No	229	69.0%	14	56.0%	71	64.0%	16	51.6%	330	66.1%
Total		332	100.0%	25	100.0%	111	100.0%	31	100.0%	499	100.0%

Table 10. Descriptive statistics (i.e., numbers and percentages) of funding sources by ethnicity based on the total number (i.e., N) within each ethnic category.

Funding Source	Ethnicity							
	White (N = 332)		**Mixed (N = 25)**		**Asian (N = 111)**		**Black (N = 31)**	
	N	%	N	%	N	%	N	%
I am funding myself	121	36.45%	9	36%	50	45.05%	12	38.71%
Friends or family are helping me fund it	42	12.65%	4	16%	14	12.61%	9	29.03%
I have a scholarship	17	5.12%	4	16%	5	4.50%	2	6.45%
It is funded by an employer or future employer	149	44.88%	11	44%	27	24.32%	8	25.81%
Other	49	14.76%	2	8%	16	14.41%	2	6.45%
Prefer not to answer	1	0.30%	N/A	N/A	8	7.21%	1	3.23%

*Participants could select more than one funding source. Hence, the total percentages for the different ethnicity columns and funding source rows may be more than 100%. This is why they are not totalled.

Sensitivity: General

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UG sample

Table 1. Pearson Chi-Square ($χ2$) results for ethnic differences in variables

Variable	χ2	df	p
Student Status	108.17	6,681	<.001*
Legal Work Experience	4.95	3,681	.176
Future Legal Work Experience lined-up	10.38	3,680	.016*
Free school meals scheme	110.26	12,642	<.001*
Pre-school/Nursery attendance	3.43	3,637	.330
Secondary school type	53.52	12,674	<.001*
Know someone in legal profession	9.73	3,682	.021*

* = Significant Chi-Square

Table 2. Crosstabulations (descriptive statistics) of the relationship between Ethnicity and Student status

		Ethnicity								Total	
		White		Mixed		Asian		Black			
		N	%	N	%	N	%	N	%	N	%
Student status	A home student	376	92.8%	30	81.1%	103	59.9%	53	79.1%	562	82.5%
	An international student	20	4.9%	7	18.9%	67	39.0%	12	17.9%	106	15.6%
	Partly as a home student and partly as an international student	9	2.2%	0	0.0%	2	1.2%	2	3.0%	13	1.9%
Total		405	100.0%	37	100.0%	172	100.0%	67	100.0%	681	100.0%

Table 3. Crosstabulations of the relationship between Ethnicity and free school meals scheme participation

		Ethnicity								Total	
		White		Mixed		Asian		Black			
		N	%	N	%	N	%	N	%	N	%
Free school meals scheme participation	Yes, in primary school only	14	3.6%	4	12.1%	6	3.8%	6	9.5%	30	4.7%
	Yes, in secondary school only	7	1.8%	2	6.1%	8	5.1%	4	6.3%	21	3.3%
	Yes, in both primary and	45	11.6%	3	9.1%	9	5.7%	18	28.6%	75	11.7%

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secondary school									
No, but I did attend school in the UK	280	72.2%	16	48.5%	72	45.6%	18	28.6%	386	60.1%
No, I attended school outside the UK	42	10.8%	8	24.2%	63	39.9%	17	27.0%	130	20.2%
Total	388	100.0%	33	100.0%	158	100.0%	63	100.0%	642	100.0%

Table 4. Crosstabulations (descriptive statistics) of the relationship between Ethnicity and Legal work experience during their legal education

		Ethnicity								Total	
		White		Mixed		Asian		Black		Total	
		N	%	N	%	N	%	N	%	N	%
Legal work experience	Yes	240	59.1%	20	54.1%	87	50.6%	42	63.6%	389	57.1%
	No	166	40.9%	17	45.9%	85	49.4%	24	36.4%	292	42.9%
Total		406	100.0%	37	100.0%	172	100.0%	66	100.0%	681	100.0%

Table 5. Crosstabulations (descriptive statistics) of the relationship between Ethnicity and Future legal work experience lined up

