



Supporting retention, engagement  
and learner transitions in higher education

## What works...

First Six Weeks in Higher Education  
New student induction programmes



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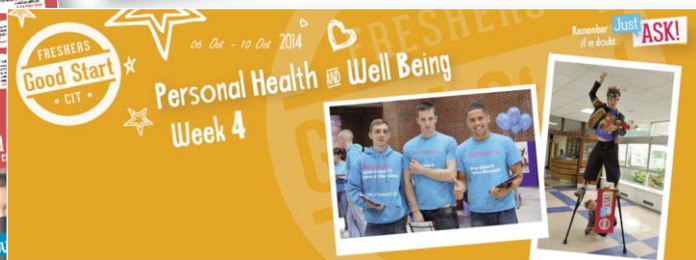
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## First Six Weeks – A Framework

For all students, regardless of their background, starting out in higher education is a major decision with all of the ambition and hope that such a decision is based on. The increased life opportunities offered by a successful progression through to qualification are substantial resulting in greater numbers and diversity of student than ever before starting out on a higher education journey. The importance of supporting student engagement, progression and success is incontestable.





## Context

The importance of the first year experience, which spans pedagogy, curriculum and institutional culture, as the foundation stone to successful student engagement, student retention and student learning is widely evident in the literature (Tinto 2006, Tinto 2009, Jamelske 2008, Kuh et al 2005, Longden 2006 and Brinkworth et al 2008).

Student engagement, which is defined as a key part of student success (Kuh et al. 2005), encompasses both social and academic aspects of the student experience and is influenced by activities inside and outside of the classroom (Krause and Coates 2008). There is a case in the literature for treating first year as a distinct stage requiring special treatment (Clark and Crome 2004, Tinto 2009). While all students need to experience a sense of belonging to the programme, to the discipline and to the Institute, it is essential that students in first year experience this connection as early as possible. This period is a critical time when interactions with an institution should be supportive and empathetic (Risquez and Sanchez-Garcia 2012).

In general the promotion of student success and engagement can be summarised as being dependent on the following:

- (a) Increasing a sense of belonging to the institute
- (b) Using pedagogic practices that enhance engagement
- (c) Ensuring that assessment practice enhances learning
- (d) Providing accessible support services.

The shift from a controlled environment of school and family to an environment in which students are expected to accept personal responsibility for both academic and social aspects of their lives can cause them to experience both stress and anxiety. Going to university involves some level of substantial adjustment in routine and levels of intellectual engagement for most students. For some, it presents challenges that have been described as an 'intimidating leap into the unknown' (McInnis et al., 1995, p.2). Research has shown that the first-year experience involves the development of many new and complex routines that are not always easy to acquire. Issues facing students at the start of the academic year are not necessarily always the same issues they encounter throughout the year. Adjustment is often a matter of dealing with the unfamiliar. Lowe and Cook (2003) showed that in the UK, although most students coped adequately with the transition into higher education, there was 'a considerable minority' who has problems many of whom found university to be a negative experience and many of whom failed to come to terms with the academic and social demands of university life. The results of that study indicated that a substantial proportion of students were poorly prepared for the emotional aspects of separating from their previous environment and adjusting to their new environment at university (Lowe and Cook, 2003). So a lot of the evidence suggests that social adjustment, sense of identity and a feeling of belonging are all important parts of students' effective transition into university life.

## Section 2

Why focus on improving student transition to and successful progression through higher education:



## Why focus on improving student transition to and successful progression through higher education:

- Much greater numbers of students coming into higher education and increasing diversity of student population.
- Probability of non-completion increased.
- A very varied level of student preparedness/readiness as result of diversity.
- More 'first generation' higher education students.
- Attrition is often at a huge personal cost to students (and their families/significant others): Loss of confidence, loss of face and loss of faith in the educational system.
- Cost to classmates... morale decreases as class mates leave.
- Impact on faculty... staff morale impacted by disengaged students.
- Significant financial impact; for student who leaves, for institutes and taxpayer.
- Enhancement of student engagement, progression and success are key to all HE Provider mission statements.
- Student engagement is a matter of national and international attention and policy. Emerging QQI policy / National Forum for Enhancement of Teaching and Learning focus / Irish Survey of Student Engagement/HEA Compacts evidence this.
- Globalisation of HE marketplace - increased competition for students, increased desire to recruit international students.





