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

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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 17 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