		Ethnicity								Total	
		White		Mixed		Asian		Black		Total	
		N	%	N	%	N	%	N	%	N	%
Future legal work experience lined up	Yes	70	17.3%	8	21.6%	13	7.6%	11	16.4%	102	15.0%
	No	335	82.7%	29	78.4%	158	92.4%	56	83.6%	578	85.0%
Total		405	100.0%	37	100.0%	171	100.0%	67	100.0%	680	100.0%

Table 6. Crosstabulations (descriptive statistics) of the relationship between Ethnicity and Nursery/Preschool attendance

		Ethnicity								Total	
		White		Mixed		Asian		Black		Total	
		N	%	N	%	N	%	N	%	N	%
Did you attend pre-school or nursery when you were a child?	Yes	345	87.8%	29	93.5%	131	83.4%	50	89.3%	555	87.1%
	No	48	12.2%	2	6.5%	26	16.6%	6	10.7%	82	12.9%
Total		393	100.0%	31	100.0%	157	100.0%	56	100.0%	637	100.0%

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Table 7. Crosstabulations (descriptive statistics) of the relationship between Ethnicity and Secondary school type

		Ethnicity									
		White		Mixed		Asian		Black		Total	
		N	%	N	%	N	%	N	%	N	%
Secondary school type	Private	37	9.2%	2	5.4%	47	27.8%	15	22.4%	101	15.0%
	Grammar	43	10.7%	4	10.8%	18	10.7%	8	11.9%	73	10.8%
	State	304	75.8%	26	70.3%	88	52.1%	40	59.7%	458	68.0%
	Other	11	2.7%	3	8.1%	13	7.7%	3	4.5%	30	4.5%
	Mixture	6	1.5%	2	5.4%	3	1.8%	1	1.5%	12	1.8%
Total		401	100.0%	37	100.0%	169	100.0%	67	100.0%	674	100.0%

Table 8. Crosstabulations (descriptive statistics) of the relationship between Ethnicity and Knowing someone in the legal profession.

		Ethnicity									
		White		Mixed		Asian		Black		Total	
		N	%	N	%	N	%	N	%	N	%
Do you know someone in the legal profession?	Yes	95	23.4%	15	40.5%	56	32.6%	22	32.8%	188	27.6%
	No	311	76.6%	22	59.5%	116	67.4%	45	67.2%	494	72.4%
Total		406	100.0%	37	100.0%	172	100.0%	67	100.0%	682	100.0%

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Past LPC sample

Table 1. Pearson Chi-Square ($\chi 2$) results for ethnic differences in variables

Variable	$\chi 2$	df	p
Student Status	59.11	6,224	<.001*
Legal Work Experience	2.19	3,227	.534
Future Legal Work Experience lined-up	.536	3,227	.911
Legal employment in place	10.03	18,226	.931
Free school meals scheme	32.58	12,204	.001*
Pre-school/Nursery attendance	8.71	3,209	.033*
Secondary school type	22.90	12,226	.029*
Know someone in legal profession	6.02	3,227	.111*

* = Significant Chi-Square

Table 2. Crosstabulations (descriptive statistics) of the relationship between Ethnicity and Student status

		Ethnicity								Total	
		White		Mixed		Asian		Black			
		N	%	N	%	N	%	N	%	N	%
Student status	A home student	180	94.7%	12	92.3%	7	53.8%	7	87.5%	206	92.0%
	An international student	4	2.1%	0	0.0%	6	46.2%	0	0.0%	10	4.5%
	Partly as a home student and partly as an international student	6	3.2%	1	7.7%	0	0.0%	1	12.5%	8	3.6%
Total		190	100.0%	13	100.0%	13	100.0%	8	100.0%	224	100.0%