## Section 3

Some guiding principles for a great student induction programme:



## Some guiding principles for a great student induction programme:

- First year is a really important year, a **good start is half the work**.
- **Orientation is not induction...**
- **Induction** is a process not an event, it **takes time...** first semester to full first year.
- **Student feelings count!** Belonging and mattering are key elements in good student induction.
- **Building good student /staff relationships is very important.**
- **Student involvement is key** as engaged students can be very effective agents of change in peer developed and led induction activities.
- Students are diverse, one type of intervention does not suit all; **be inclusive**.
- **HE institutions can help students to transition better** through planned, resourced, purposeful and collaborative social and academic induction activities; sink or swim pedagogy is not acceptable!
- **Student engagement and success is everyone's business**, so look for collaboration between academic departments, central student support service and students' union.

Student centred

Collaborative

Belonging Purposeful

Peer involvement

A good start  
is half the work

Scaffolded  
delivery of  
information

Connected

Relationship

Mattering



## Section 4

A framework for  
developing an early  
weeks' induction  
programme: 6/12  
month lead in time!



# A framework for developing an early weeks' induction programme: 6/12 month lead in time!

So what can institutions do within first weeks of new incoming students arriving on campus to enhance their successful transition to Higher Education?

*'All interventions or activities should aim to create a culture of belonging, through: supportive peer relations; meaningful interaction between staff and students; developing the knowledge, expectations and confidence to be successful HE learners; and providing an HE experience which is relevant to interests and future goals.'* The UK What Works? (2012) research project for HEA(UK)

1 Develop a prototype proposal for a branded induction programme and win institutional support; senior management commitment essential to success.

2 Identify and engage main supporters, build goodwill and work up collaborative projects with Faculty management, Central Student Support Service managers, Students Union officers, Buildings Office, Event Management personnel, Arts Offices, Sports Office, Access Service, Clubs and Societies, Catering and Canteen Managers

3 Develop a strong brand and message

4 Decide duration and themes.

5 Collaborate with Students Union, Arts Office, Sports Office, Central Student Services, Library and Learning Support Centres to design, timetable and ultimately deliver appropriate events, avoiding duplication.

6 Work with academic departments to create department led, programme focused events

7 Organise appropriate promotional materials, banners, bunting, pop-up desks, leader sweatshirts, templates for weekly calendars/posters, email templates, social media campaign.

8 Recruit and train a student leader team to support delivery of the programme under supervision of an appropriate office of Institute

9 Deliver and record programme of events as they roll out, creating a resource bank for coming years

10 Review the programme with all stakeholders using interviews, surveys and comment cards

11 Revise next year's programme in light of review



## First six weeks....a selection of ideas:

Be welcoming to incoming students – coming to HE should be an exciting and social transition process, it is a very **BIG DEAL**.

A well-planned, branded, purposeful induction programme makes a very positive difference and tells students that they are welcome, they matter and we care!

Involve the current student body in welcoming incoming students – peers matter!

