



University of HUDDERSFIELD

University of Huddersfield Repository

Daley-Yates, Sue

An investigation into the efficacy of SmartStart: exploring the impact of pre-sessional support on achievement and retention

Original Citation

Daley-Yates, Sue (2009) An investigation into the efficacy of SmartStart: exploring the impact of pre-sessional support on achievement and retention. In: University of Huddersfield Research Festival, 23rd March - 2nd April 2009, University of Huddersfield. (Unpublished)

This version is available at <http://eprints.hud.ac.uk/4697/>

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

<http://eprints.hud.ac.uk/>

Excellent course as it really enabled me to focus – as someone who has been out of the work / study environment for a while myself to get here was very useful. It has also given me confidence.” “I found the course very useful as I have not done any academic work for years!” “After taking the Smart Start course I feel better equipped and more confident about my future at UCB.”

An investigation into the efficacy of SmartStart: exploring the impact of pre-sessional support on achievement and retention

RATIONALE

As a result of widening participation in HE, concerns have arisen about student competencies with regard to academic skills and other key literacy skills (Wall, 2006; Britton, 1970).

“Many institutions... have failed to acknowledge... the need to manage the transition from school to university” (Murray & Kirton, 2006, p 9).

Enrolling students to courses they cannot complete has implications for student motivation, confidence and retention (Wall, 2006).

OUTCOMES

To provide an effective grounding in academic skills and study skills, improving participation, achievement and retention

METHODOLOGY

Using a series of questionnaires, interviews and monitoring of student performance to gather relevant data for analysis