Table 3. Crosstabulations of the relationship between Ethnicity and free school meals scheme participation

| | | Ethnicity | | | | | | | | Total | |
| | | White | | Mixed | | Asian | | Black | | | |
		N	%	N	%	N	%	N	%	N	%
Free school meals scheme participation	Yes, in primary school only	4	2.3%	1	7.7%	1	9.1%	1	12.5%	7	3.4%
	Yes, in secondary school only	2	1.2%	0	0.0%	0	0.0%	1	12.5%	3	1.5%
	Yes, in both primary and secondary school	12	7.0%	1	7.7%	0	0.0%	0	0.0%	13	6.4%
	No, but I did attend school in the UK	137	79.7%	9	69.2%	4	36.4%	4	50.0%	154	75.5%
	No, I attended school outside the UK	17	9.9%	2	15.4%	6	54.5%	2	25.0%	27	13.2%
Total		172	100.0%	13	100.0%	11	100.0%	8	100.0%	204	100.0%

Table 4. Crosstabulations (descriptive statistics) of the relationship between Ethnicity and Legal Work Experience prior to or during their time studying for the LPC

| | | Ethnicity | | | | | | | | Total | |
| | | White | | Mixed | | Asian | | Black | | | |
		N	%	N	%	N	%	N	%	N	%
Legal work experience	Yes	155	80.3%	11	84.6%	10	76.9%	8	100.0%	184	81.1%
	No	38	19.7%	2	15.4%	3	23.1%	0	0.0%	43	18.9%
Total		193	100.0%	13	100.0%	13	100.0%	8	100.0%	227	100.0%

Table 5. Crosstabulations (descriptive statistics) of the relationship between Ethnicity and No Legal Work Experience prior to or during their time studying for the LPC but Future Legal Work Experience Lined Up

| | | Ethnicity | | | | | | | | Total | |
| | | White | | Mixed | | Asian | | Black | | | |
		N	%	N	%	N	%	N	%	N	%
Future legal work	Yes	3	1.6%	0	0.0%	0	0.0%	0	0.0%	3	1.3%
	No	190	98.4%	13	100.0%	13	100.0%	8	100.0%	224	98.7%

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experience lined up										
Total		193	100.0%	13	100.0%	13	100.0%	8	100.0%	227	100.0%

Table 6. Crosstabulations (descriptive statistics) of the relationship between Ethnicity and Legal Employment in Place.

		Ethnicity								Total	
		White		Mixed		Asian		Black			
		N	%	N	%	N	%	N	%	N	%
During your LPC, did you have legal employment in place, contingent upon you passing the LPC?	Yes, employment I was only able to begin if I got a particular grade	5	2.6%	0	0.0%	0	0.0%	0	0.0%	5	2.2%
	Yes, employment I had already begun that I would only be allowed to continue if I got a particular grade	3	1.6%	0	0.0%	0	0.0%	0	0.0%	3	1.3%
	Yes, employment I had already begun that I would be able to continue if I passed	38	19.8%	1	7.7%	3	23.1%	2	25.0%	44	19.5%
	Yes, employment I was able to begin if I passed	33	17.2%	2	15.4%	2	15.4%	1	12.5%	38	16.8%
	No, I had employment lined up which was not contingent on the LPC	35	18.2%	3	23.1%	4	30.8%	1	12.5%	43	19.0%
	No, I did not have employment lined up	47	24.5%	4	30.8%	4	30.8%	4	50.0%	59	26.1%

	Other (please explain)	31	16.1%	3	23.1%	0	0.0%	0	0.0%	34	15.0%
Total		192	100.0%	13	100.0%	13	100.0%	8	100.0%	226	100.0%

Table 7. Crosstabulations (descriptive statistics) of the relationship between Ethnicity and Nursery/Preschool attendance

		Ethnicity								Total	
		White		Mixed		Asian		Black			
		N	%	N	%	N	%	N	%	N	%
Did you attend pre-school or nursery when you were a child?	Yes	153	85.5%	12	100.0%	6	60.0%	8	100.0%	179	85.6%
	No	26	14.5%	0	0.0%	4	40.0%	0	0.0%	30	14.4%
Total		179	100.0%	12	100.0%	10	100.0%	8	100.0%	209	100.0%

Table 8. Crosstabulations (descriptive statistics) of the relationship between Ethnicity and Type of Secondary School Attended