### Some ideas for inclusion in a first weeks' induction programme:

- Extra well signposted campus for registration days and early weeks
- Welcome banners, bunting, posters etc
- Welcome address from President/Registrar
- Smoothly run registration processes
- Campus orientation tours
- Academic faculty/school/department tours
- Clubs and Societies day
- Student Union events and campaigns
- One stop shop/ central hub/ high-vis hot spots for information
- Peer Mentoring – meet and greets
- Peer Assisted Learning Sessions
- High-vis trained student leaders
- Raise awareness of Student Support Services – help desks, information stands, competitions
- Students meet with Head of Department/ Class co-ordinators/ first-year lecturing teams
- Ensure students know what is expected of them... discipline specific academic induction
- Early alert and appropriate intervention when student appears to be wavering
- Library and Learning Support Services orientation activities, tours, competitions, open information sessions
- Academic Learning Support Services information sessions/ meet and greets
- Active social media campaign using student webpage, institute webpage, facebook, Twitter etc.
- Academic induction workshops and seminars on study skills, note-making, time management etc.
- Learning to learn at HE modules
- Academic department based transition projects e.g. role model seminars, day trips, competitions, sports challenges, table quizzes
- Special Student Induction support materials – handbooks, diaries, helpful information leaflets, FAQ's, Just Ask campaigns, pop up help desks etc.



## Four models of current practice

Cork Institute of Technology, Good Start Programme

University of Limerick, First 7 Weeks Programme (F7W)

Waterford Institute of Technology, STEPS Programme

Institute of Art, Design and Technology, Dun Laoghaire, First Year Matters Programme (FYM)

The following are four models of established or emerging early weeks' induction programmes. Given the focus of each on continuous review and improvement, contact details are provided for more detailed information.





# Good Start at Cork Institute of Technology

**Name of Initiative:** Good Start

*'Tus maith, leath na hoibre' - A good start is half the work*

**Key Contact:**

Marese Bermingham,  
Head, Teaching and Learning/  
Head, CIT Strategic Student Engagement and Retention Initiative,  
Office of Registrar and VP for Academic Affairs, Cork Institute of Technology.  
marese.bermingham@cit.ie



**Nature of Initiative:** Good Start is CIT's student induction programme of events and information to help new students transition successfully to CIT. Good Start is one component of CIT's institute wide Strategic Student Engagement and Retention Initiative. **Good Start is a high vis, purposeful first six weeks programme that aims to ensure that incoming students feel supported and informed, welcomed and that they matter.**

**Focus of Initiative:**



# Good Start at Cork Institute of Technology

Description  
of Initiative:

**Good Start, Semester 1,  
runs over 6 themed weeks at beginning of Semester 1:**

**Week 1:** Red Carpet Week

**Message:** *'We are delighted you are here. Good choice.*

*We are going to look after you. You matter to CIT'* Welcome to CIT.  
Welcome, affirm and settle in and find way around.

**Academic Induction:** Meet Class Co-ordinator. Get to know home unit and class; General overview of course, timetable and who's who. Suggest we need short, 2/3 pages of basic information on Home Unit and Course... no detail... headline stuff.

**Social Induction:** Highly visible centre point/ hub, help desks, ice breaking exercises in home department, student /student, staff /student relationship building; Student leaders

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**Week 2:** Transitions: On being a CIT student:

**Message:** *'It's different, it's great, it's challenging and together we can be very successful'*

**Academic Induction:** Expectations, creating and managing, student and CIT. Reassurance. Learning to Learn/Study Skills and Academic Support; Meet Faculty Management and Meet Head of Department and Class Co-ordinator.

**Social Induction:** SU events, Fresher's Week.

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**Week 3:** Get involved: **Message:** *'CIT cares about your holistic development. Get involved in creating your own success through academic and social engagement'*

**Academic Induction:** Recent graduates as role models; establish faculty based student staff fora, students as partners, identify wavering students and listen to them...

**Social Induction:** Clubs and Societies, Sports, Volunteering etc.

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# Good Start at Cork Institute of Technology

## Description of Initiative:

**Week 4:** Time management and Assessment: Message; 'Get your degree to work for you by working for your degree'

Taking charge of your time, keeping control of your time, meeting deadlines.

**Week 5:** Personal Health and Well-being;

Message: Take care of yourself

Managing life outside of your course, keeping healthy and fit.

**Week 6:** Independence: Message: Get the balance right

Personal plans; What do I want to achieve? How do I get there? Discover your internal locus of control; making the right choices for you.

