

31.5.2026

Author

THOMAS, Liz

Title

Do pre-entry interventions such as "aimhigher" impact on student retention and success? : a review of the literature

Publication year

2011

Source/Footnote

In: Higher education quarterly. - 65 (2011) 3, S. 230 - 250

Inventory number

30476

Keywords

Studentenschaft : Studienverhalten ; Ausland : Australien : Studenten, Studium, Lehre ; Ausland : Großbritannien : Studium, Studenten, Lehre

Abstract

This paper reviews the potential impact of pre-entry widening access interventions on student retention and success in higher education. It thus addresses two contemporary policy concerns: What is the impact of pre-entry widening access interventions; and how can we improve student retention and success? A review of academic and practitioner literature finds limited research about the impact of pre-entry interventions in general and very little on the impact of pre-entry interventions on students' retention and success in higher education. A review of the research, however, identifies the importance of factors which pre-entry interventions address: pre-entry decision making, expectations about higher education and academic preparation. To date, however, the impact of pre-entry interventions on retention in higher education has been largely ignored. Thus pre-entry activities, such as Aimhigher, should be evaluated for their impact on student retention. The paper offers an outline evaluation framework, including evaluation topics and suggested key performance indicators to

31.5.2026

bridge this gap.(HRK / Abstract übernommen) liz.thomas@edg Hill.ac.uk