		Ethnicity								Total	
		White		Mixed		Asian		Black			
		N	%	N	%	N	%	N	%	N	%
Secondary school type	Private	29	15.1%	3	23.1%	3	23.1%	3	37.5%	38	16.8%
	Grammar	13	6.8%	1	7.7%	1	7.7%	2	25.0%	17	7.5%
	State	134	69.8%	8	61.5%	5	38.5%	3	37.5%	150	66.4%
	Other	10	5.2%	1	7.7%	4	30.8%	0	0.0%	15	6.6%
	Mixture	6	3.1%	0	0.0%	0	0.0%	0	0.0%	6	2.7%
Total		192	100.0%	13	100.0%	13	100.0%	8	100.0%	226	100.0%

Table 9. Crosstabulations (descriptive statistics) of the relationship between Ethnicity and Knowing Someone in the Legal Profession

		Ethnicity								Total	
		White		Mixed		Asian		Black			
		N	%	N	%	N	%	N	%	N	%
Do you know someone in the legal profession?	Yes	53	27.5%	5	38.5%	7	53.8%	4	50.0%	69	30.4%
	No	140	72.5%	8	61.5%	6	46.2%	4	50.0%	158	69.6%
Total		193	100.0%	13	100.0%	13	100.0%	8	100.0%	227	100.0%

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Appendix F.

Self Esteem

LPC sample

Introduction:

The analyses of indirect effects below examined if the relationship ethnicity and the mediating variables (ie self-esteem, persistence and outcome expectation) was explained by the contributing variables (such as discrimination, curriculum fit, etc). The test is significant when zero is not present in the confidence intervals (eg -.28, to -.01).

Table keys:

- *b*: beta
- *SE:* standard error
- Bootstrap 95% *CI*: confidence interval

Table 1. Analysis of the indirect effect of ethnicity on self-esteem via contributing variables

| Contributing Variables | Ethnic Comparison | Relative indirect effect of ethnicity on self-esteem | | |
		b	*SE*	Bootstrap 95% *CI*
Representation (law identity)	White vs. Mixed	-.14	.07	[-.28, -.01]*
	White vs. Asian	-.22	.04	[-.30, -.14]*
	White vs. Black	-.35	.07	[-.49, -.23]*
Status (law identity)	White vs. Mixed	-.13	.08	[-.29, .03]
	White vs. Asian	-.22	.04	[-.30, -.14]*
	White vs. Black	-.40	.07	[-.54, -.27]*
Identity threat (law identity)	White vs. Mixed	-.11	.07	[-.26, .02]
	White vs. Asian	-.14	.04	[-.22, -.08]*
	White vs. Black	-.30	.05	[-.41, -.20]*
Discrimination	White vs. Mixed	-.13	.06	[-.26, -.01]*
	White vs. Asian	-.15	.03	[-.22, -.09]*
	White vs. Black	-.23	.07	[-.37, -.11]*
Representation (social interaction)	White vs. Mixed	-.25	.09	[-.43, -.08]*
	White vs. Asian	-.36	.05	[-.46, -.27]*
	White vs. Black	-.53	.08	[-.69, -.39]*
Curriculum Fit	White vs. Mixed	.01	.08	[-.15, .18]

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	White vs. Asian	-.20	.04	[-.29, -.13]*
	White vs. Black	-.26	.09	[-.43, -.09]*
Stigma consciousness	White vs. Mixed	-.05	.03	[-.12, .01]
	White vs. Asian	-.05	.02	[-.10, -.01]*
	White vs. Black	-.16	.05	[-.27, -.08]*
Stereotype vulnerability	White vs. Mixed	-.06	.04	[-.15, .02]
	White vs. Asian	-.10	.03	[-.17, -.05]*
	White vs. Black	-.17	.06	[-.29, -.07]*
Identification (social interaction)	White vs. Mixed	-.01	.04	[-.09, .07]
	White vs. Asian	-.08	.03	[-.15, .01]*
	White vs. Black	-.15	.06	[-.27, -.04]*

* = Significant indirect effect

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UG sample

Table 1. Analysis of the indirect effect of ethnicity on self-esteem via contributing variables