## Good Start Semester 2:

At the beginning of semester 2 a one week welcome back and reorientation programme of activities are offered, including pop up help desks and social media campaign.

## A Key Feature:

### Academic department led Transition to CIT projects:

Academic departments are encouraged to develop their own programme based social and academic induction activities in collaboration with the CIT Strategic Student Engagement and Retention Initiative. During 2014/15, 25 department led projects were delivered.

There are many existing annual activities that form part of the Good Start initiative but are now highlighted and presented to the students in a CIT branded, coherent package.

## Key Contributors to Good Start programme include:

1. Central student support services, Access Service, Careers Service, Counselling Service, Arts Officer, Sports Officers, Academic Learning Centre, Library, IT services, Clubs and Societies, Buildings and Estates
2. Faculty: First Year Class Co-ordinators, CIT Module facilitators, student leaders and academic staff. To a lesser but critically important extent: Deans, Heads of School and Heads of Department
3. Student's Union
4. CIT Alumni: role models and champions

# Good Start at Cork Institute of Technology

## Evidence of Impact

Following pilot programme in 2013, 268 Students and 51 staff responded to general survey and 20 students and staff were interviewed.

### Key findings/changes following review of pilot:

- 99.70% of respondents were very positive about the overall programme and its aim
- Good Start has created an expected branded, cohesive and welcoming message and atmosphere across CIT. Good Start tells incoming students that they are welcome and we care
- Too short a lead in time for academic departments as pilot project only kicked off in late June 2013. This was rectified for 2014 resulting in 25 academic department led transition to CIT projects during Good Start 2014. Good Start 2015 is currently in planning with departments putting their plans in place for September/October 2015
- Length of programme reduced from 7 weeks in 2013 to 6 in 2014 with a one week Good Start Semester 2 programme put in place in February 2015
- Need to develop the Student Leader role... award credits? Employability Skills Inventory?
- Academic induction seminars are being integrated into the CIT Module – our mandatory Semester 1, Year 1, learning to learn module
- Overall, Good Start does what it claims to do... to make students feel welcome, important and that they belong in CIT
- A Just Ask! campaign of pop up help desks with themed campaigns such as Just Ask about... study, Just Ask about... exams, Just Ask about... IT etc were added in 2014/15 as a direct response to feedback received from students and staff on accessibility of interventions

# Good Start at Cork Institute of Technology

**Students said:**

*Helping Freshers And their Way*

**Good Start**

**Staff said:**

*Helping Freshers And their Way*

**Good Start**

## First 7 weeks at University of Limerick



**Name of Initiative:** First Seven Weeks Programme  
**Key Contact:** Maura Murphy  
maura.murphy@ul.ie  
[www.facebook.com/first7weeks](http://www.facebook.com/first7weeks)



**Nature of Initiative:** The First Seven Weeks Programme is an initiative at the University of Limerick designed to provide strong, enhanced and targeted support to students during the very early weeks of their time as UL students.

**Focus of Initiative:** Each of the first seven weeks has its own theme, designed to focus students' attention on various issues that we know are important for settling in and thriving as a higher education student.

## First 7 weeks at University of Limerick



### Description of Initiative:



#### **Week 1: Welcome, Settling In, Finding your way Around Week**

The theme of this week is aimed at helping students to settle in, get their bearings, become comfortable with their surroundings and from the very start set up good habits that will stand to them in the longer term.

#### **Week 2: Study Skills and Time Management Week**

The theme of this week aimed to provide new students with information to help them set up good study patterns, apply and develop their skills and manage their time well.

#### **Week 3: Meet your Advisor Week**

This week's theme is focused on promoting greater levels of awareness among staff and students about the benefits of the advisor system and the importance of making contact with advisors and advisees as early as possible.

#### **Week 4: Health and Wellbeing Week**

This week's focus is on health and wellbeing, encouraging students to make deliberate efforts to focus on staying well and being healthy.