Contributing Variables	Ethnic Comparison	Relative indirect effect of ethnicity on self-esteem		
		b	*SE*	Bootstrap 95% *CI*
Representation (law identity)	White vs. Mixed	-.24	.06	[-.35, -.13]*
	White vs. Asian	-.18	.03	[-.25, -.13]*
	White vs. Black	-.41	.06	[-.54, -.30]*
Status (law identity)	White vs. Mixed	-.24	.06	[-.36, -.13]*
	White vs. Asian	-.21	.03	[-.28, -.15]*
	White vs. Black	-.40	.06	[-.51, -.29]*
Identity threat (law identity)	White vs. Mixed	-.21	.06	[-.33, -.10]*
	White vs. Asian	-.14	.03	[-.21, -.08]*
	White vs. Black	-.32	.05	[-.42, -.23]*
Discrimination	White vs. Mixed	-.11	.05	[-.23, -.01]*
	White vs. Asian	-.14	.03	[-.20, -.08]*
	White vs. Black	-.15	.05	[-.24, -.06]*
Representation (social interaction)	White vs. Mixed	-.35	.06	[-.48, -.24]*
	White vs. Asian	-.31	.04	[-.39, -.24]*
	White vs. Black	-.55	.07	[-.69, -.42]*
Curriculum Fit	White vs. Mixed	-.24	.07	[-.38, -.11]*
	White vs. Asian	-.18	.03	[-.25, -.12]*
	White vs. Black	-.18	.06	[-.29, -.06]*
Stigma consciousness	White vs. Mixed	-.12	.04	[-.21, -.04]*
	White vs. Asian	-.09	.02	[-.14, -.05]*
	White vs. Black	-.26	.05	[-.36, -.17]*
Stereotype vulnerability	White vs. Mixed	-.05	.04	[-.13, .02]
	White vs. Asian	-.11	.03	[-.17, -.06]*
	White vs. Black	-.17	.04	[-.26, -.10]*
Identification (social interaction)	White vs. Mixed	-.08	.04	[-.16, .00]
	White vs. Asian	-.06	.03	[-.11, -.01]*
	White vs. Black	-.08	.05	[-.18, .01]

* = Significant indirect effect

Persistence

LPC sample

Table 1. Analysis of the indirect effect of ethnicity on persistence via contributing variables

Contributing Variables	Ethnic Comparison	Relative indirect effect of ethnicity on persistence		
		b	*SE*	Bootstrap 95% *CI*
Contextual Support	White vs. Asian	-.14	.03	[-.21, -.08]*
Performance Accomplishments	White vs. Asian	-.15	.04	[-.24, -.07]*
Identity threat (law identity)	White vs. Asian	-.08	.02	[-.13, -.04]*
Prototypicality (law identity)	White vs. Asian	-.09	.03	[-.15, -.04]*
Status (law identity)	White vs. Asian	-.12	.03	[-.18, -.07]*
Discrimination	White vs. Asian	-.06	.02	[-.11, -.02]*
Sense of belonging	White vs. Asian	-.07	.03	[-.13, -.02]*
Curriculum Fit	White vs. Asian	-.09	.02	[-.14, -.05]*
Stereotype vulnerability	White vs. Asian	-.09	.03	[-.16, -.04]*
Identity Management Strategies (coping strategies)	White vs. Asian	-.05	.02	[-.10, -.02]*
Complimentary Fit	White vs. Asian	-.10	.04	[-.17, -.03]*
Identification (social interaction)	White vs. Asian	-.07	.03	[-.13, -.02]*

* = Significant indirect effect

UG sample

Table 1. Analysis of the indirect effect of ethnicity on persistence via contributing variables

Contributing Variables	Ethnic Comparison	Relative indirect effect of ethnicity on persistence		
		b	*SE*	Bootstrap 95% *CI*
Contextual Support	White vs. Asian	-.08	.02	[-.13, -.04]*
Performance Accomplishments	White vs. Asian	-.11	.03	[-.18, -.05]*
Representation (law identity)	White vs. Asian	-.04	.02	[-.09, -.00]*
Status (law identity)	White vs. Asian	-.13	.03	[-.19, -.08]*
Identity threat (law identity)	White vs. Asian	-.04	.02	[-.08, -.02]*