#### **Week 5: Learner Support Centres Week**

This week draws attention to the range of learning centres that are part of the UL campus and that help learners to tackle challenges in maths, science, language and academic writing.

#### **Week 6: Civic Engagement Awareness**

This week encourages students to start developing a career and civic engagement orientation and helps to integrate new students with some of the most important features underpinning UL undergraduate education.

#### **Week 7: Critical Thinking and Longer Term Planning**

This week highlights the importance of critical thinking as a major element of successful engagement with learning at UL as well as getting students to think about their longer term engagement with their studies at UL.

# First 7 weeks at University of Limerick



**Evidence of effectiveness/ impact:**

The Centre for Teaching and Learning annually evaluates the First Seven Weeks Programme through gathering information from first year students about aspects of their early experience that the University is interested in improving.





## STEPS at Waterford Institute of Technology



Waterford Institute of Technology  
INSTITIÚD TEICNEOLAÍOCHTA PHORT LAIRGE

**Name of Initiative:** STEPS Programme  
(Student Transition Engagement Progression and Success)

**Key Contact:** Laura Keane,  
Head of Student Life and Learning, WIT.  
email: lkeane@wit.ie

**Nature of Initiative:** The STEPS programme formally brings together the range of supports and initiatives that currently run in Student Life and Learning to ensure more targeted support to students during their first year in WIT. This initiative is being launched in September 2015.

**Focus of Initiative:** Each of the first six weeks in semester one has its own theme. In addition to this, activities and initiatives also run in the first three weeks of semester two.



# STEPS at Waterford Institute of Technology



Waterford Institute of Technology  
INSTITIÚID TEICNEOLAÍOCHTA PHORT LAIRGE

## Description of Initiative:

### Week 1: Welcome to WIT, Finding Your Feet

The theme of this week is aimed at helping students to settle in and find their feet. Some of the activities that take place are:

- Orientation sessions
- Getting to know you activities and ice breakers
- Campus Tours
- Student Information Handbook
- Induction Video
- Student Life and Learning help desk
- Links with WITSU know your Union week activities
- Information points staffed by trained student volunteers and/or SLL staff

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### Week 2: Get Involved

During this week, students may be feeling uncertain or looking for some information and guidance. We encourage students to get involved. These activities are linked with the SU Fresher's Week.

- Clubs & Societies open days
- Online query clinic for information and/or guidance
- Class rep recruitment
- Volunteering recruitment
- Online Moodle Transition Information Module (available to all first years)

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### Week 3: Financial Support & Who to Ask?

During this week, the Student Life and Learning team in conjunction with the SU deliver information sessions to every first year class group. These sessions provide more detail on information that was given in the first inductions sessions including the supports available, financial information, academic support information, clubs and societies and up and coming events on campus. Question and Answer sessions also take place.

Also the first of three information/drop-in query sessions for the Student Assistance Fund (SAF) takes place.

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# STEPS at Waterford Institute of Technology



Waterford Institute of Technology  
INSTITIÚID TEICNEOLAÍOCHTA PHORT LAIRGE

## Description of Initiative:

### Week 4: Mind Yourself

The focus of this week is simply on Health and Wellbeing. The SU's Welfare Wednesday campaign starts this week and runs with a different theme each month. The theme in week 4 is Healthy Eating. The weekly Country Market also starts this week and the Institute Nurse runs a Health Promotion Campaign. The Counselling Service delivers Mindfulness workshops.

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### Week 5: Academic Support

More in depth academic information and supports are the focus of week 5 including the Maths Learning Centre and Academic Writing workshops. Library tutorials are provided. This week ties into the SU Education Week. On Moodle, information this week explains how to access past exam papers and highlights the workshops that are taking place.

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### Week 6: Ask Again

Reminders and links to information and supports that have been outlined over the previous five weeks are provided. Class reps are asked to tell their peers not to be afraid to ask.