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Prototypicality	White vs. Asian	-.05	.02	[-.10, -.01]*
Discrimination	White vs. Asian	-.03	.02	[-.07, .00]
Sense of belonging	White vs. Asian	-.05	.02	[-.09, -.01]*
Curriculum Fit	White vs. Asian	-.05	.02	[-.09, -.02]*
Complimentary Fit	White vs. Asian	-.10	.03	[-.16, -.05]*
Stereotype vulnerability	White vs. Asian	-.05	.02	[-.09, -.02]*
Identity Management Strategies (coping strategies)	White vs. Asian	-.03	.02	[-.06, .00]
Identification (social interaction)	White vs. Asian	-.06	.02	[-.11, -.01]*

* = Significant indirect effect

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Outcome expectations

LPC sample

Table 1. Analysis of the indirect effect of ethnicity on outcome expectations via contributing variables

Contributing Variables	Ethnic Comparison	Relative indirect effect of ethnicity on outcome expectations		
		b	*SE*	Bootstrap 95% *CI*
Contextual support	White vs. Asian	-.40	.09	[-.59, -.23]*
Performance accomplishments	White vs. Asian	-.26	.09	[-.45, -.11]*
Representation (law identity)	White vs. Asian	-.23	.08	[-.40, -.09]*
Status (law identity)	White vs. Asian	-.34	.07	[-.48, -.21]*
Identity threat (law identity)	White vs. Asian	-.15	.05	[-.25, -.06]*
Prototypicality	White vs. Asian	-.27	.08	[-.44, -.12]*
Discrimination	White vs. Asian	-.15	.06	[-.29, -.05]*
Sense of belonging	White vs. Asian	-.18	.07	[-.34, -.06]*
Curriculum fit	White vs. Asian	-.26	.07	[-.41, -.14]*
Complimentary fit	White vs. Asian	-.27	.10	[-.46, -.08]*
Stigma consciousness	White vs. Asian	-.09	.05	[-.18, -.02]*
Stereotype vulnerability	White vs. Asian	-.15	.07	[-.32, -.04]*
Identity Management Strategies (coping strategies)	White vs. Asian	-.13	.05	[-.24, -.03]*
Identification (social interaction)	White vs. Asian	-.21	.08	[-.37, -.04]*

* = Significant indirect effect

UG sample

Table 1. Analysis of the indirect effect of ethnicity on outcome expectations via contributing variables

Contributing Variables	Ethnic Comparison	Relative indirect effect of ethnicity on outcome expectations		
		b	*SE*	Bootstrap 95% *CI*
Contextual support	White vs. Asian	-.16	.05	[-.27, -.07]*
Performance accomplishments	White vs. Asian	-.20	.07	[-.34, -.08]*
Representation (law identity)	White vs. Asian	-.12	.05	[-.23, -.03]*
Status (law identity)	White vs. Asian	-.33	.07	[-.47, -.21]*
Identity threat (law identity)	White vs. Asian	-.09	.03	[-.17, -.03]*
Prototypicality	White vs. Asian	-.10	.05	[-.20, -.01]*
Discrimination	White vs. Asian	-.12	.05	[-.22, -.04]*
Sense of belonging	White vs. Asian	-.12	.05	[-.22, -.03]*
Curriculum fit	White vs. Asian	-.18	.05	[-.28, -.09]*
Complimentary fit	White vs. Asian	-.19	.06	[-.33, -.08]*
Stigma consciousness	White vs. Asian	-.12	.03	[-.19, -.05]*
Stereotype vulnerability	White vs. Asian	-.16	.05	[-.26, -.07]*
Identity Management Strategies (coping strategies)	White vs. Asian	-.09	.04	[-.18, -.02]*
Identification (social interaction)	White vs. Asian	-.12	.05	[-.22, -.02]*

* = Significant indirect effect

Appendix G.