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## Semester 2:

These events start on week two of the second semester.

### Week 1: Positive Mental Health Week

Numerous activities run on campus in conjunction with the SU, Institute Nurse and Counselling Service to promote positive mental health. Clubs and societies hold open days this week to encourage students to get involved in college life.

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### Week 2: On-going Induction

During this week, the Student Life and Learning team in conjunction with the SU deliver a second round of information sessions to every first year class group. These sessions are delivered prior to issuing the results of semester one examinations. Detailed explanations of what examination results mean as well as a recap on other information provided in semester one and the upcoming events for this semester. Question and answer sessions take place and students are reminded of the many avenues there are to ask for help.

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## STEPS at Waterford Institute of Technology



Waterford Institute of Technology  
INSTITIÚID TEICNEOLAÍOCHTA PHORT LAIRGE

### Description of Initiative:

#### Week 3:

Examination results are issued online and drop-in sessions are available for students who have queries. Reminders of supports and services available are provided.

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### Evidence of effectiveness/ impact:

Student Life and Learning reviews and evaluates the individual initiatives each year. Focus groups are held with students and feedback is also sought from the services and partners involved. The individual initiatives in the STEPS programme itself, although only newly branded as such, have been running in different formats for over ten years. Changes are made to these each year.

# IADT Dun Laoghaire, First Year Matters (FYM)



- Key Contact:** Rebecca Roper  
rebecca.roper@iadt.ie
- Nature of Initiative:** Institute-wide extended orientation across the first four weeks of term for all first year students.
- Focus of Initiative:** To support student transition into third level education by focusing on the social, practical and academic needs of the first year students, create opportunities for informal peer mentoring and instill an ethos of visibility and collegiality throughout the student body and staff.
- Description of Initiative:** First Year Matters (FYM), is an extended induction programme for IADT first year students. The programme was developed in collaboration with IADT's Students' Union and supported by research undertaken through the DRHEA Fellowship programme (2012). The FYM First Four Weeks programme was piloted in 2013, ran in 2014, and will continue to feature in future years. Initial feedback on FYM is positive, as observed in the student focus groups, online surveys, programme board notes and from the FYM Student Leaders. Additionally, a small increase in retention rates has been reported during programmatic review (see below).
- The First Year Matters programme has supported retention by providing opportunities for students to get to know the college and new colleagues in different programmes, and encourages a sense of belonging to their new surroundings. Students are facilitated to settle into IADT over the first four weeks of term through a programme focused on social, practical and academic transitions.

# IADT Dun Laoghaire, First Year Matters (FYM)



## Description of Initiative:

At the centre of the programme are the FYM Student Leaders; a group of 10 dedicated students across the Institute who run the programme with the coordinator and the Students' Union. In addition to these key stakeholders, the programme is supported throughout IADT, from Executive to the Caretakers, and particularly throughout the teaching and administrative team.

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### Week 1: Ignition

This includes induction and an introduction to not only staff, SU the institute and course, but also the FYM Student Leader team. Socially the FYM team invite all of the registering first year's to engage in the FYM Treasure Hunt.

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### Week 2: Fresher's (Social Week)

This week focuses on social inclusion and support for a range of events over the Students' Union Fresher's Week, including Clubs and Socs sign ups.

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### Week 3: The Roll Over (Welfare Week)

The Roll Over focuses on the practical transition to college and includes events on budgeting, home cooking, accommodation, tenant rights, access, alcohol awareness, mental health, voter registration, diversity and inclusion in the broader Dun Laoghaire community.

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### Week 4: Head in the Game (Academic Week)

Head in the Game brings the first year cohort back to the reason they are here in the first place; their academic programmes! Talks and events held on effective study, writing support, deferral and withdrawal, student success, graduate destinations, student handbook and policies.

All four weeks have social elements to emphasise the importance of belonging and social connection between students.