Timepoint 2 (Follow-up) LPC Sample

Introduction:

The analysis of variance tests below (ANOVAs) examined the differences between the categorical variable of Ethnicity on LPC attainment (Timepoint 2). The test is significant when the p-value is equals to or lesser than .05.

Table keys:

- *F*: f-value
- *df*: degree of freedom
- *p*: p-value
- η_p^2 : partial eta-squared (effect size)
- *M*: mean
- *SD*: standard deviations

Timepoint 2 LPC attainment

Table 1. Analysis of variance (ANOVA) results for ethnic differences in LPC attainment variables for Timepoint 2.

Variable	*F*	*df*	*p*	η_p^2
Final grade classification	1.02	3,153	.384	.020
Final numeric grade	1.61	3,153	.189	.031
Final Grade range	1.54	3,153	.207	.029

Table 2. Means and standard deviations for LPC attainment variables (T2) based on ethnicity.

Variable	White		Mixed		Asian		Black	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Final grade classification	1.31	.58	1.31	.86	1.52	.51	1.45	.52
Final numeric grade	76.4	9.5	74.6	15	72*	9.06	72.9	10.4
Final Grade range	1.91	.92	2	1.35	2.3	.82	2.27	.91

*= Significantly different from White.

Pathway analysis: Asian/White comparison

Introduction:

The pathway analyses below tested the relationship between the Asian/White comparison and LPC attainment was explained sequentially by the contributing

variables (such as discrimination, curriculum fit, etc) and mediating variable of persistence. The test is significant when zero is not present in the confidence intervals (eg -.28, to -.01).

Table keys:

- *b*: beta
- *SE:* standard error
- Bootstrap 95% *CI*: confidence interval

Table 1. Analysis of the indirect effect of ethnicity on LPC attainment via contributing variables and persistence for Asian/White Comparison

Mediating Variable	Contributing Variables	Relative indirect effect of ethnicity on LPC attainment		
		b	*SE*	Bootstrap 95% *CI*
Persistence	Contextual Support	-.53	.32	[-1.33, -.10]*
	Performance Accomplishments	-.51	.39	[-1.46, .03]
	Identity threat (law identity)	-.48	.27	[-1.12, -.11]*
	Prototypicality (law identity)	-.39	.24	[-.99, -.04]*
	Status (law identity)	-.64	.47	[-1.82, -.03]*
	Discrimination	-.44	.31	[-1.21, -.01]*
	Sense of belonging	-.31	.20	[-.75, -.01]
	Curriculum Fit	-.47	.26	[-1.10, -.06]*
	Stereotype vulnerability	-.68	.45	[-1.77, -.06]*
	Identity Management Strategies (coping strategies)	-.20	.29	[-.96, -.24]
	Complimentary Fit	-.69	.38	[-1.59, -.11]*
	Identification (social interaction)	-.06	.24	[-.52, -.45]

* = Significant indirect effect

Appendix H.

White LPC candidates

Factors driving success:

- Seventy-four White candidates responded to the prompt, "What has helped you in your legal education?".
- Eighteen White candidates (24 percent) said that personal study habits helped them.
- Fourteen White candidates (19 percent) said that financial aid helped them.
- Fourteen White candidates (19 percent) said that prior work experience helped them.
- Seven White candidates (9 percent) said that open-book exams helped them.
- Five White candidates (7 percent) said that legal connections helped them.
- Four White candidates (5 percent) said that high prior attainment helped them.
- Four White candidates (5 percent) said that mentoring helped them.
- Three White candidates (4 percent) said that the return to face-to-face teaching helped them.
- Two White candidates (3 percent) said that having a training contract lined up helped them.
- Two White candidates (3 percent) said that good teaching helped them.
- One White candidate (1 percent) said that the university careers service helped them.

Roadblocks:

- One-hundred and fourteen White candidates responded to the prompt, "What has hindered you in your legal education?".
- Twenty-two White candidates (19 percent) said that financial constraints held them back.
- Twenty White candidates (18 percent) said that part or full-time work held them back.
- Fourteen White candidates (12 percent) said that mental health difficulties held them back.
- Eleven White candidates (10 percent) said that age held them back.
- Eleven White candidates (10 percent) said that poor administration from their course provider held them back.
- Ten White candidates (9 percent) said that childcare held them back.