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## IADT Dun Laoghaire, First Year Matters (FYM)



### Evidence of effectiveness/ impact:

The initiative is only starting its third iteration this September, but we have early data relating to retention, particularly in our level 7 programmes, which is encouraging. Level 7 retention rates increased by 10% on some programmes within the Institute and level 8 programmes showed a 2% increase overall. Feedback from the students via student focus groups has been positive, and the FYM Student Leaders have also found the programme very beneficial for their sense of community and self-worth. 99% positive feedback for the programme has been registered by participating students and the staff. Feedback is filtered back into the programme through the First Year Task Force for the next iteration.

### Insights/ Challenges:

On-going financial support for the programme with continued pressure on ECF, catering to an increasingly diverse student body effectively with limited resources and anticipated growth of student numbers all create challenges.

### What next?

IADT piloted a **Common First Year Module** last year between two departments which will be rolled out to all students in one of the faculties this year. The FYM team will be paving the way for this initiative and supporting faculty and students. Additionally, discussions are underway to find/create an institute wide initiative to support our second year students.

## IADT Dun Laoghaire, First Year Matters (FYM)



### FYM Student Leader short quotes:

*'I think one of my favourite things about the programme was seeing the lecturers wearing the FYM tee-shirts. It made me feel like I was part of something special.'* Female 3rd year student

*'It was a good opportunity to meet new people, give back to the college and have fun.'* Male, 4th year Business student

*'It was a great was to introduce 1st years to college life, meet new people and show what the college has to offer.'* Male, 3rd year Audio Visual and Technology student

*'Being there not only as a point of contact for incoming 1st years in the first 4 weeks, but seeing them develop and adapt to their surroundings was a rewarding experience.'* Female, 4th year English, Media and Cultural studies student

*'FYM helped show students how amazing IADT is and that no matter what course or department or year, you could make friends everywhere!'* Female, graduate student Cyber-psychology







## Some Useful Resources and References:

### Irish Higher Education Transition Programmes

First Seven Weeks Programme, University of Limerick,  
[www.facebook.com/first7weeks](https://www.facebook.com/first7weeks)

Good Start Programme, Cork Institute of Technology, [www.mycit.ie/goodstart](http://www.mycit.ie/goodstart)

First Year Matters IADT

Facebook Page: <https://www.facebook.com/iadtfirstyearmatters>

### Surveys Resources

Australasian Survey of Student Engagement

<http://ausse.acer.edu.au>

Irish Survey of Student Engagement (ISSE)

[www.studentsurvey.ie](http://www.studentsurvey.ie)

National Student Survey UK (NSS)

[www.thestudentsurvey.com](http://www.thestudentsurvey.com)

National Survey of Student Engagement (USA & Canada)

<http://nsse.iub.edu>

South African Survey of Student Engagement

<http://sasse.ufs.ac.za/>

### Other Resources

Higher Education Authority

[www.hea.ie](http://www.hea.ie)

Higher Education Academy

[www.heacademy.ac.uk](http://www.heacademy.ac.uk)

National Forum for the Enhancement  
of Teaching and Learning in Higher Education

[www.teachingandlearning.ie](http://www.teachingandlearning.ie)

SPARQS

<http://sparqs.ac.uk>

What Works Project

[www.lizthomasassociates.co.uk](http://www.lizthomasassociates.co.uk)

<https://www.heacademy.ac.uk/workstreams-research/workstreams/student-transitions>

[https://www.heacademy.ac.uk/sites/default/files/What\\_works\\_final\\_report.pdf](https://www.heacademy.ac.uk/sites/default/files/What_works_final_report.pdf)

[https://www.heacademy.ac.uk/resources/detail/what-works-student-retention/Compendium\\_Effective\\_Practice](https://www.heacademy.ac.uk/resources/detail/what-works-student-retention/Compendium_Effective_Practice)

[https://www.heacademy.ac.uk/resources/detail/retention/Compendium\\_volume\\_two](https://www.heacademy.ac.uk/resources/detail/retention/Compendium_volume_two)

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