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- Nine White candidates (8 percent) said that a lack of connections held them back.
- Eight White candidates (7 percent) said that the move to distance learning held them back.
- Four White candidates (4 percent) said that disability held them back.
- Three White candidates (3 percent) said that low prior attainment held them back.
- Two White candidates (2 percent) said that limited legal work experience held them back.

Mixed-race LPC candidates

Factors driving success:

- Thirteen Mixed-race candidates responded to the prompt, "What has helped you in your legal education?".
- Three Mixed-race candidates (23 percent) said that support from their course provider helped them.
- Two Mixed-race candidates (15 percent) said that online learning helped them.
- Two Mixed-race candidates (15 percent) said that mentoring helped them.
- Two Mixed-race candidates (15 percent) said that good teaching helped them.
- One Mixed-race candidate (8 percent) said that peers helped them.
- One Mixed-race candidate (8 percent) said that financial aid helped them.
- One Mixed-race candidate (8 percent) said that part or full-time work helped them.
- One Mixed-race candidate (8 percent) said that legal connections helped them.

Roadblocks:

- Eight Mixed-race candidates responded to the prompt, "What has hindered you in your legal education?".
- Two Mixed-race candidates (25 percent) said that online learning held them back.
- Two Mixed-race candidates (25 percent) said that a lack of support from their course provider held them back.
- One Mixed-race candidate (13 percent) said that mental health difficulties held them back.
- One Mixed-race candidate (13 percent) said that the language barrier held them back.

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- One Mixed-race candidate (13 percent) said that a lack of legal connections held them back.
- One Mixed-race candidate (13 percent) said that part or full-time work held them back.

Asian LPC candidates

Factors driving success:

- Ten Asian candidates responded to the prompt, "What has helped you in your legal education?".
- Three Asian candidates (30 percent) said that personal study habits helped them.
- Two Asian candidates (20 percent) said that good tutors helped them.
- One Asian candidate (10 percent) said that small class sizes helped them.
- One Asian candidate (10 percent) said that mock exams helped them.
- One Asian candidate (10 percent) said that mentoring helped them.
- One Asian candidate (10 percent) said that financial aid helped them.
- One Asian candidate (10 percent) said that encouragement from others helped them.

Roadblocks:

- Thirty Asian candidates responded to the prompt, "What has hindered you in your legal education?".
- Eight Asian candidates (27 percent) said that a lack of support from their course provider held them back.
- Eight Asian candidates (27 percent) said that burnout held them back.
- Six Asian candidates (20 percent) said that financial constraints held them back.
- Four Asian candidates (13 percent) said that imposter syndrome held them back.
- Two Asian candidates (7 percent) said that the move to distance learning held them back.
- One Asian candidate (3 percent) said that low prior attainment held them back.
- One Asian candidate (3 percent) said that their ethnicity held them back.

Black LPC candidates

Factors driving success:

- Four Black candidates responded to the prompt, "What has helped you in your legal education?".
- Two Black candidates (50 percent) said that support from their course provider helped them.
- One Black candidate (25 percent) said that financial aid helped them.
- One Black candidate (25 percent) said that personal study habits helped them.

Roadblocks:

- Twenty-three Black candidates responded to the prompt, "What has hindered you in your legal education?".
- Five Black candidates (22 percent) said that a lack of representation held them back.
- Four Black candidates (17 percent) said that a lack of support from their course provider held them back.
- Three Black candidates (13 percent) said that health problems held them back.
- Two Black candidates (9 percent) said that the move to distance learning held them back.
- Two Black candidates (9 percent) said that financial constraints held them back.
- One Black candidate (4 percent) said that part or full-time work held them back.
- One Black candidate (4 percent) said that stereotype vulnerability held them back.
- One Black candidate (4 percent) said that closed-book exams held them back.
- One Black candidate (4 percent) said that burnout held them back.

University of Exeter Workstream 2 Draft Report: CONFIDENTIAL AND SUBJECT TO CHANGE.